

# San Antonio Independent School District

## King Elementary

### 2022-2023 Campus Improvement Plan

**Accountability Rating: C**

**Distinction Designations:**  
Academic Achievement in Science



# Vision

Working together, the Sarah King Community inspires, produces and empowers innovative and engaged citizens with a passion for learning.

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# Comprehensive Needs Assessment

Revised/Approved: April 22, 2022

## Demographics

### Demographics Summary

Description of School: Sarah King Elementary provides special programs aligned with the needs and desires of our students. They have access to GT onsite learning, Dual Language/ESL instruction, Special Ed services, Fine Arts opportunities and afterschool clubs (choir/art club), cheerleading for athletics.

Parents know that their students have the ability to participate in the activities provided by the campus.

The community has always been invited to our activities on campus to support Sarah King students.

Campus activities align with the philosophy and beliefs of our teachers and administrators and as a campus we are always looking for additional ways to engage our students in a variety of activities on campus.

**School Environment Data:** The average class size at Sarah King; student-to-teacher ratio and student-to-support staff ratio?

Head Start PK3: 17 students (1:10 ratio), Head Start PK4: 20 students (1:10 ratio)

### Average Class Size:

PK - 20

KG - 17.6

1st - 22

2nd - 16

3rd - 19.6

4th - 19.5

5th - 25

### Students

Race/Ethnicity (7 groups)

• Students we serve by race/ethnicity:

African American(2.7%)

King Elementary

Generated by Plan4Learning.com

Asian (3.4%)

Hispanic (91.3%)

White (2.4%)

American Indian (0%)

Pacific Islander (0%)

Two-or-More Races (1.8%):

• How do the number of **males compared with females** by grade level?

EE F 60% M 40%

PK F 42% M 58%

KG F 46% M 54%

1st F 45% M 55%

2nd F 41% M 59%

3rd F 45% M 55%

4th F 49% M 51%

5th F 49% M 51%

• **Student Groups** we serve:

Economically Disadvantaged (97%)

English learner - LEP (21%), BE (21%), ESL (5%)

Special Education (13%), former special education, continuously enrolled and non-continuously enrolled.

Title I, homeless (4%)

Migrant (0%)

Gifted and Talented (2%)

At-Risk (70%)

### **Teacher Demographics**

African American 2.2%

Hispanic 84.6%

White 13.2%

American Indian 4.9%

Asian 3.6%

Pacific Islander 2%

Two or More Races 12.9%

### **Teachers by Years of Experience:**

Beginning Teachers: 4.4%

1 to 5 years: 33.9%

6 to 10 years: 28.6%

11 to 20 years: 22%

21 to 30 years: 11%

> 30 years: 1.9%

### **Demographics Strengths**

At Sarah King we know about the needs of each of the groups of students we serve, especially those who are failing or at-risk of failing with the completion of ARMS and MTSS and providing intervention plans for all students in these areas. 504 and Special Education students are provided with IEPs and accommodations.

### **Staff Data:**

At Sarah King our staff members ensure their skills, training and certification align with our students' needs and demographics.

All teachers are TEA certified, with bachelor degrees, some holding Masters degrees in various specializations. Our teachers seek a variety of professional development opportunities to enhance their teaching methods and keep current with teaching practices.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Enrollment has decreased by 15% over the last three years. **Root Cause:** Lack of systems to recapture students who left during the pandemic.

# Student Learning

## Student Learning Summary

Student achievement targets 30% increase in ELA proficiency or 54% increase in math proficiency.

Math- MAP from 2019 Growth Results

Kinder: campus growth is higher than district growth

1st: campus growth is higher than district growth

2nd: campus growth is higher than district growth

3rd: campus growth comparable to district growth with exception of this year; growth is lower

All grade levels have 50% + students who have met their growth in winter 2021-22,

Spring of 2021-22 Kinder and First is projected to have more than 50% of students at Tier 1.

Reading-MAP from 2019 Growth Results

Kinder: campus growth is higher than district growth

1st: campus growth is higher than district growth

2nd: campus growth fell lower than district growth this past year; previously higher

3rd: campus growth is lower this year than district growth; previously a little higher

Math: Campus has historically performed above the district

Reading: In 2019, campus and district data were equivalent and in 2021, campus performed higher than the district.

Peer tutoring, intervention groups, 3-5th City Year, after school tutoring, Saturday school. Packets have been created for students who have long periods of absences.

## READING

| STAAR      | 3RD | 4TH | 5TH | 3RD   | 4TH   | 5TH   | 3RD | 4TH | 5TH |
|------------|-----|-----|-----|-------|-------|-------|-----|-----|-----|
|            | APP | APP | APP | MEETS | MEETS | MEETS | MAS | MAS | MAS |
| Simulation | 36% | 41% | 53% | 12%   | 14%   | 21%   | 8%  | 4%  | 10% |
| 2022       |     |     |     |       |       |       |     |     |     |
| 2021       | 48% | 45% | 65% | 18%   | 28%   | 37%   | 7%  | 6%  | 16% |

|      |     |     |     |     |     |     |     |    |     |
|------|-----|-----|-----|-----|-----|-----|-----|----|-----|
| 2019 | 63% | 60% | 68% | 24% | 29% | 25% | 12% | 7% | 12% |
|------|-----|-----|-----|-----|-----|-----|-----|----|-----|

\*2021 VIRTUAL INSTRUCTION 50/50

**MATH**

| STAAR      | 3RD | 4TH | 5TH | 3RD   | 4TH   | 5TH   | 3RD | 4TH | 5TH |
|------------|-----|-----|-----|-------|-------|-------|-----|-----|-----|
|            | APP | APP | APP | MEETS | MEETS | MEETS | MAS | MAS | MAS |
| Simulation | 18% | 34% | 37% | 5%    | 11%   | 19%   | 1%  | 5%  | 10% |

|      |     |     |     |     |     |     |     |     |     |
|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 2022 |     |     |     |     |     |     |     |     |     |
| 2021 | 48% | 41% | 65% | 21% | 22% | 26% | 7%  | 6%  | 12% |
| 2019 | 68% | 64% | 80% | 28% | 31% | 33% | 10% | 18% | 9%  |

\*2021 VIRTUAL INSTRUCTION 50/50

**STAAR  
READING**

|      | CAMPUS | DISTRICT | STATE |      | CAMPUS | DISTRICT | STATE |
|------|--------|----------|-------|------|--------|----------|-------|
| 2019 |        |          |       | 2021 |        |          |       |
| 3RD  | 63%    | 61%      | 76%   | 3RD  | 48%    | 42%      | 67%   |
| 4TH  | 60%    | 60%      | 75%   | 4TH  | 45%    | 40%      | 63%   |
| 5TH  | 68%    | 75%      | 86%   | 5TH  | 65%    | 53%      | 73%   |

\*2021 VIRTUAL INSTRUCTION 50/50

**STAAR MATH**

|      | CAMPUS | DISTRICT | STATE |      | CAMPUS | DISTRICT | STATE |
|------|--------|----------|-------|------|--------|----------|-------|
| 2019 |        |          |       | 2021 |        |          |       |
| 3RD  | 68%    | 65%      | 79%   | 3RD  | 48%    | 28%      | 62%   |
| 4TH  | 64%    | 61%      | 75%   | 4TH  | 41%    | 29%      | 59%   |
| 5TH  | 80%    | 80%      | 90%   | 5TH  | 65%    | 41%      | 70%   |

\*2021 VIRTUAL INSTRUCTION 50/50



|      | CAMPUS                 | DISTRICT             | STATE          | AFRICAN AMERICAN        | HISPANIC | ASIAN |
|------|------------------------|----------------------|----------------|-------------------------|----------|-------|
| 2019 | 61%                    | 63%                  | 78%            | 42%                     | 62%      | 50%   |
| 2021 | 46%                    | 44%                  | 67%            | 33%                     | 45%      | 61%   |
|      | SPECIAL ED<br>CURRRENT | SPECIAL ED<br>FORMER | ECON<br>DISADV | EB/EL<br>&<br>MONITORED |          |       |
| 2019 | 35%                    | 78%                  | 62%            | 68%                     |          |       |
| 2021 | 38%                    |                      | 46%            | 50%                     |          |       |

\*2021 VIRTUAL INSTRUCTION 50/50

MAP

|                    | KG  | 01  | 02  | 03  | 04  | 05  |
|--------------------|-----|-----|-----|-----|-----|-----|
| <b>MAP READING</b> |     |     |     |     |     |     |
| <b>MET GROWTH</b>  |     |     |     |     |     |     |
| WINTER             | 57% | 56% | 51% | 45% | 53% | 48% |
| 2019-20            |     |     |     |     |     |     |
| WINTER             | 46% | 33% | 26% | 55% | 34% | 37% |
| 2020-21            |     |     |     |     |     |     |
| FALL 2021-22       |     | 19% | 25% | 50% | 63% | 44% |
| WINTER             | 60% | 51% | 35% | 37% | 48% | 49% |
| 2021-22            |     |     |     |     |     |     |

**KG            01            02            03            04            05**

**MAP MATH**

**MET  
GROWTH**

|                   |     |     |     |     |     |     |
|-------------------|-----|-----|-----|-----|-----|-----|
| WINTER            | 39% | 53% | 54% | 44% | 51% | 41% |
| 2020-21           |     |     |     |     |     |     |
| FALL 2021-22      |     | 29% | 35% | 47% | 63% | 45% |
| WINTER<br>2021-22 | 61% | 70% | 63% | 57% | 57% | 44% |

5th Grade Math and ELAR is strong compared to other grade levels on the campus.

**EOY MAP Tier 1 & Growth Data**

|   | Tier 1 Reading | Growth Reading | Tier 1 Math | Growth Math |
|---|----------------|----------------|-------------|-------------|
| K | 45             | 44             | 41          | 39          |
| 1 | 28             | 29             | 48          | 46          |
| 2 | 35             | 40             | 31          | 40          |
| 3 | 38             | 62             | 36          | 61          |
| 4 | 53             | 51             | 37          | 45          |
| 5 | 40             | 54             | 38          | 55          |

**Reading**

|            | Goal<br>3rd | 3rd | Goal<br>4th | 4th | Goal<br>5th | 5th |
|------------|-------------|-----|-------------|-----|-------------|-----|
| Approaches | 63          | 46  | 60          | 43  | 68          | 63  |
| Meets      | 24          | 18  | 29          | 26  | 25          | 37  |
| Masters    | 12          | 6   | 7           | 6   | 12          | 15  |

Math

**Reading**

|            | 3rd | 3rd | 4th | 4th | 5th | 5th |
|------------|-----|-----|-----|-----|-----|-----|
| Approaches | 68  | 46  | 64  | 39  | 80  | 63  |
| Meets      | 28  | 21  | 31  | 21  | 33  | 24  |
| Masters    | 10  | 6   | 18  | 6   | 19  | 11  |

Writing

|            | 4th | 4th |
|------------|-----|-----|
| Approaches | 50  | 30  |
| Meets      | 18  | 10  |
| Masters    | 8   | 0   |

Science

|            | 5th | 5th |
|------------|-----|-----|
| Approaches | 50  | 37  |
| Meets      | 19  | 7   |
| Masters    | 6   | 0   |

Campus Goals

Actual STAAR Performance

| Reading | Math | Science | Writing | Reading | Math | Science | Writing |
|---------|------|---------|---------|---------|------|---------|---------|
| 64      | 75   | 50      | 50      | 49      | 48   | 37      | 30      |
| 29      | 34   | 19      | 18      | 26      | 22   | 7       | 10      |
| 13      | 19   | 6       | 8       | 8       | 7    | 0       | 0       |

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### Student Learning Problem Statements

|   |  |                  |
|---|--|------------------|
| 1 | <p><b>Problem Statement</b> : 50% of all students did not show academic growth in Reading according to MAP data.</p> <p><b>Root Cause</b> : It is assumed that teachers know how to read and plan utilizing MAP Data.</p> <p><a href="#">Edit Associated Areas</a></p> <p>Associated Areas</p> <p><b>Multiple Measures of Data</b></p> <p>Demographics School Processes &amp; Programs</p> | <p>↓ ☆ ✎ 🗑</p>   |
| 2 | <p><b>Problem Statement</b> : 54% of all students did not show academic growth in Math according to MAP data.</p> <p><b>Root Cause</b> : It is assumed that teachers know how to read and plan utilizing MAP Data.</p> <p><a href="#">Edit Associated Areas</a></p> <p>Associated Areas</p> <p><b>Multiple Measures of Data</b></p> <p>Demographics School Processes &amp; Programs</p>    | <p>↑ ↓ ☆ ✎ 🗑</p> |
|   | <p><b>Problem Statement</b> : Students have not been provided the opportunity to experience</p>  |                  |

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**3**

**Problem Statement** : Students have not been provided the opportunity to experience differentiated learning experiences, progress monitoring in 75% of classrooms.

**Root Cause** : Lack of fidelity, implementation, and systems approach at the campus level

[Edit Associated Areas](#)

Associated Areas

**Multiple Measures of Data**

School Processes & Programs

**4**

**Problem Statement** : 55% of all ESL students did not show academic growth in Math or Reading MAP data.

**Root Cause** : Lack of training and collaboration in ESL strategies implemented with fidelity.

[Edit Associated Areas](#)

Associated Areas

**Multiple Measures of Data**

Demographics School Processes & Programs

**5**

**Problem Statement** : 51% of all Special Education students did not show academic growth in math and reading MAP data.

**Root Cause** : Lack of training and collaboration in Special Education strategies implemented with fidelity.

[Edit Associated Areas](#)

Associated Areas

**Multiple Measures of Data**

Demographics School Processes & Programs

**7**

**Problem Statement** : As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready.

**Root Cause** : As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

[Edit Associated Areas](#)

Save Problem Statements Add Problem Statement

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**5**

**Problem Statement** : 51% of all Special Education students did not show academic growth in math and reading MAP data.

**Root Cause** : Lack of training and collaboration in Special Education strategies implemented with fidelity.

[Edit Associated Areas](#)

Associated Areas

**Multiple Measures of Data**

Demographics School Processes & Programs

**7**

**Problem Statement** : As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready.

**Root Cause** : As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

[Edit Associated Areas](#)

Save Problem Statements Add Problem Statement

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## Student Learning Strengths

Math: Campus has historically performed above the district

Reading: In 2019, campus and district data were equivalent and in 2021, campus performed higher than the district.

Peer tutoring, intervention groups, 3-5th City Year, after school tutoring, Saturday school. Packets have been created for students who have long periods of absences.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** 80% students are not performing on grade level in math. **Root Cause:** Inconsistent implementation of best practices for teaching, learning, and engagement in different learning environments.

**Problem Statement 2 (Prioritized):** 75% of students are not performing on grade level in reading. **Root Cause:** Inconsistent implementation of best practices for teaching, learning, and engagement in different learning environments.

**Problem Statement 3 (Prioritized):** As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. **Root Cause:** As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

# School Processes & Programs

## School Processes & Programs Summary

The process for recruiting, selecting, assigning, inducting and retaining high-quality educators:

Highly quality educators are selected through a screening process on the district and or campus level. The process for recruiting typically is done through job fairs and resume pool selections. A panel of interviewers determines a fit candidate based on a series of questions, scenarios, credentials, experience, references and more. Retaining highly educators is done through initiatives like the master teacher program, mentor program ACT ( Grade level lead) and more. Student teachers were retained.

High quality teachers are placed in classrooms/subjects based on student need and teacher strength:

Professional development is planned on based on student data and campus needs. Sarah King holds weekly PLC meetings in which student and teacher needs are addressed and met through professional developments. After-school meetings are also held on Monday afternoons for the same purpose.

There is a TAG and PAG that meet with district leadership. Teachers are allowed to provide feedback to leadership teams in the form of the Insight Survey. When professional developments are provided through the district, participants are asked to provide feedback to improve sessions.

The campus leadership team (CLT) regularly meets to discuss school needs and improvements. Teachers are asked to share information with their teams for feedback. Any necessary changes are discussed with the leadership team and addressed as necessary.

Campus goals are set by the district accountability and research department. Data used includes: MAP, Circle, 4 and 8 week assessments, exit tickets, teacher formal and informal assessments.

The district compliance staff approves goals, performance objectives, strategies, etc.

Yes, there is a focus on learning. Teachers plan and implement engaging lessons to mitigate behavioral issues. Counselors are used as support to ensure that learning remains the focus. We are continuously gauging student performance to adjust instruction/teaching accordingly. We differentiate our lessons/activities to incorporate multiple types of informal/formal assessment measures. Higher order thinking and critical thinking strategies and questions are provided to ensure high quality instruction. In reviewing student data, we provide interventions necessary.

Data and strategies are consistently monitored and adjusted throughout the year to address student learning.

Increase of student achievement is measured utilizing data from formative and summative assessments. These include 4/8 week assessments and MAP testing that show student progression and growth throughout the academic year. At risk students are provided with interventions and progress monitored by the teacher to adjust instruction.

These programs provide accommodations to students so that they have the ability to be successful in the classroom, ensuring other areas are being met that students might otherwise not have had access to. These programs ensure that the diverse learners in the classroom are all having their needs met in the least restrictive environment. Implementation of STEAM

is key to allow students to make real world connections of their learnings in the classroom with other disciplines. S.K. will be hosting a STEAM night for students to apply and expand their thinking across all disciplines.

## School Processes & Programs Strengths

### Programs and Opportunities for Students

- ESF 3.1\* Programs currently operating at Sarah King align with our vision, mission, goals, and values:

At Sarah King we operate programs aligned with our vision, mission, goals and values through PBIS, Art Club, Patrol program, Choir, Cheerleading, Attendance incentives, Student of The Month, 90 second Newberry, City Year, Reading buddies and more.

Our programs focus on a safe environment and high expectations for Staff and Students:

At Sarah King we have implemented PRIDE and CHAMPS.

- Students, especially those at-risk, are given opportunities to meet challenging state academic standards with a well-rounded program of curriculum and instruction through tutoring, Lions Den, Small group/one-to-one instruction and differentiated lessons/assignments.

Sarah King has a personal technology plan for each student:

- we are a one-to-one technology campus providing each individual student access to technology to support and extend their learning experience. Through supported applications like imagine math and LightSail we are able to analyze student data to ensure a personalized or blended learning experience for our students.

### Procedures

- ESF 4.1\* Actions we take to support powerful teaching and learning to ensure we align curriculum and assessment to TEKS with a year-long scope and sequence is to have teachers participate in professional development opportunities like Epic Saturdays, PD in PJ's and PLC/PLN collaboration we review curriculum and assessments to ensure we are aligned with our TEKS/YAGS.

- ESF 5.1\* and 5.3\* Our lesson plans and instruction objective are data driven and include critical thinking, formative assessments, and interventions:

We are continuously gaging student performance to adjust instruction/teaching accordingly. We differentiate our lessons/activities to incorporate multiple types of informal/formal assessment measures. Higher order thinking and critical thinking strategies and questions are provided to ensure high quality instruction. In reviewing student data, we provide interventions necessary.

By adhering to daily grade level schedules, lesson planning, implementing PRIDE, CHAMPS and ensuring proper classroom management students are engaged in learning.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** With 25% of students identified as Tier 1 in reading and math. **Root Cause:** Lack of monitoring of implementation of effective targeted interventions at all grade levels.



# Perceptions

## Perceptions Summary

### How are parent/guardian/community participation rates measured?

- Sign in sheets for each event to measure participation
- 9 weeks report stating community participation/donations
- Monthly Platica sign-in sheets
- Surveys

### How does the school consult with employers, business leaders, philanthropic organizations or individuals with expertise in engaging parents and family members in education?

- We hold events inviting the staff, families and community members. (ex. Math Night, Science Night, STAAR Night, Literacy Night, UIL, etc .)

## Perceptions Strengths

### How do parents and the community view the climate and culture of the district and campuses? Summarize any climate and culture survey reports.

- Do we have survey results? Based on the Insight Survey for 20-21 School Year
- Engagement:
  - Families report wanting more opportunities to engage with the campus.
  - Families feel they are regularly updated about their student's progress and informed about campus events and initiatives
  - Family/Community participation with school functions go on year round, but attendance for these events needs ramped up post-Covid.
  - The campus/district is 1 to 1 with technology. Families appreciate having access to technology for their students.
- - Students feel safe once at school but the community worries about student safety walking or getting to school. Drop off at 7:00 is concerning to faculty but parents insist on dropping off.
- Environment

## Parents and Guardians

### How do parents and guardians describe their child's school? Do they feel welcome at school? Do they believe their children are safe at school and going to and from school?

- Students feel safe once at school but the community worries about student safety walking or getting to school. Drop off at 7:00 is concerning to faculty but parents insist on dropping off
- Parents notice behavior problems and associate them with "bullying". Parents feel like these problems are not properly addressed at times. Parents feel consistency with disciplining the students was not there.
- Parents know that procedures and policies are followed for the safety of our students but at times, parents feel frustrated because of the strict dismissal policy (asking for ID daily, etc).
- Staff feelings: Parents are always welcomed to come in and ask questions, ask for assistance or share any concerns. However, parents may not feel the same because we do not

always accommodate to their wants and needs in their time frame.

### **How do parents and guardians learn and understand about their child's learning standards, learning expectations and progress?**

- The school hosts open house, Meet & Greet the Teacher, Parent/Teacher Conferences
- ARMS
- Progress reports and report cards
- Grade level weekly newsletters
- Dojo
- Green folder w/ calendar

### **How are parents and guardians involved in activities to improve student achievement and school performance?**

- Student of the Month
- The school hosts Family Nights
  - Literacy Night
  - Polar Express
  - Math Night
  - Trunk or Treat
  - Festival of the Arts
  - PBIS celebrations
  - PTA meetings
  - Platicas

### **All Stakeholders**

#### **How do we engage all stakeholders in vision, mission, goals, strategies and values that focus on a safe environment and high expectations?**

School webpage, Class Dojo, Facebook and Twitter are utilized to engage stakeholders.

Parents want more opportunities for family and community engagement. Families do feel they are regularly informed of their student's progress and initiatives at the school.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Less than 10% of families participate in family engagement events hosted by the campus throughout the school year. **Root Cause:** Lack of consistent, timely and engaging advertisement of events using different modes of communication.

# Priority Problem Statements

**Problem Statement 1:** Less than 10% of families participate in family engagement events hosted by the campus throughout the school year.

**Root Cause 1:** Lack of consistent, timely and engaging advertisement of events using different modes of communication.

**Problem Statement 1 Areas:** Perceptions

**Problem Statement 2:** Enrollment has decreased by 15% over the last three years.

**Root Cause 2:** Lack of systems to recapture students who left during the pandemic.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** 80% students are not performing on grade level in math.

**Root Cause 3:** Inconsistent implementation of best practices for teaching, learning, and engagement in different learning environments.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** 75% of students are not performing on grade level in reading.

**Root Cause 4:** Inconsistent implementation of best practices for teaching, learning, and engagement in different learning environments.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** With 25% of students identified as Tier 1 in reading and math.

**Root Cause 5:** Lack of monitoring of implementation of effective targeted interventions at all grade levels.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready.

**Root Cause 6:** As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

**Problem Statement 6 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

## Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

## Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- T-P ESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals

**Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS**

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

**Performance Objective 1:** Increase students' grade level readiness by 10% across all student populations and programs as measured by end of year assessments PK-5 (MAP, Circle, STAAR) in the 2022/2023 school year.

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> All ECE-5 teachers will administer daily exit tickets and end of unit assessments to progress monitor math and reading skills as evidence by daily exit tickets, unit assessments, district CBA and simulation data.</p> <p><b>KPI/Metric/Measure:</b> Unit Assessments<br/>           Daily exit tickets<br/>           District CBA data<br/>           Simulations</p> <p><b>Staff Responsible for Monitoring:</b> Admin<br/>           ICs<br/>           Teachers</p> <p><b>TEA Priorities:</b><br/>           Build a foundation of reading and math, Improve low-performing schools<br/> <b>- ESF Levers:</b><br/>           Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> | Formative |     |     | Summative |
|  | Oct       | Jan | Apr | June      |
|  |           |     |     |           |

| Strategy 2 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 2:</b> 100% of K-5th grade teachers will implement ,AES (journaling, math problem solving, anchor charts) and the 7 Steps to a Language Rich Environment to support differentiated learning in reading and math as measured by classroom observations, CBA's, MAP, STAAR, district CBA's and unit assessments.</p> <p><b>KPI/Metric/Measure:</b> MAP<br/>           STAAR<br/>           District CBAs<br/>           Unit Assessments<br/>           CBAs<br/>           Exit tickets<br/>           STAAR Simulations</p> <p><b>Staff Responsible for Monitoring:</b> Admin<br/>           ICs<br/>           Teachers</p> <p><b>TEA Priorities:</b><br/>           Build a foundation of reading and math, Improve low-performing schools<br/> <b>- ESF Levers:</b><br/>           Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> | Formative |     |     | Summative |
|   | Oct       | Jan | Apr | June      |
|   |           |     |     |           |
| Strategy 3 Details  | Reviews   |     |     |           |
| <p><b>Strategy 3:</b> The campus will provide numerous educational resources and opportunities to engage students and support learning inside and outside of the classroom.</p> <p><b>KPI/Metric/Measure:</b> Field Trips</p>   | Formative |     |     | Summative |
|   | Oct       | Jan | Apr | June      |

Activities that are aligned to TEKS  
 Differentiated Instructional Strategies  
 Scaffolding  
 Exit tickets

**Staff Responsible for Monitoring:** Admin  
 ICs  
 Teachers

**TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1, 2

**Funding Sources:** Literacy Intervention - 282 - ESSER - \$15,177, Math Intervention Resources - 282 - ESSER - \$3,795, Educational Field Trips - 282 - ESSER - \$2,574.87, Tutoring - 282 - ESSER - \$3,876, No Red Ink - 211 - ESEA Title I, Part A - Regular - \$2,685



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**

**Student Learning**

**Problem Statement 1:** 80% students are not performing on grade level in math. **Root Cause:** Inconsistent implementation of best practices for teaching, learning, and engagement in different learning environments.

**Problem Statement 2:** 75% of students are not performing on grade level in reading. **Root Cause:** Inconsistent implementation of best practices for teaching, learning, and engagement in different learning environments.



**Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS**





1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

**Performance Objective 2:** Increase the amount of families that participate in parent engagement events by 30% by the end of the 2022-2023 school year as measured by sign in sheets.

**High Priority**

**Evaluation Data Sources:** Sign-in sheets,  
Parent Surveys  
Feedback from parents

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> All parent engagement events will be sent via Class Dojo, School Messenger, hard copy flyers, School Marquee, and posted on campus social media accounts within 30 days of all events. This will be measured by parent survey and increased attendance at events.</p> <p><b>KPI/Metric/Measure:</b> Class Dojo Reports<br/>Flyers<br/>Agendas</p> <p><b>Staff Responsible for Monitoring:</b> FACE Specialist<br/>Admin<br/>Teachers</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools<br/>- <b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 1</p> | Formative |     |     | Summative |
|  | Oct       | Jan | Apr | June      |
|  |           |     |     |           |

| Strategy 2 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 2:</b> As outlined in the campus parent family engagement policy, the campus will provide numerous educational resources and opportunities to engage all parents in supporting their child's learning. This will be measured by agendas, monthly calendars and sign in sheets.</p> <p><b>KPI/Metric/Measure:</b> Agendas, monthly calendars, sign in sheets, parent surveys</p> <p><b>Staff Responsible for Monitoring:</b> Admin, FACE Specialist, Counselors</p> <p><b>TEA Priorities:</b><br/>Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 1</p> | Formative |     |     | Summative |
|  | Oct       | Jan | Apr | June      |
|  |           |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>   |           |     |     |           |

**Performance Objective 2 Problem Statements:**

| <b>Demographics</b>  |
|--|
| <p><b>Problem Statement 1:</b> Enrollment has decreased by 15% over the last three years. <b>Root Cause:</b> Lack of systems to recapture students who left during the pandemic.</p>   |
| <b>Perceptions</b>   |
| <p><b>Problem Statement 1:</b> Less than 10% of families participate in family engagement events hosted by the campus throughout the school year. <b>Root Cause:</b> Lack of consistent, timely and engaging advertisement of events using different modes of communication.</p> |





**Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS**

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

**Performance Objective 3:** By the end of 2022-2023 school year, ECE-5th grade students will meet our campus attendance goal of 90% as measured by weekly attendance reports.

**Evaluation Data Sources:** Attendance reports

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> The campus attendance committee will monitor attendance and plan for monthly incentives to promote perfect attendance. The attendance committee will view perfect attendance for the month and use these students to participate in the events/celebrations.</p> <p><b>KPI/Metric/Measure:</b> Attendance flyers<br/>Attendance reports</p> <p><b>Staff Responsible for Monitoring:</b> Attendance clerk<br/>Admin<br/>Attendance committee</p> <p><b>TEA Priorities:</b><br/>Improve low-performing schools<br/>- <b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Resources for Kindness and Attendance - 282 - ESSER - \$5,000</p> | Formative |     |     | Summative |
|   | Oct       | Jan | Apr | June      |
|   |           |     |     |           |

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Goal 2: ENSURE PROFICIENCY**

2a: Increase the percent of students kinder ready in Reading & Math (as identified by MAP BOY or subsequent State assessments)





**Performance Objective 1:** by the end of the 2022-2023 school year. we will increase overall student growth in 4 year old Head Start students in Tier 1 from 42% to 70% on End of Year Circle Universal screener in both math and reading.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Circle

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> 100 percent of teachers will provide daily small group intervention that is aligned to student's individual needs based on Circle data. This will be evident in weekly lesson plans and classroom observations.</p> <p><b>KPI/Metric/Measure:</b> Circle</p> <p><b>Staff Responsible for Monitoring:</b> Admin Teachers</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> Staff 5 Teachers - 205 - Head Start Program</p> | Formative |     |     | Summative |
|  | Oct       | Jan | Apr | June      |
|  |           |     |     |           |

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

| Student Learning   |
|--|
| <p><b>Problem Statement 1:</b> 80% students are not performing on grade level in math. <b>Root Cause:</b> Inconsistent implementation of best practices for teaching, learning, and engagement in different learning environments.</p>       |
| <p><b>Problem Statement 2:</b> 75% of students are not performing on grade level in reading. <b>Root Cause:</b> Inconsistent implementation of best practices for teaching, learning, and engagement in different learning environments.</p> |

**Goal 3: ENSURE PROFICIENCY**

2b: Increase the percent of Grade 3 students on grade level in Reading & Math STAAR

**Performance Objective 1:** Increase the percent of 3rd grade students performing at the Meets and Masters level on the 3rd grade STAAR in reading and math by the end of the 2022-2023 school year. .

Reading: Meets: Increase 32% to 35%

Masters: Increase from 18% to 20%

Math: Meets: Increase from 23% to 28%

Masters: Increase from 9% to 12%

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR





MAP

Unit Assessments

CBAs

STAAR Simulation

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> K-5th grade teachers will engage in weekly vertical PLC meetings to analyze data, plan for interventions, adjusting instructional strategies, activities and formative assessments based on peer feedback. This will be measured by agendas and sign in sheets.</p> <p><b>KPI/Metric/Measure:</b> STAAR<br/>MAP<br/>District CBAss<br/>4/8 week assessments</p> <p><b>Staff Responsible for Monitoring:</b> Admin<br/>Teachers</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools<br/>- <b>ESF Levers:</b><br/>Lever 4: High-Quality Curriculum</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> | Formative |     |     | Summative |
|   | Oct       | Jan | Apr | June      |
|   |           |     |     |           |

| Strategy 2 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 2:</b> Provide 100 percent of students with targeted daily small group interventions and extension lessons as measured by classroom observations and weekly lesson plans.</p> <p><b>KPI/Metric/Measure:</b> STAAR<br/>MAP<br/>4/8 week assessments<br/>District CBAs</p> <p><b>Staff Responsible for Monitoring:</b> Admin<br/>Teachers</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools<br/>- <b>ESF Levers:</b><br/>Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 1</p> | Formative |     |     | Summative |
|   | Oct       | Jan | Apr | June      |
|   |           |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>  |           |     |     |           |

**Performance Objective 1 Problem Statements:**

| <b>Student Learning</b>  |
|--|
| <p><b>Problem Statement 1:</b> 80% students are not performing on grade level in math. <b>Root Cause:</b> Inconsistent implementation of best practices for teaching, learning, and engagement in different learning environments.</p>       |
| <p><b>Problem Statement 2:</b> 75% of students are not performing on grade level in reading. <b>Root Cause:</b> Inconsistent implementation of best practices for teaching, learning, and engagement in different learning environments.</p> |
| <b>School Processes &amp; Programs</b>   |
| <p><b>Problem Statement 1:</b> With 25% of students identified as Tier 1 in reading and math. <b>Root Cause:</b> Lack of monitoring of implementation of effective targeted interventions at all grade levels.</p>                           |

**Goal 4: ENSURE PROFICIENCY**

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

**Performance Objective 1:** Increase the overall campus student achievement as measured by STAAR at the Meets level from 30% to 37% and from 13% to 18% at the Masters level by the end of the 2022-2023 school year.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR





Unit Assessments

CBAs

MAP

STAAR Simulations

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> 100 percent of students will be provided with a variety of rigorous and differentiated learning experiences to increase performance across all content areas as measured by MAP, circle, CBA's and STAAR.</p> <p><b>KPI/Metric/Measure:</b> MAP<br/>Circle<br/>STAAR<br/>CBA</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Staff, IC's, District Specialist, Admin Team</p> <p><b>TEA Priorities:</b><br/>Improve low-performing schools<br/>- <b>ESF Levers:</b><br/>Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 1</p> | Formative |     |     | Summative |
|   | Oct       | Jan | Apr | June      |
|   |           |     |     |           |

| Strategy 2 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 2:</b> All teachers will be provided substitutes to plan for differentiated, rigorous lessons based on student data. This will be measured by planning agendas.</p> <p><b>KPI/Metric/Measure:</b> MAP<br/>Circle<br/>STAAR<br/>CBA</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Staff, IC's, District Specialist, Admin Team</p> <p><b>TEA Priorities:</b><br/>Improve low-performing schools<br/>- <b>ESF Levers:</b><br/>Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 1</p> | Formative |     |     | Summative |
|  | Oct       | Jan | Apr | June      |
|  |           |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>   |           |     |     |           |

**Performance Objective 1 Problem Statements:**

| <b>Student Learning</b>  |
|--|
| <p><b>Problem Statement 1:</b> 80% students are not performing on grade level in math. <b>Root Cause:</b> Inconsistent implementation of best practices for teaching, learning, and engagement in different learning environments.</p>       |
| <p><b>Problem Statement 2:</b> 75% of students are not performing on grade level in reading. <b>Root Cause:</b> Inconsistent implementation of best practices for teaching, learning, and engagement in different learning environments.</p> |
| <b>School Processes &amp; Programs</b>   |
| <p><b>Problem Statement 1:</b> With 25% of students identified as Tier 1 in reading and math. <b>Root Cause:</b> Lack of monitoring of implementation of effective targeted interventions at all grade levels.</p>                           |



**Goal 5: ENSURE PROFICIENCY**

2d: Increase % on-time, 4-year Graduation and decrease Dropout Rates

**Goal 6: CULTIVATE HIGH-PERFORMING STUDENTS**

3a: Increase the percent of Grade 8 students earning HS credit

**Goal 7: CULTIVATE HIGH-PERFORMING STUDENTS**

3b: Increase the percent of HS students earning college credit (AP, IB, DC, etc.)

**Goal 8: TARGETED FOCUS ON POST-SECONDARY SUCCESS**  
4a: Increase the % meeting TSI/SAT/ACT college-ready performance

**Goal 9: TARGETED FOCUS ON POST-SECONDARY SUCCESS**

4b: Increase the % of HS students College, Career, & Military Ready (CCMR)

**Goal 10: TARGETED FOCUS ON POST-SECONDARY SUCCESS**





4c: Increase the percent of graduates attending College

**Goal 11:** District Purchases for Campuses Monitored at the District Level - ENSURE PROFICIENCY

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

**Performance Objective 1:** By the end of 2022-2023, student grade level readiness will increase by 5%, the 4 year graduation rate will increase to 85.4% and the CCMR rate to 75%.

**Evaluation Data Sources:** CBE Results, MAP results, PSAT results, SAT results, ACT results, retention rates, drop out rates, and graduation rates

| Strategy 1 Details   | Reviews            |     |     |           |
|--|--------------------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Campuses will implement the MAP assessment platform and conduct an assessment at the beginning, middle, and end of the year.</p> <p><b>KPI/Metric/Measure:</b> By the end of 2022-2023, the grade-level ready ratings will increase by 5%</p> <p><b>Staff Responsible for Monitoring:</b> SAISD Testing and Evaluation Staff with assistance from campus counselors</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3</p> <p><b>Funding Sources:</b> MAP Assessment Platform - 164 - State Compensatory Education (SCE) - \$7,337</p> | Formative          |     |     | Summative |
|  | Oct                | Jan | Apr | June      |
|  | Empty review cells |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>   |                    |     |     |           |

**Performance Objective 1 Problem Statements:**

| <b>Student Learning</b>   |
|---|
| <p><b>Problem Statement 3:</b> As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. <b>Root Cause:</b> As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.</p> |

# Title I

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

The 21-22 CIPs was reviewed and used to guide and evaluate the systems in place. A team of stakeholders reviewed historical achievement and enrollment data and identified trends and patterns for student learning, demographic and perceptions components. These trends and patterns were used to develop problem statements and identify root causes. This information in conjunction with the Targeted Improvement plan was used to identify strategies to address the problem statements and root causes.

## 2. Campus Improvement Plan

### 2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan is made available in both English and Spanish to parents and community stakeholders in multiple ways. Digitally, the CIP is available on the campus website; physical paper copies are made available during Parent and community engagement meetings, and always available in the front office.

### 2.4: Opportunities for all children to meet State standards

Sarah King Elementary will provide opportunities for all children, including each of the subgroups of students, to meet State academic standards. All strategies identified on the CIP have been developed specifically to address the instructional needs of At-Risk students. In the Plan4Learning system, strategies that provide opportunities for all students have been identified by checking the appropriate element box. Clicking on the green “+” symbol will provide a list of the strategies that are aligned to this element.

## 3. Annual Evaluation

## 4. Parent and Family Engagement (PFE)

## 5. Targeted Assistance Schools Only



# Campus Funding Summary

| <b>164 - State Compensatory Education (SCE)</b> |           |          |                                       |              |                    |
|---|-----------|----------|---------------------------------------|--------------|--------------------|
| Goal  | Objective | Strategy | Resources Needed                      | Account Code | Amount             |
| 11  | 1         | 1        | MAP Assessment Platform               |              | \$7,337.00         |
| <b>Sub-Total</b>                                |           |          |                                       |              | <b>\$7,337.00</b>  |
| <b>205 - Head Start Program</b>                 |           |          |                                       |              |                    |
| Goal  | Objective | Strategy | Resources Needed                      | Account Code | Amount             |
| 2   | 1         | 1        | Staff 5 Teachers                      |              | \$0.00             |
| <b>Sub-Total</b>                                |           |          |                                       |              | <b>\$0.00</b>      |
| <b>211 - ESEA Title I, Part A - Regular</b>     |           |          |                                       |              |                    |
| Goal  | Objective | Strategy | Resources Needed                      | Account Code | Amount             |
| 1   | 1         | 3        | No Red Ink                            |              | \$2,685.00         |
| <b>Sub-Total</b>                                |           |          |                                       |              | <b>\$2,685.00</b>  |
| <b>282 - ESSER</b>                              |           |          |                                       |              |                    |
| Goal  | Objective | Strategy | Resources Needed                      | Account Code | Amount             |
| 1   | 1         | 3        | Literacy Intervention                 |              | \$15,177.00        |
| 1   | 1         | 3        | Tutoring                              |              | \$3,876.00         |
| 1   | 1         | 3        | Educational Field Trips               |              | \$2,574.87         |
| 1   | 1         | 3        | Math Intervention Resources           |              | \$3,795.00         |
| 1   | 3         | 1        | Resources for Kindness and Attendance |              | \$5,000.00         |
| <b>Sub-Total</b>                                |           |          |                                       |              | <b>\$30,422.87</b> |