

San Antonio Independent School District

Carvajal Elementary

2022-2023 Campus Improvement Plan

Accountability Rating: C



Public Presentation Date: November 7, 2022

Mission Statement

Mission: To Establish an engaging educational environment that embraces the whole child through discovery using 21st. century skills and solving real-world problems; while valuing families, traditions, and language by promoting bilingualism, biculturalism, and biliteracy.

Vision

Vision: Carvajal Elementary will nurture student agency and the development of critical minds through an integrated model of science, technology, engineering, arts, and mathematics (STEAM).

Value Statement

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Student - Centered
High Expectations
Commitment
Passion
Integrity
Respect
Teamwork

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Comprehensive Needs Assessment

Revised/Approved: July 11, 2022

Needs Assessment Overview

Needs Assessment Overview Summary

Carvajal has conducted a comprehensive needs assessment that serves as the centerpiece of our planning process and the driving force most impacting the campus improvement plan. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year. This year, administrators and teachers collected data, collaborated with professional staff and parents to identify root causes which were written as needs and reported to the site-based planning team. The team was given time to reflect on the data and ask clarifying questions. When the team felt that all appropriate data had been disaggregated and analyzed, this step of the comprehensive needs assessment was finalized and written into the plan.

Demographics

Demographics Summary

Carvajal Elementary is a PK-3/PK-4 Headstart through 5th grade campus that serves students from across the greater San Antonio area as well as within our boundaries. Students must qualify for participation in Head Start by income and/or disability. We offer dual-language, a special education co-teach and special education inclusion classroom, and STEAM instruction.

School Environment: Current Enrollment 355 Capacity 560 Student Race/Ethnicity: HISP 97% , AMER IND 0%, ASIAN 1% , AF AMER 1% , WHITE 2% , Student Groups: ECO DIS 98% , LEP 19% , BIL 29%, SPED 16% , AT-RISK 66% , HOMELESS 2%. GT 2.8% Migrant 1% Foster Care 1% Dyslexia 2% 504 2%

Staff Data: 1 Principal, 1 Vice Principal, 2 Instructional Coaches, 1 Secretary, 1 FACE Specialist, 1 Data Clerk, 33 Teachers, 1 Sped, 11 Dual Language, 32 Gen Ed, 18 Instructional Asst. (17 Female) 3 FSW's, 1 Speech Pathologist, 4 Custodial Staff (1 Female, 3 Male), 7 Cafeteria staff, 1 ACE Coordinator, 1 Nurse, 1 CIS Coordinator, City Year Volunteers (numbers vary) Parents/Community: Carvajal Headstart students/families qualify is not a traditional neighborhood school as parents qualify for attendance based on Head Start applications. The Family Support workers assist families with goal setting, community/resource assistance, and parent training. The campus also offers PACE Wellness services for students and families in need of support

Demographics Strengths

Carvajal Elementary is a STEAM/Dual Language Elementary that currently serves Early Childhood through 5th grade students serving a total of 395 students. Partnerships with Family Support Workers provide support on goal setting with our families. Implementation of a variety of curricula that embed the Pre-Kindergarten Guidelines and Kinder through 5th grade TEKS to support all populations -Our

Partnership with CoSa's Head Start allows us the opportunity to support both students and families. Partner with City Year to serve as tutors, mentors, and role models to improve on attendance, behavior and school performance for student 3rd through 5th grade. All professional teaching staff are highly qualified and certified through the state of Texas. Our school has engaged in a partnership with Our Lady of the Lake University. The staff is representative of the student population. Many families are life-long residents of our community

Problem Statements Identifying Demographics Needs

Problem Statement 1: According to survey data 52% of teachers report behavior difficulties. Likewise teachers report a need for better training on documenting referrals. **Root Cause:** There is a lack of training and professional development on our behavior intervention systems as well as a lack of a universal reporting or recording methods. There was also a lack of communication, buy in, or accountability measures in addressing and implementing the PBIS curriculum. There is a need for better understanding about the SAISD Student Bill of Rights.

Problem Statement 2: According to district data reports 12% special education population passed STAAR math compared to 31% of the general education population and 12% of special education population passed STAAR reading compared to 51% of the general ed. population **Root Cause:** Lack of consistent staffing in the Special Education department contributed to a gap in consistent services being implemented.

Student Learning

Student Learning Summary

The students at Carvajal Elementary are underperforming their peers at like campuses. Students are in need of intervention to supplement skills in which they're lacking. STAAR, MAP, and Circle testing indicate areas of need that will be addressed through small group instruction. Data was only analyzed based off summative assessments. Formative and informal assessments were not used to guide instruction. Overall for the campus, without regard for Race/Ethnicity, programming, or demographic data, students showed the least amount of growth in the area of math for Kinder-5th. Student performance on Phonological Awareness domains and rote counting, as measured by circle show small growth percentage for students. Teachers are not collaborating to create, discuss, and modify lesson plans based on student needs. Based on the MAP scores of students meeting growth, we will be focusing on student growth. Below is the data for students, Kinder through 5th, meeting MAP growth as well as STAAR results for 20-21.

MATH MAP MET GROWTH:

KINDER 16%

1st 34%

2nd 17%

3rd 57%

4th 35%

5th 37%

READING MAP MET GROWTH:

KINDER 13%

1st 16%

2nd 32%

3rd 45%

4th 52%

5th 41%

STAAR GRADE LEVEL 03 Reading:

APP 40%

Meets 9%

Masters 2%

Math:

APP 14%

Meets 0%

Masters 0%

STAAR GRADE LEVEL

04 Reading:

APP 35%

Meets 9%

Masters 0%

Math:

APP 22%

Meets 7%

Masters 2%

Wrtg:

APP 30%

Meets 9%

Masters 5%

STAAR GRADE LEVEL

05 Reading:

APP 39%

Meets 12%

Masters 7%

Math:

APP 38%

Meets 17%

Masters 7%

Sci:

APP 23%

Meets 0%

Masters 0%

Student Learning Strengths

Student Learning Strengths Students have a strong willingness to learn.

Students enjoy being on campus and have built positive relationships with classroom teachers and are willing to work hard for them.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 53% of Pre-K students did not meet the campus and district benchmark on CIRCLE in the area of Phonological Awareness: **Root Cause:** Instruction is not aligning to Circle Map rigor. The rigor of the test is not reflected in the instruction. Deep data analysis for Circle Assessment. Surface level analysis of formative assessments.

Problem Statement 2: MATH STAAR Scores were at less than 20% passing and 0 % at Meets or Masters. Reading STAAR scores were at 41% passing and Math was at 27%passing. Math Meets and Master was at 10% in 3-5 and 11% in Reading **Root Cause:** Math Tier 1 instruction K-5 decreased across grade levels. Teacher unclear on how to effectively plan and unpack TEKS to understand rigor of the expectation. Grade levels planning in isolation and not collaborating to write the lesson plans.

Problem Statement 3: According to recent staff survey data, 100% of teachers input data into action plans/data trackers for small group instruction in PLCs, and only 45% of teachers utilized the data tracker with fidelity **Root Cause:** Time, no clear expectations, modeling and explanation, purpose, accountability, ownership

Problem Statement 4: 100% of our teachers created exit tickets but only 30% of the teachers analyzed the exit tickets to guide instruction. **Root Cause:** Lack of Communication and Collaboration when planning. Campus procedures and expectation in analysis of exit tickets as well as effectiveness.

Problem Statement 5: 3rd grade students are performing at low levels in STAAR. The 3rd grade passing rate for math is at 16% and reading is at 42% **Root Cause:** Math Tier 1 instruction K-5 decreased across grade levels. Teacher unclear on how to effectively plan and unpack TEKS to understand rigor of the expectation. Grade levels planning in isolation and not collaborating to write the lesson plans.

Problem Statement 6: Tier 1 Instruction for Math did not meet 20% growth across grade levels (K-5) according to MAP Data **Root Cause:** Math Tier 1 instruction K-5 decreased across grade levels. Teacher unclear on how to effectively plan and unpack TEKS to understand rigor of the expectation. Grade levels planning in isolation and not collaborating to write the lesson plans

Problem Statement 7: 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

Problem Statement 8 (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

Personnel Carvajal provides:

IA's with professional development Teachers with data that describes student achievement Data is regularly disaggregated after summative assessments and action plans are created Small group instruction is provided based on the individual needs of students.

Professional Practices:

Professional Development is offered in house Staff attends professional development provided by district and campus (Faculty Meetings, PLCs, and Epic Saturdays) PD is planned based on campus and student needs.

Students:

The campus provides Social Emotional needs of students (Acting Right and Sanford Harmony, Backpack program, PBIS, City Year, Communities in Schools, Extended Day Program, ACE Learning Tree, Robotics, Tutoring, Interventions (Targeted Small Group Instruction), Intercession)

School Processes & Programs Strengths

- New elementary campus so we have the opportunity to begin new traditions and programs.
- Access to STEAM materials

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Based on recent staff survey data, 100% of staff did not feel 100% prepared to implement district campus initiatives. **Root Cause:** New campus with teachers who have less than 2 years in the grade level. Trying to establish the expectations of all campus initiatives PBL, STEAM, ART INTEGRATION, and close gaps at the same time. Learning new campus initiatives and implementing simultaneously.

Problem Statement 2: 63% of teachers have less than 2 years of experience in their grade level from K-5. K-2 77% of teachers have less than 2 years. 3-5 43% of teachers have less than 2 years experience. **Root Cause:** Staffing shortages have created a smaller pool of qualified teacher applicants.

Perceptions

Perceptions Summary

Student Engagement:

Remote learners have been impacted by the amount of time they are engaged in learning opportunities. Student attendance falls between 85 and 94% on a routine basis. These percentages seem high based on COVID attendance protocol but doesn't reflect students engagement and participation of zoom lessons and completion of work.

Parent Engagement:

Based on impacts by the Covid-19 pandemic, parent participation is perceived to be lower than in previous years. An average of 4-5 parents at campus meetings

Students: Students want to attend school at Carvajal. Student behaviors are noticeably down but increased when more students started coming back.

Parents/Guardians:

Based on larger enrollment numbers, parents perceive our campus as a safe environment. Many Parents allowed students to come back to class for in person instruction and in person MAP and STAAR testing because of the safety COVID protocols and precautions that have been set in place. Parents feel that the school can support them by requestion resources and having close communication with counselor, FACE specalist, and social worker/communities in schools.

Community:

The community supports the campus and is willing to help out the teachers as necessary.

Teachers:

Teachers are dedicated to the vision and mission of the school even during his transitional time of becoming an elementary school. Teachers describe our school as a work in progress, data driven, loving, and family oriented.

All Stakeholders:

A work in progress with new campus initiatives. Small neighborhood campus that is family oriented.

Perceptions Strengths

- Teachers are proud of the family like environment on campus.
- Teachers are proud of the community and cherish students will to learn.
- Parents are thankful for the teachers.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent participation is currently at 10% and we are hoping to improve participation to 50%. **Root Cause:** Lack of communication/advertisement of events to the community

Problem Statement 2: Staff divisions still permeate and have caused a lack of individual and team efficacy. **Root Cause:** Lack of transparency and having a common goal. -Being Reflective and accepting feedback -Alignment of expectations, structures, data, from Pre-K through 5th. -Lack of systems in place where teachers can collaborate.

Priority Problem Statements

Problem Statement 1: 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 1: 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 1 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

Revised/Approved: July 11, 2022


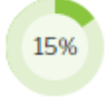
Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS




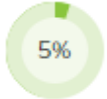






1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 1: By the end of the 2022-2023 school year, approaches, meets and masters student achievement in reading and math STAAR will increase by 20% in 3rd grade for Math and 10% for Reading. 4th through 5th grade reading and math combined with reach 75% growth.

Evaluation Data Sources: Formative and Summative Assessments, Simulations, CBAs, Aggressive Monitoring Checklists

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Grade level weekly PLC meetings focused on data driven instruction to plan for individual students needs through small group instruction: DDI Calendars, create and analyze daily exit tickets and common assessments to monitor and adjust instruction, student data trackers, and reflection of lesson plans and instruction.</p> <p>KPI/Metric/Measure: DDI Formative Assessments, STAAR Data, MAP Data</p> <p>Staff Responsible for Monitoring: Principal, Vice Principal, Instructional Coach, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Professional Development Focus: Aggressive Monitoring, Planning/Unpacking TEKS, Best Teaching Practices (Student Engagement)</p> <p>KPI/Metric/Measure: Weekly Lesson Plan Feedback, Teacher Feedback</p> <p>Staff Responsible for Monitoring: Principal, Vice Principal, Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Vertical Alignment Pre-K to fifth focused on standards and guidelines, teacher pods (Pre-k, K-2, 3-5th)</p> <p>KPI/Metric/Measure: Teacher Feedback, Weekly Lesson Feedback</p> <p>Staff Responsible for Monitoring: Principal, Vice Principal, Instructional Coach, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Students in third, fourth, and fifth grade will be placed in tiered grouping based on formative assessments such as CBA's and unit exams. Within these groups students will receive targeted intervention from certified retired teachers.</p> <p>KPI/Metric/Measure: Teacher Feedback, student cumulative performance data on formative assessments</p> <p>Staff Responsible for Monitoring: Principal, Vice Principal, Instructional Coach, grade level teachers in 3rd, 4th, and 5th grade.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: Certified Retired Teachers - 282 - ESSER - \$10,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
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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: By the end of the 2022-2023 school year, 100% of teachers will follow the PBIS guidelines and systems set in place for campus behavior expectations.

High Priority

Evaluation Data Sources: PBIS Committee Meetings, Campus Behavior Data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a strong and successful PBIS curriculum with administration presenting and reviewing the campus wide behavior systems and practice with students and staff once a semester. Materials will be purchased to support motivation and morale boosters.</p> <p>KPI/Metric/Measure: PBIS Committee Meetings, Behavior Data, Teacher Feedback</p> <p>Staff Responsible for Monitoring: Principal, Vice Principal, Instructional Coach, PBIS Teacher Representatives</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy</p> <p>Funding Sources: Positive Promotions items - 282 - ESSER - \$1,300</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: The campus guidance counselor will teach guidance lessons once a week to all students to support social emotional learning and implementation of PBIS. The counselor will ensure teachers have access and professional development to acting right, and train new teachers. Communities in School social worker will also assist with SEL small group lessons.</p> <p>KPI/Metric/Measure: Discipline Data, Teacher feedback, Student feedback</p> <p>Staff Responsible for Monitoring: Counselor, CIS Social Worker</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy</p> <p>Funding Sources: Supplies for counselor - 211 - ESEA Title I, Part A - Regular - 211-6399-00-241-230000 - \$2,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS



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



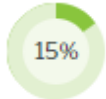





Performance Objective 3: By the end of the 2022-2023 school year, the campus culture will improve by 70% by increasing stakeholder campus engagement activities to create a safe and positive learning and working environment to improve campus and community morale. Our staff, students and families will receive support to improve the social and emotional well-being by creating a positive and caring school climate which will enhance students', teachers and parents well-being and increase academic achievement.

High Priority

Evaluation Data Sources: Parent Surveys
 Student Surveys
 Teacher Surveys (insight)
 BOY, MOY, EOY campus survey

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Offer social emotional resources to students, staff, and families support a variety of needs such as, social emotional development, counseling support, positive behavior choices, and attendance motivators focused on improving student and staff morale through kindness. Resources needed, healthy snacks, kindness motivators, rewards, instructional supplies, instructional resources, bulletin board sets, supplies to engage teachers, home visits, students and families at community and school events.</p> <p>KPI/Metric/Measure: Increase positive school climate as demonstrated by BOY, MOY, EOY and insight survey. Parent Surveys Teacher Surveys Student Surveys</p> <p>Staff Responsible for Monitoring: FACE Specialist Principal Vice Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: Parent and family engagement supplies - 211 - ESEA Title I, Part A - Regular - 211-61-6399-00-241-230000 - \$1,958, Family engagement refreshments/snacks (parent meetings or activities) - 211 - ESEA Title I, Part A - Regular - 211-61-6499-00-241-230000 - \$2,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Create one purchase order to Lakeshore and distribute paper vouchers in the amount of \$50 each for redemption to 26 campus teachers as a motivation and morale booster.</p> <p>Staff Responsible for Monitoring: Principal, Vice Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Lakeshore vouchers - 282 - ESSER - \$3,700</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will hold monthly parent engagement events such as principal's coffee, open house, meet the teacher, Title I meetings, and other events that enhance the school culture and creates opportunities for positive interactions between stake holders.</p> <p>Staff Responsible for Monitoring: Administrative Staff, FACE Specialist, Counselor</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: allowable food items, allowable beverages - 211 - ESEA Title I, Part A - Regular - \$1,958</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				





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 22-23 school year, 100% of all PK students will grow a number level in each standard for the Phonological Awareness Composite domain on the Circle Assessment.

High Priority

Evaluation Data Sources: Circle Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Literacy intervention (check out with instructional coach) tubs aligned to areas of need. Student individualization & academic intervention will be provided based on student areas of need from circle data and teacher observations during whole-group instructions, small-group instruction, and intersession interventions.</p> <p>KPI/Metric/Measure: Circle Data</p> <p>Staff Responsible for Monitoring: Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Support classroom literacy instruction and practices through the use of materials and activities according to the developmental level of each child per Head Start Readiness Goals 1304.21, SAISD PK focus Documents and TEA PK Guidelines. Materials will be purchased to support our activities and goals.</p> <p>KPI/Metric/Measure: Circle Data</p> <p>Staff Responsible for Monitoring: Principal, Vice Principal, Instructional Coach</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				






Strategy 3 Details	Reviews			
<p>Strategy 3: Substitute teachers will be requested for the teachers to participate in Circle student analysis, using the beginning, middle and end of year data to assess progress according to TEA prekindergarten guidelines and Head Start Readiness Goals. A portion of the day will include professional development.</p> <p>KPI/Metric/Measure: Circle Data Staff Responsible for Monitoring: Principal, Vice Principal, Instructional Coach, Pre-K Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Substitutes - 205 - Head Start Program - \$6,400</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Data Driven Instruction: Implementation of student trackers that monitor learning progression. Support student track of data and practices through the use of materials and activities according to the developmental level of each child per Head Start Readiness Goals 1304.21, SAISD PK focus Documents and TEA PK Guidelines.</p> <p>KPI/Metric/Measure: Circle Data Staff Responsible for Monitoring: Principal, Vice Principal, Instructional Coach, Pre-K Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Professional Development Focus: Aggressive Monitoring, Planning/Unpacking TEKS, Best Teaching Practices (Student Engagement)</p> <p>KPI/Metric/Measure: Circle Data Staff Responsible for Monitoring: Principal, Vice Principal, Instructional Coach, Guiding Coalition</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Professional development - 211 - ESEA Title I, Part A - Regular - 211-13-6239-00-241-230000 - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 2: By the end of the 22-23 school year, 75% of PK-4 students will be on track with 5 out of the 7 standards for the Phonological Awareness Composite domain on the Circle Assessment

Evaluation Data Sources: Circle Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Literacy intervention (check out with instructional coach) tubs aligned to areas of need. Student individualization & academic intervention will be provided based on student areas of need from circle data and teacher observations during whole-group instructions, small-group instruction, and intersession interventions.</p> <p>KPI/Metric/Measure: Circle Data</p> <p>Staff Responsible for Monitoring: Principal, Vice Principal, Instructional Coach, Pre-K Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Training to understand circle assessments.</p> <p>KPI/Metric/Measure: Circle Data, Teacher Feedback</p> <p>Staff Responsible for Monitoring: Principal, Vice Principal, Instructional Coach</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Lesson plans that align to circle assessments and PREK guidelines</p> <p>KPI/Metric/Measure: Circle Data, Teacher Feedback</p> <p>Staff Responsible for Monitoring: Principal, Vice Principal, Instructional Coach, Pre-K Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Substitute teachers will be requested for the teachers to participate in Circle student analysis, using the beginning, middle and end of year data to assess progress according to TEA prekindergarten guidelines and Head Start Readiness Goals. A portion of the day will include professional development.</p> <p>KPI/Metric/Measure: Circle Data Staff Responsible for Monitoring: Principal, Vice Principal, Instructional Coach</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Data Driven Instruction: Implementation of student trackers that monitor learning progression. Support student track of data and practices through the use of materials and activities according to the developmental level of each child per Head Start Readiness Goals 1304.21, SAISD PK focus Documents and TEA PK Guidelines. Materials will be purchased to support our activities and goals, such as binders, folders, stickers, stamps, construction paper, etc.</p> <p>KPI/Metric/Measure: Circle Data, Teacher Feedback Staff Responsible for Monitoring: Principal, Vice Principal, Instructional Coach, Pre-K Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Professional Development Focus: Aggressive Monitoring, Planning/Unpacking TEKS, Best Teaching Practices (Student Engagement)</p> <p>KPI/Metric/Measure: Circle Data, Teacher Feedback Staff Responsible for Monitoring: Principal, Vice Principal, Instructional Coach, Guiding Coalition</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Professional development on aggressive monitoring - 211 - ESEA Title I, Part A - Regular - 211-13-6291-00-241-230000 - \$4,000</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				









Goal 3: ENSURE PROFICIENCY

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

Performance Objective 1: By the end of the 21-22 school year, 60% of our 3rd grade students will score at an approaches or higher level in reading and math STAAR.

High Priority

Evaluation Data Sources: STAAR Data, Map Data, CBA's

Strategy 1 Details	Reviews			
<p>Strategy 1: Grade level weekly PLC meetings focused on data driven instruction to plan for individual students needs through small group instruction: DDI Calendars, create and analyze daily exit tickets and common assessments to monitor and adjust instruction, student data trackers, and reflection of lesson plans and instruction.</p> <p>KPI/Metric/Measure: STAAR Data, Map Data, CBA's, Teacher Feedback</p> <p>Staff Responsible for Monitoring: Principal, Vice Principal, Instructional Coach, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilize student math and reading performance data to tier students into performance groupings. Students will then be given supplemental instruction via the use of the Learning A-Z program and will be monitored over time for progress.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 8</p> <p>Funding Sources: Learning A-Z - 282 - ESSER - \$2,510</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning





Problem Statement 8: 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.





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: By the end of the 22-23 school year, K-5 MAP Tier 1 levels for Math and Reading will increase by 20% from BOY to EOY across grade levels.

Evaluation Data Sources: Data Trackers, MAP, STAAR, 6 week assessments/Unit Assessments, Daily Exit tickets

Strategy 1 Details	Reviews			
<p>Strategy 1: Grade level weekly PLC meetings focused on data driven instruction to plan for individual students needs through small group instruction: DDI Calendars, create and analyze daily exit tickets and common assessments to monitor and adjust instruction, student data trackers, and reflection of lesson plans and instruction. Materials will be purchased to track individual student data.</p> <p>KPI/Metric/Measure: Data Trackers, MAP, STAAR, 6 week assessments/Unit Assessments, Daily Exit tickets.</p> <p>Staff Responsible for Monitoring: Principal, Vice Principal, Instructional Coach, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: teaching supplies - 211 - ESEA Title I, Part A - Regular - 211-11-6399-00-241-230000 - \$10,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Professional Development Focus: Aggressive Monitoring, Planning/Unpacking TEKS, Best Teaching Practices (Student Engagement)</p> <p>KPI/Metric/Measure: Data Trackers, MAP, STAAR, 6 week assessments/Unit Assessments, Daily Exit tickets, Teacher Feedback</p> <p>Staff Responsible for Monitoring: Principal, Vice Principal, Instructional Coach, Guiding Coalition</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: professional development on aggressive monitoring - 211 - ESEA Title I, Part A - Regular - 211-11-6239-00-241-230000 - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Support science, mathematics and reading acquisition through the use of materials and activities aligned to the TEKS, SAISD C&I documents, response to data and campus based planning through small group instruction, academic centers, academic family nights, parent engagement activities and meetings and academic materials to implement centers</p> <p>KPI/Metric/Measure: STAAR Data, Teacher Feedback, MAP data</p> <p>Staff Responsible for Monitoring: Principal, Vice Principal, Instructional Coach</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: Student and parent supplies for academic literacy night - 211 - ESEA Title I, Part A - Regular - \$1,000, Parent supplies for Principal Plactica: Reading Focused-Character Traits - 211 - ESEA Title I, Part A - Regular - \$1,000</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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 2: Carvajal Elementary school will foster and develop its STEAM program through exploratory learning and PBL.

Evaluation Data Sources: Quarterly STEAM events, student surveys, Science formative assessments, parent surveys.





Strategy 1 Details	Reviews			
<p>Strategy 1: on experiential learning in science and art will be fostered through targeted field trips and events to places such as NASA in Houston, The San Antonio Museum of Art, The Witte Museum, the McNay art museum, the San Antonio Zoo, Devine Acres, the San Antonio Botanical gardens and more. This strategy will also address the social emotional needs of students by allowing them to experience nature which is scientifically proven to help maintain good mental health outcomes.</p> <p>Bratman, G. N., Hamilton, J. P., & Daily, G. C. (2012). The impacts of nature experience on human cognitive function and mental health. <i>Annals of the New York academy of sciences</i>, 1249(1), 118-136.</p> <p>Tillmann, S., Tobin, D., Avison, W., & Gilliland, J. (2018). Mental health benefits of interactions with nature in children and teenagers: A systematic review. <i>J Epidemiol Community Health</i>, 72(10), 958-966.</p> <p>Staff Responsible for Monitoring: Principal, Vice Principal, core level teachers</p> <p>Title I: 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy</p> <p>Funding Sources: Transportation and admission fees - 282 - ESSER - \$4,200</p>	Formative			Summative
	Oct	Jan	Apr	June
	Review content area			

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 3: By the end of the 22-23 school year, 3rd-5th Math and Reading meets levels will increase by 20% from the previous school year.

Evaluation Data Sources: STAAR Scores, Formative Assessments, MAP Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Carvajal Elementary School will conduct up to six Saturday school sessions lasting from 8am-12pm. Students will be grouped into intervention and enrichment groups where they will receive targeted instruction during these sessions from grade level teachers.</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Supplemental Pay for staff - 282 - ESSER - \$4,715</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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>Strategy 1: Campuses will implement the MAP assessment platform and conduct an assessment at the beginning, middle, and end of the year.</p> <p>KPI/Metric/Measure: By the end of 2022-2023, the grade-level ready ratings will increase by 5%</p> <p>Staff Responsible for Monitoring: SAISD Testing and Evaluation Staff with assistance from campus counselors</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 8</p> <p>Funding Sources: MAP Assessment Platform - 164 - State Compensatory Education (SCE) - \$7,742</p>	Formative			Summative
	Oct	Jan	Apr	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 8: 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.</p>

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

5/16/22 21-22 Summative and 22-23 CNA Creation

11/1/22 Q1 Review

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

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see Title1Crate for the following documentation.

2.2: Regular monitoring and revision

Please see Title1Crate for the following documentation.

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.

<https://schools.saisd.net/page/241.homepage>

2.4: Opportunities for all children to meet State standards

Carvajal 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.

2.5: Increased learning time and well-rounded education

Please see Title1Crate for the following documentation.

2.6: Address needs of all students, particularly at-risk

Please see Title1Crate for the following documentation.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

Face Specialist works collaboratively with parents to develop and refine the Parent and Family Engagement Policy every year. This policy is made available to parents in Spanish and English via multiple forms, including but not limited to, paper copies sent home and available in the front office and digital copies sent via e-mail.

Parent education meetings are held once per month in English and Spanish by the Family and Community Engagement Specialist. One session each semester will focus on providing parents assistance in understanding the State's academic standards, the State and local assessment standards. Carvajal Elemenatary will support parents' involvement in improving their child's achievements by hosting one curriculum night per semester that provides parents ideas and instructional activities that can be done at home with students to improve student achievements.

Our Family and Community Engagement Specialist and counselor (federal funds) collaborate to provide resources, parent education, and outreach to families.

Parents receive school information in both Spanish and English in several formats - flyers, voice messages, letters, parent meetings, family events. Our Bilingual teachers and counselors will often act as translators for families who speak languages other than English.

Our campus provides opportunities for parent activities at various times during the day. Some events are scheduled during the day; others are scheduled in the evening to accommodate working parents. Family surveys will be utilized to get feedback from families at events to continuously improve events from the perspective of families being served.

A list of the individuals and their roles who assist with the development and refinement of the Parent and Family Engagement Policy for the 22-23 school year is included below:

Committee Role	Name	Position
	Dr. Hugo Saucedo	Principal
	Elisa Zavala	Assistant Principal
	Elvira Martinez-Orozco	Counselor
	Dawn Cardenas	Instructional Coach

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent Family Engagement Policy was distributed at a meeting held on 9/12/2022 from 9:00am to 10:00am in the school cafeteria. The meeting and refinement of policy was

conducted in English and Spanish. Campus Compact is available in English and Spanish directly from the campus website.

<https://schools.saisd.net/page/241.homepage>

4.2: Offer flexible number of parent involvement meetings

Parent involvement meetings are offered throughout the school year.

9/12/2022: 9am-10am in the school cafeteria

10/17/2022: 9am-10am in the school cafeteria

11/7/2022: 9am-10am in the school cafeteria

12/5/2022: 9am-10am in the school cafeteria

1/23/2023: 9am-10am in the PFL Office

2/6/2023: 9am-10am in the principals office

3/20/2023: 1:30pm-2:30pm in the school cafeteria

4/24/2023: 9am-10am in the school cafeteria

5/22/2023: 9am-10am in the school cafeteria

5. Targeted Assistance Schools Only

5.1: Determine which students will be served by following local policy

All students will be served by local policy.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carlie Nelson	Instructional Assistantt	Instruction	1.0
Dawn Cardenas	Instructional Coach	Instruction	1.0
Deborah Aguilar	Social Worker	Communities in Schools	1.0
Elvira Martinez Orozco	Counselor	Counseling	1.0
Valerie Nieto	FACE	Support	1.0

Campus Funding Summary

164 - State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
11	1	1	MAP Assessment Platform		\$7,742.00
Sub-Total					\$7,742.00
205 - Head Start Program					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Substitutes		\$6,400.00
Sub-Total					\$6,400.00
211 - ESEA Title I, Part A - Regular					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Supplies for counselor	211-6399-00-241-230000	\$2,000.00
1	3	1	Family engagement refreshments/snacks (parent meetings or activities)	211-61-6499-00-241-230000	\$2,000.00
1	3	1	Parent and family engagement supplies	211-61-6399-00-241-230000	\$1,958.00
1	3	3	allowable food items, allowable beverages		\$1,958.00
2	1	5	Professional development	211-13-6239-00-241-230000	\$5,000.00
2	2	6	Professional development on aggressive monitoring	211-13-6291-00-241-230000	\$4,000.00
4	1	1	teaching supplies	211-11-6399-00-241-230000	\$10,000.00
4	1	2	professional development on aggressive monitoring	211-11-6239-00-241-230000	\$5,000.00
4	1	3	Parent supplies for Principal Plactica: Reading Focused-Character Traits		\$1,000.00
4	1	3	Student and parent supplies for academic literacy night		\$1,000.00
Sub-Total					\$33,916.00
282 - ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Certified Retired Teachers		\$10,000.00
1	2	1	Positive Promotions items		\$1,300.00
1	3	2	Lakeshore vouchers		\$3,700.00
3	1	2	Learning A-Z		\$2,510.00
4	2	1	Transportation and admission fees		\$4,200.00
4	3	1	Supplemental Pay for staff		\$4,715.00

282 - ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Sub-Total	\$26,425.00