Sheldon Independent School District

Stephanie Cravens Early Childhood Academy

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Board Approval Date: October 19, 2021
Public Presentation Date: October 19, 2021

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Comprehensive Needs Assessment

Revised/Approved: June 15, 2021

Needs Assessment Overview

Needs Assessment Overview Summary

The Cravens ECA campus SBDM team reviewed various campus data to evaluate the overall goals for the district, to complete the campus program evaluation and to outline components of our 21-22 needs assessment. These steps were facilitated during the planing meeting on June 15, 2021. The following members were present:

Melissa Cunningham (Teacher and Chair), Desirae Feemster (Teacher), Norma Cotten (Teacher), Kathie Cussen (Teacher), Aliza Draine (Teacher),Selina Mancha (Teacher), Deirdre Brown (Teacher), Ahsley Callis (Teacher), Kathleen Spell (Assistant Principal), Tiffany Cross, (CIS), Denise Mustin (Principal), Maria Vives (New Principal). The parent representatives did not show for the meeting on this day, so we met with them on June 18, 2021 to review the process with them and gather input on our Parent Compact, our Family Engagement Plan and Family Engagement Evaluation. Mrs. Amy Gonzalez (parent) and Mrs. Gabriela Diaz (parent) were in attendance along with Denise Mustin (principal), Kathlees Spell (Assistant Principal) and Terry Autry (Secretary.)

The SBDM reviewed the EOY assessment data (CIRCLE, TKEA, DRA/EDL, FSA and Math), student and teacher attendance data, student discipline records, and parent and staff surveys to determine the needs and goals for the 2021-2022 school year.

Campus Targets:

The 2019 STAAR data were used to determine our campus accountability rating as a "B" according to the TEA accountability summary report. Our campus is paired with Royalwood Elementary. Due to Covid and remote learning, there is not an updated accountablility rating for the 20-21 school year.

In an effort to produce continuous improvement across all grade levels and student demographic populations and to educate a "well-rounded" student, the following priorities will be the focal point for the 2021-2022 school year:

1. Provide training and coaching for all kindergarten and Pre-K teachers in guided reading planning, workstations, instruction, and assessing.
2. Provide a systamatic RTI process utilizing a certified interventionist and interventionist aides to facilitate small group, targeted reading interventions for at-risk students.
3. Provide training, coaching, resources for a standard phonics/ phonemic awareness program and reading comprehension for Pre-K and Kindergarten.
4. Implement Best Practices and monitor with monthly alignment learning walks. Continue to disagreggate data during grade level PLCs to make best decisions on interventions and enrichement.
5. Support our collaborative special education/ general education inclusion classrooms to continue improving instruction and learning for students identified with special needs.
6. Provide training and communication to all parents so that they understand the curriculum and learning objectives for their child and provide resources for them to help their child at home with those skills.
7. Continue implementing UDL strategies and planning to improve learning of special education, EL, and at-risk students.
8. Continue to focus on safe and secure schools through PBIS, safe and secure schools, utilize the SafeDismissal.com program, CHAMPS, and SEL skills through Conscious Discipline
9. Provide continuous staff development on digital learning apps and programs (SeeSaw, Google Suite/ Classroom, Zoom) to enhance learning.
10. Provide communication and trainings for parents to cover Skyward Family Access, curriculum, technology, discipline, and development stages/ skills.
11. Provide resources to encourage critical and creative thinking through the (STEAM) approach by providing resources for students to have hands-on opportunties to discover Science, Technology, Engineering, Arts, and Math concepts.

The campus CNA was developed, reviewed, and revised on the following dates for the 2021-2022 school year:

September 24, 2020

October 20, 2020

November 17, 2020

January 19, 2021

February 16, 2021

March 23, 2021

April 20, 2021

and June 15, 2021 (NeedsAssessment was completed for the 21-22 school year.)

A copy of this Campus Improvement Plan can be found in English and Spanish at the campus in the office or the library, online at www.sheldonisd.com, or at our local public library - North Channel Library.

Demographics

Demographics Summary

Stephanie Cravens Early Childhood Academy has a student population of approximately 530 Pre-K 4 and Kindergarten students. The student body is 84% economically disadvantaged which qualifies our campus as a Title 1 school-wide campus. The student body consists of 72% Hispanic, 18% African-American, 7% White, and 1% other. We have approximately 340 students identified as English Language Learners and 60% are identified At-Risk

Student Enrollment

Year	Enrollment
2015-16	580
2016-17	630
2017-18	581
2018-19	651
2019-2020	630
2020-2021	535 (Covid Remote Year)

Student Demographics by Ethnicity – 20-21

Ethnicity	Campus	District
Hispanic	77%	72.4%
American Indian		.3%
Asian	.6%	.5%
African American	15%	18.9%
Native Hawaiian		
White	5.5%	7.3%
Two or More Races	1.4%	.7%

Student Longitudinal Demographics by Ethnicity

Ethnicity	2015	2016	2017	2018	2020	2021
Hispanic	75	76	78	79	77	72
American Indian	.51	0	0	0	0	.3
Asian	.85	0	.5	.5%	.6	.5
African American	15.16	17%	16%	16.5%	15	18.9

Ethnicity	2015	2016	2017	2018	2020	2021
Native Hawaiian	0	0	0	0	0	0
White	7.67	4.63	3.3	3%	5.5	7.3
Two or More Races	1.34	1.55	1.3	1.5	1.4	.7

Student Demographics by Gender

Gender	Campus	District	State
Male	49.5	50.6	51%
Female	50.4	49.4	49%

1. **Student Demographics by Special Populations 20-21**

Special Population	Campus	District	State
Special Education	6.8%	7.9%	9.6%
ELL	43.9%	30.7%	19.5%
Gifted & Talented	1.5%	4.96%	7.7%
Section 504	0	2.08%	
Economically Disadvantaged	84.8%	77.5%	59%

1. **Staff Demographics by Ethnicity**

Ethnicity	Campus	District	State
Hispanic	46%	23.6%	
AA	14%	31.6%	
White	38%	42.1%	
2 or more races	0	1.1	

1. **Staff Demographics by Gender**

Gender	Campus	District	State
Male	6%	23.8%	23.5

Gender	Campus	District	State
Female	93%	76.2%	76.5

1. **Staff Demographics by Years of Experience**

Years of Experience	Campus	District	State
Beginning	3 - 8%	11.2%	
1-5 years	7 - 19%	35.7%	
6-10 years	14 - 38%	26.6%	
11-20 years	10 - 27%	20.6%	
Over years	3 -8%	6.2%	

Demographics Strengths

- Mid-size school hosting only kindergarten and Prekindergarten students allows for more attention on student needs.
- All Sub-populations are relatively stable,
- Colloborative classes in which many sp. ed. students are in full inclusion classrooms
- Campus student and staff demogrpahic percentages are aligend with district percentages
- Diverse staff population
- Campus staff have more years of experience that that compared to the district

Problem Statements Identifying Demographics Needs

Problem Statement 1: On the FSA, our white population scored 10 % points lower than the remaining student body and Sp. ed. population only scored 50% met compared to campus at 84% **Root Cause:** The English program implemented a systematic phonics program this year. Teachers were still learning how to implement the program. We also had 3 teachers out for 12 week or more due to maternity/ medical leaves.

Problem Statement 2: On DRA/EDL our English students scored 36% points lower that our Spanish students and our Sp. Ed. students scored about 25% lower than our student population on reading benchmark. **Root Cause:** Lack of English phonics instruction and 3 teachers out for 12 weeks or more due to maternity/ medical leaves

Student Achievement

Student Achievement Summary

Our students enroll in school at all different levels and abilities. Our overall goal is to facilitate the learning of all students so that they all master the required skills set by the state to be successful in school and in their next grade level. Based on assessment data, surveys, attendance and discipline data, the following strengths and needs were identified by the campus improvement committee.

In the 20-21 school year, overall student achievement:

Kindergarten

1) DRA 6+ - 28% of English and 60% Spanish students met GRL 6/E. A total campus percentage of 41.5%; 53% English and 72% Spanish met GRL 4/D. Campus Total 61%.

2) FSA # 4 - English 84.5%, Spanish 83.4%

3) Math EOY - 75% met, 15% approaches, 10% did not meet standard

4) Science - Kindergarten 97% on EOY assessment (TKEA)

Pre-K

5) Pre-K Book/ Print Knowledge - 88%

7) Pre-K Letter Sounds -English 78%, Spanish 97%

8) CIRCLE Literacy - Overall - English 78% and Spanish 93%

9) CIRCLE Math - Overall - English 88% and Spanish 98%

10) CIRCLE Science - Overall - English 88% and Spanish 92%

Attendance

10) Student attendance 93.3% - COVID Remote option year. Students with chronic absences tend to be the students falling in the academic "at-risk" category.

Student Achievement Summary by Sub-populations:

Students	% Met (DRA/EDL 6)
All Students	41%
Hispanic	48%
African American	23%

Students	% Met (DRA/EDL 6)
White	33%
Two or More Races	
Economically disadvantaged	39%
LEP	59%
Special Education	13%
Gifted & Talented	100%

MATH Kindergarten EOY

Students	% Met	% Approaches
All Students	74.4%	15%
Hispanic	73%	14.9%
African American	74%	14.2%
White	75%	25%
Two or More Races	100%	0%
Economically Advantaged	71.9%	16.5%
LEP	77%	15%
Special Education	53.8%	15%
Gifted & Talented	100%	0%

Student Achievement Strengths

Reading – Kindergarten

- FSA (Foundation Skills Assessment) #4 - English 84.5%; Spanish 83.5%

Reading- Pre-K

- Book and Print - 88%

- Letter Sounds Spanish – 97%
- CIRCLE Literacy Spanish - 93%

Math – EOY – 75% Met, 15% approaches

Discipline – 7 office referrals for the year

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: English students are underperforming on TKEA and DRA compared to their Spanish peers. **Root Cause:** This was our first year in English kindergarten to have a systematic phonics program and we did not have a strong Pre-K phonics program either. This sub-pop scored lower in vocabulary as well. There were two brand new teachers teaching guided reading this year and 3 teachers that were out due to maternity/ medical leave.

Problem Statement 2: Kindergarten students are scoring lower in math skills - identifying coins, and composing and decomposing numbers than in years past. **Root Cause:** Identifying coins is a new TEK. Teachers tend to provide too much support and need to provide more opportunities for student to explore/ discover as they move from concrete to abstract number sense.

School Culture and Climate

School Culture and Climate Summary

Teachers, parents, and students were given an opportunity to complete an anonymous survey at the end of the school year. According to each survey the majority of all stakeholders are pleased with they way we do business. 93% of our parents rated Cravens ECA at a B or higher. There is very minimal teacher turn-over each year.

Parents indicated that they liked that the campus was organized, safe and secure, and provided special events and parent involvement opportunities. 90% agreed that they were informed in a timely and effective manner about their child and school events. Most were pleased with the SeeSaw app. Parents indicated they wanted to know more about the curriculum and ways they can help their child at home (homework.)

Staff members indicated that they would like to have more timely communication on information regarding the campus events. Staff members also indicated the need to continue utilizing Safe Dismissal website, to guarantee student safety, and efficient documentation.

School Culture and Climate Strengths

Teachers collaborate together during PLCs to improve instructional planning and delivery. All staff members work together to provide targeted interventions according to each student's need during school-wide intervention.

Staff Survey Indicated the following strengths: 1) Campus culture- family/ friendly atmosphere, 2) Family Events 3) Supportive Administration 4) Data-driven decisions

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

For the 2020-2021 school year, one hundred percent of Cravens' staff was identified as Highly Qualified. The staff consisted of 2 campus administrators,1 instructional coach, 1 counselor, 1 school nurse, 34 classroom teachers, 2 special education collaborative teachers, and 18 instructional aides.

Minority staff members equal to 62.8 percent. The ethnicity breakdown of our staff almost mirrors our student population with 15.1% African American, 52.8% Hispanic, and 28.3% White.

The average years of experience was 10.4.

Sheldon ISD has a strong New Teacher Mentor program and each of our new teachers will be assigned a mentor. Sheldon ISD also has an employee daycare providing convenient hours for employees.

There is very little teacher turn over at Cravens ECA. For the 20-21 school year, there was an increase in turn-over: 1 teacher retired, 2 teachers resigned to relocate closer to their home. and the counselor resigned to relocate to her neighborhood campus.

Staff Quality, Recruitment, and Retention Strengths

- 90% teacher Retention
- All staff is highly qualified
- Staff ethnicity ratios are close to student ethnicity ratios.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

We currently have a district curriculum (Sheldon S.H.I.E.L.D.) As a campus, we are focusing on buildinig the instructional capacity of all of our teachers in each of the balanced literacy components based on the science of reading. Our target areas will be in phonics, comprehension strategies, and guided reading.

All Kindergarten teachers have completed the Texas Reading Academy.

Comprehension Strategies: Teachers will explicity model and teach comprehension strategies through Interactive and Shared Reading.

Guided Reading: Teachers will plan for and facilitate guided reading groups daily, will maintain anedotal notes, and running records on each student.

PreK students will be assessed with CIRCLE assessment at the BOY, MOY, and EOY. Students will also be assessed on each standard for the standard's based report card.

Kindergarten students will be assessed with DRA/ EDL, EOY Math and Science CBAS. Students will also be assessed on each standard for the standard's based report card. LEP students will also participate TELPAS in the Spring.

Curriculum, Instruction, and Assessment Strengths

- We have an instructional coach on campus that works with teachers to build capacity and improve instructional strategies.
- We work in PLCs once a week to discuss the curriculum, instructional implementation, and assessment data.
- We maintain a data board to track students' reading level and intervention or enrichment needs.
- We provide Tier II and Tier III interventions through our two Title 1 interventionists and one Pre-K interventionist.

Parent and Community Engagement

Parent and Community Engagement Summary

The success of an instructional program is significantly influenced by how well parents of the students and the community support the school. In order to achieve support, parents must become involved as partners in the education of their students and the community as a whole must support educational efforts. Typically, elementary schools enjoy a high degree of parental involvement and support. Volunteer membership is high, and volunteers are usually readily available to assist teachers and staff in the elementary classrooms and/ or workroom. Nevertheless, parental/community involvement and support must continue to be actively cultivated by every staff person.

The community is supportive of the district and campuses. Numerous fundraisers are held throughout the year and the community purchases thousands of dollars worth of fundraiser items in support of district efforts. The community also attends programs such as student assemblies, athletic endeavors, patriotic celebrations, academic fairs, food drives, Parent Science and Math Nights, Spirit of King, etc.

Teachers, parents, and students were given an opportunity to complete an anonymous survey at the end of the school year. According to each survey the majority of all stakeholders are pleased with they way we do business. 93% of our parents rated Cravens ECA at a B or higher. There is very minimal teacher turn-over each year and the staff members rated the campus/ principal at 1.8 out of 5 with 1 being the best on the district survey.

Parents indicated that they liked that the campus was organized, safe and secure, and provided special events and parent involvement opportunities. 90% agreed that they were informed in a timely and effective manner about their child and school events. Most were pleased with the SeeSaw app. Parents indicated they wanted to know more about the curriculum and ways they can help their child at home (homework.)

Parent and Community Engagement Strengths

Parents: 1) Family Involvement, 2) Caring Staff, 3) Communication, 4) Security/ Safety, 5) Discipline/ Patience

Cravens Academy typically enjoys a high level of parental support as is evidenced by the large number of parents who volunteer at the school. The volunteer program, Cub P.A.C., has been active in fund raising activities that provide additional resources for the school. Parents and Community members participate on the Campus Improvement Team (SBDM) and District-Wide Improvement Committees.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent involvement in trainings and family events decreased over the 20-21 school year. **Root Cause:** Events were limited and were held virtually via Zoom. Due to Covid we did not get to train our parent volunteers and have them come to the campus to volunteer.

School Context and Organization

School Context and Organization Summary

The school organization is comprised of many processes designed to build the capacity of teachers, maximize the learning for all students, and engage parents in their child's learning. We have the following processes in place:

1) Weekly PLC meetings built into the master schedule and are used to give teacher teams a common planning time for lesson planning, data disaggregation, professional development, and to address student concerns.

2) Instructional Coach works with all teachers to build their instructional capacity. All new teachers have mentors and are supported throughout the year.

4) STEAM lab implementation, STEM activity time built in to the master schedule.

5) Inclusion classrooms - Building an inclusive practice for early childhood in partnership with Region IV - Utilizing UDL framework to meet the needs of all learners.

6) Implementation of dual language one-way bilingual program and two-way program.

7) School-wide implementation of Conscious Discipline and PBIS

8) RTI Interventionist and team meets weekly to discuss struggling students, develop an intervention plan, and monitor progress.

9) We utilize SeeSaw app and Google Classroom for remote learning and parent communication and collaboration.

School Context and Organization Strengths

- Although the building is now 18 years old, it still appears new and modern. The building is designed for early childhood education with bathrooms, door handles, etc. appropriately sized. The hallways ar color coded to help young students learn their way around.
- Prior to Covid, we consistently had 15-20 parents volunteering each week.
- The SeeSaws for school app and been effective for parent communication and collaboration.

Technology

Technology Summary

Sheldon ISD and Cravens ECA value the instructional benefit and learning resources that technology can provide.

Our librarian is a media specialist and part of her responsibility is to model and coach staff members on how to integrate digital learning in their lesson plans.

Our focus for the 21-22 school year is to continue to move toward 1:1 student/ tech devices and to utilize SeeSaw, RAZ Kids, and other apps to enhance our instructional lessons through the use of technology.

We are also utilizing more software for lesson planning and data disaggregation. The district will be providing all teachers a laptop.

We will also continue to ustilize the Safe Dismissal Website, to aide in the dismissal process, making sure students go home safely and accurately.

Technology Strengths

- We have Ipads for every student on campus.
- We have successfully implemented and utlized SeeSaw for Schools App
- We have a smart board in every classroom.

Problem Statements Identifying Technology Needs

Problem Statement 1: Several iPads need to be replaced due to being returned broken or are too old to hold the software that is needed. We also need to acquire more chargers and protective covers for the iPads. **Root Cause:** Approximately 50 ipads were either returned broken or were not returned at all at the end of the 20-21 school year. We have at least 30 ipads that are too old to run the programs/ software we use now in our curriculum. Over 100 chargers were not returned.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Running Records results
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility 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
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Revised/Approved: October 19, 2021

Goal 1: SISD will maximize student learning for All.

Performance Objective 1: Kindergarten student EOY TRC scores will increase from 41.5% on a TRC (MClass)/EDL independent level of "E" or higher to 65%. TRC (MClass)/EDL scores will also increase from 61% to 75% of students will be on an independent level of "D" or higher by the end of May 2022. The percentage of Pre-k students will increase from 88% to 91% on the EOY Book and Print and from 78% to 90% for English and 97% to 97% for Spanish letter-sound assessment by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: EOY TRC/EDL guided reading levels; EOY Book and Print assessment, Letter/Sound Assessment Checklist

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: EOY scores for kinder students will be meeting the "met" expectations for TRC C/D or above at the end of the school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide staff development and needed resources for Pre-K and K in all balanced literacy components including learning station activities and running records. Utilize TEKS deconstruction/Reflective Practice Model during PLC planning. November 2021 and March 2022 **Strategy's Expected Result/Impact:** According to TRC and running records, students will reach established benchmarks: 2nd 9 Weeks - TRC B (Instructional) 3rd 9 Weeks - TRC D (Independent) 4th 9 Weeks - TRC E (Independent) **Staff Responsible for Monitoring:** Principal and Assistant Principal Others involved are the campus instructional coach, ELA curriculum specialists, and Director of Curriculum. **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- Comprehensive Support Strategy**	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continue to provide software/ online programs for all teachers and training for new teachers to utilize in supplementing their lessons: November 2021. 1) RAZ Kids 2) Reading A to Z 3) More Starfall 4) SeeSaw APP 5) Ready Rosie **Strategy's Expected Result/Impact:** District CBA mastery, EOY TRC, RAZ kid usage, MCLASS **Staff Responsible for Monitoring:** Principal and Assistant Principal Others involved are the campus instructional coach, ELA curriculum specialists. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- Comprehensive Support Strategy** **Funding Sources:** Starfall - 211-Title I, RAZ kids - 211-Title I	100%	100%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Interventions for Tier 2 and Tier 3 of intervention program: Targeted interventions during the school day. MCLASS Amplify Interventions Kinder. - LLI/ SEL - Leveled Literacy Intervention, phonemic awareness for young children Pre-K interventions - Unique schedule for oral language/ PA interventions - CIRCLE manual resources October 2021, January 2022, and May 2022 **Strategy's Expected Result/Impact:** Formative: Weekly assessments Running Records Summative: CBAs and report cards Student reading levels at EOY TELPAS writing samples CIRCLE assessments **Staff Responsible for Monitoring:** Staff: Title 1 Aides/ teachers/ parents/ Administrators and Instructional coach. Materials: LLI/ SEL Kits, CIRCLE manual and CLI activities **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **- TEA Priorities:** Build a foundation of reading and math **- Comprehensive Support Strategy** **Funding Sources:** - 211-Title I	100%	100%	100%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Pre-K interventionist to target interventions in literacy skills in small group instruction. November 2021, January 2022, and May 2022 **Strategy's Expected Result/Impact:** Formative: Anecdotal notes of students and walkthrough observations of teachers Summative: Letter sound assessment, Book and Print Assessment, and report cards **Staff Responsible for Monitoring:** Staff: Instructional Coach, Administrators, Curriculum Specialists **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **- Comprehensive Support Strategy** **Funding Sources:** Pre-K Interventionist Paraprofessional - 211-Title I - $28,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Develop oral language, listening skills, and comprehension for all students, including ELL students, through use of Scholastic Magazines, shared reading, interactive read aloud texts, collaborative charts, flannel story, dramatic play stations, an author visit, AVID Reader Books for contest, and Wild About Reading Program. March 2022 **Strategy's Expected Result/Impact:** Formative: Common Assessments, TRC, Anecdotal notes, observations Summative: TRC Data **Staff Responsible for Monitoring:** Administrators, Teachers, Instructional Coach **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- Comprehensive Support Strategy** **Funding Sources:** Scholastic Magazines - 211-Title I - $2,500, AVID Reader Books - 199-State Comp. Ed. - $481				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Build writing and literacy skills through: writer's workshop and Interactive writing. K - Empowering writers, Pre-K - Rice StoryTelling; Purchase new student white boards and journals for interactive writing; provide incentives for students learning their high frequency words each 9 weeks. August 2021, October 2021, December 2021, February 2022, April 2022, and June 2022. **Strategy's Expected Result/Impact:** Formative: Writing journals/ samples and SeeSaw Summative: EOY portfolio, report card **Staff Responsible for Monitoring:** Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Training - 199-State Comp. Ed.				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Provide classroom libraries of guided reading books, mentor texts, and read-aloud texts in English and Spanish to be used for reading comprehension instruction, guided reading instruction, and independent reading during literacy work stations. August 2021, October 2021, December 2021, February 2022, April 2022, and June 2022. **Strategy's Expected Result/Impact:** Teachers have all the resources they need to implement balanced literacy. **Staff Responsible for Monitoring:** Administrators, Instructional Coach **Schoolwide and Targeted Assistance Title I Elements:** 2.4				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Teachers participate in learning walks each semester to observe literacy stations and guided reading groups. October 2021, February 2022 **Strategy's Expected Result/Impact:** Teachers will have participated in two learning walks and completed reflection sheets. **Staff Responsible for Monitoring:** Administrators, Instructional Coach **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Provide training in UDL and provide resources for sp. ed. collaboration with gen. ed. teachers to support our special education students. Sp.Ed. Cohort/Region IV and more inclusion in gen ed classroom. August 2021 - May 2022 **Strategy's Expected Result/Impact:** Increased reading scores of all Sp. Ed. students. **Staff Responsible for Monitoring:** Administrations, Sp. Ed. Teachers, Gen. Ed. Teachers, Program specialists **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: SISD will maximize student learning for All.

Performance Objective 2: Kindergarten students will increase from 75% meeting expectations, 15% approaches, 10% did not meet on the district EOY Math assessment to 85% meeting Expectations, 10% approaches, 5 % did not meet on all students meeting expectations.

Kindergarten students will maintain a 97% meeting expectations on the Science TKEA.

85% of Pre-K students will master the math Pre-K guidelines as determined by the EOY CIRCLE assessment.

Evaluation Data Sources: EOY District math evaluation; TKEA Science, and Pre-K CIRCLE assessment

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue to develop the campus STEAM lab and STEAM events (STEAM week, STEAM themed days, STEAM Night) on campus to increase opportunities for students to learn and discover Science, Technology, Engineering, Art, and Math concepts through hands on- purposeful play activities. Aug. 2021 - June 2022 **Strategy's Expected Result/Impact:** Increase Math and Science scores, students exposed to STEAM opportunities early to help them discover their strengths and passions for learning. **Staff Responsible for Monitoring:** The principal and instructional coach will conduct walk-throughs in the STEAM lab. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math	100%	100%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide staff development in number sense, problem solving, guided math, PBL, and StemScopes to all teachers and provide necessary resources and manipulatives for effective math and science instruction. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals	100%	100%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Build and Maintain a campus garden for students to observe and practice Life cycles, measurement skills, and nutrition. Provide measuring tools in garden for students to access. August 2021, October 2021, December 2021, February 2022, April 2022, and June 2022. **Strategy's Expected Result/Impact:** Understand how to grow food. Know nutritional value and have opportunities to taste test different items grown in the garden. Use measuring tools in real life situations. **Staff Responsible for Monitoring:** Campus administrators, teachers, parent volunteers **Schoolwide and Targeted Assistance Title I Elements:** 2.5 **Funding Sources:** Garden plants, fertilizer - 211-Title I - $500	100%	100%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: SISD will maximize student learning for All.

Performance Objective 3: Improve attendance rate from 93.3% to 96.5% by May 2022.

Evaluation Data Sources: End of the year attendance reports.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Lower our rate, due to COVID precautions.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Nine weeks attendance awards for students: Strive for 5 campaign - Parent awareness/ information booklets. Bubble party at end of year. Name announced in 9WK newsletter and picture posted in hallway. Every perfect attendance day your class earns a letter. Once they spell out "Cubby Bear" and get cubby bear picture, they earn class tokens. October 2021, January 2022, April 2022, and June 2022. **Strategy's Expected Result/Impact:** Nine week awards Summative: End of year attendance rate. **Staff Responsible for Monitoring:** Assistant principal, attendance clerk, staff members, and support staff Materials: awards and incentives Cost: 500.00 Fund: Student Activity/donations **Schoolwide and Targeted Assistance Title I Elements:** 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide activities for students to learn Social and Emotional skills, build relationships, and to keep students engaged and wanting to be at school. 1) Morning meetings in each CR to build the school family. 2)Tuesday Enrichment activities through Specials classes 3) Theme days such as 100 day of school, career day, etc. 4) Conscious Discipline - School Family rituals August 2021, October 2021, December 2021, February 2022, April 2022, and June 2022. **Strategy's Expected Result/Impact:** Formative: Attendance rates Summative: End of year attendance rate, student surveys **Staff Responsible for Monitoring:** Campus administration and Support staff	100%	100%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Student Attendance for May - Complete Cubby Card each week. Students with perfect attendance each week go into a raffle for an educational basket and gift card ($15) for their parent. May 2022 **Strategy's Expected Result/Impact:** Formative: Attendance rates Summative: End of year attendance rate **Staff Responsible for Monitoring:** Assistant principal, attendance clerk, and support staff	100%	100%	100%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Staff Attendance Incentives 1) Semester Perfect Attendance - Grab bag with gift cards. 2) End of year - No more than two absences = $25.00 gift card and Perfect attendance = $50.00 gift card. December 2021 and May 2022 **Strategy's Expected Result/Impact:** Semester and End of the year attendance rate for employees **Staff Responsible for Monitoring:** Campus Administration, Secretary **TEA Priorities:** Recruit, support, retain teachers and principals	100%	100%	100%	100%

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: SISD will maximize student learning for All.

Performance Objective 4: Set the foundation for all students to become college and career ready through achieving academic success so that all sub-groups perform within 5% points of each other on the end of year reading and math assessments in May 2022.

Evaluation Data Sources: All sub-groups will score equally on all assessments given. Identified GT students will have 100% mastery on EOY assessments.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Interventions - Tier II small group Interventions will be targeted skills based on MCLASS and TRCs and will include guided reading interventions as discussed during PLCs. October 2021, December 2021, February 2022, April 2022, and May 2022. **Strategy's Expected Result/Impact:** Increased reading scores on EOY TRC and TKEA **Staff Responsible for Monitoring:** Administration, Counselor, staff members **Schoolwide and Targeted Assistance Title I Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy**	100%	100%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continue implementation of dual language one way and two way. Provide curriculum resources and training in ESL strategies and Spanish phonics. October 2021, December 2021, February 2022, April 2022, and May 2022. **Strategy's Expected Result/Impact:** End of year assessments, TELPAS, and district CBAs. **Staff Responsible for Monitoring:** Campus Administrators, Instructional Coach, ML Director. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6	100%	100%	100%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide staff development in targeted areas to meet the needs of all learners for all staff members including CIS, Counselor, Specials teachers and Administrators. Conferences: Texas School Ready Institute, RICE, Lead4Ward , ASCD, Solution Tree, Region 4 June 2022 **Strategy's Expected Result/Impact:** End of the year CBA assessment data on students indicating that each student has met expectations. **Staff Responsible for Monitoring:** Campus administrators, Instructional Coach, RTI chair, and Counselor **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- Comprehensive Support Strategy** **Funding Sources:** - 211-Title I	100%	100%	100%	→

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Build Fine Motor Skills to improve the handwriting. Build Gross Motor skills. Maintain the motor lab space. Provide training on how to build fine motor skills. October 2021, December 2021, February 2022, April 2022, and May 2022. **Strategy's Expected Result/Impact:** Formative: Weekly writing assignments Summative: 9 week writing samples Motor Lab will be provided for teachers and specialists to work with students on fine and gross motor skills. **Staff Responsible for Monitoring:** Administration, Sp. ed.staff, and interventionists **Schoolwide and Targeted Assistance Title I Elements:** 2.5 **- Comprehensive Support Strategy** **Funding Sources:** Gross motor, fine motor manipulatives - 199-State Comp. Ed.	100%	100%	100%	100%

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 2: SISD will attract, develop, and retain highly effective personnel.

Performance Objective 1: To maintain the teacher turn-over rate from 4 teachers and 1 para in the 20-21 school year to no more than two total in the 21-22 school year.

Evaluation Data Sources: Resignations

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Change some of the communication tools to Class Dojo in lieu of See Saw

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide staff development in targeted areas based on teachers' individual needs based on TTESS observations. October 2021, December 2021, February 2022, April 2022, and May 2022. **Strategy's Expected Result/Impact:** Documentation of completion of trainings, observations, 100% of teachers maintain highly qualified status. **Staff Responsible for Monitoring:** Administration and Staff **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers **- Comprehensive Support Strategy** **Funding Sources:** 5500.00 - 211-Title I	100%	100%	100%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: SISD will attract, develop, and retain highly effective personnel.

Performance Objective 2: Provide all staff with training opportunities to ensure all personnel meet guidelines established in the district technology plan and are utilizing technology in the classroom.

Evaluation Data Sources: Walkthrough data on technology usage, STAR chart survey, staff surveys

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Use Ipads, chromebooks w/ headphones and mice, and interactive projectors, interactive panels, wireless presenter remotes, to conduct research, explore new concepts, and participate in online learning programs. September 2021, October 2021, December 2021, February 2022, April 2022, and May 2022. **Strategy's Expected Result/Impact:** Walkthroughs, cart usage, student work samples, staff surveys **Staff Responsible for Monitoring:** ITS, Administration, and staff members **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Utilize technology to enhance communication between campus, parents, and community: Twitter, School-wide SeeSaw, Ready Rosie, website. Provide lap tops for PEIMS, Attendance Clerk, and Counselor to ensure effective data entry, reporting and communication with parents. Provide a scanner for the counselor and RTI lead to maintain RTI paperwork. Technology training: August 2021 August 2021, October 2021, December 2021, February 2022, April 2022, and May 2022. **Strategy's Expected Result/Impact:** Parent and Staff surveys **Staff Responsible for Monitoring:** ITS, Administration, staff members				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide staff members training on using technology to enhance learning, collaboration, SeeSaw, Ready Rosie, and communication with other communities. *Share apps *Mini workshops during PLCs or after school to learn how to utilize our technology with our curriculum October 2021, December 2021, February 2022, April 2022, and May 2022. **Strategy's Expected Result/Impact:** Walkthroughs and staff surveys **Staff Responsible for Monitoring:** ITS, Administration, Instructional Coach	100%	100%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: SISD will promote parent/ community engagement.

Performance Objective 1: Increase the number of parent/ community volunteers from 20 consistent volunteers to 30 volunteers by April 2022.

Evaluation Data Sources: Parent volunteer hour logs, parent meeting sign-in sheets, parent survey

Summative Evaluation: Met Objective

Next Year's Recommendation: Make a more achievable goal.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Parent communication *Principal will facilitate a "coffee and chat" with all interested parents once a 9 weeks to allow for parents to give input or learn new strategies to use at home with their child. *Provide take-home binders for each K students to use as home communication/ data notebook (AVID) *Academic monitoring - Intervention notices sent home, parent conferences for "at-risk" students held in January *All teachers will communicate with their classroom parents through SeeSaw October 2021, December 2021, February 2022, April 2022, and May 2022. **Strategy's Expected Result/Impact:** Parent Surveys **Staff Responsible for Monitoring:** Administration and classroom teachers **Schoolwide and Targeted Assistance Title I Elements:** 3.2 **Funding Sources:** SeeSaw for Schools Application - 211-Title I - $3,500	100%	100%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Parent Reading Involvement *Wild About Reading Program for K and Prek *Take home phonics/ literacy kits *Family Literacy Night *Take home book pouches, reading activities to do at home. *AVID reading program May 2022 **Strategy's Expected Result/Impact:** Participation - sign-in sheets, library record of materials checked out by parents, number of medals awarded at end of year **Staff Responsible for Monitoring:** Administration and Staff **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 3.1	100%	100%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: CUB "P.A.C." (Parent and community volunteer program including a representative on rep. council). Provide resources for volunteers to use to assist teachers in making resources for the classroom (die-cuts, etc.) November 2021 and May 2022 **Strategy's Expected Result/Impact:** # of volunteer hours will increase, programs and process will run more efficiently **Staff Responsible for Monitoring:** Administration and Title 1 staff members **Schoolwide and Targeted Assistance Title I Elements:** 3.1	100%	100%	100%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide parents with workshops and events designed to engage and educate them with current strategies to support student learning at home. Utilize Ready Rosie as a resource to assist/ train parents. December 2021 **Staff Responsible for Monitoring:** Administration and staff **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 3.2 **- Comprehensive Support Strategy**	100%	100%	100%	100%

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: SISD will ensure a safe and positive environment.

Performance Objective 1: Maintain office referrals to no more than 30 office referrals by the end of the year by implementing PBIS and Conscious Discipline in order to provide procedures and processes that create and maintain and safe and orderly learning environment.

Evaluation Data Sources: Office discipline referrals, stakeholder surveys, RTI documentation

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue will goal.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement CHAMPS and Conscious Discipline as part of our school-wide discipline plan to help students learn self regulation to control their emotions and behaviors. Provide on-site training and resources to all staff members on Conscious Discipline. November 2021 and May 2022 **Strategy's Expected Result/Impact:** Decrease in office referrals and behavioral interventions **Staff Responsible for Monitoring:** Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** Conscious Discipline - In Class Coaching - 211-Title I				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide lessons, resources (books/ puppets/ sit spots) for teacher to help students learn self-regulation skills and character traits. December 2021,and April 2022 **Strategy's Expected Result/Impact:** Decrease in office referrals and counselor referrals for anger and emotion control. **Staff Responsible for Monitoring:** Administration, Counselor, Staff **Schoolwide and Targeted Assistance Title I Elements:** 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Monitor Crisis management plan. Conduct monthly safety drills. Provide outdoor emergency kit to utilize at recess and during drills. August 2021 , November 2021, February 2022, May 2022 **Strategy's Expected Result/Impact:** Monthly drill logs and after action reports. **Staff Responsible for Monitoring:** Administration, Nurse, & Staff members. **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Implement Positive Behavior Interventions and Supports. "Pawsitive" behavior. Rules and expectations posted in classrooms and all common areas including the hallways leading to the playground. Recognize students each 9 weeks through the following initiatives: Cubby Bear Hug ceremony and Star Cub. October 2021, January 2022, March 2022, May 2022 **Strategy's Expected Result/Impact:** Maintain 30 or less office discipline referrals **Staff Responsible for Monitoring:** Administration, Counselor, and all staff members. **Schoolwide and Targeted Assistance Title I Elements:** 2.5				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: "Stop Bullying" training - provide students with guidance lessons that promote safety and protect against violence and bullying. Utilize Second Step and Character Counts, Stop Bullying, Anti-Cyber bullying, and Conscious Discipline. August 2021 - May 2022 **Strategy's Expected Result/Impact:** Maintain 30 or less discipline referrals. Data collected on student and parent surveys. **Staff Responsible for Monitoring:** Counselor and staff members **Schoolwide and Targeted Assistance Title I Elements:** 2.5				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Maintain a positive environment for staff members by providing activities to motivate staff including monthly activities, staff appreciation week, potluck lunches, etc.; Increase collaboration & communication among teams. August 2021 , December 2021 and May 2022 **Strategy's Expected Result/Impact:** Staff surveys **Staff Responsible for Monitoring:** Administration and staff members **TEA Priorities:** Recruit, support, retain teachers and principals				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: SISD will ensure a safe and positive environment.

Performance Objective 2: To provide a safe and organized transition from Pre-K to kindergarten and kindergarten to first grade as students transition from the ECA to the elementary campuses.

Evaluation Data Sources: Teacher, parent surveys

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide a transition orientation visit for kindergarten students to visit their receiving elementary campus. May 2022. Provide resources and support for students and their parents who are transitioning from home or daycare to Pre-K or K. **Strategy's Expected Result/Impact:** Transition visit attendance and student surveys. **Staff Responsible for Monitoring:** Counselor and administration **Comprehensive Support Strategy**	100%	100%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Kindergarten Graduation ceremonies - To celebrate our students' Kindergarten transition to 1st grade. Share resources with parents to help their child prepare for 1st grade and their new campus. Provide opportunities for parents to share in the transition celebration with their child. May 2022 **Strategy's Expected Result/Impact:** Parent attendance (sign-in sheets), parent surveys **Staff Responsible for Monitoring:** Administration, Counselor, and staff members	100%	100%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: SISD will ensure a safe and positive environment.

Performance Objective 3: Provide a safe and secure dismissal process to allow for social distancing and secure dismissal for all students.

Evaluation Data Sources: 1) Dismissal Logs
2) Parent Survey
3) Staff Survey

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize Safe Dismissal App/ Program during our dismissal process to allow for social distancing and efficient documentation of each student's dismissal home. **Strategy's Expected Result/Impact:** To allow for social distancing - dismissal from the classroom. More efficient dismissal logs on how and when a student goes home. **Staff Responsible for Monitoring:** All staff members **Funding Sources:** - 211-Title I	100%	100%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: SISD will maintain and monitor systems to ensure financial responsibility across the district.

Performance Objective 1: By April 2022, Cravens ECA will deplete or encumber 100% of all federal and state funds in a timely manner during the 2021-2022 school year to meet the goals and expectations for academic support. (Some funds will be encumbered for summer school)

Evaluation Data Sources: Budget Report

Summative Evaluation: Met Objective

Next Year's Recommendation: Aim to encumber all funds by April

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Weekly meetings with the campus secretary to review expenditures and the accounting management systems to ensure compliance with federal and state funding. August 2020- July 2021 **Strategy's Expected Result/Impact:** 100% of funds will be depleted in a timely manner **Staff Responsible for Monitoring:** Principal, Secretary	100%	100%	100%	100%

 No Progress  Accomplished  Continue/Modify  Discontinue

State Compensatory

Budget for Stephanie Cravens Early Childhood Academy

Total SCE Funds: $8,340.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

State Comp funds will supplement the district initiated programs such as Balanced Literacy and Math instructional practices, targeted interventions, and additional tutoring.

Title I Personnel

Name	Position	Program	FTE
Esmeralda Marmolejo	Instructional Aide	Interventions	1
Estefania Sante	Instructional Aide	Interventions	1
Gabriela Diaz	Instructional Aide	Pre-K Interventions	1
Rosalinda Aguilar	Instructional Aide	Interventions	1

2021-2022 Campus Site-Based Committee

Committee Role	Name	Position
Parent	Edith Ramirez	Parent Rep
Secretary	Jeanne Lacy	Teacher
Administrator	Maria Vives	Principal
Classroom Teacher	Tristan Smith	Kinder Team Lead
Classroom Teacher	Bani Coello	PK Team Lead
Non-classroom Professional	Cindy Flores	Counselor
Classroom Teacher	Ashley Callis	Lead Mentor
Classroom Teacher	Melissa Cunningham	Kinder Team Lead
Classroom Teacher	Deirdre Brown	Specials Rep
Classroom Teacher	Selina Mancha	Chair
Non-classroom Professional	Tiffany Cross	CIS
Administrator	Kathy Spell	AP
District-level Professional	Denise Mustin	District Rep
Classroom Teacher	Aliza Draine	SPED Lead
Classroom Teacher	Kathie Cussen	Pre-K Team Lead
Classroom Teacher	Luz Cruz	Kinder Team Lead
Non-classroom Professional	Norma Cotten	RTI/Interventionist

Campus Funding Summary

199-State Comp. Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	AVID Reader Books		$481.00
1	1	6	Training		$0.00
1	4	4	Gross motor, fine motor manipulatives		$0.00
				Sub-Total	$481.00

211-Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Starfall		$0.00
1	1	2	RAZ kids		$0.00
1	1	3			$0.00
1	1	4	Pre-K Interventionist Paraprofessional		$28,000.00
1	1	5	Scholastic Magazines		$2,500.00
1	2	3	Garden plants, fertilizer		$500.00
1	4	3			$0.00
2	1	1	5500.00		$0.00
3	1	1	SeeSaw for Schools Application		$3,500.00
4	1	1	Conscious Discipline - In Class Coaching		$0.00
4	3	1			$0.00
				Sub-Total	$34,500.00