

**San Benito Consolidated Independent School District**  
**Judge Oscar De La Fuente Elementary School**  
**2022-2023 Campus Improvement Plan**



**Board Approval Date:** November 15, 2022

# **Mission Statement**

It is our mission at Judge Oscar De La Fuente Elementary School to provide an environment where academics are emphasized, where children are encouraged to perform at their maximum potential, and to provide an environment where each child is treated with respect and love.

# **Vision**

Judge Oscar De La Fuente Elementary stimulates learning, thinking, and creativity that prepares all our students for lifelong intellectual, physical, social, and emotional success.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### DEMOGRAPHICS SUMMARY

Judge Oscar De La Fuente Elementary is one of 11 elementary campuses within San Benito CISD and is located at 2700 S. Sam Houston where the zone encompasses a huge area. The immediate surrounding area is well established; however, it also includes several low-income housing, mobile home parks, and rental homes. The colors for JODLF Elementary are black, teal, baby blue, and gold; the mascot is a Jaguar. The current staff at JODLF is comprised 16 teachers, 6 teacher assistants, one counselor, one RTI, 2 clerical, 3 custodians, 4 cafeteria, one security, a F.A.C.E specialist, diagnostician, dyslexia teacher that services three schools, speech who also services three schools, and 2 campus administrators. JODLF enrolls students in grades Pre-Kinder through 5<sup>th</sup> grade. The school has programs for Gifted and Talented, ELLs, Resource and Inclusion.

The enrollment for 2021-2022 is 263.

Population for 2020-2021 was 295. <https://031912.esc1.net/index.php/pdp/>

99.32% Hispanic

86.10% Econ. Dis./ 254

19.66% LEP/ 58

Bilingual [54](#) 18.31%

Gifted and Talented [6](#) 2.03%

Special Education (SPED) [33](#) 11.19%

Title I Participation [295](#) 100.00%

Dyslexia [8](#) 2.71%

Free Meals [225](#) 76.27%

Reduced-Price Meals 20.68%

Other Economic Disadvantage 279.15%

Homeless Status Total 62.03%

### Demographics Strengths

- - All teachers are required to be Gifted and Talented certified.
  - Most students complete all of their elementary school years at JODLF.
  - Migrant students return yearly.
  - Discipline referrals have decreased in the past years
  - Counseling is offered weekly to all students
  - School Activities: Choir, Student Council, Accelerated Reader, Spelling Bee

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Students who are identified At Risk display tendencies associated with having a higher probability of failure, discipline issues, and high levels of absenteeism. **Root Cause:** Over 75% of our students are identified as At-Risk

**Problem Statement 2 (Prioritized):** Due to proximity to the Mexican border many students travel in and out of the country to visit family members, causing absenteeism. **Root Cause:** 99.8% of the population are Mexican-Hispanic.

**Problem Statement 3 (Prioritized):** The bilingual population has shown improvement, but is still considered at-risk. **Root Cause:** Lack of Spanish resources make it a challenge to provide a quality instruction to EL students.

**Problem Statement 4 (Prioritized):** The enrollment of our school dropped to a total of 248 students. **Root Cause:** Since the rezoning took place, we have lost many students to other campuses, so our enrollment has decreased.

**Problem Statement 5 (Prioritized):** Students live in high poverty surrounding areas and lack resources available in other areas of the learning community. **Root Cause:** 99.32% are Hispanic students and 86.10% are economically disadvantaged. 59.66% are At Risk students.

**Problem Statement 6 (Prioritized):** Student's first primary language is Spanish and don't have the foundation of English. **Root Cause:** 19.66% of our student population are English Language learners.

**Problem Statement 7 (Prioritized):** Parents enroll students half year due to leaving out of town for employment purposes. **Root Cause:** 7.12% of our student population are

Migrant students.

**Problem Statement 8 (Prioritized):** Increase of students needing Special Education services has increased. **Root Cause:** Students are being referred constantly due to educational gaps, learning disabilities, and other health impairments.

# Student Learning

## Student Learning Summary

JODLF students are a year and a half behind due to the COVID 19 Pandemic. However, teachers are making sure they are following the YAG, TEKS Resource, getting additional professional development trainings, administering different tests such as BOY, NWEA MAP Growth, and CFAs to monitor student progress. The students are instructed in the TEKS in order to meet the passing standard of the State of Texas of Academic Readiness (STAAR) Assessments for math, reading, and science. The scores did go down due to COVID-19 pandemic and virtual learning. All Pre-Kinder – 5<sup>th</sup> grade students will receive integrated math/science instruction and will utilize technology in the classroom to enhance research and multimedia project development.

3RD READING	2016 56%	2017 72%	2018 77%	2021 47.73
3RD MATH	2016 67%	2017 80%	2018 79%	2021 15.91
4TH READING	2016 66%	2017 73%	2018 79%	2021 38.71
4TH MATH	2016 76%	2017 84%	2018 90%	2021 22.58
4TH WRITING	2016 73%	2017 67%	2018 71%	2021 29.03
5TH READING	2016 72%	2017 69%	2018 79%	2021 61 □
5TH MATH	2016 86%	2017 81%	2018 92%	2021 36
5TH SCIENCE	2016 80%	2017 74%	2018 83%	2021 30%

## Campus Assessments for Student Achievements

Assessments in the area of reading, math, and science were administered at the end of each six-week period (CFAs). Assessment data is analyzed through an item analysis activity every six weeks in our PLCs. Plan of actions are designed to address areas of weakness. Goals are set, shared, and communicated consistently. The following sources provided valuable data for student achievement in regards to the identification of needs: TAPR Report, STAAR Summary Report, Group Performance, Eduphoria, monthly iStation assessments, state assessments, STAAR, TELPAS, Istation Math and Reading, Circle Monitoring, BOY -EOY Cambium, and NWEA Map Growth.

### Student Learning Strengths

For the 2018 school year:

- Judge Oscar De La Fuente Elementary earned two distinctions: Academic Achievement in Mathematics and Academic Achievement in Science
- Judge Oscar De La Fuente Elementary met standards in achievement, school progress and closing the gap.
- 3rd grade surpassed the state standard in STAAR Math and STAAR Reading in 2018.
- 4th grade surpassed the state standard in STAAR Math, STAAR Reading, and STAAR Writing in 2018.
- 5th grade surpassed the state standard in STAAR Math, STAAR Reading, and STAAR Science in 2018.

Unfortunately, COVID 19 hit, and students were forced to go to virtual learning negatively impacting our current scores.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** The campus must improve the instructional gaps from Kinder to 5th grade. **Root Cause:** Students need to attend tutorials, Saturday Academies, and all interventions provided by teachers to fill in the gaps.

# School Processes & Programs

## School Processes & Programs Summary

C&I committee meets to analyze data from the following sources:

- District Curriculum Frameworks (TEKS Resource System-IFDs and YAGs)
- PreKindergarten teachers follow the OWL curriculum
- Kindergarten through fifth grade follow the TEKS Resource System
- Documents for all content areas Texas Essential Knowledge and Skills (TEKS)
- State Adopted Texts
- Assessments with Curriculum, Instruction, and Assessment focus at JODLF Elementary is guided by the TEKS Resource System scope and sequence and the results of campus based assessments. The TEKS Resource System promotes 21st Century Skills including critical thinking and problem solving; communication skills; creativity; collaboration; and information.media literacy skills through unit Performance Indicator
- First through fifth grade assessed through the District CFA's at the end of every six weeks
- Special courses and programs such as physical education, music, special education, dyslexia and Bilingual instruction use the same standard of assessment as the grade levels of their students.
- Texas English Language Proficiency Assessment System (TELPAS) is a major assessment for ELL students.
- Grade level PLCs, Vertical PLCs, Grade level meetings, and faculty meetings are ways to share and communicate ideas for lesson planning, data review, strategic planning, and professional learning.
- Majority of our teachers have gone through the ICLE cohort
- Staff is utilizing Lead4ward tools and resources
- CFA Assessment Review with instructional coaches
- Communication with parents through various social platforms such as: Class Dojo, Remind, School Messenger, as well as paper flyers to keep parents informed
- As part of the SBCISD initiative, JODLF Elementary has a one-to-one ratio for technology
- Students are encouraged to use a variety of programs and apps using iPads and computers such as: Kahoot!, Istation, Mentimeter
- Gardening, dance, cheer, and choir for students to participate

Teachers are all state certified and highly qualified.

New teachers are provided with staff professional developments at the beginning of the school year and throughout the year to help them familiarize themselves with school databases, curriculum, norms, and regulations. They are also assigned a mentor teacher through the district to guide them in all aspects of their teacher role.

### **School Processes & Programs Strengths**

- School Staff Involvement (Parades, PTO Meetings, Academic Nights, Secret Santa Society, Wellness Walk, Autism Walk, etc...)
- School staff receptive to innovation
- Positive School Environment
- Strong Counseling Curriculum/Involvement

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** At JODLF, not all the teachers are bilingually certified. **Root Cause:** The root cause is that the teachers are not comfortable to take the Bilingual Certification Test.

**Problem Statement 2 (Prioritized):** Due to the physical location of our school, it is challenging to have parents attend school functions. **Root Cause:** The root cause is the distance between family homes and our campus.

**Problem Statement 3 (Prioritized):** Lack of additional staff such as coordinator for the After-School Program. **Root Cause:** District funding allocations.

# Perceptions

## Perceptions Summary

### School Climate and Climate Summary

Once of the core beliefs at Judge Oscar De La Fuente (JODLF) is that TOGETHER with family and community, we provide unparalleled learning experiences for our students. Experiences in learning which are designed to prepare and inspire each student to live an honorable and fulfilling life through service to others. We believe students learn best in a safe, supportive, and engaging environment. We want our students to own their learning.

Judge Oscar De La Fuente staff continues to receive year-round training and updates on our character education program Capturing Kids Hearts (CKH). CKH is a character education program that focuses on social-emotional development, which fosters positive school/classroom climate and culture. We are a part of the See Something Say Something initiative, which encourages students to identify and inform a trusted adult if they are concerned for a fellow student or themselves. In support of David's Law, we incorporate the anonymous reporting application STOPit to help student and families to report a variety of situations including, but not limited to bullying, self-harm, suicidal outcry, guns/drugs on school property. JODLF continues to show a decrease in the number of referrals being issued by JODLF staff.

## Perceptions Strengths

### Perception Strengths

The following were identified as strengths:

- Welcoming and Knowledgeable Staff
- Community Involved
- Parental Involvement
- Staff Involvement
- Comprehensive Guidance and Counseling Program
- Parent Specialists
- JODLF encourages and rewards student behavior, expectations, and attendance.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** There is not enough attendance of parents at school functions. **Root Cause:** Parents may not be able to attend events at specified times due to schedules' conflict.

# Priority Problem Statements

**Problem Statement 1:** The enrollment of our school dropped to a total of 248 students.

**Root Cause 1:** Since the rezoning took place, we have lost many students to other campuses, so our enrollment has decreased.

**Problem Statement 1 Areas:** Demographics - Demographics

**Problem Statement 15:** Students who are identified At Risk display tendencies associated with having a higher probability of failure, discipline issues, and high levels of absenteeism.

**Root Cause 15:** Over 75% of our students are identified as At-Risk

**Problem Statement 15 Areas:** Demographics

**Problem Statement 18:** The campus must improve the instructional gaps from Kinder to 5th grade.

**Root Cause 18:** Students need to attend tutorials, Saturday Academies, and all interventions provided by teachers to fill in the gaps.

**Problem Statement 18 Areas:** Student Learning

**Problem Statement 19:** At JODLF, not all the teachers are bilingually certified.

**Root Cause 19:** The root cause is that the teachers are not comfortable to take the Bilingual Certification Test.

**Problem Statement 19 Areas:** School Processes & Programs

**Problem Statement 22:** There is not enough attendance of parents at school functions.

**Root Cause 22:** Parents may not be able to attend events at specified times due to schedules' conflict.

**Problem Statement 22 Areas:** Perceptions

**Problem Statement 2:** Students live in high poverty surrounding areas and lack resources available in other areas of the learning community.

**Root Cause 2:** 99.32% are Hispanic students and 86.10% are economically disadvantaged. 59.66% are At Risk students.

**Problem Statement 2 Areas:** Demographics - Demographics

**Problem Statement 16:** Due to proximity to the Mexican border many students travel in and out of the country to visit family members, causing absenteeism.

**Root Cause 16:** 99.8% of the population are Mexican-Hispanic.

**Problem Statement 16 Areas:** Demographics

**Problem Statement 20:** Due to the physical location of our school, it is challenging to have parents attend school functions.

**Root Cause 20:** The root cause is the distance between family homes and our campus.

**Problem Statement 20 Areas:** School Processes & Programs

**Problem Statement 3:** Student's first primary language is Spanish and don't have the foundation of English.

**Root Cause 3:** 19.66% of our student population are English Language learners.

**Problem Statement 3 Areas:** Demographics - Demographics

**Problem Statement 17:** The bilingual population has shown improvement, but is still considered at-risk.

**Root Cause 17:** Lack of Spanish resources make it a challenge to provide a quality instruction to EL students.

**Problem Statement 17 Areas:** Demographics

**Problem Statement 21:** Lack of additional staff such as coordinator for the After-School Program.

**Root Cause 21:** District funding allocations.

**Problem Statement 21 Areas:** School Processes & Programs

**Problem Statement 4:** Parents enroll students half year due to leaving out of town for employment purposes.

**Root Cause 4:** 7.12% of our student population are Migrant students.

**Problem Statement 4 Areas:** Demographics - Demographics

**Problem Statement 5:** Increase of students needing Special Education services has increased.

**Root Cause 5:** Students are being referred constantly due to educational gaps, learning disabilities, and other health impairments.

**Problem Statement 5 Areas:** Demographics - Demographics

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

## Student Data: Student Groups

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

## Employee Data

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

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

**Parent/Community Data**

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

**Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

# Goals

**Goal 1:** SBCISD/Judge Oscar De La Fuente Elementary School will increase student academic achievement for all student populations thereby closing academic and social-emotional gaps created by multiple factors to include COVID-19 by the conclusion of the 2022-2023 School Year.

**Performance Objective 1:** ESSA: 70% of all students, with a concentrated effort on all special populations, will meet established standards on the state assessments.

**Evaluation Data Sources:** STAAR reports for grades 3rd-5th

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Instruction will focus on the fundamental five components of effective teaching in our reading program coupled with progress monitoring. Students will receive 120 minutes of uninterrupted reading instruction per day. Students not experiencing success in reading will receive an additional 30 minutes of reading intervention. Supplies will be purchased to support instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student performance through increased use of effective strategies.</p> <ul style="list-style-type: none"> <li>Amplify Data</li> <li>Istation Data</li> <li>Map Growth Data</li> <li>Daily formative assessments</li> <li>Formative assessments</li> <li>Report Card Grades</li> <li>Teacher Observation</li> <li>Walkthroughs</li> <li>Teacher Schedules</li> <li>Accelerated Reading goals</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Special Ed. Teachers, Classroom Teachers, Counselor, and RTI Teacher</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A, - 199 - General Fund</p>	Formative			Summative
	Dec	Mar	May	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Pre-Kinder - 5th grade will utilize small group differentiated instruction through the use of technology, hardware and software to support curriculum implementation in all core areas along with specific intervention materials for academic core areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase academic strategies for struggling students  Data Walls, Student Lap books, Amplify data, Istation Data  Map Growth Data  Daily formative assessments  Formative assessments  Report Card Grades  Teacher Observation  Teacher Walkthroughs</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Sp. Ed. Teachers, classroom teachers, RTI teachers</p> <p><b>Title I:</b>  2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A, - 199 - General Fund</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All classroom environments including but not limited to furniture, signs, visual aids, graphic organizers, and anchor charts will be uniform and consistent within the grade level and maintained to showcase recent and relevant information. They are to include, but are not limited to the following:  Data Walls for core subjects  Vocabulary Word Walls -graphic organizers  Lesson Framing objectives  Lone STAR Math?  Additional Instructional Resources  Social Contracts  Capturing KidsHearts Curriculum  Math wall</p> <p><b>Strategy's Expected Result/Impact:</b> Data Walls, Grade level consistency Classroom walk throughs, clearly defined areas,  Grade level meetings  Teacher Observation  Teacher Schedules</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Sp. Ed. Teachers, classroom teachers, RTI teacher</p> <p><b>Title I:</b>  2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A, - 199 - General Fund</p>	Formative			Summative
	Dec	Mar	May	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Students in 1st-5th grades will use interactive notebooks and fluency checks for reading, math, writing, and science which will include but are not limited to: Graphic organizers foldables academic vocabulary etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Student interactive folders with grade level consistency classroom walk-throughs, PLC Meetings Grade level meetings Teacher Observation Fluency folders/ trackers</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Sp. Ed. Teachers, classroom teachers, RTI teacher</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A, - 199 - General Fund</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers in Kinder-5th will create RTI binders which will include a collection of student work samples, teacher notes, parent communication logs, documentation of accommodations used by teachers, RTI teacher documentation, and RTI committee meeting documentation.</p> <p><b>Strategy's Expected Result/Impact:</b> RTI binders, parent communication log, and documentation, RTI packet, report cards, attendance records, Amplify data, Istation results, FA results, STAAR results.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Sp. Ed. Teachers, classroom teachers, RTI teacher</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A, - 199 - General Fund</p>	Formative			Summative
	Dec	Mar	May	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Teachers will plan as a grade level during PLCs and create, share, and implement resources such as educational handouts, graphic organizers, notes, samples of work, assessments, and activities used with the lesson plan for the nine-week period.</p> <p><b>Strategy's Expected Result/Impact:</b> nine weeks PLC data plan and documentation, lesson plans Google Slides PLC notes and District PLC agenda</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Sp. Ed. Teachers, classroom teachers, RTI teacher</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A, - 199 - General Fund</p>	Formative			Summative
	Dec	Mar	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** SBCISD/Judge Oscar De La Fuente Elementary School will increase student academic achievement for all student populations thereby closing academic and social-emotional gaps created by multiple factors to include COVID-19 by the conclusion of the 2022-2023 School Year.

**Performance Objective 2:** All EB students will master reading, writing, math, and science TEKS objectives; 70% or more of students in grades 3rd-5th, will meet campus, district, state, and federal academic achievement standards at their grade level and on grade level appropriate STAAR assessments by utilizing scientifically research-based instruction through varied activities including hands-on, print-rich environment, and daily lessons.

**Evaluation Data Sources:** 2022 STAAR Reports  
2022 TELPAS

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement a comprehensive English language development program or resources that provide teachers with what they need for effective instruction including domain-based instruction for a focus on academic language and vocabulary development; thematic, content-based instruction; differentiated instruction for language and literacy; and a daily instructional routine in oral language, reading, and writing.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation:            State test results            Amplify reading            iStation Reading            K-12 Summit            TELPAS            STAAR            End of Year LPAC Student Summary Reports</p> <p>Impact:            Student effective English Learning</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Assistant Principal            Teachers</p> <p><b>Title I:</b>            2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A, - 199 - General Fund</p>	Formative			Summative
	Dec	Mar	May	June
	Empty review cells			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement a bilingual reading program that follows the guidelines of an Early-Exit program which includes reading instruction based on students' English proficiency levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation:  Amplify Reading /iStation  MAP Growth data  TELPAS - review data  LPAC recommendations for ELL students</p> <p>Impact:  Increase of Student English Proficiency levels.  STAAR results</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual teachers  Bilingual campus coordinator  (Assistant Principal)  LPAC Committee</p> <p><b>Title I:</b>  2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Purchase supplemental scientifically research-based supplies and materials that includes technology hardware and supplies as well as hands on instruction in the classroom</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation:  Hands On Instruction materials</p> <p>Results:  Supplement in the mastery of all content areas that include Reading, Math, Science, and Social Studies</p> <p><b>Staff Responsible for Monitoring:</b> Principal  Assistant Principal  Bilingual Teachers</p> <p><b>Title I:</b>  2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 199 - State Bilingual/ESL</p>	Formative			Summative
	Dec	Mar	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** SBCISD/Judge Oscar De La Fuente Elementary School will increase student academic achievement for all student populations thereby closing academic and social-emotional gaps created by multiple factors to include COVID-19 by the conclusion of the 2022-2023 School Year.

**Performance Objective 3:** All GT students will master reading, writing, math, and science TEKS objectives; 85% or more of students in grades 3rd-5th, will meet or exceed campus, district, state, and federal academic achievement standards at their grade level and on grade level appropriate STAAR assessments by utilizing scientifically research-based instruction through varied activities including hands-on, print-rich environment, academic field trips, and daily lessons.

**Evaluation Data Sources:** 2022 STAAR Reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide resources and materials to enhance academic opportunities and differentiated instruction to gifted and talented students in order to create professional quality work in alignment with the Texas State Plan for the Education of the Gifted/Talented Students.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation:            TPSP            Standards/Guidelines            GT Funds</p> <p>Impact:            Enhanced Academic Opportunities and Differentiated Student Instruction</p> <p><b>Staff Responsible for Monitoring:</b> GT Certified Teachers            Principal            Assistant Principal            GT Coordinator (counselor)</p> <p><b>Title I:</b>            2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 199 - State Gifted and Talented (G/T)</p>	Formative			Summative
	Dec	Mar	May	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement the components of and purchase STEAM-based resources for an effective Gifted and Talented Program for identified students that reflect differentiated instruction and opportunities to enrich/accelerate in areas of students' strengths.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation:  Administration, teachers, Gifted &amp; Talented training  6-hour GT Updates-online,  30-hour GT Training for New Teachers online  GT Funds  Review Data from Walkthroughs/Classroom visitations,  GT state assessment scores</p> <p><b>Impact:</b>  Enrich and accelerate in areas of students' strengths</p> <p><b>Staff Responsible for Monitoring:</b> GT Certified Teachers  Principal  Assistant Principal  GT Coordinator (counselor)</p> <p><b>Title I:</b>  2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 199 - State Gifted and Talented (G/T)</p>	Formative			Summative
	Dec	Mar	May	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide and incorporate supplemental resources (including, but not limited to electronic equipment, technology hardware/software, books, instructional materials, assess to an electronic network, etc.) into the curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation:            GT Certified teacher            Supplemental resources            Technology            Guest speakers            Field trips</p> <p>Impact:            GT students will create a product and presentation (TPSP)</p> <p><b>Staff Responsible for Monitoring:</b> GT Certified Teachers            Principal            Assistant Principal            GT Coordinator (counselor)</p> <p><b>Title I:</b>            2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 199 - State Gifted and Talented (G/T)</p>	Formative			Summative
	Dec	Mar	May	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 1:** SBCISD/Judge Oscar De La Fuente Elementary School will increase student academic achievement for all student populations thereby closing academic and social-emotional gaps created by multiple factors to include COVID-19 by the conclusion of the 2022-2023 School Year.

**Performance Objective 4:** The campus will offer extended learning opportunities to students in grades K-5 to ensure that struggling students master grade level standards required in reading, writing, math, and science.

**Evaluation Data Sources:** iStation reports, Accelerated Reading goals, after-school tutorials, campus interventionist, TCLAS tutorials, District Formative Assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The school will provide the necessary materials and resources to enhance student learning. Teachers will use academic assessments and TAPR data in order to improve, the achievement of individual students.</p> <p><b>Strategy's Expected Result/Impact:</b> Formative Assessments            District Benchmark results            Report card grades            Progress Report grades            STAAR data            Amplify reading date            Map Growth Data</p> <p><b>Staff Responsible for Monitoring:</b> Teachers            Principal            Assistant Principal</p> <p><b>Title I:</b>            2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 199 - State Compensatory Education (SCE)</p>	Formative			Summative
	Dec	Mar	May	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The campus will hire certified teachers to provide extended learning opportunities to small group instruction to identify, target students who struggle with grade level reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Formative Assessment results  District Benchmark results  Report card grades  Progress Report grades  Amplify reading data  Map Growth Data</p> <p><b>Staff Responsible for Monitoring:</b> Principal  Assistant Principal</p> <p><b>Title I:</b>  2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 199 - State Compensatory Education (SCE)</p>	Formative			Summative
	Dec	Mar	May	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:** SBCISD/Judge Oscar De La Fuente Elementary School will increase student academic achievement for all student populations thereby closing academic and social-emotional gaps created by multiple factors to include COVID-19 by the conclusion of the 2022-2023 School Year.

**Performance Objective 5:** The campus will hire certified teachers to work as interventionists to provide small group instruction to identified, targeted students who struggle academically.

**Evaluation Data Sources:** Lesson plans, walkthroughs, usage of small group activities targeting weaknesses in the Amplify and iStation program, STAAR data, MAP growth data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The school will provide the necessary resources and materials to enhance student learning in a small group setting.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation: A certified professional who will work with a small group to enhance student learning.</p> <p>Impact: Close the gaps for students with academic difficulties.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant principal Interventionist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	Formative			Summative
	Dec	Mar	May	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 1:** SBCISD/Judge Oscar De La Fuente Elementary School will increase student academic achievement for all student populations thereby closing academic and social-emotional gaps created by multiple factors to include COVID-19 by the conclusion of the 2022-2023 School Year.

**Performance Objective 6:** All Special Ed students will master reading, writing, math, and science TEKS objectives; 75% or more of students in grades 3rd-5th, will meet or exceed campus, district, state, and federal academic achievement standards at their grade level and on grade level appropriate STAAR assessments by utilizing scientifically research-based instruction through varied activities including hands-on, print-rich environment, and daily lessons.

**Evaluation Data Sources:** 2022 STAAR Results  
 MAP Growth data  
 Amplify data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The school will provide the necessary materials and resources to enhance student learning. Teachers will use academic assessments and TAPR data in order to improve, the achievement of individual Special Ed students.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation:            Materials and resources to support learning for Special Ed students            Technology programs</p> <p><b>Impact:</b>            Increase the success of Special Ed students in the core areas of reading, math, writing, and science</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Assistant Principal            Special Ed teachers            Teachers            RTI Teacher</p> <p><b>Title I:</b>            2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	Formative			Summative
	Dec	Mar	May	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 2:** SBCISD/Judge Oscar De La Fuente Elementary School will recruit, develop and support effective teachers, principals and other instructional staff through leadership preparatory training, ongoing coaching and mentoring supports, and competitive pay structures to increase our retention rate and reduce our turnover rate by 5 percent for the 2022-2023 school year.

**Performance Objective 1:** ESSA: Quality professional development will be provided to all instructional staff thus ensuring student success.

**Evaluation Data Sources:** Staff development attendance, absence reports, Frontline reports, lesson plans, walk throughs, surveys, and feedback

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop a comprehensive professional development plan based on needs assessment data using multiple data sources to strengthen the capacity of staff in the instruction of students at the depth and rigor required for student achievement on state and local assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation:</p> <p>Walkthroughs Professional development STAAR data MAP Data</p> <p>Impact: Improve student performance</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrator Curriculum Director</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 199 - State Career &amp; Technical Education (State CT, - 255 - Title II, Part A, TPTR</p>	Formative			Summative
	Dec	Mar	May	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct a Comprehensive Needs Assessment, taking into account, state achievement standards to identify areas where teachers need support.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation:</p> <p>Teacher walkthroughs Needs assessment Amplify Data Instructional Learning Walks TTESS Formal Observation Map Growth Data STAAR Data TELPAS</p> <p>Impact: Improve student performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide scheduling to permit more time for teachers to collaborate with one another on curriculum and instruction issues.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation:</p> <p>PLCs sign-in sheets CFA data PLCs agendas</p> <p>Impact: Improve student performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal RtI teacher</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Mar	May	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Conduct regular staff meetings that provide:</p> <p>A. Updated information on changes, and/or new guidelines for curriculum, assessments, and programs.</p> <p>B. Time for discussions and decisions by teachers concerning instruction and assessments.</p> <p>C. Time for additional training for teachers in the depth and rigor of instruction in the TRS curriculum and the Fundamental Five High Yield Teaching Strategies</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation:</p> <p>Walkthroughs  Instructional Learning Walks  Professional Learning Communities (PLC's)  Classroom observations  Staff meeting agendas</p> <p>Impact:  Improve student performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal  Assistant Principal</p> <p><b>Title I:</b>  2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Mar	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** SBCISD/Judge Oscar De La Fuente Elementary School will recruit, develop and support effective teachers, principals and other instructional staff through leadership preparatory training, ongoing coaching and mentoring supports, and competitive pay structures to increase our retention rate and reduce our turnover rate by 5 percent for the 2022-2023 school year.

**Performance Objective 2:** ESSA: 100% of all teachers will meet state requirements for certification in content area(s)

**Evaluation Data Sources:** SBEC Certification Records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Employ Highly Qualified Teacher assistants at the Pre-K and Kinder level to reduce the pupil teacher ratio to support instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation: Interview and hire qualified teacher assistants</p> <p>Impact: Reduced pupil -teacher ratio supports academic instruction</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus staff committee Human Resources</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 199 - General Fund, - 255 - Title II, Part A, TPTR</p>	Formative			Summative
	Dec	Mar	May	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide all parents information on the parents' right to request the professional qualifications of his/her child's classroom teacher. (Parents "Right to Know")</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation: Documentation of letters</p> <p>Impact: Highly Qualified Teachers and staff</p> <p><b>Staff Responsible for Monitoring:</b> Principal Human Resources</p> <p><b>Title I:</b> 4.2</p>	Formative			Summative
	Dec	Mar	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** SBCISD/Judge Oscar De La Fuente Elementary School will provide engaging academic, CTE and extra-curricular programs to prepare 100% of its students to graduate college, career, or military ready.

**Performance Objective 1:** 100% of all students in grades Pre-Kinder through Fifth grade will make progress in developing College and Career readiness skills.

**Evaluation Data Sources:** STAAR data  
 TELPAS data  
 MAP Growth Data  
 Amplify reports  
 Istation reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will hear presentations from local community members on the benefits of seeking higher education.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation:            Guest speakers            Career Day</p> <p>Impact:            Encourage students to think about college</p> <p><b>Staff Responsible for Monitoring:</b> Counselor            Parental specialist</p> <p><b>Title I:</b>            2.5</p> <p><b>Funding Sources:</b> - 865 - Student Activity Fund</p>	Formative			Summative
	Dec	Mar	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Goal 3:** SBCISD/Judge Oscar De La Fuente Elementary School will provide engaging academic, CTE and extra-curricular programs to prepare 100% of its students to graduate college, career, or military ready.

**Performance Objective 2:** 100% of students from PreKinder to Fifth grade will develop College and Career readiness skills through relevant research-based presentations, speakers, and College and Career Community activities.

**Evaluation Data Sources:** Scheduled Career Day  
 Scheduled College Day presentations  
 College and Career Spirit Week  
 5th-grade college field trip  
 College shirt Thursday- second semester

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide academic support, enrichment and college and career readiness through classes and clubs during Counseling sessions.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation: Create opportunities for students to increase math, reading, writing, and science readiness through after school activities</p> <p>Impact: Improvement in math, reading, and science</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	Formative			Summative
	Dec	Mar	May	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

**Goal 3:** SBCISD/Judge Oscar De La Fuente Elementary School will provide engaging academic, CTE and extra-curricular programs to prepare 100% of its students to graduate college, career, or military ready.

**Performance Objective 3:** 100% of students from PreKinder to Fifth grade will have a basic understanding of being college and career ready. Students will visit at least one college or university by the time they reach fifth grade.

- Evaluation Data Sources:** Career day activities  
 College day activities  
 College Field Trips  
 College and Career Spirit Week  
 College shirt Thursday- second semester

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide academic support, enrichment and college and career readiness by promoting colleges and universities.</p> <p>Benchmarks            State Assessment Data            Improved Academics</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation: Encourage college participation by researching and visiting colleges and universities.</p> <p>Impact:            Encourage college and career goals</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Assistant Principal            Counselor</p> <p><b>Title I:</b>            2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	Formative			Summative
	Dec	Mar	May	June
	Empty review cells			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



**Goal 4:** SBCISD/Judge Oscar De La Fuente Elementary School will continually provide all students and staff a safe and drug-free environment that is conducive to learning in person and/or virtually when needed.

**Performance Objective 2:** The Campus Crisis Team staff at Judge Oscar De La Fuente Elementary will be CPI certified.

**Evaluation Data Sources:** CPI certificates

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement a campus wide initiative to train and certify individuals in CPI</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation: Encourage staff members to attend CPI training to become certified and maintain certification,</p> <p>Impact:            Certified and trained personnel who can deescalate behavioral situations.            Lowered number of discipline referrals</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal            Assistant Principal            Special Ed Director</p> <p><b>Title I:</b>            2.5, 2.6</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	Formative			Summative
	Dec	Mar	May	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:** SBCISD/Judge Oscar De La Fuente Elementary School will continually provide all students and staff a safe and drug-free environment that is conducive to learning in person and/or virtually when needed.

**Performance Objective 3:** Judge Oscar De La Fuente Elementary will consistently have a positive, welcoming, safe, and secure environment for students, parents, and staff.

**Evaluation Data Sources:** Parent attendance at academic nights, Meet the Teacher and Open House sign-in data sheets, Red Ribbon Week activities, Law enforcement presentations, 9/11 presentation, Veteran's Day STOPit bullying application, Behavioral Threat Assessment Team, School Resource Officer (SRO)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Technology at Judge Oscar De La Fuente Elementary will be kept up to date to better facilitate meeting the needs for events with the school's community. The equipment used on campus should be functioning at it's best capability, to provide effective communication.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation: Parent-teacher night, Academic night, Family luncheons</p> <p>Impact: Effective meetings and events that can lead to increased parental involvement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Classroom teachers, all support staff</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>- TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	Formative			Summative
	Dec	Mar	May	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 4:** SBCISD/Judge Oscar De La Fuente Elementary School will continually provide all students and staff a safe and drug-free environment that is conducive to learning in person and/or virtually when needed.

**Performance Objective 4:** Develop and practice safety procedures and protocols in the event of emergency crisis

- Evaluation Data Sources:** Lockdown drills  
 Fire Drills  
 Severe weather drills  
 Maintenance of the campus emergency crisis plan  
 BOY training for all staff  
 Police officer training for professional staff  
 School Resource Officer (SRO)  
 Weekly door audits  
 Relocation Drill

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop and practice safety drills to ensure a safe and welcoming environment for all faculty, staff, students, and parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation:            Maintain and practice safety drills for all emergency situations.</p> <p><b>Impact:</b>            Consistent practice raises awareness during emergency situations and minimizes confusion on what needs to be done.</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Assistant Principal            Counselor            Nurse            RTI            SBCISD PD            Fire department            Campus Crisis Team</p> <p><b>Title I:</b>            2.5</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	Formative			Summative
	Dec	Mar	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Goal 5:** SBCISD/Judge Oscar De La Fuente Elementary School will increase collaboration and engagement with parents, families, and the community to ensure all students receive a gold standard education by the end of the 2022-2023 school year.

**Performance Objective 1:** Judge Oscar De La Fuente Elementary will have 80% of parents/guardians/families participate in family-based activities for students in PreKinder through Fifth grade.

**Evaluation Data Sources:** Academic Night sign-in sheets, PTO meeting sign-in sheets, principal- parent meeting

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create opportunities for parents to participate in family activities with their child.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation:                      Meet the Teacher                      Open House                      Texas Public School Week                      Pan Dulce with Principal                      Family Picnic                      Academic Night                      Parental Awareness Nights / Meet the Counselor                      Core Values service projects</p> <p>Impact:                      Increased parental participation creates a collaborative team to improve student success.</p> <p><b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal                      Counselor</p> <p><b>Title I:</b>                      4.1, 4.2</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	Formative			Summative
	Dec	Mar	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Goal 5:** SBCISD/Judge Oscar De La Fuente Elementary School will increase collaboration and engagement with parents, families, and the community to ensure all students receive a gold standard education by the end of the 2022-2023 school year.

**Performance Objective 2:** Contact parents by 8:30 am when students are absent to encourage daily attendance

**Evaluation Data Sources:** Increased attendance

Parental specialist log

Classroom teacher logs

Home visits

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase student daily attendance by utilizing Parent Specialist and offering Perfect attendance incentives.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation: Parent Specialist will contact parents whose children are not in attendance.</p> <p>Impact: Encourage parents to bring in their children to school even if they will be considered tardy. Increase the daily attendance of students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers Parent Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	Formative			Summative
	Dec	Mar	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 5:** SBCISD/Judge Oscar De La Fuente Elementary School will increase collaboration and engagement with parents, families, and the community to ensure all students receive a gold standard education by the end of the 2022-2023 school year.

**Performance Objective 3:** Weekly, monthly, and 6 weeks awards/incentives to students who have perfect attendance.

**Evaluation Data Sources:** Weekly attendance logs and incentives

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase student daily attendance by utilizing Parent Specialist and offering Perfect attendance incentives.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student's attendance rate</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Special Education Teachers, Parent Specialist, PEIMS Clerk, Counselor, Campus Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Mar	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 6:** SBCISD/Judge Oscar De La Fuente Elementary School will provide a safe, clean environment for all employees, students and visitors conducive to learning with a continuum of educational services.

**Performance Objective 1:** Protocols and procedures for cleaning will be implemented and will assist in keeping our campus clean. All students, staff, and community members will feel safe working and visiting Judge Oscar De La Fuente.

**Evaluation Data Sources:** Evaluation of all District Heating and Cooling Units  
 Custodial check-ins  
 Custodian schedule

Strategy 1 Details	Reviews			
Strategy 1: ESSER funds will be used to purchase all COVID 19 needs to reduce the spread of virus.	Formative			Summative
	Dec	Mar	May	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>				

# Campus Funding Summary

199 - State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$0.00
1	4	2			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	2	1			\$0.00
1	5	1			\$0.00
1	6	1			\$0.00
2	2	1			\$0.00
3	2	1			\$0.00
3	3	1			\$0.00
4	1	1			\$0.00
4	2	1			\$0.00
4	3	1			\$0.00
4	4	1			\$0.00
5	1	1			\$0.00
5	2	1			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
199 - State Career & Technical Education (State CT)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00

199 - State Career & Technical Education (State CT)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<b>Sub-Total</b>					\$0.00
199 - State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$0.00
<b>Sub-Total</b>					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	2	1			\$0.00
<b>Sub-Total</b>					\$0.00
255 - Title II, Part A, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
2	2	1			\$0.00
<b>Sub-Total</b>					\$0.00
199 - State Gifted and Talented (G/T)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
<b>Sub-Total</b>					\$0.00
865 - Student Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$0.00
<b>Sub-Total</b>					\$0.00