

# San Benito Consolidated Independent School District

## La Encantada Elementary School

### 2025-2026 Campus Improvement Plan



# Mission Statement

The mission of La Encantada Elementary is to provide a positive, safe, and challenging learning environment for all students.

## Vision

The vision of La Encantada Elementary is to challenge all students to go for the gold and succeed in life.

## Value Statement

1. All students can and will learn. All teachers can teach.
2. High expectations for all encourage excellence.
3. Resources to support students' needs must be provided.
4. Excellence in teaching and learning is vital.
5. All students will be supported to pursue their passion upon graduation.
6. A community with shared ownership, purpose, and commitment work well together.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

La Encantada Elementary is a Title I campus within San Benito CISD, serving students from PK3 through 5th grade. The campus also includes an Early Childhood Special Education (ECSE) Self-Contained unit that serves students between the ages of 3 and Kindergarten. For the 2024–2025 school year, La Encantada Elementary reported an enrollment of 488 students.

The student population at La Encantada is 98.77% Hispanic-Latino, with 93.24% identified as economically disadvantaged—higher than both the district average of 85.5% and the state average of 62.3%. The campus mobility rate stands at 13.9%, which is lower than the district rate of 19.8% and the state rate of 16.1%.

Emergent Bilingual students make up 42.42% of the campus population, compared to 28.4% across San Benito CISD and 24.5% statewide. Additionally, La Encantada’s Special Education population is 14.55%, slightly higher than both the district and state averages, which are 13.9% and 13.5% respectively.

La Encantada Elementary employs 29 highly qualified teachers, 17 of whom hold bilingual certifications. In addition, the campus has 10 highly qualified instructional aides supporting student learning.

At the district level, teachers are supported through professional development opportunities, new teacher training, and a new teacher mentorship program. At the campus level, both teachers and instructional aides are encouraged to participate in the Instructional Leadership Team, Professional Learning Communities (PLCs), and grade-level meetings. These structures are designed to ensure all educators receive ongoing support and opportunities to grow in their professional practice.

To further enhance instruction, technology resources such as laptops, iPads, and smart boards are provided to support classroom teaching and learning.

In addition to the systems currently in place, La Encantada Elementary implements a variety of strategies and structures to build teacher capacity. Teachers are supported through initiatives such as Teacher Appreciation Week, district-wide professional development, and campus-wide professional development facilitated through Professional Learning Communities (PLCs). Collaborative conference structures include RTI meetings, Special Education teacher and classroom teacher collaboration, team meetings, multimedia/technology meetings, and regular faculty meetings.

As part of our staff recruitment and onboarding process, new teachers receive support in implementing Positive Behavioral Interventions and Supports (PBIS) to manage student behavior. They also benefit from team-based mentoring, frequent feedback provided through classroom walkthroughs, and the application of best practices through participation in PLCs.

Our campus excels in staff retention compared to other campuses. Teachers demonstrate a strong commitment to student success, often volunteering their time to support student incentives and dedicating extra hours to improve academic outcomes. Staff members appreciate occasional treats recognizing their hard work, the strong sense of teamwork, the availability of support staff, and the encouragement and high expectations from campus administration, all of which contribute to a positive and growth-focused work environment.

Staff members have received PBIS training as well as content-specific professional development for grades PK3 through 5th. Our most effective teachers actively share best practices with colleagues at both the campus and district levels through meetings and workshops held throughout the year. These collaborative efforts are most impactful when shared during faculty meetings and grade-level planning sessions.

For teachers whose student performance falls below district and/or state standards, we provide targeted support through PLC collaboration, staff development paired with teacher-specific training, TEKS clarification sessions, and intervention strategies based on student needs, as identified through RTI.

### Areas of Concern:

While La Encantada Elementary currently designates Grade Level Team Leaders, an area for improvement would be to clearly define their roles and responsibilities. Providing a formal description of duties would enhance leadership clarity and effectiveness across grade levels.

In the area of teacher recognition and rewards, we aim to strengthen our Teacher Reward Functions. One suggested enhancement includes offering occasional extended lunch periods and organizing campus-wide lunch gatherings where staff contribute dishes to create a shared meal experience. These events would foster community and show appreciation for staff efforts.

Alongside district and campus professional development, there is a need for more **targeted, campus-specific professional development**. This includes offering tailored strategies and support for teachers working with students who require individualized instruction. Formalizing and structuring meetings between Special Education and general education teachers—as well as technology-focused meetings—would ensure consistency and more productive collaboration.

Equally important is the early implementation of **ELL/Bilingual Meetings** at the beginning of the school year, with a focus on the **Listening and Speaking components** of language acquisition. This would strengthen instruction for Emergent Bilingual students and align teaching strategies from the outset.

For **staff recruitment**, we recommend reinstating the district-wide school bus orientation tour for new hires. This initiative would familiarize incoming staff with the district's demographics and zoning. At the campus level, we propose a campus walk-through for new staff and the establishment of a "Wall of Fame" showcasing both new and veteran teachers. This display would include each teacher's grade level, goals, accomplishments, certifications, degrees, college attended, and years of experience. Additionally, this information could be featured on the campus website as part of a staff biography page to build community awareness and pride.

In terms of **staff retention**, teachers have expressed interest in the development of **attendance incentives**, such as raffles for gift cards, extended lunch breaks, or classroom supplies. They also value **collaboration time** to address day-to-day TEKS-related instructional issues both within the campus and with colleagues at other campuses. Providing flexibility toward the end of the day for cross-campus collaboration would further support this goal.

Finally, small tokens of appreciation—such as popcorn socials, candy bar treats, personalized notepads, marker sets, soda or bubble gum surprises—can go a long way in boosting staff morale and reinforcing a culture of appreciation.

### Resources Needed:

To effectively address the areas of concern and strengthen instructional quality, staff morale, and professional growth at La Encantada Elementary, the following resources and supports are recommended:

#### 1. Leadership Structure Support:

1. A standardized **template defining Grade Level Team Leader responsibilities** and expectations to ensure consistent leadership across grade levels and promote shared accountability.

#### 2. Instructional and Classroom Support:

1. Additional **paraprofessional support** in classrooms to assist with small group instruction, behavior management, and student interventions.
2. **Parent volunteer coordination** to assist with organizing staff appreciation events, extended lunch periods, and other campus-wide activities.

#### 3. Professional Development:

1. **Literacy Academies implementation support for grades K–2**, with ongoing coaching and monitoring to ensure fidelity.
2. **CIRCLE implementation support for Pre-K**, including hands-on training and model lessons to enhance early literacy and language development.
3. **Content-specific professional development** for grades 3–5 in core subject areas (Math, Reading, Science, Writing), focusing on rigor, alignment to TEKS, and STAAR preparation.

4. **Inclusion of Special Education staff in all levels of training**, ensuring they receive equitable access to professional development alongside general education peers.
4. **Professional Learning Community (PLC) Enhancement:**
  1. Provide **targeted objectives in PLC agendas**, with an emphasis on **ELL/Bilingual strategies**, including Listening and Speaking skills development.
  2. **Vertical Team Meetings** scheduled once every two months to encourage cross-grade collaboration, alignment of curriculum, and discussion of student progress trends.
5. **Staff Recognition and Motivation:**
  1. **Gather and display teacher credentials** (certifications, degrees, years of experience, accomplishments) on a designated “Wall of Fame” and/or on the campus website to celebrate and showcase educator expertise.
  2. **Funding for a "Teacher of the Month" program**, including small incentives or public recognition during faculty meetings and newsletters.
  3. Monthly **staff appreciation gifting**, with budgeted support for small morale-boosting items such as popcorn, candy bars, stationery, marker sets, sodas, bubble gum, and other fun treats.
6. **Additional Suggestions:**
  1. **Dedicated planning time** for teachers to meet across content areas and grade levels to address TEKS-based instructional challenges and share best practices.
  2. **Flexible scheduling** toward the end of the school day to allow for occasional cross-campus collaboration and professional learning walks.
  3. **Technology resource updates** and training to support integration of digital tools in instruction and data tracking.

## Demographics Strengths

La Encantada Elementary has many strengths. Some of the most notable demographic strengths include:

1. No students withdrew because they were unhappy with our campus.
2. Students, teachers, and staff at La Encantada Elementary are very accepting of new students regardless of race or ethnicity.
3. At La Encantada Elementary, our teachers build a desire to stay at this campus and possibly retire from this campus. The staff enjoys being part of the culture and climate that establishes set foundations for the students that are in attendance.
4. A strength at this campus is the professional development that is already in place. We have a New Teacher Mentor Program with SBCISD, Region One for Staff Professional Development, District-wide Professional Workshops, Special Population Staff Development (Special Education Meetings, Bilingual Education Meetings, RTI Meetings, 504 Meetings, and administration training). The meetings are aligned to a district-wide calendar. All meetings are face to face with power points or notes provided for note taking as part of the training on a monthly or bi-monthly. This varies with each meeting. In-house campus leadership is in charge of doing the turnaround and observing and supporting the implementation of new learning. In like manner, our most effective teachers share through Faculty Meetings, grade levels, and Professional Learning Communities (PLCs).

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Specific problem targeted professional development to meet the needs of our Special Education and English Learners population.

**Root Cause:** Teachers need training on how to best meet the needs of our EL students and special education students.

**Problem Statement 2 (Prioritized):** Enrollment for the last three years has declined, but has increased for the 2024-2025 school year. Enrolled has increased with addition of our

PK3 program. Enrollment is currently 480 students. Enrollment for 2020-2021 is 431. Enrollment for 2021-2022 was 448. With our current enrollment at 478.

**Root Cause:** Families have moved and students have enrolled in neighboring districts. Mobility continues to be high.

# Student Learning

## Student Learning Summary

### STUDENT LEARNING SUMMARY:

#### Math Proficiency Level: NWEA (K-2), STAAR (3-5)

Grade	Math 2024	Math 2025	Change
Kinder	91%	91%	0%
1st Grade	49%	29%	-20%
2nd Grade	32%	30%	-2%
3rd Grade	87%	81%	-6%
4th Grade	77%	84%	+7%
5th Grade	79%	80%	+1%

#### Math Data Summary (2024 → 2025)

- 5th Grade saw a +26-point gain, suggesting strong instructional impact or focused intervention efforts.
- 4th Grade improved by +7 points, also showing notable progress.
- 1st Grade dropped 20 points, the largest decline, indicating a need to examine early math instruction and foundational skill development.
- 2nd and 3rd Grade also declined slightly, by 2 and 6 points respectively.
- Kinder maintained a high performance at 91%.

#### Reading Proficiency Level: NWEA (K-2), STAAR (3-5)

Grade	Reading 2024	Reading 2025	Change
Kinder	86%	76%	-10%
1st Grade	38%	33%	-5%
2nd Grade	33%	42%	+9%
3rd Grade	85%	85%	0%
4th Grade	77%	93%	+16%
5th Grade	65%	82%	+17%

## Reading Data Summary (2024 → 2025)

- 5th Grade improved by +17 points, and 4th Grade by +16 points, reflecting strong gains in upper grade reading instruction.
- 2nd Grade rose by +9 points, showing effective support for developing readers.
- Kinder dropped 10 points, possibly due to readiness factors or early literacy gaps.
- 1st Grade declined 5 points, indicating a potential need for phonics or foundational reading intervention.
- 3rd Grade remained stable at 85%, demonstrating consistent instruction.

## Science Proficiency Level: STAAR (5)

Grade	Science 2024	Science 2025	Change
5th Grade	42%	68%	+26%

La Encantada improved by 26 points in Science from 2024 to 2025. The significant increase suggests that instructional strategies, interventions, or curriculum enhancements implemented between 2024 and 2025 were highly effective. It's a strong indicator of positive academic growth in science.

	La Encantada	District	Progress at La Encantada
2024	42%	51%	Closing the gap by 9 points
2025	68% <b>Year</b>	65%	Surpassed district by 3%

In 2024, La Encantada was 9% behind the district average. By 2025, it outperformed the district by 3%, showing strong academic growth. This suggests effective science instruction, intervention, or support at the campus level.

## Student Learning Strengths

The 2025 proficiency data reveals several key strengths across grade levels, particularly in upper elementary where notable academic gains were achieved. Most impressively, **5th grade Science proficiency rose by 26 percentage points**, from 42% to 68%, representing a significant leap and highlighting the effectiveness of science instruction and student readiness for middle school content.

In **Reading**, upper grades showed strong and consistent growth. **4th grade students improved from 77% to 93% proficiency**, and **5th grade students advanced from 65% to 82%**, reflecting substantial progress in literacy achievement. These gains indicate successful reading instruction and targeted support, especially for students nearing the end of their elementary education.

Math also showed positive trends, particularly in **4th grade**, where proficiency increased from 77% to 84%. Meanwhile, **Kindergarten maintained a high level of math proficiency at 91%**, signaling strong foundational skills being built early on.

Additionally, early literacy support appears to be taking effect, as seen in **2nd grade Reading**, which increased from 33% to 42%. This growth suggests promising momentum in

early reading development.

Finally, **3rd grade Reading maintained a high proficiency rate of 85%**, demonstrating consistent performance during a critical transition year. Together, these trends reflect focused instructional efforts and a growing culture of academic achievement across grade levels.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Reading proficiency in 1st grade had a decrease of 38 to 33 percent creating a widening gap as it addresses phonics and decoding.

**Root Cause:** There needs to be more targeting intervention and coaching for teachers.

**Problem Statement 2:** Math proficiency in 1st grade dropped significantly from a 49 to 29 Achievement in Math and 2nd grade remains low from 32 to 30 percent with minimal improvement creating a widening gap.

**Root Cause:** There is a need for intensive intervention and a close look at curriculum alignment in Math from 1st to 2nd Grade. Teachers need training on Tier I Curriculum and Resources and proper instruction in regards to strategies and delivery.

**Problem Statement 3:** Data for the last two years reveals that Special Education students score significantly below all other student groups in 3rd, 4th, and 5th grade reading and mathematics.

**Root Cause:** Data and rigor of the lessons for special education students is not being addressed at the appropriate level. Hold expectations high for special education students with accountability and proper instruction on Accommodations.

**Problem Statement 4:** Due to across grade level gaps in the vertical alignment scope and sequence document. The scope and sequence document is being addressed through PLCs and vertical alignment meetings.

**Root Cause:** Vertical alignment document is not been implemented successfully/and or appropriately. Hold important vertical alignment meetings for students to collaborate .

# School Processes & Programs

## School Processes & Programs Summary

### School Processes & Programs Summary

La Encantada Elementary has established a comprehensive set of systems and structures to support student achievement, teacher development, and overall school effectiveness. The campus currently employs 59 staff members, including teachers, instructional assistants, special education staff, and support personnel. All PK3, PK4, and Kindergarten classrooms have instructional aides. The school also houses an ECSE classroom with a dedicated teacher and two assistants. Bilingual-certified teachers are present at each grade level to meet the needs of Emergent Bilinguals (EBs), and two Special Education teachers provide inclusion and resource services.

#### **Teacher Support and Capacity Building:**

The school prioritizes teacher support through multiple layers of professional learning, including Professional Learning Communities (PLCs), a New Teacher Mentor Program, an Instructional Leadership Team, and regularly scheduled grade-level meetings. Professional development opportunities are provided at both the campus and district levels. Additional structures include support for technology integration, special education services, and clearly defined team leader responsibilities. Staff also benefit from morale-boosting initiatives such as Teacher Appreciation Week and recognition for going above and beyond for student success.

#### **Staff Retention and Culture:**

La Encantada enjoys high staff retention compared to other campuses. Teachers often express a strong sense of dedication and campus pride, attributed to administrative support, campus culture, and professional growth opportunities. Staff are encouraged to contribute beyond the classroom through participation in student incentive programs and extended instructional initiatives. Campus-wide training in PBIS and content-specific instruction further supports instructional effectiveness and professional growth.

#### **Instructional Practices and Support for Underperforming Teachers:**

Teachers whose student performance falls below district or state standards receive targeted support through additional PLC collaboration, data analysis, professional development, and RTI intervention strategies. TEKS clarification and focused content-area task force meetings are also provided to address instructional needs.

#### **Data-Driven Decision Making:**

Instructional planning is informed by a variety of data sources, including STAAR, NWEA MAP, Amplify mClass Reading, and district benchmarks. Teachers collaborate in PLCs and grade-level meetings to analyze data and plan targeted instruction. Student grouping and intervention decisions are guided by indicators such as EBs, Bilingual, At-Risk, Tier II/III, and Special Education status. Academic supports include after-school and Saturday tutorials, Saxon Phonics, and technology-based platforms.

#### **Technology Integration:**

La Encantada is equipped with one-to-one student devices, EPSON projectors, SMART TVs in some classrooms, and teacher laptops. While district-wide technology professional development has been provided, it lacks the specificity needed to address La Encantada's unique software and instructional technology needs. A goal moving forward is to provide site-specific training to build staff proficiency and enhance student learning through technology integration.

#### **Areas for Growth:**

- **Vertical Alignment:** Limited cross-grade collaboration hinders curriculum continuity. Implementing vertical teaming and alignment meetings will improve instructional consistency.
- **Event Planning and Student Involvement:** Developing a comprehensive calendar of extracurricular activities and school events, along with incorporating student voice in school decisions, can strengthen engagement and school culture.
- **Technology-Specific PD:** Tailored training on La Encantada-specific tools and programs is needed to ensure effective integration of instructional technology across grade

levels.

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

At La Encantada Elementary, one of our key strengths is the collaborative culture among our highly effective teachers. They consistently share best practices and innovative strategies with colleagues across the campus and district through regular meetings and workshops. This collaboration is especially impactful during Faculty Meetings and Grade Level Meetings, where meaningful professional dialogue supports continuous improvement and student success.

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

**Problem Statement 1:** Specific targeted professional development to meet the needs of our at risk students.

**Root Cause:** Teachers lack training on how to best meet the needs of at risk students, especially our special education students.

**Problem Statement 2:** Math proficiency in 1st grade dropped significantly from a 49 to 29 Achievement in Math and 2nd grade remains low from 32 to 30 percent with minimal improvement creating a widening gap.

**Root Cause:** There is a need for intensive intervention and a close look at curriculum alignment in Math from 1st to 2nd Grade. Teachers need training on Tier I Curriculum and Resources and proper instruction in regards to strategies and delivery.

**Problem Statement 3:** Due to across grade level gaps in the vertical alignment scope and sequence document. The scope and sequence document is being addressed through PLCs and vertical alignment meetings.

**Root Cause:** Vertical alignment document is not been implemented successfully/and or appropriately. Hold important vertical alignment meetings for students to collaborate .

# Perceptions

## Perceptions Summary

La Encantada Elementary actively promotes parent and family engagement through multiple school-sponsored events such as PTO meetings, Open House, Veterans Day ceremonies, Parent Luncheons, Picnic Day, Awards/Graduation Ceremonies, and a weekly Parental Involvement Center. These events foster collaboration, strengthen home-school partnerships, and increase participation in student learning and campus culture.

Parents are also supported through on-campus and district-provided services such as counseling, TCHATT (Texas Child Health Access Through Telemedicine), McKinney-Vento support, after-school programs, and clothing/shoe voucher programs. These resources are designed to build strong family foundations, remove barriers to student success, and strengthen social-emotional well-being.

In addition, La Encantada families play an active role in school-based committees that contribute to student achievement and school governance. Parents participate in the PTO (Parent Teacher Organization), LPAC (Language Proficiency Assessment Committee), CIT (Campus Improvement Team), and Migrant Parent Committees. Their voice helps guide priorities in instruction, funding, and culture.

Student progress at La Encantada Elementary is shared with families through multiple communication channels, including progress reports, report cards, and updates on state assessments. Teachers meet with parents of students who are at risk of failing, and home visits are conducted when needed to ensure follow-up and support. The district's Skyward Parent Portal offers real-time access to grades, assignments, and attendance, helping families stay informed. In addition, teachers maintain regular communication through Red Friday Folders and Class Dojo. This multi-tiered approach to communication promotes transparency and encourages ongoing parent engagement in student learning.

## Campus Student Survey- Capturing Kid's Hearts

#	Statement	School Score	CKH Baseline	Status
1	My teachers greet me with a smile as I enter class each day.	4.4	4.5	Slightly below
2	My teachers use activities to create connections and relationships.	4.6	3.8	Above baseline
3	I have one or more teachers who know more about me than my grades.	4.1	4.0	Meets baseline
4	My teachers or students ask about Good Things we have shared.	4.5	4.0	Above baseline
5	My teachers ask questions about things I like.	4.0	3.7	Above baseline
6	My teachers celebrate when students do something good.	4.6	3.6	Above baseline
7	Students affirm and celebrate each other.	4.5	3.3	Above baseline
8	I am comfortable talking to a teacher about a problem.	3.9	3.5	Above baseline
9	My teachers care about me.	4.9	4.8	Above baseline
10	My teachers treat me nicely.	4.8	4.7	Above baseline
11	We have developed and posted a classroom Social Contract.	4.9	4.8	Above baseline
12	We refer to our classroom Social Contract.	4.7	4.5	Above baseline
13	We use hand signals in our classroom.	4.8	4.5	Above baseline

#	Statement	School Score	CKH Baseline	Status
14	I know the consequences when I don't follow our Social Contract.	4.8	4.2	Above baseline
15	My teacher uses the Social Contract to address misbehavior.	4.7	3.8	Above baseline
16	My teacher uses the Social Contract to celebrate positive behaviors.	4.1	4.2	Slightly below
17	Students help greet, lead Good Things, and use Launches.	3.9	4.5	Below baseline
18	My teachers or classmates use Launches at the end of class.	4.7	3.6	Above baseline
19	I like going to school most days.	3.9	3.8	Above baseline
20	I like my teachers.	4.9	4.6	Above baseline
21	I have good relationships with my teachers.	4.7	3.8	Above baseline
22	Students treat each other respectfully.	4.4	3.5	Above baseline
23	Students at this campus get along well.	4.4	3.2	Above baseline
24	I am comfortable talking to a teacher about my problems.	4.2	3.3	Above baseline
25	My teachers encourage me to be the best student I can be.	4.9	4.6	Above baseline

The Spring 2025 Capturing Kids' Hearts student survey revealed overwhelmingly positive perceptions. La Encantada exceeded the CKH baseline in 23 out of 25 indicators. Students reported that teachers care about them, treat them respectfully, and celebrate their successes. Slight gaps were noted in the areas of daily greetings and celebrating behavior using the classroom Social Contract. These insights are guiding future staff training and PBIS improvements.

La Encantada maintains a secure campus environment. All doors remain locked during instructional hours, and additional fencing has been installed. Routine fire and Code Red drills are practiced throughout the year. The visible presence of a dedicated campus police officer adds a proactive layer of security. There are no reported incidents of gang activity, weapons, or substance abuse.

Students from Kindergarten through 5th grade are encouraged to participate in extracurricular activities. Participation is linked with improved academic performance and higher student morale. Staff foster student engagement through encouragement and active involvement in school events such as family picnics, luncheons, and PTO activities.

La Encantada Elementary uses data-driven decisions to guide school structure and instructional planning. Classroom schedules are intentionally designed to support academic success, with a 120-minute English Language Arts block that includes reading, grammar, writing, Saxon Phonics, and Tier 2 interventions. Math instruction is delivered during a 90-minute block, also incorporating Tier 2 supports. Students receive 45 minutes of Science and Social Studies, 30 minutes of Accelerated Instruction/ESL, 15 minutes of recess, and 45 minutes of Specials daily. Resource and inclusion services are provided for students receiving Special Education support to help ensure access and success within the general education curriculum.

At La Encantada Elementary, educational decisions are informed by a variety of data sources and collaborative discussions among staff. Teachers regularly review assessment data—including STAAR results, NWEA, CLI, Amplify, district benchmarks, nine-week assessments, and classroom-based evaluations—during PLCs, grade-level meetings and school committees. Student support is tailored using key indicators such as bilingual status, at-risk designation, Emergent Bilingual (EB) status, Tier II/Tier III interventions, and Special Education needs. To address these needs, the campus offers targeted services such as after-school and Saturday tutorials, TELPAS camp, RTI interventions, and in-class support through push-in models.

La Encantada implements a schoolwide Positive Behavior Interventions and Supports (PBIS) framework to promote a safe, respectful, and positive learning environment. Schoolwide expectations are reinforced through consistent incentives and structured consequences. While student feedback supports the effectiveness of PBIS, there is a noted need for increased consistency in Fun Friday implementation and celebration of positive behavior.

While La Encantada Elementary faculty meets regularly to address the educational needs of all students, two key areas of concern have emerged. First, there is a need to strengthen vertical alignment to ensure a seamless academic transition from one grade level to the next. Second, although Professional Learning Communities (PLCs) are scheduled consistently, there is a need for more intentional implementation. Increasing the consistency, collaboration, and focus of PLCs—particularly through the use of data-driven practices—will be critical to improving instructional alignment and student achievement. Enhancing both vertical teaming and PLC effectiveness will be a priority in our campus improvement efforts.

### **Perceptions Strengths**

In order to make educational decisions for our students, data is compiled and discussed among teachers through PLCs, leading learning series, grade level meetings, and school committees. Data is collected from STAAR results, district benchmarks, CFA's, Istation, C-PALLS, six weeks benchmarks, district benchmarks, and daily/weekly assessments. Indicators such as bilingual, at-risk, EL, Tier II and Tier III, and Special Education are used to group students appropriately in the classroom. Deep Dive Analysis is used to address specific TEKS where students are struggling and identify individual students in order to improve student success.

In addition, La Encantada Elementary organizes and participates in a variety of parent activities and organizations, in order to increase and support parental involvement. In conjunction the activities and organizations are provided in order to create parent, student and school partnerships. Through partnerships parents are informed of their child's academic progress, parents are involved in school decisions which is used to increase academic success. La Encantada Elementary is developing partnerships within the community such as Coffee With Cops, career fairs, and health fairs for parents.

A classroom management system through PBIS has been set in place in order to create a positive behavior management process for a safer and more effective school. PBIS consists of clear schoolwide expectations with a system of incentives and consequences. Interventions are provide for students who need help and students are recognized for their successes.

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

**Problem Statement 1:** Due to across grade level gaps in the vertical alignment scope and sequence document. The scope and sequence document is being addressed through PLCs and vertical alignment meetings.

**Root Cause:** Vertical alignment document is not been implemented successfully/and or appropriately. HOld important vertical alignment meetings for students to collaborate .

# Priority Problem Statements

**Problem Statement 1:** Enrollment for the last three years has declined, but has increased for the 2024-2025 school year. Enrolled has increased with addition of our PK3 program. Enrollment is currently 480 students. Enrollment for 2020-2021 is 431. Enrollment for 2021-2022 was 448. With our current enrollment at 478.

**Root Cause 1:** Families have moved and students have enrolled in neighboring districts. Mobility continues to be high.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Reading proficiency in 1st grade had a decrease of 38 to 33 percent creating a widening gap as it addresses phonics and decoding.

**Root Cause 2:** There needs to be more targeting intervention and coaching for teachers.







**Problem Statement 2 Areas:** Student Learning

# Goals

**Goal 1:** SBCISD/La Encantada will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service by the end of the 2026 school year.

**Performance Objective 1:** For the 2025-2026 school year, students in Pk- 5th 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 5th grade.



**Evaluation Data Sources:** Career Day Activities  
 College Day Activities  
 College and Career Spirit Week  
 College Shirt Thursday





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> School counselor will coordinate field lessons to institutions of higher education.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will aspire to continue their education after high school and be motivated to meet their academic requirements.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal            District counselor            Counselor            Classroom Teachers</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>June</b>
	 Some Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> School counselor will coordinate a Career Day for students in PK3-5th Grade to promote college and career exploration and organize a College and Career Awareness Week.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will aspire to continue their education after high school and be motivated to meet their academic requirements.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal and Counselor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>June</b>
	 Some Progress			
<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/La Encantada will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service by the end of the 2026 school year.

**Performance Objective 2:** ESSA: By June 2026, 80% 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 3-EOC

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All students, with a concentrated effort on all special populations, will pass RLA, Math, and Science TEKS objectives; 80 % or more of students in grades 3rd-5th, will meet or master 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 environments in daily lessons, and a campus news network that will serve as a hands-on instructional tool that strengthens core academic areas.</p> <p><b>Strategy's Expected Result/Impact:</b> STAAR Assessments, I-READY, STAAR SCIENCE Release/Benchmarks</p> <p>Reading and Writing: Students involved in scriptwriting, reporting, and editing develop advanced literacy skills aligned with English Language Arts standards.</p> <p>Speaking and Listening: Participation in broadcasts encourages oral communication, fluency, and comprehension as students deliver and interpret spoken information.</p> <p>Technology Integration: Students learn to use digital tools for authentic learning experiences, supporting state technology and media literacy standards.</p> <p>Critical Thinking and Collaboration: Planning and producing content fosters teamwork, problem-solving, and critical thinking -- key components of 21st-century learning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teachers, RtI Teachers</p>	Formative			Summative
	Dec	Mar	May	June
	 <p>Moderate Progress</p>			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Instruction will focus on the fundamental five components of effective teaching in our reading program coupled with progress monitoring. Students will receive 120 min of uninterrupted Reading Instruction per day. Students not experiencing success in reading will receive an additional 30 mins of reading intervention. Supplies will be purchased to support instruction in Tier 1 and Tier 2 Instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in scores on: STAAR , TELPAS, K12 Summit, AMPLIFY, NWEA MAP, CLI, I-READY, Weekly Tests and Formative Assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, RtI Teacher, Teachers</p>	Formative			Summative
	Dec	Mar	May	June
	 <p>Considerable</p>			




Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> PRE-K 3- 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 in scores on: STAAR , TELPAS, K12 Summit, AMPLIFY, NWEA MAP, CLI, I-READY, Weekly Tests and Formative Assessments. Increase on Unique Learning System Assessment. Increase academic strategies for struggling students - Data Walls, student lap tops, Teacher walkthroughs and Report card grades</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teachers, RTI Teacher</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>June</b>
	 Moderate Progress			
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will plan as a grade level during PLCs and create, share, review pertinent data and implement resources such as educational handouts, graphic organizers, notes, samples of work, track data, assessments, and activities used with the lesson plan for the nine weeks period. Campus leaders will work collaboratively with teachers on the analysis of data to drive instructional decisions.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in STAAR, NWEA, I-READY, Benchmark Assessments, CLI, AMPLIFY and improved instruction</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, RTI Teacher</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>June</b>
	 Moderate Progress			
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> All students will participate in meaningful lessons that include hands on activities in all core subjects to encapsulate the learning. Campus will purchase supplemental scientific research -based supplies and materials that includes, but not limited to manipulatives, science supplies, as well as hands on materials for instruction in the classroom that are tied to TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase cores on Benchmarks, STAAR Release tests, AMPLIFY, CLI, I-READY, STAAR, ULS, and NWEA MAP</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>June</b>
	 Considerable			
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> The campus will hire certified teacher interventionist to provide small group instruction to identified, targeted students who struggle academically.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve STAAR , AMPLIFY scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>June</b>
	 Some Progress			



Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Teachers in PREK3- 5th grade will create DATA binders/folders which will include a collection of student work samples, teacher notes, data trackers, to be reviewed by students, parents and teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in scores on: STAAR , TELPAS, K12 Summit, AMPLIFY, NWEA MAP, CLI, Weekly Tests and Formative Assessments. DATA binders/folders to depict STAAR data, CLI Data, and other pertinent data on student progress and reaching their student goals.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers RTI teacher</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A</p>	Formative			Summative
	Dec	Mar	May	June
	 Considerable			
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> All classroom environments including but not limited to furniture ,signs, visual aides, 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 not limited to the following: Data walls for core subjects, Vocabulary Word Walls- graphic organizers, Lesson Framing Objectives, Additional Instructional resources, social contracts, Capturing Kids Hearts Curriculum and Math walls.</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, SPED Teachers, Classroom Teachers and RtI TEACHER</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A, - 199 - General Fund</p>	Formative			Summative
	Dec	Mar	May	June
	 Moderate Progress			
<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>				






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**Performance Objective 3:** Title III: By June 2026, 80% of all students, with a concentrated effort on Bilingual students, will meet established standards on the state assessments.

**Evaluation Data Sources:** STAAR Reports for grades 3-5

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Tutorials will be offered once a week to all EB students to ensure progress on TELPAS and STAAR is made.  <b>Strategy's Expected Result/Impact:</b> Student TELPAS score will increase one performance level.  <b>Staff Responsible for Monitoring:</b> Assistant Principal, Teachers</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math  <b>Funding Sources:</b> - 199 - State Bilingual/ESL, - 211 - Title I, Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>June</b>
	 Considerable			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Saturday TELPAS camp will be offered to EB students.  <b>Strategy's Expected Result/Impact:</b> Students TELPAS proficiency rating will increase by at least one level.  <b>Staff Responsible for Monitoring:</b> Assistant Principal, Teachers</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math  <b>Funding Sources:</b> - 199 - State Bilingual/ESL, - 211 - Title I, Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>June</b>
	 Some Progress			
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students in the Bilingual Program will be instructed by Bilingual Certified staff members.  <b>Strategy's Expected Result/Impact:</b> Improve outcomes on TELPAS and STAAR.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math  <b>Funding Sources:</b> - 199 - State Bilingual/ESL, - 211 - Title I, Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>June</b>
	 Considerable			







Strategy 4 Details	Reviews			
<p><b>Strategy 4:</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 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> Summit k-12            STAAR            TELPAS            EOY LPAC Student Summary Reports            STATE test results            Amplify Reading            IMPACT:            Student Effective English Learning</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Lead Teacher</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - 199 - State Bilingual/ESL, - 211 - Title I, Part A</p>	Formative			Summative
	Dec	Mar	May	June
	 Considerable			
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Implement a bilingual reading program that follows the guidelines for Early exit program which includes reading instruction based on students' English Proficiency levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Strategy's Expected Result/Impact            Implementation : Amplify Reading            MAP Growth data            TELPAS            LPAC Recommendations for EBs            SUMMIT K-12 PRPs</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Classroom Teachers</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - 199 - State Bilingual/ESL, - 211 - Title I, Part A</p>	Formative			Summative
	Dec	Mar	May	June
	 Considerable			

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Purchase supplemental scientific research -based supplies and materials that includes technology hardware and supplies as well as hands on materials for instruction in the classroom and for campus news network where students will practice their Speaking Skills and Fluency checks campus wide via broadcast. Students will also be able to write scrips for announcements .</p> <p><b>Strategy's Expected Result/Impact:</b> Increased scores on STAAR, TELPAS and district assessments through the use of these materials.</p> <p><b>Staff Responsible for Monitoring:</b> RTI Teacher Campus Administration Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Dec	Mar	May	June
	 Moderate Progress			
<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>				

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**Performance Objective 4:** For the 2025-2026 school year, Develop College, Career and Military readiness skills through learning activities for 100% students in grades PK-5.




**Evaluation Data Sources:** Lesson Plans, Post-secondary Readiness assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> In order to provide a multitude of opportunities to the students of La Encantada Elementary, the campus will host Career Days where community members, parents, and alumni are invited to share their careers with students through presentations and interactive activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Student participation in Career Day and related activities will develop social-emotional skills such as communication, goal setting, and self-awareness. Students will increase awareness of different careers and the education/training required to pursue them as measured by student reflections.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Administration, Teachers, CIS</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>June</b>
	 Some Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide College, Career, and Military Readiness (CCMR) parent awareness presentations to increase family understanding of college and career pathways, academic expectations, and long-term planning beginning in PK-5.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent knowledge and engagement in College, Career, and Military Readiness (CCMR) expectations and opportunities.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>June</b>
	 Moderate Progress			
<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>				


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**Performance Objective 5:** During the 2025-2026 school year, counselors will implement developmentally appropriate Child Abuse Prevention guidance activities for all PK-5th grade students and provide responsive support services to any student who discloses concerns related to child abuse."

**Evaluation Data Sources:** Ripple Effects Reports  
Counselor's Scope and Sequence  
Campus Counseling Plan

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Facilitate annual classroom guidance lessons on child abuse prevention for all PK-5th grade students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive developmentally appropriate education on recognizing, preventing, and reporting child abuse. Students will demonstrate increased awareness of safe and unsafe situations and understand how to seek help from trusted adults.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>June</b>
	 Some Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Coordinate with local child safety professionals or law enforcement personnel to deliver developmentally appropriate presentations on personal safety to students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will gain a deeper understanding of personal safety, recognize potential risks, and know how to respond appropriately in unsafe situations. Students will be better equipped to protect themselves and others, strengthening overall school safety and fostering trust between students and community safety professionals.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>June</b>
	 Accomplished			
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The counselor will provide timely, confidential support to students who disclose abuse and coordinate with families and appropriate agencies to ensure safety.</p> <p><b>Strategy's Expected Result/Impact:</b> Students who disclose concerns will receive immediate support and guidance, ensuring their safety and emotional well-being. Students will feel supported and protected, fostering trust in school staff and promoting a safer, more responsive school environment.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>June</b>
	 Moderate Progress			

 No Progress

 Accomplished







 Continue/Modify

 Discontinue

**Goal 1:** SBCISD/La Encantada will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service by the end of the 2026 school year.

**Performance Objective 6:** Throughout the 2025-2026 school year, the counselor will provide developmentally appropriate education to all 3rd-5th grade students on the effects of vaping, tobacco, drug, and alcohol use--including definitions, legal and school policies, statistics, and consequences--and will provide responsive support to any student who discloses concerns or is subject to disciplinary action related to these substances.







**Evaluation Data Sources:** Ripple Effects Reports  
Counselor's Scope and Sequence  
Campus Counseling Curriculum Plan

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement structured, age-appropriate lessons for 3rd-5th graders on substance use, including definitions, health effects, and school and legal consequences.</p> <p><b>Strategy's Expected Result/Impact:</b> Students in 3rd-5th grade will gain knowledge about the risks and consequences of substance use, demonstrating an understanding of healthy choices and school expectations. Students will be better prepared to resist peer pressure, make safe decisions, and contribute to a healthier, drug-free school environment.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>June</b>
	 Accomplished			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Facilitate referrals for students and families to community-based treatment programs, mental health services, or support network.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and families will have access to appropriate community resources to address substance use and related mental health concerns.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>June</b>
	 Some Progress			
<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/La Encantada will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service by the end of the 2026 school year.

**Performance Objective 7:** During September and October of the 2025-2026 school year, the counselor will provide guidance activities to all students addressing bullying, harassment, and other concerning behaviors--including definitions, legal frameworks, David's Law, SBCISD policies, statistics, consequences, and the STOPit anonymous reporting system--and will provide responsive support to any student who discloses being a victim or is subject to disciplinary action related to these behaviors.




**Evaluation Data Sources:** STOPit Reports  
 Ripple Effects Reports  
 Counselor's Scope and Sequence  
 Campus Counseling Plan

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Deliver age-appropriate guidance lessons to all PK-5 students on bullying, harassment, cyberbullying, and David's Law.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will understand David's Law and SBCISD policies, empowering them to recognize, prevent, and report concerning behaviors. Increased student awareness will promote a safer, more respectful school climate with reduced incidents of bullying.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Administration</p>	Formative			Summative
	Dec	Mar	May	June
	 Accomplished			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teach students how to access and use the STOPit anonymous reporting system to report bullying or safety concerns.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will develop awareness of safe and appropriate ways to report bullying, harassment, or safety concerns. Increased student confidence in using the STOPit system will lead to earlier reporting and quicker interventions. Decrease in incidents involving bullying, harassment, and concerning behaviors.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Administration</p>	Formative			Summative
	Dec	Mar	May	June
	 Accomplished			
<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/La Encantada will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service by the end of the 2026 school year.


**Performance Objective 8:** During the 2025-2026 school year, the counselor will provide and/or facilitate guidance activities addressing mental health to all students and offer responsive support to any student exhibiting mental health concerns, including self-harm or threatening behaviors with respect to other students, the school and school staff.

**Evaluation Data Sources:** Ripple Effects Reports  
 Behavior Threat Assessment Documentation  
 Campus Counseling Plan

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Incorporate SEL (social-emotional learning) programs and mindfulness activities into classroom guidance lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will demonstrate improved self-awareness, emotional regulation, and overall mental well-being.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>June</b>
	 Considerable			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement immediate response protocols for students showing self-harm or threatening behaviors.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduced risk of harm, increased student safety, and timely support for students in crisis.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>June</b>
	 Moderate Progress			
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Connect students and families with local mental health services, treatment programs, or support groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved access to professional support, enhanced student well-being, and strengthened family involvement in mental health care.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>June</b>
	 Moderate Progress			

 No Progress

 Accomplished







 Continue/Modify

 Discontinue

**Goal 1:** SBCISD/La Encantada will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service by the end of the 2026 school year.

**Performance Objective 9:** By May 2026, students in Pre-K 3- 5th grade will develop college and career readiness skills through relevant research-based presentations, speakers, and educational, cultural, and college campus visits field trips to encapsulate the learning of all TEKS to prepare for post-secondary readiness.

**Evaluation Data Sources:** Improvement in Math, RLA and Science scores  
 Scheudled Career Day  
 College and Career Spirit Week  
 College Field Trip  
 College Day Thursdays







Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Scholars will be offered opportunities to participate in educational/cultural and college field trips. For example, but not limited to operas, plays, college visits, museum visits, zoo etc to increase TEKS enhancement and encapsulate the learning objectives for post secondary skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Scholars will be offered opportunities to participate in educational/cultural and college field trips. For example, but not limited to operas, plays, college visits, museum visits, zoo etc to increase TEKS enhancement and encapsulate the learning objectives for post secondary skills.</p> <p><b>Staff Responsible for Monitoring:</b> Principal,Assistant Principal, Counselor and Teachers</p>	Formative			Summative
	Dec	Mar	May	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase student knowledge of different career and technical paths available to them at the Secondary level. This will include various speakers to discuss different career clusters offered at San Benito High School through CTE (Career and Technical Education).</p> <p><b>Strategy's Expected Result/Impact:</b> Increased exposure to to different career and technical pathways available to students at the Secondary Level.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Principal Assistant Principal</p>	Formative			Summative
	Dec	Mar	May	June
	 Moderate Progress			
<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/La Encantada will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service by the end of the 2026 school year.

**Performance Objective 10:** During the 2025-2026 school year, students will be given Perfect Attendance Incentive Awards to increase student attendance.

**High Priority**

**Evaluation Data Sources:** Attendance Reports






Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Purchase items to provide incentives to students who have monthly Perfect Attendance.  <b>Strategy's Expected Result/Impact:</b> Increase student attendance  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal                      Counselor  <b>Funding Sources:</b> - 199 - General Fund - \$3,000</p>	Formative			Summative
	Dec	Mar	May	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide activities for students who have Perfect Attendance  <b>Strategy's Expected Result/Impact:</b> Increase student attendance  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal and Counselor</p>	Formative			Summative
	Dec	Mar	May	June
	 Moderate Progress			
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 1:** SBCISD/La Encantada will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service by the end of the 2026 school year.

**Performance Objective 11:** During the 2025-2026 school year, we will increase staff attendance by promoting the district Attendance Incentive and rewarding teachers with good attendance.

**High Priority**

**Evaluation Data Sources:** Teacher Attendance Reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Reward teachers with good attendance <b>Strategy's Expected Result/Impact:</b> Increase Teacher Attendance <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal	Formative			Summative
	Dec	Mar	May	June
	 Some Progress			
<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/La Encantada will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service by the end of the 2026 school year.






**Performance Objective 12:** During the 2025-2026 school year, the campus will offer extended learning opportunities to students in grades K-5 to ensure that struggling students master grade level standards in RLA, Math, and Science

**Evaluation Data Sources:** Accelerated Reading Goals, after school tutorials, campus interventionist , District Formative Assessments, scheduled interventions

**Goal 1:** SBCISD/La Encantada will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service by the end of the 2026 school year.

**Performance Objective 13:** During the 2025-2026 school year, all discipline needs at La Encantada Elementary will be fully addressed through the components of the Positive Behavior Intervention System (PBIS) in alignment with our campus core values.


**Evaluation Data Sources:** Discipline Referrals  
Teacher reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Reinforce the campus-wide PBIS plan to decrease disciplinary referrals, which includes Fun Friday and Nine Week Red Bucks Incentive.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in disciplinary referrals</p> <p>Increase in instructional time</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p>Assistant Principal</p> <p>Counselor</p> <p>Librarian</p> <p>Classroom Teachers</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	Formative			Summative
	Dec	Mar	May	June
	 Considerable			
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				


**Goal 1:** SBCISD/La Encantada will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service by the end of the 2026 school year.


**Performance Objective 14:** For the 2025-2026 school year, La Encantada will achieve 100% compliance with key safety protocols--including but not limited to-keeping all classroom doors closed and locked during instruction, conducting all required emergency drills, and ensuring staff and students do not open exterior doors to unauthorized individuals--as measured by monthly safety audits, drill logs, and staff/student surveys.

**Evaluation Data Sources:** Drill Logs,  
Safety Audits  
Student and Staff Surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Reinforce Door Safety Protocols as follows: Require all classroom doors to remain closed and locked during instructional time.</p> <p>Conduct random checks twice monthly to ensure compliance.</p> <p>Post visual reminders on doors and hallways.</p> <p>Conduct Emergency Drills Consistently</p> <p>Execute all required drills (fire, lockdown, evacuation, shelter-in-place) according to district/state guidelines.</p> <p>Debrief with staff after each drill to review effectiveness and address issues.</p> <p>Educate Staff and Students on Secure Access Protocols</p> <p>Train all students and staff on the importance of not opening exterior doors to visitors or unknown individuals.</p> <p>Implement regular safety announcements and include training during student orientation.</p> <p>Engage Families and Community in Safety Practices</p> <p>Communicate safety policies clearly to parents, including visitor check-in procedures.</p> <p>Encourage parent partnership in reinforcing student awareness of safety expectations</p> <p><b>Strategy's Expected Result/Impact:</b> Drill Logs and Audit results, surveys</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teachers, all staff and Campus Resource Officer.</p>	Formative			Summative
	Dec	Mar	May	June
	 Considerable			

 No Progress

 Accomplished



 Continue/Modify


 Discontinue







**Goal 2:** SBCISD/La Encantada will build a high-performing, compliant, and supportive workforce by the end of the 2026 school year.

**Performance Objective 1:** ESSA: Quality professional development during the 2025-2026 school year will be provided to 100% of instructional staff thus ensuring student success.

**Evaluation Data Sources:** Professional development attendance, surveys, and feedback

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Based on teacher goals, staff development will be aligned to teacher self assessment and goals to meet individual and grade level needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher professional growth, thus student performance will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Staff</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>June</b>
	 Considerable			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All teachers, support staff, and administration will attend district required professional development, and participate in other trainings identified in the campus comprehensive Needs Assessment done in preparation for the new school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve teacher performance</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Staff</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>June</b>
	 Considerable			

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All teachers, support staff, and administration will attend district required professional development, and participate in other trainings identified in the campus comprehensive Needs Assessment done in preparation for the new school year. Some of the needed identified training includes:</p> <ul style="list-style-type: none"> <li>*Teacher Clarity</li> <li>*Strategies for teaching bilingual students</li> <li>*Transitioning students to English</li> <li>*School safety/welfare</li> <li>* NEW SCIENCE TEKS</li> <li>*Differentiated Instruction</li> <li>*Behavior Strategies</li> <li>*Revising and Editing-RLA</li> <li>* Assistive Technology</li> <li>*TEKS</li> <li>*Region One Trainings</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Increase results on: STAAR, Amplify, PBMAS, STAAR, NWEA, CLI, TELPAS Decrease on student referrals</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199 - General Fund, - 211 - Title I, Part A, - 199 - State Bilingual/ESL</p>	Formative			Summative
	Dec	Mar	May	June
	 Considerable			

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Conduct a comprehensive needs assessment, taking into account, state achievement and other important data, to identify areas where teachers need support for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher Walthroughs  Amplify Data  NWEA DATA  TESS FORMAL Observations  STAAR DATA  TELPAS  CLI DATA</p> <p><b>Staff Responsible for Monitoring:</b> Principal  Assistant Principal  RTI Teacher</p> <p><b>Funding Sources:</b> - 199 - General Fund, - 211 - Title I, Part A, - 199 - State Bilingual/ESL</p>	Formative			Summative
	Dec	Mar	May	June
	 Considerable			
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers and support staff will be able to observe teachers within the campus, district and outside district to enhance instruction to ensure student success.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve teacher performance  Improved scores on NWEA, AMPLIFY. CLI, STAAR, TTESS  Walkthroughs</p> <p><b>Staff Responsible for Monitoring:</b> Principal  Assistant Principal  RTI</p>	Formative			Summative
	Dec	Mar	May	June
	 Considerable			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

**Goal 2:** SBCISD/La Encantada will build a high-performing, compliant, and supportive workforce by the end of the 2026 school year.

**Performance Objective 2:** Teachers and support staff will be able to observe teachers within the campus, district and outside district to enhance instruction to ensure student success.

Strategy's Expected Result/Impact

Improve teacher performance

Improved scores on NWEA, AMPLIFY, CLI, STAAR,

TTESS

Walkthroughs

Staff Responsible for Monitoring




Principal

Assistant Principal

RTI


**Goal 2:** SBCISD/La Encantada will build a high-performing, compliant, and supportive workforce by the end of the 2026 school year.

**Performance Objective 3:** The campus will keep streamlined communication with all staff and incentivize when deemed to increase staff retention and value.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b>  Faculty meetings will be held along with PLC meetings/Grade Level meetings will be held weekly/bi-weekly/monthly as needed and strategies from Capturing Kids Hearts will be utilized such as Good Things.  Regular staff meetings will provide:  A. Updated information on changes, and/or new guidelines for curriculum, assessments and programs.  B. Time for discussions and decisions by teachers concerning instruction and assessments.  C. Time for additional training for teachers in the depth and rigor of instruction in the TRS curriculum and the Fundamental Five High Yield Strategies, to name a few.  Improve campus climate through shared information and incentives.  <b>Strategy's Expected Result/Impact:</b> Faculty and staff will be kept abreast of upcoming events and activities.  <b>Staff Responsible for Monitoring:</b> Administration   <b>Funding Sources:</b> - 199 - General Fund</p>	Formative			Summative
	Dec	Mar	May	June
	 Considerable			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Weekly bulletins will be created and sent to staff via Google Classroom/Email to use as a communication tool.  <b>Strategy's Expected Result/Impact:</b> Faculty and staff will be kept abreast of upcoming events and activities  <b>Staff Responsible for Monitoring:</b> ADMINISTRATION</p>	Formative			Summative
	Dec	Mar	May	June
	 Considerable			
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Improve campus unity by uniting staff as a cohesive group including the use of a staff shirt and other incentives.  <b>Strategy's Expected Result/Impact:</b> Build campus unity and cohesiveness.  <b>Staff Responsible for Monitoring:</b> Administration</p>	Formative			Summative
	Dec	Mar	May	June
	 Some Progress			

 No Progress

 Accomplished







 Continue/Modify

 Discontinue

**Goal 3:** SBCISD/La Encantada will improve public relations, communications, and community engagement skills by the end of the 2026 school year.

**Performance Objective 1:** By May 2026, 90% of all students' parents/guardians/families and other stakeholders will participate in at least one school-sponsored academic/community/district activity to increase parent involvement participation and be given the opportunity for parent input.






**Evaluation Data Sources:** Parent Surveys  
 Sign In sheets for School Event  
 Phone Logs  
 DOJO Communication

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Red "Friday" Folders will be sent home on a weekly basis to keep parents informed about school functions, and Green "Homework" folders will be provided for all students to ensure parents have the opportunity to help students at home. Parents will be sent messages from Teachers, Counselor, and Administration via Class DOJO.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent involvement for parents by keeping them informed of campus activities.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Funding Sources:</b> - 199 - General Fund - \$1,200</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>June</b>
	 Considerable			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All stakeholders will be invited to parental involvement activities, including Kinder graduation, PK-5th Grade Awards assemblies, PTO meetings, board meetings, Campus Grade Level Luncheons and district and community events.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parental involvement for parents by increased participation in school activities.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers</p> <p><b>Funding Sources:</b> - 199 - General Fund - \$3,200</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>June</b>
	 Moderate Progress			
<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 3:** SBCISD/La Encantada will improve public relations, communications, and community engagement skills by the end of the 2026 school year.

**Performance Objective 2:** By May 2026, School Counselor, Campus Officer, RtI Teacher, Nurse, FACE, and Librarian will provide Parent Education Sessions, to increase parental awareness and knowledge on topics that impact school-age children including appropriate discipline/consequences, effective communication skills, responsible use of social media and technology, bullying, drug awareness, suicide awareness, School Safety, Response to Intervention, Library topics such as Accelerated Reader and college and career readiness.

**Evaluation Data Sources:** Parent Education Session sign in sheets from each campus.  
 Parent Education Session evaluation forms.  
 Pre and Post-Assessments by branching minds Mini-Dessa






Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus staff such as school counselor, campus officer, librarian, RtI Teacher will provide a parent education session twice per semester along with Parent Specialist.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will gain knowledge and skills to help them with their child's social-emotional needs as evidenced by pre and post assessments.</p> <p>Increase parental involvement.</p> <p><b>Staff Responsible for Monitoring:</b> Parent Specialist                      School Counselor                      Administration</p>	Formative			Summative
	Dec	Mar	May	June
	 Considerable			
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 3:** SBCISD/La Encantada will improve public relations, communications, and community engagement skills by the end of the 2026 school year.

**Performance Objective 3:** By May 2026, campus will improve on intentional communication efforts with parents to keep parents well informed of events. Campus will utilize Facebook, DOJO and will incorporate School Messenger to communicate with parents.

**High Priority**






**Evaluation Data Sources:** Reports from platforms.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Recieve training on School Messenger to use this platform for this 24-25 school year. <b>Strategy's Expected Result/Impact:</b> Increase parent communication. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal and Counselor.	Formative			Summative
	Dec	Mar	May	June
	 Discontinue			
<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/La Encantada will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability by the end of the 2026 school year.

**Performance Objective 1:** Federal Funds: To ensure compliance and fiscal responsibility and that Federal Funds are being used to target improvement in student achievement, La Encantada will ensure compliance of federal funds and federal and state requirements to stay current with federal, state and local and procedures.

**Evaluation Data Sources:** CIP, Budget Review, Required Field Trip forms for documenting Federal Funds use

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> To ensure all the needs of La Encantada students are being met for student achievement, La Encantada will allocate federal funds for activities to raise student achievement such as Field Trips, Technology, Instructional Resources, Instructional Technology platforms, Instructional Materials, and other technology resources to encapsulate an enhance the learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in STAAR Scores, NWEA Scores, Amplify Scores and I-READY Scores.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assisant Principal, Teachers, RtI Teachers</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A</p>	Formative			Summative
	Dec	Mar	May	June
	 Considerable			
<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 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	8			\$0.00
1	10	1			\$3,000.00
1	13	1			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	3	1			\$0.00
3	1	1			\$1,200.00
3	1	2			\$3,200.00
<b>Sub-Total</b>					<b>\$7,400.00</b>
199 - State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	3	5			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	2	7			\$0.00
1	2	8			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3			\$0.00
1	3	4			\$0.00
1	3	5			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
4	1	1			\$0.00
<b>Sub-Total</b>					\$0.00