

# **Goose Creek Consolidated Independent School District**

## **San Jacinto Elementary**

### **2021-2022 Campus Improvement Plan**



# Mission Statement

San Jacinto Elementary will prepare each child to become a valuable and productive member of the community. We will accomplish this by providing a positive learning environment that sets high academic expectations, fosters personal relationships, and values individual differences.

## Vision

### San Jacinto Vision

1. Every student will show continuous growth by being provided a highly engaging, rigorous learning environment.
2. Ensure all students are learning at high levels with a student-centered and data-driven curriculum.
3. Students and staff will work cooperatively and collaboratively to meet the learning needs of all students.
4. Students and staff will consistently build positive relations to promote high expectations for academics and behavior.

## Value Statement

**"Where Every BEAR Counts and Learns at High Levels!"**

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# Comprehensive Needs Assessment

## Needs Assessment Overview

The Site-Based and CNA Committees analyzed student achievement data, instructional, curricular, personnel, organizational data, demographics, and survey results and reported the following findings: The RtI process has continued to become more effective this year, with more students responding to intervention and exiting RtI. The campus is expecting to have growth in all four domains of TELPAS in every grade level based. Our students are struggling to score at the meets and masters level on STAAR in most tested areas. There is a lack of phonics instruction occurring at every grade level. The committees reported our students have gaps due to their lack of experiences and due to COVID-19 school closures, especially in reading. Our enrollment has dropped over the last few years, but our overall demographics have stayed the same. The committees discovered, based on data, students in grades K-2 are not getting a strong reading foundation to help them become successful when the rigor is higher in the upper grades. Additionally, students in grades K-2 are not getting a strong number sense foundation to help them understand higher level math concepts in the upper grades. Finally, students in grades K-5 are not able to articulate their learning or identify when they have mastered or are successful with their learning targets. As a campus we build relationships with staff members, students, and parents. There is a culture of mutual respect towards one another. The PBIS matrix was used along with PBIS lessons which led to a decrease in office referrals. Overall, the campus needs to continue to focus on increasing the number of students reading on grade level as well as ensure that rigorous Tier 1 instruction is occurring in all content areas.

# Demographics

## Demographics Summary

The Site Based and Demographics Committee analyzed our data and reported the following findings:

- San Jacinto Elementary serves 390 students in grades PK - 5th. In grades PK - 1st classes are self-contained while in grades 2nd - 5th classes are departmentalized. This has been a decrease in enrollment from the previous school year. Our enrollment from last year was 444 students.
- San Jacinto Elementary serves predominately economically disadvantaged families. San Jacinto Elementary's economically disadvantaged rate is 83.59%.
- The student demographics at San Jacinto are: 82.05% Hispanic, 6.92% Black or African American, .77% American Indian or Alaska, 0% Asian, 7.18% White, 3.08% Two or More Races. We have 197 female and 193 male students.
- The overall mobility rate for the campus is approximately 3.6%. Within our zone is a homeless shelter, which impacts our mobility rate.
- The Average Daily Attendance Rate is 95.24%, which is a decrease from the previous attendance rate of 96.34%. The Pandemic and the need for students to be quarantined may have caused our attendance rate to decrease slightly from the previous year.
- San Jacinto Elementary serves students in Special Education (10.6%), English Language Learners (46%), At-Risk Students (66.41%), students identified as Gifted and Talented (5.13%), and students identified for 504 services (7.95%).
- San Jacinto Elementary employs a total of 47 staff members: 45 female and 2 male employees. Hispanic teachers and staff represent 53%, American Indians or Alaskan Natives represent 6%, African Americans represent 6%, Native Hawaiians or Other Pacific Islanders represent 6%, and Whites represent 34% of total teachers and staff. San Jacinto Elementary Teachers and paraprofessionals are 100% highly qualified.

## Demographics Strengths

The Demographic Committee identified the following strengths for the campus:

- Attendance: A consistent system is in place to monitor attendance daily by calling all students that are absent each day and documenting the reason they are out. Home visits are conducted if the school is unable to contact the student's home by the third day. There is a slight decrease in our attendance rates, 98% at the beginning of school year to 94.8 % presently, this year, which may be the result of the Covid procedures in place for students.
- Positive School climate- Programs and activities maintain a positive safe school climate and encourage attendance for all students.
- Student Demographics- Ethnic, Socioeconomic and Gender percentages have stayed about the same in the last few years. There has been a slight decrease in ethnicity for African American and White identified students. Therefore, our enrollment has decreased this school year by 50 students.
- At Risk- A systematic system is in place for all grades levels to identify at risk students and a support plan is followed for academic success.
- LEP- Solid procedures are in place to identify these students at enrollment and interventions are implemented throughout the school year.
- Special Education Students- A consistent plan is followed through the RTI process to identify students and services are provided to students that qualify for SPED services. Our SPED numbers continue to increase.
- High level of parent and community involvement.
- Attendance incentives for both students and staff.
- Programs and activities maintain a positive safe school climate.
- GT Showcase provides opportunities for students to showcase their abilities.

- Multiple opportunities for student participation in extracurricular activities and academic supports such as, UIL for grades 2nd -5th, Book Clubs, a Virtual STEM event, and Tutoring after school.
- Campus provides food, clothing, and other necessities to create a safe, nurturing environment for our students and families.
- The attitudes and actions of our Administrative team are aligned with the goals and vision of continued school improvement to create a visible learning campus. Our school staff strongly supports the vision of empowering our students to become learners and help them become their own teachers.
- Our Administrative Team supports professional development for our school staff to build long life learners.
- Professional development aligned to campus goals.
- New teachers are assigned a mentor or a buddy to help them throughout the school year.
- Adequate resources for instruction in all grade level.
- High quality staff and low teacher turnover.

# Student Learning

## Student Learning Summary

The Site-Based and Student Learning/Achievement Committee analyzed our data and reported the following findings: Highly effective instruction in the special education classroom is occurring. The RtI process has continued to become more effective this year, with more students responding to intervention and exiting RtI. The campus is expecting to have growth in all four domains of TELPAS in every grade level based on the growth students made in TELPAS writing. Our students are struggling to score at the Meet and Master levels on STAAR in most tested areas.

The committee also reported the following findings: (1) There is a lack of phonics instruction occurring at every grade level and this impacts the number of students reading on grade level; (2) Teachers reported there is a lack of professional development for writing. (3) In addition, the committee reported that our students have gaps due to their lack of experiences and COVID-19 school closures, especially in reading.

### Needs identified by the Student Learning Committee:

- Most of our students scored at the "Approaches" level on STAAR in all areas except 5<sup>th</sup> grade mathematics. The campus needs to increase the number of students achieving Meet and Master on STAAR.
- 44% of students are reading below grade level.
- STAAR Writing 43% passing rate.
- Decrease in 3rd Grade Math (52% Approaches) and Reading (53%) passing rate on STAAR.
- Decrease in 4th Grade Math (48% Approaches) and Reading (58%) passing rate on STAAR.
- Lack of procedures in place for student failures.
- All students are not meeting math standards. Students struggle with word problems and comprehension. Students struggle with multi-step problems.
- Students struggle to answer critical thinking and higher-order questions; students need to develop these skills.
- Our students have a lack of schema and exposure to experiences. This lack of exposure impacts their use of vocabulary as well.
- Need additional academic time in reading and math, especially in the primary grades.
- We need to group students by need and not grade level for interventions.
- All teachers need to have students speak in complete sentences and explain their thinking to increase the use of academic vocabulary.
- Vertically aligned essential standards across all grade levels for math and reading are needed.
- Students need to continue to take ownership of their learning. Students need to participate in goal setting.
- Increase family training on the importance of oral language and how to support reading at home. Provide family training in a variety of ways.

## Student Learning Strengths

- The campus is technology rich and uses technology to meet the individual needs of students.
- Instructional paraprofessionals provide interventions to students. Paraprofessionals were trained on reading and math interventions to support small groups in the classroom.  
RTI process is effective, and students are exiting RTI. There has been a substantial decrease in the number of students needing intervention due to strengthening Tier 1 instruction. The campus has developed a strong RTI process to help students develop grade level skills for reading and math.

Students are receiving appropriate interventions. There has been a decrease in the overall percentage of students receiving interventions.

- The campus is consistent with the PLC process. Through the PLC process, teachers disaggregated data to focus on student specific needs/strengths and developed appropriate plans. Students were grouped by specific skills for enrichment and intervention. Teachers shared students among the grade level teachers.
- Increase in 5th Grade Reading (66% Approaches, 40% Meets, 13% Masters) and Math (84% Approaches, 47% Meets, 34% Masters) passing rate on STAAR.
- Increase in 5<sup>th</sup> Grade Science (68% Approaches)
- Teachers used and developed learning progressions to help with scaffolding instruction. This was added to the PLC process.
- As a school we developed steps to become a Visible Learning Campus and increased student ownership of learning. This year we added learning targets, success criteria and the learning pit.

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

**Problem Statement 1 (Prioritized):** Most students are attaining "approaches grade level" on all areas of the STAAR. **Root Cause:** The Tier 1 instruction students are receiving is not aligned to the rigor of STAAR in all grade levels. Teacher clarity of essential standards needs to increase.

# School Processes & Programs

## School Processes & Programs Summary

The Site-Based Committee and Processes/Programs Committee analyzed our instructional, curricular, personnel, and organizational data. The committee discovered, based on data, students in grades K-2 are not getting a strong reading foundation to help them become successful when the rigor is higher in the upper grades. Additionally, students in grades K-2 are not getting a strong number sense foundation to help them understand higher level math concepts in the upper grades. Finally, students in grades K-5 are not able to articulate their learning or identify when they have mastered their learning targets.

### Needs Identified by the School Processes & Programs Committee

- Students are struggling with literacy skills from an early age; on any given year, between 26% and 68% of all Students are reading below grade level. The school needs to build a stronger culture of literacy on our campus.
- Teachers in PK-5 need additional vertical alignment meetings to discuss strategies and create non-negotiable/essential TEKS from grade to grade, content to content.
- Teachers struggle to address level 3 and 4 of DOK based on time, resources, lessons, ideas, etc.
- Teachers identified the need for additional resources in social studies and a math fact fluency program (Reflex Math).
- Students need to take an increased ownership in their learning and be able to articulate their learning targets.
- Students need to write and monitor their own goals.
- PLC's need to increase in-depth data driven analysis of student learning and then create individual student prescriptive reteaching and enrichment lessons.
- Most of our students score in the approaches level on STAAR.

## School Processes & Programs Strengths

The Processes and Programs Committee analyzed data in the following areas: Curriculum, Instruction, Assessment and Technology. The committee identified the following strengths:

- Our curriculum core content areas are strongly aligned to TEKS.
- The Fountas and Pinnell curriculum is helping students show at least 1 year's growth in their reading levels.
- Staff teaches the district curriculum with fidelity.
- We have started our literacy growth and developed a culture of readers using Book Talks, Free Little Library, visible sight words, the Reading Task Force, and more book access in general to students and parents.
- Teachers met in PLC's weekly to unpack TEKS, create common assessments, discuss reading progress, and identify needs of students (intervention and enrichment).
- Teachers were able to meet often which helped with being able to group students based on their immediate needs, then work on specific ways to address those needs. This is seen in our WIN time with sharing of students and ideas for intervention. This helped teachers increase the level of rigor during instruction based on questioning and checking for understanding as well as applying their learning.

Teachers embraced the Visible Learning model. They began teaching the Learning Pit, created Learning Progressions, Learning Targets and Success

Criteria for each unit. Teachers then communicated the learning and made the learning transparent for all students.

- Our campus is data driven, using data to make decisions based on student needs. Teachers used numerous types of data including screener, guided reading levels, CFA's, CBA's, and Benchmarks (STAAR not assessed previous year and was administered late 2021).
- In grades 3-5, most teachers have students track their assessments and make goals for themselves using some sort of tracking chart or notebook.
- Professional development is aligned to campus goals.

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

**Problem Statement 1 (Prioritized):** Currently 44% of all students are reading below grade level. **Root Cause:** Students have several at-risk factors. Students in grades K-2 are not developing a strong foundation in basic reading skills in order to apply reading concepts in the upper grades.

# Perceptions

## Perceptions Summary

The Site-Based Committee and School Culture/Family Engagement Committee reviewed our survey results from staff, students, and families and the following was discovered: (1) We build relationships with staff members, students, and parents. (2) There is a culture of mutual respect towards one another. (3) PBIS matrix was used along with PBIS lessons.

### Activities- Family Engagement

- We provided a variety of ways for parents/families to be involved. This year, due to Covid 19, we did virtual family nights and received positive feedback from families about the activities.
- We felt that families were involved because they could watch the videos/presentations at their own leisure.
- Families felt we were contacting them regarding positive behavior.
- This year even with Covid 19, we were able to provide opportunities for family engagement with our Virtual Family Events, Virtual STAAR Night, Parent Portal videos, Pre-K Matters Videos, Attendance Videos (English and Spanish).
- We have one parent on our Instructional Leadership Team and one Community Representative on our Guiding Coalition / ILT.
- Community Outreach: Houston Food bank, Community Resources, State Farm, Homeless Shelter, multiple donors for presents and books, Sorority donations, Exxon Partnership- Virtual Stem Day.

### Social Media

- Facebook updates, keeping the families informed, School Messenger, posted announcements in Seesaw and Google Classroom.
- Primary grades do not have as many issues with student discipline. Upper grades feel that discipline was handled quickly. Teachers / Staff consistently applied and reinforced classroom expectations using the PBIS matrix.
- Most of our students feel that school is a safe place to be.
- All staff is welcoming to all students.
- Decrease in referrals from previous school year.

### Needs Identified

- In the previous year, upper grades did not seem to work as well with the Bear Store/bucks as younger grades. Need to explore a positive reinforcement process for 4th and 5th grade. Scheduling caused conflict with some of their preferred activities like extra time for recess, etc.
- This year due to Covid-19 we were not able to have the school store open or give out bear bucks to students.
- Students and Teachers / Staff are not always consistently recognized.
- Cost of items to be purchased at store.

## Perceptions Strengths

The Site-Based Committee and School Culture/Family Engagement Committee reviewed our survey results from staff, students, and parents and the following

strengthens were identified:

- We have a strong relationship within grade level teams and students.
- Teachers / Staff establish positive relations with each other and are respectful to one another.
- Coworkers treat each other with respect and remain professional to each other.
- Support staff is always helpful in helping teachers meet the needs of all students.
- Our campus highly regards respect, relationships, and behavior support for our students.

# Priority Problem Statements

**Problem Statement 1:** Most students are attaining "approaches grade level" on all areas of the STAAR.

**Root Cause 1:** The Tier 1 instruction students are receiving is not aligned to the rigor of STAAR in all grade levels. Teacher clarity of essential standards needs to increase.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Currently 44% of all students are reading below grade level.

**Root Cause 2:** Students have several at-risk factors. Students in grades K-2 are not developing a strong foundation in basic reading skills in order to apply reading concepts in the upper grades.

**Problem Statement 2 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- 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
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

#### **Parent/Community Data**

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

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

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

# Goals

**Goal 1:** San Jacinto Elementary will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.

**Performance Objective 1:** San Jacinto will implement a well-balanced instructional program to ensure academic success for each child.

**Evaluation Data Sources:** STAAR Results, Universal Screeners, Lesson Plans, Common Formative Assessments, Benchmarks, Curriculum Based Assessments TELPAS Results, Walk-throughs and observations.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> We will monitor student progress to ensure student needs are being addressed through remediation and interventions. Progress monitoring will be completed weekly through PLCs using CFAs, running records and classroom assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Weekly RTI and PLC meetings will be used to measure students' progress using STAAR Results, Universal Screeners, RTI Minutes/Data, Data Wall, Common Formative Assessments, Curriculum Based Assessments, Benchmarks intervention notes and PLC minutes to ensure students are making progress. If not, remediation and interventions will be adjusted based on the data.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal RTI Committee Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will keep a data notebook consisting of running records, student progress, CFA data, and individual goals on each student. In grades 3-5, students will also create goals with their teachers in a goal setting conference. Student data will be reviewed to measure progress and identify student needs, address achievement gaps and increase the number of students scoring "meets" and "masters" on STAAR in all subject areas and ensure EL students are making progress towards second language acquisition for TELPAS.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will present their data notebooks in weekly PLCs and make adjustments to instruction based on the data to ensure students are making progress.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal Assistant Principal Campus Instructional Specialist Students</p> <p><b>Title I Schoolwide Elements:</b> 2.6 <b>Problem Statements:</b> Student Learning 1</p>	Formative		
	Nov	Feb	June

Strategy 3 Details		Formative Reviews		
<b>Strategy 3:</b> Campus administrators, through the PLCs, will meet bi-monthly with CS3, Counselor, CIS, At-Risk Intervention Specialist, core teachers and special education teachers to monitor student progress in core subject areas. <b>Strategy's Expected Result/Impact:</b> Students' progress will improve in core subject areas. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal  <b>Title I Schoolwide Elements:</b> 2.6		Formative		
		Nov	Feb	June
Strategy 4 Details		Formative Reviews		
<b>Strategy 4:</b> Teachers will utilize rigor, relevance and depth of knowledge strategies and questioning in their lessons to increase student achievement on STAAR, including the number of students achieving the "meets" and "masters" level. <b>Strategy's Expected Result/Impact:</b> By June 2021, our STAAR results will increase the number of students obtaining "meets" and "masters" levels in all tested subject areas. <b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers Campus Instructional Specialist  <b>Title I Schoolwide Elements:</b> 2.5 <b>Problem Statements:</b> Student Learning 1		Formative		
		Nov	Feb	June
Strategy 5 Details		Formative Reviews		
<b>Strategy 5:</b> Teachers will meet in vertical teams to create non-negotiable instructional strategies and standards for math, reading and writing to ensure highly effective instruction is occurring in all classrooms. <b>Strategy's Expected Result/Impact:</b> This will occur on district PLC days. The expected result will be highly effective instruction in all classrooms. <b>Staff Responsible for Monitoring:</b> Campus Instructional Specialist Campus Administrators Teachers		Formative		
		Nov	Feb	June
Strategy 6 Details		Formative Reviews		
<b>Strategy 6:</b> The campus will create and maintain an instructional support schedule for all paraprofessional staff which maximizes their support to students in the classroom and for small group intervention and enrichment. <b>Strategy's Expected Result/Impact:</b> Once per semester, the administrators will create and maintain a support schedule for instructional paraprofessionals. Their schedule will be adjusted based on the needs of students to ensure students are being supported to increase their achievement. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal		Formative		
		Nov	Feb	June

Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Students in grades PK - 5th will use academic vocabulary with fidelity and speak in complete sentences using academic vocabulary. This will be done by posting academic vocabulary in every classroom and throughout the building. We will increase the use of educational technology to encourage speaking more often, such as: Seesaw, Flipgrid, Chatterpix, etc. In addition, the language objective must be a speaking skill at least twice per week.</p> <p><b>Strategy's Expected Result/Impact:</b> We will increase the number of students speaking in complete sentences and the use and understanding of academic vocabulary. This will be monitored through lesson plans and walk-throughs weekly.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p>	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> We will monitor student progress to ensure student needs are being addressed through accelerated instruction. Progress monitoring will be completed weekly through PLCs using CFAs, running records and classroom assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Weekly PLCs will measure students' progress using STAAR Results, Universal Screeners, Data Wall, Benchmarks, Curriculum Based Assessments, Common Formative Assessments and PLC minutes to ensure students are making progress towards masters levels. If not, enrichment will be adjusted based on the data.</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Coaching will be implemented to provide teachers with direct feedback for the professional development training completed on effective reading instructional strategies .</p> <p><b>Strategy's Expected Result/Impact:</b> The professional development will be done through monthly faculty meetings, PLCs, literacy academies and district training. We expect to increase the number of students reading on grade level.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Instructional Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Funding Sources:</b> Instructional Coaching by Campus Instructional Specialist - Coordination of Local, State, and Federal Funds - Title I, Part A - \$65,000</p>	Formative		
	Nov	Feb	June

Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> The campus will increase student ownership of their learning by taking steps to become a visible learning campus. This will be done through establishing what makes a good learner, student goal setting, teaching students how to get out of the learning pitfall, establishing learning intentions and success criteria for all essential TEKS. <b>Strategy's Expected Result/Impact:</b> We expect student ownership and achievement to increase, which will be demonstrated by an increase of students obtaining "meets" on STAAR and meeting grade level standards. Additionally, teachers are expected to have clarity on what is essential for students to learn, which will lead to an increase in all students learning at high levels. <b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Instructional Specialist Teachers  <b>Title I Schoolwide Elements:</b> 2.5	Formative		
	Nov	Feb	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

### Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> Most students are attaining "approaches grade level" on all areas of the STAAR. <b>Root Cause:</b> The Tier 1 instruction students are receiving is not aligned to the rigor of STAAR in all grade levels. Teacher clarity of essential standards needs to increase.

**Goal 2:** San Jacinto Elementary will provide a well-balanced and appropriate curriculum to all students.

**Performance Objective 1:** Teachers will follow the district's Scope and Sequence and Curriculum Guide for each subject and grade level.

**Evaluation Data Sources:** Lesson plans, walk-throughs, observations, assessments, PLC Agendas

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> We will utilize a variety of materials and intervention software to teach and reinforce the rigor of STAAR. <b>Strategy's Expected Result/Impact:</b> We will increase the number of students reading on grade level and increase STAAR Reading scores. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Instructional Specialist Teachers  <b>Title I Schoolwide Elements:</b> 2.6	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> We will to develop a culture of readers. This will be done through a variety of methods including: Individual, class and campus reading goals aligned to the TEKS, book talks, challenges and increasing access to books for all students. <b>Strategy's Expected Result/Impact:</b> As the campus develops a culture of readers, we expect students to increase the amount of time and books they are reading. We also expect to increase the number of students reading on grade level. This will be monitored by the school and the Reading Task Force bi-monthly. <b>Staff Responsible for Monitoring:</b> Principal Librarian Teachers Reading Task Force  <b>Title I Schoolwide Elements:</b> 2.4 <b>Problem Statements:</b> School Processes & Programs 1	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Teachers will collaborate in Grade Level PLCs, Vertical Teams, and Content Team meetings to increase teacher clarity by identify learning intentions and success criteria for essential standards. <b>Strategy's Expected Result/Impact:</b> With teachers collaborating often, we expect student achievement to increase. This will be measured through a variety of student data. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers Campus Instructional Specialist  <b>Problem Statements:</b> Student Learning 1	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> The campus will utilize the At-Risk Interventionist and Reading Tutors to implement deeper reading intervention both during and after school. <b>Strategy's Expected Result/Impact:</b> With intensive reading intervention for students reading below grade level, we expect students to increase their reading levels and comprehension. In addition, we expect STAAR scores to increase for reading. Student reading levels are monitored weekly in PLCs and every six weeks through RTI meetings. <b>Staff Responsible for Monitoring:</b> Teachers Tutors At-Risk Interventionist Principal  <b>Title I Schoolwide Elements:</b> 2.6 <b>Problem Statements:</b> School Processes & Programs 1	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> The campus will utilize paraprofessional support to help implement phonemic awareness, reading support, reading comprehension, and written expression in grades K-5. <b>Strategy's Expected Result/Impact:</b> Bilingual students will increase their reading levels by the end of the school year. <b>Staff Responsible for Monitoring:</b> Principal Teachers  <b>Title I Schoolwide Elements:</b> 2.4	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Teachers will implement "Number Talks" two days per week with students. <b>Strategy's Expected Result/Impact:</b> Increase in math achievement. This will be monitored through walk-throughs, PLCs and team planning weekly.	Formative		
	Nov	Feb	June

<b>Staff Responsible for Monitoring:</b> Teachers Principal Assistant Principal				
<div> <div>0%</div> <div>No Progress</div> </div> <div> <div>100%</div> <div>Accomplished</div> </div> <div> <div>→</div> <div>Continue/Modify</div> </div> <div> <div>✗</div> <div>Discontinue</div> </div>				





Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> Most students are attaining "approaches grade level" on all areas of the STAAR. <b>Root Cause:</b> The Tier 1 instruction students are receiving is not aligned to the rigor of STAAR in all grade levels. Teacher clarity of essential standards needs to increase.
School Processes & Programs
<b>Problem Statement 1:</b> Currently 44% of all students are reading below grade level. <b>Root Cause:</b> Students have several at-risk factors. Students in grades K-2 are not developing a strong foundation in basic reading skills in order to apply reading concepts in the upper grades.

**Goal 2:** San Jacinto Elementary will provide a well-balanced and appropriate curriculum to all students.

**Performance Objective 2:** Through the PLC process the campus will establish goals to address instruction of English Learners at San Jacinto Elementary.

**Evaluation Data Sources:** PLC Meeting agendas, STAAR Scores, benchmarks and TELPAS scores.





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Grade Level PLCs will meet at least once per six weeks to implement, review, and monitor goals created to focus instruction on English Learners and improve their progress on second language acquisition. <b>Strategy's Expected Result/Impact:</b> By focusing on our EL students we expect our TELPAS scores to increase and STAAR scores for EL students to increase. This will be monitored at least every six weeks. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers Campus Instructional Specialist  <b>Title I Schoolwide Elements:</b> 2.6 <b>Funding Sources:</b> Supplemental materials to support Bilingual Students - Coordination of Local and State Funds - Bilingual/ESL Funds - \$500	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teachers will engage in professional development on effective instructional strategies for EL students. <b>Strategy's Expected Result/Impact:</b> By focusing on effective instructional strategies with our EL students we expect our TELPAS scores to increase and STAAR scores for EL students to increase. <b>Staff Responsible for Monitoring:</b> Teachers Assistant Principal Principal  <b>Title I Schoolwide Elements:</b> 2.4	Formative		
	Nov	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

**Goal 3:** San Jacinto Elementary, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

**Performance Objective 1:** San Jacinto Elementary will monitor student attendance, academic performance, and behavior in order to help promote academic success now and in the future.

**Evaluation Data Sources:** Attendance, Academic, and Discipline reports, SST log, parent contact log, award assemblies





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The Student Support Team will provide assistance to students with attendance concerns as well as other academic and/or behavior situations that impact their success at school. <b>Strategy's Expected Result/Impact:</b> We expect our annual attendance rate to increase from 95.8% to 98%. Increase in student success from prior year. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Campus Student Success Specialist  <b>Funding Sources:</b> Campus Student Success Specialist to support student success components - Coordination of Local, State, and Federal Funds - Title I, Part A - \$65,000	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> The campus will utilize accelerated instruction/tutorials to support identified at-risk students in areas that are impacting their instructional success in school. <b>Strategy's Expected Result/Impact:</b> We will have an increase in Student Achievement. <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I Schoolwide Elements:</b> 2.6 <b>Funding Sources:</b> Payroll costs for tutoring - Coordination of Local and State Funds - SCE Funds - \$8,000	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Student attendance will be monitored daily by teachers, students, attendance clerk, counselor, Campus Student Success Specialist, and administrators. The daily and weekly attendance rate will be included on the daily announcements, posted in the building and published through social media to increase an awareness of our attendance rate. <b>Strategy's Expected Result/Impact:</b> We expect our annual attendance rate to increase to 98% . <b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Student Success Specialist Attendance Clerk Teachers	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Campus will provide attendance incentives for students, staff and families that have perfect attendance; attendance rates will improve each six weeks. This will be accomplished through family attendance parties, homeroom competitions, individual conferences and other incentives. <b>Strategy's Expected Result/Impact:</b> We expect our annual attendance rate to increase 98%. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Campus Student Success Specialist	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> The campus will provide parent trainings, throughout the year, on the importance of attendance, especially in pre-kindergarten and kindergarten, and its impact on student academic success. This will be done through outreach walks, home visits, parent educational sessions (virtual and in-person) and parent-teacher conferences. <b>Strategy's Expected Result/Impact:</b> Through parent training we expect our attendance rate to increase, especially in pre-kindergarten and kindergarten. The campus attendance rate is monitored daily. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Campus Student Success Specialist Teachers  <b>Title I Schoolwide Elements:</b> 3.2	Formative		
	Nov	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

**Goal 3:** San Jacinto Elementary, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

**Performance Objective 2:** San Jacinto Elementary will monitor student discipline and needs of all students in order to help promote academic success now and in the future.

**Evaluation Data Sources:** Discipline records, training materials, sign-in sheets





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Training will be provided to the staff in order to support and have an understanding of behavioral interventions. <b>Strategy's Expected Result/Impact:</b> We expect this to decrease the number of office referrals and increase student achievement by increasing the amount of time students are in class. Training will be provided through faculty meetings and campus professional development days. <b>Staff Responsible for Monitoring:</b> Teachers Campus Administrators Campus Student Success Specialist Counselor	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Training will be provided to the staff on best strategies targeting the awareness of students' social/emotional needs. <b>Strategy's Expected Result/Impact:</b> We will have a decrease in office referrals. We will have an increase in student achievements and students present more often in the classroom. Training will be provided throughout the year. <b>Staff Responsible for Monitoring:</b> Teachers Counselor Campus Administrators Campus Student Success Specialist	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> The campus will implement strategies for assisting pre-school children in the transition from early childhood education programs to public school. <b>Strategy's Expected Result/Impact:</b> We expect student achievement for our pre-kindergarten and kindergarten students to increase and negative behaviors to decrease. <b>Staff Responsible for Monitoring:</b> Prekindergarten Teachers Kindergarten Teachers Campus Student Success Specialist Counselor Campus Administrators	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

**Goal 4:** San Jacinto Elementary will provide and maintain a safe, positive learning environment.

**Performance Objective 1:** Provide a positive and safe learning environment for all students.

**Evaluation Data Sources:** Lesson plans for social skills, guidance logs, award assemblies, PBIS agendas.





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> We will provide regular reward opportunities for all students using PBIS strategies. We will recognize and reward students for positive behavior using a variety of methods: Character shout outs, Bear Bucks, daily announcements, etc. <b>Strategy's Expected Result/Impact:</b> We will have a decrease in negative student behaviors and an increase in positive student behaviors. This will be monitored through the PBIS Committee at least every six weeks. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Campus Student Success Specialist Teachers PBIS Committee	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> We will post school-wide student behavior expectations in hallways and classrooms. Behavior expectations will be reviewed at the beginning of school, daily through announcements, the second semester and after Spring Break. <b>Strategy's Expected Result/Impact:</b> We will have a decrease in negative student behaviors, and an increase in positive student behaviors. <b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers Counselor Campus Student Success Specialist PBIS Committee	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Through our character education lessons, teachers will promote an anti-bullying environment, violence prevention and interventions on campus. Our school counselor will also provide guidance lessons for classrooms on anti-bullying and violence prevention. <b>Strategy's Expected Result/Impact:</b> We will have a decrease in negative student behaviors, and an increase in positive student	Formative		
	Nov	Feb	June

behaviors. <b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor Teachers			
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

**Goal 5:** San Jacinto Elementary will recruit, develop, and retain highly effective personnel.

**Performance Objective 1:** All students will be taught by a teacher who has met the requirement as highly effective.

**Evaluation Data Sources:** Master schedule, Teacher Service Record, New Teacher Meeting Minutes

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> We will attend job fairs and recruit early from a pool of highly effective teachers in core academic subject areas. <b>Strategy's Expected Result/Impact:</b> Expected results are high quality instruction, which in turn will increase student achievement. <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> The campus will assure all assignments and re-assignments are filled with highly effective staff. <b>Strategy's Expected Result/Impact:</b> The expected results are highly effective instruction, which in turn will increase student achievement. <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> We will ensure that low-income students and minority students are not taught at higher rates than other student groups by inexperienced teachers. <b>Strategy's Expected Result/Impact:</b> Expected results are highly effective instruction, which in turn will increase student achievement. <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I Schoolwide Elements:</b> 2.6	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> We will evaluate the campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers. <b>Strategy's Expected Result/Impact:</b> The expected result is to retain new teachers and decrease teacher turnover rate. This will be monitored monthly and at the end of the 2021 - 2022 school year. <b>Staff Responsible for Monitoring:</b> Principal Lead Mentor Teacher Mentor Teachers Mentee Teachers	Formative		
	Nov	Feb	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 6:** San Jacinto Elementary will establish and maintain parental and community partnerships in education to enhance student achievement.

**Performance Objective 1:** San Jacinto Elementary will create a partnership between home, school, and community by providing on-going communication and opportunities for involvement that informs and educates, students, families, teachers, and the community.

**Evaluation Data Sources:** Class attendance, family sign-in sheets, volunteer service hours, Newsletters.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The campus Parent and Family Engagement Policy and the School Compact will be jointly developed and updated periodically with parents in order to meet the changing needs of families and the school. These documents will be distributed to parents and family members, as well as, made available to the local community in an understandable and uniform format.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected results are an increase in family involvement and parent communication.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Student Success Specialist Campus Administrators</p> <p><b>Title I Schoolwide Elements:</b> 3.1</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> The campus will convene an annual Title I meeting as well as engage families in meaningful ways to support student academic progress; parent engagement will happen through parent (family)-teacher conferences, family nights, parent education training(s) and other family-related services. The campus will schedule these opportunities at times that will optimize participation by parents and family members.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected results are an increase in family involvement both at the school and in the home.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Student Success Specialist Campus Administrators Campus Instructional Specialist Teachers</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p> <p><b>Funding Sources:</b> Materials for parent academic training sessions - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$500, Campus Student Success Specialist to support parent academic training sessions - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$4,000</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> The campus will publish a bi-monthly newsletter to families informing them of important dates, family educational tips and campus information. The newsletter will be published using a variety of methods. All important dates will be on the campus website, campus social media accounts, marquee and on the scrolling screens in the front office. <b>Strategy's Expected Result/Impact:</b> The expected results are an increase in family involvement and parents being more informed of events on the campus. <b>Staff Responsible for Monitoring:</b> Campus Student Success Specialist Counselor Campus Administrators	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> The campus will provide a series of family educational series virtually and/or in-person. The sessions will include, but not limited to: Early literacy, bilingual literacy, technology, attendance, STAAR, homework, characteristics of a good learner, and how to establish routines at home. Additionally, the campus will survey the families to see what additional training they might need. <b>Strategy's Expected Result/Impact:</b> The expected results are an increase in family involvement both at the school and in the home. We also expect to increase our student achievement and attendance. <b>Staff Responsible for Monitoring:</b> Campus Student Success Specialist Campus Administrators Counselor Campus Instructional Specialist Teachers  <b>Title I Schoolwide Elements:</b> 3.2	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> All families, parents, Partner in Education and volunteers will be recognized at a luncheon at least once per year. <b>Strategy's Expected Result/Impact:</b> The expected result is an increase in parental and community involvement on the campus. <b>Staff Responsible for Monitoring:</b> Campus Student Success Specialist Campus Administrators	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> The campus will host several special events in the evening and on weekends to increase positive relationships between home and school. <b>Strategy's Expected Result/Impact:</b> The expected impact is an increase in the number of families involved with the campus. <b>Staff Responsible for Monitoring:</b> Teachers Administrators Special Events Committee Campus Student Success Specialist	Formative		
	Nov	Feb	June

Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> The campus will provide a coordinated school health approach to educate students, families and the community on healthy life activities. This will be done through CATCH Family Night, CATCH lessons, Fun and Fit Calendars, Sun Safety and Wellness classes. <b>Strategy's Expected Result/Impact:</b> Increase the participation in healthy life activities for our students, families and the community. <b>Staff Responsible for Monitoring:</b> Teachers Administrators CATCH Committee	Formative		
	Nov	Feb	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

**Goal 7:** San Jacinto Elementary will provide the technology infrastructure and tools to maximize student achievement.

**Performance Objective 1:** San Jacinto Elementary Students and Teachers will use technology to enhance learning and instruction.

**Evaluation Data Sources:** Computer Reports, Observations, Lesson Plans, Walk-Throughs, Training Agendas

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Students and Teachers will use appropriate intervention software to enhance and personalize learning. <b>Strategy's Expected Result/Impact:</b> We will show an increase in student achievement and an increase in the use of technology by students. This will be monitored through weekly walk-throughs, lesson plans, campus usage reports and RTI meetings. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Instructional Specialist Teachers  <b>Title I Schoolwide Elements:</b> 2.5	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teachers will utilize technology weekly in their classrooms. Teachers will use different instructional technology application to enhance instruction, personalize learning and increase student learning. <b>Strategy's Expected Result/Impact:</b> There will be an increase in student achievement. The use of technology will be monitored weekly through walk-throughs, observations, campus usage reports and team planning. <b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Instructional Specialist Teachers	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Students will utilize educational applications as a tool in the classroom to increase student performance. <b>Strategy's Expected Result/Impact:</b> There will be an increase in student achievement. This will be monitored through walk-throughs, observations campus usage reports and student work samples. <b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers Campus Technology Specialist	Formative		
	Nov	Feb	June

Strategy 4 Details		Formative Reviews		
<b>Strategy 4:</b> The campus will provide technology training throughout the year to increase the use of instructional technology on the campus. <b>Strategy's Expected Result/Impact:</b> The campus usage of educational technology will increase to meet the personalized needs of all students. <b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers Campus Instructional Specialist		Formative		
		Nov	Feb	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

# Campus Funding Summary

Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	Instructional Coaching by Campus Instructional Specialist	Title I, Part A	\$65,000.00
3	1	1	Campus Student Success Specialist to support student success components	Title I, Part A	\$65,000.00
6	1	2	Materials for parent academic training sessions	Title I Part A Funds	\$500.00
6	1	2	Campus Student Success Specialist to support parent academic training sessions	Title I Part A Funds	\$4,000.00
Sub-Total					\$134,500.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Supplemental materials to support Bilingual Students	Bilingual/ESL Funds	\$500.00
3	1	2	Payroll costs for tutoring	SCE Funds	\$8,000.00
Sub-Total					\$8,500.00
Grand Total					\$143,000.00