

**Socorro Independent School District
Escontrias Early Childhood Center
2021-2022 Campus Improvement Plan**

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: August 17, 2021
Public Presentation Date: August 17, 2021

Mission Statement

Escontrias Elementary will provide a safe learning environment for all students with the expectation that all students can and will succeed.

Vision

Tomorrow's Leaders Learning Today

The Escontrias educational community (faculty, staff, administration, parents, community members) will work collaboratively to achieve an academic environment of excellence where all students:

- are prepared academically for the next grade level,
 - develop a love for reading,
- develop intrinsic motivation and take on responsibility to learn and achieve goals,
 - are proud of their work and enjoy coming to school,
 - become higher order problem solvers and life-long learners,
- receive differentiated instruction and have equal opportunity for academic growth,
 - become proficient with using technology to enhance their learning,
- and develop self-discipline and skills that allow them to be a positive contributor in the classroom.

Board Members and Superintendent

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Students

Escontrias Early Childhood Center served approximately 478 students from pk through 1st grade during the previous 2020-2021 school year. 234 students were female and 244 students were male. Ethnicity is 97.70% Hispanic-Latino, 1.46% White, 0.42% Asian and 0.42% Black-African American. From the total number of students, 12 were Military Connected. The number of students with special services include the following identified areas: Special Education (73), Limited English Proficient (245), Gifted and Talented (8), and Economically disadvantaged (394 or 83.43%). The student population has been relatively stable based on previous 3 to 5 year demographics.

Student attendance for the previous 2020-2021 school year was 93.25% as compared to 95.92% rate from the 2019-2020 school year.

Staff

Escontrias Early Childhood has approximately 20 teachers to serve PreKindergarten through 1st grade students with 6 to 7 classes per grade level. Class size averages approximately 20 to 22 students per class. The campus is supported with 8 Instructional Aides, 3 Special Education Teachers, 1 SCE Instructional Coach, 1 Assistant Principal, 1 Counselor, 2 Physical Education Coaches, 1 Nurse, 3 Office Personnel, 1 Permanent Substitute Teacher, 1 Parent Liaison, 1 Security Guard, 4 Food Service Personnel, 4 Custodial Staff and 5 Crossguards/Monitors.

Parents and Community

Escontrias is supported by a Parent Volunteer Program with approximately 10 consistent volunteers. Volunteers support the campus by preparing for special school functions that require decorating, distribution of treats, and sales. Volunteers also support teachers with bulletin boards and helping to supervise children during field trips.

Escontrias also invites fathers to participate in the Top Dogs Volunteer program coordinated by the counselor to provide extra security during school hours and parental involvement.

Demographics Strengths

- Students are motivated to receive incentives for meeting their academic and extracurricular goals through 9 weeks Paw Power Assembly awards, and yearly medals.
- ELL (english language learner) students are supported with one district funded instructional aide and one campus funded instructional aide who provide small group interventions with teacher collaboration. Title 1 funds are also coordinated to supplement instructional support with 3 additional instructional aides to support teachers to conduct small group interventions.
- Campus has a designated full time security guard to ensures that the campus entries are secure and continuously monitors the surrounding for any possible security issues. Campus security coordinates with Top Dog Volunteers to support safety and security of campus.
- Volunteers are provided with a room to complete tasks as requested by teachers.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Overall Pre-Kinder through 1st Grade attendance rate for the 2020-21 school year is 93.25% which does show a 2.67% decrease from the previous year. The attendance goal for the campus is 97%. **Root Cause:** The 2020-2021 school year posed special attendance challenges due to the Covid-19 pandemic. The new school year will be a transition back to 100% in person learning and new challenges will include improving SEL needs to ensure students feel safe to be on campus.

Student Learning

Student Learning Summary

The data below shows a sharp decrease in student performance due to challenges with Covid-19 and virtual instruction. Continuous formative assessments will determine updated academic levels for all students and identify specific learning gaps.

Learning gaps will be addressed with Targeted Accelerated Instruction and individualized intervention plans based on student data. Continuous progress monitoring will be used to ensure the effectiveness of intervention efforts.

Kindergarten on grade level or above in Reading, 2021:

Yearly Target Goals	2019 (Baseline)	2020	2021
All Students	50%	N/A	25%
African-American	N/A	N/A	N/A
Hispanic	54%	N/A	25%
White	N/A	N/A	N/A
Special Education	21%	N/A	11%
Econ. Disadvantaged	51%	N/A	31%
English Learners	48%	N/A	14%

Grade 1 students on grade level or above in Reading, 2021:

Yearly Target Goals	2019 (Baseline)	2020	2021
All Students	69%	N/A	26%
African-American	N/A	N/A	N/A
Hispanic	70%	N/A	26%
White	N/A	N/A	N/A
Special Education	67%	N/A	0%
Econ. Disadvantaged	70%	N/A	25%
English Learners	62%	N/A	26%

Student Learning Strengths

Academic strengths will be based on historical data from 2019 and 2020 STAAR Assessment results. The historical data below represents levels of performance to acquire and surpass as gaps are closed by using intensive instructional strategies.

- 2019-2020 1st Grade iStation data indicates that 69% of all students are on grade level or above with Hispanic and Economically Disadvantaged students at 70%.
- 2019-2020 Kinder iStation data indicates that 50% of all students are on grade level or above with Hispanic students at 54%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 2020-2021 student data shows a sharp decrease in academic performance across all contents areas. New baseline data and progress monitoring will need to be established through continuous formative assessments. **Root Cause:** Challenges encountered through the Covid-19 pandemic resulted in barriers that effected instruction practices and student learning. Learning gaps were created and will be addressed during the 2021-2022 school year.

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction and Assessment

Escontrias is a fourth year AVID campus who is committed to incorporate and develop best practices through systems and strategies. The campus focus for implementation will include student organizational tools, positive and collaborative classroom environment, and authentic student reflection through discussion and journal writing. Staff development will continue to train teachers through the AVID Summer Institute and monthly campus AVID meetings.

Math curriculum is delivered through a 90 minute model that incorporates a high rigor lesson frame, frequent small group purposeful talk, hands on activities, and critical writing. Math resources focus on developing problem solving comprehension, higher order thinking and use of multiple strategies and tools to be successful. Students are also encouraged to participate in the U.I.L. Mental Math Team and Math Bee at the classroom, campus and district level competitions.

English Language Arts curriculum is delivered through a 90 minute balanced literacy model that also incorporates a high rigor lesson frame, frequent small group purposeful talk, hands on activities, and critical writing. Reading resources focus on developing a love for reading, higher order comprehension, and using Reading as a life long learning tool. Students are encouraged to read through Accelerated Reading goals that tracks reading habits and reading level progression. Students who reach their personalized goals are rewarded with Paw Power Award Assembly recognition and incentives every 9 weeks.

Science curriculum is delivered with hands on learning and access to science lab experiments and activities. Each grade level has access to a science lab where activities are prepared in advance with the support of an instructional aide. The need is for students to be exposed to academic science vocabulary and process the content with high quality hands on experience.

Escontrias is committed in developing Social Emotional Learning (SEL) to address student self-management, self-awareness, responsible decision making, relationship skills, and social awareness. These skills will be embedded into current strategies that address anti-bullying, positive mindset and student counseling.

Student progress and interventions at Escontrias is implemented through beginning, middle and end of school year district reading and math benchmarks. Students are tiered and coded at risk to ensure that interventions are implemented and documented. Tier 1 students are on par with academic progress and receive regular classroom instruction through balanced literacy and 90 minute math instructional models. Tier 2 students receive regular Tier 1 instruction along with small group interventions 3 times per week. Tier 3 students receive regular Tier 1 instruction along with intensive small group and one to one instruction. Small group and one to one instruction is provided by classroom teacher and instructional aides are used as support and guided through the supervision of classroom teachers and SCE Instructional Coach. Student progress from instructional interventions is monitored by classroom teacher data and visually represented through color coding in data room for collaborative professional learning community (PLC) discussion and problem solving.

Staff Recruiting and Support

Escontrias Teachers are supported with staff development throughout the school year. Teachers are provided with 5 staff development days before the school year starts, 2 full days after returning from winter intersession break, and 1 full day sessions during the months of October and March. Staff development topics include Balanced Literacy, Fundamental Five, Cooperative Learning Strategies, SIOP, Critical Writing and Social Emotional Learning. A need to continue these staff development topics are identified through the student's academic success and continued growth as seen in the STAAR data. An emphasis in Social Emotional Learning is needed to improve the confidence and attitudes of at-risk students and to develop improved skills in solving social problems with their peers.

Technology

The goal at Escontrias is to create blended learning environment that allows students to use technology for differentiated and engaging instruction. WIN academy classrooms are taking the lead with project based instruction. Classroom computers are evaluated on a yearly basis to keep them operating on an up to date operating system to run the most current software applications. Options to for computer updates include converting to the district DVI system, upgrading memory and replacing of non-functional computers. Projectors are up

to date as recommended by the district technology department. Due to Covid-19, access to technology devices will be needed for all students in the event that students participate in virtual learning at home.

Safety

Due to Covid-19, changes in safety will be executed with the support of district safety personnel to ensure a safe campus and classroom environment that will minimize risk of exposure. Other safety protocols include minimizing visitors and ensuring self wellness checks before entering on campus. Other safety protocols will continue including checking in all visitors to verify nature of business and an electronic background check with official identification. The campus safety committee ensures that all district safety drills and procedures are followed. Systems are in place to provide feedback from all stakeholders to address specific campus needs and update campus safety plan.

The students emotional and physical safety is also a priority with anti-bullying systems that prevent and address incidents. Students meet as a class on a weekly basis and learn how to identify bullying and take on an appropriate role and inform adults. Students also have access to "Your Voice" box to anonymously report concerns. Social Emotional learning training for all campus staff and students is an identified need that needs to be addressed to provide tools that will ultimately prevent serious incidents from occurring.

School Processes & Programs Strengths

Curriculum Instruction and Assessment

- Regular classroom walkthroughs by administration has been successful in ensuring quality instruction and providing feedback through the Eduphoria and TTESS systems.
- RTI meetings have been successful with teachers providing documentation of steps taken for identified RTI students.
- Vertical teams have been successful in ensuring that all grade levels develop content area expertise, promote collaboration, and promote consistency and aligned rigor among all grade levels.
- Full day planning is scheduled for grade level teachers prior to every nine weeks of instruction. The backward planning model is being used where teachers start the planning process by focusing on the end in mind. Unit test and comprehensive end of nine week assessments are inputted into the Eduphoria system for data analysis purposes.
- Vertical teams are established with every school year with one teacher per grade level becoming a representative for each content area. The team's purpose is to develop content area expertise, promote collaboration, and promote consistency and aligned rigor among all grade levels.
- ELAR instruction includes the incorporation of the following initiatives, programs and instructional models. -Fundamental Five Instructional Model -Balanced Literacy model (phonics, phonemic awareness, fluency, vocabulary, and comprehension instruction) -guided reading model -daily classroom interventions -extended day opportunities -AR Reading goals and incentives -Literacy Family Nights -Small group intervention lab -monitoring of Tier 2 & 3 growth with iStation Reading assessments -writing grade level alignment
- Math instruction includes the incorporation of the following initiatives, programs, and instructional models. -Fundamental Five Instructional Model -90 minute model -guided math model -Small group intervention lab -Vertically aligned problem solving strategy -Math Night
- Science instruction includes the incorporation of the following initiatives, programs and instructional models. -Fundamental Five Instructional Model -Science night -integrated curriculum with Reading, Writing, Math -Development of multiple science labs supported by instructional aide. (Lab 1 for PreK through 1st grade, Lab 2 for 2nd grade, Lab 3 for 3rd & 4th grade, Lab 4 & 5 for departmentalized 5th grade cohorts)
- Reading instruction will be enhanced during the 2020-2021 school year through continuous staff development and teacher expectations established through the Fundamental Five instructional model and Balanced Literacy Models.

Technology

- Kinder through 5th grade classrooms are updated with new CPUs for main classroom computer connected to IWB.
- Classroom have been successful in completing iStation assessments in computer labs with improved efficiency. 100% of computer stations in 2 Early Childhood computer labs are using the zero clients to take advantage of the district VDI systems.
- Due to Covid-19, adjustments in resources will be executed to maintain one to one devices for all students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): iStation data indicates no increase in the overall Tier 1 Kindergarten students at 50% as compared to the previous 2018-2019 school year. **Root Cause:** The data is reflective in the areas of Phonemic Awareness and Vocabulary which are key areas of need as they enter 1st grade during the 2020-2021 school year.

Perceptions

Perceptions Summary

Family and Community Engagement

The Escontrias learning community understands the importance of building a strong partnership with families and the extended community to provide a high quality education and enrichment opportunities to all students. As a campus parents are invited to attend monthly community family nights and quarterly student recognition assemblies know as Paw Power Awards. The role of the Parent Liaisons is to focus on communicating with all parents and facilitate weekly educational sessions that benefit the nurturing of their child. Administrators and Counselors have an open door policy and welcome parents to visit the campus to discuss any individual needs of their child. Escontrias also supports district wide initiatives such as the Family Latino Literacy Program and participation of parents on district committees such as the Superintendent Advisor and Health Advisor Committees.

Escontrias promotes the participation of parent volunteers to support campus goals. A parent volunteer coordinator is selected to work closely with administration to set expectations for both parents and school staff in order to develop a strong partnership. Top Dogs is an additional volunteer program that promotes fathers to participate as volunteers and focus on the security and safety of student on campus.

Partnerships with the community are critical for fundraising, student mentoring, and extra curricular activities. Local businesses are invited to meet with campus leadership members to determine the needs and goals that the partnership will focus on to benefit students and stakeholders.

School Culture and Climate

The Escontrias school culture is nurtured through implementation of Social Emotional Learning (SLE) and Positive Behavior Interventions and Supports (PBIS) systems. In addition, Escontrias is focused on the students growth and provides multiple opportunities to recognize their success through quarterly awards assemblies and monthly golden ticket incentives that students can receive on a daily basis. School culture is monitored through community, teacher and student surveys to ensure that the learning community relations are aligned with the campus vision.

Perceptions Strengths

Family and Community Engagement

- Campus wide communication tools such as website, grade level newsletter, monthly calendars, weekly all calls, and weekly handout routine has been successful in improving communication and will be continued.
- Campus continues to encourage parent involvement through our Red-Ribbon Week, Career Day, Wellness Wednesdays, Earth Day Celebrations, Family Nights, as well as our Parent Volunteer Program.
- Parent Liaison workshops have been successful in providing training to parents on current topics that will support them in making informed decisions for their child.
- Escontrias will continue working with community partnerships to provide the following celebrations and incentives for student accomplishments. • Virtual PAW Power Assemblies • Achievers and Scholars Honor Roll • Most Improved Student Award

School Culture and Climate

- Campus office staff greets all visitors at the front door and follows district protocol to determine visitor's identification, reason for visit and to determine the appropriate access to students and designated areas of the campus.
- All students participate in district aligned safety drills including fire drills, evacuation, reverse evacuation, lockdown, and shelter in place. Through these practice drills and faculty meeting trainings, teachers are prepared to lead students in responding in a prompt and effective manner.
- A safety committee is established with representatives from each grade level and support staff departments to evaluate, discuss and implement procedures for every emergency scenario deemed possible.

- Teachers, counselors and faculty are trained to implement the Olweus anti-bullying program through weekly lessons that teach students to interact appropriately and how to respond in a situation that could be a bullying situation.

2018-2019 Climate Survey Strengths Include:

- Teachers like working at their school. 100%
- Sets high standards for academic performance for all students. 98.15%
- My child's school tries to get all families to be part of school activities. 96.98%
- Parents and family members feel comfortable talking to teachers. 96.50%
- Parents and teachers work as a team to educate my child. 96.48%

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 83.02% of teachers and staff on the 2018-2019 staff survey believe that adequate disciplinary measures are used to deal with disruptive behavior. Our goal is to obtain at least 90% agreement in this area. No data was collected during the 2019-2020 school year due to Covid-19. Goal will continue and data to be collected during the next district wide culture and climate survey. **Root Cause:** The perception cause is based on the need for increased feedback and collaboration with teachers to monitor progress with discipline and positive behavior support systems.

Priority Problem Statements

Problem Statement 2: iStation data indicates no increase in the overall Tier 1 Kindergarten students at 50% as compared to the previous 2018-2019 school year.

Root Cause 2: The data is reflective in the areas of Phonemic Awareness and Vocabulary which are key areas of need as they enter 1st grade during the 2020-2021 school year.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

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
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals








Revised/Approved: August 17, 2021

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 1: For the 2021-2022 school year, Escontrias will fulfill 100% of the district requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.

Evaluation Data Sources: Scheduled drills will be documented to ensure that drills are conducted in a timely manner with sign in sheets of trainings and recorded documentation of each drill conducted.

Summative Evaluation: Met Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus safety committee will lead, implement and review the district aligned safety drill training, audits and campus visitor policy including the Hall Pass system.</p> <p>Strategy's Expected Result/Impact: Keep students, staff and community safe on campus.</p> <p>Staff Responsible for Monitoring: Safety Committee (administration and grade level representatives)</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p>	Formative		
	Oct	Jan	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 2: For the 2021-2022 school year, Escontrias will minimize student referrals for all grade levels by maintaining below 20 for the entire school year.

Evaluation Data Sources: Office referrals sent to administration for all severe incidents and minor incidents after classroom discipline plan has been exhausted.

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus safety committee will lead, implement and review the anti-bullying program and discipline management program including Positive Behavior Intervention and Support (PBIS) and Social Emotional Learning (SEL) strategies. Resources will include Top 20 Master Teacher Curriculum.</p> <p>Strategy's Expected Result/Impact: Ensure a safe and positive learning environment.</p> <p>Staff Responsible for Monitoring: Safety Committee (administration and grade level representatives)</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p> <p>Funding Sources: SEL student curriculum - 211 - Title I, Part A - \$1,500</p>	Formative		
	Oct	Jan	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 3: For the 2021-2022 school year, Escontrias will fulfill 100% of the district requirements for Covid-19 safety procedures and protocols.

Evaluation Data Sources: Wellness check documentations, Covid-19 safety plan presentation attendance







Summative Evaluation: Met Objective














Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 1: The percent of kindergarten students that score on grade level or above in Reading will increase from 50% (2019 Baseline) to 56% by June 2024. The 2020-2021 school year resulted in 25% of students on grade level due to challenges presented during the Covid-19 pandemic.

Evaluation Data Sources: Monthly iStation reports including BOY, MOY and EOY at risk data.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement Fundamental 5 strategies within the balanced literacy model. Monitor progress of at-risk students through monthly vocabulary assessments. Provide targeted small group interventions during after school and intersession tutoring, Saturdays, and summer. Provide instructional support to classrooms through the use of instructional aides.</p> <p>Strategy's Expected Result/Impact: Increased reading fluency, comprehension and use of academic vocabulary.</p> <p>Staff Responsible for Monitoring: Administration, SCEI Coach, Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Extra Duty Pay - 199 - General Fund: SCE - \$27,238, Instructional Aides - 211 - Title I, Part A - \$20,000, Instructional Aide - 199 - General Fund: Bilingual - \$10,000, Tier 3 Intervention Kit - 199 - General Fund: SCE - \$8,000, - 211 - Title I, Part A - \$35,000</p>	Formative		
	Oct	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The campus library will continue to be developed by purchasing additional library books that support instruction across all content areas and family reading at home.</p> <p>Strategy's Expected Result/Impact: Increased library book circulation, student reading level growth, family involvement</p> <p>Staff Responsible for Monitoring: Administration, Library Media Specialist</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p> <p>Funding Sources: library books - 211 - Title I, Part A - \$11,000</p>	Formative		
	Oct	Jan	May
			











Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Classroom teachers will evaluate individual student ELAR (Reading and Writing) needs to ensure that all students in need of interventions are making progress to close their specific academic gap. Student Reading and Writing data will be collected through screening assessment tools and weekly performance assessments. Students will be identified and provided interventions based on a 3 Tier model system. Tier 2 and 3 student data will be monitored on a weekly basis. Resources will include Lakeshore Learning, Motivation Reading, Kamico, Scholastic Book Flix, Magazine Subscriptions such as USA Studies Weekly, StarFall, Lone Star Learning Target the Question, Nine Enterprises (Johnny Can Spell), Lexia, Quick Word Handbooks from Curriculum Associates and Lakeshore Vocabulary Journals . Appropriate dictionaries will also be used to support and develop vocabulary development.</p> <p>Strategy's Expected Result/Impact: Academic progress of students identified as Tier 2 and 3.</p> <p>Staff Responsible for Monitoring: Administration, Classroom Teachers, SCEI coach</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Screening assessment tools - 211 - Title I, Part A - \$8,000, Intervention Materials - 199 - General Fund: SCE - \$8,200, - 282-ESSER III - \$10,800</p>	Formative		
	Oct	Jan	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Pre-Kindergarten and Kindergarten classrooms will be evaluated to identify needs that will support early childhood literacy skills such as oral language development. Needs may include resources for structured role play centers and classroom library development.</p> <p>Strategy's Expected Result/Impact: Academic progress of early literacy skills and oral language development as measured by state mandated assessments such as CIRCLE and iStation.</p> <p>Staff Responsible for Monitoring: Administration, Classroom Teachers, SCEI coach</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Bilingual funds - 199 - General Fund: Bilingual - \$2,500, - 211 - Title I, Part A - \$3,100</p>	Formative		
	Oct	Jan	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Lexia will be used at least 4 days a week to meet recommended student usage for identified Tier 2 and Tier 3 students in the area of Foundational Reading Skills and implemented outside of RLA core instruction.</p> <p>Strategy's Expected Result/Impact: Academic progress of early literacy skills and oral language development as measured by state mandated assessments such as CIRCLE and iStation.</p> <p>Staff Responsible for Monitoring: Administration, Classroom Teachers, SCEI coach</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Funding Sources: - 282-ESSER III - \$6,000</p>	Formative		
	Oct	Jan	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 2: The percent of Grade 1 students that score on grade level or above in Reading will increase from 69% (2019 Baseline) to 73% by June 2024. The 2020-2021 school year resulted in 26% of students on grade level due to challenges presented during the Covid-19 pandemic.

Evaluation Data Sources: Monthly iStation reports including BOY, MOY and EOY at risk data.

Summative Evaluation: Some progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement Fundamental 5 strategies within the balanced literacy model. Monitor progress of at-risk students through monthly vocabulary assessments. Provide targeted small group interventions during after school and intersession tutoring, Saturdays, and summer. Provide instructional support to classrooms through the use of instructional aides.</p> <p>Strategy's Expected Result/Impact: Increased reading fluency, comprehension and use of academic vocabulary.</p> <p>Staff Responsible for Monitoring: Administration, SCEI Coach, Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Oct	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Lexia will be used at least 4 days a week to meet recommended student usage for identified Tier 2 and Tier 3 students in the area of Foundational Reading Skills and implemented outside of RLA core instruction.</p> <p>Strategy's Expected Result/Impact: Academic progress of early literacy skills and oral language development as measured by state mandated assessments such as iStation.</p> <p>Staff Responsible for Monitoring: Administration, SCEI Coach, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Funding Sources: - 211 - Title I, Part A - \$6,000</p>	Formative		
	Oct	Jan	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 3: For the 2021-2022 school year, 100% of Escontrias students will have access to computer lab classrooms and computer stations within the classroom for developing a blended learning environment. All students will have a device for a one-to-one district initiative.

Evaluation Data Sources: Student technology projects, computer intervention usage reports

Summative Evaluation: Met Objective











Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Evaluate classrooms to ensure a quality learning environment with properly functioning technology including student computers, tablets, projectors, document cameras, mobile devices, listening centers and internet connectivity.</p> <p>Strategy's Expected Result/Impact: Improved use and access of technology to enhance student learning and higher order skills</p> <p>Staff Responsible for Monitoring: Administration, Library Media Specialist</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p> <p>Funding Sources: technology hardware - 211 - Title I, Part A - \$35,000, technology hardware - 199 - General Fund: Bilingual - \$6,000, - 282-ESSER III - \$13,000</p>	Formative		
	Oct	Jan	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 1: For the 2021-2022 school year, 100% of teachers will demonstrate a minimum of a "Proficient" overall rating as measured by T-TESS.

Evaluation Data Sources: T-TESS evaluations, T-TESS walkthroughs, Fundamental 5 walkthrough data

Summative Evaluation: Met Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Classroom teachers will be provided with professional development on research based best practices that support engaging higher order instruction and social emotional learning strategies.</p> <p>Strategy's Expected Result/Impact: Student centered instruction</p> <p>Staff Responsible for Monitoring: Administration, SCEI Coach</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p> <p>Funding Sources: Staff Development - 211 - Title I, Part A - \$2,000, Substitutes for Staff Development - 211 - Title I, Part A - \$1,000, Staff Development Materials - 211 - Title I, Part A - \$1,000</p>	Formative		
	Oct	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Instructional leadership team and classroom teachers will collaboratively evaluate current practices, programs, and systems to adjust, plan and implement ongoing staff development that will be provided at a minimum of 2 times monthly. Staff development will include DI (differentiated instruction), Thinking Maps, Balanced Reading and AVID Summer Institute Conference.</p> <p>Strategy's Expected Result/Impact: Implementation of current best practices that support student academic and emotional success.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team (Administrators, Counselors, Instructional Coaches, Special Program Representatives)</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p> <p>Funding Sources: SCE Instructional Coach 1 FTE - 199 - General Fund: SCE</p>	Formative		
	Oct	Jan	May
			
<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: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 1: During the 2021-2022 school year, Escontrias will increase the number of collaborative educational involvement activities and events for parents and community members by 3% as compared to the to the prior school year to promote teamwork and unity in the education of students.

Evaluation Data Sources: Parents participation sign in sheets and reports

Summative Evaluation: Met Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent Liaisons, faculty, staff and administration will provide educational involvement activities and events for parents and community members on current issues and trends that affect students' safety in the social, emotional, physical and educational setting to include parent conferences. Parent Liaisons will be trained to develop their knowledge and presentation skills. Technology such as a laptop device will be needed to create and present information to parents. Activities will include: refreshments, supplies and materials for family frameworks and parent meetings.</p> <p>Strategy's Expected Result/Impact: Increased family involvement with student learning</p> <p>Staff Responsible for Monitoring: Administration, Parent Liaisons, Counselors</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2</p> <p>Funding Sources: Parent supplies, refreshment - 211 - Title I, Part A - \$1,000, presentation materials - 211 - Title I, Part A - \$1,000, Parent Liaison - Title 1: \$17,500 (1 FTE) - 199 - General Fund: SCE - \$17,500</p>	Formative		
	Oct	Jan	May
			
<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 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 1: For the 2021-2022 school year, the attendance rate for students at Escontrias Early Childhood will increase from 93.25% to 96.5%.

Evaluation Data Sources: Monthly attendance reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus attendance committee will meet on a monthly basis to lead, implement and review attendance initiatives that provide incentives and accountability for students and parents.</p> <p>Strategy's Expected Result/Impact: Improved student attendance</p> <p>Staff Responsible for Monitoring: Administration, teachers, PEIMS clerk</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p> <p>Funding Sources: Incentives - 199 - General Basic - \$1,000</p>	Formative		
	Oct	Jan	May
			
<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>			

State Compensatory

Budget for Escontrias Early Childhood Center

Total SCE Funds: \$142,387.58

Total FTEs Funded by SCE: 2.5

Brief Description of SCE Services and/or Programs

State Compensatory Education intervention coaches (SCE-I coaches) are present at all campuses to assist faculty and staff with instructional support that centers on at-risk student instruction. At-Risk Instructional Aides are staffed in elementary, K-8, and middle schools. These instructional aides provide supplemental instructional support to selected at-risk students in small groups. State compensatory education funds are allocated to campuses in two installments during each school year. One installment is in the fall semester and one is in the spring semester. This funding is used for direct supplemental instruction for students at risk of dropping out of school, and is intended for extended instruction after school, on Saturdays, during intersession periods, and for summer school.

Personnel for Escontrias Early Childhood Center

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Guadalupe Aguilar	At-Risk Instructional Aide	1
Rocio Garcia	Library Aide	0.5
Sasha Dayer	SCEI Coach	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Janette Quintero	TIA	Title I	19 Hours
Sarai Chavez	Parent Liaison	Title I	1

Campus Funding Summary

199 - General Basic					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	Incentives		\$1,000.00
Sub-Total					\$1,000.00
199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Extra Duty Pay		\$27,238.00
2	1	1	Tier 3 Intervention Kit		\$8,000.00
2	1	3	Intervention Materials		\$8,200.00
3	1	2	SCE Instructional Coach 1 FTE		\$0.00
4	1	1	Parent Liaison - Title 1: \$17,500 (1 FTE)		\$17,500.00
Sub-Total					\$60,938.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	SEL student curriculum		\$1,500.00
2	1	1	Instructional Aides		\$20,000.00
2	1	1			\$35,000.00
2	1	2	library books		\$11,000.00
2	1	3	Screening assesement tools		\$8,000.00
2	1	4			\$3,100.00
2	2	2			\$6,000.00
2	3	1	technology hardware		\$35,000.00
3	1	1	Staff Development		\$2,000.00
3	1	1	Substitutes for Staff Development		\$1,000.00
3	1	1	Staff Development Materials		\$1,000.00
4	1	1	Parent supplies, refreshment		\$1,000.00
4	1	1	presentation materials		\$1,000.00
Sub-Total					\$125,600.00

199 - General Fund: Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Instructional Aide		\$10,000.00
2	1	4	Bilingual funds		\$2,500.00
2	3	1	technology hardware		\$6,000.00
Sub-Total					\$18,500.00
282-ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3			\$10,800.00
2	1	5			\$6,000.00
2	3	1			\$13,000.00
Sub-Total					\$29,800.00