

Goose Creek Consolidated Independent School District

San Jacinto Elementary

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

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 Elementary “CARES”

Children & Adults Recognizing Extraordinary Strengths

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Comprehensive Needs Assessment

Needs Assessment Overview

San Jacinto Elementary is one of twenty-eight campuses in Goose Creek Consolidated Independent School District. San Jacinto Elementary opened its doors in 1983 and serves predominantly socioeconomically disadvantaged families. San Jacinto serves 506 students in grades PK to 5th grade. Five years ago, 483 students were served by the campus, which in an increase 5%. PK through 1st grade is self-contained, grades 2nd - 5th team teach.

The student population is 5% African-American, 9% Anglo, 85% Hispanic, 1% Two or More Races, 55% male and 45% female with a low socioeconomic status of 84.2%. The staff population is 6% African-American, 40% Anglo, 6% Haw./Pac. Islander, 48% Hispanic, 4% male and 96% female with an average of 11 years of experience. 100% of Highly Qualified teachers and 100% of Highly Qualified paraprofessionals.

The overall mobility rate for the campus is approximately 24.06%, with a drop-out rate of 0%. The average daily attendance rate for students is 96.38%. The average daily attendance rate for staff is 98.8%. There is a total of 301 discipline referrals this year, which is an increase of 43% from last year.

San Jacinto Elementary serves 39.1% English Language Learners, 4% of students in the Gifted and Talented program, 32 students identified for 504 services (6%), 10% of RtI Tier I students, 2% of Tier II students, 1% of Tier III students, 61 students served through special education services (12%).

Our campus looked at all data collected and outlined some initiatives within our Campus Improvement Plan. To support teachers with behavior, we are going to implement the PBIS system. This will decrease our discipline referrals and have a positive impact on instruction. We also indicated that we analyze data to focus our efforts on how to design our instruction more deliberately and purposefully to impact student learning. Our campus has collectively committed to working collaboratively through the efforts in our Professional Learning Communities (PLC). We are dedicated to creating SMART goals and having a common vision for our campus. A continued implementation of PLCs will allow teachers to have relevant conversations about student learning and ultimately increase student achievement.

Demographics

Demographics Strengths

- Committees were formed to look for areas of strengths. The data showed the strengths in our demographics were:
 - M1 and M2 students are successful after exiting the Bilingual Program.
 - High level of parent and community involvement

Demographics Needs

- Committees were formed to look for areas of needs. The data showed the needs in our demographics were:
 - High mobility rate
 - English Language Learners are still struggling in reading and math, especially those students who do not exit after 2nd grade.
 - The attendance rate is lower than 97%.

Student Achievement

Student Achievement Strengths

- Teachers have multiple resources available to assist students with academics
- Higher than district average for students meeting the passing standard for STAAR-A
- 5th Grade STAAR Science continues to be a strength for the campus
- Bilingual students outscored the general education population in several areas on STAAR
- Teachers increased the use of SIOP strategies and ELPS in the classroom
- 4th Grade Math Reading STAAR scores increased from prior school year
- Intervention time is scheduled into the school day to allow for proper intervention

Student Achievement Needs

- Increasing the use of academic vocabulary
- Support in early literary
- Intervention for students struggling in reading and writing
- ELL Students are struggling on STAAR Writing
- Increase the rigor of writing in 4th grade to increase their expository composition scores to 6, 7 or 8
- Close achievement gap between African American and Hispanic students on 3rd reading and math
- 20% decrease in both 3rd grade math and reading STAAR from 2014-2015 school year
- Increase the number of students receiving Level 3 on STAAR in all areas
- Increase enrichment activities
- Focus the campus on GT strategies
- Improve student attendance

School Culture and Climate

School Culture and Climate Summary

The site-based decision-making team analyzed last year's program evaluations and the following data: Attendance/ Sign-in sheets by our families, volunteers and community members, surveys completed by parents, students and staff, safety procedures and discipline records. A committee of our staff members led by our Assistant Principal reviewed campus data to look for areas of strengths and needs in the area of School Culture and Climate.

School Culture and Climate Strengths

- Community members, parents, students and staff feel welcome at San Jacinto
- Increased collaboration with community - Life church, Homeless Shelter and ESL classes
- Increased positive behavioral incentives- Caught Being good tickets, prizes, Character Salute and good citizen announcement
- Clear procedures to promote safety in the school. Such as monthly fire drills, emergency drills, vestibule, all visitors check-in and out at front office

School Culture and Climate Needs

- We need create incentives for our PBAS program to keep students focused and to decrease discipline referrals, especially in the 5th grade where the majority of referrals occurred.
- A better definition of school wide classroom management expectations including positive and negative consequence levels

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The site-based decision-making team analyzed last year's program evaluations and the following data: Teacher surveys. A committee of our staff members led by the principal reviewed campus data to look for areas of strengths and needs in the area of staff quality, recruitment and retention.

Staff Quality, Recruitment, and Retention Strengths

- 100% retention rate for the teaching and paraprofessional staff
- Agree or Strongly Agree for the all questions on staff morale survey from district
- All staff members are Highly Qualified
- GT, SPED, and ESL students are receiving instruction from teachers certified in those areas
- Competitive salaries

Staff Quality, Recruitment, and Retention Needs

- Additional accountability for teachers who do not turn in lesson plans, create CFAs or meet deadlines
- Team building activities
- An increase of collaboration among all team members

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The site-based decision-making team analyzed last year's program evaluations and the following data: Benchmarks, CBA's, PLC Agenda, SMART Goals, Intervention Plans, Failure Reports, Universal Screeners and STAAR. A committee of our staff members led by our Campus Instructional Specialist reviewed campus data to look for areas of strengths and needs in the area of curriculum, instruction and assessment.

Curriculum, Instruction, and Assessment Strengths

- Teachers have increased their use of higher level vocabulary and questioning in all content areas.
- Strong scope and sequence, curriculum and assessments aligned to the TEKS.
- Increased the use of writing across the content areas through expository writing, which was done in each content area once per six weeks.
- Teachers use assessments to guide instruction. Teachers used CFAs, unit test, checkup quizzes, CBA, etc. to reteach concepts through spiraling warm-ups, target weak TEKS, prescribe proper interventions for students and target instruction during small group time.
- Through the PLC process numerous teachers learned how to disaggregate data, identify needed intervention through small group and RTI.
- In grades 2-5, students are setting goals and tracking their own data.

Curriculum, Instruction, and Assessment Needs

- Not all teachers are following the scope and sequence. Lesson plans need to be turned in campus administrators.
- Language of instruction for bilingual students may not be consistent by grade or need. Need more vertical meetings to meet and discuss alignment across grades.
- Consistent planning and collaboration in all grade levels.
- Special education teachers need to be included in grade level planning.

Family and Community Involvement

Family and Community Involvement Summary

The site-based decision-making team analyzed last year's program evaluations and the following data: Attendance/ Sign-in sheets by our families, volunteers and community members and surveys completed by parents. A committee of our staff members led by our Family Involvement Coordinator reviewed campus data to look for areas of strengths and needs in the area of family and community involvement.

Family and Community Involvement Strengths

- Parents and students have multiple opportunities throughout the school year to participate in campus activities.
- Many parents' perceptions are positive because they tell us that they feel welcome. We see it by the number of volunteers that help throughout the year and the hours of service. We see many parents on a daily basis eating lunch with their child. A large number of parents come out when we have family nights, thanksgiving lunch, Christmas program, Character Salute, etc.
- Supportive and active PTO program
- Volunteer hours continue to increase
- Strong community partnerships with the Life Church, ExxonMobil, Lady of the Guadalupe Church, St. Joseph's and Harris County Department of Education
- The campus has a focus on home/school connection and engage parents in understanding how to support their children by providing parent/teacher conference, homework folder, Academic Family Night, STAAR Family Night, ESL/Nutrition Classes

Family and Community Involvement Needs

- An active parent and community leader representative on the ILT Committee. We have representatives, but their attendance is low
- Staff to start using Remind 101 to text to communicate more often with parents with what is occurring on the campus
- More parent awareness of services available

School Context and Organization

School Context and Organization Summary

The site-based decision-making team analyzed last year's program evaluations and the following data: Staff, student and parent surveys, newsletter. A committee of our staff members led by our Principal reviewed campus data to look for areas of strengths and needs in the area of School Context and Organization.

School Context and Organization Strengths

- District CBA reviews allow for staff input into assessments
- Updated technology
- Small group time allows for intervention
- Several forms of remediation for struggling students
- Increased communication among all stakeholders
- Implementation of PLCs

School Context and Organization Needs

- Increase the use of PBIS among all staff members in school
- Increase opportunities for students and teachers to take a leadership role at school

Technology

Technology Summary

The site-based decision-making team and a team comprised of teachers, school counselor and the Campus Technology Specialist analyzed the use of technology for our campus and identified areas of strengths and needs in the area of technology.

Technology Strengths

- All core classes have Promethean Boards, document cameras, and a set of classroom clickers
- 2 Computer Labs, 1 Lab for Special Education students
- Student engagement is higher with increased technology
- 2 new Xerox machines- scan/email/copy
- Each class has 2 desktops and 3 laptops for student use

Technology Needs

- Technology Enrichment for GATE students
- We need more computer programs to assist with intervention for struggling students
- Set of Technology Expectations for the Campus
- Batteries for Clickers
- Technology classroom integration is based on the teacher's capability and comfort with technology itself. Varies from teacher to teacher. Possibly refresher courses as a requirement.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Accountability Distinction Designations
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- 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
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) 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
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, 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

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- 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
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement 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: Will use the GCCISD Framework of Non-Negotiable Curriculum and Core Initiatives process and implement a well-balance instructional program to ensure academic success for each child.

Summative Evaluation: STAAR Results, Universal Log, Lesson Plans, Walk-throughs and observations.


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Monitor student progress to ensure student needs are being addressed through remediation and enrichment. Progress monitoring to be completed monthly by RtI Leaders.	1	Principal, Assistant Principal, Campus Instructional Specialist, At-Risk Interventionist, Tutors, Teachers	STAAR Results, Universal Intervention log, RTI Minutes/Data, Data Wall, Tutor notes, PLC minutes			
2) Teachers will keep a data notebook on each of their students. In grades 3-5, students will also monitor their own progress. Student data will be reviewed to measure progress and identify student needs and address achievement gaps.		Teachers, Principal, Assistant Principal, Campus Instructional Specialist, At-Risk Specialist	Assessment Results, PLC Minutes			
3) Campus administrators will meet bi-monthly with FIC, Counselor, CIS, Intervention specialist, SPED, teachers to monitor student progress in Core subject areas.		Principal, Assistant Principal, Campus Instructional Specialist, Counselor, Teachers, Special Education	Meeting Agendas, RTI Minutes/Data, PLC Minutes			
4) Campus administrators and CIS will meet with grade level teachers bi-monthly to discuss the progress of their students. Teacher Data Meetings will be driven by Common Formative Assessments, Curriculum Based Assessments, Benchmark Tests, and Unit Assessments		Principal, Assistant Principal, Campus Instructional Specialist, Teachers	Notes from PLC Meetings			
5) Enrichment support will be given to students to excel them academically and to close gaps in their learning.		Principal, Teachers	CBA's Benchmarks, STAAR			

6) Teachers will utilize rigor, relevance and Depth of Knowledge strategies and questioning in their lesson to increase students achievement on STAAR.	3	Campus Administrators, Teachers, Campus Instructional Specialist	Lesson Plans, Coaching Observations and Walk-Throughs			
7) Vertical team meeting will be held at least 2 times a year (twice in Fall and twice in Spring) to discuss gaps in learning and to address instructional concerns. This will include Bilingual vertical team meetings to address students' second language acquisition.		Campus Instructional Specialists, Campus Administrators, Teachers, Bilingual Specialist	Meeting Agendas and minutes			
8) Staff and teachers will work with students during enrichment time that achieved level II and III status on STAAR in 2016 with the focus on moving them to level III or maintaining level III status in 2017.	4	Campus Administrators, Campus Instructional Specialist	STAAR			
9) Campus special education teachers will implement on-line reading interventions to improve attention, behavior, and learning capacity among special education students.		Principal, Assistant Principal, Teachers	CBAs, benchmarks, STAAR scores			
10) The campus will create and maintain an instructional support calendar for all paraprofessional staff.		Principal, Assistant Principal	Calendar			
11) Campus will ensure there is alignment between ILC, ILT, and Grade level meetings. ILT will meet the Monday following monthly ILC meetings. ILT Grade Level rep will share information during Grade Level Meetings.	8	Principal, Assistant Principal, Instructional Leadership Council	Agendas and Sign-In Logs			
						

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.


Summative Evaluation: Lesson plans, walk-throughs, observations, assessments, PLC Agendas

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Utilize a variety of reading materials to teach and reinforce the rigor of STAAR, (Science leveled readers, Balanced Literacy, I Station, Reading A to Z, Leveled Literacy Intervention, ESL Reading Smart, Imagine Learning English, Book Clubs, Comprehension Tool-kit)	2	Principal, Assistant Principal, Campus Instructional Specialist, Teachers	Running Records K-2, ISIP Screener results, LLI reports, Imagine Learning progress reports			
2) Utilize the Accelerated Reading Program and Book Clubs to promote reading		Principal, Librarian, Teachers	AR Records, Book Club membership			
3) Teachers will attend Grade Level Team, Vertical Team, and Content Team meetings to support collaboration with each other to ensure the success of our students.		Principal, Assistant Principal, Teachers, Campus Instructional Specialist	Meeting Dates and Agendas			
4) The campus will utilize the Reading Interventionist/Dyslexia Teacher, Reading Tutors and a Reading Consultant using federal program funding to implement deep reading intervention in grades 3 and 4.		At-Risk Specialist, Teachers, Principal	Beginning, Mid, and End of Year Assessments			
5) The campus will utilize the Title 3 Bilingual Instructional Specialist to help implement phonemic awareness, reading support, reading comprehension, and written expression in grades K-5 with emphasis on grades K-2.		Bilingual Teachers, Principal, Title III Instructional Paraprofessional	Running records, LLI reports, ISIP screener results			
						

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

Performance Objective 2: Undertake curriculum quarterly review process to establish goals to address writing instruction and instruction of English language learners at San Jacinto Elementary.


Summative Evaluation: Meeting agendas, STAAR Scores, benchmarks, TELPAS scores.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Committee will meet quarterly to implement, review, and monitor goals created to increase expository writing scores (increase number of composite scores to 5, 6, 7 and 8's) among students.		Principal, Assistant Principal, Teachers, Campus Instructional Specialist, District Staff	Meeting dates, agendas, benchmarks and STAAR scores			
2) Committee will meet quarterly to implement, review, and monitor goals created to focus instruction on English Language Learners and improve their progress on second language acquisition.		Principal, Assistant Principal, Teachers, Campus Instructional Specialist, District Staff	Meeting dates, agendas, benchmarks, STAAR scores, TELPAS scores			
						

Goal 3: San Jacinto Elementary through enhanced and 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 in order to help promote academic success now and in the future.


Summative Evaluation: Attendance call log, SST log, parent contact log, awards assemblies

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Student's attendance will be monitored daily by the attendance clerk, counselor, FIC, teachers and administrators.		Campus Administrators, Family Involvement Coordinator, Attendance Clerk, Teachers	Attendance call log			
2) Provide attendance incentives for students and staff for perfect attendance and improved attendance each six weeks.		Campus Administrators, Family Involvement Coordinator	Awards Assemblies			
3) The Student Support Team will provide assistance to students with attendance concerns by utilizing the district's Truancy Prevention Measures which includes attendance conferences and making home visits .		Family Involvement Coordinator, Counselor, Campus Administrators, Teachers	SST Team meeting log, Parent Contact log			
4) Post college banners and promote a career and college path for all students in the building. Also post teacher's college banners by their classrooms.		Counselor, Campus Administrators, Teachers	College Banners Posted			
						

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.






Summative Evaluation: Lesson plans for Keystone, Guidance logs, award assemblies, PBIS agendas.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Recognize and reward students for good behavior through behavior/character salutes assemblies each six weeks.		Principal, Assistant Principal, Counselor, Teachers	Monthly Calendar			
2) Provide regular reward opportunities for all students to receive rewards for good behavior using PBIS strategies.		Counselor, Principal, Assistant Principal, Teachers	Monthly Calendar			
3) Review school-wide student expectations and post in hallways and classrooms. Behavior expectations will be reviewed at the beginning of school and the second semester.		Campus Administrators, Teachers, Counselor	Expectations Posted			
4) 5th Grade students will have the opportunity to participate in Student Council and mentoring of primary students.		Counselor, Campus Administrators Teachers	Student Council Membership			
5) Through our Keystone and Olweus Curriculums, teachers will promote an anti-bullying environment on campus. Our school counselor will also provide guidance lesson for classrooms on anti-bullying.		Campus Administrators, Counselor, Teachers	Keystone and Olweus Curriculum, Guidance logs, decrease in bullying investigations by campus administrators			
						

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

Performance Objective 2: Implement a school-wide discipline plan that is coupled with OWLEUS, PBIS and Keystone curriculum.


Summative Evaluation: Morning announcement schedule, lessons plans, PBIS agendas.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Focus on building character traits from Keystone curriculum through morning announcements		Principal, Assistant Principal, Counselor, Teachers	Morning announcement schedule			
2) Teachers will include Keystone and Olweus Curriculums in their lessons every day for 15 minutes		Teachers, Counselor, Principal, Assistant Principal	Lesson Plans			
3) Schedule Quarterly PBIS meetings.		Assistant Principal, Principal, Teachers, Counselor	Meeting Minutes			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 1: All students will be taught by a teacher who has met the requirement as Highly Qualified.

Summative Evaluation: Master schedule, Teacher Service Record, New Teacher Meeting Minutes

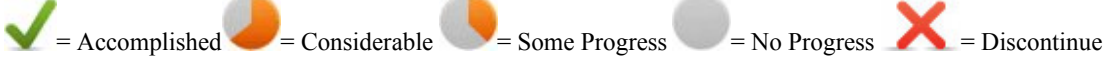
Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Attend job fairs and recruit early from pool of Highly Qualified teachers in core academic subject areas.	5	Principal	Job Fair Report			
2) Assure all assignments and re-assignments are filled with Highly Qualified staff.		Principal	NCLB Report, Master Schedule			
3) Ensure that low-income students and minority students are not taught at higher rates than other student groups by inexperienced teachers.		Principal	Teacher Service Record, Master Schedule, Homeroom Class List			
4) Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers.		Principal	Minutes			
						

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, parents, teachers, and the community.

Summative Evaluation: Class attendance, parent sign-in sheets, volunteer service hours, PTO Board Meeting Minutes, Newsletters.






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Provide ESL classes for parents during the fall and spring semesters and the use of ESL Reading Smart computer program	10	Family Involvement Coordinator, Campus Administrators	Class Attendance			
2) Provide two academic nights coupled with a book fair to provide hands-on and take home activities related to TEKS.	6	Campus Administrators, Campus Instructional Specialist, Family Involvement Coordinator, Teachers	Parent sign-in sheets			
3) Provide one early literacy and STAAR parent night in which parents will receive take home activities related to the TEKS.	6	Campus Administrators, Campus Instructional Specialist, Family Involvement Coordinator, Teachers	Parent sign-in sheets			
4) Provide opportunities for parents to visit classrooms, have lunch with their child and participate in activities in PE, music and art.	7	Campus Administrators, Family Involvement Coordinator	Parent sign-in sheets			
5) San Jacinto Elementary will provide volunteer training for all parents interested in volunteering on campus.		Campus Administrators, Family Involvement Coordinator	Meeting agenda and Parent sign-in sheets			

6) Recognize all Parent, and Partner in Education, volunteers at a Luncheon		Family Involvement Coordinator, Campus Administrators	Luncheon date, and parent sign-in sheets			
7) San Jacinto Elementary will establish a PTO board at our annual PTO meeting in September.		Campus Administrators, Family Involvement Coordinator	Parent sign-in sheet, PTO Board names			
8) The Family Involvement Coordinator will publish a bi-monthly newsletter to parents informing them of important dates and campus information		Family Involvement Coordinator, Campus Administrators	Newsletters			
						

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.

Summative Evaluation: Computer Reports, Observations, Lesson Plans, Walk-Throughs, Training Agendas

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Students and Teachers will use appropriate intervention software to enhance learning. (I-Station, Think Through Math, Edusmart, Imagine Learning English, ESL Reading Smart, and Reasoning Minds, etc.)	9	Principal, Teachers	Computer Reports			
2) Teachers will utilize technology in their classrooms to enhance instruction and increase learning by using (Promethean Boards, E-instruction, Interactive Slate, Laptops, I-Pads, desktop computers in lab). Teachers will have access to a schedule to inform them of "Open Times" in the computer lab for student use.		Campus Administrators, Teachers	Classroom Observations, Computer Lab Schedule, Walk-Throughs			
3) Students will utilize laptops in the classroom for journaling, creating PowerPoints, research, etc., to maximize and enhance instruction. Students will also utilize Edmodo as a tool in the classroom.		Campus Administrators, Teachers, Campus Technology Specialist	Lesson Plans, Walk-Throughs			
4) The campus will provide technology training as needed, as well as, encourage teachers to attend district technology training for growth.		Campus Administrators, Teachers	Training Agenda, Staff Development Records			
5) At-Risks students in grades K-5 will utilize one or more of the following programs, Imagine Learning, ESL Reading Smart, I-Station, Waterford, in order to support technology TEKS and improve their academic success.		Campus Administrators, Teachers, Campus Instructional Specialist	Computer Reports and before and after school attendance logs			
6) Students in 3rd and 4th grades will utilize the campus laptop for research in Language Arts and Science and for creating PowerPoint Presentations		Teachers, Campus Administrators	Student Presentations, Laptop cart check-out, Lesson Plans			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

2016-2017 Campus Instructional Leadership Team

Committee Role	Name	Position
Administrator	Rachel McAdam	Principal
Classroom Teacher	Licette Alvarez	PK Teacher
Classroom Teacher	Mildred Crawford	3rd Grade Teacher
Classroom Teacher	Corina Garcia	5th Grade Teacher/Bilingual
Classroom Teacher	Soledad Harding	2nd Grade Teacher/Bilingual
Classroom Teacher	Kyleigh Moore	1st Grade Teacher
Classroom Teacher	Hope Otto	4th Grade Teacher
Classroom Teacher	Shelia Southall	Special Education Teacher
Non-classroom Professional	Margret Ehlig	Librarian
Non-classroom Professional	Kim Hillis	CIS
Non-classroom Professional	Sara Serrano	FIC