Goose Creek Consolidated Independent School District

San Jacinto Elementary

2019-2020 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Top 25 Percent: Comparative Academic Growth

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!"

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

The Site Based and Demographics Committee analyzed our data and reported the following findings: San Jacinto Elementary serves 443 students in grades PK-5th. PK through 1st grade is self-contained, grades 2nd-5th team-teach. San Jacinto teachers and paraprofessionals are 100% Highly Qualified. San Jacinto Elementary serves predominately economically disadvantaged families. San Jacinto Elementary's economically disadvantaged rate is 89.73%. The student population at San Jacinto is 79.48% Hispanic/Latino, 7.86 % Black of African American, .87% American Indian or Alaska, .22% Asian, 10.04% White, 1.53% Two or More Races. The overall mobility rate for the campus is approximately 23.2% in part due to the location of a homeless shelter within our school zone.

The Average Daily Attendance rate for students is 96.1%, which is lower than previous years.

San Jacinto Elementary serves: 10.4% identified Special Education, 38% English Language Learners, 76.63% of Student At-Risk, 5.45% of students identified Gifted and Talented, and 6.3% students identified for 504 services.

Demographics Strengths

The Demographic Committee identified the following strengths for the campus:

- High level of parent and community involvement
- Attendance incentives for both students and staff
- GT Showcase provides opportunities to share their abilities
- Multiple opportunities for participation in extra-curriculars such as: STEM Club, Coding Club, Big Brothers/Big Sister, Book Club, Banana Grams, Steppers (Walking), choir, and UIL
- Campus provides food, clothing and basic necessities to create a safe, nurturing environment for our students and families
- Mentor/Buddy Program and Monthly New Teacher Meetings
- Professional Development aligned to campus goals
- Adequate resources for instruction
- Consistency of grade level teams

Student Academic Achievement

Student Academic Achievement Summary

The Site-Based and Student Achievement Committee analyzed our data and reported the following findings: Highly effective instruction in the special education classroom is occurring. The RtI process has become more effective this year, with more students responding to intervention and exiting RtI. The campus had growth in all four domains of TELPAS in every grade level.

The committee also reported the following findings: There is a lack of phonics instruction occurring at every grade level and this impacts the number of students reading on grade level, teachers reported there is a lack of professional development for writing. In addition, the committee reported our students have gaps due to their lack of experiences in part due to the high number of economically disadvantaged students on this campus.

The committee found the following areas of need for student achievement:

- Most of our students the "approaches" level on STAAR in all areas. The campus needs to increase the number of students achieving meets and masters grade level standards on STAAR
- The campus fell below the state and district average in most STAAR areas
- 43% of the campus is reading below grade level
- STAAR Writing 59% passing rate
- Decrease in 3rd Grade Math and Reading passing rate on STAAR
- Decrease in 5th Grade Reading passing rate passing rate on STAAR
- Lack of resources for math RTI
- Higher failure rate for special education students
- 504 students are struggling to meet grade level standards
- The timelines to test for special education services
- Lack of procedures/interventions for student failures

Student Academic Achievement Strengths

The committees identified the following strengthens in the area of student achievement:

- EL population tends to score higher in STAAR areas
- EL students demonstrated growth on TELPAS in every grade level
- Math scores are higher than reading scores
- A high number of students exceeded the growth measure on STAAR

- The campus is consistent with the PLC process
- The campus is technology rich and uses technology to meet the individual needs of students
- Teachers are grouping students across grade levels for intervention
- Instructional paraprofessionals provide interventions to students
- RTI process is effective and students are exiting RTI

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The majority of the students are attaining "approaches grade level" standards on all areas of the STAAR. **Root Cause**: The instruction students are receiving is not aligned to the rigor of STAAR in all grade levels.

School Processes & Programs

School Processes & Programs Summary

The Site-Based Committee and Processes/Programs Committee analyzed our instructional, curricular, personnel and our organizational data. The committee discovered based on the data students in grades K-2 are not getting a strong reading foundation to help them become successful when the rigor is higher in upper grades. Additionally, students in grades K-2 are not getting a strong number sense foundation to help them understand higher level math concept in the upper grades. Students in higher grades are coming with gaps. Finally, students in grades K-5 are not understanding and using academic vocabulary with fidelity and students are unfamiliar with higher level vocabulary used on STAAR tests.

Needs

- Students are still struggling in reading from an early age. We need to build a stronger culture of literacy on our campus.
- Weak curriculum in phonics instruction in grades K-2nd. Staff development is needed in phonics instruction.
- Data indicates that students have shown growth in writing skills, however, additional writing instruction is necessary to meet grade level standards in K-5th grade. Professional development is needed in writing.
- Teachers PK - 5 need additional vertical alignment meetings to discuss strategies and create non-negotiables from grade to grade.
- Teachers struggle to address level 3 and 4 of DOK based on time, resources, lessons, ideas, etc. This struggle is during whole group and small group time.

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 in most core content areas is strong and aligned to TEKS. We used STAAR Mission, the new math curriculum this year in K-5. Teachers were able to use many questions from it for CFA's and Unit tests. We will have all new resources for ELA based on the textbook adoption next year. Fountas and Pinnell is now being used in grades K-3 and we are already seeing growth in our students and strengths in their reading levels.
- Teachers met in PLC's weekly to unpack TEKS, create common assessments, and identify needs of students (intervention and enrichment). Teachers were able to meet often which helped with being able to group the students based on their immediate needs, then work on specific ways to address those needs.
- Teachers received DOK training and were provided question stems. This helped teachers increase the level of rigor during instruction based on questioning and checking for understanding as well as applying their learning.
- Our campus is data driven-using data to make decisions based upon student needs. Teachers used numerous types of data including screener, guided reading levels, CFA's, CBA's, Benchmarks, and STAAR (5th grade 1st admin).

- Most teachers have students track their assessments and make goals for themselves using some sort of tracking chart or notebook.
- Teachers were able to complete Peer Walks to observe other teachers as a part of their professional development. This helped teachers gain new ideas for all aspects of teaching including instruction, classroom management, room arrangement, questioning, monitoring instruction, and more.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 43% of the campus is currently reading below grade level. **Root Cause**: Students have several at-risk factors and students in grades K-2 are not developing a strong foundation in basic reading skills in order to apply reading concepts in upper grades.

Perceptions

Perceptions Summary

The Site Based and Perceptions Committee analyzed our data and reported the following: San Jacinto Elementary is proactive and has procedures in place for students to feel safe at school. The staff is aware of student needs and has interventions in place to meet the needs of all students. Students and parents feel the staff builds positive relationships with students. Additionally, there are a wide variety of school wide programs and processes to promote positive behaviors and for students to be actively involved in school activities and feel a part of the school culture. PBIS is currently successful and we have decrease in office referrals. The campus has a strong RTI process for behavior and provides social skills groups.

The campus has many parent volunteers as well as community involvement.

Needs identified by the Committee:

- The campus has no parent or community member in the site-based decision-making committee
- Most parents need help accessing web-based school programs because they do not have internet access at home
- Not all parents felt welcomed and parents need more opportunities to volunteer on the campus
- Need open communication between teachers and parents and to be receptive to feedback
- 60% of student identified on student survey that students do not treat each other with respect
- Majority of students identified on student survey that students do not show respect to their teachers

Perceptions Strengths

The perceptions committee met and analyzed current data and identified the following strengths for the campus:

- PBIS is implemented with fidelity by the staff. The campus staff is creative in providing incentives to support positive behaviors such as: Bear Bucks, Bear Market, chalk parties, attendance incentives, and fun Fridays.
- There are several after-school and before school programs such as: coding club, stem-club, maker space, art and book clubs
- Parents, teachers, and students, as indicated on school surveys, feel safe at school because we have safety procedures and drills in place such as: the vestibule, fire drills, intruder, severe weather, etc.
- We have a buddy system in place for new students and the counselor meets with every new student on campus.
- Numerous parents come daily to eat lunch with their student.
- Our students are perceived by substitutes, on field trips, and other stake holders to be well-behaved.
- Discipline: PBIS, active monitoring, consistently documenting in Review 360 to help students who struggle with behavior, social skills groups Families feel welcome and are eager to participate in Open House, Family Nights, CATCH Night, Special Events, Grandparents Day, Thanksgiving

lunch, Volunteer Training, and Nutrition and Wellness classes
- Strong community partnerships: Partners In Education (ExxonMobil), Life Church, Bayway Church, Houston Food Bank, Hearts and Hands of Baytown, Nature Center, Promise Center, Downtown Aquarium, Walgreens Pharmacy, Bay Area Homeless Services (Campus Student Success Specialist is a member of the Board of Directors)
- The campus has a strong collaboration between Bay Area Homeless Services, Harris County Social Services (CYS) and Bayway Church to provide school supplies, clothes and shoes to students and necessary resources for our homeless students

Priority Problem Statements

Problem Statement 1: 43% of the campus is currently reading below grade level.

Root Cause 1: Students have several at-risk factors and students in grades K-2 are not developing a strong foundation in basic reading skills in order to apply reading concepts in upper grades.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: The majority of the students are attaining "approaches grade level" standards on all areas of the STAAR.

Root Cause 2: The instruction students are receiving is not aligned to the rigor of STAAR in all grade levels.

Problem Statement 2 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- PBMAS 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
- STAAR EL 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
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Running Records results
- 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 rates of progress between groups
- 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 and participation data
- Male / Female performance, progress, and participation data
- 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
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- TTESS data

Parent/Community Data

- Parent 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
- Study of best practices

Goals

Revised/Approved: October 07, 2019

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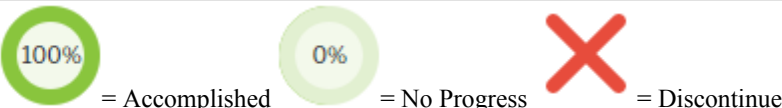
Performance Objective 1: San Jacinto will implement a well-balanced instructional program to ensure academic success for each child.

Evaluation Data Source(s) 1: STAAR Results, Universal Screeners, Lesson Plans, Common Formative Assessments, Benchmarks, Curriculum Based Assessments TELPAS Results, Walk-throughs and observations.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) 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.	2.4, 2.4	Principal Assistant Principal RTI Committee Teachers	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.			
	Problem Statements: School Processes & Programs 1					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
2) 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. In addition, EL students in grades 2nd-5th will participate in EL Talks to set goals for TELPAS.	2.6	Teachers Principal Assistant Principal Campus Instructional Specialist Teachers Students	Teachers will present their data notebook in the PLCs and make adjustments to instruction based on the data to ensure students are making progress.			
Problem Statements: Student Academic Achievement 1						
3) Campus administrators through the PLCs will meet bi-monthly with CS3, Counselor, CIS, Intervention Specialist, core teachers and special education teachers to monitor student progress in core subject areas.		Principal Assistant Principal Campus Instructional Specialist Counselor Teachers Special Education	Students progress will improve in core subject areas.			
4) 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.	2.5	Campus Administrators Teachers Campus Instructional Specialist	By June 2020, our STAAR results will increase the number of students meeting "meets" and "masters" levels in all subject areas			
5) Teachers will meet in vertical teams to create non-negotiable instructional strategies for math, reading and writing to ensure highly effective instruction is occurring in all classrooms.		Campus Instructional Specialist Campus Administrators Teachers	The expected result will be highly effective instruction in all classrooms.			
6) 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 time.		Principal Assistant Principal	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.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
7) Students in grades K - 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. In addition, the language objective must be a speaking skill at least twice per week.		All staff	We will increase the number of students speaking in complete sentences and the use and understanding of academic vocabulary. We will increase the use of educational technology to encourage speaking more often such as: Seesaw, Flipgrid, Chatterpix, etc.			
8) 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.	2.5		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.			
	Problem Statements: Student Academic Achievement 1					
	Funding Sources: Coordination of Local and State Funds - 1000.00					

 100% = Accomplished   0% = No Progress   = Discontinue

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: The majority of the students are attaining "approaches grade level" standards on all areas of the STAAR. **Root Cause 1**: The instruction students are receiving is not aligned to the rigor of STAAR in all grade levels.

School Processes & Programs
Problem Statement 1: 43% of the campus is currently reading below grade level. **Root Cause 1**: Students have several at-risk factors and students in grades K-2 are not developing a strong foundation in basic reading skills in order to apply reading concepts in upper grades.

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 Source(s) 1: Lesson plans, walk-throughs, observations, assessments, PLC Agendas

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) We will utilize a variety of materials and intervention software to teach and reinforce the rigor of STAAR.	2.6, 2.6	Principal Assistant Principal Campus Instructional Specialist Teachers	We will increase the number of students reading on grade level and increase STAAR Reading scores.			
2) We will utilize the Accelerated Reading Program to develop individual reading goals to promote reading and increase the number of students reading on grade level.		Principal Librarian Teachers	With the use of AR, 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.			
Funding Sources: Local Funds - 500.00						
3) Teachers will attend Grade Level Team, PLCs, 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	With teachers collaborating often, we expect student achievement to increase.			
4) The campus will utilize the At-Risk Interventionist and Reading Tutors to implement deeper reading intervention both after school and in-school.	2.6	Teachers Principal	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.			
Problem Statements: School Processes & Programs 1						
Funding Sources: Coordination of Local and State Funds - 6000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
5) The campus will utilize the Title III Instructional Paraprofessional to help implement phonemic awareness, reading support, reading comprehension, and written expression in grades K-5 with emphasis on grades 3-5.	2.4	Principal	Bilingual students will increase their reading levels by the end of the school year.			
6) Teachers will participate in peer reflective walks on campus at least once per six weeks to ensure implementation of agreed upon non-negotiable instructional strategies are effectively being used.	2.5, 2.5	Teachers Campus Instructional Specialist Campus Administrators	Every six weeks, every teacher will participate in at least one reflective walk to increase knowledge of instructional practices, effectiveness of non-negotiable strategies and in turn increase student achievement.			
Funding Sources: Coordination of Local, State, and Federal Funds - 65000.00						
7) Teachers will implement "Number Talks" two days per week with students.		Teachers Principal Assistant Principal	Increase in math achievement			
8) The campus will utilize after school tutorials to improve the number of at-risk students achieving the "meets" and "masters" levels on STAAR in all content areas in grades 3-5.	2.6	Principal Assistant Principal Teachers Campus Instructional Specialist	We will have an increase in Student Achievement. We will have an increase in the number of students obtaining the Meets and the Masters level on STAAR.			
Problem Statements: Student Academic Achievement 1						
Funding Sources: Coordination of Local and State Funds - 5000.00						
100% = Accomplished 0% = No Progress ✕ = Discontinue						

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: The majority of the students are attaining "approaches grade level" standards on all areas of the STAAR. **Root Cause 1**: The instruction students are receiving is not aligned to the rigor of STAAR in all grade levels.

School Processes & Programs
Problem Statement 1: 43% of the campus is currently reading below grade level. **Root Cause 1**: Students have several at-risk factors and students in grades K-2 are not developing a strong foundation in basic reading skills in order to apply reading concepts in 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 Source(s) 2: PLC Meeting agendas, STAAR Scores, benchmarks and TELPAS scores.
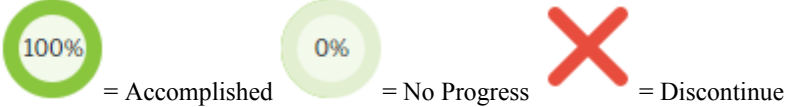
Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) 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.	2.6	Principal Assistant Principal Teachers Campus Instructional Specialist	By focusing on our EL students we expect our TELPAS scores to increase and STAAR scores for EL students to increase.			
Funding Sources: Coordination of Local and State Funds - 1115.00						
2) EL students in grades 1st and 3rd will participate in EL Talks.		Teachers LPAC Committee Assistant Principal Principal	By focusing on our EL students we expect our TELPAS scores to increase and STAAR scores for EL students to increase.			
3) Teachers will engage in professional development on effective instructional strategies for EL students.	2.4	Teachers Principal	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.			

100% = Accomplished   0% = No Progress   ✕ = Discontinue

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 in order to help promote academic success now and in the future.

Evaluation Data Source(s) 1: Attendance call log, SST log, parent contact log, awards assemblies
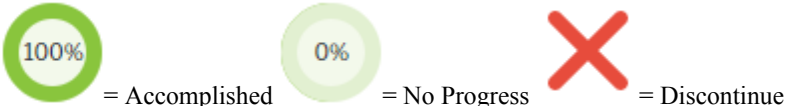
Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Student attendance will be monitored daily by the attendance clerk, counselor, Campus Student Success Specialist, teachers and administrators.		Campus Administrators Campus Student Success Specialist Attendance Clerk Teachers	We expect our annual attendance rate to increase to 97% .			
2) Campus will provide attendance incentives for students, staff and parents for perfect attendance, 97% attendance rate and improved attendance each six weeks. This will be accomplished through family attendance parties, homeroom competitions, individual conferences and other incentives.		Campus Administrators	We expect our annual attendance rate to increase 97%.			
Funding Sources: Local Funds - 1000.00						
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 .		Campus Administrators	We expect our annual attendance rate to increase from 95.6% to 97%.			
Funding Sources: Local Funds - 500.00						
100% = Accomplished　　0% = No Progress　　✕ = Discontinue						

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 Source(s) 2: Discipline records, training materials, sign-in sheets

Summative Evaluation 2:

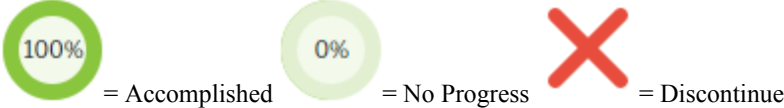| Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Training will be provided to the staff in order to support and have an understanding of behavioral interventions.		Teachers Campus Administrators Campus Student Success Specialist Counselor	Decrease in office referrals Increase in student achievement Students in the classroom more.			
2) Training will be provided to the staff on best strategies targeting the awareness of students' social/emotional needs.		Teachers Counselor Campus Administrators Campus Student Success Specialist	We will have a decrease in office referrals. We will have an increase in student achievements and students present more often in the classroom.			
	100% = Accomplished	0% = No Progress	✗ = Discontinue			

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 Source(s) 1: Lesson plans for Keystone, Guidance logs, award assemblies, PBIS agendas.

Summative Evaluation 1:

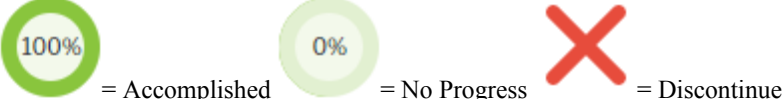| Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) We will recognize and reward students for good behavior through behavior/character salute assemblies each six weeks.		Principal Assistant Principal Counselor Teachers	We will have a decrease in negative student behaviors and an increase in positive student behaviors.			
Funding Sources: Local Funds - 500.00						
2) We will provide regular reward opportunities for all students to receive rewards for good behavior using PBIS strategies.		Counselor Principal Assistant Principal Teachers	Students will be rewarded daily for positive behavior using Bear Bucks and twice per month students will be able to shop at the Bear Market. The expected result from this is a decrease in negative student behaviors and an increase in positive student behaviors.			
Funding Sources: Local Funds - 1500.00						
3) We will review school-wide student expectations and post in hallways and classrooms. Behavior expectations will be reviewed at the beginning of school, daily through announcements, the second semester and after Spring Break.		Campus Administrators Teachers Counselor	Results expected are a decrease in negative student behaviors and an increase in positive student behaviors.			
Funding Sources: Local Funds - 300.00						
4) 5th Grade students will have the opportunity to participate in Student Council and serve on a committee with the principal to improve the school.		Counselor Campus Administrators Teachers	The expected impact of this strategy is students will have an increased voice in decision making in the school, and will have a sense of belonging. We also expect for this to help increase attendance and decrease office referrals.			
5) Through our Keystone and Olweus Curriculum, teachers will promote an anti-bullying environment on campus. Our school counselor will also provide guidance lessons for classrooms on anti-bullying.		Campus Administrators Counselor Teachers	The results expected are a decrease in negative student behaviors and an increase in positive student behaviors.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
6) Additional before and after school programs/clubs will be offered so students have an opportunity to participate in a club on campus. The clubs will be on a rotation basis. Several of the clubs will focus on education to assist students in developing the knowledge, skills and competencies for a broad range of career opportunities. These clubs will include Coding, STEM, Robotics, Art, Writing, etc.	2.5	Teachers Campus Student Success Specialist Counselor Campus Administrators	The expected results is students will have an increased sense of belonging within the school. This will lead to an increase in our attendance rate and a decrease in office referrals.			
Funding Sources: Local Funds - 1000.00						

100% = Accomplished   0% = No Progress   ✕ = Discontinue

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.

Evaluation Data Source(s) 2: Morning announcement schedule, lessons plans, PBIS agendas.
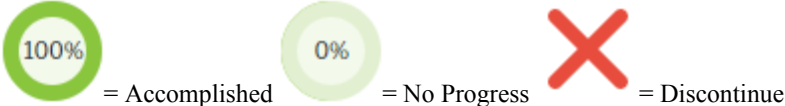
Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) We will focus on building character traits from Keystone curriculum through morning announcements and in the classrooms.		Principal Assistant Principal Counselor Teachers	Results expected are a decrease in negative student behaviors and an increase in positive student behaviors.			
2) Teachers will include Keystone and Olweus Curriculum in their lessons every day for 15 minutes.		Teachers Counselor Principal Assistant Principal	The expected results are a decrease in negative student behaviors and an increase in positive student behaviors.			
3) We will conduct monthly PBIS meetings to review implementation of PBIS and discipline data.		Assistant Principal Principal Teachers Counselor	The expected results are a decrease in negative student behaviors and an increase in positive student behaviors.			
100% = Accomplished		0% = No Progress	✗ = Discontinue			

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 Source(s) 1: Master schedule, Teacher Service Record, New Teacher Meeting Minutes

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) We will attend job fairs and recruit early from a pool of highly effective teachers in core academic subject areas.		Principal	Expected results are high quality instruction, which in turn will increase student achievement.			
2) The campus will assure all assignments and re-assignments are filled with highly effective staff.		Principal	The expected results are highly effective instruction, which in turn will increase student achievement.			
3) We will ensure that low-income students and minority students are not taught at higher rates than other student groups by inexperienced teachers.		Principal	Expected results are highly effective instruction, which in turn will increase student achievement.			
4) We will evaluate the campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers.		Principal	The expected result is retaining new teachers and low teacher turnover rate.			
	100% = Accomplished		0% = No Progress	✖ = Discontinue		

Goal 6: San Jacinto Elementary will establish and maintain parental and community partnerships in education to enhance student achievement.
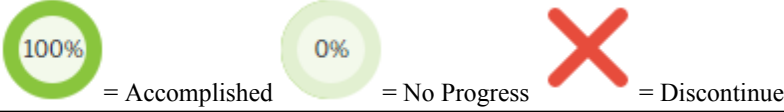
Performance Objective 1: San Jacinto Elementary will create a partnership between home, school, and community by providing on-going communication and opportunities for involvement that informs and educates, students, parents, teachers, and the community.

Evaluation Data Source(s) 1: Class attendance, parent sign-in sheets, volunteer service hours, Newsletters.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) 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 parents 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.	3.1, 3.1	Campus Student Success Specialist Campus Administrators	The expected results are an increase in parental involvement and parents being informed of our school.			
2) The campus will convene an annual Title I meeting as well as engage parents in meaningful ways to support student academic progress through parent-teacher conferences, family nights, and other parent-related services. The campus will schedule these opportunities at times that will optimize participation by parents and family members.	3.2	Campus Administrators Campus Instructional Specialist Campus Student Success Specialist Teachers	The expected results are an increase in parental involvement both at the school and in the home.			
	Funding Sources: Coordination of Local, State, and Federal Funds - 4500.00					
3) The Campus Student Success Specialist will publish a bi-monthly newsletter to parents informing them of important dates and campus information All important dates will be on the campus website and on the scrolling screens in the front office and cafeteria.		Campus Student Success Specialist Campus Administrators	The expected results are an increase in parent involvement and parents being more informed of events on the campus.			
	Funding Sources: Local Funds - 150.00					

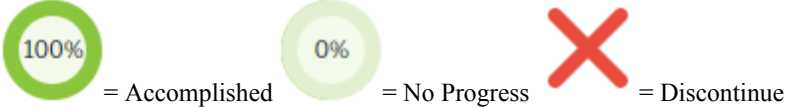| Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
4) The campus will have a communication log and take home folder with all pertinent information for parents that will be sent home every Tuesday.		Teachers Campus Administrators	The expected results are an increase in parent involvement and parents being more informed of their child's progress			
Funding Sources: Local Funds - 250.00						
5) We will provide an early literacy night, an academic night and a STAAR parent night in which parents will receive take home activities related to the TEKS.	3.2	Campus Administrators Campus Instructional Specialist Campus Student Success Specialist Teachers	The expected results are an increase in parental involvement both at the school and in the home.			
Funding Sources: Local Funds - 300.00						
6) San Jacinto Elementary will provide volunteer training for all parents interested in volunteering on campus and expand the opportunities for parents to volunteer on the campus.		Campus Student Success Specialist Administrators	The expected result is an increase in parental involvement on the campus by parents feeling welcome and understanding their role on the campus.			
Funding Sources: Local Funds - 200.00						
7) San Jacinto Elementary will continue and strengthen our Watch D.O.G.S. program.	3.2	Campus Student Success Specialist Campus Administrators	The expected results are an increase in parent involvement.			
8) All families, parents, Partner in Education and volunteers will be recognized at a luncheon at least once per year.		Campus Student Success Specialist Campus Administrators	The expected result is an increase in parental and community involvement on the campus.			
Funding Sources: Local Funds - 200.00						
9) The campus will host several special events in the evening and on weekends to increase positive relationships between home and school.		Teachers Administrators Special Events Committee Campus Student Success Specialist	The impact expected is an increase the number of parents involved with the campus.			
Funding Sources: Local Funds - 500.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	**Feb**	**June**
10) 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.		Teachers Administrators CATCH Committee	Increase the participation in healthy life activities for our students, families and community.			
	100% = Accomplished		0% = No Progress	✗ = Discontinue		

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 Source(s) 1: Computer Reports, Observations, Lesson Plans, Walk-Throughs, Training Agendas

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Students and Teachers will use appropriate intervention software to enhance and personalize learning.	2.5	Principal Teachers	We will show an increase in student achievement and an increase in the use of technology by students.			
Funding Sources: Local Funds - 2500.00						
2) Teachers will utilize technology in their classrooms to enhance instruction and increase learning.		Campus Administrators Teachers	Once per six weeks, teachers will use a different instructional technology application to enhance instruction and increase student learning.			
3) Students will utilize technology in the classroom for journals, creating Power Points, research, etc., to maximize and enhance instruction. Students will utilize educational applications as a tool in the classroom to increase student performance.		Campus Administrators Teachers Campus Technology Specialist	Once per six weeks, teachers will use a different instructional technology application to enhance instruction and increase student learning			
4) The campus will provide technology training throughout the year to increase the use of instructional technology on the campus.		Campus Administrators Teachers Campus Instructional Specialist	The expected impact on the campus is to increase the use of educational technology on the campus to meet the personalized needs of all students.			
100% = Accomplished 0% = No Progress ✗ = Discontinue						

Plan Notes

The ILT met on 4/26/19 in Room 148 at 3:00 to complete the program evaluations

The staff met on 5/1/19 to complete the CNA process. First the staff met as a whole to receive training on the CNA. Then the staff split into 4 groups.

The ILT met on 5/23/19 to complete formative reviews from the 2018-2019 CIP and then developed the new CIP.

2019-2020 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Rachel McAdam	Principal
Non-classroom Professional	Kimberly Hillis	Campus Instructional Specialist
Non-classroom Professional	Sara Serrano	Campus Student Success Specialist
Classroom Teacher	Licette Alvarez	PK Teacher
District-level Professional	Jane Paris	Migrant Coordinator
Classroom Teacher	Carol Cloteaux	4th Grade Teacher
Classroom Teacher	Haley Johnston	5th Grade Teacher
Parent	Sandra Izaguirre	Parent
Classroom Teacher	Mirsha Perez	4th Grade Teacher
Paraprofessional	Carol Cook	Paraprofessional
Classroom Teacher	Maribel Ramirez	3rd Grade Teacher
Classroom Teacher	Melania Dominguez	3rd Grade Teacher
Non-classroom Professional	Perla Olmos	Counselor
Administrator	Rachel Vaughan	Assistant Principal

Campus Funding Summary

Local Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Prizes for AR		$500.00
3	1	2	Attendance Incentives		$1,000.00
3	1	3	Mileage		$500.00
4	1	1	Certificates, food for parents		$500.00
4	1	2	Items for the Bear Market		$1,500.00
4	1	3	Posters		$300.00
4	1	6	Materials		$1,000.00
6	1	3	Colored Paper		$150.00
6	1	4	Folders		$250.00
6	1	5	Materials for activities		$300.00
6	1	6	Food and meal for parents		$200.00
6	1	8	Lunch		$200.00
6	1	9	Materials, food		$500.00
7	1	1	Intervention Software		$2,500.00
				Sub-Total	$9,400.00

Coordination of Local, State, and Federal Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6	Campus Instructional Specialist focused instructional coaching	Title I Part A Funds	$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	$69,500.00

Coordination of Local and State Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	8	Supplemental materials to support student academic improvement	Sp Ed Funds	$600.00
1	1	8	Supplemental materials to support enriched academic improvement	GT Funds	$400.00
2	1	4	Payroll costs for tutors	SCE Funds	$6,000.00
2	1	8	Payroll costs for tutoring	SCE Funds	$5,000.00
2	2	1	Supplemental materials to support Bilingual Students	Bilingual/ESL Funds	$1,115.00
				Sub-Total	$13,115.00
				Grand Total	$92,015.00