

# Goose Creek Consolidated Independent School District

## San Jacinto Elementary

### 2017-2018 Campus Improvement Plan

**Accountability Rating: Met Standard**

**Distinction Designations:**  
Academic Achievement in Science



# 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 Instructional Vision

Must haves...

Every team will make student-centered data driven decisions.

Each faculty member will work cooperatively and collaboratively to meet the learning needs of all students.

Each faculty member will build positive relationships with all students to promote high expectations for academics and behavior.

Every teacher will provide a highly engaging, rigorous learning environment that requires:

The use of cooperative learning groups to promote student discussions

Technology applications

Academic vocabulary

Critical thinking/Problem Solving Real – life applications

# Value Statement

"Where Every BEAR Counts!"

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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 480 students in grades PK to 5<sup>th</sup> grade. PK through 1st grade is self-contained, grades 2nd - 5<sup>th</sup> 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 80.7%. 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 including 100% of Highly Qualified teachers and 100% of Highly Qualified paraprofessionals.

The overall mobility rate for the campus is approximately 21.04%, 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 97.7%.

San Jacinto Elementary serves 36.3% English Learners, 4% of students in the Gifted and Talented program, 6% students identified for 504 services, 10% of RtI Tier I students, 2% of Tier II students, 1% of Tier III students and 7.4% of the students served through special education services.

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 continue 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 Summary

- 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 480 students in grades PK to 5th grade. PK through 1<sup>st</sup> grade is self-contained, grades 2<sup>nd</sup>-5th team teach. Staff includes 100% of Highly Qualified teachers and 100% of Highly Qualified paraprofessionals.
- The student population is predominately Hispanic, 55% male and 45% female with a low socioeconomic status of 80.7%. San Jacinto Elementary serves 36.3% English Learners. 7.4% of the campus is identified for Special Education Services.
- The overall mobility rate for the campus is approximately 21.4%, 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 97%.
- Staff needs support in understanding and working with students from poverty, including how to work with students who are away from parents' due to CPS, drugs, jail, chronic illness and deportation.

## Demographics Strengths

- M1 and M2 students are successful after exiting the Bilingual Program.
- High level of parent and community involvement
- Annual attendance rate was over 97%.
- Class sizes, except 5th grade, were at or below 22 students.

## Student Achievement

### Student Achievement Summary

The committee identified a need for more support for RTI math.

### Student Achievement Strengths

- Teachers have multiple resources available to assist students with academics.
- Special Education and EL students had a higher than district average for students meeting the passing standard for STAAR.
- Fifth 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 Sheltered Instructional strategies and ELPS in the classroom.
- Fifth grade scores increased in Reading, Math and Science from previous school year.
- Intervention time is scheduled into the school day to allow for proper intervention. Proper identification for students in need of intervention is occurring. A proper RTI plan for each individual student has improved tremendously on the campus.
- The campus has implemented enrichment in most grades, which has fostered an increase in the students achieving the masters level on STAAR in all areas, except 4th grade writing. The campus has implemented the following enrichment activities this school year: Makerspace, STEM Club, homework clubs and literature circles.
- On TELPAS, EL students increased their levels on second language acquisition. Campus had a 21% gain on TELPAS from the prior school year.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** On STAAR, our students are not performing at high levels on critical thinking items. **Root Cause:** Students need more access to problem solving activities, which will promote critical thinking.

**Problem Statement 2:** On STAAR, our passing rate for 4th grade writing was 51%. **Root Cause:** Students need additional opportunities to speak in class and have the opportunity to write in all subject areas.

**Problem Statement 3:** Students struggled to meet passing standards for STAAR 3rd/ 4th grade Math and 3rd /4th Reading. **Root Cause:** Two teachers were new to the grade level and teaching. Students are missing key fundamental skills from prior grade levels.

## 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 and counselor reviewed campus data to look for areas of strengths and needs in the area of School Culture and Climate.
- The committee identified the district's procedure of allowing new students enrolling to enter the class after class has started causes an interruption to class and a loss of instructional time.
- Teachers need additional training on strategies to work with students identified with emotional and behavioral disabilities.

### 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- Bear Bucks, Bear market, prizes, Character Salute Breakfasts.
- 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
- Added a STEM Club and 5th Grade Steppers Club.
- Referrals decreased due to the implementation of PBIS.



## **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, staffing patterns, master schedule and campus goals. 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.

The committee identified a need for an additional Campus Instructional Specialist to focus on reading and writing. In addition, the committee identified a need for an additional At-Risk Specialist to provide reading interventions due to the high number of at-risk student who are reading below level.

### **Staff Quality, Recruitment, and Retention Strengths**

- High 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, Bilingual and ESL students are receiving instruction from teachers certified in those areas
- Competitive salaries
- Administrators are approachable

### **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** As a campus, we need to increase collaboration among teachers both in their teams and grade levels to improve student achievement.

**Root Cause:** Not all grade levels are functioning as a Professional Learning Community.

## 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, CFAs, 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.

The committee identified the district needs of additional resources/curriculum and better communication from the social studies department.

### Curriculum, Instruction, and Assessment Strengths

- Used a data wall to track all students reading levels on the campus: The board was updated at every PLC.
- Through the PLC process, teachers have learned how to track students progress.
- Through the PLC process, numerous teachers learned how to disaggregate data and identify needed intervention.
- In 4th and 5th grade, students are setting goals and tracking their own data.
- All teams and content areas have a set planning time.
- This year the campus had more vertical alignment meetings. In the vertical alignment meetings, we were able to share strategies, instruction, discuss TEKS before and after each grade, identify areas of concerns with subjects and how we can strengthen the grade before and after.

### Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Students do not write in complete sentences or thoughts. The passing rate for 4th grade writing was 51%. **Root Cause:** Students need to strengthen their writing skills.

**Problem Statement 2:** Teachers need to track additional data on students to guide instruction, interventions and enrichment for all students. **Root Cause:** We currently track reading data. Teachers need to track additional data such as: math facts, sight words, counting/identifying to 120.

**Problem Statement 3:** Students need to track their own goals/progress in all grades. **Root Cause:** Students in 4th and 5th grade are tracking their own goals and progress. All students need to have an understanding of what they are working towards.

## **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.

The Faculty and Staff at San Jacinto Elementary has worked hard to educate parents and students on the importance of being at school every day. As a result, our data demonstrated an increase in student attendance rate.

Our Instructional Leadership Team has been unable to maintain an active parent and community representative. Parents have expressed concerns that the communication is lacking regarding campus activities and up-coming events.

### **Family and Community Involvement Strengths**

- Our campus has a focus on home/school connection and engage parents in understanding how to support their children by providing parent/teacher conferences, a weekly take home folder, Academic Family Nights, STAAR Family Night, PK Family, Night, Movie Night, and by communicating school events through newsletters, fliers, school website, calling parents on school messenger, posting information on the SJEPTO Facebook page.
- We have a wide variety of activities throughout the year for parents and students to be involved and maintain on-going communication to encourage parent participation.
- Many parents have a positive perception of our campus because they convey that they feel welcome when they enter the building and throughout the school.
- We have many parents and community members that volunteer on a regular basis and we conclude this by the number of volunteer service hours accumulated at the end of the year. Many parents come to eat breakfast or lunch with their children almost daily.
- During our family events, such as family nights, grandparents' day, Thanksgiving lunch, Christmas Program, Character Salute, Field Day, Pirates Bay, Nutrition Classes, etc. we have a large number of parent participation.
- We have an active and supportive Parent Teacher Organization (PTO).
- Strong community partnerships with the Life Church, Exxon Mobil, St. Joseph, and the Promise Center.
- Our campus or district structure make it easy for parents and community members to be heard and be part of solutions to identified problems because our school administrators have an open-door policy. A meeting will be set-up with any individual that has a concern and their voice will be heard.

## **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**

- Teachers expressed they have a voice in decision making and school practices through the PLC process and committees.
- Administrators are approachable.
- Staff expressed they feel the master schedule maximizes the time in instruction and there are little to no interruptions to the instructional day.
- Updated technology.
- Small group time allows for intervention.
- Several forms of remediation for struggling students.
- Increased communication among all stakeholders.
- Implementation of PLCs.
- Increased the use of PBIS.
- Increased overall attendance rate.
- The campus has an overall focus on improving student achievement.

# Technology

## Technology Summary

The site-based decision-making team and a team comprised of teachers, school paraprofessionals, Campus Instructional Specialist 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.

As a district, the committee identified a need for more intervention programs to be available to assist struggling students. Also, for our students who are bilingual, there needs to be more programs available to meet their needs. Primary teachers would like to have access to class sets of devices.

## Technology Strengths

- All core classes have Promethean Boards, document cameras, and a set of classroom clickers.
- Two Computer Labs, One Lab for Special Education students.
- Student engagement is higher with increased technology.
- Each class has 2 desktops and 3 laptops for student use.
- IPAD and Laptop carts can be checked for students to use in any classroom.
- PK has it own IPAD cart and students are using Waterford daily.
- The district and campus expect teachers to be using technology in their classrooms on a regular basis and students to be using technology to complete their finished products and show evidence of their learning.
- Fifth graders are using Google Classroom, Forms, Formative, clickers and Kahoot on a regular basis.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Instructional technology needs to be increased on the campus as a whole to produce evidence of student learning. Some classrooms are using technology to meet the individual needs of students, but not all. **Root Cause:** Not all teachers feel comfortable with technology or see the value of it.

# 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

## **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
- Study of best practices



# Goals






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

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

**Evaluation Data Source(s) 1:** STAAR Results, Universal Log, Lesson Plans, Walk-throughs and observations.

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	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.	9	Principal, Assistant Principal	Monthly, the RTI committee and PLCs will measure students progress using STAAR Results, Universal Intervention log, RTI Minutes/Data, Data Wall, Tutor notes and PLC minutes to ensure students are making progress. If not, interventions will be adjusted based on the data.			
				Funding Sources: Coordination of Local and State Funds - 5000.00		
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.	9	Teachers, Principal, Assistant Principal, Campus Instructional Specialist	Every two weeks, 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: Curriculum, Instruction, and Assessment 2		
3) Campus administrators through the PLCs will meet bi-monthly with CS3, Counselor, CIS, Intervention specialist and core teachers and special education teachers to monitor student progress in Core subject areas.		Principal, Assistant Principal, Campus Instructional Specialist, Counselor, Teachers, Special Education	Campus administrators through the PLCs will meet bi-monthly with CS3, Counselor, CIS, Intervention specialist, Special Education teachers and core teachers to monitor student progress in Core subject areas.			
				Problem Statements: Student Achievement 1, 2, 3 - Staff Quality, Recruitment, and Retention 1 Funding Sources: Coordination of Local and State Funds - 258.00		
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	8	Principal, Assistant Principal, Campus Instructional Specialist, Teachers	Campus administrators and CIS will meet with grade level teachers bi-monthly to discuss the progress of their students. If students are not making progress, adjustments will be made to instruction, interventions and small group time.			
				Problem Statements: Curriculum, Instruction, and Assessment 2		

5) Enrichment support will be given to students to excel them academically and to close gaps in their learning. This will be accomplished through small group, Makerspace, guided math and reading.	Principal, Teachers	Bi-monthly administrators and CIS will meet with teachers through the PLCs to identify students needing enrichment. Adjustments will be made to small groups to meet the needs of students.			
	Problem Statements: Student Achievement 1 Funding Sources: Coordination of Local and State Funds - 170.00				
6) Teachers will utilize rigor, relevance and Depth of Knowledge strategies and questioning in their lesson to increase student achievement on STAAR.	Campus Administrators, Teachers, Campus Instructional Specialist	By June 2018, our STAAR results will increase in 3rd and 4th grade reading/writing and math from the 2017 school year.			
	Problem Statements: Student Achievement 1, 2, 3				
7) Vertical team meeting will be held at least 4 times a year to discuss gaps in learning and to address instructional concerns. This will also include identifying essential standards for each grade level in the area of math, reading and writing.	Campus Instructional Specialists, Campus Administrators, Teachers	By May 2018, vertical team meetings will be held at least 4 times to address gaps in learning and identify essential standards for grade level for math, reading and writing. The essential standards will be used to drive Common Formative Assessments.			
	Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1				
8) The campus will create and maintain an instructional support calendar 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 calendar for instructional paraprofessionals. Their schedule will be adjusted based on the needs of students and ensure students are being supported to increase student achievement.			
	Problem Statements: Staff Quality, Recruitment, and Retention 1				
9) Campus will ensure there is alignment between ILC, ILT, and Grade level meetings. ILT will meet the Wednesday following monthly ILC meetings. ILT Grade Level representative will share information during Grade Level Meetings.	Principal, Assistant Principal	Once a week, Team Leaders will turn in the minutes from their grade level meeting to the principal. Principal will review minutes to ensure there is alignment among the ILC, ILT and grade level meetings.			
	Problem Statements: Staff Quality, Recruitment, and Retention 1				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

### Performance Objective 1 Problem Statements:

<b>Student Achievement</b>
<b>Problem Statement 1:</b> On STAAR, our students are not performing at high levels on critical thinking items. <b>Root Cause 1:</b> Students need more access to problem solving activities, which will promote critical thinking.
<b>Problem Statement 2:</b> On STAAR, our passing rate for 4th grade writing was 51%. <b>Root Cause 2:</b> Students need additional opportunities to speak in class and have the opportunity to write in all subject areas.
<b>Problem Statement 3:</b> Students struggled to meet passing standards for STAAR 3rd/ 4th grade Math and 3rd /4th Reading. <b>Root Cause 3:</b> Two teachers were new to the grade level and teaching. Students are missing key fundamental skills from prior grade levels.
<b>Staff Quality, Recruitment, and Retention</b>
<b>Problem Statement 1:</b> As a campus, we need to increase collaboration among teachers both in their teams and grade levels to improve student achievement. <b>Root Cause 1:</b> Not all grade levels are functioning as a Professional Learning Community.

## Curriculum, Instruction, and Assessment

**Problem Statement 2:** Teachers need to track additional data on students to guide instruction, interventions and enrichment for all students. **Root Cause 2:** We currently track reading data. Teachers need to track additional data such as: math facts, sight words, counting/identifying to 120.

## 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	Title I	Monitor	Strategy's Expected Result/Impact	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, Reading A to Z, Leveled Literacy Intervention, Book Clubs, Comprehension Tool-kit, Waterford, Renaissance 360 Intervention By Design, and Imagine Learning)		Principal, Assistant Principal, Campus Instructional Specialist, Teachers	By May 2018, 95% of students will increase their reading level. Students not progressing in their reading levels will be referred to the RTI committee for further interventions.			
	Funding Sources: Coordination of Local and State Funds - 5000.00					
2) Utilize the Accelerated Reading Program and Book Clubs to promote reading		Principal, Librarian, Teachers	By May 2018, students will meet the campus AR goal. With the use of AR, we expect students to increase the amount of time and books they are reading.			
	Problem Statements: Student Achievement 3 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.			
	Problem Statements: Staff Quality, Recruitment, and Retention 1					
4) The campus will utilize the Intervention Teacher and Reading Tutors to implement deeper reading intervention in grades 3 and 4.	9	Teachers, Principal	With intensive reading intervention for students reading below grade level, we expect students to increase their reading levels and comprehension. In turn, we expect STAAR scores to increase.			
	Problem Statements: Student Achievement 1, 3 Funding Sources: Coordination of Local and State Funds - 5000.00					
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.		Principal	Bilingual students to increase their reading levels by the end of the school year			
	Problem Statements: Student Achievement 3 Funding Sources: Coordination of Local, State, and Federal Funds - 25000.00					
6) Teachers will participate in peer reflective walks on campus at least once per six weeks.	1, 3	Teachers, Campus Instructional Specialist, Campus Administrators	Every six weeks, every core subject teacher will participate in at least one reflective walk to increase knowledge of instructional practices and in turn increase student achievement.			
	Problem Statements: Staff Quality, Recruitment, and Retention 1					

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

**Performance Objective 1 Problem Statements:**

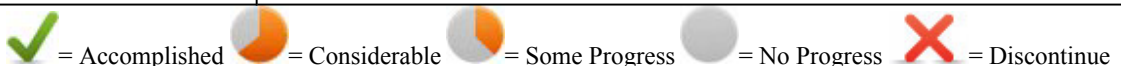
<b>Student Achievement</b>
<p><b>Problem Statement 1:</b> On STAAR, our students are not performing at high levels on critical thinking items. <b>Root Cause 1:</b> Students need more access to problem solving activities, which will promote critical thinking.</p>
<p><b>Problem Statement 3:</b> Students struggled to meet passing standards for STAAR 3rd/ 4th grade Math and 3rd /4th Reading. <b>Root Cause 3:</b> Two teachers were new to the grade level and teaching. Students are missing key fundamental skills from prior grade levels.</p>
<b>Staff Quality, Recruitment, and Retention</b>
<p><b>Problem Statement 1:</b> As a campus, we need to increase collaboration among teachers both in their teams and grade levels to improve student achievement. <b>Root Cause 1:</b> Not all grade levels are functioning as a Professional Learning Community.</p>

**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 writing instruction and 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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Grade Level PLCs and vertical teams will meet at least every six weeks to implement, review, and monitor goals created to increase expository writing scores and overall passing rate on STAAR Writing (increase number of composite scores to 5, 6, 7 and 8's) among students.	2	Principal, Assistant Principal, Teachers, Campus Instructional Specialist, District Staff	By focusing on writing as a campus, we expect our writing scores to increase.			
				Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1		
2) Grade Level PLCs and vertical teams will meet at least once per six weeks to implement, review, and monitor goals created to focus instruction on English Language Learners and improve their progress on second language acquisition.	2	Principal, Assistant Principal, Teachers, Campus Instructional Specialist	By focusing on our ELL students we expect our TELPAS scores to increase and STAAR scores for ELL students to increase.			
				Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 2 Funding Sources: Coordination of Local and State Funds - 1115.00		
						

**Performance Objective 2 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 1:</b> On STAAR, our students are not performing at high levels on critical thinking items. <b>Root Cause 1:</b> Students need more access to problem solving activities, which will promote critical thinking.
<b>Problem Statement 2:</b> On STAAR, our passing rate for 4th grade writing was 51%. <b>Root Cause 2:</b> Students need additional opportunities to speak in class and have the opportunity to write in all subject areas.
<b>Staff Quality, Recruitment, and Retention</b>
<b>Problem Statement 1:</b> As a campus, we need to increase collaboration among teachers both in their teams and grade levels to improve student achievement. <b>Root Cause 1:</b> Not all grade levels are functioning as a Professional Learning Community.
<b>Curriculum, Instruction, and Assessment</b>

**Problem Statement 1:** Students do not write in complete sentences or thoughts. The passing rate for 4th grade writing was 51%. **Root Cause 1:** Students need to strengthen their writing skills.

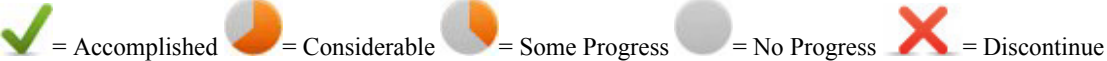
**Problem Statement 2:** Teachers need to track additional data on students to guide instruction, interventions and enrichment for all students. **Root Cause 2:** We currently track reading data. Teachers need to track additional data such as: math facts, sight words, counting/identifying to 120.

**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	Title I	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, Family Involvement Coordinator, Attendance Clerk, Teachers	We expect our annual attendance rate to increase from 96.3% to 97%.			
2) Campus will provide attendance incentives for students and staff for perfect attendance and improved attendance each six weeks. Also, attendance incentives will be provided for each homeroom every Friday that spells "Attendance".		Campus Administrators	We expect our annual attendance rate to increase from 96.3% to 97%.			
	Funding Sources: Local Funds - 800.00					
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 96.3% to 97%.			
						




**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	Title I	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 working with students from poverty, including how to work with students who are away from parents due to CPS, drugs, jail, chronic illness and deportation.	4, 10	Teachers, Campus Administrators, Campus Student Success Specialist, Counselor	Decrease in office referrals, increase in student achievements, students in the classroom more.			
	Funding Sources: Local Funds - 2500.00					
2) Training will be provided to the staff of best strategies to use with students identified with ADHD, Autism, ODD and other emotional disabilities.		Teachers, Counselor, Campus Administrators, Campus Student Success Specialist	Decrease in office referrals, increase in student achievements, students in the classroom more.			
						

## 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	Title I	Monitor	Strategy's Expected Result/Impact	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	Decrease in negative student behaviors. Increase in positive student behaviors.			
	Funding Sources: Local Funds - 500.00					
2) 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. Twice per month, students will be able to shop at the Bear Market. Results will be decrease in negative student behaviors and increase in positive student behaviors.			
	Funding Sources: Local Funds - 1500.00					
3) Review school-wide student expectations and post in hallways and classrooms. Behavior expectations will be reviewed at the beginning of school, daily through announcements and the second semester.		Campus Administrators, Teachers, Counselor	Results expected are a decrease in negative student behaviors; 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	Students will have an increased voice in decision making in the school which in turn students will feel more of a sense of belonging to the school, which will increase attendance, student achievement 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 lesson for classrooms on anti-bullying.		Campus Administrators, Counselor, Teachers	Results expected are a decrease in negative student behaviors; increase in positive student behaviors.			
6) Additional before and after school programs/clubs will be offered so all students have an opportunity to participate in a club on campus.		Teachers, Campus Student Success Specialist, Counselor, Campus Administrators	Students will feel more of a sense of belonging to the school which will increase attendance, student achievement and decrease office referrals.			
 = Accomplished  = Considerable  = Some Progress  = 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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) 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; 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	Results expected are a decrease in negative student behaviors; increase in positive student behaviors.			
3) Conduct monthly PBIS meetings to review implementation of PBIS and discipline data.		Assistant Principal, Principal, Teachers, Counselor	Results expected are a decrease in negative student behaviors; increase in positive student behaviors.			
						

**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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Attend job fairs and recruit early from pool of highly effective teachers in core academic subject areas.		Principal	Expected results are highly quality instruction, which in turn will increase student achievement.			
2) Assure all assignments and re-assignments are filled with highly effective staff.	3	Principal	Expected results are highly effective instruction, which in turn will increase student achievement.			
3) 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) Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers.	5	Principal	Expected results is retaining new teachers and decrease in teacher turnover rate.			
	Problem Statements: Staff Quality, Recruitment, and Retention 1					
						

**Performance Objective 1 Problem Statements:**

Staff Quality, Recruitment, and Retention
<b>Problem Statement 1:</b> As a campus, we need to increase collaboration among teachers both in their teams and grade levels to improve student achievement. <b>Root Cause 1:</b> Not all grade levels are functioning as a Professional Learning Community.

**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, PTO Board Meeting Minutes, Newsletters.

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Provide technology classes for parents throughout the year to address basic technology skills and educational tools available for their children	6	Campus Student Success Specialist, Campus Administrators	Expected results are an increase in parental involvement both at the school and in the home.			
2) Provide two academic nights coupled with a book fair to provide hands-on and take home activities related to TEKS		Campus Administrators, Campus Instructional Specialist, Campus Student Success Specialist, Teachers	Expected results are an increase in parental involvement both at the school and in the home.			
Funding Sources: Local Funds - 250.00						
3) Provide one early literacy and STAAR parent night in which parents will receive take home activities related to the TEKS	7	Campus Administrators, Campus Instructional Specialist, Campus Student Success Specialist, Teachers	Expected results are an increase in parental involvement both at the school and in the home.			
4) Provide opportunities for parents to visit classrooms, have lunch with their child and participate in activities in PE, music and art		Campus Administrators, Campus Student Success Specialist	Expected result is an increase in parental involvement on the campus.			
5) San Jacinto Elementary will provide volunteer training for all parents interested in volunteering on campus.		Campus Administrators, Campus Student Success Specialist	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						
6) Recognize all Parent, Partner in Education and volunteers at a Luncheon		Campus Student Success Specialist, Campus Administrators	Expected result is an increase in parental and community involvement on the campus.			
Funding Sources: Local Funds - 200.00						


7) San Jacinto Elementary will establish a PTO board at our annual PTO meeting in September and will meet monthly.	6	Campus Administrators, Campus Student Success Specialist	Expected result is an increase in parental involvement on the campus.			
8) The Campus Student Success Specialist will publish a bi-monthly newsletter to parents informing them of important dates and campus information. In addition, all important dates will be on the campus website and on the scrolling screens in the front office and cafeteria.	6	Campus Student Success Specialist, Campus Administrators	Expected results are an increase in parent involvement and parents being more informed of events on the campus.			
	Funding Sources: Local Funds - 150.00					
9) The campus will have a communication log and take home folder with all pertinent information for parents. This folder will be sent home every Tuesday.	6	Teachers, Campus Administrators	Expected results are an increase in parent involvement and parents being more informed of their child's progress.			
	Funding Sources: Local Funds - 250.00					

**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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Students and Teachers will use appropriate intervention software to enhance learning.		Principal, Teachers	Increase in student achievement.			
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.			
Problem Statements: Technology 1						
3) Students will utilize laptops in the classroom for journals, creating Power Points, research, etc., to maximize and enhance instruction. Students will also utilize Edmodo as a tool in the classroom.		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.			
Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1						
4) The campus will provide technology training once per six weeks on the campus to increase the use of instructional technology on the campus.		Campus Administrators, Teachers	Once per six weeks technology training will be provided by the district Educational Instructional Technology Specialist and Campus Instructional Specialist to increase the use of technology on the campus.			
Problem Statements: Technology 1						
5) At-Risks students in grades PK-5 will utilize one or more of the following programs, Imagine Learning, ESL Reading Smart, Renaissance 360 and Waterford, in order to support technology TEKS and improve their academic success.		Campus Administrators, Teachers, Campus Instructional Specialist	Increase in Technology TEKS being taught and an improvement in student academic success.			
Problem Statements: Student Achievement 1, 2, 3						
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	By the end of the year there will be an increase in Technology TEKS being taught and an improvement in student academic success in the area of ELA and science.			
Problem Statements: Student Achievement 2						
						

**Performance Objective 1 Problem Statements:**

### Student Achievement

**Problem Statement 1:** On STAAR, our students are not performing at high levels on critical thinking items. **Root Cause 1:** Students need more access to problem solving activities, which will promote critical thinking.

**Problem Statement 2:** On STAAR, our passing rate for 4th grade writing was 51%. **Root Cause 2:** Students need additional opportunities to speak in class and have the opportunity to write in all subject areas.

**Problem Statement 3:** Students struggled to meet passing standards for STAAR 3rd/ 4th grade Math and 3rd /4th Reading. **Root Cause 3:** Two teachers were new to the grade level and teaching. Students are missing key fundamental skills from prior grade levels.

### Curriculum, Instruction, and Assessment

**Problem Statement 1:** Students do not write in complete sentences or thoughts. The passing rate for 4th grade writing was 51%. **Root Cause 1:** Students need to strengthen their writing skills.

### Technology

**Problem Statement 1:** Instructional technology needs to be increased on the campus as a whole to produce evidence of student learning. Some classrooms are using technology to meet the individual needs of students, but not all. **Root Cause 1:** Not all teachers feel comfortable with technology or see the value of it.



# Campus Funding Summary

<b>Local Funds</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	1	2	Prizes for AR		\$500.00
3	1	2	Stickers, Pencils, Trophies and prizes		\$800.00
3	2	1	Training costs		\$2,500.00
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
6	1	2	Door prizes for parents who attend		\$250.00
6	1	5	Food and meal for parents		\$200.00
6	1	6	Lunch		\$200.00
6	1	8	Colored Paper		\$150.00
6	1	9	Folders		\$250.00
<b>Sub-Total</b>					\$7,150.00
<b>Coordination of Local, State, and Federal Funds</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	1	5	Payroll costs for instructional paraprofessional	Title III	\$25,000.00
<b>Sub-Total</b>					\$25,000.00
<b>Coordination of Local and State Funds</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Payroll costs for tutoring	SCE Funds	\$5,000.00
1	1	3	Materials for Tier 1 instruction	Special Education Funds	\$258.00
1	1	5	Makerspace materials	GT Funds	\$170.00
2	1	1	Payroll costs for tutoring	SCE Funds	\$5,000.00
2	1	4	Payroll costs for tutoring	SCE Funds	\$5,000.00
2	2	2	Materials to support Tier 1 Instruction of Bilingual Students	Bilingual/ESL Funds	\$1,115.00

	<b>Sub-Total</b>	\$16,543.00
	<b>Grand Total</b>	\$48,693.00

# Addendums

**San Jacinto Elementary  
ILT Committee  
2017 – 18**

<b>Grade Level Representative</b>	<b>Name</b>
<b>PK/K</b>	<b>Licette Alvarez</b>
<b>1<sup>st</sup></b>	<b>Lisa Jaime</b>
<b>2<sup>nd</sup></b>	<b>Kayleigh Rundquist</b>
<b>3<sup>rd</sup></b>	<b>Alejandro Arismendez</b>
<b>4<sup>th</sup></b>	<b>Carol Cloteaux</b>
<b>5<sup>th</sup></b>	<b>Vernell Fussell</b>
<b>Specials</b>	<b>Margaret Ehlig</b>
<b>Special Education</b>	<b>Shelia Southall</b>
<b>Administrators</b>	<b>Rachel McAdam, Terry Coy</b>
<b>District Representative</b>	<b>Jane Paris</b>
<b>Community Representative</b>	<b>Susana Munoz</b>
<b>Parent Representative</b>	



**GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT**

**San Jacinto Elementary  
Campus PLC Day  
4/17/2017**

<b>Time</b>	<b>Topic</b>	<b>Location</b>
8:00 – 9:15	Comprehensive Needs Assessment	Start in Library <ul style="list-style-type: none"><li>• School Culture – Library</li><li>• Staff Quality – Room 116</li><li>• C &amp; I – Science Lab</li><li>• Family Involvement – Room 115</li></ul>
9:30 – 10:30	Whole group discussion on CNA	Library
10:30 – 11:00	Placement Cards	Library
11:00 – 12:30	Lunch on your own	
12:30 -1:00	SSI Planning	SSI Teachers – Library
12:30 – 1:30	Placement Cards	Team Leaders Room
1:30 – 3:30	Long – Term Planning PK – PK Rooms K – Room 104 1 <sup>st</sup> – Room 107 2 <sup>nd</sup> – Room 208 (Math) 2 <sup>nd</sup> – Room 103 (ELA) 3 <sup>rd</sup> - Room 123 (ELA) 3 <sup>rd</sup> - Room 203 (Math) 4 <sup>th</sup> and 5 <sup>th</sup> – On own for SSI	Assigned Rooms

# Comprehensive Needs Assessments Teams

April 17, 2017

## **School Culture and Climate (Coy and Olmos)**

Goodson (Kinder)

Jaime (1<sup>st</sup>)

N. Garcia (2<sup>nd</sup>)

Crawford (3<sup>rd</sup>)

Johnston (5<sup>th</sup>)

Reyes (Specialty)

Southall (SPED)

Sandra Martinez (Paraprofessional)

Amezcuca (Paraprofessional)

Rodriguez (Paraprofessional)

## **Staff Quality and School Context and Organization (McAdam)**

McKittrick (Kinder)

Moore (1<sup>st</sup>)

DeLeon (2<sup>nd</sup>)

Gouner (3<sup>rd</sup>)

Rodriguez (4<sup>th</sup>)

C. Garcia (5<sup>th</sup>)

K. Ehlig (Specialty)

Boring (Specialty)

Mirta Garcia (Paraprofessional)

**Hillis (CIS)**

**Coy (Assistant Principal)**

**Olmos (Counselor)**

**Lopez (Attendance)**

**Soila Martinez (SPED)**

**Serrano (FIC)**











School Year: ~~2017-2018~~

2016-17

Date Completed: 07/31/2017

## Campus Program Evaluation for Gifted and Talented-Program Intent "21"

**Comprehensive Needs  
Assessment Reflection:  
Specific Program  
"Strengths" for the  
School Year**

The campus has implemented enrichment in most grades which allowed in increase in the students achieving the masters level on STAAAR in all areas except 4th grade writing.

**Comprehensive Needs  
Assessment Reflection:  
Specific Program  
"Needs (Priorities)" for  
the Upcoming Year**

On STAAR, our students are not performing at high levels on critical thinking items.

**Indicate the Root Cause  
for each identified need:**

Students need more access to problem solving activities, which promote critical thinking.

School Year: ~~2017-2018~~ 2016-17

Date Completed: 07/31/2017

## Campus Program Evaluation for Special Education-Program Intent "23"

<p><b>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</b></p>	<p>Special Education students had a higher than district average for students meeting the passing standard for STAAR, except 4<sup>th</sup> grade writing.</p> <p>Intervention time is scheduled into the school day to allow for proper intervention. Proper identification for students in need of intervention is occurring.</p>
<p><b>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</b></p>	<p>On STAAR, our passing rate for 4th grade writing was 51%. The special education students did not perform as well as their peers.</p>
<p><b>Indicate the Root Cause for each identified need:</b></p>	<p>Students need additional opportunities to speak more in class and have the opportunity to write in a classes.</p>

School Year: ~~2017-2018~~ 2016-17

Date Completed: 07/31/2017

## Campus Program Evaluation for Bilingual/ESL-Program Intent "25"

<p><b>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</b></p>	<p>EL students had a higher than district average for students meeting the passing standard for STAAR.</p> <p>Bilingual students outscored the general education population in several areas on STAAR</p> <p>Teachers increased the use of SIOP strategies and ELPS in the classroom</p> <p>On TELPAS, EL students increased their levels on second language acquisition. Campus had a 21% gain on TELPAS from the year prior.</p>
<p><b>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</b></p>	<p>Students struggle to use academic vocabulary.</p> <p>55% of the students K-5th scored below reading level on the EOY Universal Reading Screener.</p> <p>On STAAR, our passing rate for 4th grade writing was 51%.</p>
<p><b>Indicate the Root Cause for each identified need:</b></p>	<p>40% of campus is identified as EL.</p> <p>Students need to write more often and in all subjects.</p>

School Year: ~~2017-2018~~

2016-17

Date Completed: 07/31/2017

## Campus Program Evaluation for State Compensatory Education-Program Intent "24, 26, 28, and 30"

<p><b>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</b></p>	<p>Special Education and EL students had a higher than district average for students meeting the passing standard for STAAR</p> <p>5<sup>th</sup> Grade STAAR Science continues to be a strength for the campus</p> <p>Bilingual students outscored the general education population in several areas on STAAR</p> <p>Teachers increased the use of SIOP strategies and ELPS in the classroom</p> <p>5th grade scores increased in Reading, Math and Science from previous school year</p>
<p><b>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</b></p>	<p>On STAAR, our passing rate for 4th grade writing was 51%.</p> <p>Students struggled to meet passing standards for STAAR 3rd and 4th grade Math, 3rd and 4th Reading</p> <p>55% of the students K-5th scored below reading level on the EOY Universal Reading Screener</p> <p>Students struggle to use academic vocabulary.</p>
<p><b>Indicate the Root Cause for each identified need:</b></p>	<p>Students need more access to problem solving.</p> <p>Students need to be speaking more in class and using academic vocabulary.</p> <p>Students need to write more in all classes.</p>

School Year: ~~2017-2018~~ 2016-17

Date Completed: 07/31/2017

## Campus Program Evaluation for Pre-Kindergarten-Program Intents "32-35"

<p><b>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</b></p>	<p>PK has its own IPAD cart and students are using Waterford daily to increase students' early literacy skills.</p>
<p><b>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</b></p>	<p>Students struggle to use academic vocabulary.</p>
<p><b>Indicate the Root Cause for each identified need:</b></p>	<p>40% of campus is identified as ELs and 80% of campus is SES.</p>



School Year: ~~2017-2018~~ 2016-17

Date Completed: 07/31/2017

## Campus Program Evaluation for Parent Involvement Opportunities

<b>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</b>	Our campus has a focus on home/school connection and engage parents in understanding how to support their children by providing parent/teacher conferences, a weekly take home folder, Academic Family Nights, STAAR Family Night, PK Family, Night, Movie Night, and by communicating school events through newsletters, flyers, school website, calling parents on school messenger, posting information on the SJE PTO Facebook page. We have a wide variety of activities throughout the year for parents and students to be involved and maintain on-going communication to encourage parent participation.
<b>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</b>	Parents have expressed concerns that the communication is lacking regarding campus activities and up-coming events.  Some parents do not have basic technology skills or know how to access the online educational programs for their students.
<b>Indicate the Root Cause for each identified need:</b>	Some teachers do not send home newsletter and other information.  Some parents do not have access to technology or know how to access the online educational tools to keep informed of their child's progress.

School Year: ~~2017-2018~~ 2016-17

Date Completed: 07/31/2017

## Campus Program Evaluation for NCLB-Title I, Part A-Improving Basic Programs

<b>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</b>	<p>5<sup>th</sup> Grade STAAR Science continues to be a strength for the campus. 5th grade scores increased in Reading, Math and Science from previous school year</p> <p>Intervention time is scheduled into the school day to allow for proper intervention. Proper identification for students in need of intervention is occurring. A proper RTI plan for each individual student has improved tremendously on the campus. The campus has implemented enrichment in most grades which allowed in increase in the students achieving the masters level on STAAAR in all areas except 4th grade writing. The campus has implemented the following enrichment activities this school year: Makerspace, STEM Club, homework clubs, literature circles.</p>
<b>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</b>	<p>On STAAR, our students are not performing at high levels on critical thinking items.</p> <p>On STAAR, our passing rate for 4th grade writing was 51%.</p> <p>Students struggled to meet passing standards for STAAR 3rd and 4th grade Math, 3rd and 4th Reading</p> <p>55% of the students K-5th scored below reading level on the EOY Universal Reading Screener</p>
<b>Indicate the Root Cause for each identified need:</b>	<p>Students need more access to problem solving activities, which promote critical thinking.</p> <p>Students need additional opportunities to speak more in class and have the opportunity to write in all classes.</p> <p>Intervention needs to be more prescriptive and immediate when students start to struggle.</p>

School Year: ~~2017-2018~~ 2016-17

Date Completed: 07/31/2017

## Campus Program Evaluation for NCLB-Title III, Part A-Limited English Proficient

<p>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</p>	<p>LEP students had a higher than district average for students meeting the passing standard for STAAR.</p> <p>LEP outscored the general education population in several areas on STAAR</p> <p>Teachers increased the use of SIOP strategies and ELPS in the classroom</p> <p>On TELPAS, LEP students increased their levels on second language acquisition. Campus had a 21%</p>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<p>Students struggle to use academic vocabulary, especially our LEP students.</p> <p>On STAAR, LEP students performed lower on 4<sup>th</sup> grade writing.</p>
<p>Indicate the Root Cause for each identified need:</p>	<p>LEP students need to write more in all subjects.</p> <p>LEP students need to speak more in class using academic vocabulary.</p>