

# **Goose Creek Consolidated Independent School District**

## **San Jacinto Elementary**

### **2018-2019 Campus Improvement Plan**



# Mission Statement

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

## Vision

### San Jacinto 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 and Learns at High Levels!"**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

San Jacinto Elementary serves 475 students in grades PK to 5th grade. 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 predominantly socioeconomically disadvantage families. San Jacinto Elementary socioeconomically disadvantage percentage is 92.2%. The student population at San Jacinto is 80% Hispanic/Latino, 9.26% Black or African American, .42% Asian, 8% White and 2.32% Two or More Races. The overall mobility rate for the campus is approximately 28%. The average daily attendance rate for students is 96.6%.

San Jacinto Elementary serves 10.2% identified in Special Education, 36.2% English Language Learners, 76.6% of students At-Risk, 3.4% of students identified Gifted and Talented, and 4.4% students identified for 504 services.

Staff needs support in understanding students in poverty and how to work with students with mental health problems. In addition, more training in guided math and support/strategies to support the needs and success of all teachers.

### Demographics Strengths

The Demographics Committee identified the following strengths for the campus:

- High level of parent and community involvement
- Attendance incentives for both students and staff
- Students Clubs all throughout the school year; STEM Club, Big Brothers/Big Sisters, Book Club, Coding Club, Chess Club, Art Club, Banana Grams, Steppers (Walking Club) and Soccer
- New Teacher Buddy System and Monthly New Teacher Meetings
- Professional Development on campus and professional development is aligned to campus goals
- Adequate resources for instruction

## 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. There is a set curriculum for science with higher level questioning, vertically aligned and organized. The RtI process has become more effective this year, with more students responding to intervention and exiting RtI.

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

- STAAR Writing 37% passing rate
- Decrease in 5th Grade Reading passing rate (65%)
- The majority of our students on STAAR met the "approaches" level. The campus needs to increase the number of students meeting grade level and master level on all STAAR areas
- No systematic reteach for absences
- The campus fell below the state and district average in most STAAR areas
- High number of students in the RtI process
- 45% of the campus is reading below grade level
- Special Education students had a lower than district and state average for meeting the "approaches level" for STAAR in the following areas: 3rd Grade Math (17%), 4th Grade Reading (8%), 4th Grade Math (17%), and 4th Grade and Writing (0%)
- English Learners students had a lower than district average for meeting the "approaches level" for STAAR in the following areas: 4rd Grade Reading (44%), 4th Grade Writing (33%), and 5th Grade Reading (39%)
- Only 3 students met exit criteria for bilingual services. EL students struggled on TELPAS Listening and Speaking.

### Student Academic Achievement Strengths

The committee analyzed our data and reported the following strengths in student achievement:

- 3rd grade reading and math STAAR scores improved, over 10% improvement
- 4th grade math STAAR score improved
- Earlier intervention is being provided when students are struggling
- Special Education students had a higher than district and state average for meeting the "approaches level" for STAAR in the following areas: 3rd Grade Reading (50%), 5th Grade Reading (31%), 5th Grade Math (67%), and 5th Grade Science (55%)
- English Learners students had a higher than district average for meeting the "approaches level" for STAAR in the following areas: 3rd Grade Reading (73%), 3rd Grade Math (73%), 4th Grade Math (67%), 5th Grade Math (94%), Science (71%)

### Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** The majority of the students are attaining "approaches grade level" standard on all areas of STAAR. **Root Cause:** There is not a system in place that consistently and effectively addresses the intervention needs for students.

## 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.

Areas of concerns identified by the committees in this area:

- Reading-Analysis of informational text (non-fiction), inference, making predictions, drawing conclusions
- Too many students in primary are still not on reading level- Students also do not have a strong phonological awareness
- Academic vocabulary-students are not using it enough
- Math- Weak foundation in Number Sense
- A high number of PK students struggled to meet the standards for PK
- Teachers are reluctant to use and/or teach with technology if they are not comfortable using it
- We need one on one devices in 2<sup>nd</sup>/3<sup>rd</sup> -they are limited to how often they have access to devices
- We need to make sure students are using technology for educational purposes and not entertainment purposes

### 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:

- We are typically higher in Math than in Reading
- Our M1's and M2's tend to be strong overall
- In Reading, we show strength in analysis across genres, fiction mainly
- Enrichment was offered in all grade levels to GT and high achieving students
- 4<sup>th</sup>/5<sup>th</sup> have one to one devices.
- Teachers/staff shared ways they are using technology with students this year during Tech Time
- Students used technology more often this year in K-5
- District technology support helped teachers feel more comfortable about using technology for educational purposes in their classrooms
- Created a Technology Partner system for grade 3 to use 4<sup>th</sup>/5<sup>th</sup> devices



- PK has their own IPAD cart and students are using the IPADs daily for Waterford to increase early literacy skills.
- We offered more coding, robotics, makerspace due to grant money and PIE support
- Librarian offered more devices for checkout
- Digital badges-we rank high in district among elementary schools

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

**Problem Statement 1:** 45% 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 receiving a strong reading foundation to help them become successful when the rigor increases in upper grades.

# Perceptions

## Perceptions Summary

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 puts interventions in place to meet the needs of all students. Students and parents feel the staff builds positive relationships with students. In addition, there is a wide variety of school wide programs to promote positive behaviors and for students to be actively involved in school activities and feel a part of the school culture. This year, the campus developed a stronger RtI process for behavior, which included social skills groups

The campus has many parent volunteers. Parents perceive the school, staff and administration as having an open-door policy. The community is also involved with the school.

Needs Identified by the Committee:

- The campus currently has a low parent participation in the Parent Teacher Organization (PTO). Parents do not understand what PTO is or how it benefits the students, teachers, and staff
- Most parents need help accessing web-based school programs because they do not have internet access at home
- The staff does not believe the reward system in place for student behavior for 4<sup>th</sup> and 5<sup>th</sup> grade is ineffective and does not address the needs of all students
- Develop and implement a stronger Tier 1 program for the entire campus to address the needs of behavior
- Low parental turnout for Literacy and STAAR Nights

## Perceptions Strengths

The Perceptions Committee met and analyzed current data and identified the following strengths for the campus:

- The campus has several schoolwide incentive programs in place such as Bear Bucks, Bear Market, chalk parties, attendance incentives, popsicle parties, UIL, 5<sup>th</sup> Grade Track Meet, Fun Fit Calendar, field day, Jump Rope for Hearts
- There are several after-school and before school programs such as: soccer, coding club, stem-club, maker space, art and book clubs
- Parents, teachers and students feel safe because we have safety procedures and drills in place such as the vestibule, fire drills, intruder, tornado, etc. Many parents come to have lunch with their children daily. Buddy system for new students in place.
- Our students are perceived by substitutes, on field trips and other stake holders to be well-behaved; a warm atmosphere in the office; administrators have an open-door policy for parents, teachers and students
- Discipline: PBIS, active monitoring, consistently documenting in Review 360 to help students who are struggling with their behavior and social skills groups

- Families feel welcome and connected to the school system. We have a great number of parent participation in school events such as family nights, Grandparents Day, Thanksgiving lunch, Volunteer Training, Nutrition and Wellness classes and Parent Compact & Policy
- Great community Partnerships: Partners In Education (ExxonMobil), Life Church, Houston Food Bank, Hearts and Hands of Baytown, YMCA, Nature Center, Promise Center, Bayway Church, Harris County Social Services, Bay Area Homeless Shelter (CS3 is a member of the Board of Directors)
- The campus has a strong collaboration between Bay Area Homeless Shelter, Harris County Social Services (CYS) and Bayway Church to provide school supplies, clothes and shoes to students and necessary resources for our homeless students

# 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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- 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 Released Test Questions
- 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
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement 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
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality 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
- 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
- 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, TELPAS Reports, Walk-throughs and observations.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<b>Comprehensive Support Strategy</b> 1) Monitor student progress to ensure student needs are being addressed through remediation and enrichment. Progress monitoring to be completed monthly by RtI Leaders	2.4	Principal Assistant Principal RTI Committee	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.			
	Problem Statements: School Processes & Programs 1					
<b>Comprehensive Support Strategy</b> 2) Teachers will keep a data notebook and write individual goals 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, address achievement gaps and increase the number of students scoring "meets" on STAAR in all subject areas		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: 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	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			

4) Campus administrators and CIS will meet with grade level teachers bi-monthly through the PLC process to discuss the progress of their students. Teacher Data Meetings will be driven by Common Formative Assessments, Curriculum Based Assessments, Benchmark Tests, and Unit Assessments		Principal Assistant Principal Campus Instructional Specialist Teachers	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. Progress in the PLC Process			
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	2.5	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 Increase the number of students achieving "masters" on STAAR			
Funding Sources: Coordination of Local and State Funds - 100.00						
<b>Comprehensive Support Strategy</b> 6) Teachers will utilize rigor, relevance and Depth of Knowledge strategies and questioning in their lesson 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 2018, our STAAR results will increase the number of students meeting "approaches" and "meets" levels in all subject areas			
Problem Statements: Student Academic Achievement 1						
7) Vertical team meeting will be held at least once per semester 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	Identifying essential standards Progress in the PLC Process			
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			
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			
10) Students in grades K - 5th will use academic vocabulary with fidelity and speak in complete sentences using academic vocabulary Teachers will post academic vocabulary in every classroom Language Objective must be a speaking skill at least twice per week All staff members will use the academic vocabulary and encourage students to speak in complete sentences by providing prizes		All staff	Increase the number of students speaking in complete sentences Increase the use and understanding of academic vocabulary			





= Accomplished



= Considerable



= Some Progress



= No Progress



= Discontinue

**Performance Objective 1 Problem Statements:**

**Student Academic Achievement**

**Problem Statement 1:** The majority of the students are attaining "approaches grade level" standard on all areas of STAAR. **Root Cause 1:** There is not a system in place that consistently and effectively addresses the intervention needs for students.

**School Processes & Programs**

**Problem Statement 1:** 45% 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 receiving a strong reading foundation to help them become successful when the rigor increases 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
<b>Comprehensive Support Strategy</b> 1) Utilize a variety of reading materials and intervention software to teach and reinforce the rigor of STAAR	2.6	Principal Assistant Principal Campus Instructional Specialist Teachers	Increase the number of students reading on grade level Increase STAAR Reading scores			
	Problem Statements: Student Academic Achievement 1 Funding Sources: Coordination of Local and State Funds - 5000.00					
<b>Comprehensive Support Strategy</b> 2) 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 Increase the number of students reading on grade level			
	Problem Statements: School Processes & Programs 1 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 Intervention Teacher and Reading Tutors to implement deeper reading intervention in grades 3-5 as well as provide afterschool tutorials for at risk students reading below grade level for K-2.	2.6	Teachers Principal	With intensive reading intervention for students reading below grade level, we expect students to increase their reading levels and comprehension We expect STAAR scores to increase			
	Problem Statements: School Processes & Programs 1 Funding Sources: Coordination of Local and State Funds - 6000.00					
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			
	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	2.5	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			
7) Teachers will implement "Number Talks" two days per week with with students.		Teachers Principal Assistant Principal	Increase in math achievement			
Problem Statements: Student Academic Achievement 1						
8) The campus will utilize after school and Saturday camps to improve the number of at-risk students achieving the meeting and masters levels on STAAR in all content areas in grades 3-5.		Principal Assistant Principal Teachers CIS Staff	Increase in Student Achievement Increase in the number of students attaining the Meets and the Masters level on STAAR			
Problem Statements: Student Academic Achievement 1						
Funding Sources: Coordination of Local and State Funds - 5000.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

### Performance Objective 1 Problem Statements:


<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> The majority of the students are attaining "approaches grade level" standard on all areas of STAAR. <b>Root Cause 1:</b> There is not a system in place that consistently and effectively addresses the intervention needs for students.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> 45% of the campus is currently reading below grade level. <b>Root Cause 1:</b> Students have several at-risk factors and students in grades K-2 are not receiving a strong reading foundation to help them become successful when the rigor increases 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 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Grade Level PLCs and Writing Committee 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		Principal Assistant Principal Teachers Campus Instructional Specialist District Staff	By focusing on writing as a campus, we expect our writing scores to increase			
	Funding Sources: Local Funds - 10000.00					
2) 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					
						

**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 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 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 96.6% to 97%			
Funding Sources: Local Funds - 500.00						
 = Accomplished  = Considerable  = Some Progress  = 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 working with students from poverty		Teachers Campus Administrators Campus Student Success Specialist Counselor	Decrease in office referrals Increase in student achievement 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Recognize and reward students for good behavior through behavior/character salute 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 Decrease in negative student behaviors 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 Increase attendance and student achievement Decrease office referrals			
	Funding Sources: Local Funds - 300.00					
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			
	Funding Sources: Local Funds - 300.00					

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 Increase attendance and student achievement Decrease office referrals			
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 = 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	ELEMENTS	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	ELEMENTS	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		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		Principal	Expected results is retaining new teachers and low teacher turnover rate			
						


**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	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	Campus Student Success Specialist Campus Administrators	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	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 - 500.00						
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	Expected results are an increase in parent involvement and parents being more informed of events on the campus			
Funding Sources: Local Funds - 150.00						
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	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) Provide one early literacy and 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	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		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						
7) San Jacinto Elementary will establish a Watch D.O.G.S. program	3.2	Campus Student Success Specialist Campus Administrators	Expected results are an increase in parent involvement			
8) 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						
9) San Jacinto Elementary will maintain a PTO and increase the number of members of our PTO		Campus Administrators Campus Student Success Specialist	Expected result is an increase in parental involvement on the campus			
						

**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	Increase in student achievement			
	Problem Statements: School Processes & Programs 1 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 laptops/IPADs 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			
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	Increase the use of educational technology on the campus			
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	2.4	Campus Administrators Teachers Campus Instructional Specialist	Increase in Technology TEKS being taught and an improvement in student academic success			
	Problem Statements: School Processes & Programs 1					
						

**Performance Objective 1 Problem Statements:**

<b>School Processes &amp; Programs</b>
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**Problem Statement 1:** 45% 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 receiving a strong reading foundation to help them become successful when the rigor increases in upper grades.

## Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Monitor student progress to ensure student needs are being addressed through remediation and enrichment. Progress monitoring to be completed monthly by RtI Leaders
1	1	2	Teachers will keep a data notebook and write individual goals 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, address achievement gaps and increase the number of students scoring "meets" on STAAR in all subject areas
1	1	6	Teachers will utilize rigor, relevance and Depth of Knowledge strategies and questioning in their lesson to increase student achievement on STAAR, including the number of students achieving the "meets" and "masters" level
2	1	1	Utilize a variety of reading materials and intervention software to teach and reinforce the rigor of STAAR
2	1	2	Utilize the Accelerated Reading Program to develop individual reading goals to promote reading and increase the number of students reading on grade level

## 2018-2019 Site Based Decision Making Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
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/Kinder Teacher
District-level Professional	Jane Paris	Migrant Coordinator
Classroom Teacher	Lisa Jaime	1st Grade Teacher
Classroom Teacher	Kayleigh Rundquist	2nd Grade Teacher
Classroom Teacher	Hope Otto	3rd Grade Teacher
Classroom Teacher	Carol Cloteaux	4th Grade Teacher
Classroom Teacher	Vernell Fussell	5th Grade Teacher
Parent	Marisa Tong	Parent



# 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
2	2	1	Writing Consultant		\$10,000.00
3	1	2	Stickers, Pencils, Trophies and prizes		\$800.00
3	1	3	Mileage		\$500.00
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	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
7	1	1	Intervention Software		\$2,500.00
<b>Sub-Total</b>					\$20,200.00
<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
6	1	2	Materials for parent training session	Title I Part A Funds	\$500.00
<b>Sub-Total</b>					\$25,500.00
<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	5	Makerspace materials	GT Funds	\$100.00
2	1	1	Payroll costs for tutoring	SCE Funds	\$5,000.00

2	1	4	Payroll costs for tutoring	SCE Funds	\$6,000.00
2	1	8	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>					\$17,215.00
<b>Grand Total</b>					\$62,915.00