

Goose Creek Consolidated Independent School District

San Jacinto Elementary

Campus Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster

Distinction Designations:

Top 25 Percent: Comparative Academic Growth



Board Approval Date: November 2, 2020

Public Presentation Date: November 2, 2020

Mission Statement

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

Vision

San Jacinto Vision

1. Every student will show continuous growth by being provided a highly engaging, rigorous learning environment.
2. Ensure all students are learning at high levels with a student-centered and data-driven curriculum.
3. Students and staff will work cooperatively and collaboratively to meet the learning needs of all students.
4. Students and staff will consistently build positive relations to promote high expectations for academics and behavior.

Value Statement

"Where Every BEAR Counts and Learns at High Levels!"

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Site Based and Demographics Committee analyzed our data and reported the following findings:

- San Jacinto Elementary serves 422 students in grades PK - 5th. PK - 1st grade is self-contained, grades 2nd -5th team-teach.
- San Jacinto Elementary serves predominately economically disadvantaged families. San Jacinto Elementary's economically disadvantaged rate is 86.25%.
- The student demographics at San Jacinto are: 82.23% Hispanic, 7.11% Black or African American, .71% American Indian or Alaska, 0% Asian, 6.16% White, 3.79% Two or More Races. We have 225 female and 197 male students.
- The overall mobility rate for the campus is approximately 23.2%. Within our zone is a homeless shelter, which impacts our mobility rate.
- The Average Daily Attendance Rate is 96.34%, which is an increase from 95.5% the year before.
- San Jacinto Elementary serves: 11.36% identified Special Education, 43.63% English Language Learners including monitors, 70.9% of Student At-Risk, 5% of students identified Gifted and Talented, and 7.95% students identified for 504 services.
- San Jacinto employs a total of 50 staff members. San Jacinto teachers and paraprofessionals are 100% highly qualified. The staff demographics are: 50% Hispanic, 6% American Indian or Alaska Native, 2% Asian, 6% Black or African American, 8% Native Hawaiian or Other Pacific Islander, 78% White. We have 48 female and 2 male employees.

Demographics Strengths

The Demographic Committee identified the following strengths for the campus:

- High level of parent and community involvement
- Attendance incentives for both students and staff
- GT Showcase provides opportunities to share their abilities
- Multiple opportunities for participation in extracurricular activities such as: STEM Club, Coding Club, Big Brothers/Big Sister, Book Club, Honor Choir, UIL, Morning Study Club, Student Council, Rock Club, Zumba, and Book Clubs
- Campus provided food, clothing, and basic necessities to create a safe, nurturing environment for our students and families
- Mentor/Buddy Program and Monthly New Teacher Meetings
- Professional Development aligned to campus goals
- Adequate resources for instruction

Student Learning

Student Learning Summary

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

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

Needs identified by the Student Learning Committee:

- Most of our students the "approaches" level on STAAR in all areas. The campus needs to increase the number of students achieving meets and masters grade level standards on STAAR
- The campus fell below the state and district average in most STAAR areas
- 37% of the campus is reading below grade level
- STAAR Writing 59% passing rate
- Decrease in 3rd Grade Math and Reading passing rate on STAAR
- Decrease in 5th Grade Reading passing rate on STAAR
- 504 students are struggling to meet grade level standards
- Lack of procedures/interventions for student failures
- Targeted school in need of improvement in 5 areas
- All students are not meeting math standards. Students struggle with word problems and comprehension. Students struggle with multi-step problems.
- Students struggle to answer critical thinking and higher-order questions and need to develop these skills
- Our students lack schema and exposure to experiences. This lack of exposure impacts their use of vocabulary as well.
- Domain 3 - Closing the Achievement Gap. We only met 3 out 12 targets.
- Student Success Initiative. We only met 2 out 9 targets met
- Need additional academic time in reading and math, especially in the primary grades. Kindergarten probably needs to share students between the grade level and other grade levels.
- Master Schedule - Group students by need and not grade level for interventions.
- Lack of targeted support for interventions with the use of technology. We can increase the use of technology to assign specific interventions and enrichments.
- Lack of training of our paraprofessionals during computer lab time. We can train our paraprofessionals on how to use specific programs.
- All teachers need to have students speak in complete sentences and explain their thinking to increase the use of academic vocabulary. Vertically align essential standards across all grade levels for math and reading.
- As campus, we need to use and develop learning progressions to help with scaffolding instruction. This can be added to the PLC process.

- Students are not taking enough ownership in their learning. Students need to participate in goal setting.
- Increase parent training on the importance of oral language and how to support reading at home. Increase small group training with parents.

Student Learning Strengths

Strengths identified by the Student Learning Committee:

- TELPAS scores - 67% of students made growth in their language acquisition according to TELPAS data. TELPAS - The campus focused on speaking and listening activities in spring with the use of technology. As a whole campus we focused on reading, writing, speaking, listening, speaking in complete sentences and the use of sentence stems.
- Growth shown over the last three years on all STAAR targets.
- A high number of students exceed the growth measure on STAAR (Domain 2A) – Distinction earned in Comparative Academic Growth. Met 7 Targets out of 12 for Growth Measure. Growth shown over the last three years on the targets
- EL population tends to score higher in STAAR areas. ELs performed well on STAAR Math.
- Special Education students met all targets on STAAR.
- The campus is technology rich and uses technology to meet the individual needs of students.
- Instructional paraprofessionals provide interventions to students
- RTI process is effective and students are exiting RTI. There has been a substantial decrease in the number of students needing intervention due to strengthening Tier 1 instruction. The campus has developed a strong RTI process to help students develop grade level skills for reading and math. Students are receiving appropriate interventions. There has been a decrease in the overall percentage of students receiving interventions.
- The campus is consistent with the PLC process. Through the PLC process, teachers disaggregated data to focus on student specific weaknesses/strengths and developed appropriate plans. Students were grouped by specific skills for enrichment and intervention. Teachers shared students among the grade level teachers.

Problem Statements Identifying Student Learning Needs

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

School Processes & Programs

School Processes & Programs Summary

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

Needs identified by the School Processes & Programs Committee:

- Students are struggling in literacy skills from an early age. The campus needs to build a stronger culture of literacy on our campus. The campus ranges between 35%-45% of the campus reading below grade level.
- There needs to additional writing integration in all subjects, this is also a need with our special education and English Learners.
- Teachers PK - 5 need additional vertical alignment meetings to discuss strategies and create non-negotiable/essential TEKS from grade to grade, content to content.
- Teachers struggle to address level 3 and 4 of DOK based on time, resources, lessons, ideas, etc.
- Teachers identified the need for additional resources are in social studies and foundational math skills.
- Students need to take an increased ownership in their learning.
- Students need to write and monitor their own goals.
- PLCs need to increase in-depth data driven analysis of student learning. Then create individual student prescriptive reteaching and enrichment lessons.
- Most of our students score in the approaches level on STAAR.

School Processes & Programs Strengths

The Processes and Programs Committee analyzed data in the following areas: Curriculum, Instruction, Assessment and Technology. The committee identified the following strengths:

- Our curriculum core content areas are strongly aligned to TEKS.
- Fountas and Pinnell is helping students show at least 1 year's growth in their reading levels.
- Staff teaches the district curriculum with fidelity.
- We have started our literacy growth and developing a culture of readers by: Book talks, the Free Little Library, visible sight words, the Reading Task Force, and more book access in general for students and parents.

- There has been an increase of the use of sentence stems and having students answer in complete sentence to help develop students' vocabulary and for them to explain their thinking.
- Teachers met in PLC's weekly to unpack TEKS, create common assessments, discuss reading progress, and identify needs of students (intervention and enrichment).
- Teachers were able to meet often which helped with being able to group the students based on their immediate needs, then work on specific ways to address those needs. This is seen in our WIN time with sharing of students and ideas for intervention. This helped teachers increase the level of rigor during instruction based on questioning and checking for understanding as well as applying their learning.
- Our campus is data driven-using data and uses data to make decisions based upon student needs. Teachers used numerous types of data including screener, guided reading levels, CFA's, CBA's, Benchmarks, and STAAR (5th grade 1st admin).
- In 3rd – 5th grade most teachers have students track their assessments and make goals for themselves using some sort of tracking chart or notebook.
- Professional development is aligned to campus goals.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 37% of the campus is currently reading below grade level. **Root Cause:** Students have several at-risk factors and students in grades K-2 are not developing a strong foundation in basic reading skills in order to apply reading concepts in upper grades.

Perceptions

Perceptions Summary

The Site Based and Perceptions Committee analyzed our data and reported the following: San Jacinto Elementary is proactive and has procedures in place for students to feel safe at school. The staff is aware of student needs and has interventions in place to meet the needs of all students. Students and parents feel the staff builds positive relationships with students. Additionally, there are a wide variety of school wide programs and processes to promote positive behaviors and for students to be actively involved in school activities and feel a part of the school culture. PBIS is currently successful and we have had a decrease in office referrals (August- March 6). The campus has a strong RTI process for behavior and provides social skills groups. The campus has many parent volunteers, as well as, community involvement.

Needs identified by the Committee:

- Most parents need help accessing web-based school programs because they do not have internet access at home.
- In our current survey, some students still report bullying as a concern.
- Some of the rewards and positive incentives in place are not motivators for all grades.
- Additional opportunities for parents and community to volunteer
- Staff believe they could benefit from more training in behavioral strategies that move beyond the typical classroom management piece.

Perceptions Strengths

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

- PBIS is implemented with fidelity by the staff. The campus staff is creative in providing incentives to support positive behaviors such as: Bear Bucks, Bear Market, chalk parties, attendance incentives, and fun Fridays.
- There are several after-school and before school programs such as: Coding club, STEM-club, Makerspace, rock painting, exercise club, art, and book clubs.
- Parents, teachers, and students, as indicated on school surveys, feel safe at school because we have safety procedures and drills in place such as: The vestibule, fire drills, intruder, severe weather, shelter-in-place.
- There are systematic communications in place like: Calendars, flyers, Tuesday folders, website, school's Facebook, and Twitter accounts.
- We have a buddy system in place for new students and the counselor meets with every new student on campus.
- Numerous parents come daily to eat lunch with their children.
- Our students are perceived by substitutes, on field trips, and other stakeholders to be well-behaved.
- Discipline: PBIS, active monitoring, consistently documenting in Review 360 to help students who struggle with behavior, and social skills groups.
- Families feel welcome and are eager to participate in activities on the campus.
- Parent training included: Parent Portal (Grades and Attendance), Early Literacy, STAAR, Bilingual Literacy and nutrition classes.
- Strong community partnerships: Partners In Education (ExxonMobil), Life Church, Big Brothers/Big Sisters, Bayway Church, Houston Food Bank,

Hearts and Hands of Baytown, Promise Center, Bay Area Homeless Services (Campus Student Success Specialist is a member of the Board of Directors), Harris County Public Health (Lead Prevention Unit) and Learner Dynamics.

- The campus has a strong collaboration between Bay Area Homeless Services, Harris County Social Services (CYS) and Bayway Church to clothes and shoes to students and necessary resources for our homeless students.

Priority Problem Statements

Problem Statement 1: The majority of the students are attaining "approaches grade level" standards on all areas of the STAAR.

Root Cause 1: The instruction students are receiving is not aligned to the rigor of STAAR in all grade levels.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 37% of the campus is currently reading below grade level.

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

Problem Statement 2 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- 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) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Race and ethnicity 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/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

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





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

Evaluation Data Sources: STAAR Results, Universal Screeners, Lesson Plans, Common Formative Assessments, Benchmarks, Curriculum Based Assessments TELPAS Results, Walk-throughs and observations.

Summative Evaluation: None

<p>Strategy 1: We will monitor student progress to ensure student needs are being addressed through remediation and interventions. Progress monitoring will be completed weekly through PLCs using CFAs, running records and classroom assessments.</p> <p>Strategy's Expected Result/Impact: Weekly RTI and PLC meetings will be used to measure students' progress using STAAR Results, Universal Screeners, RTI Minutes/Data, Data Wall, Common Formative Assessments, Curriculum Based Assessments, Benchmarks intervention notes and PLC minutes to ensure students are making progress. If not, remediation and interventions will be adjusted based on the data.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal RTI Committee Teachers</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Teachers will keep a data notebook consisting of running records, student progress, CFA data, and individual goals on each student. In grades 3-5, students will also create goals with their teachers in a goal setting conference. Student data will be reviewed to measure progress and identify student needs, address achievement gaps and increase the number of students scoring "meets" and "masters" on STAAR in all subject areas and ensure EL students are making progress towards second language acquisition for TELPAS.</p> <p>Strategy's Expected Result/Impact: Weekly teachers will present their data notebook in the PLCs and make adjustments to instruction based on the data to ensure students are making progress.</p> <p>Staff Responsible for Monitoring: Teachers Principal Assistant Principal Campus Instructional Specialist Students</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Student Learning 1</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

<p>Strategy 3: Campus administrators through the PLCs will meet bi-monthly with CS3, Counselor, CIS, At-Risk Intervention Specialist, core teachers and special education teachers to monitor student progress in core subject areas.</p> <p>Strategy's Expected Result/Impact: Students progress will improve in core subject areas during weekly SST and PLC meetings.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 4: Teachers will utilize rigor, relevance and depth of knowledge strategies and questioning in their lessons to increase student achievement on STAAR, including the number of students achieving the "meets" and "masters" level.</p> <p>Strategy's Expected Result/Impact: By June 2021, our STAAR results will increase the number of students obtaining "meets" and "masters" levels in all tested subject areas.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers Campus Instructional Specialist</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 5: Teachers will meet in vertical teams to create non-negotiable instructional strategies and standards for math, reading and writing to ensure highly effective instruction is occurring in all classrooms.</p> <p>Strategy's Expected Result/Impact: This will occur on district PLC days. The expected result will be highly effective instruction in all classrooms.</p> <p>Staff Responsible for Monitoring: Campus Instructional Specialist Campus Administrators Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 6: The campus will create and maintain an instructional support schedule for all paraprofessional staff which maximizes their support to students in the classroom and for small group intervention and enrichment.</p> <p>Strategy's Expected Result/Impact: Once per semester, the administrators will create and maintain a support schedule for instructional paraprofessionals. Their schedule will be adjusted based on the needs of students to ensure students are being supported to increase their achievement.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 7: Students in grades PK - 5th will use academic vocabulary with fidelity and speak in complete sentences using academic vocabulary. This will be done by posting academic vocabulary in every classroom and throughout the building. We will increase the use of educational technology to encourage speaking more often, such as: Seesaw, Flipgrid, Chatterpix, etc. In addition, the language objective must be a speaking skill at least twice per week.</p> <p>Strategy's Expected Result/Impact: We will increase the number of students speaking in complete sentences and the use and understanding of academic vocabulary. This will be monitored through lesson plans and walk-throughs weekly.</p> <p>Staff Responsible for Monitoring: All staff</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

<p>Strategy 8: We will monitor student progress to ensure student needs are being addressed through accelerated instruction. Progress monitoring will be completed weekly through PLCs using CFAs, running records and classroom assessments.</p> <p>Strategy's Expected Result/Impact: Weekly PLCs will measure students' progress using STAAR Results, Universal Screeners, Data Wall, Benchmarks, Curriculum Based Assessments, Common Formative Assessments and PLC minutes to ensure students are making progress towards masters levels. If not, enrichment will be adjusted based on the data.</p> <p>Staff Responsible for Monitoring: None</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: Supplemental materials to support enriched academic improvement - Coordination of Local and State Funds - SpEd Funds - \$300, Supplemental materials to support enriched academic improvement - Coordination of Local and State Funds - GT Funds - \$300</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 9: Coaching will be implemented to provide teachers with direct feedback for the professional development training completed on effective reading instructional strategies .</p> <p>Strategy's Expected Result/Impact: The professional development will be done through monthly faculty meetings, PLCs, literacy academies and district training. We expect to increase the number of students reading on grade level.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Instructional Specialist</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Instructional Coaching by Campus Instructional Specialist - Coordination of Local, State, and Federal Funds - Title I, Part A - \$65,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 10: The campus will increase student ownership in their learning by taking steps to become a visible learning campus. This will be done through establishing what makes a good learner, student goal setting, teaching students how to get out of the learning pitfall, establishing learning intentions and success criteria for all essential TEKS.</p> <p>Strategy's Expected Result/Impact: We expect student ownership and achievement to increase, which will be demonstrated by an increase of students obtaining "meets" on STAAR and meeting grade level standards. Additionally, teachers are expected to have clarity on what is essential for students to learn, which will lead to an increase in all students learning at high levels.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialist Teachers</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Problem Statements: Student Learning 1</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning

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

School Processes & Programs

Problem Statement 1: 37% of the campus is currently reading below grade level. **Root Cause:** Students have several at-risk factors and students in grades K-2 are not developing a strong foundation in basic reading skills in order to apply reading concepts in upper grades.





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 Sources: Lesson plans, walk-throughs, observations, assessments, PLC Agendas

Summative Evaluation: None

<p>Strategy 1: We will utilize a variety of materials and intervention software to teach and reinforce the rigor of STAAR.</p> <p>Strategy's Expected Result/Impact: We will increase the number of students reading on grade level and increase STAAR Reading scores.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Instructional Specialist Teachers</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: We will to develop a culture of readers. This will be done through a variety of methods including: Individual, class and campus reading goals aligned to the TEKS, book talks, challenges and increasing access to books for all students.</p> <p>Strategy's Expected Result/Impact: As the campus develops a culture of readers, we expect students to increase the amount of time and books they are reading. We also expect to increase the number of students reading on grade level. This will be monitored by the school and the Reading Task Force bi-monthly.</p> <p>Staff Responsible for Monitoring: Principal Librarian Teachers Reading Task Force</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Problem Statements: School Processes & Programs 1</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: Teachers will collaborate in Grade Level PLCs, Vertical Teams, and Content Team meetings to increase teacher clarity by identify learning intentions and success criteria for essential standards.</p> <p>Strategy's Expected Result/Impact: With teachers collaborating often, we expect student achievement to increase. This will be measured through a variety of student data.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Campus Instructional Specialist</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

<p>Strategy 4: The campus will utilize the At-Risk Interventionist and Reading Tutors to implement deeper reading intervention both in and after school.</p> <p>Strategy's Expected Result/Impact: With intensive reading intervention for students reading below grade level, we expect students to increase their reading levels and comprehension. In addition, we expect STAAR scores to increase for reading. Student reading levels are monitored weekly in PLCs and every six weeks through RTI meetings.</p> <p>Staff Responsible for Monitoring: Teachers Tutors At-Risk Interventionist Principal</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: School Processes & Programs 1</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 5: The campus will utilize paraprofessional support to help implement phonemic awareness, reading support, reading comprehension, and written expression in grades K-5 with emphasis on grades 3-5.</p> <p>Strategy's Expected Result/Impact: Bilingual students will increase their reading levels by the end of the school year.</p> <p>Staff Responsible for Monitoring: Principal Bilingual Teachers</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 6: Teachers will implement "Number Talks" two days per week with students.</p> <p>Strategy's Expected Result/Impact: Increase in math achievement. This will be monitored through walk-throughs, PLCs and team planning weekly.</p> <p>Staff Responsible for Monitoring: Teachers Principal Assistant Principal</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 7: The campus will utilize after school tutorials to improve the number of at-risk students achieving the "meets" and "masters" levels on STAAR in all content areas in grades 3-5.</p> <p>Strategy's Expected Result/Impact: We will have an increase in Student Achievement. We will have an increase in the number of students obtaining the Meets and the Masters level on STAAR.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Payroll costs for tutoring - Coordination of Local and State Funds - SCE Funds - \$8,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: The majority of the students are attaining "approaches grade level" standards on all areas of the STAAR. Root Cause: The instruction students are receiving is not aligned to the rigor of STAAR in all grade levels.</p>
<p>San Jacinto Elementary Generated by Plan4Learning.com</p>

School Processes & Programs





Problem Statement 1: 37% of the campus is currently reading below grade level. **Root Cause:** Students have several at-risk factors and students in grades K-2 are not developing a strong foundation in basic reading skills in order to apply reading concepts in upper grades.

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

Performance Objective 2: Through the PLC process the campus will establish goals to address instruction of English Learners at San Jacinto Elementary.

Evaluation Data Sources: PLC Meeting agendas, STAAR Scores, benchmarks and TELPAS scores.

Summative Evaluation: None

<p>Strategy 1: Grade Level PLCs will meet at least once per six weeks to implement, review, and monitor goals created to focus instruction on English Learners and improve their progress on second language acquisition.</p> <p>Strategy's Expected Result/Impact: By focusing on our EL students we expect our TELPAS scores to increase and STAAR scores for EL students to increase. This will be monitored at least every six weeks.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Campus Instructional Specialist</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: Supplemental materials to support Bilingual Students - Coordination of Local and State Funds - Bilingual/ESL Funds - \$500</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Teachers will engage in professional development on effective instructional strategies for EL students.</p> <p>Strategy's Expected Result/Impact: By focusing on effective instructional strategies with our EL students we expect our TELPAS scores to increase and STAAR scores for EL students to increase.</p> <p>Staff Responsible for Monitoring: Teachers Assistant Principal Principal</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: San Jacinto Elementary, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

Performance Objective 1: San Jacinto Elementary will monitor student attendance in order to help promote academic success now and in the future.

Evaluation Data Sources: Attendance call log, SST log, parent contact log, awards assemblies

Summative Evaluation: None

<p>Strategy 1: Student attendance will be monitored daily by the teachers, students, attendance clerk, counselor, Campus Student Success Specialist, teachers and administrators. The daily and weekly attendance rate will be included on the daily announcements, posted in the building and published through social media to increase an awareness of our attendance rate.</p> <p>Strategy's Expected Result/Impact: We expect our annual attendance rate to increase to 98% .</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Student Success Specialist Attendance Clerk Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: The Student Support Team will provide assistance to students with attendance concerns as well as other academic and/or behavior situations that are impacting their success at school.</p> <p>Strategy's Expected Result/Impact: We expect our annual attendance rate to increase from 96.3% to 98%. Increase in student success from prior year.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Campus Student Success Specialist</p> <p>Funding Sources: Campus Student Success Specialist to support student success components - Coordination of Local, State, and Federal Funds - Title I, Part A - \$65,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: Campus will provide attendance incentives for students, staff and families for perfect attendance, 98% attendance rate and improved attendance each six weeks. This will be accomplished through family attendance parties, homeroom competitions, individual conferences and other incentives.</p> <p>Strategy's Expected Result/Impact: We expect our annual attendance rate to increase 98%.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Campus Student Success Specialist</p> <p>Funding Sources: Attendance Incentives - Local Funds - \$500</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

Strategy 4: The campus will provide parent training on the importance of attendance, especially in prekindergarten and kindergarten, on a student's academic success throughout school. This will be done through outreach walks, home visits, parent educational sessions (virtual and in-person) and parent-teacher conferences.

Strategy's Expected Result/Impact: Through parent training we expect our attendance rate to increase, especially in prekindergarten and kindergarten. The campus attendance rate is monitored daily.

Staff Responsible for Monitoring: Principal

Assistant Principal

Counselor

Campus Student Success Specialist

Teachers

Title I Schoolwide Elements: 3.2

Reviews			
Formative			Summative
Nov	Feb	June	June



No Progress



Accomplished



Continue/Modify







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 Sources: Discipline records, training materials, sign-in sheets

Summative Evaluation: None

<p>Strategy 1: Training will be provided to the staff in order to support and have an understanding of behavioral interventions.</p> <p>Strategy's Expected Result/Impact: We expect this to decrease the number of office referrals and increase student achievement by increasing the amount of time students are in class. Training will be provided through a faculty meetings and campus professional development days.</p> <p>Staff Responsible for Monitoring: Teachers Campus Administrators Campus Student Success Specialist Counselor</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Training will be provided to the staff on best strategies targeting the awareness of students' social/emotional needs.</p> <p>Strategy's Expected Result/Impact: We will have a decrease in office referrals. We will have an increase in student achievements and students present more often in the classroom. Training will be provided throughout the year.</p> <p>Staff Responsible for Monitoring: Teachers Counselor Campus Administrators Campus Student Success Specialist</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: The campus will implement strategies for assisting preschool children in the transition from early childhood education programs to public school.</p> <p>Strategy's Expected Result/Impact: We expected student achievement for our prekindergarten and kindergarten students to increase and negative behaviors to decrease.</p> <p>Staff Responsible for Monitoring: Prekindergarten Teachers Kindergarten Teachers Campus Student Success Specialist Counselor Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





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

Performance Objective 1: Provide a positive and safe learning environment for all students.

Evaluation Data Sources: Lesson plans for social skills, guidance logs, award assemblies, PBIS agendas.

Summative Evaluation: None

<p>Strategy 1: We will provide regular reward opportunities for all students using PBIS strategies. We will recognize and reward students for positive behavior through a variety methods: Character shout outs, Bear Bucks, daily announcements, etc.</p> <p>Strategy's Expected Result/Impact: We will have a decrease in negative student behaviors and an increase in positive student behaviors. This will be monitored through the PBIS Committee at least every six weeks.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Campus Student Success Specialist Teachers PBIS Committee</p> <p>Funding Sources: Certificates, prizes, rewards - Local Funds - \$300</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: We will review school-wide student expectations and post in hallways and classrooms. Behavior expectations will be reviewed at the beginning of school, daily through announcements, the second semester and after Spring Break.</p> <p>Strategy's Expected Result/Impact: Expected results: decrease in negative student behaviors, and an increase in positive student behaviors.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers Counselor Campus Student Success Specialist PBIS Committee</p> <p>Funding Sources: Posters - Local Funds - \$100</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: Students will have the opportunity to participate in Student Council and serve on a committee with the principal to improve the school.</p> <p>Strategy's Expected Result/Impact: The expected impact of this strategy is students will have an increased voice in decision making in the school, and will have a sense of belonging. We also expect for this to help increase attendance and decrease office referrals.</p> <p>Staff Responsible for Monitoring: Counselor Principal</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June





<p>Strategy 4: Through our character education lessons, teachers will promote an anti-bullying environment, violence prevention and interventions on campus. Our school counselor will also provide guidance lessons for classrooms on anti-bullying and violence prevention.</p> <p>Strategy's Expected Result/Impact: The results expected are a decrease in negative student behaviors and an increase in positive student behaviors.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 5: Before and after school programs/clubs will be offered, so students have an opportunity to participate in a club on campus. The clubs will be on a rotation basis. Several of the clubs will focus on education to assist students in developing the knowledge, skills and competencies for a broad range of career opportunities. These clubs will include: Coding, STEM, robotics, art, writing, physical education, etc.</p> <p>Strategy's Expected Result/Impact: The expected results is students will have an increased sense of belonging within the school. This will lead to an increase in our attendance rate and a decrease in office referrals.</p> <p>Staff Responsible for Monitoring: Teachers Campus Student Success Specialist Counselor Principal Assistant Principal</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: Materials - Local Funds - \$200</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: Master schedule, Teacher Service Record, New Teacher Meeting Minutes

Summative Evaluation: None

<p>Strategy 1: We will attend job fairs and recruit early from a pool of highly effective teachers in core academic subject areas. Strategy's Expected Result/Impact: Expected results are high quality instruction, which in turn will increase student achievement. Staff Responsible for Monitoring: Principal</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: The campus will assure all assignments and re-assignments are filled with highly effective staff. Strategy's Expected Result/Impact: The expected results are highly effective instruction, which in turn will increase student achievement. Staff Responsible for Monitoring: Principal</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: We will ensure that low-income students and minority students are not taught at higher rates than other student groups by inexperienced teachers. Strategy's Expected Result/Impact: Expected results are highly effective instruction, which in turn will increase student achievement. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 4: We will evaluate the campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers. Strategy's Expected Result/Impact: The expected result is retaining new teachers and low teacher turnover rate. This will be monitored monthly and at the end of 20 - 21 school year. Staff Responsible for Monitoring: Principal Lead Mentor Teacher Mentor Teachers Mentee Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: San Jacinto Elementary will establish and maintain parental and community partnerships in education to enhance student achievement.





Performance Objective 1: San Jacinto Elementary will create a partnership between home, school, and community by providing on-going communication and opportunities for involvement that informs and educates, students, parents, teachers, and the community.

Evaluation Data Sources: Class attendance, parent sign-in sheets, volunteer service hours, Newsletters.

Summative Evaluation: None

<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: The expected results are an increase in parental involvement and parents communication.</p> <p>Staff Responsible for Monitoring: Campus Student Success Specialist Campus Administrators</p> <p>Title I Schoolwide Elements: 3.1</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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, parent education training and other parent-related services. The campus will schedule these opportunities at times that will optimize participation by parents and family members.</p> <p>Strategy's Expected Result/Impact: The expected results are an increase in parental involvement both at the school and in the home.</p> <p>Staff Responsible for Monitoring: Campus Student Success Specialist Campus Administrators Campus Instructional Specialist Teachers</p> <p>Title I Schoolwide Elements: 3.2</p> <p>Funding Sources: Materials for parent academic training sessions - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$500, Campus Student Success Specialist to support parent academic training sessions - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$4,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: The campus will publish a bi-monthly newsletter to parents informing them of important dates, parent educational tips and campus information. The newsletter will be published using a variety of methods. All important dates will be on the campus website, campus social media accounts, marquee and on the scrolling screens in the front office.</p> <p>Strategy's Expected Result/Impact: The expected results are an increase in parent involvement and parents being more informed of events on the campus.</p> <p>Staff Responsible for Monitoring: Campus Student Success Specialist Campus Administrators</p> <p>Funding Sources: Colored Paper - Local Funds - \$100</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: The expected results are an increase in parent involvement and parents being more informed of their child's progress</p> <p>Staff Responsible for Monitoring: Teachers Campus Administrators</p> <p>Funding Sources: Folders - Local Funds - \$100</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 5: The campus will provide a series of parent educational series virtually and in-person. The sessions will include, but not limited to: Early literacy, bilingual literacy, technology, attendance, STAAR, homework, characteristics of a good learner, and how to establish routines at home. Additionally, the campus will survey the parents to see what additional training they might need.</p> <p>Strategy's Expected Result/Impact: The expected results are an increase in parental involvement both at the school and in the home. We also expect to increase our student achievement and attendance.</p> <p>Staff Responsible for Monitoring: Campus Student Success Specialist Campus Administrators Campus Instructional Specialist Teachers</p> <p>Title I Schoolwide Elements: 3.2</p> <p>Funding Sources: Materials for activities - Local Funds - \$400</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 6: San Jacinto Elementary will provide volunteer training for all parents interested in volunteering on campus and expand the opportunities for parents to volunteer on the campus.</p> <p>Strategy's Expected Result/Impact: The expected result is an increase in parental involvement on the campus by parents feeling welcome and understanding their role on the campus.</p> <p>Staff Responsible for Monitoring: Campus Student Success Specialist Campus Administrators</p> <p>Funding Sources: Food and meal for parents - Local Funds - \$300</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 7: All families, parents, Partner in Education and volunteers will be recognized at a luncheon at least once per year.</p> <p>Strategy's Expected Result/Impact: The expected result is an increase in parental and community involvement on the campus.</p> <p>Staff Responsible for Monitoring: Campus Student Success Specialist Campus Administrators</p> <p>Funding Sources: Materials for certificates, plaques - Local Funds - \$300, Lunch - Local Funds - \$200</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

<p>Strategy 8: The campus will host several special events in the evening and on weekends to increase positive relationships between home and school.</p> <p>Strategy's Expected Result/Impact: The impact expected is an increase the number of parents involved with the campus.</p> <p>Staff Responsible for Monitoring: Teachers Administrators Special Events Committee Campus Student Success Specialist</p> <p>Funding Sources: Materials, food - Local Funds - \$300</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 9: The campus will provide a coordinated school health approach to educate students, families and the community on healthy life activities. This will be done through CATCH Family Night, CATCH lessons, Fun and Fit Calendars, Sun Safety and Wellness classes.</p> <p>Strategy's Expected Result/Impact: Increase the participation in healthy life activities for our students, families and community.</p> <p>Staff Responsible for Monitoring: Teachers Administrators CATCH Committee</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 7: San Jacinto Elementary will provide the technology infrastructure and tools to maximize student achievement.


Performance Objective 1: San Jacinto Elementary Students and Teachers will use technology to enhance learning and instruction.


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

Summative Evaluation: None

<p>Strategy 1: Students and Teachers will use appropriate intervention software to enhance and personalize learning.</p> <p>Strategy's Expected Result/Impact: We will show an increase in student achievement and an increase in the use of technology by students. This will be monitored through weekly walk-throughs, lesson plans and RTI meetings.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Instructional Specialist Teachers</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: Intervention Software - Local Funds - \$2,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Teachers will utilize technology weekly in their classrooms. Teachers will use different instructional technology application to enhance instruction, personalize learning and increase student learning.</p> <p>Strategy's Expected Result/Impact: There will be an increase in student achievement. The use of technology will be monitored weekly through walk-throughs, observations, and team planning.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialist Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: Students will utilize educational applications as a tool in the classroom to increase student performance.</p> <p>Strategy's Expected Result/Impact: There will be an increase in student achievement. This will be monitored through walk-throughs, observations and student work samples.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers Campus Technology Specialist</p> <p>Funding Sources: Technology - Local Funds - \$1,500</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 4: The campus will provide technology training throughout the year to increase the use of instructional technology on the campus.</p> <p>Strategy's Expected Result/Impact: The expected impact on the campus is to increase the use of educational technology on the campus to meet the personalized needs of all students.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers Campus Instructional Specialist</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Campus Funding Summary

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	Attendance Incentives		\$500.00
4	1	1	Certificates, prizes, rewards		\$300.00
4	1	2	Posters		\$100.00
4	1	5	Materials		\$200.00
6	1	3	Colored Paper		\$100.00
6	1	4	Folders		\$100.00
6	1	5	Materials for activities		\$400.00
6	1	6	Food and meal for parents		\$300.00
6	1	7	Materials for certificates, plaques		\$300.00
6	1	7	Lunch		\$200.00
6	1	8	Materials, food		\$300.00
7	1	1	Intervention Software		\$2,000.00
7	1	3	Technology		\$1,500.00
Sub-Total					\$6,300.00
Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	Instructional Coaching by Campus Instructional Specialist	Title I, Part A	\$65,000.00
3	1	2	Campus Student Success Specialist to support student success components	Title I, Part A	\$65,000.00
6	1	2	Materials for parent academic training sessions	Title I Part A Funds	\$500.00
6	1	2	Campus Student Success Specialist to support parent academic training sessions	Title I Part A Funds	\$4,000.00
Sub-Total					\$134,500.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Supplemental materials to support enriched academic improvement	SpEd Funds	\$300.00
1	1	8	Supplemental materials to support enriched academic improvement	GT Funds	\$300.00
2	1	7	Payroll costs for tutoring	SCE Funds	\$8,000.00

Coordination of Local and State Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Supplemental materials to support Bilingual Students	Bilingual/ESL Funds	\$500.00
Sub-Total					\$9,100.00
Grand Total					\$149,900.00