Goose Creek Consolidated Independent School District

San Jacinto Elementary

2022-2023 Campus Improvement Plan

Public Presentation Date: November 3, 2022

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 when he/she is provided a highly engaging, rigorous learning environment.

2. Ensure all students learn 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 Bobcat Counts and Learns at High Levels!"

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Comprehensive Needs Assessment

Demographics

Demographics Summary

San Jacinto Elementary is a Title 1 campus whose population consists of Pre-K through 5th grade students. The student body consists of 390 students. The majority of students are Hispanic (82.1%) followed by White (7.2%), African American (6.9%), and two or more races (3.1%). Our school serves predominantly economically disadvantaged families with a rate of 85%. Our attendance rate is 98.3% and our mobility rate is 19.2% (20-21 Report Card). San Jacinto Elementary serves approximately (20%) identified Special Education students, (37.9%) English Language Learners including Monitors, (5%) identified Gifted and Talented students and (77.9%) At Risk students.

This population is served by 2 administrators, 1 counselor, 1 librarian, 22 classroom teachers, 6 support staff teachers and 6 paraprofessionals, all of whom are certified and highly qualified in their respective positions.

Demographics Strengths

SJE staff is committed to providing high quality instruction for all students. The following items were identified as strengths:

- Small student enrollment, giving the opportunity for staff members to build positive relationships with students.
- Our staff are hard working individuals that strive to give their best to our students.
- Teachers work together weekly to plan, discuss and support each other.
- High level of parent and community involvement
- A solid attendance plan to maintain our attendance rate.
- Strong culture support from parents among the Bilingual Classrooms.
- SJE has created a generational family trust throughout the years.
- Campus provides food, clothing, and basic necessities to create a safe, nurturing environment for our students and families.

SJE staff has supported students academically, socially and emotionally throughout this year.

Our campus' vision is to empower every student with the knowledge and skills necessary to succeed and become lifelong learners in our changing community.

Student Learning

Student Learning Summary

According to the data [Campus Based Assessments and Local Benchmarks], second, fourth and fifth grade students have made consistent growth in Mathematics from the beginning of the year to the end of the year.

2nd Grade Math [CBA]:

- 2021 - 2022 School Year [May] - 83.33% [Approaches - 1st], 64.58% [Meets - 1st], 41.67% [Masters - 1st]
- 2020 - 2021 School Year [May] - 55.1% [Approaches - 13th], 36.73% [Meets - 13th], 16.33% [Masters - 14th]

4th Grade Math: 35 Students made a 1 year's growth from STAAR 2021 to Local Benchmark March 2022.

5th Grade Math: 51 Students made a 1 year's growth from STAAR 2021 to Local Benchmark March 2022.

Based on data [EOY Screeners - TPRI and TEJAS Lee], 1st and 2nd grade students have made at least a 1 year's growth in Reading when data is compared from the beginning of the year to the end of the year:

1st Grade-

- Texas Primary Reading Inventory [TPRI]

    1. 1st Grade - 39 Students scored at the Masters Level.
    2. 1st Grade - 12 Students scored at the Meets Level.
    3. 1st Grade - 3 Students scored at the Approaches Level

- Tejas LEE
    1. 1st Grade - 6 Students scored at the Masters Level.
    2. 1st Grade - 1 Students scored at the Does Not Meet Level.

2nd Grade

- Texas Primary Reading Inventory [TPRI]
    1. 2nd Grade - 24 Students scored at the Masters Level.
    2. 2nd Grade - 13 Students scored at the Meets Level.
    3. 2nd Grade - 2 Students scored at the Approaches Level.
    4. 2nd Grade - 7 Students scored at the Does Not Meet [Orange] Level.
    5. 2nd Grade - 2 Students scored at the Does Not Meet [Red] Level.

The Data Tracking Forms [Reading Levels], gathered from teachers, demonstrate that 82% of Kindergarten students were reading on grade level by February 2022.

Data from [Campus Based Assessments and Local Benchmarks] indicate that second, fourth and fifth grade students have made moderate growth in Reading from the beginning of the year to the end of the year:

2nd Grade Reading [CBA]

- 2021 - 2022 School Year [May] - 41.67% [Approaches - 8th], 25% [Meets - 10th], 4.17% [Masters - 11th]
- 2020 - 2021 School Year [May] - 18% [Approaches - 15th], 18% [Meets - 14th], 2% [Masters - 15th]

4th grade Reading: 33 Students made a 1 year's growth from STAAR 2021 to Local Benchmark March 2022.

5th Grade Reading: 30 Students made a 1 year's growth from STAAR 2021 to Local Benchmark March 2022.

3rd Grade Reading data indicates students have under-performed over the last 2 years

- 2021 - 2022 School Year [March] - 42.31% [Approaches - 11th], 13.46% [Meets - 12th], 3.85% [Masters - 13th]
- 2020 - 2021 School Year [STAAR May] - 51.61% [Approaches - 15th], 23.64% [Meets - 14th], 9.68% [Masters - 12th]

3rd Grade Math data indicates students have under-performed over the last 2 years

- 2021 - 2022 School Year [March] - 47.17% [Approaches - 10th], 22.64% [Meets - 4th], 9.43% [Masters - 4th]
- 2020 - 2021 School Year [STAAR May] - 50.79% [Approaches - 13th], 30.36% [Meets - 4th], 11.11% [Masters - 8th]

For the campus, Reading continues to be an area of need across all grade levels [Pre-Kinder to 5th Grade]. To support and bring a focus to Reading, a framework [Non-Negotiable] for Guided Reading was established and supported by district approved professional development during the 2021-2022 school year. The focus for Instructional Rounds as a campus was Guided Reading. Teachers had the opportunity to visit a sister campus who also focused on Guided Reading.

The campus currently does not have functioning reading committee, but the benefits of having a reading committee/task force would be to instill the love of reading in all students. The campus will begin re-establishing the SJE Reading Task-force that incorporates school-wide research-based activities to build a community of readers.

Over the last 2 years site based committees have identified a need for professional development focused on embedding writing across the curriculum [Reading, Math, Science, and Social Studies]. Since new writing items will become operational in the 2022 - 2023 school year [STAAR], the need for professional development in Writing continues to be a top priority.

Student Learning Strengths

San Jacinto Elementary placed a strong focus on Reading [growth] during the 2021-2022 school year. End of the year results from the Texas Primary Reading Inventory [TPRI] demonstrate that San Jacinto Elementary has closed the achievement gap for most students in grades 1st and 2nd.

Preliminary STAAR results demonstrate that San Jacinto Elementary made significant gains in Reading in grades 3-5 [2020-2021 to 2021-2022]:

STAAR Test	Approaches	Meets	Masters
3rd Grade Reading	71.43% [2022] to 51.61% [2021]	46.43% [2022] to 23.64% [2021]	25% [2022] to 9.68% [2021]
4th Grade Reading	78.26% [2022] to 57.81% [2021]	57.97% [2022] to 27.59% [2021]	31.88% [2022] to 4.69% [2021]
5th Grade Reading	74.6% [2022] to 65.08% [2021]	47.62% [2022]	20.63% [2022] to 12.7% [2021]

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Data demonstrates that reading continues to under-perform when compared to mathematics. A large number of our students are reading below grade level across multiple grade levels. **Root Cause:** Teacher clarity on essential standards [K - 5] needs to increase. Campus Wide Clarity on the root causes for poor reading ability [i.e. phonemic awareness / phonological awareness, limited vocabulary, lack of engagement due to boredom (Reading Task-force), lesson structure, and the writing of Learning Intentions/Success Criteria] need to be explored.

School Processes & Programs

School Processes & Programs Summary

Professional Learning Communities

PLCs are implemented with fidelity, and validity. Teachers collaborate together to unpack TEKS, decide essential standards, create formative and summative assessments, analyze data, adjust instruction based on data, and create/implement interventions and enrichment groups Tier 1 and Tier 2 (WIN time) for Core Content areas.

Next steps for PLCs might include more time to discuss students/analyze data, deeper/more purposeful collaboration on instructional strategies, discussing/creating ways for students to be held accountable, and self reflecting on their learning (goals, data tracking, student led conferences, etc)-Visible Learning. Possibly have Specialty (Specials teachers) and Dyslexia/At-Risk Reading interventionist attend PLCs. Also, it would be beneficial for Paras to attend PLC's every so often so teachers can have conversations with them about working with students, materials, strategies to support, etc. Set criteria for who paras work with to prevent only giving them behavior or low performing students.

Professional Development

Professional Development this year that were presented to our campus included Guided Reading for some ELA (Gretchen Childs), Learning Intentions/Success Criteria update, Zearn Math (math teachers only), RAZ Plus (ELA teachers only), Bilingual PLCs (K/1st), and Reading Academy. Some teachers participated in Instructional Rounds. As a campus we need more Professional Development offered in specific content areas and Visible Learning to address goal setting with students and self reflection.

Student Academic Achievement

Teachers make data driven decisions. There is a sense of urgency in place in all grades/content areas. We have a strong PLC process which contributes to student academic achievement. We also have WIN time for Tier 2 instruction and teachers use this time to implement prescriptive plans for students based on data.

Technology

Technology is used for engagement, review, assessments (Quizzes, Formative, Eduphoria, Blookit, Kahoot), learning (Pear Deck, Google Slides), math manipulatives, tutoring, and practicing skills (Education Galaxy, Zearn, RAZ Plus). In grades PK-2 technology is mostly used to review skills using programs such as Waterford, Istation, or Education Galaxy.

School Processes & Programs Strengths

Professional Learning Communities

Grade level teachers meet weekly for two 45 min blocks to implement the PLC process. One of those blocks is a vertical meeting that includes at least one

Special Education teacher to discuss connections and implementation of TEKS across grade levels. The CIS and an administrator attend most PLC's to help facilitate and support the implementation. Teachers use data to drive their instruction and determine which students need intervention/enrichment. If interventions are not successful, teachers recommend students for the RTI process.

Professional Development

Teachers that received Guided Reading Professional Development implemented it right away and received follow up support from Gretchen Childs [District Consultant]. Learning Intention/Success Criteria gave teachers and students overall clarity. ELA teachers implemented strategies learned from the Reading Academy. The Reading Academy has also helped support the implementation of the gradual release model. Paras were given Guided Reading, reading stations, and math strategies Professional Development to help support instruction.

Student Academic Achievement

We have a strong PLC process which contributes to student academic achievement. We also have WIN time for Tier 2 instruction and teachers use this time to implement prescriptive plans for students based on data.

Perceptions

Perceptions Summary

The School Culture/Family Engagement Committee reviewed the survey results from staff, students and a parent and the following results showed that:

- San Jacinto Elementary builds relationships [among staff members, students, and parents].
- There is a culture of mutual respect towards one another.
- Parents feel satisfied with the communication provided, adequately informed, and feel welcomed at school.
- Students feel safe at school.
- Students speak of the school in a positive and proud manner.
- PBIS Matrix was used along with PBIS lessons throughout the year.
- Extra-curricular activities were provided all year round, including tutorials, spelling bee, book club, WIN Time and UIL.

Perceptions Strengths

Strengths of Campus Life:

Effective PLC process across the campus.

- Positive Relations between / among grade level teams.
- Support Staff is always ready to meet the needs of all students.
- San Jacinto Elementary meets the cultural needs of our students.
- Parents believe that San Jacinto is a safe and caring place for students.
- Parents believe that discipline is fair and consistently applied.
- Most students believe that their school experiences will prepare them for the challenges of life.
- Students also believe the learning opportunities offered at San Jacinto Elementary will help them learn about different cultures.
- There is a sense of belonging among the students.

Activities:

- Numerous Family Engagement Opportunities were offered throughout the year:
    1. Coffee with the Principal
    2. Book Fair / Catch Night
    3. Family Night
    4. 2 Online Registration Sessions
    5. Volunteer Breakfast
    6. Parents volunteers help with the PBIS store weekly.

Community Outreach Opportunities

- San Jacinto Elementary has a Partnerships with the following organizations:
  1. Houston Food Bank [Backpack Buddies]
  2. State Farm
  3. Homeless Shelter
  4. Be Well Baytown
  5. West Baytown Civic Association
  6. Exxon-Mobil
  7. Baytown Promise Center

Priority Problem Statements

Problem Statement 2: Data demonstrates that reading continues to under-perform when compared to mathematics. A large number of our students are reading below grade level across multiple grade levels.

Root Cause 2: Teacher clarity on essential standards [K - 5] needs to increase. Campus Wide Clarity on the root causes for poor reading ability [i.e. phonemic awareness / phonological awareness, limited vocabulary, lack of engagement due to boredom (Reading Task-force), lesson structure, and the writing of Learning Intentions/Success Criteria] need to be explored.

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

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 Elementary will implement an instructional program that ensures the academic success of all students.
All students will achieve at least a 1 year's growth in Reading, Math, Science and Language Assessments.

    Evaluation Data Sources: Reading Levels, Universal Screeners, Common Formative Assessments, Curriculum Based Assessments and Benchmarks, STAAR Results, TELPAS Results

Strategy 1 Details	Formative Reviews		
Strategy 1: San Jacinto staff will collaborate in Professional Learning Communities [PLC] to plan for units [i.e. unpack high leverage TEKS, identify Learning Intentions/Success Criteria and identify high impact teaching practices], disaggregate data and plan for Intervention and enrichment opportunities for students.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: All students will receive high rigorous and relevant instruction based upon the best research based practices. **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coaches **Title I:** 2.4 **Problem Statements:** Student Achievement 1 **Funding Sources:** Supplemental materials and supplies - Coordination of Local and State Funds - Bilingual/ESL Funds - $500, Supplemental materials and supplies - Coordination of Local and State Funds - GT Funds - $300, Supplemental materials and supplies - Coordination of Local and State Funds - Special Education Funds - $500			

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers, Teaching and Learning Coaches and Administrators will collaborate in Planning Meetings and Professional Learning Communities Times to identify the best researched based practices [rigor, relevance, and depth of knowledge] and and generate Level 1, Level 2 and Level 3 Questions to include in our lesson plans.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: All students will receive high rigorous and relevant instruction based upon the best research based practices as evidenced by walkthroughs and student growth indices [1 year's growth in Reading, Math, Science, and Language Assessments]. **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coaches			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: San Jacinto Elementary will create and maintain an instructional support schedule for all paraprofessional staff to maximize the support of students and teachers during Tier 1 and Tier 2 Instruction [WIN Time].	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Once per semester, the Campus administrators will create and maintain a support schedule for instructional paraprofessionals. Their schedule will be adjusted based on the needs of students to ensure all students achieve at least a 1 year's growth in Reading, Math, Science and Language Assessments. **Staff Responsible for Monitoring:** Principal Assistant Principal			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: We will provide coaching support and resources [i.e. observation time] for all teachers to build capacity in effective instructional strategies / practices. An emphasis will be place on teachers with 1-3 years of experience.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Teacher capacity will increase, as evidenced by Focused Walkthroughs, T-TESS Observations, and Summative Evaluations, resulting in all students receiving a high rigorous and relevant instruction based upon the best research based practices. **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coaches **Funding Sources:** Costs for Teaching and Learning Coach - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - $65,000			

Strategy 5 Details	**Formative Reviews**		
Strategy 5: San Jacinto Elementary will develop teacher clarity [a deep understanding about what to teach and why, how to teach it and what success looks like]. Teachers in Professional Learning Communities and Planning Times will work with Teaching and Learning Coaches to create a road map for instruction [Lesson Plans with Gradual Release Components]. Teachers will align learning standards with their own instruction/activities. Teachers will identify Learning Intentions, Success Criteria and Learning Progressions.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Teachers will have clarity on what is essential for students to learn, how to teach it, and what success looks like as evidenced by walkthroughs and student growth indices [1 year's growth in Reading, Math, Science, and Language Assessments]. Teacher clarity will result in all students receiving a high rigorous and relevant instruction based upon the best research based practices. **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coaches			

Strategy 6 Details	Formative Reviews		

Strategy 6: We will collaborate to develop lessons that scaffold learning for students using the Gradual Release of Responsibility Model/Reading Academies [I Do, We Do, and You Do].
 	
    Strategy's Expected Result/Impact: All students will achieve at least a 1 year's growth in Reading, Math, Science and Language Assessments.
 	
    Staff Responsible for Monitoring: Campus Administrators
Teaching and Learning Coaches
	Formative		

	Nov	Feb	June

Strategy 7 Details	Formative Reviews		

Strategy 7: San Jacinto Elementary will use a research based Framework [Before Reading, During Reading, After Reading] for Guided Reading in Grades K-5.
 	
    Strategy's Expected Result/Impact: All students will achieve at least a 1 year's growth in Reading.
 	
    Staff Responsible for Monitoring: Campus Administrators
Teaching and Learning Coaches
 	
    Problem Statements: Student Achievement 1
	Formative		

	Nov	Feb	June

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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 2: San Jacinto Elementary will implement a Pre-Kindergarten instructional program that ensures the learning and behavior success of all students.

> **Evaluation Data Sources:** CIRCLE Progress Monitoring assessment, Fueling Brains assessments, Reading Levels

Strategy 1 Details	Formative Reviews		
Strategy 1: Pre-Kinder Teachers will plan once a week to develop comprehensive lesson plans that follow the Pre-Kindergarten Guidelines and the Fueling Brains Curriculum.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: All students will achieve at least a 1 year's growth in Reading, Math, and Language / Executive Function development. **Staff Responsible for Monitoring:** Campus Administrators Brain Coach **Funding Sources:** Costs for PreK teachers and support Staff-50% - Coordination of Local and State Funds - Early Education Funds - $400,000			

Strategy 2 Details	Formative Reviews		
Strategy 2: San Jacinto Elementary will provide ongoing coaching support and professional development [Right Brain / Left Brain] for all teachers to build capacity in effective instructional strategies / practices.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Teacher capacity will increase, as evidenced by Focused Walkthroughs, T-TESS Observations, and Summative Evaluations, resulting in all students achieving at least a 1 year's growth in Reading, Math, and Language / Executive Function development. **Staff Responsible for Monitoring:** Campus Administrators Brain Coach			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

Performance Objective 1: All San Jacinto Elementary Teachers will will receive high-quality professional development to ensure students all students achieve at least a 1 year's growth in Reading, Math, Science and Language Assessments.

    Evaluation Data Sources: Reading Levels, Universal Screeners, Common Formative Assessments, Curriculum Based Assessments and Benchmarks, STAAR Results, TELPAS Results

Strategy 1 Details	Formative Reviews		
Strategy 1: San Jacinto Elementary will provide ongoing Professional Development with a focus on embedding writing across all subject areas [Reading, Math, Science, and Social Studies].	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Teacher capacity will increase resulting all students receiving a high rigorous and relevant instruction based upon the best research based practices.
Students will be able to write text/evidence-based responses across different subjects [Reading, Math, Science and Social Studies].
 	
  Staff Responsible for Monitoring: Campus Administrators
Teaching and Learning Coaches
 	
  Title I:
2.4			

Strategy 2 Details	Formative Reviews		
Strategy 2: San Jacinto Elementary will provide ongoing Professional Development in Sheltered Instruction Observation Protocols [SIOP Strategies] to all teachers and paraprofessionals in order to provide a well-rounded education.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: All students will achieve at least a 1 year's growth in Reading, Math, Science and Language Assessments [TELPAS]. **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coaches			

Strategy 3 Details	Formative Reviews		
Strategy 3: San Jacinto Elementary will provide ongoing Professional Development in Guided Reading [Framework, Running Records Level 2 Analysis] to all ELA teachers and paraprofessionals in order to provide a well-rounded education.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: All students will achieve at least a 1 year's growth in Reading.
 	
  Staff Responsible for Monitoring: Campus Administrators
Teaching and Learning Coaches
 	
  Title I:
2.5
  Problem Statements: Student Achievement 1			

Strategy 4 Details	Formative Reviews		
Strategy 4: San Jacinto Elementary will establish a Reading Task-force to review library circulation numbers, guided reading levels, accelerated reader tests, and research data to develop and incorporate research-based practices that will build a community of readers among all students.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: All students will achieve at least a 1 year's growth in Reading. **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coaches Reading Task-force Committee **Problem Statements:** Student Achievement 1			

0% No Progress   100% 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 systematically address the attendance, academic, and/or behavior needs of students in order to promote student success now and in the future.

    Evaluation Data Sources: Campus, Grade Level, Classroom, and Individual Attendance Rate Reports, Academic Reports, and Behavior Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: San Jacinto will facilitate the Student Support Team to address student needs by providing parents with necessary support and resources to address attendance, academic, behavior, or wellness needs.	**Formative**		
Strategy's Expected Result/Impact: Increase in student success in identified areas. **Staff Responsible for Monitoring:** Campus Administrators SST Team Members **Title I:** 2.6 **Funding Sources:** Cost for Student Success Specialist - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - $65,000	**Nov**	**Feb**	**June**

Strategy 2 Details	Formative Reviews		
Strategy 2: San Jacinto Elementary [Teachers, Campus Student Success Specialists, Attendance Clerk, Campus Administrators, and Students] will monitor daily attendance. The daily and weekly attendance rate will be included during morning announcements, posted in the cafeteria and published through our social media.	**Formative**		
Strategy's Expected Result/Impact: San Jacinto Elementary will achieve an overall attendance rate of 98%. **Staff Responsible for Monitoring:** Campus Administrators	**Nov**	**Feb**	**June**

Strategy 3 Details	Formative Reviews		
Strategy 3: San Jacinto Elementary will recognize students and classrooms [10 paws per 9 weeks] at least once per 9 weeks to promote student attendance.	**Formative**		
Strategy's Expected Result/Impact: San Jacinto Elementary will achieve an overall attendance rate of 98%. **Staff Responsible for Monitoring:** Campus Administrators	**Nov**	**Feb**	**June**

Strategy 4 Details	Formative Reviews		
Strategy 4: San Jacinto Elementary will establish a partnership [parent engagement opportunities, home visits, parent-workshops, parent-teacher conferences] between the home and the school in order to increase overall student attendance.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: San Jacinto Elementary will achieve an overall attendance rate of 98%. **Staff Responsible for Monitoring:** Campus Administrators			

Strategy 5 Details	Formative Reviews		
Strategy 5: San Jacinto will establish an effective and efficient Response to Intervention Framework in conjunction with Professional Learning Communities to meet the needs of all students.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: San Jacinto Elementary will monitor student performance and respond with interventions and enrichment to ensure that all students achieve at least a 1 year's growth in Reading, Math, Science and Language Assessments. **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coaches **Problem Statements:** Student Achievement 1			

Strategy 6 Details	Formative Reviews		
Strategy 6: San Jacinto Elementary will provide accelerated instruction opportunities either before school, during the school day, or after school to address and meet the needs of at-risk students in the areas of reading and mathematics.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: All students will achieve at least a 1 year's growth in Reading, Math, Science and Language Assessments. **Staff Responsible for Monitoring:** Teachers Campus Administrators Teaching and Learning Coaches **Title I:** 2.6 **Funding Sources:** Costs for intervention activities-tutors - Coordination of Local and State Funds - SCE Funds - $8,000			

Strategy 7 Details	Formative Reviews		
Strategy 7: San Jacinto will provide Professional Development to staff on best practices to meet the social and emotional needs of all students.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: School Wide Office Referrals will decrease by 20 percent from last school year [2021-2022] to this school year [2022-2023]. **Staff Responsible for Monitoring:** Campus Administrators Counselors			

Strategy 8 Details	Formative Reviews

Strategy 8 Details		Formative Reviews
Strategy 8: San Jacinto will recognize students [Grade Level Celebrations] at least 1 time per 9 weeks to promote Bobcat exemplary conduct/behavior.		**Formative**
Strategy's Expected Result/Impact: At least 95 percent of students within a grade level will be eligible to participate in the Grade Level Celebrations.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators			

0% **No Progress**   100% **Accomplished**   → **Continue/Modify**   ✗ **Discontinue**

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

Performance Objective 1: San Jacinto Elementary will provide a safe and positive learning environment based on an effective counseling program, Character Strong and PBIS programs.

   Evaluation Data Sources: Lesson plans for social skills, Review 360 Referrals, Bullying Incidents, Observations

Strategy 1 Details	Formative Reviews		
Strategy 1: San Jacinto Elementary will implement Character Strong with fidelity across all grade levels.	**Formative**		
Strategy's Expected Result/Impact: San Jacinto will reduce the number of office referrals by 15 percent [2021-2022 to 2022-2023]. **Staff Responsible for Monitoring:** Campus Administrators PBIS Committee	**Nov**	**Feb**	**June**

Strategy 2 Details	Formative Reviews		
Strategy 2: San Jacinto Elementary will promote a safe learning environment among all students by utilizing the school-wide Bobcats PBIS Matrix across all classrooms and common areas. Behavior expectations will be reviewed periodically throughout the school year [Grade Level Assemblies] and during morning announcements.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: San Jacinto will reduce the number of office referrals by 15 percent [2021-2022 to 2022-2023]. **Staff Responsible for Monitoring:** Campus Administrators PBIS Committee			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 2: San Jacinto Elementary will promote a culture and climate that promotes excellence and fosters growth among all students and staff members.

    Evaluation Data Sources: Campus Wide Surveys, Teacher Retention Rates

Strategy 1 Details			Formative Reviews		
Strategy 1: San Jacinto Elementary will recognize at least 1 student once every 9 weeks as a San Jacinto Giant.			**Formative**		
Strategy's Expected Result/Impact: San Jacinto will reduce the number of office referrals by 15 percent [2021-2022 to 2022-2023].			**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators PBIS Committee					
Strategy 2 Details			**Formative Reviews**		
Strategy 2: San Jacinto Elementary will recognize at least 1 staff member once every 9 weeks as a San Jacinto Giant.			**Formative**		
Strategy's Expected Result/Impact: Increase the number of staff recognized at San Jacinto Elementary.			**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators PBIS Committee					
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue					

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

Performance Objective 1: All San Jacinto students will be taught by highly effective teachers.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: San Jacinto Elementary will attend job fairs and recruit early from a pool of highly effective teachers in core academic subject areas.	**Formative**		
Strategy's Expected Result/Impact: All students will receive high rigorous and relevant instruction based upon the best research based practices. **Staff Responsible for Monitoring:** Campus Administrators	**Nov**	**Feb**	**June**
Strategy 2 Details	Formative Reviews		
Strategy 2: San Jacinto will evaluate the campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain highly effective teachers.	**Formative**		
Strategy's Expected Result/Impact: Increase the retention rate for new teachers and decrease the turnover rate. **Staff Responsible for Monitoring:** Campus Administrators Lead Mentor Teacher	**Nov**	**Feb**	**June**
Strategy 3 Details	Formative Reviews		
Strategy 3: San Jacinto Elementary will encourage teachers to become GT and ESL certified.	**Formative**		
Strategy's Expected Result/Impact: Recruit and retain highly effective teachers / staff. **Staff Responsible for Monitoring:** Campus Administrators	**Nov**	**Feb**	**June**
0% No Progress 100% 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, families, teachers, and the community.

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

Strategy 1 Details	Formative Reviews		
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 families 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.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: The expected results are an increase in family involvement and parent communication.
    Staff Responsible for Monitoring: Campus Administrators
Campus Student Success Specialist
 	
    Title I:
4.1			

Strategy 2 Details	Formative Reviews		
Strategy 2: The campus will convene an annual Title I meeting as well as engage families in meaningful ways to support student academic progress; parent engagement will happen through parent (family)-teacher conferences, family nights, parent education training(s) and other family-related services. The campus will schedule these opportunities at times that will optimize participation by parents and family members.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: The expected results are an increase in family involvement both at the school and in the home.
    Staff Responsible for Monitoring: Campus Administrators
Campus Student Success Specialist
 	
    Title I:
4.2
    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			

Strategy 3 Details	Formative Reviews		
Strategy 3: The campus will publish a bi-monthly newsletter to families informing them of important dates, family 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.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: The expected results are an increase in family involvement and parents being more informed of events on the campus. **Staff Responsible for Monitoring:** Campus Administrators Counselor			

Strategy 4 Details	Formative Reviews		
Strategy 4: 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.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Increase the participation in healthy life activities for our students, families and the community. **Staff Responsible for Monitoring:** Campus Administrators CATCH Committee			

Strategy 5 Details	Formative Reviews		
Strategy 5: San Jacinto Elementary will recruit/encourage participation in a Parent Teacher Organization [PTO].	Formative		
Strategy's Expected Result/Impact: Increase parental involvement. **Staff Responsible for Monitoring:** Campus Administrators	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
Strategy 6: San Jacinto Elementary will recruit/encourage participation in our Parent Volunteer Programs.	Formative		
Strategy's Expected Result/Impact: Increase parental involvement. **Staff Responsible for Monitoring:** Campus Administrators	Nov	Feb	June

0% No Progress   100% 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 will provide staff development opportunities once per 9 weeks on specific technology tools/applications.

    Evaluation Data Sources: Usage Reports, Classroom Observations, Lesson Plans, Training Agendas

Strategy 1 Details			Formative Reviews		
Strategy 1: San Jacinto Elementary will provide staff development opportunities once per 9 weeks on specific technology tools/applications.			**Formative**		
Strategy's Expected Result/Impact: The campus usage of educational technology will increase to meet the personalized needs of all students. San Jacinto Elementary Students and Teachers will use technology to enhance learning and instruction. **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coaches			**Nov**	**Feb**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue					

Campus Funding Summary

			Coordination of Local, State, and Federal Funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Costs for Teaching and Learning Coach	Title I, Part A Funds	$65,000.00
3	1	1	Cost for Student Success Specialist	Title I, Part A Funds	$65,000.00
6	1	2	Materials for parent academic training sessions	Title I Part A Funds	$500.00
6	1	2	Campus Student Success Specialist to support parent academic training sessions	Title I Part A Funds	$4,000.00
				Sub-Total	$134,500.00
			Coordination of Local and State Funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Supplemental materials and supplies	GT Funds	$300.00
1	1	1	Supplemental materials and supplies	Special Education Funds	$500.00
1	1	1	Supplemental materials and supplies	Bilingual/ESL Funds	$500.00
1	2	1	Costs for PreK teachers and support Staff-50%	Early Education Funds	$400,000.00
3	1	6	Costs for intervention activities-tutors	SCE Funds	$8,000.00
				Sub-Total	$409,300.00