

San Angelo Independent School District

San Jacinto Elementary

Campus Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

The mission of San Angelo Independent School District is to engage all students in a relevant and inspiring education that produces future-ready graduates.

Vision

In Pursuit of Excellence

GOALS

The district goals for 2016-2020 are to:

Provide student achievement at the highest levels.

Prepare students to graduate San Angelo ISD college and career ready.

Maintain fiscal responsibility and design/implement a facilities plan that addresses current and future needs of the district in order to fulfill the vision, mission, beliefs, and goals adopted by the board.

Improve communication between all stakeholders and the district.

Secure and retain an effective staff that is reflective of and responsive to the District's student body.

Sustain a safe and secure environment.

Core Beliefs

We believe student achievement is our highest priority and core principle for all decisions that impact the district.

We will engage high-yield and research based instructional strategies, provide viable aligned curriculum, eliminate achievement gaps, and offer rigorous advanced curriculum, in order that all students reach their highest potential and learn regardless of ethnicity, socio-economic background, gender, native language, special needs, or area of residence.

We believe equitable allocation of resources ensures each student will have the opportunity to become a capable, productive and contributing citizen.

We will be responsible stewards of local, state, and federal resources. To ensure a positive climate of academic achievement and student success, we will create and implement programs and processes that address the needs of students and staff.

We believe stakeholder partnerships are vital links to student achievement and essential connections that foster student success.

We will actively engage, communicate with, be responsive to, and seek input and participation from all stakeholders including parents, grandparents, guardians, caregivers, businesses, elected and appointed officials, military, civic and faith-based organizations, institutions of higher education, medical and social service agencies, district leadership, staff, and students.

We believe in the value of each employee, in his/her personal and professional growth and empowerment to ensure academic achievement and student success.

We will invest in highly qualified human capital, engage them in professional learning communities and provide focused training to ensure they will be active contributors to academic achievement and student success. We will treat each employee with fairness, empower each employee to focus on high performance, and hold each employee accountable for results that contribute to student achievement and success.

We believe all students learn best in a safe, supportive, and secure environment.

We will provide facilities management for the safety of students and staff. We will ensure that learning and work environments are stable and our discipline policies are conducive to student achievement and success.

Comprehensive Needs Assessment

Revised/Approved: October 20, 2020

Demographics

Demographics Summary

During the 2019-20 school year, 299 students were enrolled at the campus in K-5th grades. The majority of students are Hispanic. The majority of students are economically disadvantaged.

Year	Enrollment	# LEP	% LEP Campus	% LEP District	% LEP State	# At Risk	% At Risk	% At Risk District	% At Risk State	Attendance
2017-2018	331	42	12.69%	4.7%	18.8%	211	63.75%	48.7%	50.8%	95.08%
2018-2019	317	34	10.73%	4.9%	19.5%	201	63.41%	50.2%	50.1%	94.24%
2019-2020	299	26	8.7%	TBA	TBA	207	69.23%	TBA	TBA	96.64%

Year	# Eco. Disad. Campus	% Eco. Disad. Campus	% Eco. Disad. District	% Eco. Disad. State	# SpEd Campus	% SpEd Campus	% SpEd District	% SpEd State	# Mobility Campus	% Mobility Campus	% Mobility District	% Mobility State
2017-2018	297	89.7%	58%	58.8	55	16.6	10.4%	9.1%	65	20.7%	19.1%	15.4%
2018-2019	280	88.3%	55.7%	60.6%	63	19.87%	TBA	TBA	TBA	TBA	TBA	TBA
2019-2020	267	89.3%	TBA	TBA	70	23.41%	TBA	TBA	TBA	TBA	TBA	TBA

Year	Enrollment	African American	Hispanic	White	American Indian	Asian	Pacific Islander	2 or More Races
2017-2018	331	8 - 2.4%	255 - 77%	60 - 18.1%	0 - 0%	1 - 0.3%	1 - 0.3%	6 - 1.8%
2018-2019	317	6 - 1.89%	251 - 79.18%	57 - 17.98%	0 - 0%	0 - 0%	1 - 0.32%	2 - 0.63%
2019-2020	299	11 - 3.68%	220 - 73.58%	64 - 21.2%	0 - 0%	0 - 0%	1 - 0.33%	3 - 1.00%

Demographics Strengths

San Jacinto is a Title I Campus receiving funds for each student with free- or reduced-meal status. These funds pay the salaries for the Instructional Coach and 2 Title I Aides on campus. The remaining funds for Title I are used to pay for campus needs such as tutors, technology, and staff development. The campus receives State Compensatory Education (SCE) funds for each At Risk student. These funds pay a portion of the salary of our School Service Worker. SCE funds also pay for tutors.

Problem Statements Identifying Demographics Needs

Problem Statement 1: A high percentage of San Jacinto students are economically disadvantaged and at risk for failure. **Root Cause:** A high percentage of San Jacinto students require small group targeted intervention.

Student Learning

Student Learning Summary

Instruction at San Jacinto Elementary is based upon the San Angelo ISD Curriculum Framework. Teachers design units of work using the framework and information about their students. Teachers focus on growing students as readers. Students have made growth in guided reading. Scores on the STAAR test have fluctuated or declined over the past few years. Students did not take the STAAR test in 2019-20 due to the COVID-19 pandemic.

STAAR SCORES for 2016-2017, 2017-2018, 2018-2019

% of Students Approaching Grade Level Standard by Sub-Pops

	Hispanic			White			EcoDisad			SpEd		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Reading	62%	68%	64%	71%	68%	61%	61%	66%	61%	65%	61%	73%
Math	78%	74%	64%	71%	74%	67%	75%	71%	62%	65%	70%	63%
Science	72%	70%	65%	50%	80%	88%	63%	66%	63%	67%	50%	71%
Writing	46%	47%	33%	50%	75%	36%	37%	47%	38%	43%	57%	33%

Approaches Grade Level Standard

	All Students	All Students	All Students	All Students
	16-17	17-18	18-19	19-20
Reading	63%	68%	63%	NA due to Covid 19
Math	76%	73%	63%	NA due to Covid 19
Science	66%	71%	68%	NA due to Covid 19
Writing	47%	50%	36%	NA due to Covid 19

Meets Grade Level Standard

	All Students	All Students	All Students	All Students
	16-17	17-18	18-19	19-20
Reading	43%	32%	31%	NA due to Covid 19
Math	39%	36%	29%	NA due to Covid 19
Science	40%	25%	44%	NA due to Covid 19
Writing	19%	24%	12%	NA due to Covid 19

Masters Grade Level Standard

	All Students 16-17	All Students 17-18	All Students 18-19	All Students 19-20
Reading	15%	11%	7%	NA due to Covid 19
Math	15%	11%	10%	NA due to Covid 19
Science	13%	6%	13%	NA due to Covid 19
Writing	0%	2%	2%	NA due to Covid 19

Accountability Rating

	2017	2018	2019	2020
Performance Rating	Met Standard	Met Standard	D	NA due to Covid 19
Scaled Score	NA	70	60	NA due to Covid 19
Distinction Designations	Post-Secondary Readiness	None	None	NA due to Covid 19

Scaled Scores *New Rating System in 2017-18

	2017-18	2018-19	2019-20
Overall	70	60	NA due to Covid 19
Domain 1: Student Achievement	62	58	NA due to Covid 19
STAAR Performance	62	58	NA due to Covid 19
Domain 2: School Progress	72	60	NA due to Covid 19
Academic Growth	72	59	NA due to Covid 19
Relative Performance (EcoDis)	69	60	NA due to Covid 19
Domain 3: Closing The Gaps	65	61	NA due to Covid 19

Student Learning Strengths

In 2016-17, 3rd and 4th grade received district training to implement Writer's Workshop. The campus continued to use Guided Reading to provide small group reading instruction.

In 2017-2018, 5th grade received district training to implement Writer's Workshop. The campus continued to use Guided Reading to provide small group reading instruction and added iStation to monitor students' reading progress.

In 2018-19, K-5th grade Reading Teachers received coaching from a Scholastic Coach for Guided Reading 3 times on site and virtual coaching 3 times. Students participated in guided reading 1-5 times weekly. Teachers also pulled one group in class for Leveled Literacy Intervention (LLI). Students continued to participate in iStation as an intervention for reading. Teachers

continued to implement Writer's Workshop and used Trait Crates as a resource for teaching the 6 Traits of Writing. Tutors worked in classroom with small groups of students on targeted skills for math and reading.

In 2019-20, K-5th grade Reading Teachers received monthly in person coaching from a Scholastic Coach for Guided Reading. Students participated in guided reading 1-5 times weekly. Tutors that were retired teachers pulled small groups of students for Leveled Literacy Intervention (LLI). Some teachers taught LLI to small groups in their class in order to ensure all students needing LLI in their classroom received this intervention. Students continued to participate in I-Station as a reading intervention. Teachers began implementation of a new resource for ELAR called Fountas and Pinnell Classroom along with a balanced literacy schedule that included Writer's Workshop, Reading Mini Lesson, Shared Reading, and Guided Reading.

During the final quarter of the school year, the COVID-19 pandemic hit the United States of America causing massive widespread shutdowns of many businesses and community services, including schools. San Jacinto went virtual during the final quarter of school with all staff and students working and learning from their homes using Google Classroom and Zoom as learning platforms. Schools everywhere soon realized that they were operating in Crisis Management Mode as staff adjusted to the many challenges students, families, and they themselves were facing in light of the world wide pandemic. A shift from being academic achievement focused to social emotional learning focused was necessary as staff supported students and families during these troubling times of uncertainty and, for many, hardship.

We learned many of our students and families were unprepared to navigate the technological requirements of virtual school. Students struggled with connectivity issues, logging in, participating in zooms, completing online work, and turning work in.

We primarily use TAPR reports and STAAR scores to determine our academic strengths and needs as a whole campus. In addition, classroom teachers use diagnostic assessments and benchmark tests to continually assess student progress. Instructional adjustments are made as necessary and appropriate.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): During the 2018-19 school year, 12% of 4th graders at San Jacinto Met Grade Level Standard on the STAAR Writing test. **Root Cause:** There is an imbalance in the amount of time focused on writing compositions and using revise and edit skills.

Problem Statement 2 (Prioritized): During the 2018-19 school year, 30% of San Jacinto 3rd-5th graders Met Grade Level Standard and 8% Mastered Grade Level Standard on the STAAR Reading, Math, Writing, and Science tests. **Root Cause:** Our core instruction must focus on the needs of individual students so that all students make growth and more students reach grade level standard.

School Processes & Programs

School Processes & Programs Summary

Curriculum & Instruction:

After the 2015-16 school year, San Jacinto met standard on all four indexes of state accountability. San Jacinto met all of the state system safeguards with the exception of Special Education Reading. The campus received a distinction in science, based on STAAR scores. San Jacinto has implemented many best practices in their core instruction. The campus uses a balanced literacy approach which includes Guided Reading and Writer's Workshop. The campus uses classroom strategies including modeling, feedback, gradual release, small group instruction, learning stations, and TEKS deconstruction. Members of the campus also participate in vertical team meetings, data meetings, and weekly grade level planning sessions.

For the 2016-17 school year, San Jacinto implemented the T-TESS and T-PSS programs. Both our professional teaching staff and principal participating in setting yearly personal growth goal to target areas of growth. 19 professional teachers participated in the full observation process of T-TESS which included a Pre-Conference, Observation, and Post-Conference. All professional teaching staff participated in an End Of Year Conference presenting evidence of growth and goal targets for the upcoming school year.

For the 2017-2018 school year, San Jacinto implemented an in-depth look into best practices for vertical alignment. The teachers participated in weekly PLC meetings, implemented Kagan strategies, and tracked student data through the use of a Data Board in the Warrior Room.

For the 2018-2019 school year, San Jacinto continued with weekly PLC meetings focusing on Designing Engaging Units of Work for students. We also continued meeting in vertical teams monthly focusing on vertically aligning instructional strategies following the Curriculum Framework.

For the 2019-2020 school year, teachers utilized district curriculum through the Eduphoria platform. K-5 ELAR teachers began using Fountas & Pinell Classroom to guide their work in Balanced Literacy. On site Scholastic Coaching for guided reading occurred at San Jacinto. Significant time was devoted to learning and using Fountas & Pinell classroom as a resource.

Context & Organization: San Jacinto Elementary receives federal, state, and local funding including State Comp Ed., Title I and II. San Jacinto serves students from Kinder through 5th grade, and has three Special Education Specialized Support Alternative Classrooms. Kindergarten through 2nd grade are self contained classrooms. 3rd grade and 4th grade team teaches with 2 teachers. 5th grade is departmentalized with 3 teachers - each targeting a STAAR testing area. Tutors and instructional aides are utilized for small group interventions during the school day. Teachers new to the profession and/or to the district are supported through a mentoring program. The training begins with New Teacher Orientation prior to the start of school at the district level and campus level. Campus mentors continue to provide support throughout the year meeting for targeted conversations.

Technology: We recognize the fact that the clientele we serve - our students - are increasingly “techno-savvy” and that we must infuse our lesson plans and other daily activities with technology in order to gain and hold their attention. The use of technology also assists in meeting the needs of our non-traditional learners. Classrooms are equipped with a variety of technology including Chromebooks in 5th grade, iPads with keyboards and desktop computers in 3rd - 4th grades, and iPad Minis and desktop computers in Kinder - 2nd grades.

School Processes & Programs Strengths

Rich Resources for Balanced Literacy

Staff Professional Goal Setting and Data Tracking

Tutors Implementing LLI

Teachers Utilizing Guided Reading and LLI

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Technology and equipment is used mostly to teach or assess students, not for students creating, building, or inventing. **Root Cause:** The use of STEM or STEAM Labs with a focus on student exploring, creating, building, and inventing does not exist at San Jacinto.

Problem Statement 2: Students struggled with using technology during the shut down. **Root Cause:** Students need routine experience with utilizing technology, specifically Chromebooks, as a learning tool.

Problem Statement 3: Teachers providing intense small group interventions for their students takes time away from core instruction. **Root Cause:** The campus is lacking a comprehensive system, including staff, procedures, and materials, for identifying student needs and providing necessary interventions to meet those needs.

Perceptions

Perceptions Summary

San Jacinto Elementary is a school that is devoted to helping students succeed no matter where they are on the road to success. We value problem solving, hard work, respect, patience, and creating a safe environment. San Jacinto Elementary strongly believes in home and school collaboration. We plan and encourage parent involvement activities throughout the school year. We have community involvement through our partnerships with House of Faith, Southland Baptist Church, and Angelo State University.

	2018-19	2019-20
ISS Incidents	79	34

Perceptions Strengths

- Safety
- Caring, friendly staff members that make strong relationships with students
- Quality, highly attended parent involvement activities such as: Parents & Pastries, class musical productions, Valentine's Dance & STAAR Information Night, Open House/Title I Meeting, Meet The Teacher, Fall Festival, and Field Day
- Home Access Center - allows parents web-based access to their children's grades, lunch menus, and VIP form
- Collaboration, partnering, and communication with parents through phone calls, conferences, email, Class Dojo, and information meetings
- School service worker
- ASU Rams Read
- Lunch Buddies - Southland Mentor Program
- House of Faith - after school on Thursdays and Christmas Party
- Parent Survey indicated that our campus was very friendly and inviting
- COWS - Clothes on Wheels with Rust Street Ministries
- Food 2 Kids - Concho Valley Food Bank of San Angelo
- Foster Grandparents - we have 2 grandparents
- Soundwave (after school choir of 5th grade students) Field trips to sing at Retirement Communities

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Student behavior is impacting instruction in the classroom with teachers spending a significant amount of time redirecting and managing behavior. **Root Cause:** Positive Behavior Supports are implemented inconsistently in some classrooms and alignment across the campus is different.

Priority Problem Statements

Problem Statement 2: During the 2018-19 school year, 12% of 4th graders at San Jacinto Met Grade Level Standard on the STAAR Writing test.

Root Cause 2: There is an imbalance in the amount of time focused on writing compositions and using revise and edit skills.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Technology and equipment is used mostly to teach or assess students, not for students creating, building, or inventing.

Root Cause 3: The use of STEM or STEAM Labs with a focus on student exploring, creating, building, and inventing does not exist at San Jacinto.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: During the 2018-19 school year, 30% of San Jacinto 3rd-5th graders Met Grade Level Standard and 8% Mastered Grade Level Standard on the STAAR Reading, Math, Writing, and Science tests.

Root Cause 4: Our core instruction must focus on the needs of individual students so that all students make growth and more students reach grade level standard.

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data

Student Data: Behavior and Other Indicators

- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Goals





Goal 1: Provide student achievement at the highest levels.

Performance Objective 1: By June 2021, the percentage of San Jacinto students reaching the Meets Grade Level Expectation will be: 3rd Reading & Math - 22%; 4th grade Reading - 28%, Math - 24%, Writing - 22%; 5th grade Reading - 33%, Math - 32%, Science - 47%.

Evaluation Data Sources: STAAR performance data - Domain 1

Summative Evaluation: None

<p>Strategy 1: Implement TRS for Math and Science and the District Curriculum Framework utilizing Fountas and Pinnell Classroom and Scholastic Guided Reading as resources in order to provide for all aspects of Comprehensive Literacy in each K-5 Humanities Classroom.</p> <p>Strategy's Expected Result/Impact: Improved student success and engagement with reading.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, and Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Level 5: Effective Instruction - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	May
<p>Strategy 2: Provide time for teacher to develop daily lesson plans with clear objectives, opening activities, time allotments, differentiation, daily formative assessments with exemplar responses.</p> <p>Strategy's Expected Result/Impact: Lesson Plans</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Level 5: Effective Instruction - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	May
<p>Strategy 3: Provide time and training to help teachers track data by the skill by the student to inform future instruction and lesson planning.</p> <p>Strategy's Expected Result/Impact: PLCs and Data Meetings</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, and Principals</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Level 5: Effective Instruction - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	May
<p>Strategy 4: Provide feedback and lesson plan support from campus leadership that includes a focus on rigor.</p> <p>Strategy's Expected Result/Impact: Lesson Plan Feedback</p> <p>Staff Responsible for Monitoring: Instructional Coach, and Principals</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Level 5: Effective Instruction - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	May





Strategy 5: Provide time, assistance, and materials in order to re-teach objectives to mastery and follow up data on reassessment. Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Teachers, Instructional Coach, Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Feb	May	May
Strategy 6: Utilize resources such as Thinking Up! by Mentoring Minds or other intervention resources approved by the district to provide students with opportunities to practice skills. Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Teachers, Instructional Coach, Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Feb	May	May
Strategy 7: Provide teachers with supplies such as reading resources, writing resources, and math manipulatives to successfully implement District Curriculum. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Feb	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Students graduate from San Angelo ISD college and career ready.

Performance Objective 1: By June 2021, San Jacinto will score a 60 in Domain 2a, a 77 in Domain 2b, and a 65 in Domain 3.

Evaluation Data Sources: STAAR performance data - Domain 1 & 3

Summative Evaluation: None





Strategy 1: Implement an Advanced Academics Club after school during the second semester to target academic achievement of students. Strategy's Expected Result/Impact: Club Schedule, Roster, Lesson Plans Staff Responsible for Monitoring: Teachers, Instructional Coach, Principals TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy	Reviews			
	Formative			Summative
	Nov	Feb	May	May
Strategy 2: Utilize tutors, aides, and an Intervention Teacher to target students for Math, Reading, and Writing intervention. Strategy's Expected Result/Impact: Tutor Schedule Staff Responsible for Monitoring: Teachers, Instructional Coach, Principals TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Feb	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Maintain fiscal responsibility and design/implement a facilities plan that addresses current and future needs of the district in order to fulfill the vision, mission, beliefs and goals adopted by the Board.

Performance Objective 1: A balanced budget will be adopted that supports the vision, mission, and beliefs of the district while ensuring the achievement of the goals of the district. Facilities plan used to sustain and maintain adequate facilities.

Evaluation Data Sources: Fiscal responsibility apparent through students and staff are given adequate materials and supplies to become successful. Facilities available to enrich learning environment and adequately house students and staff.

Summative Evaluation: None





Strategy 1: Oversee campus budgets - Local, Federal, and State Strategy's Expected Result/Impact: Budgets Staff Responsible for Monitoring: Principals	Reviews			
	Formative			Summative
	Nov	Feb	May	May
Strategy 2: Follow ESSA guidelines - School Report Card dissemination Strategy's Expected Result/Impact: Copy of letter and date letter sent to parents Staff Responsible for Monitoring: Principals	Reviews			
	Formative			Summative
	Nov	Feb	May	May
Strategy 3: Annually review and maintain a facilities and maintenance punch list Strategy's Expected Result/Impact: Forward Maintenance Crew reports Staff Responsible for Monitoring: Principals	Reviews			
	Formative			Summative
	Nov	Feb	May	May
Strategy 4: Update technology and equipment to reflect needs of campus Strategy's Expected Result/Impact: Updated equipment, Purchase Orders Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Feb	May	May
Strategy 5: Implement a STEAM Lab in K-2nd grade and a STEM Lab in 3rd-5th grades. Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Teachers, Instructional Coach, Principal	Reviews			
	Formative			Summative
	Nov	Feb	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Improve communications between the district and all stakeholders.

Performance Objective 1: Increase family and community engagement through volunteering and participation in school activities.

Evaluation Data Sources: Participation Logs

Summative Evaluation: None





Strategy 1: Provide a variety of opportunities and methods (not limited to technology) by which individuals can sign up to volunteer and get involved in school activities. Strategy's Expected Result/Impact: Sign-in sheets at family engagement events Staff Responsible for Monitoring: Counselor and Principals	Reviews			
	Formative			Summative
	Nov	Feb	May	May
Strategy 2: Use multiple modalities to announce opportunities in English and Spanish for volunteering and getting involved in schools. Strategy's Expected Result/Impact: Copies of notices in English and Spanish Staff Responsible for Monitoring: Counselor and Principals	Reviews			
	Formative			Summative
	Nov	Feb	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Secure and retain an effective staff that is reflective of and responsive to the district's student body.

Performance Objective 1: The district will be able to hire and retain quality staff by offering competitive salaries and high quality opportunities for personal targeted growth based on student needs.

Evaluation Data Sources: T-TESS; STAAR

Summative Evaluation: None





Strategy 1: Provide training on the district curriculum and effective use of programs and resources. Strategy's Expected Result/Impact: Staff development attendance documentation, walkthroughs Staff Responsible for Monitoring: Instructional Coaches and Principals	Reviews			
	Formative			Summative
	Nov	Feb	May	May
Strategy 2: Provide professional development to staff on implementing guided reading instruction in the classroom. Strategy's Expected Result/Impact: Staff development attendance documentation, walkthroughs Staff Responsible for Monitoring: Instructional Coaches and Principals Additional Targeted Support Strategy	Reviews			
	Formative			Summative
	Nov	Feb	May	May
Strategy 3: Provide professional learning to staff in the area of Math using Math Solutions. Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Instructional Coach and Principal	Reviews			
	Formative			Summative
	Nov	Feb	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Secure and retain an effective staff that is reflective of and responsive to the district's student body.

Performance Objective 2: Build instructional leadership capacity through targeted professional development and district level support of T-TESS implementation.

Evaluation Data Sources: STAAR; T-TESS; T-PESS

Summative Evaluation: None

<p>Strategy 1: Provide teachers with sustained, professional development to address the learning needs of all students, particularly through PLC's (Professional Learning Community), Instructional Rounds, and Vertical Alignment.</p> <p>Strategy's Expected Result/Impact: Staff development attendance documentation, walkthroughs</p> <p>Staff Responsible for Monitoring: Instructional Coaches and Principals</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	May
<p>Strategy 2: Provide substitutes for teachers participating in professional development.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to attend trainings that happen during the school day. Teachers will be able to work with other teachers in their classrooms during authentic teaching time. Teacher learning will impact their own classroom performance.</p> <p>Staff Responsible for Monitoring: Principals</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 6: Sustain a safe and secure environment.

Performance Objective 1: Optimize the learning environment and support the instructional program of the district with the development and implementation of a district wide safety plan and appropriate staff development and training to support student success.

Evaluation Data Sources: A comprehensive long-range safety plan in place and targeted staff development records

Summative Evaluation: None

<p>Strategy 1: 6.1.8 Evaluate culture and climate on campuses</p> <p>Strategy's Expected Result/Impact: With a positive culture and climate, the staff will exhibit positive work habits that support educational goals as well as make connections with parents and other stakeholders valuable to the educational process.</p> <p>Staff Responsible for Monitoring: Principals</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	May
<p>Strategy 2: 6.1.9 Provide ongoing staff development in workplace safety and security</p> <p>Strategy's Expected Result/Impact: Through training and staff development on safety and security, the staff will be able to identify safety and security concerns and follow protocol in accordance with district policies and procedures.</p> <p>Staff Responsible for Monitoring: Campus Safety Committee and Principals</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	May
<p>Strategy 3: 6.1.7 Provide healthy choices and activities through physical fitness and nutrition programs: Fitness Gram, Kids' Marathon for grades 1-5, Little Olympics for grades 3-5, and school lunch/breakfast program</p> <p>Strategy's Expected Result/Impact: By providing healthy choices and activities at the campus level, students will make healthier lifestyle choices that influence their families and futures.</p> <p>Staff Responsible for Monitoring: Campus Staff</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	May
<p>Strategy 4: 6.1.6 Provide training for all students and staff in recognition and prevention of harassment including: disability harassment and sexual harassment, dating violence, reporting child abuse and maltreatment, bullying, and suicide. Follow Board policy when addressing these issues.</p> <p>Strategy's Expected Result/Impact: Through documentation of training and the monitoring of the CNA, students and staff members will be able to identify and report harassment in accordance with district policy.</p> <p>Staff Responsible for Monitoring: Counselor, Campus Nurse and Principals</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	May

<p>Strategy 5: 6.1.10 Train staff on a full continuum of behavioral intervention strategies (including PBSI), address drug/violence prevention education with appropriate staff and students, and train specific staff members on restraint and time-out protocol in accordance with the law (Required by Texas Behavior Support Initiative --SB 1196).</p> <p>Strategy's Expected Result/Impact: Through training on management techniques and strategies as well as drug/violence prevention education and TBSI professional development, the staff will be able to implement appropriate behavior supports in the classroom to increase strategic management and provide a positive and supportive educational environment for students.</p> <p>Staff Responsible for Monitoring: Principals</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Implement TRS for Math and Science and the District Curriculum Framework utilizing Fountas and Pinnell Classroom and Scholastic Guided Reading as resources in order to provide for all aspects of Comprehensive Literacy in each K-5 Humanities Classroom.
1	1	2	Provide time for teacher to develop daily lesson plans with clear objectives, opening activities, time allotments, differentiation, daily formative assessments with exemplar responses.
1	1	3	Provide time and training to help teachers track data by the skill by the student to inform future instruction and lesson planning.
1	1	4	Provide feedback and lesson plan support from campus leadership that includes a focus on rigor.
2	1	1	Implement an Advanced Academics Club after school during the second semester to target academic achievement of students.
5	1	2	Provide professional development to staff on implementing guided reading instruction in the classroom.

State Compensatory

Budget for San Jacinto Elementary

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
1992112511930P11	6125 Salary Support - Locally Defined	\$17,925.00
1992322511930S11	6129 Salaries or Wages for Support Personnel	\$22,487.00
6100 Subtotal:		\$40,412.00

Personnel for San Jacinto Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Melissa Delacruz	School Service Worker	SCE	.40
Rachel Lawlor	Instructional Aide	SCE	1.0

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Chasity Peters	Instructional Aide	Title I, Part A	1.0
Stephanie Hochstetler	Assistant Principal for Instruction	Title I, Part A	1.0
Wendy Hollis	Literacy Support Teacher	Title I, Part A	1.0

Addendums