Coldspring-Oakhurst CISD

James Street Elementary School

Accountability Rating: C

2025-2026 Campus Improvement Plan

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Mission Statement

Mission Statement:

At JSE, we place students at the center of all we do, using high-quality instruction to boost achievement and build the knowledge and critical thinking skills needed to succeed in school, college, careers, and life.

Vision

Vision Statement

JSE's vision is to inspire academic excellence through a challenging, tech-rich program and engaging, learner-centered experiences. We foster a culture of high expectations, accountability, and respect, empowering every student to excel.

Every child,

Every hour,

Every day.

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Comprehensive Needs Assessment

Demographics

Summary

James Street Elementary is located in San Jacinto County and is currently serving approximately 441 students from Early Childhood – 2nd grade. According to data taken from the Texas Education Agency, our campus is made up of a student population that is 63.5% White, 16.0% African American, 13.4% Hispanic, 14.2% two or more races 7.6%, American Indian 0.5%, and 0% Asian and 0.2% Pacific Islander. 73.1% of our students are considered economically disadvantaged. We have 11.3% of students in special education and 1.9% are English Learners. JSE has identified 504 students, gifted/talented students, and students who are ESL. Our current average daily attendance is 93.4%. James Street Elementary has a vision that is kept abreast in the hearts and minds of every faculty and staff member. That vision is every child, every hour, every day. Each staff member knows and understands the urgency of ensuring that there is no instructional time lost in the day.

2024-25 Student Information (link)

School Profile (link)

Strengths

James Street Elementary serves a diverse population of students, including those from high, middle, and low socioeconomic backgrounds, English Language Learners (ELL), special education students, and students identified as Gifted and Talented (GT). The campus is committed to addressing the unique needs of all students, ensuring that each group receives tailored support and opportunities for academic and personal growth. Gifted and Talented students are identified and provided with enriched learning experiences to challenge their abilities and foster their development.

Student Learning

Summary

At our early childhood campus, we remain committed to understanding and supporting the whole child through careful analysis of academic and developmental data. Student progress is continuously monitored using local assessments, universal screeners, and ongoing benchmarks to guide instruction and interventions. Our data reflects strong foundational growth in early literacy and numeracy, with targeted support in place for students needing additional assistance. English language learners are showing measurable progress on TELPAS, and our special education students are supported through individualized goals aligned with their unique learning needs. While we do not yet have CCMR or graduation data at this level, we are laying the critical groundwork to ensure every student is on a path toward long-term success. Our focus remains on reducing retention rates, supporting grade-level mastery, and creating equitable learning experiences for all.

Strengths

- Pre-Kindergarten - Second-grade students will participate in RLA and Math BOY, MOY, and EOY assessments.
- Module Assessments will be given for Kindergarten - Second-grade students. Skills and Knowledge Domain Assessments will be given in RLA in grades Kindergarten - Second grade. This data will guide interventions for students.
- Each grade level has built-in Tier 2 and Tier 3 Intervention Time. JSE also provides Tier 3 instruction through Response To Intervention, push-in services, and pull-out services.
- Professional learning communities are data-driven.
- Inclusion is a strong component of our special education department.
- Progress monitoring is happening frequently.
- The Resource classroom meets the needs of our lower special education students.

School Processes & Programs

Summary

At James Street Elementary, Grades Pre-Kindergarten through Second utilize Bluebonnet Learning to teach structured literacy. Bluebonnet Learning is grounded in the Science of Reading, and its Core Knowledge Language Arts (CKLA) program integrates rich content knowledge with research-based foundational literacy skills. In mathematics, teachers employ Bluebonnet Learning *Math* to deliver structured and rigorous instruction. For Science, the campus will implement *Discovery Education*, and *Social Studies Weekly* will be used to support Social Studies instruction.

Teachers are committed to delivering instruction that meets the required rigor and complexity outlined in the pacing guides for each subject. They create and administer assessments designed to reflect student mastery of identified standards, while providing high-quality instruction that continuously aims to improve student outcomes.

The implementation of the curriculum is guided through Curriculum-Based Learning Communities (CBLCs), which engage entire grade-level teams in collaborative planning. This includes preparing and evaluating instructional lessons and assessments. Teachers are regularly monitored through informal classroom walk-throughs and the Texas Teacher Evaluation and Support System (TTESS). Constructive feedback is provided to teachers, along with real-time instructional support for students when necessary.

To further enhance teaching and learning, weekly grade-level meetings with the principal and instructional coaches foster meaningful dialogue about instructional strategies, student progress, and continuous improvement.

Strengths

1. **Collaborative Curriculum-Based Learning Communities (CBLCs)**
   Teachers work collaboratively within CBLCs, fostering teamwork and consistency in instructional planning across all grade levels. This ensures alignment with district standards, pacing guides, and shared best practices, leading to cohesive and high-quality instruction.
2. **Structured Literacy and Math Programs**
   The use of Bluebonnet Learning for structured literacy and mathematics ensures that research-based, data-driven instructional programs are implemented consistently across Pre-Kindergarten to Second Grade. These programs promote foundational skills and problem-solving strategies that align with the Science of Reading and structured mathematics frameworks.
3. **Ongoing Professional Development and Support**
   Weekly grade-level meetings with the principal and instructional coaches provide continuous professional development, supporting teachers with real-time feedback, coaching, and shared strategies to enhance instruction. These meetings promote reflective teaching practices and foster a culture of professional growth.
4. **Data-Driven Instruction and Assessment**
   Teachers design and implement assessments that are directly tied to pacing guides and standards. The emphasis on data-driven decision-making allows teachers to adjust instruction to meet students' needs, ensuring growth and mastery of key skills.
5. **Monitoring and Feedback through Walk-Throughs and TTESS**
   The frequent informal walk-throughs and TTESS observations provide teachers with timely, constructive feedback. This system promotes accountability, supports instructional improvements, and allows administrators to identify and address areas of need promptly.
6. **Comprehensive Curriculum Integration**
   The integration of *Discovery Education* for Science and *Social Studies Weekly* ensures that students receive comprehensive content knowledge in all subject areas, aligning with state standards and preparing students for academic success.

7. **Focus on Rigor and Complexity**
   Teachers are committed to delivering instruction that meets the rigor and complexity outlined in the district's pacing guides. This focus on high expectations and academic excellence is driving student performance and fostering a culture of achievement on campus.

Perceptions

Summary

Parent and Community Engagement Summary

At James Street Elementary, parents have the opportunity to be involved in PTO, Family Engagement Nights, Parent Conferences, and volunteer opportunities. Teachers communicate with parents on a daily basis through the folder system or Remind. All parents are contacted throughout the grading period regarding their child's performance, behavior, or positive rapport.

School Context and Organization Summary

James Street Elementary Campus Improvement Plan provides the school structure and decision-making processes. The campus handbook lays out specific schedules, rosters, and policies that create a prime learning opportunity for students. Included in these are: master schedules, duty rosters, schedules for student support services, and committees. Daily operation expectations are easily accessible in the handbook.

School Culture and Climate
James Street Elementary has a very positive school climate. Our staff works very well together in a "family" environment to ensure student success. Parents and staff work together to educate successful learners. In an effort to improve parent involvement, James Street Elementary is reviving our PTO.

Staff Quality, Recruitment, and Retention Summary
All of our staff are highly, qualified and committed to the improvement of academics for all students. JSE has teachers enrolled in Alt. Cert Program.

Classroom Staff:
Early Childhood- 2 Teachers, 2 Instructional Aides
Pre-Kindergarten- 3 Teachers, 3 Instructional Aides
Kindergarten- 5 Teachers
First Grade- 6 Teachers
Second Grade- 5 Teachers

Interventions:
Dyslexia Teacher (Shared)
Special Education- 1 Teacher, 1 Inclusion Aide
Response To Intervention - 2 Teachers, 2 Instructional Aides
Instructional Aides-
Art Instructional Support Aide
STEM Instructional Aide
Computer Instructional Aide
Library Instructional Aide

Speech- 1 Pathologist (Shared)

Specials (shared team):
Music- 1 Teacher
P.E.- 1 Teacher, 1 Instructional Aide

Administrative Staff/Office Staff:
Principal
Assistant Principal
Counselor
Principal Secretary/Receptionist
PIEMS Clerk
1 Instructional Coach

Strengths

Parent and Community Engagement Strengths

- Parents feel their child/children are safe at school and understand campus procedures.
- The school provides information on assessments and strategies that can be done at both home and school.
- James Street Elementary provides the opportunity for parents to communicate with their child's teacher through phone calls, Remind, and notes.
- The school provides parents with their Parent Portal Login login information.
- Parents feel welcome to eat lunch with their children.
- Parents like the call-out system/Remind to keep them informed of bad weather, changes in the school schedules, or reminders of events.
- All communication is given to parents in English and in Spanish (if need be).
- Parents are invited to participate in Fall and Spring Teacher Parent Conferences (one per semester)

School Context and Organization Summary

- The willingness of staff to do “whatever it takes” is one of the main strengths of James Street Elementary.
- Professional Learning Communities are functioning at every grade level. Administrators/Instructional Coaches are actively involved in CBLC meetings.
- Strong organization within grade levels (i.e.. Team leaders, committees)
- A strong staff "family" culture which supports and encourages each other to be the best we can be, and do what is best for students.

School Culture and Climate

- James Street Elementary has aligned planning periods by grade level so that teachers have the opportunity to collaborate in a Community-Based Learning Community weekly (Monday - Wednesday).
- James Street Elementary continues to use PBIS (Positive Behavioral Interventions & Supports) which has helped students who are in need of behavioral interventions.
- James Street Elementary has implemented Class Dojo and Trojan Pride to promote positive behavior on campus.
- The call-out system has been extremely helpful in providing communication with parents about important dates and reminders.
- James Street Elementary has cameras throughout the building that monitor the hallways so that the building can be viewed by office personnel at all times.
- There is a CPI team that is trained each year. CPI training provides the de-escalation techniques and behavior management strategies that are needed to create a culture of safety.

Staff Quality, Recruitment, and Retention Strengths

James Street Elementary has ESL teachers in Pre Kinder through 2nd grade and a Bilingual Aide. We are a diversified staff, composed of new teachers, experienced teachers, and a number of quality aides. 100% of our teachers have a Bachelor's Degree and 2.3% of our teachers have a Master's Degree. 17.8% of our teachers are beginning,

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**

- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Observation Survey results**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Other PreK - 2nd grade assessment data**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**
- [x] **Tobacco, alcohol, and other drug-use data**
- [x] **Student surveys and/or other feedback**

- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Equity data**
- [x] **T-TESS data**
- [x] **T-PESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Capacity and resources data**

- [x] **Budgets/entitlements and expenditures data**
- [x] **Action research results**

Goals

Goal 1

Academic Achievement: Coldspring-Oakhurst CISD will ensure that all students achieve at high academic levels and maintain high scholastic standings.

Performance Objective 1 ☑ High Priority

JSE will provide a quality instructional program to meet the needs of all students. JSE will increase academic achievement for all students while closing the achievement gap between students.

Evaluation Data Source: mClass
iReady
Student and teacher data trackers
End-Module-Assessments
Formative/Summative Assessment
Small group instruction
Progress Monitoring
Exit tickets
Checklists
Formal Observations
Check Points
Report Cards
Progress Reports
9-week grading cycle
UFLI Foundations

Science and Social Studies:
Discovery Education and Social Studies Weekly will be followed in the core content areas to ensure vertically and horizontally aligned curricula.
Year at a Glance (YAG)

Pre-Kindergarten -Second Grade will follow the Scope and Sequence for Bluebonnet Learning.

JSE teachers will teach all grade levels & subject areas TEKS during the school year using research-based instructional designs and delivery.

Pre-Kindergarten - 3 classrooms - All self-contained
Kindergarten - 5 classrooms - 4 departmentalized and 1 self-contained classroom
First Grade is departmentalized.
Second Grade - 5 classrooms - 4 classrooms are departmentalized and 1 self-contained classroom

*One teacher teaches RLA. The partner teacher will teach Math, Social Studies, and Science.

An enrichment block has been built into the master schedule. All students will receive additional enrichment services once a week.

JSE teachers will continue implementing Texas Bluebonnet Learning (RLA and Math) to increase student understanding and decrease learning gaps. Teachers will teach skills and knowledge instruction explicitly and systematically.

All teachers will use formative assessments to guide the instruction of students. This will allow them to modify and adjust for students in need of enrichment, reteaching, and or intervention.

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

The campus will utilize Bluebonnet Learning, Discovery Ed, and Social Studies Weekly as its curriculum to be the driving force to meet the needs of the students that it serves, as well as learning targets for the school year.

Strategy's Expected Result/Impact: The use of the Scope and Sequence of Bluebonnet Learning and TEKS Resource as a guide will provide teachers and students with a pacing guide to ensure each TEK is taught at the appropriate time during the school year.

Staff Responsible for Monitoring: Campus Administration

Instructional Coaches

Funding Sources: 199 General Fund,

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	January	March	June

Strategy 2 ☑ Additional Targeted Support Strategy

The campus will implement strategies from CBLC (RBIS).

Strategy's Expected Result/Impact: The use of CBLC strategies will:

target high-impact TEKS

require a specific reteach plan

require the educator to reflect on the strengths and weaknesses of previously taught lessons

(Curriculum Based Learning Community)

Staff Responsible for Monitoring: Campus Administration
Instructional Coaches
Teachers

Funding Sources: 199 General Fund,

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 3

Evaluate and discuss student data using a variety of data sources.

Strategy's Expected Result/Impact: The use of a variety of data will allow teachers to plan lessons and small groups to target struggling students in each sub-population.

mClass - Beginning of year, Middle of the year, and End of the year
Progress Monitoring
Knowledge and Skills Assessments
Unit Assessments
Core Phonics

Staff Responsible for Monitoring: Campus Administration

Instructional Coaches

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 4 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Implementation of scientific research-based programs in RTI: mClass (RLA and Math)
Bluebonnet Learning UFLI Core Phonics

Strategy's Expected Result/Impact: The use of research based programs will help RTI teachers provide effective instruction to struggling learns. The goal is for those struggling learners to demonstrate academic growth.

Staff Responsible for Monitoring: Campus Administration

Instructional Coaches

RTI Teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 5 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Provide Professional Development to teachers which will enable teachers to use a variety of teaching strategies to enhance the components of: Structured Literacy Structured Math Science of Teaching Reading Grow professional Stay abreast of the strategies to implement in instructional blocks Coaching Sessions/Cycles

Strategy's Expected Result/Impact: Professional development for teachers should lead to the academic growth of students and the professional growth of teachers.

Staff Responsible for Monitoring: Campus Administration

Instructional Coaches

Teachers

Funding Sources: 199 General Fund,

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 6 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Provide resources to staff in core content areas using academic resource rooms.

Strategy's Expected Result/Impact: The use of resource rooms will provide teachers with hands on activities and a variety of leveled resources to meet the needs of their students.

Staff Responsible for Monitoring: Campus Administration
Instructional Coaches

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 7 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Utilize ESL teachers to target the instruction in reading and writing for ESL students.

Strategy's Expected Result/Impact: ESL teachers specialize in using strategies to fill learning gaps created by language barriers.

Staff Responsible for Monitoring: Campus Administration
Coordinator of Instructional Technology and Special Programs
ESL Teacher

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 8 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

This outreach effort focuses on informing families about the crucial importance of education at an early age. (Pre Kindergarten Program)

Strategy's Expected Result/Impact: The PK program is designed to lay the foundation for learning for students in the local community. Students participating in the PK program should enter Kindergarten with the necessary skills to be successful learners. Implement CKLA and Eureka Sq. (RLA and Math) with fidelity and rigor.

Staff Responsible for Monitoring: Campus Administration
Early Childhood teachers
Instructional Coach

Funding Sources: 199 PIC 34 State Compensatory Ed (SCE), Prekinderg,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 9 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Provide instructional technology PD for all classroom teachers.

Strategy's Expected Result/Impact: Teachers will be efficient in the use of data software and instructional programs that target specific student needs.

Staff Responsible for Monitoring: Campus Administration

Technology Specialist

Instructional Coach

Instructional Technology Specialist

Funding Sources: 199 General Fund,

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 10 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Utilize screeners to assess and monitor reading levels and reading skills beginning in Kindergarten. Utilize the results of the screeners to plan assistance for students. The results will also be used to determine which students are in need of Response To Intervention services.

Strategy's Expected Result/Impact: Utilize screeners to assess and monitor reading progress and reading skills beginning in Kindergarten. The results will also be utilized to plan for students who need Response To Intervention services.
Screening data on progress and documented interventions; progress reports, report cards, mClass Home Connection letters, and Core Phonics.

Staff Responsible for Monitoring: Principal and Assistant Principal
Teachers
Instructional Coach

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Goal 2

Community Engagement & Open Communication: Provide a variety of opportunities for parents and community members to be active, collaborative partners. As a school community, we will maintain open communication via multiple mediums that are transparent, clear, concise, correct and courteous.

Performance Objective 1

We will expand opportunities for parental involvement with the goal of increasing parent participation and attendance at school events throughout the year.

Evaluation Data Source: Communications with parents through written notes that are sent home, phone call-outs (campus and district); Remind, District Website, campus newsletters, teacher newsletter, campus-wide events; sign-in sheets for events i.e Open House, Curriculum Nights, Father Daughter Dance, Mom Prom, Teacher Parent Conferences, Turkey Trot, Fun Run, and field trips.

Strategy 1

Distribute student code of conduct to parents, students, and teachers via hard copy or digital copy.

Strategy's Expected Result/Impact: Providing knowledge of campus expectations and consequences should deter students' possible negative behavior. Teachers will utilize Class Dojo and reward positive behavior.

Staff Responsible for Monitoring: Campus Administration
Teachers
Staff

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 2

The campus will continue to implement consistent grade-level discipline management plans that will include one of the following: Behavioral/Communication Folders Behavioral Check List Class Dojo

Strategy's Expected Result/Impact: Increased communication between parents and teachers.

Provide early intervention in order to prevent the submission of office referrals.

Staff Responsible for Monitoring: Teachers

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 3

Monitor all exterior doors to verify that they are closed and in a locked position.

Strategy's Expected Result/Impact: Eliminate the ability of intruders to enter the building.

Staff Responsible for Monitoring: Campus Administrator

Teachers

Staff

District Police

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 4

All visitors will be required to sign in and out for campus visits. Visitors will be issued a visitors pass or badge.

Strategy's Expected Result/Impact: Prevent unauthorized visitors from accessing secure areas of the campus.

Staff Responsible for Monitoring: Campus Administration
Front office staff
Police Department

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	January	March	June

Strategy 5

A district police officer will be visible at the entrance of each campus.

Strategy's Expected Result/Impact: Deter negative actions of visitors on campus.

Staff Responsible for Monitoring: District Chief of Police

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 6 ☑ Targeted Support Strategy

The campus will dedicate an assistant principal to discipline and operations. This will allow consistent application of the student code of conduct.

Strategy's Expected Result/Impact: Office Referrals
Bus Referrals
Campus Climate Surveys
Parent Surveys

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 2

Students and parents will feel informed, welcomed, and valued as a part of our campus community. We will continue to build positive relationships with parents and community members.

Evaluation Data Source: Recognize students with Perfect Attendance, Honor Roll, and Character Awards. Assemblies per semester. Prize drawings for all students per grade for perfect attendance.
Inform parents of attendance policies and required documentation for absences by:
* Student Handbook
* Website notification
* Frequent reminders in the
Weekly School Messenger
emails
* Personal reminders made
during daily attendance
messages
*Parent contact logs
*Email logs
*Maintain a current campus website
*Family engagement and Student Compact
*Attendance Challenges

Performance Objective 3

James Street Elementary will encourage multiple opportunities for parent and community engagement throughout the school community.

Evaluation Data Source: Family Academic Night and Open House to showcase student work and learning. Our Trojan Pride Pledge will be shared with our school community. Open House, Spring Festival, Meet the Teacher, Academic Advancement Recognition at the Board Meetings, Teacher Parent Conference (Fall and Spring).

Goal 3

Safe and Orderly School Community: Coldspring-Oakhurst CISD will foster a positive, safe, and drug-free learning environment that supports academic achievement.

Performance Objective 1 ☑ High Priority

JSE will provide an educational environment that reflects a commitment to safety, security, and high standards of excellence and citizenship among students, staff, and parents.

Evaluation Data Source: 100% implementation and maintain the campus emergency management plan. Students will participate in curriculum and programs that address anti-bullying and character education. Implement PBIS school-wide plan.

Trojan Pride (Campus Wide)

New and improved car rider system. Families are issued car rider tags with an assigned number.

Smart Tag- bus riders are issued Smart tags. Parents can track their child while they are on the bus.

Several exterior doors will be replaced with newer model doors.

Utilize PBIS (Positive Behavior
Intervention Supports, and Restorative
Discipline practices. James Street Elementary will continue implementing Class Dojo as its campus-wide behavior incentive.

Students and staff will conduct and
participate in Red-Ribbon Week activities to
teach students about the dangers of various
drugs.
(1) Safe and drug-free awareness
activities

Students will participate in National Bullying Prevention Month by wearing orange in October.

Provide social skills/Character Strong Education lessons for students (i.e. trust, responsibility, respect, friendship, and honesty etc). The campus will provide Tier 2 SEL. The counselor will pull small groups daily, as well as conduct large group counselor lessons with students.

The school counselor has been added to the Rotation schedule to provide whole-group lessons to students. Additional support staff have been provided to assist with teaching SEL.

Conduct Emergency Operational Drills in accordance with the district schedule to ensure preparedness in the event of an emergency.

Strategy 1

High-quality instructional delivery and design.

Formative Reviews

November	January	March	June

Strategy 2

Develop and maintain a program to ensure that 100% of JSE students are receiving quality health education and have opportunities to exercise and maintain a healthy lifestyle.

Formative Reviews

November	January	March	June

Goal 4

Efficient and Effective Operations: Efficiently allocate resources to facilitate quality learning experiences. We will be fiscally responsible, maintain a well-balanced district budget and be transparent regarding financial reporting.

Performance Objective 1

JSE will ensure that fiscal responsibility is managed effectively through sound and transparent practices through our financial resources.

Evaluation Data Source: * Evaluate all programs fairly and equitably
* Staff survey to seek ideas and input
* Collaborative meetings to discuss program usage/effectiveness
*Defining what programs/services are most impactful for our students
*Elimination of those programs/services that are not serving our students in the best way possible

Goal 5

Human Capital: Coldspring-Oakhurst CISD will actively recruit, retain & train fully certified and effective staff, as well as provide sustained high-quality professional development.

Performance Objective 1

On-boarding staff will be provided a highly qualified, experienced mentor.

Evaluation Data Source: On-going support
Professional Development
Support and encourage collegiality through CBLC Planning Periods
Support/Facilitation for the COCISD mentoring program
Meetings with Mentor and Mentee
Sign In Sheets
Coaching Cycles
Embedded PD in the daily schedule
NIETS sessions on campus for all teachers.
Coaching sessions are provided through NIET
Coaching sessions with EDPACT
Sibme

Performance Objective 2

Professional development for teachers, to include effective instructional practices, tiered academic interventions, job-embedded coaching for teachers.

Evaluation Data Source: Increased Student Achievement
Provide mentors for new teachers /teachers new to the district, and provide training /support to those teachers with orientation to the district/ campus, classroom management techniques, and "best practices" in instruction, curriculum and planning support, etc.
Professional Development
Support from Central Office
Instructional Leadership
Support from the Instructional Coach, Principal, and Assistant Principal
On-the-spot teaching and training
Planning Periods
Embedded PD in Master Schedule
Embedded data sessions in the Master Schedule
NIETS sessions on campus for all teachers and leaders.
Coaching sessions are provided through NIET
Coaching sessions with EDPACT

Goal 6

Responsive to student needs : Safeguard social-emotional learning as an integral part of our district's mission to ensure that students develop and build skills as it pertains to managing emotions, establishing and maintaining relationships, and making sound/ responsible decisions.

Performance Objective 1 ☑ High Priority

Implement a tiered support system for students SE needs.

Evaluation Data Source: Student Sign In Sheets, Posted Office Hours, Surveys of Effectiveness

Strategy 1

At JSE, students will learn a different character trait a month. Teachers will share the Tier 1 Character Strong Program weekly during the allotted SEL time scheduled. Tier 2, Character Strong will be taught by the counselor daily during small groups.

Strategy's Expected Result/Impact: Morning Announcements-short explanation or story of the character trait of the month.
Monthly information such as a Character Trait calendar will be sent home to families.
Students receiving service from the counselor will receive a letter to inform parents of the services that are provided.
Whole group lessons will be taught based on the character trait of the month.
"Star Students" will be chosen be the student's teacher monthly. The student's picture will be displayed on the bulletin board "Special Star Student". This student will also receive a certificate as their award.

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	January	March	June

State Compensatory Education

State Compensatory

Budget for James Street Elementary School

Total SCE Funds: $0.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

Personnel for James Street Elementary School

Name	Position	FTE
Megan Wood	Instructional Content Specialist	1

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Angie Erlanson	RtI Instructional Aide	RtI	1
Courtney Bailes	RtI Teacher	RtI	1
Dr. Elizabeth Klammer	Special Programs Coordinator		0.25
Maghen Pearson	Instructional Aide RtI	RtI	1
Melanie Palmer	Teacher	RtI	1
Meredith Lee	Instructional Aide	Computer	1
Missy Eichman	Instructional Tech. and Special Programs	Special Programs	
Skye Piles	Instructional Aide	STEM	1

Committees

Committees

Campus Improvement Committee

Members

First Name	Last Name	Position	Committee Role
Caitlynn	Hurst	Business Rep	Member
Victoria	Watson	Teacher	Member
Heidi	Alexander	Teacher	Member
Skye	Piles	Parent	Non-professional staff
Jake	Seagraves	Teacher	Member
S.	Washington	Principal	Facilitator
T.	Caldwell	Teacher	Non-professional staff
P.	Wosley	District	Administrator
M.	Birmingham	Assistant Principal	Member
A.	Anderson	Teacher	Member

Funding Summary

Funding Summary

199 General Fund

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	$0.00
1	1	2		--	$0.00
1	1	5		--	$0.00
1	1	9		--	$0.00
				Sub-Total	$0.00

199 PIC 34 State Compensatory Ed (SCE), Prekinderg

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8		--	$0.00
				Sub-Total	$0.00