

## Campus Improvement Plan 2009-2010

**Campus: San Jacinto Elementary**

**Rating: Recognized**

### Goal 1: Student Achievement and Post-Secondary Success

San Jacinto Elementary will maintain rigorous standards of achievement to prepare all students for graduation and post secondary success.

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

<b>1.1 Master Rigorous Academic Standards</b> <b>1.1a Reading/English Language Arts Improvement Plan</b>	
<b>Objective</b>	<p>93 percent of all students and student groups will meet or exceed performance standards in Reading/ELA on all Texas Statewide Assessments.</p> <p><i>Target areas</i></p> <p><i>Objective 1:</i> Basic Understanding. Grade 3 Economically Disadvantaged, Hispanic, White, LEP and Special Education student groups. Grade 4 Economically Disadvantaged, Hispanic, White, LEP and Special Education student groups.</p> <p><i>Objective 2:</i> Applying Knowledge of Literary Elements. Grade 3 Economically Disadvantaged, Hispanic, White, LEP and Special Education student groups. Grade 4 Economically Disadvantaged, American Indian/Alaskan Native, Hispanic, White, LEP and Special Education student groups.</p> <p><i>Objective 3:</i> Using Strategies to Analyze. Grade 3 Economically Disadvantaged, Hispanic, White, LEP and Special Education student groups. Grade 4 Economically Disadvantaged, African American, American Indian/Alaskan Native, Hispanic, White, LEP and Special Education student groups.</p> <p><i>Objective 4:</i> Application of Critical-Thinking to Analyze Text. Grade 3 Economically Disadvantaged, Hispanic, White, LEP and Special Education student groups.</p>
<b>Strategies</b>	<p>1.1a.1 A comprehensive analysis of the student performance and error patterns on TAKS for All students and student groups (African American, Hispanic, Economically Disadvantaged, LEP, Special Education, White, At-Risk) by grade level, across grade levels, and by subject area, will identify strengths and target weaknesses in curriculum alignment, instructional practices, instructional resources, and classroom assessments in all content areas.</p> <p>1.1a.2 Provide support at the elementary level teaching higher Blooms thinking skills i.e. application of Critical-Thinking to Analyze text.</p> <p>1.1a.3 Ensure attendance at staff development for general education, ESL and special education teachers in how to effectively incorporate Differentiated Instruction in the language arts classroom.</p> <p>1.1a.4 Implement research-based instructional strategies to support co-curricular collaboration in teaching science and social studies TEKS through reading strategies (non-fiction).</p> <p>1.1a.5 Increase student fluency levels.</p> <p>1.1a.6 Use ARI groups to strengthen Objective 1,2,3, and 4 in small group settings.</p> <p>1.1a.7 Ensure Attendance at staff development for general education, ESL, and special education teachers in how to effectively incorporate guided reading, shared reading, writer's workshop, and DRA assessment in the language arts classroom following CISD Reads guidelines.</p>

	<p>1.1a.8 Initiate weekly TAKS tournament contests to promote success in using TAKS strategies and improve performance.</p> <p>1.1a.9 Provide intensive, systematic, research based reading instruction to identified dyslexic at-risk students.</p> <p>1.1a.10 Staff development will address T3, nature and needs, identification and assessment, and curriculum and differentiated instruction to accommodate the needs of all special populations including Special Education, Gifted/Talented, ESL, At-Risk, 504, Dyslexia.</p> <p>1.1a.11 The LA cadre and Bilingual/ESL cadre members will attend meetings and bring the information back to the staff in the form of staff development, modeling and guidance for all grade levels.</p> <p>1.1a.12 Monitor student performance through a comprehensive analysis of error patterns on the Reading Benchmark BOY, MOY tests and weekly common assessments.</p> <p>1.1a.13 Utilize District Literacy Coaches and Title I Teachers to assist all teachers with teaching strategies to improve student achievement in reading and to work with at-risk students on reading interventions during the school day.</p> <p>1.1a.14 Continue implementation of Response to Intervention and the RTI Committee to plan intervention strategies for students experiencing academic/behavioral difficulties.</p> <p>1.1a.15 Assign a Mentor as needed to coach the student and encourage incremental growth patterns.</p> <p>1.1a.16 Host an annual READ FOR A BETTER LIFE day for parents and grandparents to come read aloud to their children and their class during the school day.</p> <p>1.1a.17 Host an annual Pajama/Storybook night and invite "celebrity" readers to share their favorite stories with San Jacinto families.</p> <p>1.1a.18 Work with the North County YMCA to provide success incentives through "Together All Kids Succeed" Program in the fall and spring.</p> <p>1.1a.19 Monitor instructional programs and data and provide additional assistance as necessary to novice and all teachers.</p> <p>1.1a.20 Conduct student conferences weekly prior to the TAKS test to monitor performance and motivate students to do their best.</p> <p>1.1a.21 Assembly to facilitate encouragement and motivation presented by "CLUTCH" the Houston Rockets mascot.</p>				
<b>Financial Resources</b>	<p>Campus budget</p> <table border="0"> <tr> <td>Title I</td> <td>District Literacy Coach</td> <td>.5FTE</td> <td>Federal</td> </tr> </table> <p>Equalization funds</p>	Title I	District Literacy Coach	.5FTE	Federal
Title I	District Literacy Coach	.5FTE	Federal		
<b>Additional Resources</b>	<p>Curriculum: CISD READS, Early Childhood, CISD English Language Acquisition, Gifted &amp; Talented, ELAR, ELPS</p> <p>Assessment: TAKS, TELPAS, INOVA, Benchmark Results, Universal Screening, Stanford, DRA, QPS, PAPI, common assessments</p> <p>Systems: ViewIt, Eduphoria</p> <p>Destination YMCA</p> <p>Strategies from Sheltered Instruction Observation Protocol (SIOP) Model</p> <p>Fluency: Read Naturally, Reader's Theater, Books on Tape, QUILT, Word of the day, Book Buddies, LEXIA</p> <p>Literacy Library</p> <p>Teacher daily documentation of ARI students</p> <p>Comprehension Tool Kit</p> <p>ELA Model in grades PK, K, 1,2 and 3</p>				
<b>Monitoring Timeline</b>	<p>November</p> <p>January</p> <p>April</p>				
<b>Formative</b>	<p>Reading/ELA Benchmarks:</p> <p>November: 60% passing Reading Benchmark at 70% passing rate</p>				

<b>Evaluation</b>	January: 70% passing Reading Benchmark at 70% passing rate March 80% passing Reading Benchmark at 70% passing rate Monitor additions/deletions of ARI students at BOY, MOY and EOY.
<b>Summative Evaluation</b>	TEA Data Tables AEIS
<b>Project Manager(s):</b>	Principal Assistant Principal Campus Title I teachers District Literacy Coach

**Goal 1: Student Achievement and Post-Secondary Success**

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

1.1 Master Rigorous Academic Standards	
1.1b Writing Improvement Plan	
<b>Objective</b>	<p>92 percent of all students and student groups will meet or exceed performance standards in Writing on all Texas Statewide Assessments.</p> <p><i>Target areas:</i></p> <p><i>Objective 1: The students will, within a given context, produce an effective</i></p> <p><i>Objective 4: Correct and Effective Sentence Construction. Grade 4 LEP student group</i></p> <p><i>Objective 6: Proofreading for Punctuation, Capitalization, and Spelling. Grade 4 LEP student group</i></p>
<b>Strategies</b>	<p>1.1b.1 Continue implementation of the use of rubrics, such as those utilized in the Six Traits model and by TEA in TAKS essay scoring.</p> <p>1.1b.2 Monitor student performance through a comprehensive analysis of error patterns on the Writing Benchmark tests and writing samples, and common assessments.</p> <p>1.1b.3 Focus on the reciprocal aspects of reading and writing at elementary level.</p> <p>1.1b.4 A comprehensive analysis of the student performance and error patterns on TAKS for all students and student groups (African American, Hispanic, Economically Disadvantaged, LEP, Special Education, White, At-Risk) by grade level, across grade levels, and by subject area, will identify strengths and target weaknesses in curriculum alignment, instructional practices, instructional resources, and classroom assessments in all content areas.</p> <p>1.1b.5 The LA Cadre and the Bilingual/ESL cadre will attend meetings and bring the information back to the staff in the form of staff development, modeling and guidance.</p> <p>1.1b.6 Staff development will address T<sup>3</sup>, nature and needs, identification and assessment, and curriculum and differentiated instruction to accommodate the needs of all special populations (Special Education, Gifted/Talented, Bilingual/ESL, At-Risk, 504, Dyslexia)</p> <p>1.1b.7 Provide intensive, systematic, research-based reading instruction to identified <b>dyslexic</b>, at-risk students to assist in the development of writing skills.</p> <p>1.1b.8 Utilize District Literacy Coaches, and Title I teachers to assist all teachers with teaching strategies to improve student achievement in writing and to work with at-risk students on writing interventions during the school day.</p> <p>1.1b.9 Administrative team will visit with students weekly prior to the TAKS test to monitor performance and motivate students to do their best. (Goal folders)</p> <p>1.1b.10 Continue implementation of Response to Intervention and the RTI Committee to plan intervention strategies for students experiencing academic/behavior difficulties.</p> <p>1.1b.11 Assign a mentor as needed to conference with the student and encourage incremental growth patterns in writing.</p> <p>1.1b.12 Work with the North County YMCA to provide success incentives through “Together All Kids Succeed” Program in the fall and Spring.</p> <p>1.1b.13</p>



## Goal 1: Student Achievement and Post-Secondary Success

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

1.1 Master Rigorous Academic Standards	
1.1c Mathematics Improvement Plan	
<b>Objective</b>	<p>90 percent of all students and student groups will meet or exceed performance standards in Math on all Texas Statewide Assessments.</p> <p><i>Target areas:</i></p> <p><i>Objective 1: Numbers, Operations, and Quantitative Reasoning. Grade 3 Economically Disadvantaged, African American, Hispanic, White, LEP and Special Education student groups. Grade 4 Economically Disadvantaged, Hispanic, LEP and Special Education student groups.</i></p> <p><i>Objective 2: Patterns, Relationships, and Algebraic Thinking. Grades 3 Economically Disadvantaged, African American, Hispanic, White, LEP and Special Education student groups. Grade 4 Economically Disadvantaged, Hispanic, White, LEP and special education student groups.</i></p> <p><i>Objective 3: Geometry and Spacial Reasoning</i></p> <p>Grade 3 Economically Disadvantaged, African American, Hispanic, LEP and Special Education student groups. Grade 4 Economically Disadvantaged, African American, American Indian/Alaskan Native, Hispanic, LEP and Special Education student groups.</p> <p><i>Objective 4: Concepts and Uses of Measurement. Grade 3 Economically Disadvantaged, African American, Hispanic, White, LEP and Special Education student groups. Grade 4 Economically Disadvantaged, Hispanic, LEP and Special Education student groups.</i></p> <p><i>Objective 5: Probability and Statistics: Grade 3 African American, LEP and Special Education student groups. Grade 4 Economically Disadvantaged, Hispanic, LEP and Special Education student groups.</i></p> <p><i>Objective 6: Mathematical Processes and Tools. Grades 3 Economically Disadvantaged, African American, Hispanic, White, LEP and Special Education student groups. Grade 4 Economically Disadvantaged, African American, Asian/Pacific Islander, Hispanic, White, LEP and Special Education student groups.</i></p>
<b>Strategies</b>	<p>1.1c.1 Monitor student performance through a comprehensive analysis of error patterns on the Math Benchmark tests and common assessments through meetings with District Math Coach and school Principal.</p> <p>1.1c.2 A comprehensive analysis of the student performance and error patterns on TAKS for all students and student groups (African American, Hispanic, Economically Disadvantaged, LEP, Special Education, White, At-Risk) by grade level, across grade levels, and by subject area, will identify strengths and target weaknesses in curriculum alignment, instructional practices, instructional resources, and classroom assessments in all content areas.</p> <p>1.1c.3 Ensure that ESL certified and non-certified teaching staff attends staff development in sheltered instruction.</p> <p>1.1c.4 Ensure the incorporation of writing in the mathematics class and using literature and “math talk” in problem-solving activities for teachers K-4.</p> <p>1.1c.5 The Math cadre and Bilingual/ESL cadre will attend meetings and bring the information back to the staff in the form of staff development, modeling and guidance.</p> <p>1.1c.6 Utilize the District Math coach and Title I teachers to assist teachers with teaching strategies to improve student achievement in math and to work with at-risk students on math interventions during the school day.</p> <p>1.1c.7 Initiate the Math Fact contest in the Spring to promote success and performance.</p> <p>1.1c.8 Administration team will visit with students weekly prior to the TAKS test to monitor performance and motivate students to do their best. (Goal folders)</p>

	<p>1.1c.9 Continue implementation of Response to Intervention and the RtI Committee to plan intervention strategies for students experiencing academic/behavioral difficulties.</p> <p>1.1c.10 Assign a Mentors as needed to monitor individual student progress and encourage incremental growth patterns in math..</p> <p>1.1c.11 Host an annual Nachos and Numbers Night to promote Math Games and how these can reinforce learning in the home.</p> <p>1.1c.12 Work with the North County YMCA to provide success incentives through “Together All Kids Succeed” in the fall and spring.</p> <p>1.1c.13 Monitor instructional programs and data and provide additional assistance as necessary.</p> <p>1.1c.14 Staff development will address T3, nature and needs, identification and assessment, and curriculum and differentiated instruction to accommodate the needs of all special populations (Special Education, Gifted/Talented, ESL, At-risk, 504 and Dyslexia.)</p>				
<b>Financial Resources</b>	<p>Campus budget</p> <table border="0"> <tr> <td>Title I</td> <td>District Math Coach</td> <td>.13 FTE</td> <td>Federal</td> </tr> </table>	Title I	District Math Coach	.13 FTE	Federal
Title I	District Math Coach	.13 FTE	Federal		
<b>Additional Resources</b>	<p>Curriculum: CISD Solves, Early Childhood, CISD English Language Acquisition, Gifted &amp; Talented, Target the TEKS, ELPS, Kim Sutton, Marcy Cook, Education City</p> <p>Assessment: TAKS, TELPAS, INOVA, Benchmark Results, Common Assessments</p> <p>Systems: ViewIt, Eduphoria</p> <p>Destination YMCA</p> <p>Texas Core Curriculum Models, AIMS</p> <p>District Math Coach</p>				
<b>Monitoring Timeline</b>	<p>November</p> <p>January</p> <p>March</p>				
<b>Formative Evaluation</b>	<p>Common assessments</p> <p>Universal Screening</p> <p>AMI Small groups</p> <p>Math Benchmarks:</p> <p style="padding-left: 40px;">November: 60% passing Math Benchmarks at 70% passing rate</p> <p style="padding-left: 40px;">January: 70% passing Math Benchmarks at 70% passing rate</p> <p style="padding-left: 40px;">March: 80% passing Math Benchmarks at 70% passing rate</p>				
<b>Summative Evaluation</b>	<p>TEA Data Tables</p> <p>AEIS</p>				
<b>Project Manager(s):</b>	<p>Principal</p> <p>District Math Coach</p> <p>Assistant Principal</p> <p>Team Ambassadors</p> <p>Math Cadre Members</p>				

**Goal 1: Student Achievement and Post-Secondary Success**

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

1.1 Master Rigorous Academic Standards	
1.1.d Social Studies Improvement Plan	
<b>Objective</b>	90 percent of all students and student groups in 2 <sup>nd</sup> and 3 <sup>rd</sup> Grade will meet or exceed the passing standard on end of year benchmarks in preparation for meeting performance standards on the 8 <sup>th</sup> Grade Social Studies Texas Statewide Assessments. <i>Target areas:</i> <i>Objective 3: The student will demonstrate an understanding of economic and social influences on historical issues and events. Grades K-4, All student groups.</i>
<b>Strategies</b>	<p>1.1d.1 Integration of Social Studies across the curriculum to enhance critical thinking.</p> <p>1.1d.2 Implementation of interactive software that incorporates internet technology.</p> <p>1.1d.3 Monitor student performance through a comprehensive analysis of error patterns on the Social Studies Benchmark tests.</p> <p>1.1d.4 Implementation of QUILT (Questioning and Understanding to Improve Learning and Thinking) questioning strategies.</p> <p>1.1d.5 A comprehensive analysis of the student performance and error patterns on TAKS for all students and student groups (African American, Hispanic, Economically Disadvantaged, LEP, Special Education, At-Risk, White) by grade level, across grade levels, and by subject area, will identify strengths and target weaknesses in curriculum alignment, instructional practices, instructional resources, and classroom assessments in all content areas.</p> <p>1.1d.6 Staff development will address T<sup>3</sup>, nature and needs, identification and assessment, and curriculum and differentiated instruction to accommodate the needs of all special populations (Special Education, Gifted/Talented, Bilingual/ESL, At-Risk, 504, Dyslexia)</p> <p>1.1d.7 Ensure that ESL certified and non-certified teaching staff attend staff development in sheltered instruction.</p>
<b>Financial Resources</b>	Campus budget
<b>Additional Resources</b>	Curriculum: CISD Adventures, Early Childhood, CISD English Language Acquisition, Gifted & Talented , Social Studies Alive, ELPS, United Streaming, Marzano Vocabulary Strategies Assessment: TAKS, TELPAS, INOVA, Benchmark Results Systems: ViewIt, Eduphoria
<b>Monitoring Timeline</b>	November January March
<b>Formative Evaluation</b>	Common assessments Social Studies Benchmarks: 80% all students and student groups
<b>Summative Evaluation</b>	TEA Data Tables AEIS
<b>Project Manager(s):</b>	Principal Social Studies Vertical Team District Social Studies 2 <sup>nd</sup> grade cadre Social Studies Coordinator

**Goal 1: Student Achievement and Post-Secondary Success**

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

<b>1.1 Master Rigorous Academic Standards</b>	
<b>1.1e Science Improvement Plan</b>	
<b>Objective</b>	<p>90 percent of all students and student groups in 1<sup>st</sup> through 4<sup>th</sup> Grade will meet or exceed the passing standard on end of year benchmarks in preparation for meeting performance standards on the 5<sup>th</sup> Grade Science Texas Statewide Assessments.</p> <p><i>Target areas:</i></p> <p><i>Objective 1: Nature of Science, Grades K-4, All Student Groups.</i></p> <p><i>Objective 2: Life Science, Grades K-4, All Student Groups.</i></p> <p><i>Objective 3: Structure and Properties of Matter. Grades K-4, All Student Groups.</i></p> <p><i>Objective 4: Earth Science. Grades K-4, All Student Groups.</i></p>
<b>Strategies</b>	<p>1.1e.1 Ensure the integration of science and math lessons, grades K-4.</p> <p>1.1e.2 Ensure the integration of language arts and science lessons, grades 1-4.</p> <p>1.1e.3 Host an annual Science and Technology night to promote science in the homes.</p> <p>1.1e.4 Promote science vocabulary through Science Word of the Day on the morning announcements.</p> <p>1.1e.5 Establish science labs in each grade level with a hands on experiment conducted a minimum of one time per week.</p> <p>1.1e.6 Monitor student performance through a comprehensive analysis of error patterns on the Science Benchmark tests.</p> <p>1.1e.7 A comprehensive analysis of the student performance and error patterns on TAKS for All students and student groups (African American, Hispanic, Economically Disadvantaged, LEP, Special Education, At-Risk, White) by grade level, across grade levels, and by subject area, will identify strengths and target weaknesses in curriculum alignment, instructional practices, instructional resources, and classroom assessments in all content areas.</p> <p>1.1e.8 Staff Members in the Science Cadre will attend meetings and bring the information back to the staff in the form of staff development, modeling and guidance.</p> <p>1.1e.9 Staff development will address T<sup>3</sup>, nature and needs, identification and assessment, and curriculum and differentiated instruction to accommodate the needs of all special populations (Special Education, Gifted/Talented, Bilingual/ESL, At-Risk, 504, Dyslexia).</p> <p>1.1e.10 Ensure that ESL certified and non-certified teaching staff attend staff development in sheltered instruction.</p> <p>1.1e.11 Create Energy teams where students are encouraged to promote energy saving practices and an understanding of personal responsibilities to preserve our earth.</p>
<b>Financial Resources</b>	<p>Campus budget</p> <p>Student Activity Fund</p> <p>Science materials fund and Abitibi recycling</p>
<b>Additional Resources</b>	<p>Curriculum: CISD Investigates Curriculum, Early Childhood, CISD English Language Acquisition, Gifted &amp; Talented, ELPS</p> <p>Assessment: TAKS, TELPAS, INOVA, Benchmark Results</p> <p>Systems: ViewIt, Eduphoria</p>
<b>Monitoring</b>	<p>November</p> <p>January</p>

<b>Timeline</b>	March
<b>Formative Evaluation</b>	Common assessments Science Benchmarks: 80% all students and student groups
<b>Summative Evaluation</b>	TEA Data Tables AEIS EOY Benchmark scores
<b>Project Manager(s):</b>	Principal Science Vertical Team Assistant Principal Science Coordinator

**Goal 1: Student Achievement and Post-Secondary Success**

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

1.1 Master Rigorous Academic Standards	
1.1f Coordinated Health Program	
<b>Objective</b>	To facilitate learning about physical activity and physical fitness concepts and to increase the likelihood that students will develop lifetime patterns of physical activity 85% percent of all students will meet or exceed their personal Healthy Fitness Zone standards.
<b>Strategies</b>	<p>1.1f.1 To ensure students participate regularly in moderate to vigorous physical activity by coordinating lesson plans that have students involved in MVPA for at least 65% of class time.</p> <p>1.1f.2 To help students evaluate their personal level of health related fitness by setting goals (short term and long term) and testing with Fitnessgram.</p> <p>1.1f.3 To ensure students are well informed of physical activity that can be performed outside of the Phys. Ed. classroom in order to keep them physically active throughout their lifetime. Activities include: easy at home exercises/activities with family and Fun Runs (Fall and Spring).</p> <p>1.1f.4 To help students track their fitness over time by testing for Fitnessgram two times a year (Fall and Spring), and practice sessions at last once each 6 weeks.</p> <p>1.1f.5 Students participate once a year in Jump Rope for Heart. During this time, students are taught the importance of physical activity outside of school.</p> <p>1.1f.6 To engage students regularly in activities that target their muscular strength, endurance and flexibility by providing class time for exercising, stretching and running in a standard format, as well as games and activities in class daily.</p> <p>1.1f.7 To engage students regularly in activities that target their aerobic capacity (ex: walking, running).</p> <p>1.1f.8 To teach our students the concepts of team sports, team work, sportsmanship, and competition.</p>
<b>Financial Resources</b>	Campus budget
<b>Additional Resources</b>	District curriculum, Activitygram, CATCH Program, Presidential Challenge, Nutrition Charts
<b>Monitoring Timeline</b>	November January March
<b>Formative Evaluation</b>	Student jogging log, 3 <sup>rd</sup> and 4 <sup>th</sup> Grade Activity Card, Teacher Assessment, Peer Assessment ActivityGram
<b>Summative Evaluation</b>	FitnessGram
<b>Project Manager(s):</b>	Physical Education staff Principal

## Goal 1: Student Achievement and Post-Secondary Success

San Jacinto Elementary will maintain rigorous standards of achievement to prepare all students for graduation and post secondary success.

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

1.2 Close the Achievement Gap																																													
<b>Objective</b>	90 percent of economic disadvantaged, African American, Hispanic, Limited English Proficient, At-Risk, White and special education students will meet or exceed performance standards on all Texas Statewide Assessments in the areas of Reading/ELA, Writing and Math.																																												
<b>Strategies</b>	<p>1.2.2 Provide intensive instructional tutorial programs for the at-risk student, individualized to meet the unique needs of students before, during and/or on Saturdays. SCE \$9,052</p> <p>1.2.3 Provide intensive, systematic, research-based reading instruction to identified <i>dyslexic at-risk students</i>.</p> <p>1.2.4 Provide <i>materials, equipment, transportation from tutorials/home, software, incentives for at-risk students</i> to facilitate academic improvement in content areas.</p> <p>1.1a.5 Provide intensive, systematic, research-based <i>accelerated reading and math instruction for identified at-risk students</i> through direct instruction for at-risk students.</p> <p><b>1.1a.6</b> As School Wide Title I campus, all general education teachers will provide differentiated instructional strategies to improve the achievement of all at-risk students. SCE 31.66 teachers \$1,668,188. 31.66 FTEs</p>																																												
<b>Financial Resources</b>	<table border="0"> <tr> <td colspan="4">Campus budget</td> </tr> <tr> <td>SCE</td> <td>\$1,668,188</td> <td>31.66 Teachers</td> <td>31.66 FTEs</td> <td>State</td> </tr> <tr> <td>SCE</td> <td>\$9,052</td> <td>2 teachers</td> <td>14.89 FTE</td> <td>State</td> </tr> <tr> <td>Title I</td> <td>\$135,804</td> <td>2 teachers</td> <td>2 FTEs</td> <td>Federal</td> </tr> <tr> <td>Title I</td> <td>\$6,930.00</td> <td>Tutorials</td> <td>12.41 FTE</td> <td>Federal</td> </tr> <tr> <td>Title I</td> <td>\$22,775.00</td> <td>Instructional Materials</td> <td></td> <td>Federal</td> </tr> <tr> <td>Title III</td> <td>\$1,250.00</td> <td>Reading books and materials</td> <td></td> <td>Federal</td> </tr> <tr> <td colspan="5">ARI</td> </tr> <tr> <td colspan="5">AMI</td> </tr> </table>	Campus budget				SCE	\$1,668,188	31.66 Teachers	31.66 FTEs	State	SCE	\$9,052	2 teachers	14.89 FTE	State	Title I	\$135,804	2 teachers	2 FTEs	Federal	Title I	\$6,930.00	Tutorials	12.41 FTE	Federal	Title I	\$22,775.00	Instructional Materials		Federal	Title III	\$1,250.00	Reading books and materials		Federal	ARI					AMI				
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<b>Project Manager(s):</b>	Principal District Instructional Coach Assistant Principal Campus Title I teachers																																												

## Goal 1: Student Achievement and Post Secondary Success

San Jacinto Elementary will maintain rigorous standards of achievement to prepare all students for graduation and post secondary success.

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

<b>1.3 Successful Completion of High School</b>	
<b>Objective</b>	97% percent of all students and all student groups in the Caney Creek feeder will successfully complete high school. San Jacinto Elementary will: <ul style="list-style-type: none"> <li>Increase the attendance rate from 96.2% to 97%.</li> <li>Promote successful completion of high school and post-secondary success.</li> </ul>
<b>Strategies</b>	<p><b>ATTENDANCE</b></p> <p>1.3.4 Review, revise, and implement daily attendance procedures to meet 95% average attendance.</p> <p>1.3.5 Ensure that students meet AYP attendance expectations of 95% on testing days (participation).</p> <p>1.3.6 Communicate the attendance laws to parents annually, and reinforce the importance of regular school attendance.</p> <p>1.3.7 Utilize auto-dialing phone system for contacting parents of student’s absence or tardy.</p> <p>1.3.8 Provide incentives to students who maintain perfect or near perfect attendance.</p> <p>1.3.9 Communicate with parents of students about absences or tardies as they become an issue.</p> <p>1.3.10 Promote Caney Creek High School and post graduation success through “Education: Go Get It!” Week.</p> <p>1.3.11 Promote San Jacinto students being Future CISD High School students through activities with CISD, including: football games, pep rallies, student visits, etc.</p>
<b>Financial Resources</b>	Campus budget Student Activity Fund PTO funds
<b>Additional Resources</b>	Curriculum Assessment: TAKS, TELPAS, INOVA, Benchmark Results Systems: ViewIt, Eduphoria, Principals’ Dashboard
<b>Monitoring Timeline</b>	November January March
<b>Formative Evaluation</b>	Item analysis and data disaggregation of Benchmark assessments Monitor attendance reports Staff Development: track teachers attending; target for specific department/teacher needs
<b>Summative Evaluation</b>	TEA Data Tables AEIS (academic and attendance data)
<b>Project Manager(s):</b>	Principal Assistant Principal

## Goal 2: Recruitment, Development, and Retention of Staff

San Jacinto Elementary will employ, develop, and retain highly qualified staff to maximize learning for all students.

<b>Goal 2 Recruitment, Development, and Retention of Staff</b>	
<b>Objective</b>	<b>To recruit, retain and develop highly qualified teachers and staff for all students.</b>
<b>Strategies</b>	2.1. Ensure the appropriate certification and highly qualified requirements for all professional and paraprofessional staff. 2.2 Participate in CISD March Job Fair to encourage employment in CISD. 2.3 Participate in Fall and Spring CISD Student Teacher Reception to encourage employment in CISD. 2.4 Participate in District recruitment efforts to support the employment of highly qualified teachers and staff. 2.5 Provide mentor support for beginning teachers. 2.6 Improve qualifications of teachers by providing opportunities to attend workshops and trainings sessions. 2.7 Provide opportunities for teachers to attend GT training to maintain GT status in the area of GT. 2.8 Provide opportunities for teachers to acquire ESL certification. 2.9 Provide encouragement activities for teachers and staff (12 days of Christmas, faculty lunches, social events, etc.) 2.10 Encourage paraprofessional participation in CISD program "Grow Your Own." 2.11 Ensure that all teachers are aware of scholarship opportunities provided by CISD Education Foundation for further education.
<b>Financial Resources</b>	Campus budget Teacher Activity Fund Title III Extra Duty \$750.00
<b>Additional Resources</b>	Position Control Reports Allocation Reports Winocular CISD Education Foundation Scholarships
<b>Monitoring Timeline</b>	November January March
<b>Formative Evaluation</b>	HQ data from Human Resources
<b>Summative Evaluation</b>	AEIS HQ Report to TEA
<b>Project Manager(s):</b>	Principal Assistant Principal

### Goal 3: Parents and Community

San Jacinto Elementary will work jointly with parents and the community to maximize learning for all students through two-way communication, collaborative partnerships and unity of purpose.

Goal 3 Parents and Community				
<b>Objective</b>	To enhance communication, collaboration, and involvement among the staff, parents, and community to support the students of San Jacinto Elementary.			
<b>Strategies</b>	<p>3.1. Provide communications regarding campus initiatives, programs, meetings, and activities through a variety of media, including campus website, newsletters, email announcements, campus meetings, and other sources.</p> <p>3.2 Retain and expand the campus partnerships with Gullo Auto Dealerships to support the educational achievement of all students.</p> <p>3.3 Work closely with the PTO to enhance communication and collaboration between school and home.</p> <p>3.4 Provide parent education classes and/or programs for all parents through partnerships with the East County Elementary school counselors.</p> <p>3.5 Provide opportunities at school for parents to participate in academic and social events with their children such as: Pajama/Storybook night, Nachos and Numbers, Writing Night and Science Night.</p> <p>3.6 Provide education sessions and information about the Parent Resource Center for parents of students with disabilities.</p> <p>3.7 Provide information nights, curriculum nights, and parent/teacher conferences so that parents fully understand the curriculum that their children are working to master.</p> <p>3.9 Develop and maintain a campus communication plan that addresses procedures and practices for communicating with staff, the CISD Communications Office, and patrons/media regarding daily campus activities, special events, urgent non-life threatening situations, disaster/life threatening situations.</p> <p>3.10 Utilize the CISD and campus website to promote campus and district events and information for parents, families, communities and businesses.</p> <p>3.11 Develop plans for assisting students in transition to better adjust to the next educational level.</p> <p>3.12 Provide factual, relevant information about campus programs and initiatives to both the staff and parents/community through a variety of media.</p> <p>3.13 Provide information and communication to parents through teacher web sites, newsletters, Tuesday folders, parent library, weekly email, etc.</p> <p>3.14 Hold monthly vertical team meetings so that teachers can collaborate and understand what is going on across the grade levels.</p> <p>3.15 Teams will hold weekly horizontal team meetings so that teachers can collaborate within the grade level.</p> <p>3.16 Send a parent survey home each spring and share results with families next fall on the school website.</p>			
<b>Financial Resources</b>	Campus budget			
	Title I Parent Involvement	\$2,780.00	Instructional Materials	Federal
	Title I ARRA Parent Involvement	\$2,489.00	Instructional Materials	Federal
	Title I Student Travel	\$4,000.00	Student Travel	Federal

<b>Additional Resources</b>	Campus Key Communicators Translation services Local media Safe Schools Plan Technology
<b>Monitoring Timeline</b>	Formative      November, January Summative      July
<b>Formative Evaluation</b>	Record of contact with media Record of press releases Record of campus communication Website information is current and accurate
<b>Summative Evaluation</b>	Meet Performance Indicators for Campus
<b>Project Manager(s):</b>	Principal Campus Key Communicator Parental Involvement Committee

## Goal 4: Safe Schools

San Jacinto Elementary will strive to ensure a safe and orderly environment conducive to learning for all students and staff.

Goal 4 Safe Schools				
<b>Objective</b>	To provide a safe school environment for all students and staff.			
<b>Strategies</b>	<p>4.1 Conduct safety, hazardous materials, blood-borne pathogen, sexual harassment, and integrated pest management training to all staff members.</p> <p>4.2 Provide programs for student/staff awareness of sexual abuse and of the dangers of drugs, alcohol, and tobacco.</p> <p>4.3 Conduct fire, disaster, lock-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level.</p> <p>4.4 Maintain a campus Safe Schools Committee to review, revise, and oversee the implementation of the Safe School Plan.</p> <p>4.5 Ensure the EOP addresses the areas of safety control, crisis management, facilities management and health services.</p> <p>4.6 Involve parents and community members in activities to support a safe school environment (parent trainings, Eddie Eagle, Character Programs).</p> <p>4.7 Ensure the safety of students by monitoring gates surrounding the building.</p> <p>4.8 Provide car arrival safety patrol to ensure that students safely enter the building daily.</p> <p>4.9 Provide parents with car rider slips to ensure safety of students after school.</p> <p>4.10 Ensure the safety of students by requiring all visitors sign in with a valid, government issued ID and wear visitor badges in the school. Scan Driver's License of all visitors into the Raptor system.</p> <p>4.11 Require parents to pick up students prior to 2:30 for appointments. After 2:30, parents must wait for the end of the day.</p> <p>4.12 Request that parents not walk their children to class in order to maintain security in the building during school.</p> <p>4.13 Provide <i>student</i> education in safe schools and personal safety/wellness through implementation of programs on character development; conflict resolution; drug, alcohol, and tobacco resistance; and life/coping skills.</p> <p>4.14 Provide <i>parent</i> education in safe schools and personal safety/wellness through programs on students in crisis; conflict resolution; parenting skills; and life/coping skills.</p> <p>4.15 Provide opportunities for students to get involved in clubs at school (Student Council, Safety Patrol).</p>			
<b>Financial Resources</b>	Campus budget			
	Title IV	\$800.00	Why Try Curriculum and Red Ribbons	Federal
<b>Additional Resources</b>	Emergency operations plan			
<b>Monitoring Timeline</b>	Formative	November, January		
	Summative	July		
<b>Formative Evaluation</b>	Committee agendas and sign-in sheets Record of programs/presentations/trainings for students and staff			

	Quarterly reports of police activity and safety drills for campus
<b>Summative Evaluation</b>	Clean safety audit
<b>Project Manager(s):</b>	Principal Assistant Principal Counselor Campus Safety Committee

## Goal 5: Technology

San Jacinto Elementary will utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

Goal 5 Technology			
<b>Objective</b>	To ensure that all students and staff utilize technology as a tool for learning.		
<b>Strategies</b>	5.1. Increase student opportunities for utilizing technology across the curriculum areas. Title I ARRA 5.2. Ensure that within each grade level cluster, all Technology Applications TEKS are met. 5.3 Provide hands-on training in use of new technology hardware and software. 5.4 Provide staff development on integration of technology across the curriculum. 5.5 Provide opportunities for classroom integration of technology across the curriculum. 5.6 Increase student knowledge of 2.0 web tools. 5.7 Engage students regularly in the use of technology in the classroom. 5.8 Host an annual Science/Technology night to promote technology in the homes and help parents understand how it can be used to reinforce learning at home.		
<b>Financial Resources</b>	Campus budget Title I ARRA	\$ 108,048	Technology Federal
<b>Additional Resources</b>	Technology staff		
<b>Monitoring Timeline</b>	Formative Summative	November, January July	
<b>Formative Evaluation</b>	Records of professional development in technology Campus and District Technology Plans align with strategies		
<b>Summative Evaluation</b>	Meet Performance Indicators for STaR Report		
<b>Project Manager(s):</b>	Principal Associate Principal Technology Liaison TAC Campus designee		

### NON-DISCRIMINATION STATEMENT

The Conroe Independent School District is an equal opportunity employer and does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment matters, in its admissions policies, or by excluding from participation in, denying access to, or denying the benefits of district services, academic and/or vocational and technology programs, or activities as required by Title VI and Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, the First Amendment of the United States Constitution, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, as amended, and Title II of the Americans with Disabilities Act.

For information about Title IX rights, contact the Title IX Coordinator, 3205 W. Davis, Conroe, Texas 77304; (936) 709-7700. For information about Section 504/ADA rights, contact the Section 504/ADA Coordinator, 3205 W. Davis, Conroe, Texas 77304; (936) 709-7670.

## Campus Performance Indicators 2009 and 2010

### Goal 1 Student Achievement and Post-Secondary Success

#### Goal 1.1 Master Rigorous Academic Standards

#### Goal 1.2 Close the Achievement Gap

#### Goal 1.3 Successful Completion of High School

Texas Assessment of Knowledge and Skills (All, African American, Hispanic, White, Eco. Dis.) Exemplary status on 9 of 12 measures (Goal is Exemplary on 12 of 12)		2009 Performance		2010 Target Performance Indicator	
		% met standard	Measure	% met standard	Measure
Reading/ELA	All Students	92%	E	93%	E
	White	93%	E	94%	E
	African American	>99%	E	>99%	E
	Hispanic	87%	R	90%	E
	Economic Disadvantaged	86%	R	90%	E
Writing	All Students	91%	E	92%	E
	White	93%	E	94%	E
	African American	*	E	90%	E
	Hispanic	84%	R	90%	-
	Economic Disadvantaged	87%	R	90%	E
Mathematics	All Students	89%	R	90%	E
	White	89%	R	90%	E
	African American	80%	R	90%	E
	Hispanic	87%	R	90%	E
	Economic Disadvantaged	82%	R	90%	E
<b>Commended Performance on TAKS</b>		<b>% met standard</b>		<b>% met standard</b>	
Reading/ELA	All Students	38%		39%	
	White	41%		42%	
	African American	40%		41%	
	Hispanic	24%		25%	
	Economic Disadvantaged	30%		31%	
Writing	All Students	30%		31%	
	White	32%		33%	
	African American	*		20%	
	Hispanic	11%		20%	
	Economic Disadvantaged	21%		22%	
Mathematics	All Students	46%		47%	
	White	52%		53%	
	African American	<1%		20%	
	Hispanic	21%		22%	
	Economic Disadvantaged	36%		37%	

Attendance Rate: Elementary	96.2%	97.0%
<b>Goal 2 Recruitment, Development and Retention of Staff</b>	<b>% met standard</b>	<b>% met standard</b>
Highly Qualified Teachers	100%	100%
Highly Qualified Paraprofessionals (Title I Campuses)	100%	100%
CISD Job Fair	Attendance	Attendance
<b>Goal 3 Parents and Community</b>	<b>% met standard</b>	<b>% met standard</b>
Campus Web Page, emails, and letters are timely and accurate	Maintain up-to-date information	Maintain up-to-date information
Campus educational programs	Maintain programs	Maintain programs
Campus information for parents new to community	Available online and print	Available online and print
Volunteer opportunities	Maintain volunteer log	Maintain volunteer log
Campus partnerships with businesses and organizations	Maintain/expand partnerships	Maintain/expand partnerships
Grade level/grade department meetings are conducted throughout year	Record of meetings	Record of meetings
Vertical team meetings are conducted throughout year	Record of meetings	Record of meetings
Campus promotes campus activities, initiatives, and programs in an accurate and timely manner (website, newsletters, press releases, emails, etc.)	Positive parent and community feedback	Positive parent and community feedback
Communication vehicle for eliciting input from parents and community members utilized as appropriate (website, newsletter, survey, councils, committees, etc.)	Parent and community input	Parent and community input
<b>Goal 4 Safe Schools</b>	<b>% met standard</b>	
Safe Schools Plan implemented	Compliance in Safe Schools Audit	Compliance in Safe Schools Audit
Conduct safety and disaster drills	100% compliance at all campuses	100% compliance at all campuses
<b>Goal 5 Technology</b>	<b>% met standard</b>	
Technology is seamlessly applied across all subject and content areas.	STaR Chart (TL) > 14	STaR Chart (TL) > 15
Professional development focuses on the technology capabilities of educators	STaR Chart (EP) > 13	STaR Chart (EP) >14

**SCE FUNDS  
2009-2010**

SCE Program/Service	Funds Budgeted	FTEs 2009-2010
Academic Tutorials	9,052.00.	1.0
General Education Teachers	1,668,188.	31.66
At-Risk Counselor		
At-Risk Paraprofessionals		
Credit Recovery (dropout recovery program)		
Reduced Class Size		
Instructional Coaches		
Instructional Materials		
Supplies and Equipment		
Transportation		
<b>Total Funds Budgeted and FTEs</b>	<b>1,677,240.</b>	<b>32.66</b>

**ARRA Title I and TITLE I - IV FUNDS  
2009-2010**

Program/Service	Funds Budgeted 2009-2010	FTEs
<b>ARRA Title IA</b>		
Technology	108,048	0
Parental Involvement	2,489	
<b>TOTAL ARRA Title IA</b>	<b>110,537</b>	<b>0</b>
<b>Title IA</b>		
Instructional Support – Teacher	135,804	2
Instructional Support – Paraprofessional		
Math, Reading, Science Materials	22,775	
Extra Duty – Tutorials	6,930	1
Student Travel	4,000	
Parent Involvement	2,780	
<b>TOTAL Title 1A</b>	<b>172,289</b>	<b>3</b>
<b>Title III</b>		
Books	500	00
Extra Duty	750	00
Reading Materials	750	00
<b>TOTAL Title III</b>	<b>2,000</b>	<b>0</b>
<b>Title IV</b>		
Why Try Curriculum	500	00
Red Ribbons	300	00
<b>TOTAL Title IV</b>	<b>800</b>	<b>0</b>