SAN JACINTO ELEMENTARY
CREIGHTON ELEMENTARY

Targeted Improvement Plan
2019
State Intervention Requirements

- A campus with an overall grade of D, identified for school improvement support will develop and implement a targeted improvement plan approved by the board of trustees of the district per TEC §39.101.

- The campus will engage in the continuous improvement process to develop the targeted improvement plan. The plan is developed by the campus, along with the campus intervention team, and other relevant stakeholders. The plan must be presented to the board of trustees and retained locally at the district level.
## 2019 Accountability Results

<table>
<thead>
<tr>
<th></th>
<th>Creighton Elementary</th>
<th>San Jacinto Elementary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall Rating</strong></td>
<td>65/D</td>
<td>64/D</td>
</tr>
<tr>
<td><strong>Domain 1: Achievement</strong></td>
<td>62</td>
<td>62</td>
</tr>
<tr>
<td><strong>Domain 2: School Progress</strong></td>
<td>65</td>
<td>65</td>
</tr>
<tr>
<td><strong>Domain 3: Closing the Gaps</strong></td>
<td>65</td>
<td>63</td>
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</tbody>
</table>
### Approaches Passing Standard

<table>
<thead>
<tr>
<th></th>
<th>Creighton</th>
<th>San Jacinto</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>67%</td>
<td>70%</td>
</tr>
<tr>
<td>Math</td>
<td>74%</td>
<td>72%</td>
</tr>
<tr>
<td>Writing</td>
<td>53%</td>
<td>52%</td>
</tr>
</tbody>
</table>

*English and Spanish scores combined – information reported from TEA data table*
2019 Targeted Improvement Plan

requires board approval

- Plan based on the Effective Schools Framework
- Essential Actions Identified through Needs Assessment
- Milestones to achieve desired outcomes and address barriers
- District Commitment on Theory of Action every cycle

In addition to Campus Improvement Plan
Targeted Improvement Prioritized Focus Areas

Essential Actions

■ 5.1 Objective-driven daily lesson plans with formative assessments.
  - All teachers create and submit daily lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments along with exemplar responses.

■ 5.3 Data Driven Instruction
  - Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.
  - Teacher teams have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.
Support for San Jacinto

- Part-time campus administrator
- Positive Behavior Support Liaison – full time
- Student Support Coach – additional time
- Certified Lone Star Governance Coach
- DCSI – bimonthly visits
- Data meetings with Assessment Team
- Curriculum and Instruction support from district coordinators and coaches
Support for Creighton

- Additional funds for planning days
- Positive Behavior Support Liaison – full time
- DCSI – bimonthly visits
- Certified Lone Star Governance Coach
- Data meetings with Assessment Team
- Curriculum and Instruction support from district coordinators and coaches
Thank you!