



Campus Improvement Plan 2019-2020

Elementary/Intermediate Campus: San Jacinto Elementary

Rating: D

GOAL 1: STUDENT ACHIEVEMENT AND POSTSECONDARY SUCCESS

MASTER RIGOROUS ACADEMIC STANDARDS – STUDENT ACHIEVEMENT, STUDENT PROGRESS, CLOSING PERFORMANCE GAPS and SUCCESSFUL COMPLETION OF HIGH SCHOOL

ACCOUNTABILITY

DOMAIN I: STUDENT ACHIEVEMENT - Evaluates performance across all subjects for all students on both general and alternate assessments; high schools include – College, Career, and Military Readiness (CCMR) indicators, and graduation rates.

DOMAIN II: SCHOOL PROGRESS - Measures district and campus outcomes in two areas:

Part A: Academic Progress –the number of students that grew at least one year academically (or are on track) as measured by Reading and Math STAAR results.

Part B: Relative Performance – the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.

DOMAIN II OBJECTIVES: Reading and Math, all students, seven racial/ethnic groups, ELL, SpEd, weighted progress

DOMAIN III: CLOSING THE GAPS - Uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators included in this domain align the state accountability with Every Student Succeed Act (ESSA).

Distinction Designations Earned:

- No Distinctions Earned

ALL STUDENT POPULATIONS

PERFORMANCE OBJECTIVE: Identify students reading below grade level in grades K-4 and provide targeted reading instruction with the goal of 75% or more of students reading on grade level by end of year, and increasing all student groups in grades 3-4 by at least 5% at the Meets GL on STAAR.

STRATEGY DESCRIPTION(S):

- Implementation of Phonics Unit of Study for Grades K-2
- Partnership with Teacher College for 5 days of on-site with staff developer with grades K-2
- Ongoing campus and district PD in ELA

READING/ELA

PERFORMANCE OBJECTIVE: 44% of all combined 3rd and 4th grade students will score at the Meets or Masters level of STAAR.

STRATEGY DESCRIPTION(S):

- Implementation of Exit Tickets for Reading
- Individual Goal Setting with students to monitor progress in 4th grade
- Implementation of data tracking charts and monitor groups for use of tracking performance on Exit Tickets, Common Assessments, weekly targets, literacy assessments, and Benchmarks



WRITING

PERFORMANCE OBJECTIVE: 60% of 4th grade students will score approaches or above on STAAR Writing.

STRATEGY DESCRIPTION(S):

- Ongoing campus and district professional development on revising/editing
- District facilitated writing planning for 3rd and 4th grade teachers
- Designated planning days for data analysis, strategic planning, and alignment

MATH

PERFORMANCE OBJECTIVE: 46% of all combined 3rd and 4th grade students will score at the Meets or Masters level of STAAR.

STRATEGY DESCRIPTION(S):

- Implementation of Guided Math across grade levels Kinder-4th
- Implementation of Dreambox Math program grades K-4th
- District weekly facilitated planning
- Implementation of data tracking charts and monitor groups for use of tracking performance on Exit Tickets, Common Assessments, weekly targets, literacy assessments, and Benchmarks

SOCIAL STUDIES

PERFORMANCE OBJECTIVE:

Teachers will plan and implement lessons based on the district scope and sequence that include opportunities for critical thinking and higher level questioning with consistency and fidelity.

STRATEGY DESCRIPTION(S):

- Focus on vocabulary development for the mastery of grade level assurance words
- Curriculum essential questions are utilized in lesson plans.

SCIENCE

PERFORMANCE OBJECTIVE:

Teachers will plan and implement lessons aligned to the district scope and sequence that apply both science concepts and science language in an investigation or activity. Lessons will provide students with opportunities for reflection, inquiry-based critical thinking, and response to higher level questioning.

STRATEGY DESCRIPTION(S):

- Implementation of Interactive Science notebooks
- Implementation of classroom word walls and Marzano's 6 Step Process to ensure vocabulary development

HEALTH

PERFORMANCE OBJECTIVE: 80% of all students will meet a minimum of one Healthy Fitness Zone standard, as measured by the FitnessGram assessment

STRATEGY DESCRIPTION(S):

- Implementation of the Drum Fit Unit
- Implementation of the Lacrosse Unit

AT-RISK AND SPECIAL POPULATIONS

STRATEGY DESCRIPTION(S) :- (Eco Dis, Dyslexia, GT, ELL, Immigrant, SpEd, Homeless)

- Implementation of Phonics Unit of Study K-2
- Staff Training on Dyslexia characteristics and identification (November 2019)
- STAAR Accommodation training for Grades 1st-4th
- Analyze student assessments by student groups for mastery level in each group

SUCCESSFUL COMPLETION OF HIGH SCHOOL/POSTSECONDARY READINESS DISTINCTION DESIGNATIONS



POSTSECONDARY READINESS INDICATORS

POST-SECONDARY READINESS

Attendance rate will increase from 96.1% in 2018/19 to 96.7% in 2019-20.

Meet eligible campus Academic Achievement Distinction Designations (AADD)

50% of indicators will be in top quartile

Meet Top 25% in Student Progress Distinction Designations

Top quartile of campus comparison group in performance for student progress

Meet Top 25% in Closing Performance Gaps Distinction Designations

Top quartile of campus comparison group in performance for closing performance gaps

Meet eligible Postsecondary Readiness Distinction Designations

50% of indicators will be in top quartile

PERFORMANCE OBJECTIVE: San Jacinto Elementary will increase overall attendance rate from 96.1% to 96.7% for the 2019-2020 school year.

STRATEGY DESCRIPTION(S):

- Incorporate attendance awards as part of the nine-week student celebrations
- Core Team will review attendance on an on-going basis
- Admin and Counselor will contact parents of students who are absent at the 5 incremental mark

FINANCIAL RESOURCES

General Operating, Elementary and Secondary

State Compensatory Education Funds

Title Funds

IDEA, Part B

Bilingual Allotment Funds

Gifted and Talented Allotment Fund

ADDITIONAL RESOURCES

Teacher Content Leadership Teams and District and Campus Instructional Coaches

Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented, RtI, Dyslexia Services

Assessment: STAAR, STAAR Alt 2, TELPAS, TELPAS Alt, District Benchmark Results, District Curriculum Checkpoints, Campus Common Assessments, Universal Screeners, BAS, DRA, OS, QPS, SAT, ACT, CogAT, IOWA, Logramos

Systems: View It, Eduphoria, Dashboard, Curriculum Heat Maps, Campus Improvement Plans, Road Trip Nation
Professional learning opportunities provided throughout the year.

FORMATIVE EVALUATIONS

NOVEMBER, JANUARY

Item analysis and data disaggregation of Benchmark assessments

CISD Benchmarks at passing rate

Staff Development: track number attending per campus; target for specific campus needs

SUMMATIVE EVALUATIONS

JULY

TEA Accountability Summary, TAPR, PBMAS, AMAOs, DVM, Special Education Evaluation

PROJECT MANAGERS

Principal, Assistant Principal, Counselor, ELA Instructional Coach, Math Instructional Coach, RtI Coach, LSSP, District Math Coach, District ELA Coach, Campus Core Team, Guiding Coalition, Team Liaisons



Goal 2: RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF

PERFORMANCE OBJECTIVE: To recruit, retain and develop highly qualified teachers and staff for all students.

STRATEGY DESCRIPTION(S):

- Creation of a monthly Mentor/Mentee session to address timely topics
- Attend and recruit from CISD Teacher Job Fair and area university job fairs
- Creation of a San Jacinto Flyer highlighting school information for applicants
- Participate in the recruitment, selection, hiring, and campus placement of the District bilingual applicant pool

Financial Resources	Campus budget, Teacher Activity Fund, Title III
Additional Resources	Position Control Reports, Allocation Reports
Monitoring Timeline	November, January, March
Formative Evaluation	HQ data from Human Resources
Summative Evaluation	TAPR, HQ Report to TEA
Project Managers	Principal, Assistant Principal

Goal 3: PARENTS AND COMMUNITY

PERFORMANCE OBJECTIVE: To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.

STRATEGY DESCRIPTION(S):

- Host academic nights to build content knowledge for families.
- Host a STAAR informational night in February 2020 to share pertinent details surrounding the STAAR assessment.
- Provide timely communications, in a language parents can understand, about campus initiatives, meetings and activities through a variety of media sources.
- Utilize Social Media (Facebook, Instagram, Twitter) to share information with parents and community, as well as highlight school happenings.

Financial Resources	Campus budget, Title Funds
Additional Resources	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
Monitoring Timeline	Formative - November, January; Summative – July
Formative Evaluation	Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate
Summative Evaluation	Meet Performance Indicators for Campus
Project Manager	Principal, Assistant Principal, Core Team, Guiding Coalition

Goal 4: SAFE SCHOOLS

PERFORMANCE OBJECTIVE: To provide a safe and orderly school environment conducive to learning for all students and staff.

STRATEGY DESCRIPTION(S):

- Conduct fire, safety, disaster, lock-downs, evacuation, and emergency drills to ensure the effectiveness of the Emergency Operations Plans at the campus level
- Safe Schools on-line training for all staff members
- Creation of safety plan that is reviewed and revised on a quarterly basis in the ERIP system

Financial Resources	Campus budget
Additional Resources	Emergency operations plan
Monitoring Timeline	Formative- November, January; Summative - July
Formative Evaluation	Record of programs/presentations/trainings for students and staff, Quarterly reports of police activity and safety drills for campus
Summative Evaluation	Clean safety audit
Project Manager(s):	Principal, Assistant Principal



Goal 5: TECHNOLOGY

PERFORMANCE OBJECTIVE: To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

STRATEGY DESCRIPTION(S):

- Provide meaningful opportunities for students to access technology for learning.
- Increase student opportunities for utilizing technology across the curriculum areas

Financial Resources	Campus budget, Title Funds
Additional Resources	Technology staff
Monitoring Timeline	Formative - November, January; Summative - July
Formative Evaluation	Records of professional development in technology, Campus and District Technology Plans align with strategies
Summative Evaluation	Meet Performance Indicators for STaR Report
Project Manager(s):	Principal, Assistant Principal, Technology Liaison



STATE AND FEDERAL RESOURCES ALLOCATED

2019-2020 School Year

SCE

Strategy	Activity	Funds Budgeted	FTE
Reading 2, Math 4	Academic Tutorials	\$4,123.00	0.07
Math All 2	Technology for At-Risk Students	\$2,393.00	0.00
All 1, Reading 1, Writing 3, Math 1	Instructional Materials for At-Risk Students	\$5,000.00	0.00
Provide differentiated instructional strategies to improve the achievement of all at-risk students	Gen Ed Teachers for At-Risk Students	\$1,052,135.00	18.00
	TOTAL SCE		18.07

TITLE I

Strategy	Activity	Funds Budgeted	FTE
All 1, 2, 3, Reading 1, 3, Writing 1, 3, Math 1, 2, 4	Instructional Support Academic Coaches/Teachers	\$207,678.00	3.78
All Math 1, Reading 1	Instructional Materials	\$6,653.00	0.00
All 2, Writing 1	Staff Development	\$8,000.00	0.00
Parents/Community 1	Family Engagement	\$2,412.00	0.00
Reading 2, Math 4	Academic Tutorials	\$3,285.00	.06
	TOTAL Title I	\$228,028.00	3.78

TITLE III EL

Strategy	Activity	Funds Budgeted	FTE
Reading 2, Math 4	Academic Tutorials	\$3,500.00	0.06
Math 2	Technology	\$500.00	0.00
Reading 2	Books	\$500.00	0.00
Reading 1, Math 1, Writing 2	Instructional Materials	\$1,500.00	0.00
	TOTAL Title III EL	\$6,000.00	0.06



Title I Schoolwide Program Elements

2019-2020 School Year

Every Student Succeeds Act requires that every Title I Schoolwide Program have three elements in place to ensure compliance: Comprehensive Needs Assessment, Campus Improvement Plan, and Parent Family Engagement activities. Each element consists of specific activities to address increasing student achievement, involving the school community in the design of the schoolwide plan, and actively engaging families in opportunities available at the campus.

Strategy	Title I Schoolwide Elements
Element 1	Comprehensive Needs Assessment
Parent and Community #3	The campus conducts an annual comprehensive needs assessment of the entire school analyzing the academic achievement of all students and subgroups of students.
Element 2	Campus Improvement Plan (CIP)
Parent and Community #3	The campus develops the CIP with the involvement of parents and other stakeholders such as teachers, principal, paraprofessionals, and community.
Post-Secondary #2	The campus will regularly monitor the CIP and revise strategies based on identified needs.
Parent and Community #3	The campus ensures the CIP is publicly available to parents and the community (English and Spanish).
All #1, #2, #3, At-Risk #4	The campus implements reform strategies to address school needs including opportunities for all students and student groups to exceed academic standards.
At-Risk #1	The campus executes strategies to increase the quality and amount of learning time available to strengthen the academic program in the school and provides students an enriched and accelerated curriculum.
At-Risk #4	The campus will address the needs of all students but particularly the needs of those students who are at-risk of not meeting academic standards.
Element 3	Parent and Family Engagement
Parent and Community #1	The campus jointly develops, with the input of parents, a written Family Engagement Policy and School Family Student Compact.
Parent and Community #1, #2	The campus offers a variety of family engagement activities which include flexible times and days of the week.
Parent and Community #3, #4	The campus sends home information regarding family engagement opportunities and required notices in a format and language that families can understand (English and Spanish).



Data Summary Report 2019-2020

Elementary/Intermediate Campus: San Jacinto Elementary

ACCOUNTABILITY

DOMAIN I – STUDENT ACHIEVEMENT

2018-2019 Performance:

67% scored Approaches Grade Level Standards
30% scored Meets Grade Level Standards
11% scored Masters Grade Level Standards

2019-2020 Goals:

74% will score Approaches Grade Level Standards
38% will score Meets Grade Level Standards
19% will score Masters Grade Level Standards

DOMAIN II – SCHOOL PROGRESS

2018-2019 Performance:

65% Met Expected or Accelerated Growth Measure

2019-2020 Goals:

72% Will meet Expected or Accelerated Growth Measure

DOMAIN III – CLOSING THE GAPS

ALL STUDENTS – ALL SUBJECTS

2018-2019 Performance:

Economically Disadvantaged Students

64% scored Approaches Grade Level Standards
27% scored Meets Grade Level Standards
9% scored Masters Grade Level Standards

Focus Student Group: Special Education

38% scored Approaches Grade Level Standards
21% scored Meets Grade Level Standards
3% scored Masters Grade Level Standards

Focus Student Group: White

66% scored Approaches Grade Level Standards
32% scored Meets Grade Level Standards
13% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

71% will score Approaches Grade Level Standards
34% will score Meets Grade Level Standards
17% will score Masters Grade Level Standards

Focus Student Group: Special Education

43% will score Approaches Grade Level Standards
26% will score Meets Grade Level Standards
8% will score Masters Grade Level Standards

Focus Student Group: White

71% will score Approaches Grade Level Standards
37% will score Meets Grade Level Standards
18% will score Masters Grade Level Standards

READING/ELA

2018-2019 Performance:

Economically Disadvantaged Students

66% scored Approaches Grade Level Standards
27% scored Meets Grade Level Standards
10% scored Masters Grade Level Standards

Focus Student Group: Special Education

40% scored Approaches Grade Level Standards
20% scored Meets Grade Level Standards
0% scored Masters Grade Level Standards

Focus Student Group: White

74% scored Approaches Grade Level Standards
34% scored Meets Grade Level Standards
14% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

71% will score Approaches Grade Level Standards
32% will score Meets Grade Level Standards
15% will score Masters Grade Level Standards

Focus Student Group: Special Education

45% will score Approaches Grade Level Standards
25% will score Meets Grade Level Standards
3% will score Masters Grade Level Standards

Focus Student Group: White

80% will score Approaches Grade Level Standards
39% will score Meets Grade Level Standards
20% will score Masters Grade Level Standards

WRITING

2018-2019 Performance:

2019-2020 Goals:



Economically Disadvantaged Students

44% scored Approaches Grade Level Standards

14% scored Meets Grade Level Standards

3% scored Masters Grade Level Standards

Focus Student Group: Special Education

18% scored Approaches Grade Level Standards

18% scored Meets Grade Level Standards

0% scored Masters Grade Level Standards

Focus Student Group: White

55% scored Approaches Grade Level Standards

22% scored Meets Grade Level Standards

5% scored Masters Grade Level Standards

Economically Disadvantaged Students

50% will score Approaches Grade Level Standards

20% will score Meets Grade Level Standards

10% will score Masters Grade Level Standards

Focus Student Group: Special Education

23% will score Approaches Grade Level Standards

23% will score Meets Grade Level Standards

3% will score Masters Grade Level Standards

Focus Student Group: White

60% will score Approaches Grade Level Standards

27% will score Meets Grade Level Standards

10% will score Masters Grade Level Standards

MATH

2018-2019 Performance:

Economically Disadvantaged Students

70% scored Approaches Grade Level Standards

32% scored Meets Grade Level Standards

11% scored Masters Grade Level Standards

Focus Student Group: Special Education

44% scored Approaches Grade Level Standards

24% scored Meets Grade Level Standards

8% scored Masters Grade Level Standards

Focus Student Group: White

66% scored Approaches Grade Level Standards

34% scored Meets Grade Level Standards

16% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

75% will score Approaches Grade Level Standards

37% will score Meets Grade Level Standards

16% will score Masters Grade Level Standards

Focus Student Group: Special Education

48% will score Approaches Grade Level Standards

28% will score Meets Grade Level Standards

11% will score Masters Grade Level Standards

Focus Student Group: White

71% will score Approaches Grade Level Standards

40% will score Meets Grade Level Standards

20% will score Masters Grade Level Standards

SOCIAL STUDIES

2018-2019 Performance:

Economically Disadvantaged Students

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

Focus Student Group: Special Education

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

Focus Student Group: White

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

___% will score Approaches Grade Level Standards

___% will score Meets Grade Level Standards

___% will score Masters Grade Level Standards

Focus Student Group: Special Education

___% will score Approaches Grade Level Standards

___% will score Meets Grade Level Standards

___% will score Masters Grade Level Standards

Focus Student Group: White

___% will score Approaches Grade Level Standards

___% will score Meets Grade Level Standards

___% will score Masters Grade Level Standards



SCIENCE

2018-2019 Performance:

Economically Disadvantaged Students
n/a% scored Approaches Grade Level Standards
n/a% scored Meets Grade Level Standards
n/a% scored Masters Grade Level Standards
Focus Student Group: Special Education
n/a% scored Approaches Grade Level Standards
 % scored Meets Grade Level Standards
n/a% scored Masters Grade Level Standards
Focus Student Group: White
n/a% scored Approaches Grade Level Standards
n/a% scored Meets Grade Level Standards
n/a% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students
 % will score Approaches Grade Level Standards
 % will score Meets Grade Level Standards
 % will score Masters Grade Level Standards
Focus Student Group: Special Education
 % will score Approaches Grade Level Standards
 % will score Meets Grade Level Standards
 % will score Masters Grade Level Standards
Focus Student Group: White
 % will score Approaches Grade Level Standards
 % will score Meets Grade Level Standards
 % will score Masters Grade Level Standards

Federal Accountability: Closing the Gaps

Support Area	District Targeted Support	Campus Targeted Support
Achievement Reading		All, His, Wht, EcoDis, EL (Curr/Mon)
Achievement Math		All, His, Wht, EcoDis, EL (Curr/Mon)
Growth Reading		All, His, Wht
Growth Math	American Indian, Economically Disadvantaged, Special Education	Economically Disadvantaged, Special Education, All, His, Wht
Student Success		All, His, Wht, EcoDis, EL (Curr/Mon)
Graduation	Hispanic, White, Economically Disadvantaged, English Learners (Current/Monitored), Special Education	Hispanic, White, Economically Disadvantaged, English Learners (Current/Monitored), Special Education
School Quality		
STAAR Only		
English Language Proficient	English Learners (Current/Monitored)	English Learners (Current/Monitored)

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