Galena Park Independent School District

Jacinto City Elementary School

2019-2020 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

Mission Statement

At Jacinto City Elementary, faculty, staff, and parents will work together to plan and implement a school program in a way that enriches, challenges, and motivates students to develop chararcteristics found in life long learners and productive citizens.

Vision

Teachers and students come first at Jacinto City Elementary.

Campus Profile

Jacinto City Elementary opened for classes the third week of September, 1944. Our first principal, Mr. R. E. Wallace, served 30 years until his retirement in 1974. The school has had three more principals with Mr. Leonard D. (Red) Jones serving from 1975-1995, Mr. Salvador Vega serving from 1996-1999, Mr. James Keal, serving from 1999 – 2011 and our current principal, Becky Gardea, serving from 2010 to present. Our school is located in the community of Jacinto City. Jacinto City Elementary enjoys a great relationship with our city. The Police and Fire departments have often provided special programs for our students.

JCE met distinctions in six areas: Academic Achievement in ELA/Reading, Math & Science, Student Progress, Closing Performance Gaps and Postsecondary Readiness. All safeguards were met as well as receiving six star distinctions. The faculty and staff provide positive support to enable the students to perform at their very best.

Table of Contents

Comprehensive Needs Assessment 5
Demographics 5
Student Academic Achievement 6
School Processes & Programs 8
Perceptions 9
Priority Problem Statements 10
Comprehensive Needs Assessment Data Documentation 13
Goals 16
Goal 1: Jacinto City Elementary will provide a safe, productive and healthy learning/working environment for students and employees. 16
Goal 2: Jacinto City Elementary will provide information and opportunities to assist students in preparing for college and careers. 23
Goal 3: Jacinto City Elementary ensure student growth in the tested areas. 27
Goal 4: Jacinto City Elementary will ensure students are provided quality enrichment/extracurricular programs and encourage their participation. 36
Goal 5: Jacinto City Elementary will have a 97% or higher staff attendance rate. 45
Goal 6: Jacinto City Elementary will provide opportunities for parental /community involvement and business partnership. 49
Goal 7: Jacinto City Elementary will ensure high quality staff is employed. 55
Goal 8: Jacinto City Elementary will provide superior operational services to best support students and staff success. 62
Goal 9: Jacinto City Elementary will achieve a 96.5% or higher student attendance rate, utilizing the $2,507 Attendance Incentive Plan allotment (plus a $250 bonus bucks). 66
Title I Schoolwide Elements 77
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA) 77
1.1: Comprehensive Needs Assessment 77
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP) 78
2.1: Campus Improvement Plan developed with appropriate stakeholders 78
2.2: Regular monitoring and revision 79
2.3: Available to parents and community in an understandable format and language 79
2.4: Opportunities for all children to meet State standards 79
2.5: Increased learning time and well-rounded education 80
2.6: Address needs of all students, particularly at-risk 80
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE) 80
3.1: Develop and distribute Parent and Family Engagement Policy 80
3.2: Offer flexible number of parent involvement meetings 80

Demographics 82
Student Achievement 83
Processes and Programs 84
Perceptions 85
2019-2020 Campus Site-Based Committee 86
Campus Funding Summary 88

Comprehensive Needs Assessment

Demographics

Demographics Summary

Jacinto City is one of fifteen campuses in Galena Park Independent School District. Jacinto City Elementary opened its doors in 1944 and serves predominantly lower to economically disadvantaged families. Jacinto City Elementary serves approximately 723 students in grades PPCD to 5th grade. Five years ago, 805 students were served by the campus,which is an decrease of .8%. JCE services students from Pre-Kindergarten through fifth grade, in addition to students with special needs in Life Skills,Structured Learning Centers (SLC) and Pre-school Program for Students with Disabilities (PPCD). Also, JCE provides Bilingual, ESL, Gifted and Talented and regular education classes.

The student population is 2.9% African American,11.5% Anglo,0.1% Asian, 84.9% Hispanic; 41% male and 38% female with low socioeconomic status of 83.4%. The staff population is 18.8% African American, 25.1% Anglo, 52% Hispanic - 5% male and 95% female with an average of 12-15 years of experience. JCE has 100% Highly Qualified teachers and paraprofessionals.

Demographics Strengths

JCE strengths are the following:

- Low teacher turnover rate - 15+years experience staff members
- Accessible technology for staff and students
- Extracurricular activities (student council, Elem. Honor Society, dance team, honor choir, ecobots, etc.)

Problem Statements Identifying Demographics Needs

Problem Statement 1: JCE has a high ELL population and has seen a larger increase in this population as well as the students identified as homeless. **Root Cause**: The area has a large amount of rental homes as well as multiple family units in one home.

Problem Statement 2: JCE students are below last year's district average in attendance percentages. **Root Cause**: Lack of motivation to learn, parental support, illnesses

Student Academic Achievement

Student Academic Achievement Summary

Student Academic Achievement Summary

STAAR Results	2018-A	2019-A	2018-Meets	2019-Meets	2018-Masters	2019-Masters
3rd Reading	76%	87%	35%	43%	13%	23%
3rd Math	84%	90%	56%	54%	28%	23%
4th Reading	76%	77%	45%	48%	22%	21%
4th Math	77%	85%	48%	53%	25%	34%
4th Writing	79%	73%	52%	44%	21%	20%
5th Reading	85%	94%	50%	57%	18%	26%
5th Math	95%	97%	66%	70%	35%	54%
5th Science	78%	91%	36%	66%	7%	25%

Student Academic Achievement Strengths

Jacinto City Elementary strengths are as follows:

- 5th grade Reading, Math and Science.
- Student progress in the Meets/Masters areas.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Third grade reading and math have decreased in numbers at the approaches and meets level. **Root Cause**: Lack of motivation to learn and low rigor in the TEKS for classroom instruction.

School Processes & Programs

School Processes & Programs Summary

Jacinto City Elementary takes pride in their community and students. Based on the campus surveys, the school is found to be a warm and inviting environment. The office is staffed with highly qualified individuals that do a great job of customer service for all. All information is shared in both English and Spanish.

One of the best attributes of being an employee at JCE is the low staff turn-over. Many of the staff members have 15+ years of experience. Great staff and students lead to an awesome school environment.

School Processes & Programs Strengths

Jacinto City strengths are as follows:

- Great communication with the stakeholders in both English and Spanish.
- Staff retention is very good.
- Warm and inviting school atmoshphere.
- Customer service is our priority.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The strength of the most effective teachers should be spotlighted, shared, and used to mentor and retain teachers. **Root Cause**: The need to build capacity among teachers, support continuous instructional improvement, continued professional development with monitored implementation, improved teacher morale, build and maintain effective teachers.

Problem Statement 2: Vertical alignment across the grade levels needs to be implemented with fidelity. **Root Cause**: Lack of supervision to make sure that the grade levels are meeting vertically.

Perceptions

Perceptions Summary

Jacinto City Elementary is the largest campus on the southside of the district with approximately 723 students. We are the only self-contained campus in the Galena Park ISD. The campus is situated in the city of Jacinto City and receives all the city services. We are very happy to be part of a loving and supportive community.

Perceptions Strengths

Jacinto City Elementary strengths are as follows:

- Great climate and atmosphere
- Communication
- District policies and procedures are followed

Problem Statements Identifying Perceptions Needs

Problem Statement 1: JCE needs more opportunities for parental / community involvement to be increased in STAAR - Reading/Math **Root Cause**: Lack of babysitting, work and other obstacles that keep parental attendance low

Problem Statement 2: A process needs to be in place to ensure that the daily demands of the campus do not overshadow our focus on instructional planning and student improvement. **Root Cause**: Unexpected situations or behavior concerns and lack of communication and knowledge.

Priority Problem Statements

Problem Statement 1: The school year 2018-2019 had a low attendance percentage than previous year.

Root Cause 1: Student attendance decreased from one year to the next due to a variety of reasons: natural disasters, flu, stomach issues, etc

Problem Statement 1 Areas: School Culture and Climate

Problem Statement 2: JCE teacher and staff's attendance was low compared to the previous school year.

Root Cause 2: Teacher attendance decreased from one year to the next due to a variety of reasons: illness, natural disasters, etc.

Problem Statement 2 Areas: School Culture and Climate

Problem Statement 3: Third grade reading and math have decreased in numbers at the approaches and meets level.

Root Cause 3: Lower rigor in the TEKS for classroom instruction

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: JCE needs more opportunities for parental/community involvement to be increased in STAAR, and Reading/Math nights

Root Cause 4: Lack of babysitting, work, and other obstacles keep parental attendance low

Problem Statement 4 Areas: Parent and Community Engagement

Problem Statement 5: The strengths of the most effective teachers should be spotlighted, shared, and used to mentor and retain teachers.

Root Cause 5: The need to build capacity among teachers, support continuous instructional improvement, continued professional development with monitored implementation, improved teacher morale, build and maintain effective teacher

Problem Statement 5 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 6: JCE students are below last year's district average in attendance percentages.
Root Cause 6: Lack of motivation to learn, parental support, illnesses
Problem Statement 6 Areas: Demographics

Problem Statement 7: JCE needs to send home or have an accessible calendar of school events at the beginning of the year.
Root Cause 7: Parents should be made aware of yearly events at the beginning of the year.
Problem Statement 7 Areas: Parent and Community Engagement

Problem Statement 9: Teachers need time to learn, implement and observe new strategies.
Root Cause 9: Teachers lack proper training and observations of effective differentiated instruction
Problem Statement 9 Areas: Curriculum, Instruction, and Assessment

Problem Statement 10: Vertical alignment across the grade levels needs to be implemented with fidelity.
Root Cause 10: Lack of supervision to make sure that the grade levels are meeting vertically.l
Problem Statement 10 Areas: Curriculum, Instruction, and Assessment

Problem Statement 11: JCE has a high ELL population and has seen a larger increase in this population as well as the students identified as homeless.
Root Cause 11: The area has a large amount of rental homes as well as multiple family units in one home.
Problem Statement 11 Areas: Demographics - Demographics

Problem Statement 12: There needs to be more availability to computer lab usage by teachers.
Root Cause 12: A limited amount of computer labs for the number of students at JCE
Problem Statement 12 Areas: Technology

Problem Statement 13: Teachers needs to be able to locate subject-specific resources that help them in their given areas and then training/time to implement the resources in the classroom.

Root Cause 13: There is one TIS to monitor and supervise a large campus such as JCE.

Problem Statement 13 Areas: Technology

Problem Statement 14: Consistency across the levels to ensure that small group instruction is being used.

Root Cause 14: Lack of knowledge or procedures on how to implement in their school schedule.

Problem Statement 14 Areas: School Context and Organization

Problem Statement 15: JCE needs to ensure that all critical staff development for all teachers occurs prior to the start of the school year. .

Root Cause 15: New teacher training often occurs after the beginning of school causing confusion and lack of information for the staff.

Problem Statement 15 Areas: School Context and Organization

Problem Statement 16: A process needs to be in place to ensure that the daily demands of the campus do not overshadow our focus on instructional planning and student improvement.

Root Cause 16: Unexpected situations or behavior concerns and lack of communication and knowledge

Problem Statement 16 Areas: School Context and Organization

Problem Statement 17: Third grade reading and math have decreased in numbers at the approaches and meets level.

Root Cause 17: Lack of motivation to learn and low rigor in the TEKS for classroom instruction.

Problem Statement 17 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

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

- Study of best practices

Goals

Revised/Approved: October 28, 2015

Goal 1: Jacinto City Elementary will provide a safe, productive and healthy learning/working environment for students and employees.

Performance Objective 1: Provide regular communication/recognition for students, parents, staff and campuses

Evaluation Data Source(s) 1: Multiple means of communication will be provided for staff, parents and community members

Summative Evaluation 1: Met Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 1: Continue providing regular communication with stakeholders

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Provide regular communication/recognition for students, parents, staff and campus	3.1	Administrators, Administrative team and Foundation team members	Communication through school website, emails, texts, mail and phone calls to keep the JCE staff, parents and campus informed	60%	75%	85%	100%
2) Communicate with parents and community through different avenues such as school website, texts, phones, mail and emails.	3.1	Office staff, administrators and teachers	Monitor School Status, Skyward and written documentation	40%	65%	75%	100%
	Problem Statements: Parent and Community Engagement 1						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: JCE needs more opportunities for parental/community involvement to be increased in STAAR, and Reading/Math nights **Root Cause 1**: Lack of babysitting, work, and other obstacles keep parental attendance low

Goal 1: Jacinto City Elementary will provide a safe, productive and healthy learning/working environment for students and employees.

Performance Objective 2: Teach safety practices and protocols to students and staff

Evaluation Data Source(s) 2: In 2019-2020, all safety drills will be addressed in a timely manner.

Summative Evaluation 2: Met Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 2: Continue safety practices and protocols for staff and students.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Provide safety practices and protocols to all students and teacher.		Administrators and staff	Fire drills, lockdown drills, etc.	45%	65%	85%	100%
	Problem Statements: School Culture and Climate 1						
2) Provide an effective and consistent system for training new personnel to safety protocol.		Administrators and Foundations team	Monitor drills	40%	55%	80%	100%
	Problem Statements: Parent and Community Engagement 1, 2						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: The school year 2018-2019 had a low attendance percentage than previous year. **Root Cause 1**: Student attendance decreased from one year to the next due to a variety of reasons: natural disasters, flu, stomach issues, etc

Parent and Community Engagement
Problem Statement 1: JCE needs more opportunities for parental/community involvement to be increased in STAAR, and Reading/Math nights **Root Cause 1**: Lack of babysitting, work, and other obstacles keep parental attendance low

Parent and Community Engagement

Problem Statement 2: JCE needs to send home or have an accessible calendar of school events at the beginning of the year. **Root Cause 2**: Parents should be made aware of yearly events at the beginning of the year.

Goal 1: Jacinto City Elementary will provide a safe, productive and healthy learning/working environment for students and employees.

Performance Objective 3: Implement a comprehensive health and wellness program

Evaluation Data Source(s) 3: Continue to utilize the school wellness program and adjust as needed throughout the year

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: Continue to implement a comprehensive health/wellness program in the 2020-21 school year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Make teachers aware and train them in Foundations and CHAMPS Programs.		School Administration	Survey results	75%	90%	100%	100%
	Problem Statements: School Culture and Climate 1						
2) Counselor shall meet with students and collect information concerning bullying and school/classroom climate.		Administrators and Counselor	Students will meet with counselor to discuss bullying and other issues as a group and/or individually	50%	55%	80%	100%
3) Implement the CATCH Program through the nurse's office and PE coach.		Nurse and PE teachers	Students will develop a healthier life style	45%	70%	85%	100%
	Problem Statements: School Culture and Climate 1						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 1: The school year 2018-2019 had a low attendance percentage than previous year. **Root Cause 1**: Student attendance decreased from one year to the next due to a variety of reasons: natural disasters, flu, stomach issues, etc

Goal 1: Jacinto City Elementary will provide a safe, productive and healthy learning/working environment for students and employees.

Performance Objective 4: Create a healthy environment so staff and students thrive and are productive

Evaluation Data Source(s) 4: In 2019-2020 , this trend will continue to ensure that students/staff have a healthy learning environment

Summative Evaluation 4: Met Performance Objective

Next Year's Recommendation 4: Continue to create a healthy environment for all stakeholders.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Make teachers aware of the CHAMPS behavior management plans.		School Administration	Decrease in student discipline referrals	70%	80%	90%	100%
	Problem Statements: School Culture and Climate 1						
2) Utilize campus Foundations team to meet campus safety and discipline needs		Administration and Foundation team	Campus discipline data	55%	80%	90%	100%
	Problem Statements: School Culture and Climate 1						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 4 Problem Statements:

School Culture and Climate
Problem Statement 1: The school year 2018-2019 had a low attendance percentage than previous year. **Root Cause 1**: Student attendance decreased from one year to the next due to a variety of reasons: natural disasters, flu, stomach issues, etc

Goal 1: Jacinto City Elementary will provide a safe, productive and healthy learning/working environment for students and employees.

Performance Objective 5: Ensure our students and staff have 21st Century technology and equipment so performance is at a maximum

Evaluation Data Source(s) 5: Ensure staff and students receive updated technology and equipment

Summative Evaluation 5: Met Performance Objective

Next Year's Recommendation 5: Continue working with the technology dept. to increase virtual capability for teachers and students.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) All staff will complete online internet safety course during the first semester.		Administrators	100% compliance	95%	100%	100%	100%
	Problem Statements: Technology 1						
2) All employees will receive and sign acceptable use policy annually	3.1	Administrators	100% compliance	100%	100%	100%	100%
	Problem Statements: Technology 1						
3) Provide instruction to students on safe, responsible,legal and ethical behavior while using digital tools and resources		TIS	Area of concern targeted	80%	85%	95%	100%
	Problem Statements: Technology 1, 2						

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Performance Objective 5 Problem Statements:

Technology
Problem Statement 1: There needs to be more availability to computer lab usage by teachers. **Root Cause 1**: A limited amount of computer labs for the number of students at JCE
Problem Statement 2: Teachers needs to be able to locate subject-specific resources that help them in their given areas and then training/time to implement the resources in the classroom. **Root Cause 2**: There is one TIS to monitor and supervise a large campus such as JCE.

Goal 2: Jacinto City Elementary will provide information and opportunities to assist students in preparing for college and careers.

Performance Objective 1: Provide K-12 students with multiple college and career awareness opportunities

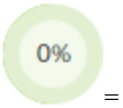
Evaluation Data Source(s) 1: In 2019-2020, the campus will provide opportunities for students to be exposed to college/career awareness. Additional activities will be added throughout the year.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue creating awareness to all students about college and careers.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Utilize career guests to visit our campus and discuss the benefits of staying in school and following an appropriate career path.		Counselor	Student interest	25%	35%	50%	
	Problem Statements: Student Achievement 1						
2) Provide college information on announcements to expose students to different colleges.		Counselor	Background knowledge of college information	35%	40%	60%	
	Problem Statements: Student Achievement 1						
3) Prepare a career day to expose students to different career choices		Counselor	Students are aware of different career opportunities and colleges	30%	30%	55%	
	Problem Statements: Student Achievement 1						
4) Host College Spirit Day once a month allowing students and staff to wear college shirts and participate in college activities		Staff members and students	Awareness of college choices	25%	45%	70%	
	Problem Statements: Student Achievement 1						
5) Provide information to parents on the importance of college/career readiness at elementary grades		Counselor	Awareness of college choices	40%	45%	70%	
	Problem Statements: Parent and Community Engagement 2						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May

= Accomplished = Continue/Modify 

= No Progress = Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Third grade reading and math have decreased in numbers at the approaches and meets level. **Root Cause 1**: Lower rigor in the TEKS for classroom instruction

Parent and Community Engagement
Problem Statement 2: JCE needs to send home or have an accessible calendar of school events at the beginning of the year. **Root Cause 2**: Parents should be made aware of yearly events at the beginning of the year.

Goal 2: Jacinto City Elementary will provide information and opportunities to assist students in preparing for college and careers.

Performance Objective 2: Increase success rate of students achieving college and career readiness indicators

Evaluation Data Source(s) 2: In 2019-2020, students scoring Advanced level on STAAR for all tests combined will be a minimum required improvement of 12%.

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Continue to improve readiness indicators

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Increase teachers knowledge and the connection between TEKs and STAAR assessment through district and school development and shared learning	2.6	Administration and CIC's	Increase student scoring in advanced levels on DA's and STAAR through staff development	50%	65%	90%	100%
	Problem Statements: Student Achievement 1						
2) Allow students to accelerate in all of the four core content areas for students in K-5th.	2.6	Administration and CIC's	Increase in students scoring advanced levels on DA's and STAAR	25%	45%	70%	100%
	Problem Statements: Student Achievement 1						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Third grade reading and math have decreased in numbers at the approaches and meets level. **Root Cause 1**: Lower rigor in the TEKS for classroom instruction

Goal 2: Jacinto City Elementary will provide information and opportunities to assist students in preparing for college and careers.

Performance Objective 3: Provide comprehensive counseling to students

Evaluation Data Source(s) 3: In 2019-2020, guidance lessons will continue to be provided to 100% of the students as in the previous school year.

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: Continue providing students with counseling services

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Meet in groups and with individuals throughout the year to develop personal and social skills with counselor		Counselor	Students will develop better personal and social skills	20%	40%	75%	
	Problem Statements: School Culture and Climate 1						
2) Educate students on bullying, motivation, interpersonal skills, goal settings, cross cultures and career awareness		Counselor	Increased student self-esteem and educational potential	25%	35%	100%	100%
	Problem Statements: School Culture and Climate 1						
3) Provide educational programs such as Red Ribbon Week, bully prevention programs, Fire prevention activities, and any programs that promote the safety and security of students		Counselor	Participation in programs such as Red Ribbon Week, fire prevention activities, etc.	20%	45%	100%	100%
	Problem Statements: School Culture and Climate 1						

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 1: The school year 2018-2019 had a low attendance percentage than previous year. **Root Cause 1**: Student attendance decreased from one year to the next due to a variety of reasons: natural disasters, flu, stomach issues, etc

Goal 3: Jacinto City Elementary ensure student growth in the tested areas.

Performance Objective 1: Meet or exceed the state average in all tested areas

Evaluation Data Source(s) 1: The current satisfactory performance overall level on STAAR reading and writing is with % of students performing at advanced level. In 2019-2020, students will meet the target areas for state accountability in all four indexes as well as the safeguards, as determined by the state.

Summative Evaluation 1: Met Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 1: Continue improving in all tested areas

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Assess Kindergarten- 2nd with DRA/EDL instruments and Istation	2.6	Campus and district personnel	Increase in reading levels by end of year	20%	40%	80%	100%
	Problem Statements: Student Achievement 1						
2) Istations will be utilized by all teachers to increase reading at all levels	2.4, 2.6	Staff members and CIC's	Significant improvement from BOY assessments to EOY assessments (DA's, DRA's, etc.)	30%	55%	85%	100%
	Problem Statements: Student Achievement 1						
3) Purchase additional materials for teachers to utilize with their students to increase reading/writing performance	2.6	Administrators and Lead CIC	Significant improvement in all content areas throughout the grade levels	25%	45%	100%	100%
	Funding Sources: 199-24 - SCE - 1500.00						
4) Conduct vertical team meetings/grade level meetings with Lead CIC's and administrators to analyze assessments and data, discuss and demonstrate lessons, and align instruction	2.4, 2.6	Administrators, teachers, CIC's	Significant improvement in reading and writing scores across all grade levels.	55%	70%	80%	100%
	Problem Statements: School Context and Organization 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
5) Utilize campus specialist (CIC) to do push-in's and pull-outs in classrooms, as well as coaching and modeling for staff members	2.4, 2.6	Lead CIC and CIC's, staff members	Teacher and student performance success SPED resource teachers	35%	70%	95%	100%
	Problem Statements: School Context and Organization 1, 3						
6) After school tutorials - use a tier 2 and 3 academic strategies during tutorials	2.4, 2.6	Teachers, CIC's , SPED /Resource teachers	Learning gaps in instruction will decrease due to the small group and intensive tutorials on weekdays and Saturdays.	45%	50%	80%	100%
	Problem Statements: School Context and Organization 1 **Funding Sources**: 199 - Bilingual - 8000.00, 199-30 - SCE - 8000.00, 285 - Title IV - 12000.00						
7) Require reading/writing staff development for K-5th grade teachers	2.6	Administrators, teachers, CIC's	Teacher and student success	20%	50%	80%	100%
	Problem Statements: Student Achievement 1						
8) Require implementation of phonics as well as balanced literacy strategies for K-2nd	2.6	CIC's and staff members	Increase of reading/writing DA's, district assessments and Istation	35%	55%	85%	100%
	Problem Statements: Student Achievement 1						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Third grade reading and math have decreased in numbers at the approaches and meets level. **Root Cause 1**: Lower rigor in the TEKS for classroom instruction

School Context and Organization
Problem Statement 1: A process needs to be in place to ensure that the daily demands of the campus do not overshadow our focus on instructional planning and student improvement. **Root Cause 1**: Unexpected situations or behavior concerns and lack of communication and knowledge
Problem Statement 3: Consistency across the levels to ensure that small group instruction is being used. **Root Cause 3**: Lack of knowledge or procedures on how to implement in their school schedule.

Goal 3: Jacinto City Elementary ensure student growth in the tested areas.

Performance Objective 2: Provide instructional support and high quality curriculum and resources

Evaluation Data Source(s) 2: The current satisfactory performance overall level on STAAR with a % of students performing at advanced level. In 2019-2020, students will meet the target areas for state accountability in all four indexes as well as the safeguards, as determined by the state.

Summative Evaluation 2: Met Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 2: Continue providing the instructional support and quality curriculum and resources.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) K-5th grade teachers will become familiar with the Math TEKS to implement in the classroom	2.6	Campus Instructional Coaches; administrative personnel; teachers; administrators	Significant improvement in Math scores across all grade levels	55%	75%	90%	100%
	Problem Statements: Student Achievement 1 - School Context and Organization 1						
2) CIC's will model lessons in grades 1st - 5th grades to teach Math/Reading TEKS	2.6	CIC's, teachers	Math/Reading scores across 1st-5th grade will significantly improve.	50%	75%	90%	100%
	Problem Statements: Student Achievement 1 - School Context and Organization 3						
3) After school tutorials - use of tier 2 and 3 academic strategies during tutorials which differ from daily class instruction	2.6	Teachers, CIC's	Gaps in student learning will become less for students in academic areas of concern.	35%	40%	85%	100%
	Problem Statements: School Context and Organization 3						
4) Provide a Family Math/Reading night to provide parents with new TEKS information and strategies that can be used at home	2.6	Teachers, CIC's, administrators	Improve the communication from home and school; provide a better understanding of Math TEKS for parents	15%	30%	85%	
	Problem Statements: Parent and Community Engagement 2 - School Context and Organization 3						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
5) Provide a Family Math/Reading night to provide parents with new TEKS information and strategies that can be used at home	2.6	Teachers, CIC's, administrators	Improve the communication from home and school; provide a better understanding of Math TEKS for parents	30%	30%	85%	→
6) Conduct vertical team meetings/grade level meetings with Lead CIC's and administrators to analyze assessments and data, discuss and demonstrate lessons, and align instruction	2.4, 2.6	Teachers, CIC's	Scores will significantly improve	50%	50%	85%	100%
	Problem Statements: School Context and Organization 1, 3						
7) Science teachers will use Stemscopes program in K-5 classrooms, science lab, as well as in the art class in small and large group settings to provide connection between TEKS and STAAR	2.4, 2.6	CIC's, teachers	Significant improvement in science STAAR scores and district assessments	45%	65%	80%	100%
	Problem Statements: Student Achievement 1 - School Context and Organization 3						
8) All teachers will provide direct instruction in utilizing the 4 step problem solving model (main idea, details, computation and description) to help students master process standards	2.4, 2.6	Teachers, CIC's	Math scores across all grade levels will significantly improve	30%	45%	95%	100%
	Problem Statements: School Context and Organization 1, 3						
9) All teachers will provide direct instruction in utilizing balanced literacy strategies, small group instructions and intensive interventions to increase reading/writing scores	2.4, 2.6	Administrators, CIC's and teachers	Significant improvement in DA's, state assessments, etc.	45%	55%	85%	100%
	Problem Statements: Student Achievement 1 - School Context and Organization 1						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Third grade reading and math have decreased in numbers at the approaches and meets level. **Root Cause 1**: Lower rigor in the TEKS for classroom instruction

Parent and Community Engagement
Problem Statement 2: JCE needs to send home or have an accessible calendar of school events at the beginning of the year. **Root Cause 2**: Parents should be made aware of yearly events at the beginning of the year.

School Context and Organization
Problem Statement 1: A process needs to be in place to ensure that the daily demands of the campus do not overshadow our focus on instructional planning and student improvement. **Root Cause 1**: Unexpected situations or behavior concerns and lack of communication and knowledge
Problem Statement 3: Consistency across the levels to ensure that small group instruction is being used. **Root Cause 3**: Lack of knowledge or procedures on how to implement in their school schedule.

Goal 3: Jacinto City Elementary ensure student growth in the tested areas.

Performance Objective 3: Provide technology support to all tested areas

Evaluation Data Source(s) 3: In 2019-2020, students will be able to utilize the computer labs to improve on their academic performance in Instructional technology.

Summative Evaluation 3: Met Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 3: All grade levels will continue to receive technology support for the upcoming school year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Continue to upgrade our campus hardware and software		Principal and TIS	Completion of project	45%	55%	95%	100%
	Problem Statements: Technology 1						
2) Encourage maximize utilization of the computer lab as appropriate		Principal, TIS, teachers	Completion of projects	50%	70%	100%	100%
	Problem Statements: Technology 1						
3) All 2nd - 5th grade students will take the Technology assessments in May		TIS/ grade level teachers	Completion of project	25%	45%	80%	→
	Problem Statements: Technology 1						
4) Update and maintain technology resources throughout the school		Technology personnel, administrators	Staff and students will be able to use updated technology resources	55%	60%	85%	100%
	Problem Statements: Technology 1						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 3 Problem Statements:

Technology
Problem Statement 1: There needs to be more availability to computer lab usage by teachers. **Root Cause 1**: A limited amount of computer labs for the number of students at JCE

Goal 3: Jacinto City Elementary ensure student growth in the tested areas.

Performance Objective 4: Build instructional capacity through coaching, professional development, and academies

Evaluation Data Source(s) 4: Staff members will attend all areas of professional development, academies and receive coaching, modeling so that their extended knowledge can assist students learning.

Summative Evaluation 4: Met Performance Objective

Next Year's Recommendation 4: Continue to building instructional capacity across the grade levels

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) New and struggling teachers will be assisted with model coaching and assistance with our CIC's		New teachers, CIC's	Successful lessons	15%	40%	85%	100%
	Problem Statements: School Context and Organization 1, 3						
2) All teachers can benefit from coaching and modeling with CIC's assistance		CIC's	Increase in assessments, classrooms, district	30%	45%	85%	100%
	Problem Statements: School Context and Organization 1, 3						
3) Utilize the following programs to assist with teacher success: Fundamental 5, CIC coaching and modeling, etc.		Teachers, CIC's	DRA, Istation and STAAR scores will improve significantly	35%	65%	90%	100%
	Problem Statements: School Context and Organization 1, 3						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 4 Problem Statements:

School Context and Organization
Problem Statement 1: A process needs to be in place to ensure that the daily demands of the campus do not overshadow our focus on instructional planning and student improvement. **Root Cause 1**: Unexpected situations or behavior concerns and lack of communication and knowledge

School Context and Organization
Problem Statement 3: Consistency across the levels to ensure that small group instruction is being used. **Root Cause 3**: Lack of knowledge or procedures on how to implement in their school schedule.

Goal 4: Jacinto City Elementary will ensure students are provided quality enrichment/extracurricular programs and encourage their participation.

Performance Objective 1: Provide all elementary students with PE, Music and Art weekly

Evaluation Data Source(s) 1: Students will be provided with weekly extra curricular activities

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue to provide all students with extracurricular programs.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Establish a quality art program that includes the basic fundamentals	2.5	Art teacher	The students will obtain an appreciation for enrichment activities	40%	55%	100%	100%
	Problem Statements: School Context and Organization 1 **Funding Sources**: 199 - Local - 500.00						
2) Participate in district art events	2.5	Art teacher	The students will participate in district events.	20%	40%	90%	100%
	Problem Statements: School Context and Organization 1						
3) Students will participate in community, district and campus and music performances	2.5	Music teacher	The students will obtain an appreciation with music activities and performances	30%	70%	90%	100%
	Problem Statements: Parent and Community Engagement 2 - School Context and Organization 1						
4) Participation in district events such as First Tee, Olympiad, etc.	2.5	PE teacher	Participation in PE events throughout the campus and district	15%	30%	85%	
	Problem Statements: School Context and Organization 1						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 2: JCE needs to send home or have an accessible calendar of school events at the beginning of the year. **Root Cause 2**: Parents should be made aware of yearly events at the beginning of the year.

School Context and Organization
Problem Statement 1: A process needs to be in place to ensure that the daily demands of the campus do not overshadow our focus on instructional planning and student improvement. **Root Cause 1**: Unexpected situations or behavior concerns and lack of communication and knowledge

Goal 4: Jacinto City Elementary will ensure students are provided quality enrichment/extracurricular programs and encourage their participation.

Performance Objective 2: Offer multiple enrichment and extra-curricular opportunities available for students

Evaluation Data Source(s) 2: In 2019-2020, 25% of students will participate in extra curricular activities.

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: PProvide students with opportunities to participate in extracurricular activities.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Continue to have a quality sports program that includes teaching the major sports like football, basketball, and baseball.	2.5	PE teachers	Students will develop knowledge of various sports programs and activities.	25%	55%	100%	100%
	Problem Statements: School Context and Organization 1 **Funding Sources**: 199 - Local - 500.00						
2) Continue to participate in our district's 5th Grade Olympiad and be competitive among our elementary schools	2.5	PE teachers	Participation and enthusiasm	5%	15%	65%	→
	Problem Statements: School Context and Organization 1						
3) Fourth and Fifth grade students will be provided the opportunity to participate in the Academic Meet	2.5	Academic coaches, administrators	Student participation in all categories	20%	30%	80%	→
	Problem Statements: School Context and Organization 1						
4) Provide opportunities for students to participate in activities such as: spelling bee, geography bee, prose and poetry, rodeo art, choir performances,field trips - Houston Museum of Fine Arts, etc.	2.5	Staff members, administrators	Student participation in all categories	40%	55%	85%	100%
	Problem Statements: School Context and Organization 1						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 2 Problem Statements:

School Context and Organization

Problem Statement 1: A process needs to be in place to ensure that the daily demands of the campus do not overshadow our focus on instructional planning and student improvement.
Root Cause 1: Unexpected situations or behavior concerns and lack of communication and knowledge

Goal 4: Jacinto City Elementary will ensure students are provided quality enrichment/extracurricular programs and encourage their participation.

Performance Objective 3: Enhance the quality of fine arts programming

Evaluation Data Source(s) 3: In 2019-2020, student participation will increase by 15% by grade levels and continue to be at or above 98%

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: Continue participating in all fine arts activities.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Continue to have a quality music program that includes music fundamentals, singing, dancing, other various theatrical activities	2.5	Music teacher	Students will develop appreciation extracurricular activities	20%	45%	80%	100%
	Problem Statements: School Context and Organization 1 **Funding Sources**: 461 - Campus Activity Funds - 500.00						
2) Honor Choir performances at two locations.	2.5	Music teacher	Participation and enthusiasm	15%	40%	90%	100%
	Problem Statements: School Context and Organization 1 **Funding Sources**: 461 - Campus Activity Funds - 500.00						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Performance Objective 3 Problem Statements:

School Context and Organization
Problem Statement 1: A process needs to be in place to ensure that the daily demands of the campus do not overshadow our focus on instructional planning and student improvement. **Root Cause 1**: Unexpected situations or behavior concerns and lack of communication and knowledge

Goal 4: Jacinto City Elementary will ensure students are provided quality enrichment/extracurricular programs and encourage their participation.

Performance Objective 4: Offer a variety of extracurricular student clubs

Evaluation Data Source(s) 4: In 2019-2020, students will be able to participate in a variety of student clubs

Summative Evaluation 4: Met Performance Objective

Next Year's Recommendation 4: Continue in encouraging student to participate in student clubs.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Fourth and fifth grade students will participate in Student Council and Honor Society activities and projects.	2.5	Staff, students and administrators	Participation in projects and activities such as Relay for Life, Susan Komen Breast Walk, etc	15%	45%	85%	100%
	Problem Statements: School Context and Organization 1						
2) Ecobots will be provided for student participation in school and district events	2.5	CIC's, staff and students	Participation in school/district activities	20%	40%	85%	100%
	Problem Statements: School Context and Organization 1						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 4 Problem Statements:

School Context and Organization
Problem Statement 1: A process needs to be in place to ensure that the daily demands of the campus do not overshadow our focus on instructional planning and student improvement. **Root Cause 1**: Unexpected situations or behavior concerns and lack of communication and knowledge

Goal 4: Jacinto City Elementary will ensure students are provided quality enrichment/extracurricular programs and encourage their participation.

Performance Objective 5: Introduce students to fitness and life activities through physical education courses and programs.

Evaluation Data Source(s) 5: Students will participate in fitness activities in PE and other activities.

Summative Evaluation 5: Met Performance Objective

Next Year's Recommendation 5: Continue to encourage student fitness through physical education programs.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Students will participate in Jump Rope for Heart in PE	2.5	PE instructor	End of the year activities and student participation	20%	40%	80%	→
	Problem Statements: Parent and Community Engagement 2 - School Context and Organization 1						
2) Fifth graders will participate in district Olympiad competition	2.5	PE instructor	End of year activities	15%	45%	80%	→
	Problem Statements: School Context and Organization 1						
3) Students will participate in First Tee	2.5	PE instructor	Student participation	20%	55%	75%	→

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 5 Problem Statements:

Parent and Community Engagement
Problem Statement 2: JCE needs to send home or have an accessible calendar of school events at the beginning of the year. **Root Cause 2**: Parents should be made aware of yearly events at the beginning of the year.

School Context and Organization

Problem Statement 1: A process needs to be in place to ensure that the daily demands of the campus do not overshadow our focus on instructional planning and student improvement.
Root Cause 1: Unexpected situations or behavior concerns and lack of communication and knowledge

Goal 4: Jacinto City Elementary will ensure students are provided quality enrichment/extracurricular programs and encourage their participation.

Performance Objective 6: Continue to produce, support and recognize high quality athletic achievements by teams and individuals

Evaluation Data Source(s) 6: PE instructor will provide incentives and recognize student achievement by individual and teams

Summative Evaluation 6: Met Performance Objective

Next Year's Recommendation 6: Continue to encourage and support high quality athletic achievement in all.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Students will receive recognition for athletic achievements	2.5	PE instructor and administrators	Participation and achievements will be recognized in a timely manner	30%	40%	75%	
	Problem Statements: School Context and Organization 1						
2) PE instructor will recognize student achievement in the gym as well as school wide	2.5	PE instructor	Student recognition	15%	30%	85%	
	Problem Statements: School Context and Organization 1						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Performance Objective 6 Problem Statements:

School Context and Organization
Problem Statement 1: A process needs to be in place to ensure that the daily demands of the campus do not overshadow our focus on instructional planning and student improvement. **Root Cause 1**: Unexpected situations or behavior concerns and lack of communication and knowledge

Goal 5: Jacinto City Elementary will have a 97% or higher staff attendance rate.

Performance Objective 1: Develop intervention strategies and provide support to campuses to improve attendance, graduation , retention and drop out rates

Evaluation Data Source(s) 1: Strategies will be implemented to improve attendance percentages at JCE

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 1: Continue with weekly/monthly meetings to discuss attendance issues and solutions.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Provide training to PEIMS, counselor and office staff to assist with absences	3.1	Administrators, counselor, PEIMS clerk and district	Increase of attendance %	90%	100%	100%	100%
	Problem Statements: School Context and Organization 2						
2) Put procedures in place to address attendance issues such as meetings, letters, phone calls, home visits, etc.	3.1	Administrators, counselor, office	Increase of attendance %	90%	100%	100%	100%
	Problem Statements: Demographics 1 - Parent and Community Engagement 2						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: JCE students are below last year's district average in attendance percentages. **Root Cause 1**: Lack of motivation to learn, parental support, illnesses

Parent and Community Engagement

Problem Statement 2: JCE needs to send home or have an accessible calendar of school events at the beginning of the year. **Root Cause 2**: Parents should be made aware of yearly events at the beginning of the year.

School Context and Organization

Problem Statement 2: JCE needs to ensure that all critical staff development for all teachers occurs prior to the start of the school year. . **Root Cause 2**: New teacher training often occurs after the beginning of school causing confusion and lack of information for the staff.

Goal 5: Jacinto City Elementary will have a 97% or higher staff attendance rate.

Performance Objective 2: Implement strategies to monitor and increase staff attendance.

Evaluation Data Source(s) 2: For the 2019-2020, staff attendance will maintain or exceed the district percentage of 97%

Summative Evaluation 2: Met Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 2: Continue to implement strategies that are effective to increase student attendance especially during the period of increase absences.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Provide incentives for individual staff members maintaining perfect attendance each month	3.1	Administrators	Staff attendance will remain above 97% each month.	35%	45%	75%	100%
	Problem Statements: Demographics 1 - School Context and Organization 1 **Funding Sources**: 461 - Campus Activity Funds - 2000.00						
2) Every Friday, include weekly attendance percentage in daily message emails.	3.1	Administrators	Staff attendance will remain above 97% each week	55%	60%	100%	100%
	Problem Statements: Demographics 1 - School Culture and Climate 1						
3) Staff members will notify administrators when absence is requested		Administrators	Staff attendance will remain above 97% each week	85%	90%	95%	100%
	Problem Statements: Demographics 1 - School Culture and Climate 1, 2						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: JCE students are below last year's district average in attendance percentages. **Root Cause 1**: Lack of motivation to learn, parental support, illnesses

School Culture and Climate

Problem Statement 1: The school year 2018-2019 had a low attendance percentage than previous year. **Root Cause 1**: Student attendance decreased from one year to the next due to a variety of reasons: natural disasters, flu, stomach issues, etc

Problem Statement 2: JCE teacher and staff's attendance was low compared to the previous school year. **Root Cause 2**: Teacher attendance decreased from one year to the next due to a variety of reasons: illness, natural disasters, etc.

School Context and Organization

Problem Statement 1: A process needs to be in place to ensure that the daily demands of the campus do not overshadow our focus on instructional planning and student improvement. **Root Cause 1**: Unexpected situations or behavior concerns and lack of communication and knowledge

Goal 6: Jacinto City Elementary will provide opportunities for parental /community involvement and business partnership.

Performance Objective 1: Enhance the relationship between the district and its partners

Evaluation Data Source(s) 1: In 2018-2019, the parental involvement was less than 30%. For the 2019-2020, an increase of 35% parental involvement participation.

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue the implementation of programs that will increase parent/community involvement on the campus with COVID 19 guidelines.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Open house and school orientation to share school expectations, STAAR requirements, school compact and Title I requirements	3.2	Administrators, teachers	Parents will complete parental satisfaction surveys; increase number of parental volunteers and community volunteers.	90%	100%	100%	100%
	Problem Statements: Parent and Community Engagement 2						
2) Continue with the First Baptist Church mentoring program for students		Teachers, volunteers	Volunteers will mentor students on a one-to basis for academic and moral support.	40%	100%	100%	100%
	Problem Statements: Parent and Community Engagement 2						
3) Continue with monthly PTA meetings	3.2	PTA committee, administrators, teachers	Parent participation and sign in sheets	30%	65%	85%	100%
	Problem Statements: Parent and Community Engagement 2						
4) Parents will serve on the CPAC committee	3.1, 3.2	Administrators, parents, teachers	Parent participation, sign in sheets	100%	100%	100%	100%
	Problem Statements: Parent and Community Engagement 1						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: JCE needs more opportunities for parental/community involvement to be increased in STAAR, and Reading/Math nights **Root Cause 1**: Lack of babysitting, work, and other obstacles keep parental attendance low
Problem Statement 2: JCE needs to send home or have an accessible calendar of school events at the beginning of the year. **Root Cause 2**: Parents should be made aware of yearly events at the beginning of the year.

Goal 6: Jacinto City Elementary will provide opportunities for parental /community involvement and business partnership.

Performance Objective 2: Ensure 100% of campuses provide parental involvement opportunities

Evaluation Data Source(s) 2: In 2018-2019, the percentage of parent volunteers increased to 3%. In 2019-2020, parent volunteers will increase to 4%.

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Continue ensuring parental involvement opportunities as needed utilizing the COVID 19 guidelines.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Recruit parent volunteers through parental involvement meetings	3.1, 3.2	Administrators and counselor	Increase of parental involvement at JCE.	40%	70%	85%	100%
	Problem Statements: Parent and Community Engagement 1, 2						
2) Provide bilingual meetings for full participation of the Hispanic parents.	3.2	Bilingual staff and administrators	Participation of all parents in the volunteer programs	80%	90%	100%	100%
	Problem Statements: Parent and Community Engagement 2						
3) Provide bilingual meetings for full participation of the Hispanic parents.	3.2	Bilingual staff and administrators	Participation of all parents in the volunteer programs	100%	100%	100%	100%
	Problem Statements: Parent and Community Engagement 2						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 2 Problem Statements:

Parent and Community Engagement
Problem Statement 1: JCE needs more opportunities for parental/community involvement to be increased in STAAR, and Reading/Math nights **Root Cause 1**: Lack of babysitting, work, and other obstacles keep parental attendance low

Parent and Community Engagement

Problem Statement 2: JCE needs to send home or have an accessible calendar of school events at the beginning of the year. **Root Cause 2**: Parents should be made aware of yearly events at the beginning of the year.

Goal 6: Jacinto City Elementary will provide opportunities for parental /community involvement and business partnership.

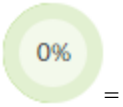
Performance Objective 3: Provide multiple communication channels with parents, students and the community

Evaluation Data Source(s) 3: In 2019-2020, parent communication channels with community, parents and students will be maintained and/or exceeded with multiple ways of dispersing information

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: Continue with different channels of communication with the community, parents and students.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Provide parents information in English and Spanish and invite them to participate in the following: *Newsletters *Safe Friendly Schools *Parent Conferences *Volunteers *School websites"parent corner in website *Marquee	3.1, 3.2	Office, Administrators, teachers	Increase parental communication between school/community	70%	95%	100%	100%
	Problem Statements: Parent and Community Engagement 2						
2) Provide a parent friendly school website with information about the school, classrooms and district information	3.1, 3.2	Administration, office personnel, teachers	Increase parental involvement	85%	100%	100%	100%
3) Teachers will conduct at least 2-3 parent teacher conference for the school year.	3.2	Teachers, administrators	Increase parental communication between school/community	80%	80%	90%	100%
	Problem Statements: Parent and Community Engagement 2 - School Context and Organization 1						
4) Expand the use of the call out system to keep parents informed of school events	3.2	Administrators	Increase parental communication between school and community	90%	100%	100%	100%
	Problem Statements: Parent and Community Engagement 2						
5) Survey parents annually with customer satisfaction survey	3.2	Administrators, office	Survey results	70%	75%	90%	100%
	Problem Statements: Parent and Community Engagement 2						

= Accomplished = Continue/Modify 

= No Progress = Discontinue

Performance Objective 3 Problem Statements:

Parent and Community Engagement
Problem Statement 2: JCE needs to send home or have an accessible calendar of school events at the beginning of the year. **Root Cause 2**: Parents should be made aware of yearly events at the beginning of the year.

School Context and Organization
Problem Statement 1: A process needs to be in place to ensure that the daily demands of the campus do not overshadow our focus on instructional planning and student improvement. **Root Cause 1**: Unexpected situations or behavior concerns and lack of communication and knowledge

Goal 7: Jacinto City Elementary will ensure high quality staff is employed.

Performance Objective 1: Ensure all employees are provided professional development to increase and support job performance and staff retention

Evaluation Data Source(s) 1: In 2018-2019, 100% of staff participated in professional development throughout the year. In 2019-2020, all staff will participate in professional development.

Summative Evaluation 1: Exceeded Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 1: Continue with the support of teacher professional development and ensuring the staff receives adequate training to maintain staff retention.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Provide staff development in the TEKS; district and state standards		Teachers, Adm.	Student success	60%	70%	85%	100%
	Problem Statements: Curriculum, Instruction, and Assessment 1 - School Context and Organization 2 - Technology 2						
2) Train teachers and staff in CHAMPS		Administration	Decrease in discipline referrals	85%	100%	100%	100%
	Problem Statements: School Context and Organization 2						
3) Provide staff development for staff in areas of math, science, ELA and writing		Administrators, CIC's	Student achievement	80%	85%	95%	100%
	Problem Statements: School Context and Organization 2						
4) Allow teachers to attend workshop, conferences and in-services in order to learn new strategies and stay current with current practices.		Teachers, administrators	Student success	75%	85%	90%	100%
	Problem Statements: School Context and Organization 2						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
5) Provide teacher training in order to gain insight into effective teaching techniques for student's success and analyzing assessment scores		Principal, CIC's	Teacher participation, implementation and increase in scores	75%	85%	95%	100%
	Problem Statements: Curriculum, Instruction, and Assessment 1, 2 - Technology 2						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Teachers need time to learn, implement and observe new strategies. **Root Cause 1**: Teachers lack proper training and observations of effective differentiated instruction
Problem Statement 2: Vertical alignment across the grade levels needs to be implemented with fidelity. **Root Cause 2**: Lack of supervision to make sure that the grade levels are meeting vertically.l

School Context and Organization
Problem Statement 2: JCE needs to ensure that all critical staff development for all teachers occurs prior to the start of the school year. . **Root Cause 2**: New teacher training often occurs after the beginning of school causing confusion and lack of information for the staff.

Technology
Problem Statement 2: Teachers needs to be able to locate subject-specific resources that help them in their given areas and then training/time to implement the resources in the classroom. **Root Cause 2**: There is one TIS to monitor and supervise a large campus such as JCE.

Goal 7: Jacinto City Elementary will ensure high quality staff is employed.

Performance Objective 2: Provide enhanced leadership development for employees

Evaluation Data Source(s) 2: In 2018-2019, the leadership team maintained their current members. In 2019-2020, the leadership will increase the number of team members.

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Continue to encourage staff members to work towards leadership roles on campus/district.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Continue to work with leadership team		Administrators	Team members becoming leaders	80%	100%	100%	100%
	Problem Statements: School Context and Organization 2						
2) Encourage teachers to apply to the district leadership academy - AAA.		Administrators	Leadership training	100%	100%	100%	100%
	Problem Statements: Staff Quality, Recruitment, and Retention 1						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: The strengths of the most effective teachers should be spotlighted, shared, and used to mentor and retain teachers. **Root Cause 1**: The need to build capacity among teachers, support continuous instructional improvement, continued professional development with monitored implementation, improved teacher morale, build and maintain effective teacher

School Context and Organization
Problem Statement 2: JCE needs to ensure that all critical staff development for all teachers occurs prior to the start of the school year. . **Root Cause 2**: New teacher training often occurs after the beginning of school causing confusion and lack of information for the staff.

Goal 7: Jacinto City Elementary will ensure high quality staff is employed.

Performance Objective 3: Create an on-boarding process to introduce new staff to District culture,goals, and programs

Evaluation Data Source(s) 3: Train new teachers through district/campus staff developments to the procedures and protocols.

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: Continue with mentor committee to encourage and assist new staff members as needed to adjust to school/district programs and expectations.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Provide new teachers with mentors to assist them with support, encouragement, and assistance during their first and second year		Administrators, Lead CIC and teacher mentors	New teachers will have success in all areas of the classroom and school.	100%	100%	100%	100%
	Problem Statements: School Context and Organization 2						
2) Provide incentives and recognition for staff members		Administrators	Teacher attendance will remain at or above 97% and turnover rate will remain low	40%	70%	90%	100%
	Problem Statements: Staff Quality, Recruitment, and Retention 1						
3) Provide district/campus training to keep new teacher abreast of information and to answer any questions.		Teacher mentors, administrators and CIC's	New teacher success	45%	65%	90%	100%
	Problem Statements: Curriculum, Instruction, and Assessment 1 - School Context and Organization 2						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Performance Objective 3 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: The strengths of the most effective teachers should be spotlighted, shared, and used to mentor and retain teachers. **Root Cause 1**: The need to build capacity among teachers, support continuous instructional improvement, continued professional development with monitored implementation, improved teacher morale, build and maintain effective teacher

Curriculum, Instruction, and Assessment

Problem Statement 1: Teachers need time to learn, implement and observe new strategies. **Root Cause 1**: Teachers lack proper training and observations of effective differentiated instruction

School Context and Organization

Problem Statement 2: JCE needs to ensure that all critical staff development for all teachers occurs prior to the start of the school year. . **Root Cause 2**: New teacher training often occurs after the beginning of school causing confusion and lack of information for the staff.

Goal 7: Jacinto City Elementary will ensure high quality staff is employed.

Performance Objective 4: Recruit and maintain highly qualified staff

Evaluation Data Source(s) 4: In 2018-2019, the percentage of 98% of teacher retention. In 2019-2020, teacher retention at JCE will be maintained at 98% or better.

Summative Evaluation 4: Exceeded Performance Objective

Next Year's Recommendation 4: Continue maintaining low turnover and creating a positive school climate.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Maintain 100% Highly Qualified Teachers for the current school year.		Administration	Maintain the 100% Highly Qualified Teacher ratio	100%	100%	100%	100%
	Problem Statements: Staff Quality, Recruitment, and Retention 1						
2) Encourage teachers to increase areas of certification to serve a variety of content and program areas.		Administrators	Increase teacher certifications in areas of need - content areas, specializations and other grade levels.	70%	80%	90%	100%
	Problem Statements: Staff Quality, Recruitment, and Retention 1						
3) Participate in District Job fairs to recruit personnel		Administrators	100% qualified teachers	5%	10%	80%	→
	Problem Statements: School Culture and Climate 1						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 4 Problem Statements:

School Culture and Climate
Problem Statement 1: The school year 2018-2019 had a low attendance percentage than previous year. **Root Cause 1**: Student attendance decreased from one year to the next due to a variety of reasons: natural disasters, flu, stomach issues, etc

Staff Quality, Recruitment, and Retention

Problem Statement 1: The strengths of the most effective teachers should be spotlighted, shared, and used to mentor and retain teachers. **Root Cause 1**: The need to build capacity among teachers, support continuous instructional improvement, continued professional development with monitored implementation, improved teacher morale, build and maintain effective teacher

Goal 8: Jacinto City Elementary will provide superior operational services to best support students and staff success.

Performance Objective 1: Evaluate current assets and develop a plan to repair and /or replace equipment in a timely manner.

Evaluation Data Source(s) 1: Continue to maintain a 100% compliance with district financial operating plan and guidelines.

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: A plan is place to replace and repair equipment in a timely manner.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Provide training for all staff that will be handling money		Principal and Principal's secretary	All procedures are followed	65%	70%	85%	100%
	Problem Statements: Curriculum, Instruction, and Assessment 1, 2						
2) All funds are verified by financial clerk and are secured and deposited as soon as possible		Principal and Principal's secretary	No fiscal irregularities	65%	100%	100%	100%
	Problem Statements: School Context and Organization 1						
3) Ensure that all funds are allocated properly and reflect campus instructional needs		Principal and principal's secretary	Funds are properly allocated; CPAC minutes	65%	75%	85%	100%
	Problem Statements: School Context and Organization 1						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Teachers need time to learn, implement and observe new strategies. **Root Cause 1**: Teachers lack proper training and observations of effective differentiated instruction

Curriculum, Instruction, and Assessment

Problem Statement 2: Vertical alignment across the grade levels needs to be implemented with fidelity. **Root Cause 2**: Lack of supervision to make sure that the grade levels are meeting vertically.l

School Context and Organization

Problem Statement 1: A process needs to be in place to ensure that the daily demands of the campus do not overshadow our focus on instructional planning and student improvement.
Root Cause 1: Unexpected situations or behavior concerns and lack of communication and knowledge

Goal 8: Jacinto City Elementary will provide superior operational services to best support students and staff success.

Performance Objective 2: Achieve high customer satisfaction by providing excellent customer service to both internal and external customers

Evaluation Data Source(s) 2: Excellent customer will be given to all internal and external customers

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Continue to meet the community/parents with good customer service through yearly training for office and para's.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Train the office staff with good customer techniques		Administrators, district	Good survey results	100%	100%	100%	100%
	Problem Statements: School Culture and Climate 1						
2) Documentation and alignment of goals with the campus expectation of high customer service		Office staff and administrators	Good customer service is a reflection of campus	100%	100%	100%	100%
	Problem Statements: School Culture and Climate 1						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: The school year 2018-2019 had a low attendance percentage than previous year. **Root Cause 1**: Student attendance decreased from one year to the next due to a variety of reasons: natural disasters, flu, stomach issues, etc

Goal 8: Jacinto City Elementary will provide superior operational services to best support students and staff success.

Performance Objective 3: Ensure an efficient and effective use of District resources, in order to best support students and staff

Evaluation Data Source(s) 3: In 2018-2019, budget expenses were logged in and documented 100% of the time. This trend will continue for the 2019-2020 school year.

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: District resources will effectively be used to meet the needs of the JCE students and staff. and

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Review monthly budget with secretary to ensure accuracy and compliance		Principal and Principal's secretary	Balanced budget	40%	70%	90%	100%
	Problem Statements: School Context and Organization 1						
2) Ensure that all funds are allocated properly and reflect the campus instructional needs.		Principal's secretary and Principal	Principal will ensure that funds are properly allocated; CPAC minutes	40%	80%	95%	100%
	Problem Statements: School Context and Organization 1						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 3 Problem Statements:

School Context and Organization
Problem Statement 1: A process needs to be in place to ensure that the daily demands of the campus do not overshadow our focus on instructional planning and student improvement. **Root Cause 1**: Unexpected situations or behavior concerns and lack of communication and knowledge

Goal 9: Jacinto City Elementary will achieve a 96.5% or higher student attendance rate, utilizing the $2,507 Attendance Incentive Plan allotment (plus a $250 bonus bucks).

Performance Objective 1: Increase student attendance percentage to 97.5% or higher for the 2nd 6 Weeks Period (In 2018-19: 96.95%).

Evaluation Data Source(s) 1: Increased student attendance on PEIMS Report.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 1: Adjust the committee's plan on increasing student attendance during the 2nd 6 weeks.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Make a list of PK students that have an excessive amount of absences from previous year to target for 2019-2020 school year.		PEIMS - R. Garza Counselor - C. Jackson Adm. - Gardea & Meza	Accessing data from previous year and focus on chronic absences from PK students.	100%	100%	100%	100%
	Problem Statements: Demographics 1, 2 - Student Achievement 1 - Demographics 1						
2) Parent conference with students with chronic absences (5 or more)		R. Garza C. Jackson C. Meza B. Gardea	Conference with parents	50%	70%	90%	100%
	Problem Statements: Demographics 1 - School Culture and Climate 1						
3) Conferences/letters for chronically absent students - communication of goals/incentives to parents		R. Garza C. Jackson C. Meza B. Gardea	Communication the goals / incentives with parents	25%	50%	90%	100%
	Problem Statements: Demographics 1 - School Culture and Climate 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
4) Student recognition at end of 6 weeks for good attendance as well as incentives (pencils, treats, etc.).		D. Gonzales B. Gardea C. Meza C. Jackson	Recognition and incentives - same as other with good attendance	5%	40%	85%	100%
	Problem Statements: Demographics 1 - School Culture and Climate 1, 2 **Funding Sources**: 199 - Attendance Incentive Allocation - 157.00						
5) Communicate with staff about contagious viruses affecting the campus - maintaining themselves healthy as well as cleaning common areas		Staff members Custodians Nurse Administrators	Ensuring all staff, students and personnel maintain a clean environment	10%	45%	85%	100%
	Problem Statements: School Culture and Climate 1						
6) Improved and growth attendance incentives: Student sticker chart with goals - meet goal's selects from Principal's Treasure Chest (weekly drawings)		D. Gonzales R. Garza Adminstrators	Ensure improved attendance in all grade levels	15%	60%	95%	100%
	Funding Sources: 199 - Attendance Incentive Allocation - 150.00						
7) All students with perfect attendance the previous week will receive a "No uniform Monday" tiger pass.		Teachers R. Garza Administrators	Improved attendance per week	15%	70%	85%	100%
8) Contact ASAP officer to assist with chronic absenteeism		R. Garza C. Evans-Jackson Administrators	Increase of attendance from the chronic absentees	10%	75%	90%	100%

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: JCE students are below last year's district average in attendance percentages. **Root Cause 1**: Lack of motivation to learn, parental support, illnesses
Problem Statement 2: JCE has a high ELL population and has seen a larger increase in this population as well as the students identified as homeless. **Root Cause 2**: The area has a large amount of rental homes as well as multiple family units in one home.

Student Achievement
Problem Statement 1: Third grade reading and math have decreased in numbers at the approaches and meets level. **Root Cause 1**: Lower rigor in the TEKS for classroom instruction

School Culture and Climate

Problem Statement 1: The school year 2018-2019 had a low attendance percentage than previous year. **Root Cause 1**: Student attendance decreased from one year to the next due to a variety of reasons: natural disasters, flu, stomach issues, etc

Problem Statement 2: JCE teacher and staff's attendance was low compared to the previous school year. **Root Cause 2**: Teacher attendance decreased from one year to the next due to a variety of reasons: illness, natural disasters, etc.

Demographics

Problem Statement 1: JCE has a high ELL population and has seen a larger increase in this population as well as the students identified as homeless. **Root Cause 1**: The area has a large amount of rental homes as well as multiple family units in one home.

Goal 9: Jacinto City Elementary will achieve a 96.5% or higher student attendance rate, utilizing the $2,507 Attendance Incentive Plan allotment (plus a $250 bonus bucks).

Performance Objective 2: Increase student attendance percentage to 97% or higher for the 3rd 6 Weeks Period (In 2018-19: 97.43%).

Evaluation Data Source(s) 2: Increased student attendance on PEIMS Report.

Summative Evaluation 2: Met Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 2: Continue to increase student attendance percentage to 97% for the 3rd 6 weeks.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Decline of attendance due to health issues - flu, colds, viruses, etc.		R. Garza C. Jackson Administrators	Communication to parents	10%	75%	90%	100%
	Problem Statements: Demographics 1 - School Culture and Climate 1						
2) Weekly perfect attendance incentives (classroom)		D. Gonzales Administrators C. Jackson R. Garza	Positive results with attendance	0%	40%	90%	100%
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Attendance Incentive Allocation - 150.00						
3) Six week incentives for great attendance (classrooms/individuals)		D. Gonzales Administrators C. Jackson R. Garza	Encourage good attendance	0%	70%	90%	100%
	Funding Sources: 199 - Attendance Incentive Allocation - 100.00						
4) Contact parents after 8:00 to check on absent student status		R. Garza S. Davidson Administrators C. Jackson	Communication between school and parents	0%	85%	90%	100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
5) Teachers communicate with PEIMS/Counselor concerning students with 2 absences or more		Teachers R. Garza C. Jackson Administrators	Communication between staff and PEIMS	0%	75%	95%	100%
	Problem Statements: School Culture and Climate 1						
6) Parent conferences with students with 90% or below attendance		R. Garza C. Evans - Jackson Administrators	Increase the attendance %	0%	90%	100%	100%
7) 6 week drawings for perfect attendance/improved attendance. Names will be placed in a container in office; 10 names will be selected - gift cards		D. Gonzales R. Garza Administrators	Improved school attendance	0%	60%	85%	100%
	Funding Sources: 199 - Attendance Incentive Allocation - 100.00						
8) Teachers communicate with PEIMS/Counselor of absences exceeding 2		Teachers R. Garza C. Jackson Administrators	Communication with the parent and staff communication with attendance team	0%	80%	90%	100%

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: JCE students are below last year's district average in attendance percentages. **Root Cause 1**: Lack of motivation to learn, parental support, illnesses

School Culture and Climate
Problem Statement 1: The school year 2018-2019 had a low attendance percentage than previous year. **Root Cause 1**: Student attendance decreased from one year to the next due to a variety of reasons: natural disasters, flu, stomach issues, etc

Goal 9: Jacinto City Elementary will achieve a 96.5% or higher student attendance rate, utilizing the $2,507 Attendance Incentive Plan allotment (plus a $250 bonus bucks).

Performance Objective 3: Increase student attendance percentage to 97% or higher for the 4th 6 Weeks Period (In 2018-19: 96.34%).

Evaluation Data Source(s) 3: Increased student attendance on PEIMS Report.

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 3: Due to COVID 19, this six week period was difficult to monitor. Next school year, this period will be monitored so an increase of 97% is seen through incentives and communication.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Decrease in attendance due to extension of family vacations during holiday season - confer with parents with students below 90% attendance		R. Garza C. Jackson C. Meza B. Gardea	Communicate with parents of students below 90% to increase attendance	10%	60%	95%	100%
	Problem Statements: Demographics 1 - School Culture and Climate 1						
2) Teachers contact students (absent) on daily		Teachers	Clear communication with parents	0%	60%	90%	100%
3) Prize drawings for students on target: Monday after Thanksgiving and Friday before Christmas break		D. Gonzales C. Jackson R. Garza Administrators	Incentives to increase attendance percentages during and before vacation	0%	75%	90%	100%
	Funding Sources: 461 - Campus Activity Funds - 100.00						
4) Weather can be a factor for low attendance - weekly/monthly incentives for 100% classroom attendance.		D. Gonzales C. Jackson R. Garza Administrators	Increase attendance % on weather related days	0%	90%	95%	100%
	Problem Statements: Demographics 1 - School Culture and Climate 1						
5) Improved attendance incentives: Student sticker chart with goals - meet goals gets to select from Principal's Treasure Chest.		R. Garza D. Gonzales C. Jackson Administrators	Attendance improvement	0%	75%	95%	100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
6) Teachers contact students that are absent (daily)		Teachers R. Garza	Communication with parents	25%	90%	95%	100%

= Accomplished = Continue/Modify

= No Progress = Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: JCE students are below last year's district average in attendance percentages. **Root Cause 1**: Lack of motivation to learn, parental support, illnesses

School Culture and Climate
Problem Statement 1: The school year 2018-2019 had a low attendance percentage than previous year. **Root Cause 1**: Student attendance decreased from one year to the next due to a variety of reasons: natural disasters, flu, stomach issues, etc

Goal 9: Jacinto City Elementary will achieve a 96.5% or higher student attendance rate, utilizing the $2,507 Attendance Incentive Plan allotment (plus a $250 bonus bucks).

Performance Objective 4: Increase student attendance percentage to 97.5% or higher for the 5th 6 Weeks Period (In 2018-19: 96.26%).

Evaluation Data Source(s) 4: Increased student attendance on PEIMS Report.

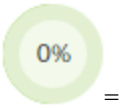
Summative Evaluation 4: No progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 4: Continue with the same objective; COVID 19 interrupted the attendance monitoring.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Continue with weekly incentives for 100% attendance and improvements		D. Gonzales C. Jackson R. Garza Administrators	Increase in attendance especially in the spring	0%	80%	85%	100%
	Funding Sources: 461 - Campus Activity Funds - 100.00						
2) PA announcements to celebrate attendance gains and classroom attendance		Office staff Administrators	Incentives for great attendance	0%	80%	100%	100%
3) Provide ice cream for students on target with 3 or fewer absences + perfect attendance		R. Garza C. Jackson D. Gonzales Administrators	Recognition of good attendance	0%	80%	90%	
	Funding Sources: 461 - Campus Activity Funds - 100.00						
4) 6 week drawings for perfect attendance / improved attendance. Names of students will be randomly selected and gift cards will be awareded.		D. Gonzales R. Garza C. Jackson Administrators	Attendance incentive	0%	85%	95%	100%
	Funding Sources: 461 - Campus Activity Funds - 150.00						
5) Improved incentive for attendance: Sticker charts and drawings from Treasure Chest.		R. Garza D. Gonzales Administrators	Improved attendance	0%	80%	95%	100%
	Funding Sources: 461 - Campus Activity Funds - 100.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May

= Accomplished = Continue/Modify 

= No Progress = Discontinue

Goal 9: Jacinto City Elementary will achieve a 96.5% or higher student attendance rate, utilizing the $2,507 Attendance Incentive Plan allotment (plus a $250 bonus bucks).

Performance Objective 5: Increase student attendance percentage to 97.5% or higher for the 6th 6 Weeks Period (In 2018-19: 96.98%)

Evaluation Data Source(s) 5: Increased student attendance on PEIMS Report.

Summative Evaluation 5: No progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 5: Due to COFID 19, this six week period was not able to be monitored. In 2020-2021, the same percentage will be used 97.5%.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Provide incentives for student who have met their attendance goals (growth) (Pickles, popcorn, chips, etc.)		D. Gonzales C. Jackson R. Garza Administrators	Attendance increase during the spring as extracurricular events increase.	0%	75%	90%	100%
	Problem Statements: Demographics 1 **Funding Sources**: 461 - Campus Activity Funds - 100.00						
2) EOY Perfect Attendance event for students - Game truck, Movies or Kona Ice		D. Gonzales C. Jackson R. Garza Administrators	Scheduling the events and identifying the students	0%	80%	85%	
	Funding Sources: 461 - Campus Activity Funds - 1000.00						
3) EOY of the year - Award Ceremony recognition		D. Gonzales C. Jackson R. Garza Administrators	Identifying the students that met their goals	0%	15%	50%	
4) Provide free dress passes for 100% perfect attendance classrooms		D. Gonzales C. Jackson R. Garza Administrators	Identifying classrooms	0%	85%	90%	

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
5) 6 week drawings for perfect attendance/improved attendance - Names will be placed in a container in office and names will be selected.		R. Garza C. Jackson Adminstrators	Award good attendance	0%	85%	90%	
	Funding Sources: 461 - Campus Activity Funds - 100.00						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: JCE students are below last year's district average in attendance percentages. **Root Cause 1**: Lack of motivation to learn, parental support, illnesses

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

CPAC met on **April 1st ,2019** to gather data for each group and initiate the CNA conversations. Teams were established and met on **January 7,2019**. Each team reviewed the data (parent, student, and teacher surveys, STAAR results, attendance data, discipline data, schedules, etc.). They listed strengths and concerns/weaknesses and each team wrote a problem statement and identified root causes. We discussed each concern/weakness and deleted any items that were out of campus control and focused on one or two that we could make our goal for 2018-2019. Based on our CNA, our 3 areas of focus will be:

1. Increase Attendance

2. Increase meets and masters in Reading and Math

3. Guided reading

Persons listed below were split between 4 committees and served in the CNA process.

Rebecca Gardea	Principal	cmeza@galenaparkisd.com	Adminstrator
Cecilia Meza	Asst. Principal	rgardea@galenaparkisd.com	Administrator
Cathy Evans-Jackson	Counselor	candrews@galenaparkisd.com	Counselor
Judy Holbrook	District	jholbrook@galenaparkisd.com	District-level Professional
Leticia Alvarado	5th grade	lalvarado@galenaparkisd.com	Classroom Teacher
Marla Taylor	4th grade	mtaylor@galenaparkisd.com	Classroom Teacher
Morena Lopez	2nd grade	mlopez@galenaparkisd.com	Classroom Teacher
Chavaa Barrett	3rd grade	cbarrett@galenaparkisd.com	Classroom Teacher
Sherri Snook	1st grade	snook@galenaparkisd.com	Classroom Teacher
Teresa Rainer	Nurse	trainer@galenaparkisd.com	Non-classroom Professional
Teresa Ramos	Interventionist	tramos@galenaparkisd.com	Non-classroom Professional
Erin Bilski	SPED	ebilski@galenaparkisd.com	Non-classroom Professional
Beatriz Leal	parent	bleal@yahoo.com	Parent

Judith Trevino	Parent	jtrevino@yahoo.com	Parent
Mario Gonzales	Community Member	mgonzales@galenaparkisd.com	Community Representative
Ana Diaz	Community	adiaz@galenaparkisd.com	Community Representative
Michael Gonzales	Business	mgonzales@yahoo.com	Business Representative
Maria Najera	Business	mnajera@yahoo.com	Business Representative
Leticia Moreno	Kindergarten	lmoreno@galenaparkisd.com	Classroom Teacher
Shannon Buckholt	1st grade GT	sbuckholt@galenaparkisd.com	Classroom Teacher
Lucia Perez	Lead CIC	lperez@galenaparkisd.com	Non-classroom Professional
Shea McCandless	Resource teacher	smccandless@galenaparkisd.com	Classroom Teacher
Milady dennison	2nd grade ESL	mdennison@galenaparkisd.com	Classroom Teacher
Alicia Tamez	4th grade bilingual	atamez@galenaparkisd.com	Classroom Teacher
Jasmine aguilera	5th grade GT	jaguilera@galenaparkisd.com	Classroom Teacher
Lori Quinones	Kindergarten	lquinones@galenaparkisd.com	Classroom Teacher

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

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Persons listed below were split between 4 committees and served in the CNA process

Rebecca Gardea	Principal	cmeza@galenaparkisd.com	Adminstrator
Cecilia Meza	Asst. Principal	rgardea@galenaparkisd.com	Administrator
Cathy Evans-Jackson	Counselor	candrews@galenaparkisd.com	Counselor
Judy Holbrook	District	jholbrook@galenaparkisd.com	District-level Professional
Leticia Alvarado	5th grade	lalvarado@galenaparkisd.com	Classroom Teacher
Marla Taylor	4th grade	mtaylor@galenaparkisd.com	Classroom Teacher
Morena Lopez	2nd grade	mlopez@galenaparkisd.com	Classroom Teacher
Chavaa Barrett	3rd grade	cbarrett@galenaparkisd.com	Classroom Teacher
Sherri Snook	1st grade	snook@galenaparkisd.com	Classroom Teacher
Teresa Rainer	Nurse	trainer@galenaparkisd.com	Non-classroom Professional
Teresa Ramos	Interventionist	tramos@galenaparkisd.com	Non-classroom Professional

Erin Bilski	SPED	ebilski@galenaparkisd.com	Non-classroom Professional
Beatriz Leal	parent	bleal@yahoo.com	Parent
Judith Trevino	Parent	jtrevino@yahoo.com	Parent
Mario Gonzales	Community Member	mgonzales@galenaparkisd.com	Community Representative
Ana Diaz	Community	adiaz@galenaparkisd.com	Community Representative
Michael Gonzales	Business	mgonzales@yahoo.com	Business Representative
Maria Najera	Business	mnajera@yahoo.com	Business Representative
Leticia Moreno	Kindergarten	lmoreno@galenaparkisd.com	Classroom Teacher
Shannon Buckholt	1st grade GT	sbuckholt@galenaparkisd.com	Classroom Teacher
Lucia Perez	Lead CIC	lperez@galenaparkisd.com	Non-classroom Professional
Shea McCandless	Resource teacher	smccandless@galenaparkisd.com	Classroom Teacher
Milady dennison	2nd grade ESL	mdennison@galenaparkisd.com	Classroom Teacher
Alicia Tamez	4th grade bilingual	atamez@galenaparkisd.com	Classroom Teacher
Jasmine aguilera	5th grade GT	jaguilera@galenaparkisd.com	Classroom Teacher
Lori Quinones	Kindergarten	lquinones@galenaparkisd.com	Classroom Teacher

2.2: Regular monitoring and revision

CPAC will meet on the following dates:

September

November

March

May (review, monitor and revise the CIP)

2.3: Available to parents and community in an understandable format and language

The JCE Campus Improvement Plan copy will be made available to the faculty, parents and community members in the following locations:front office, campus website, and GPISD administration building and business representatives. The goals of the CIP are available in English and Spanish. The plan is available in other languages upon request. Parents were notified by monthly newsletter and website about the CIP copy availability.

2.4: Opportunities for all children to meet State standards

All students will have the opportunity to meet state standards through whole group instruction, small group interventions, tutorials, differentiated instruction, and TEKS focused high-quality instruction.

2.5: Increased learning time and well-rounded education

Master schedule will be created to ensure "Every Minute Counts" and that at least the minimum required minutes for all content areas are allotted for each class. Teachers will ensure all lessons are planned and prepared to maximize instructional time. After school tutorials and Saturday tutorials will be offered to all students. Students will attend Music, Art, PE, and Library to ensure a well-rounded education to hone and develop. Extra-curricular activities will be available for students including, but not limited to: boys club, girls club, digi-tech, honor choir, ecobots, dance team, safety team, student council, UIL Elementary Academic Meet, Boys and Girls Club and National Elementary Honor Society.

2.6: Address needs of all students, particularly at-risk

All student progress is monitored closely Reading, science and writing are a focus for our At-risk, SPED, and EL populations throughout the year. Aside from district assessments, teacher utilize ongoing formal and informal assessment to check student progress. Attendance is also a concern as it creates instructional gaps. Tutorials are provided to address the needs of At-risk students.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy was reviewed and revised on **September '2019,** by the following members: Counselor - C. Jackson, Asst. Principal - C. Meza and five parents.

Name	Position
Becky Gardea	Principal
Cecilia Meza	Asst. Principal
Cathy Evans-Jackson	Counselor
Judith Trevino	Parent

The policy was presented to parents during PTA meeting on **October '2019**, and made available during report card conferences in October. The policy can be found in the front office and on the campus website in both **English and Spanish.**

3.2: Offer flexible number of parent involvement meetings

Parent involvement meetings will be offered throughout the year and include the following:

- PTA Meetings: _____ (4:00 pm);_____ (4:00 p.m.); _____ (4:00 pm); _____(4:00 pm)
- Volunteer Meeting (morning/afternoon)
- Parent conferences (teacher conference times, before/after school, first report card and at-risk.)

Demographics

Committee Role	Name	Position
Classroom Teacher	Sherri Snook	1st grade
Classroom Teacher	Shannon Buckholt	1st grade
Classroom Teacher	Skyler Baker	1st grade
Classroom Teacher	Nora Amador	1st grade
Classroom Teacher	Rosalba Tamez	1st grade bilingual
Classroom Teacher	Robyn Rashell	Kindergarten
Classroom Teacher	Leticia Moreno	Kindergarten
Classroom Teacher	Claudia Trevino	Kindergarten bilingual
Classroom Teacher	Sandra Reyna	Kindergarten bilingual
Classroom Teacher	Luz Eblen	CIC
District-level Professional	Paula Bridges	TIS

Student Achievement

Committee Role	Name	Position
Classroom Teacher	Brittany St. Julien	4th grade
Classroom Teacher	Marla Taylor	4th grade
Classroom Teacher	Maria Lemus Trevino	4th grade bilingual
Classroom Teacher	Rocio Macias	4th grade bilingual
Classroom Teacher	Harvey Augustine	Science
Classroom Teacher	April DeLeon	5th grade
Classroom Teacher	Maria Carpio	5th grade
Classroom Teacher	Leticia Alvarado	5th grade bilingual
Classroom Teacher	Alicia Tamez	4th grade bilingual
Classroom Teacher	Erika Salinas	4th grade
Non-classroom Professional	Sharon Dixon	Librarian
Classroom Teacher	Jasmine Aguilera	5th grade
Classroom Teacher	Leslie Rios	5th grade

Processes and Programs

Committee Role	Name	Position
Classroom Teacher	Milady Dennison	2nd grade
Classroom Teacher	Mariana Perez	2nd grade bilingual
Classroom Teacher	Rebecka McNeal	2nd grade
Classroom Teacher	Morena Lopez	2nd grade
Classroom Teacher	Tiarra Green	3rd grade
Classroom Teacher	Pat Cooper	3rd grade
Classroom Teacher	Chavaa Barrett	3rd grade
Classroom Teacher	Ileana Falero	2nd grade bilingual
Non-classroom Professional	Teresa Ramos	Interventionist
Classroom Teacher	Elizabeth Stephenson	2nd grade
Classroom Teacher	Christopher Rodriguez	3rd grade bilingual
Classroom Teacher	Rolando Gonzalez	3rd grade bilingual
Classroom Teacher	Jason Henry	SLC

Perceptions

Committee Role	Name	Position
Classroom Teacher	Alisha Robinson	PPCD
Classroom Teacher	Cassandra Montes	Life Skills
Classroom Teacher	Shea McCandless	Resource
Classroom Teacher	Debbie Williamson	Art
Classroom Teacher	Erin Bilski	Resource
Administrator	Becky Gardea	Principal
Administrator	Cecilia Meza	Asst. Principal

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Rebecca Gardea	Principal
Administrator	Cecilia Meza	Assistant Principal
Counselor	Cathy Evans-Jackson	Counselor
District-level Professional	Judy Holbrook	District
Non-classroom Professional	Teresa Ramos	Interventionist
Non-classroom Professional	Erin Bilski	SPED
Non-classroom Professional	Shea McCandless	Resource
Classroom Teacher	Claudia Trevino	Kindergarten
Classroom Teacher	Leticia Moreno	Kindergarten
Classroom Teacher	Sherri Snook	1st grade
Classroom Teacher	Shannon Buckholt	1st grade
Classroom Teacher	Morena Lopez	2nd grade
Classroom Teacher	Elizabeth Stephenson	2nd grade
Classroom Teacher	Chavaa Barrett	3rd grade
Classroom Teacher	Patricia Cooper	3rd grade
Classroom Teacher	Marla Taylor	4th grade
Classroom Teacher	Alicia Tamez	4th grade bilingual
Classroom Teacher	Leticia Alvarado	5th grade bilingual
Non-classroom Professional	Lucia Perez	Lead CIC
TIS	Paula Bridges	TIS
Business Representative	Michael Gonzales	Business
Community Representative	Mario Gonzales	Community

Committee Role	Name	Position
Business Representative	Maria Najera	Business
Parent	Monica Tamez	Parent
Parent	Judith Trevino	Parent

Campus Funding Summary

199 - Attendance Incentive Allocation					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
9	1	4			$157.00
9	1	6	Attendance incentives		$150.00
9	2	2			$150.00
9	2	3			$100.00
9	2	7			$100.00
				Sub-Total	$657.00
				Budgeted Fund Source Amount	$2,507.00
				+/- Difference	$1,850.00

199-24 - SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	3	Purchase teacher material in reading/writing to improve classroom performance		$1,500.00
				Sub-Total	$1,500.00
				Budgeted Fund Source Amount	$9,500.00
				+/- Difference	$8,000.00

199 - Bilingual					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	6	After school tutorials for Tier 2/3 students		$8,000.00
				Sub-Total	$8,000.00
				Budgeted Fund Source Amount	$8,000.00
				+/- Difference	$0

199 - Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	1	Maintain a quality art program		$500.00
4	2	1	Continue to maintain a quality sports program		$500.00
				Sub-Total	$1,000.00
				Budgeted Fund Source Amount	$1,000.00
				+/- Difference	$0

285 - Title IV					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	6			$12,000.00
				Sub-Total	$12,000.00
				Budgeted Fund Source Amount	$12,000.00
				+/- Difference	$0

461 - Campus Activity Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	3	1	Maintain a quality music program		$500.00
4	3	2	Continue to provide the students a quality music program		$500.00
5	2	1	Incentives for staff attendance		$2,000.00
9	3	3			$100.00
9	4	1			$100.00
9	4	3	Attendance incentives		$100.00
9	4	4	Attendance incentive		$150.00
9	4	5	Attendance incentives		$100.00
9	5	1	Attendance incentives		$100.00
9	5	2	EOY incentives for students		$1,000.00
9	5	5	Attendance incentives		$100.00
				Sub-Total	$4,750.00

461 - Campus Activity Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Budgeted Fund Source Amount	$3,000.00
				+/- Difference	$-1,750.00
				Grand Total	$27,907.00