# Ector County Independent School District

# San Jacinto Elementary

# Improvement Plan

# 2020-2021

# Mission Statement

The mission of San Jacinto, a family of caring and responsible, highly qualified, interdependent, professional educators, parents, students, and community members, is to be advocates in developing responsible citizens and independent, self-disciplined, lifelong learners by challenging students via dynamic, innovative, and engaging educational opportunities to put forth their best effort in a safe and nurturing environment.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | EL (Current) | EL (Current & Monitored) | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Co... En... |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **All Subjects** | | | | | | | | | | | | | | | |
| Percent of Tests | | | | | | | | | | | | | | | |
| % at Approaches GL Standard or Above | 76% | 41% | 79% | 76% | * | * | - | * | 74% | 78% | 78% | 48% | 52% | 75% | |
| % at Meets GL Standard or Above | 49% | 9% | 50% | 56% | * | * | - | * | 45% | 44% | 44% | 36% | 29% | 47% | |
| % at Masters GL Standard | 22% | 5% | 21% | 32% | * | * | - | * | 19% | 18% | 18% | 13% | 19% | 21% | |
| Number of Tests | | | | | | | | | | | | | | | |
| # at Approaches GL Standard or Above | 525 | 9 | 453 | 60 | * | * | - | * | 344 | 88 | 88 | 47 | 11 | 419 | |
| # at Meets GL Standard or Above | 335 | 2 | 286 | 44 | * | * | - | * | 210 | 50 | 50 | 35 | 6 | 263 | |
| # at Masters GL Standard | 152 | 1 | 123 | 25 | * | * | - | * | 91 | 20 | 20 | 13 | 4 | 118 | |
| Total Tests | 687 | 22 | 577 | 79 | * | * | - | * | 467 | 113 | 113 | 98 | 21 | 559 | |
| **ELA/Reading** | | | | | | | | | | | | | | | |
| Percent of Tests | | | | | | | | | | | | | | | |
| % at Approaches GL Standard or Above | 73% | 44% | 75% | 74% | * | * | - | * | 71% | 71% | 71% | 43% | 50% | 71% | |
| % at Meets GL Standard or Above | 43% | 11% | 44% | 45% | * | * | - | * | 39% | 38% | 38% | 27% | 25% | 40% | |
| % at Masters GL Standard | 19% | 11% | 18% | 26% | * | * | - | * | 16% | 12% | 12% | 5% | 13% | 19% | |
| Number of Tests | | | | | | | | | | | | | | | |
| # at Approaches GL Standard or Above | 186 | 4 | 158 | 23 | * | * | - | * | 123 | 30 | 30 | 16 | 4 | 147 | |
| # at Meets GL Standard or Above | 109 | 1 | 93 | 14 | * | * | - | * | 68 | 16 | 16 | 10 | 2 | 83 | |
| # at Masters GL Standard | 48 | 1 | 38 | 8 | * | * | - | * | 28 | 5 | 5 | 2 | 1 | 39 | |
| Total Tests | 255 | 9 | 212 | 31 | * | * | - | * | 174 | 42 | 42 | 37 | 8 | 207 | |
| **Mathematics** | | | | | | | | | | | | | | | |
| Percent of Tests | | | | | | | | | | | | | | | |
| % at Approaches GL Standard or Above | 85% | 56% | 89% | 74% | * | * | - | * | 83% | 88% | 88% | 56% | 75% | 84% | |
| % at Meets GL Standard or Above | 61% | 11% | 63% | 61% | * | * | - | * | 57% | 57% | 57% | 50% | 50% | 60% | |
| % at Masters GL Standard | 29% | 0% | 29% | 35% | * | * | - | * | 27% | 29% | 29% | 17% | 38% | 27% | |
| Number of Tests | | | | | | | | | | | | | | | |
| # at Approaches GL Standard or Above | 216 | 5 | 187 | 23 | * | * | - | * | 143 | 37 | 37 | 20 | 6 | 173 | |
| # at Meets GL Standard or Above | 154 | 1 | 133 | 19 | * | * | - | * | 99 | 24 | 24 | 18 | 4 | 123 | |
| # at Masters GL Standard | 74 | 0 | 62 | 11 | * | * | - | * | 47 | 12 | 12 | 6 | 3 | 56 | |
| Total Tests | 254 | 9 | 211 | 31 | * | * | - | * | 173 | 42 | 42 | 36 | 8 | 206 | |
| **Writing** | | | | | | | | | | | | | | | |
| Percent of Tests | | | | | | | | | | | | | | | |
| % at Approaches GL Standard or Above | 54% | * | 58% | * | * | - | - | * | 49% | 63% | 63% | 9% | * | 54% | |
| % at Meets GL Standard or Above | 20% | * | 21% | * | * | - | - | * | 16% | 25% | 25% | 0% | * | 23% | |
| % at Masters GL Standard | 6% | * | 6% | * | * | - | - | * | 5% | 13% | 13% | 0% | * | 7% | |
| Number of Tests | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| # at Approaches GL Standard or Above | 47 | * | 45 | * | * | - | - | * | 30 | 10 | 10 | 1 | * | 38 |
| # at Meets GL Standard or Above | 17 | * | 16 | * | * | - | - | * | 10 | 4 | 4 | 0 | * | 16 |
| # at Masters GL Standard | 5 | * | 5 | * | * | - | - | * | 3 | 2 | 2 | 0 | * | 5 |
| Total Tests | 87 | * | 78 | * | * | - | - | * | 61 | 16 | 16 | 11 | * | 71 |

## Science

**Percent of Tests**

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| % at Approaches GL Standard or Above | 84% | - | 83% | 86% | - | * | - | - | 81% | 85% | 85% | 71% | * | 81% |
| % at Meets GL Standard or Above | 60% | - | 58% | 71% | - | * | - | - | 56% | 46% | 46% | 50% | * | 55% |
| % at Masters GL Standard | 27% | - | 24% | 43% | - | * | - | - | 22% | 8% | 8% | 36% | * | 24% |

**Number of Tests**

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| # at Approaches GL Standard or Above | 76 | - | 63 | ** | - | * | - | - | 48 | 11 | 11 | 10 | * | 61 |
| # at Meets GL Standard or Above | 55 | - | 44 | ** | - | * | - | - | 33 | 6 | 6 | 7 | * | 41 |
| # at Masters GL Standard | 25 | - | 18 | ** | - | * | - | - | 13 | 1 | 1 | 5 | * | 18 |
| Total Tests | 91 | - | 76 | ** | - | * | - | - | 59 | 13 | 13 | 14 | * | 75 |

Social Studies

**TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA**
**Campus-level Data**
**Campuses: All Campuses**
2019 - 2020 Fall Collection, Accepted Submission

LEA: 068901 - ECTOR COUNTY ISD
Campus: 068901121 - SAN JACINTO EL

| TOTAL ENROLLMENT | 495 |
|---|---|

| ENROLLMENT BY GRADE | Count | %Enroll |
|---|---|---|
| EARLY EDUCATION | 0 | 0.00% |
| PRE-KINDERGARTEN | 0 | 0.00% |
| KINDERGARTEN | 82 | 16.57% |
| GRADE 1 | 86 | 17.37% |
| GRADE 2 | 77 | 15.56% |
| GRADE 3 | 78 | 15.76% |
| GRADE 4 | 82 | 16.57% |
| GRADE 5 | 90 | 18.18% |
| GRADE 6 | 0 | 0.00% |
| GRADE 7 | 0 | 0.00% |
| GRADE 8 | 0 | 0.00% |
| GRADE 9 | 0 | 0.00% |
| GRADE 10 | 0 | 0.00% |

| ENROLLMENT BY ETHNICITY | Count | %Group | %Enroll |
|---|---|---|---|
| AMER. INDIAN/ALASKAN | 1 | 0.20% | 0.20% |
| ASIAN | 0 | 0.00% | 0.00% |
| BLACK/AFRICAN AMER. | 24 | 4.85% | 4.85% |
| HISPANIC/LATINO | 422 | 85.25% | 85.25% |
| WHITE | 43 | 8.69% | 8.69% |
| HAWAIIAN/PAC ISLAND | 1 | 0.20% | 0.20% |
| TWO OR MORE | 4 | 0.81% | 0.81% |
| TOTAL | 495 | 100.00% | 100.00% |

| MIGRANTS | Count | %Group | %Enroll |
|---|---|---|---|
| AMER. INDIAN/ALASKAN | 0 | 0.00% | 0.00% |

| BILINGUAL | Count | %Group | |
|---|---|---|---|
| AMER. INDIAN/ALASKAN | 0 | 0.00% | |
| ASIAN | 0 | 0.00% | |
| BLACK/AFRICAN AMER. | 0 | 0.00% | |
| HISPANIC/LATINO | 52 | 100.00% | |
| WHITE | 0 | 0.00% | |
| HAWAIIAN/PAC ISLAND | 0 | 0.00% | |
| TWO OR MORE | 0 | 0.00% | |
| TOTAL | 52 | 100.00% | |

| ESL | Count | %Group | |
|---|---|---|---|
| AMER. INDIAN/ALASKAN | 0 | 0.00% | |

GRADE 11 ... 0 ... 0.00%
GRADE 12 ... 0 ... 0.00%

| | | TOTAL | 495 | 100.00% |
|---|---|---|---|---|

| ENROLLMENT BY SEX | Count | %Enroll |
|---|---|---|
| MALE | 246 | 49.70% |
| FEMALE | 249 | 50.30% |
| TOTAL | 495 | 100.00% |

| ADA ELIGIBILITY | Count | %Enroll |
|---|---|---|
| "0" ENROLLED, NOT IN MEMBERSHIP | 0 | 0.00% |
| "1" ELIGIBLE FOR FULL DAY | 495 | 100.00% |
| "2" ELIGIBLE FOR HALF DAY | 0 | 0.00% |
| "3" TRANSFER FOR FULL DAY | 0 | 0.00% |
| "4" INELIGIBLE FOR FULL DAY | 0 | 0.00% |
| "5" INELIGIBLE FOR HALF DAY | 0 | 0.00% |
| "6" TRANSFER FOR HALF DAY | 0 | 0.00% |
| "7" ELIGIBLE FLEX ATND | 0 | 0.00% |
| "8" INELIGIBLE FLEX ATND | 0 | 0.00% |
| TOTAL | 495 | 100.00% |

| | Count | %Enroll |
|---|---|---|
| LEP | 80 | 16.16% |
| IMMIGRANT | 17 | 3.43% |
| ECONOMIC DISADVANTAGE | 326 | 65.86% |
| MILITARY CONNECTED | 4 | 0.81% |
| FOSTER CARE | 7 | 1.41% |
| DYSLEXIA | 12 | 2.42% |
| PK ELIGIBLE PREVIOUS YEAR | 0 | 0.00% |

| | Count | | |
|---|---|---|---|
| ASIAN | 0 | 0.00% | 0.00% |
| BLACK/AFRICAN AMER. | 0 | 0.00% | 0.00% |
| HISPANIC/LATINO | 0 | 0.00% | 0.00% |
| WHITE | 0 | 0.00% | 0.00% |
| HAWAIIAN/PAC ISLAND | 0 | 0.00% | 0.00% |
| TWO OR MORE | 0 | 0.00% | 0.00% |
| TOTAL | 0 | 0.00% | 0.00% |

| OTHER ECON DISADV | Count | %Group | %Enroll |
|---|---|---|---|
| AMER. INDIAN/ALASKAN | 0 | 0.00% | 0.00% |
| ASIAN | 0 | 0.00% | 0.00% |
| BLACK/AFRICAN AMER. | 0 | 0.00% | 0.00% |
| HISPANIC/LATINO | 0 | 0.00% | 0.00% |
| WHITE | 0 | 0.00% | 0.00% |
| HAWAIIAN/PAC ISLAND | 0 | 0.00% | 0.00% |
| TWO OR MORE | 0 | 0.00% | 0.00% |
| TOTAL | 0 | 0.00% | 0.00% |

| ELIGIBLE FOR FREE/REDUC MEALS | Count | %Group | %Enroll |
|---|---|---|---|
| AMER. INDIAN/ALASKAN | 1 | 0.31% | 0.20% |
| ASIAN | 0 | 0.00% | 0.00% |
| BLACK/AFRICAN AMER. | 21 | 6.44% | 4.24% |
| HISPANIC/LATINO | 275 | 84.36% | 55.56% |
| WHITE | 24 | 7.36% | 4.85% |
| HAWAIIAN/PAC ISLAND | 1 | 0.31% | 0.20% |
| TWO OR MORE | 4 | 1.23% | 0.81% |
| TOTAL | 326 | 100.00% | 65.86% |

| | Count | | |
|---|---|---|---|
| ASIAN | 0 | 0.00% | 0.00% |
| BLACK/AFRICAN AMER. | 0 | 0.00% | 0.00% |
| HISPANIC/LATINO | 3 | 100.00% | |
| WHITE | 0 | 0.00% | |
| HAWAIIAN/PAC ISLAND | 0 | 0.00% | |
| TWO OR MORE | 0 | 0.00% | |
| TOTAL | 3 | 100.00% | |

| Alternative Language Program | Count | %Group | |
|---|---|---|---|
| AMER. INDIAN/ALASKAN | 0 | 0.00% | |
| ASIAN | 0 | 0.00% | |
| BLACK/AFRICAN AMER. | 0 | 0.00% | |
| HISPANIC/LATINO | 22 | 100.00% | |
| WHITE | 0 | 0.00% | |
| HAWAIIAN/PAC ISLAND | 0 | 0.00% | |
| TWO OR MORE | 0 | 0.00% | |
| TOTAL | 22 | 100.00% | |

| GIFTED & TALENTED | Count | %Group | |
|---|---|---|---|
| AMER. INDIAN/ALASKAN | 0 | 0.00% | |
| ASIAN | 0 | 0.00% | |
| BLACK/AFRICAN AMER. | 1 | 5.56% | |
| HISPANIC/LATINO | 14 | 77.78% | |
| WHITE | 3 | 16.67% | |
| HAWAIIAN/PAC ISLAND | 0 | 0.00% | |
| TWO OR MORE | 0 | 0.00% | |
| TOTAL | 18 | 100.00% | |

This report displays the data for the FALL 2019 - 2020 collection that was accepted by the ESC on 01/16/2020 02:22 PM.

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| | State | Campus | H | W | AA | Asian | 2 or More | | |
|---|---|---|---|---|---|---|---|---|---|
| 2019 | 85 | 89 | 74 | ** | ** | ** | 83 | 56 | 88 |
| 2018 | 88 | 90 | 79 | ** | ** | ** | 91 | 93 | 88 |
| 2017 | 80 | 79 | 93 | ** | ** | ** | 80 | | |

**Demographics Strengths**

All targets met in Hispanic, Eco disc, SPED, and ELL. Distinction earned in CLosing the GAPS for 2018 & 2019.



**TEXAS EDUCATION AGENCY**
**2019 Distinction Designation Summary**
**Top 25 Percent: Comparative Closing the Gaps (CTG)**
SAN JACINTO EL (068901121) - ECTOR COUNTY ISD
Campus Type: Elementary

| Campus Name | District Name | CTG Scaled Score |
|---|---|---|
| 1 WALT DISNEY EL (020901107) | ALVIN ISD | 100 |
| 2 BURKE EL (015915166) | NORTHSIDE ISD | 96 |
| 3 HUFFMAN EL (043910120) | PLANO ISD | 86 |
| SAN JACINTO EL (068901121) | ECTOR COUNTY ISD | 84 |
| 4 ROSA PARKS EL (079907146) | FORT BEND ISD | 81 |
| 5 FREDDY GONZALEZ EL (108904112) | EDINBURG CISD | 80 |
| 6 KOCUREK EL (227901172) | AUSTIN ISD | 80 |
| 7 SEGUIN EL (184903109) | WEATHERFORD ISD | 79 |
| 8 WINONA EL (212910101) | WINONA ISD | 78 |
| 9 HARMONY SCHOOL OF EXCELLENCE - SAN (015828006) | HARMONY SCIENCE ACAD (SAN ANTONIO) | 77 |
| 10 KOENNECKE EL (094901109) | SEGUIN ISD | 77 |
| 11 LUCILLE NASH EL (129903114) | KAUFMAN ISD | 77 |
| 12 PIRRUNG EL (057914123) | MESQUITE ISD | 77 |
| 13 COMANCHE EL (047901101) | COMANCHE ISD | 76 |
| 14 RAGUET EL (174904105) | NACOGDOCHES ISD | 76 |
| 15 SIEBERT EL (067903101) | EASTLAND ISD | 76 |

| 16 BARRON EL (071902165) | EL PASO ISD | 75 |
| 17 ORE CITY EL (230903102) | ORE CITY ISD | 75 |
| 18 BOWIE EL (105902101) | SAN MARCOS CISD | 74 |
| 19 JACKSBORO EL (119902101) | JACKSBORO ISD | 74 |
| 20 KEMP INT (129904102) | KEMP ISD | 74 |
| 21 ADAMS EL (126903101) | CLEBURNE ISD | 73 |
| 22 BAYSHORE EL (101916104) | LA PORTE ISD | 72 |
| 23 CROCKETT EL (243905107) | WICHITA FALLS ISD | 72 |
| 24 HERNANDEZ EL (105902107) | SAN MARCOS CISD | 69 |
| 25 COMFORT EL (130902101) | COMFORT ISD | 68 |
| 26 PEWITT EL (172905102) | PEWITT CISD | 68 |
| 27 CLARKSTON EL (212905106) | TYLER ISD | 67 |
| 28 COCKRELL HILL EL (057906107) | DESOTO ISD | 67 |
| 29 SHADOWBRIAR EL (101912276) | HOUSTON ISD | 67 |
| 30 A E BUTLER INT (116908101) | QUINLAN ISD | 66 |
| 31 BLUEBONNET EL (028902105) | LOCKHART ISD | 66 |
| 32 LEONARD SHANKLIN EL (028903101) | LULING ISD | 65 |
| 33 CASEY EL (227901173) | AUSTIN ISD | 64 |
| 34 WELDON EL (092901105) | GLADEWATER ISD | 64 |
| 35 NAVARRO EL (028902103) | LOCKHART ISD | 63 |
| 36 CLIFTON EL (018901101) | CLIFTON ISD | 62 |
| 37 MARTI EL (126903103) | CLEBURNE ISD | 62 |
| 38 DOWLING EL (068901107) | ECTOR COUNTY ISD | 61 |
| 39 LYTLE EL (007904101) | LYTLE ISD | 61 |
| 40 VOGEL EL (094901110) | SEGUIN ISD | 48 |

Top 25 Percent: Comparative Closing the Gaps Target = Closing the Gaps Scaled Score of 77

**DISTINCTION EARNED**

Blank values for a Closing the Gaps Scaled Score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10.

Where Closing the Gaps Scaled Scores are identical, the campuses are listed alphabetically by campus name.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** In 2018-2019, White students performed below the campus grade level percentage of students who approached grade level standards on STAAR Reading. **Root Cause:** Inconsistent implementation of balanced literacy instruction and planning of lessons in grades K-2. Lack of admistration monitoring student achievement for white students.

**Problem Statement 2:** In 2018-2019, El's in 4th grade performed below the campus grade level percentage of students who approached grade level standards on STAAR MATH. **Root Cause:** Inconsistent monitoring of EL students in 4th grade. Substitute teacher with limited skills in the 4th grade bilingual position.

# Student Achievement

**Student Achievement Summary**

## Texas Education Agency
## 2019 Accountability Ratings Overall Summary
### SAN JACINTO EL (068901121) - ECTOR COUNTY ISD

### Accountability Rating Summary

| | Component Score | Scaled Score | Rating |
|---|---|---|---|
| **Overall** | | 85 | B |
| | | | |
| **Student Achievement** | | 77 | C |
| STAAR Performance | 49 | 77 | |
| College, Career and Military Readiness | | | |
| Graduation Rate | | | |
| | | | |
| **School Progress** | | 86 | B |
| Academic Growth | 79 | 86 | B |
| Relative Performance (Eco Dis: 72.1%) | 49 | 83 | B |
| | | | |
| Closing the Gaps | 89 | 84 | B |

### Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

### Distinction Designations

| | |
|---|---|
| ELA/Reading | Not Earned |
| Mathematics | Earned |
| Science | Earned |
| Social Studies | Not Eligible |
| Comparative Academic Growth | Earned |

| Postsecondary Readiness | Earned |
|---|---|
| Comparative Closing the Gaps | Earned |

School Progress Academic Growth 2018 and beyond

Percent Met or Exceeded Progress years 2013-2017

Reading

| Year | State | Campus | H | W | AA | Asian | 2 or More | ECO | Special Ed | ELL |
|---|---|---|---|---|---|---|---|---|---|---|
| 2019 | | 73 | 75 | 74 | ** | ** | ** | 71 | 43 | 71 |
| 2018 | | 74 | 73 | 79 | ** | ** | ** | 75 | 71 | 70 |
| 2017 | | 66 | 67 | ** | ** | ** | ** | 70 | | 57 |

Math

| Year | State | Campus | H | W | AA | Asian | 2 or More | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 2019 | | 85 | 89 | 74 | ** | ** | ** | 83 | 56 | 88 |
| 2018 | | 88 | 90 | 79 | ** | ** | ** | 91 | 93 | 88 |
| 2017 | | 80 | 79 | 93 | ** | ** | ** | 80 | | 82 |

**Student Achievement Strengths**

5 DISTINCTIONS earned in 2019. Students are making progress. 4th and 5th students are making tremedous growth in all areas.

**Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1 (Prioritized):** In 2018-2019, San Jacinto did not meet the reading target score of a 44%. San Jacinto scored a 43%, missing target by 1 %. **Root Cause:** In consistent implementation of the reading program and lack of monitoring in K-2.

**Problem Statement 2:** Students in K-3rd are not performing on grade level. **Root Cause:** Teachers lack the a strong foundation in curriculum.

# School Culture and Climate

**School Culture and Climate Summary**

All decisions are based on what is best for students. San Jacinto's environment is clean, prepared, and has ART displayed for students and staff. Many concepts have been adopted from the Ron Clark academy. Staff creates positive learning envirnments including original room transformations throughout the year that impact our students. House system is implemented in all grade levels.

**School Culture and Climate Strengths**

Strong staff members help support less experienced teachers. All teacher are on board with Ron Clark strategies.

# Staff Quality, Recruitment, and Retention

**Staff Quality, Recruitment, and Retention Summary**

### Information for Comprehensive Needs Assessment for Campus 121-San Jacinto Elementary

| EMPLOYEES | | | |
|---|---|---|---|
| | Administrators (Principals/Asst. Prin) | Teachers | Instructional Paraprofessionals (Aides) |
| 14/15 | 2 | 39 | 3 |
| 15/16 | 1 | 28 | 5 |
| 16/17 | 2 | 34 | 5 |
| 17/18 | 2 | 30 | 5 |
| 18/19 | 2 | 28 | 4 |
| 19/20 | 2 | 31 | 4 |

| EMPLOYEE RETENTION PERCENTAGES | | | |
|---|---|---|---|
| % Remained From Year To Year | Administrators (Principals/Asst. Prin) | Teachers | Instructional Paraprofessionals (Aides) |
| 14/15 to 15/16 | 50.00% | 30.00% | 0.00% |
| 15/16 to 16/17 | 100.00% | 57.14% | 80.00% |
| 16/17 to 17/18 | 100.00% | 55.88% | 60.00% |
| 17/18 to 18/19 | 50.00% | 82.14% | 100.00% |
| 18/19 to 19/20 | 100.00% | 67.86% | 75.00% |

| TEACHER EXPERIENCE | | | | | |
|---|---|---|---|---|---|
| Total Professional Any District | Percent with 0 Years | Percent with 1-5 Years | Percent with 6 -10 Years | Percent with > 10 Years | Percent of Teachers W/Masters Degree |
| 14/15 | 12.82% | 41.03% | 15.38% | 30.77% | 25.64% |
| 15/16 | 7.14% | 25.00% | 28.57% | 39.29% | 35.71% |
| 16/17 | 14.71% | 26.47% | 17.65% | 41.18% | 26.47% |
| 17/18 | 10.00% | 30.00% | 16.67% | 43.33% | 23.33% |
| 18/19 | 3.57% | 32.14% | 17.86% | 46.43% | 21.43% |
| 19/20 | 12.90% | 25.81% | 25.81% | 35.48% | 19.35% |

**Staff Quality, Recruitment, and Retention Strengths**

San Jacinto staff has shown significant improvement in the last 5 years. There were 12 substitute on this campus 2016/2017. SJ has been able to support teachers and grown them into master teachers.

**Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** 25% of staff members do not have qualities of teaching. **Root Cause:** ECISD has a limited pool of strong applicants.

# Priority Problem Statements

**Problem Statement 1**: In 2018-2019, San Jacinto did not meet the reading target score of a 44%. San Jacinto scored a 43%, missing target by 1 %.
**Root Cause 1**: In consistent implementation of the reading program and lack of monitoring in K-2.
**Problem Statement 1 Areas**: Student Achievement

# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card 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 Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

- Student failure and/or retention rates

**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
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- TTESS data
- T-PESS data
- TTESS data

**Parent/Community Data**

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

# Goals

**Goal 1:** San Jacinto Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

**Performance Objective 1:** Students achieving the Meets Standard on state assessments will increase from 76% to 85% across all tested grade levels and content areas by May 2021.

**Evaluation Data Sources:** State Accountability 2019, 2020

**Summative Evaluation:** None

| | Formative |
|---|---|
| **Strategy 1:** Student data will be tracked after every approved assessment. Teachers will use intervention time to pull targeted students according to data.<br>Tier I instruction will be well planned, executed, and monitored.<br><br>Teachers will attend training on engagement and instructional strategies in order to enhance tier I instruction. | |
| **Strategy's Expected Result/Impact:** Improvement is % passing. | **Oct** |
| **Staff Responsible for Monitoring:** Monitored by teachers and by administrators. | |
| **Title I Schoolwide Elements:** None    **Problem Statements:** None | **Jan** |
| **TEA Priorities:** Improve low-performing schools    **Funding Sources:** Resources and Professional Development Title One School-wide | **Mar** |
| **ESF Levers:** None | **Summative** |
| **Comprehensive Support Strategy** | **May** |

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

**Performance Objective 2:** Students achieving the Masters Standard on state assessments will increase from 22% to 35% across all tested grade levels and content areas by May 2020.

**Evaluation Data Sources:** State Accountability 2019, 2020

**Summative Evaluation:** None

| Strategy 1: Data will be analyzed, student groups will be determined on who is able to reach the master level. Teachers will commit to 9 students who will achieve Masters. Teachers will work closely with the selected students throughout the year. | |
|---|---|
| **Strategy's Expected Result/Impact:** None | **Formative** |
| **Staff Responsible for Monitoring:** Teachers and administrators through data talks. | **Oct** |
| **Title I Schoolwide Elements:** None      **Problem Statements:** None | **Jan** |
| **TEA Priorities:** None      **Funding Sources:** None | **Mar** |
| **ESF Levers:** None | **Summative** |
| **Comprehensive Support Strategy** | **May** |

0% No Progress          100% Accomplished          → Continue/Modify          ✗ Discontinue

**Performance Objective 3:** Students achieving the Meets Standard on the state assessments in Reading and Writing will increase by 10% by May 2021.
3rd Grade Reading from 65% to 70%
4th Grade Reading from 70% to 75%
5th Grade Reading from 82% to 88%

4th Grade Writing from 54% to 70%

**Evaluation Data Sources:** State Accountability 2019, 2020

**Summative Evaluation:** None

| **Strategy 1:** 1) Student data will be tracked after every approved assessment. Teachers will use intervention time to pull targeted students according to data.<br>Tier I instruction will be well planned, executed, and monitored. | | **Formative** |
|---|---|---|
| **Strategy's Expected Result/Impact:** None | | **Oct** |
| **Staff Responsible for Monitoring:** Teachers and administrators will monitor through data sources and make adjustments. | | |
| **Title I Schoolwide Elements:** None | **Problem Statements:** None | **Jan** |
| **TEA Priorities:** None | **Funding Sources:**<br>None | **Mar** |
| **ESF Levers:** None | | **Summative** |
| **Comprehensive Support Strategy** | | **May** |
| ⬤ No Progress　　⬤ Accomplished　　➡ Continue/Modify　　✖ Discontinue | | |

**Performance Objective 4:** Students achieving the Meets Standard on state assessments in Math will increase by 10% in each tested grade level by May 2021.
3rd Grade Math from 70% to 75%
4th Grade Math from 83% to 89%
5th Grade Math from 92% to 95%

**Evaluation Data Sources:** 2020 State Accountability

**Summative Evaluation:** None

| **Strategy 1:** 1) Student data will be tracked after every approved assessment. Teachers will use intervention time to pull targeted students according to data. Tier I instruction will be well planned, executed, and monitored. Selected teachers will attend training at the Ron Clark Academy and GYTO conference that will enhance our teacher lesson delivery/. | | | |
|---|---|---|---|
| **Strategy's Expected Result/Impact:** None | | | **Formative** |
| **Staff Responsible for Monitoring:** Teachers and administrators will monitor and make adjustments. | | | **Oct** |
| **Title I Schoolwide Elements:** None | **Problem Statements:** None | | **Jan** |
| **TEA Priorities:** None | **Funding Sources:** None | | **Mar** |
| **ESF Levers:** None | | | **Summative** |
| **Comprehensive Support Strategy** | | | **May** |
| 0% No Progress | 100% Accomplished | → Continue/Modify | ✖ Discontinue |

**Performance Objective 5:** Students achieving the Meets Standard on state assessments in Science will increase by 5% by May 2020. 5th Science from 28% to 60%

**Evaluation Data Sources:** 2020 State Accountability

**Summative Evaluation:** None

| Strategy 1: Teachers will attend training in the subject area and will enhance their lessons. Solid Tier I instruction will impart student achievement. | | | Formative |
|---|---|---|---|
| **Strategy's Expected Result/Impact:** None | | | **Oct** |
| **Staff Responsible for Monitoring:** Administrators will hold teachers accountable for Tier I instruction by monitoring and adjusting. | | | |
| **Title I Schoolwide Elements:** None | **Problem Statements:** None | | **Jan** |
| **TEA Priorities:** None | **Funding Sources:** None | | **Mar** |
| **ESF Levers:** None | | | **Summative** |
| **Comprehensive Support Strategy** | | | **May** |

0% No Progress    100% Accomplished    → Continue/Modify    ✗ Discontinue

**Performance Objective 6:** ECISD retention rates will be 0.1% below state average in all grade levels K-8 by 2020.

**Evaluation Data Sources:** District PEIMS Retention Report

**Summative Evaluation:** None

**Performance Objective 7:** ECISD student attendance rate will increase from 94.6% to 95.7% by May 2020 (State average was 95.7% in 2017).

**Evaluation Data Sources:** District attendance reports

**Summative Evaluation:** None

**Performance Objective 8:** English Learners achieving Advanced and Advanced High Composite Level scores will increase by 5 percentage points for the academic year 2019-2020.

TELPAS Advanced Level from 37.86% to 42.86%
TELPAS Advanced High Level from 9.9% to 14.9%

**Evaluation Data Sources:** TELPAS ratings 2020

**Summative Evaluation:** None

**Goal 2:** San Jacinto Elementary will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

**Performance Objective 1:** Improve customer service and community perceptions of ECISD from XX to an 80% as measured by a district created Customer Service Survey by 2024.

**Evaluation Data Sources:** Pre and Post Surveys
District/Campus Customer Satisfaction Feedback

**Summative Evaluation:** None

**Performance Objective 2:** Streamline the flow of communication so that customers are efficiently directed to the proper department in order to have their questions answered in a timely manner.

**Performance Objective 3:** Encourage partnerships with community health-based agencies and individuals as educational resources to improve the wellness of ECISD students, faculty, staff, and their families.

**Goal 3:** San Jacinto Elementary will provide and promote a safe climate that is conducive to learning.

**Performance Objective 1:** Special programs will be offered to support the unique needs of students at various social/ emotional levels of functioning in order to promote a safe climate that is conducive to learning.

**Evaluation Data Sources:** Program rosters, attendance data,  completion and graduation rates

**Summative Evaluation:** None

**Performance Objective 2:** ECISD will ensure training for 100% of the staff will occur annually to promote the safety of all students.

**Evaluation Data Sources:** Staff sign-in, archived training documents

**Summative Evaluation:** None

**Goal 4:** San Jacinto Elementary will utilize financial resources in a responsible and data-driven manner to support student learning.

**Performance Objective 1:** San Jacinto staff will attend training and conferences that will enhance students learning. San Jacinto will purchase additional resources to target TIER 3 instruction according to data.

| Strategy 1: San Jacinto will purchase necessary equipment to teach F2F and virtual students effectively. | | |
|---|---|---|
| **Strategy's Expected Result/Impact:** None | | **Formative** |
| **Staff Responsible for Monitoring:** None | | **Oct** |
| **Title I Schoolwide Elements:** None | **Problem Statements:** None | **Jan** |
| **TEA Priorities:** None | **Funding Sources:** None | **Mar** |
| **ESF Levers:** None | | **Summative** |
| | | **May** |
| 0% No Progress    100% Accomplished    → Continue/Modify    ✗ Discontinue | | |

**Goal 5:** San Jacinto Elementary will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

**Performance Objective 1:** Reduce the number of student transfer code errors from 30% to 15% in ITCCS  by May 2020.

**Evaluation Data Sources:** ITCCS reports

**Summative Evaluation:** None

**Performance Objective 2:** 100% of campus improvement plans will be aligned to the district improvement plan by August 2019.

**Evaluation Data Sources:** 2019-2020 Campus improvement Plans

**Summative Evaluation:** None

**Performance Objective 3:** Increase student computer (wireless device) ratio to a minimum of one computer per four students. Moving towards a long term goal of one computer per student at each campus by 2024 pending approval.

**Evaluation Data Sources:** Campus inventory and student enrollment.

**Summative Evaluation:** None

**Performance Objective 4:** Increase wireless network connectivity to support additional wireless devices by 2024 pending approval.

**Evaluation Data Sources:** District wireless network survey.

**Summative Evaluation:** None

**Performance Objective 5:** Increase network bandwidth from 5gb to 10gb to 20gb to support additional wireless and network devices by the year 2024 pending approval.

**Evaluation Data Sources:** Network inventory.

**Summative Evaluation:** None

**Performance Objective 6:** Increase the use of digital tools and strategies using cloud-based applications by 2020.

**Evaluation Data Sources:** Usage reports

**Summative Evaluation:** None

**Performance Objective 7:** Increase the use of parent portal activity from 37% to 60% by 2020.

**Evaluation Data Sources:** txConnect administrator reports.

**Summative Evaluation:** None

**Goal 6:** Foundational Excellence:  ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

**Goal 7:** Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

**Goal 8:** Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

# Campus Funding Summary

| | | | Title One School-wide | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 1 | Resources and Professional Development | | $0.00 |
| | | | | **Sub-Total** | $0.00 |
| | | | | **Grand Total** | $0.00 |

# Addendums