

**Jacksonville Independent School District**  
**East Side Elementary**  
**2018-2019 Campus Improvement Plan**

# Mission Statement

**Provide a safe, respectful school environment where students are encouraged to celebrate diversity, maximize student strengths, and pursue the highest levels of learning for optimal success.**

# Vision

## SCHOOL PHILOSOPHY

East Side Elementary is dedicated to preparing our students to be lifelong learners, and to enable them to make positive life choices that promote success. We are committed to the highest standards of preparation and instruction, encouraging parental and community involvement while respecting the differences, unique strengths, and talents each person brings to this process. Students will be encouraged to take ownership for their own learning, while we provide a safe, nurturing environment conducive to learning. Each day will be approached with a positive attitude. Strategies and assessments that address individual differences and abilities will be used. We will incorporate the authentic use of technology and engage in effective teaching practices based on current research and proven techniques.

# Value Statement

## CORE VALUES

Respect

Trustworthiness

Responsibility

Citizenship

Caring

Fairness

# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

#### Preliminary Scores

3rd	ES All	State	ES AA	State	ES His	State	ES White	State	ES Two or M
<b>Reading</b>	81%	72%	71%	60%	82%	67%	85%	77%	75%
<b>Math</b>	76%	74%	76%	71%	68%	71%	77%	84%	100%
4th	All		AA		His		White		Two or M
<b>Reading</b>	71%	74%	56%	64%	57%	69%	89%	84%	75%
<b>Writing</b>	69%	67%	52%	58%	72%	63%	78%	77%	50%
<b>Math</b>	79%	72%	72%	56%	77%	69%	85%	82%	50%

### Student Achievement Strengths

\*3rd Grade Reading

\*3rd Grade AA Reading

\*3rd Grade Hispanic Reading

\*4th Grade White Reading

\*4th Grade Math

\*4th Grade AA Math

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- 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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- 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 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
- Running Records results
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data

- Gifted and talented 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
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

**Goal 1: East Side Elementary will recruit, support, and retain teachers and principals through a systemic evaluative process resulting in a decrease in teacher turnover rate.**







**Performance Objective 1:** Reduce number of office referrals by at least 5% from previous year.

**Evaluation Data Source(s) 1:** Accomplishment of objective as measured by PEIMS reports and campus records.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	May
1) Provide character education through individual classroom guidance lessons and using the Choose Love curriculum	Teachers Counselor	No increase in inappropriate behaviors as measured by the end of the year PEIMS 425 record as compared to 2015-2016				
Funding Sources: Local - 0.00						
2) Integration of human sexuality into curriculum - 3rd grade hygiene lesson with nursing staff	Teachers Counselor Nurse	Lesson plans				
Funding Sources: Local - 0.00						
3) Enforcement of Student Code of Conduct with classroom rules	Administrators Teachers	Reduce number of office referrals				
Funding Sources: Local - 0.00						
4) Continue utilization of police officer	Administrators	Reduce number of referrals				
5) Present information to address violence, drugs, use of alcohol, and use of tobacco including a school wide assembly.	Administrators Teacher Counselor JISD Police officers Community Members	Documentation of planned instruction in lesson plan and counselor log Reduce incidents of future uses of drugs, alcohol, tobacco				
Funding Sources: Local - 0.00						
6) Present expectations about Student Code of Conduct and campus behavior at an assembly for 3rd and 4th grade students at the beginning of the year and as needed	Administrators	Reduce number of office referrals				




7) Continue utilization of school wide bullying program including weekly/bi-weekly CDs played during morning announcements	Administrators Librarian Counselor The Beginning of a Hero/Bully Alert CD series	Reduce number of office referrals				
8) Provide teachers, students and parents with strategies and plans to prevent behavior from escalating. Utilize shared LSSP for assisting with behavioral support for students in need.	Administrators Counselor LSSP	All year as needed				
Funding Sources: Special Education Federal funds - 0.00						
9) Plan and implement a program/strategies to reduce the participation of students in gangs involving parents in prevention	Administrators Counselor	Reduce number of gang signs/drawings present on campus				
10) Teach and implement school- wide procedures for student expectations	All Staff	Reduce number of office referrals				
11) Continue positive reinforcement program by rewarding students for exceeding behavior expectations with Badges of Honor.	All staff	Reduce number of office referrals				
Funding Sources: Local - 0.00						
12) Enforce school-wide discipline program using responsibility cards.	All staff	Reduce number of office referrals				
13) Utilize Licensed Specialists in School Psychology (LSSP's) to address, support, serve, or consult in regards to students at risk due to behavioral concerns.	Special Education Director Behavior Support Team Campus Administrators Teachers	Documentation of LSSP participation in ARD's, RTI, STAT, 504 Meetings, Campus Consultation				
Funding Sources: SCE - 0.00						
14) Licensed Specialists in School Psychology (LSSP's) meet with Oasis students in the morning to teach social skills using restorative circles, one-on-one consultation, etc.	Special Education Director Behavior Support Team Campus Administrators LSSP's	Reduced documentation of Oasis students' involvement in disrespect of a teacher or student				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 1:** East Side Elementary will recruit, support, and retain teachers and principals through a systemic evaluative process resulting in a decrease in teacher turnover rate.

**Performance Objective 2:** Recruit and retain highly effective and high quality teachers.

**Evaluation Data Source(s) 2:** Accomplishment of objective as measured by PEIMS data.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	May
1) Recruit and maintain highly effective and high quality teachers and highly qualified paraprofessionals	Administrators Central Office	100% teachers highly qualified				
Funding Sources: Title II, part A - 26000.00						
						

**Goal 2: East Side Elementary will build a foundation of reading and mathematics through a systematic evaluative process that includes professional development, research-based instructional practices and resources resulting in an increase on state and local assessments.**

**Performance Objective 1:** Each student group will exceed academic performance expectations projected through 2018-2019. See chart.

**Evaluation Data Source(s) 1:** Accomplishment of objective as measured by benchmark scores, progress monitoring, and six weeks grades.

**Summative Evaluation 1:**







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	May
1) Ensure delivery of TEKS based instruction through the use of a vertically aligned curriculum	Administrators Strategist Teachers Coaches	Weekly PLC Meetings Walk-throughs Program monitoring Benchmarks				
Funding Sources: Local - 0.00, Title I, part A - 500.00						
2) Administer benchmark assessments twice a year (Reading, writing, science and math)	Administrators Strategist Teachers Coaches	At least 70% mastery on benchmark, to increase as skills are mastered.				
Funding Sources: Local - 0.00						
3) Utilize disaggregated data from Benchmark Assessments and benchmark tests to identify at-risk students	Administrators Strategist Teachers Coaches	Increase passing rate of at-risk students to reach 70% by January				
Funding Sources: Local - 0.00						
4) Provide additional support for students not achieving expected mastery on various assessments by including more coaching and aides within the classroom	Administrators Strategist Reading Coach Math Coach Teachers Tutors	At least 70% mastery on benchmark Improvement				
Funding Sources: Local - 0.00, Title I, part A - 500.00, Title III - 500.00						
5) Utilize SCE funds to support implementation of Title I school wide strategies	Administrators	Increase in reading levels At least 70% passing on benchmarks				
Funding Sources: SCE - 0.00						

6) Provide data driven and needs based staff development activities for all faculty and staff	Administrators Reading and Math Coach Strategist Bilingual	Benefits of training to be evident in classroom instruction 70% passing rate on benchmarks				
	Funding Sources: Title I, part A - 1500.00					
7) Continue to provide consistent support to ELL (English language learners) students from bilingual aides	Teachers Administrator Dir Sp. Lang Strategist Part-time Tutors	Increase in benchmark assessment scores Improvement in Rigby, TPRI, Tejas Lee, STAAR and TELPAS				
	Funding Sources: Title III - 500.00					
8) Implement a comprehensive staff development plan for Balanced Literacy in grades K-4	Administrator Reading Coach Teachers	Increase in Guided Reading levels of all students to reading on grade level or above.				
	Funding Sources: Local - 0.00, Title I, part A - 1000.00					
9) Continue to expand reading interventions for struggling readers utilizing the RTI Model, LLI, Guided Reading strategies and additional research proven strategies for accelerating instruction	Administrators Teachers Reading Coach Strategist Tutors Resource Teachers PPCD Teachers	90% of students reading on grade level at end of year				
	Funding Sources: Title I, part A - 5000.00, Title III - 2000.00					
10) Continue to expand bilingual and bi-literacy program for ELL students	Administrators Teachers Bilingual Strategist Bilingual Director	Increase in benchmark assessment scores Improvement in TPRI, Tejas Lee testing results / TELPAS & STAAR				
	Funding Sources: Title III - 1000.00					
11) Continue to implement all components of the dyslexia program	READ teacher Administrator	Student growth will be monitored every six-week period as reflected in reading and writing grades.				
	Funding Sources: Local - 0.00					
12) Reduce retention rate of all students	Teacher Administrator READ Teacher/RTI	Decrease in number of retentions				
	Funding Sources: Local - 0.00, Title I, part A - 1000.00					
13) Increase recruitment of all ethnic groups and economically disadvantaged students in the G/T program.	Administrators, Teachers GT Teachers District GT coordinator	Increase number of students nominated and tested for G/T program.				
	Funding Sources: Local - 0.00					

14) Provide professional training in small group literacy instruction for all PK-4 instructional aides.	Administrators Teachers Reading Coach	Increase in reading levels At least 70% passing on benchmark				
	Funding Sources: Local - 0.00, Title I, part A - 500.00					
15) Continue to provide activity, verbal, and tactile reinforcements to increase participation in Accelerated Reader program and increase student reading levels	Administrators Librarian Teachers Accelerated Reader program	Number of students meeting AR reading goal each 6-weeks Student reading levels				
	Funding Sources: Local - 0.00, Title I, part A - 5291.96					
16) Introduce college awareness by adopting the NEU belief system school-wide	Administrators East Side Staff	College awareness evident in classrooms				
	Funding Sources: Local - 0.00					
17) Continue to use scientifically researched strategies to increase students vocabulary knowledge and reading comprehension for all grade levels. Including the use of technology integrated lessons across all curriculum.	Administrators Strategist Reading Coach Teachers Librarian Special Ed. Teachers Resource Teachers	Weekly vocabulary Assessments Benchmark scores STAAR scores In Depth Lesson Plans				
	Funding Sources: Title III - 1000.00, Local - 0.00, Title I, part A - 2139.00					
18) Integrate core subjects into Physical Education, Music, Computer, Enrichment and Library classes	PE Teacher Music Teacher Librarian Computer Teacher Strategist	STAAR scores Benchmark scores				
	Funding Sources: Title I, part A - 55439.85					
19) Utilize Math Coach to monitor classroom Math instruction and model campus Math strategies and programs for all teachers. Provide tutoring to students struggling in Math as a part of the RTI process and to increase student achievement. Develop curriculum based Math assessments used for curriculum planning and student needs assessment.	Math Coach Strategist Math Inclusion Teacher Assistants	Student growth will be monitored weekly to bi-weekly and at the end of every six-week period as reflected in math grades.				
	Funding Sources: Title I, part A - 55439.85					
20) Utilize Reading Coach to monitor classroom Reading instruction and model campus Reading strategies and programs for all teachers. Provide tutoring to students struggling in Reading as a part of the RTI process and to increase student achievement. Develop curriculum based Reading assessments used for curriculum planning and student needs assessment.	Reading Coach Strategist Assistants	Student growth will be monitored weekly to bi-weekly and at the end of every six-week period as reflected in guided reading levels, reading and writing grades.				
	Funding Sources: Title I, part A - 46439.85					
21) Implement Grade-Level Professional Learning Communities by meeting every Thursday to discuss data, student learning and common assessments.	Administrators Strategist Teachers	Individual professional development plans, meeting documentation, student growth on common assessments and six weeks grades.				

22) Classroom teachers will integrate technology through the use of interactive whiteboards, student response systems, Surfaces, laptops, web-based curriculum such as Brainpop and Discovery Education, and document cameras across the content areas.	Teachers Administrators Strategist	Walk-throughs Program monitoring Lesson Plans				
	Funding Sources: Local - 0.00, Title I, part A - 2139.00, RLIS - 0.00					
23) Staff development, monitoring and implementation of rigorous benchmarking of science at the elementary level together with increased instruction in academic language (vocabulary) through grade 8. Concentration on the ELL population	Strategist Administrators Teachers	Walk-throughs Monitoring Lesson Plans Benchmark Tests				
	Funding Sources: Local - 0.00, Title I, part A - 1000.00, Title III - 0.00					
24) Exploration task force, composed of leadership team together with the superintendent, director of technology integration and the director of technology analyzes the possibilities of allowing more open use of technologies including flipping classes and smart phones.	Superintendent Special Ed Director Principals CTO Director of Instructional Technology	Increased participation rates in STAAR by students receiving special education services by 15%. Increased passing rate for ELL				
	Funding Sources: Local - 0.00, Title I, part A - 1000.00					
25) Professional development to address best practice instruction matched with the rigor of the state assessment to include project-based, constructivist and brain-based methodologies.	Principals Strategist Teachers Coaches	Increased passing rates for all student populations.				
	Funding Sources: Local - 0.00, Title I, part A - 1000.00					
26) Students will be taught 21st Century Skills and use databases for research.	Librarian	Inquiry based research lessons taught by highly qualified librarian				
27) Continue campus wide writing component of Balanced Literacy in grades K-4 using Literacy Continuum with 6+1, Empowering Writers and Bernabei	Administrator Reading Coach Teachers	99% mastery of all subgroups in Writing portfolios				
	Funding Sources: Local - 0.00, Title I, part A - 1000.00					
28) Utilize specialized staff to disaggregate data, ensure curriculum alignment, ensure the scope and sequence is followed, write district benchmarks, facilitate data-driven and team approach to grade level, campus, and district planning, and summarize all campus testing data to assist in continuous needs assessment. Work with identified students in areas of weakness. Provide instructional resources, materials, and professional development to support teaching and accomplishments of campus goals. Serve as coordinator, academic coach, and mentor to teachers.	Administrators Instructional Strategist Reading Coach Math Coach STAT Committee	Student growth will be monitored weekly through common assessments and at the end of every six-week period as reflected in Reading, Math and Writing grades. PDAS Evaluation/Appraisal				
	Funding Sources: Title I, part A - 52539.85					

29) Continue to use scientifically researched strategies to increase students language and vocabulary knowledge and reading comprehension for all grade levels	Administrators Strategist Reading Coach Teachers Librarian	Common Assessments Benchmark scores				
Funding Sources: Title I, part A - 800.00, Local - 0.00						
30) Ensure that 80% of students in our OASIS program are attending inclusion classes	Administrators Teachers LSSP	Number of students in inclusion classes				
31) Continue to expand, support and monitor educators' use of Eduphoria components, Forethought and Aware, for designing and delivering data-driven instruction	Principals Instructional Strategists Instructional Technologists	Forethought Lesson Plans Aware Assessment Data				
32) Utilize distance learning opportunities to expand and vary instructional offerings in support of student-centered learning	Technology Support Teachers Media Specialists	Forethought Lesson Plans Safari Montage Usage Reports				
33) Implement Technology Applications benchmark assessments for grades K-2, 3-5	Principals Instructional Strategists	Forethought Lesson Plans Aware Assessment Data EasyTech K-4 unit assessment reports				
34) Integrate Inquiry and Easy Tech lessons into the curriculum to improve technology literacy of all students and increase technology integration opportunities for educators.	Teachers	Forethought Lesson Plans Easy Tech Usage Reports				
35) Continue annual mandatory digital citizenship and Web-safety training for all students. Training topics will include: appropriate online behavior including interacting with other individuals on social networking web sites and in chat rooms and cyber-bullying awareness and response	Principals Instructional Technologists Teachers	Training sign-in logs Forethought Lesson Plans Aware Local Benchmark reports Easy Tech Reports				
36) Keyboarding instruction will be a part of the curriculum for K-8 students to support the integration of the Technology Applications TEKS in the foundation curriculum.	Principals Teachers	Easy Tech usage reports Forethought Lesson Plans				
37) Participate in and support professional development opportunities targeting infusion of existing and emerging technologies into curriculum.	Principals	Staff Development Reports Purchase Orders Eduphoria Workshop Reports				
38) Research and evaluate software to guide language proficiency assessment committees (LPACs) in making assessment and accommodation decisions for English language learners (ELLs) participating in the State of Texas Assessments of Academic Readiness (STAAR) program.	Principals	Software Demonstrations P.O. for purchase				
39) Define goals and expectations of media specialists and transition current librarians into the role of media specialists.	Superintendent Principals	Job Descriptions Postings Training documents and schedule.				

40) Provide access to digital instructional tools that meet interoperability standards for instruction, including Reflex Math	Principals	Tools in place Tools connected and being used with other tools already in place in classroom.				
41) Improve ratio of computers to students while maintaining 1:1 ratio for staff.	Principals Directors Superintendent	Equipment Audit Budgets				
42) Utilize hands-on learning opportunities to increase mastery of all science TEKS.	Principals Instructional Strategist Teachers	Higher EOY science benchmark scores				
43) Continue consistency of school-wide math facts program (math ninja/reflex math) being an expectation	Principal Math Coach Teachers					
Funding Sources: Title I, part A - 500.00, Local - 0.00						
44) Provide training with research based strategies that target African American students and English language learners and acquire more research based and hands-on tutorials to increase academic achievement in the areas of math, reading and writing	Principals Instructional Strategist	Higher Benchmark Scores Student Growth				
45) Provide targeted instruction and focus on each student's current reading/math level to ensure growth with each student as measured in the growth status indicator on TEA Performance reporting with a specific focus on math for Hispanic and economically disadvantaged students.	Principals Instructional Strategist Instructional Coaches Classroom Teachers	Student Growth				
46) Implement an instructional acceleration program that includes mentoring, tutoring, small group instruction with research based materials to enhance reading growth in all learners with special targeted and diversified instruction for our ELL, African American and Hispanic students.	Principals Instructional Strategist Instructional Coaches Classroom Teachers	Student Growth				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						




**Goal 2:** East Side Elementary will build a foundation of reading and mathematics through a systematic evaluative process that includes professional development, research-based instructional practices and resources resulting in an increase on state and local assessments.

**Performance Objective 2:** The success of all students in special needs programs will continually improve to meet grade level standards and ensure instruction at LRE and FAPE levels appropriate to student.

**Evaluation Data Source(s) 2:** Accomplishment of objective as measured by District Benchmark Assessments, Progress Monitoring and Six Weeks Grades.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	May
1) Ensure delivery of TEKS based instruction of students with special needs through the use of a vertically aligned curriculum	Administrators Strategist Teachers Resource Teachers	Weekly meetings Walk-throughs Program monitoring Benchmark				
	Funding Sources: Local - 0.00, Title I, part A - 1000.00, Special Education Federal funds - 0.00					
2) Administer benchmark assessments (Reading, writing, science and math) twice a year	Administrators Strategist Teachers Resource Teachers	At least 70% mastery on benchmark to increase as skills are mastered.				
	Funding Sources: Local - 0.00					
3) Utilize disaggregated data from benchmark tests to identify at-risk students	Administrators Strategist Teachers Resource Teachers	Increase passing rate of at-risk students to reach 70% by January				
	Funding Sources: Local - 0.00					
4) Continue collaboration of classroom teachers with special education staff to ensure instruction is aligned with grade level TEKS.	Administrators Strategist Teachers Resource Teachers	Weekly PLC meetings Walk-throughs Program monitoring Benchmarks				
	Funding Sources: Local - 0.00					
5) Implement a plan to document student progress based on IEP goals and grade-level TEKS.	Resource Teachers Special Ed. Teachers	At least 70% Mastery				
	Funding Sources: Local - 0.00					
6) Keep a log of related services sessions to ensure students hours are met as specified in IEP Goals.	Teachers Resource Teachers Special Ed. Teachers					
	Funding Sources: Local - 0.00					


7) Staff development for general education staff concerning the mandates and best practices regarding LRE. Systemic evaluation and facilitation with inclusion similar to that provided by Stetson and Associates	Administrators Strategist Diagnostician Teachers	Sign in sheets Monitoring Enriched participation in ARDC as determined by ARD facilitator and increased participation in general education classes by 15% district wide.				
	Funding Sources: Local - 0.00					
8) Increase implementation of data-based decisions for students receiving special education services utilizing staff development materials including STAAR through the Lens of Special Education.	Administrators Strategist Diagnostician Teachers	Sign in sheets Increased participation rates in STAAR by students receiving special education services by 15%				
	Funding Sources: Local - 0.00, Title I, part A - 1000.00					
9) Increase strategies to address learning styles for minority students with special needs emphasizing improvement in the math and reading/writing areas	Teachers Strategist Resource Teachers Administrator Dir Sp. Lang	100% highly qualified teachers Benchmarks (80% mastery) of 3rd and 4th grade minority students.				
	Funding Sources: Local - 0.00, Title I, part A - 1000.00					
						

**Goal 2:** East Side Elementary will build a foundation of reading and mathematics through a systematic evaluative process that includes professional development, research-based instructional practices and resources resulting in an increase on state and local assessments.

**Performance Objective 3:** Improve attendance rate to at least 97%.

**Evaluation Data Source(s) 3:** Accomplishment of objective as measured by campus records and TAPIR report.

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	May
1) Make contact with parents of students who have 3 consecutive absences	Teacher Administrators STAT Committee	97% of students are in attendance on a daily basis School Messenger is used to contact all students not in attendance				
Funding Sources: Local - 0.00						
2) Utilize services of JISD police officer to investigate absenteeism	Administrators JISD police Campus receptionist/secretary	Decrease in excessive absences				
Funding Sources: Local - 0.00						
3) Conduct home visits to investigate excessive absences	Administrator Counselor Teacher	Decrease in excessive absences				
Funding Sources: Local - 0.00						
4) Provide incentives for students with perfect attendance each six weeks	Counselor Student Activities Committee Teachers	Increase weekly attendance rate for class				
Funding Sources: Local - 0.00						
						


**Goal 3: East Side Elementary will have a systematic evaluative process that ensures students are aware of post secondary opportunities resulting in each graduating senior developing a post secondary plan.**

**Performance Objective 1:** Involve parents in the education of their children in order to improve student performance to increase student achievement.

**Evaluation Data Source(s) 1:** Accomplishment of objective as measured by District Benchmark Assessments, Progress Monitoring and Six Weeks Grades.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	May
1) Continue eighth year of Applied Learning Community in grades K-4	Administrators ALC Coordinator ALC Teachers	Program evaluation through parent surveys, teacher documentation				
	Funding Sources: Local - 0.00					
2) Parents will be included on the district and all campus site-based decision making teams.	Administrator ALC Teachers	Documentation of sign in sheet				
	Funding Sources: Local - 0.00					
3) Utilize custom plan for Pre k -4	Teachers Administrators	Documentation of completed forms				
	Funding Sources: Local - 0.00					
4) Continue partnership with PTO to plan and promote positive student activities with teacher collaboration.	ALC Teachers Administrators PTO	Increased PTO membership and participation as documented on sign in sheet				
	Funding Sources: Title I, part A - 2107.00					
5) Ensure all ALC notes are appropriately translated for ELL parents	ALC Teachers Administrators PTO					
	Funding Sources: Title I, part A - 2107.00					
6) Provide a newsletter supplement to inform ALC families of upcoming projects and events and provide technology to record community service hours	Administrators ALC Teachers					
	Funding Sources: Title I, part A - 2107.00					
7) Provide opportunities for parents to come to the school to view student work and programs	Administrators Teachers PTO	Documentation of sign-in sheet				
	Funding Sources: Title I, part A - 2107.00					
8) Provide access to grades and attendance to parents/guardians of students in 1st through 12th grade	Administrators PEIMS Director	Number of accounts used Improved student performance				
	Funding Sources: Title I, part A - 2107.00					

9) Maintain telephone system for increased communication to parents	Administration Technology Director	Purchase Order Logs of telephone calls				
10) Expand the use of teacher websites through Edlio to increase communication with all stakeholders.	Administrators Teachers Instructional Technologists	Published Websites				
11) Provide opportunities for parents and students to gain a working knowledge of online resources such as Destiny, RenPlace, Skyward, Transfinder, LunchMoney Now , textbooks, and teacher websites	Administrators Media Specialist	Percentage of parent and student accounts being utilized Student knowledge showcased at the Tech Fair				
12) Promote community engagement to develop awareness of technology as well as seek input to promote the success of a technology infused learning environment.	Administrators Teachers PR Director	Technology Committee Sign-in Sheets Surveys Campus Events Presentations at community service clubs & participation in other community events				
13) Provide and maintain an infrastructure for communications with parents and community members, including online year-round access to school news, educational resources, data and personnel creating a transparent school environment, using resources such as Facebook.	Administrators Teachers PR Director	Web hit count Newsletters Channel 20 Productions Teacher web pages School Messenger Logs Facebook Activity				
						

## Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	1	1	Ensure delivery of TEKS based instruction through the use of a vertically aligned curriculum
2	1	2	Administer benchmark assessments twice a year (Reading, writing, science and math)
2	1	4	Provide additional support for students not achieving expected mastery on various assessments by including more coaching and aides within the classroom
2	1	27	Continue campus wide writing component of Balanced Literacy in grades K-4 using Literacy Continuum with 6+1, Empowering Writers and Bernabei
2	1	28	Utilize specialized staff to disaggregate data, ensure curriculum alignment, ensure the scope and sequence is followed, write district benchmarks, facilitate data-driven and team approach to grade level, campus, and district planning, and summarize all campus testing data to assist in continuous needs assessment. Work with identified students in areas of weakness. Provide instructional resources, materials, and professional development to support teaching and accomplishments of campus goals. Serve as coordinator, academic coach, and mentor to teachers.
2	2	9	Increase strategies to address learning styles for minority students with special needs emphasizing improvement in the math and reading/writing areas

## 2018-2019 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Jodi Alderete	Principal
Administrator	Shelley Wodarski	Assistant Principal
Community Representative	Brett Brewer	
Community Representative	Paige Goodwin	
Business Representative	Jeremy Harmel	
Business Representative	Kay Keller	
Parent	Tyus Lane	
Classroom Teacher	Alyson Yoder	
Classroom Teacher	Emily McKnight	
Classroom Teacher	Jennifer Smith	
Classroom Teacher	Karla Munoz	
Classroom Teacher	Abigail Dean	
Classroom Teacher	Becky Walker	
Classroom Teacher	Shauna Brewer	
Non-classroom Professional	Miranda Maldonado	
Non-classroom Professional	Angela Woolley	
Parent	Jose Carmona	

## District Funding Summary

<b>Local</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	local funds		\$0.00
1	1	2	local funds		\$0.00
1	1	3	local funds		\$0.00
1	1	5	Local funds		\$0.00
1	1	11	Local funds		\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	1	8			\$0.00
2	1	11			\$0.00
2	1	12			\$0.00
2	1	13			\$0.00
2	1	14			\$0.00
2	1	15			\$0.00
2	1	16			\$0.00
2	1	17			\$0.00
2	1	22			\$0.00
2	1	23			\$0.00
2	1	25			\$0.00
2	1	27			\$0.00
2	1	29			\$0.00
2	1	43			\$0.00
2	2	1			\$0.00



2	2	2			\$0.00
2	2	3			\$0.00
2	2	4	local funds		\$0.00
2	2	5	local funds		\$0.00
2	2	7			\$0.00
2	2	9			\$0.00
2	3	1	local funds		\$0.00
2	3	2	local funds		\$0.00
2	3	3	local funds		\$0.00
2	3	4	local funds		\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
<b>Sub-Total</b>					\$0.00

**Title I, part A**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$500.00
2	1	4			\$500.00
2	1	6			\$1,500.00
2	1	8			\$1,000.00
2	1	9			\$5,000.00
2	1	12			\$1,000.00
2	1	14			\$500.00
2	1	15			\$5,291.96
2	1	17			\$2,139.00
2	1	19			\$55,439.85
2	1	20			\$46,439.85
2	1	22			\$2,139.00

2	1	23			\$1,000.00
2	1	25			\$1,000.00
2	1	27			\$1,000.00
2	1	28			\$52,539.85
2	1	29			\$800.00
2	1	43			\$500.00
2	2	1			\$1,000.00
2	2	9			\$1,000.00
3	1	6			\$2,107.00
3	1	7			\$2,107.00
<b>Sub-Total</b>					\$184,503.51

**Title II, part A**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$26,000.00
<b>Sub-Total</b>					\$26,000.00

**Title III**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			\$500.00
2	1	7			\$500.00
2	1	9			\$2,000.00
2	1	10			\$1,000.00
2	1	17			\$1,000.00
2	1	23			\$0.00
<b>Sub-Total</b>					\$5,000.00

**Special Education Federal funds**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Sp Ed funds		\$0.00
2	2	1			\$0.00

					<b>Sub-Total</b>	\$0.00
<b>RLIS</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>		<b>Amount</b>
2	1	22				\$0.00
					<b>Sub-Total</b>	\$0.00
<b>SCE</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>		<b>Amount</b>
1	1	13				\$0.00
2	1	5				\$0.00
					<b>Sub-Total</b>	\$0.00
					<b>Grand Total</b>	\$215,503.51