

Galena Park Independent School District
Jacinto City Elementary
Campus Improvement Plan

2013-2014

Section 1- Introduction

1. **School:** Jacinto City Elementary
2. **Location:** 10910 Wiggins St.
3. **Budget Manager:** Becky Gardea
4. **Current School Advisory Team Members & Position:**

Becky Gardea – Principal

C. Meza – Asst. Principal

Robyn Rashell	Kindergarten Teacher
Crystal Campise	First Grade
Sabrina Salazar	Second Grade
Christopher Rodriguez	Third Grade
Lucy Perez	Fourth Grade
Leticia Alvarado	Fifth Grade
Janet Pridgen	Special Education Teacher
Cathy Andrews	Auxiliary Personnel
Olga Rodriguez	Parent
Ana Diaz	Parent
Mario Gonzales	Community
Michael Gonzales	Business Rep.

Judy Holbrook District Rep.

5. **Campus Mission/Vision Statement:**

Motto: Teachers and students come first at Jacinto City Elementary

Mission: 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 characteristics found in life long learners and productive citizens

Section 2 - Comprehensive Needs Assessment

Where We Have Been:

A. History of Campus and Important Changes

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, who joined the faculty in August, 2000.

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. Our school always depends on our police department who controls traffic before and after school.

Jacinto City Elementary services students from Pre-Kindergarten through fifth grade, in addition to students with special needs in Life Skills and PPCD.

Jacinto City Elementary takes great pride in having received an Exemplary or Recognized rating for 10 of the last 11 school years during the state assessment - TAKS. The faculty and staff provide much positive support to enable the students to perform at their very best.

Our Jacinto City Elementary PTA was organized in 1950 and has consistently helped to provide students with supplies and incentives over many years.

B. Attendance/Dropout/ Completion Rate, College Readiness Data

- Attendance Rate
 - 2011-12 97.2%
 - 2012-13 96.7%
 - 2013-14 TBD

C. AYP History

- 2011-12 Met AYP
- 2012-13 TBD

D. TAKS/STAAR Demographic Data for Campus and Feeder Grade

	R/ELA	Math	Science	Writing
2011	91%	96%	97%	100%
2012	92%	93%	93%	100%

2. Where We Are Now:

Jacinto City Elementary

Comprehensive Needs Assessment

School Profile

Jacinto City Elementary 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 826 students in grades PPCD to 5th grade. Five years ago, 817 students were served by the campus, which in an increase of 9.8%. JCE services students from Pre-Kindergarten through fifth grade, in addition to students with special needs in Life Skills and Pre-school Program for Students with Disabilities (PPCD). Also, JCE provides Bilingual, ESL, Gifted and Talented and regular education classes. All classes are self-contained.

The student population is 2 % African-American, 15% Anglo, 0% Asian, 83% Hispanic, 41% male and 38% female with a low socioeconomic status of 89%. The staff population is 6% African-American, 32 % Anglo, 3% Asian, 59% Hispanic, 5% male and 95% female with an average of 10-15 years of experience. 100% of Highly Qualified teachers and 100% of Highly Qualified paraprofessionals.

The overall mobility rate for the campus is approximately 8%.

The average daily attendance rate for students is 97%.

EE	87.5%	2 nd	97.1%
PK	94.5%	3 rd	98.0%
K	95.9%	4 th	97.6%
1 st	96.6%	5 th	97.1%

The average daily attendance rate for staff is 97%

EE	96%	3 rd	97%
1 st	97%	4 th	98%
2 nd	96%	5 th	97%

There are a total of 132 discipline referrals this year

K	10	3 rd	15
1 st	24	4 th	15
2 nd	38	5 th	30

which is a *increase* of 9% from last year.

Jacinto City Elementary serves 335 English Language Learner students, 50 students in the Gifted and Talented program (50% males, 50% females, and 36% LEP), 32 students identified for 504 services, 32/3.8% of RTI Tier I students, 75/9% of Tier II students, 29/35% of Tier III students, 66 students served through special education services (12.5%) and 2 students tested, but not qualified for special education services.

Survey Data

Staff recommends that we continue our current student pull-out plan which focuses on our lower performing student population and efforts to bring these students up to an acceptable academic level. It has been determined that through these efforts student success is significant.

Special Programs

Our *JCE school-wide* Title I program consists of *parent involvement activities, after-school tutorials, professional development, etc.* Also, it *provides for campus instructional specialist.* Our State Compensatory Program (SCE) consists of *a couple of campus instructional coaches and Technology Instructional Specialist.* Our BE/ESL program consists of *a transitional bilingual program assisting our Spanish speaking students in making a smoother transition to English.* *Bilingual and ESL teachers are across the grade levels (PK -5th grade) that help serve 335 students. There are at least 2 bilingual teachers per grade level and one ESL teacher. Technology is used throughout the school. We have one computer lab as well as classroom computers-the latest in current school web-sites for the students and teachers.*

3. Where We Are Going:

A. Comprehensive Needs Assessment Process

The *Jacinto City Elementary* needs assessment process is described below. The site-based decision-making team formed subcommittees to evaluate the previous years' data. The committees evaluated program evaluations, survey results, and the following data: *Benchmarks, STAAR, Attendance (students and staff), etc.*

Documentation of the process includes meeting minutes, agendas, sign-in sheets, copies of data reviewed.

Committee members reviewed the data listed above to identify areas of strengths and needs. The data showed:

Student Achievement:

Strengths:

- 3rd grade math/reading
- 3rd grade bilingual reading/math
- 4th Writing

Needs:

- 5th science/math
- 4th bilingual reading/math
- More STAAR curriculum and preparation

Instruction, Curriculum and Assessment:

Strengths:

- Benchmarks/DA's
- RTI, DRA results
- Pull-outs
- 4th/5th grade math rotations

Needs:

- 2nd grade reading/math
- STAAR preparation material

Family and Community Involvement:

Strengths:

- Awesome PTA
- Parental involvement programs
- Consistent communication between city/school

Needs:

- More parental involvement

Staff Quality:

Strengths:

- 100% highly qualified teacher
- 100% highly qualified paraprofessionals

Needs:

- Have teachers trained
 - GT hours
 - ESL
 - Technology

School Culture and Climate:

Strengths:

- Maintain low teacher turn-over ratio

Needs:

- Improve communication between school and stakeholders

School Organization:

Strengths:

- Full-day kindergarten
- Grade levels in the same area
- Mini computer labs
- Same conference time for PK and Kindergarten teachers

Needs

- Tutorials
- Curriculum needs for K-2

- Writing for K-2

Summary of Identified Needs and Related Strategies

B. Based on the Needs Assessment, the following goals and objectives have been approved for the 2013-2014 school year:

STUDENT SUCCESS

Goal 1: THE CAMPUS WILL PROVIDE A SAFE AND PRODUCTIVE LEARNING ENVIRONMENT FOR STUDENTS, EMPLOYEES, AND PARENTS. (District Goals 1 & 9)

1.1: Maintain a safe climate that is conducive to learning as well as one that models a fair, respectful, and professional atmosphere in the classroom and entire school.

1.2: Promote administrative support in a way that is acceptable to all.

1.3: Train teachers and staff to promote safety at school that addresses bullying and harassment, a climate of safety, and health and wellness.

1.4: The district Foundations behavior management plan will continue to be implemented on the Jacinto City Elementary School campus.

Goal 2: THE CAMPUS WILL PROVIDE OPPORTUNITIES AND INFORMATION TO ASSIST STUDENTS IN PREPARING FOR COLLEGE AND CAREERS. (District Goal 2)

2.1: Improve student use and exposure to new and developing technology so as to prepare our students for higher education.

2.2: Improve student use and exposure to new and developing technology so as to prepare our students for higher education.

Goal 3: THE CAMPUS WILL DEFINE AND IMPLEMENT MEASURES BY WHICH STUDENT SUCCESS FOR ALL SUBGROUPS CAN BE DETERMINED, RELATIVE TO THE TESTED, FOUNDATION AREAS OF CURRICULUM AREAS OF MATHEMATICS, SOCIAL STUDIES, SCIENCE, ENGLISH/LANGUAGE ARTS AND INSTRUCTIONAL TECHNOLOGY. (District Goal 3)

3.1: All 2nd and 5th grade students will take the Technology Applications Assessments in May of each school year.

3.2: Attain or exceed the state percentage of all students at the satisfactory level and the advanced academic performance level on state assessments in all content areas.

3.3: Students in Kindergarten through second grade will increase early literacy results from the 2011 – 2012 school year to the 2012-2013 school year.

Goal 4: THE CAMPUS WILL MEET ADEQUATE YEARLY PROGRESS (AYP) STANDARDS (District Goal 4)

4.1: To meet the state expectations set for Adequate Yearly Progress on the STAAR tests for all sub-populations.

Goal 5: THE CAMPUS WILL DEFINE AND IMPLEMENT MEASURES BY WHICH STUDENTS SUCCESS CAN BE DETERMINED FOR ENRICHMENT AND EXTRACURRICULAR AREAS NOT TESTED BY STATE OF TEXAS ASSESSMENT OF ACADEMIC READINESS (STAAR) WHICH INCLUDE ART, MUSIC, THEATER, DANCE, AND PHYSICAL EDUCATION. (District Goal 5)

5.1: Our school will continue to implement the CATCH program which

focuses on nutrition, health, and physical components of a healthy life style.

5.2: Continue our physical education program that develops physical well-being and knowledge of sports activities.

5.3: Continue our music and PTA programs that emphasize singing and dancing.

Goal 6: THE CAMPUS WILL IMPROVE COUNSELING SERVICES.
(District Goal 6)

6.1: Our counselor will meet with students to develop personal and social skills individually and in groups.

6.2: Our campus will provide services to homeless and migrant students.

Goal 7: THE CAMPUS WILL HAVE A 96.5% OR HIGHER STUDENT ATTENDANCE RATE AND A 97% OR HIGHER TEACHER ATTENDANCE RATE. (District Goals 7 & 10)

7.1: Provide incentives to promote student attendance.

7.2: Provide incentives to promote higher teacher attendance.

Goal 8: THE CAMPUS WILL INCREASE PARENTAL INVOLVEMENT OPPORTUNITIES. (District Goal 8)

8.1: All parent communication will be available in both English and Spanish.

8.2: School website will post parental involvement opportunities.

8.3: Parents will be surveyed annually with a customer satisfaction. Survey.

STAFF SUCCESS

Goal 9: THE CAMPUS WILL PROVIDE PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR STAFF TO IMPROVE INSTRUCTION AND SKILL SETS FOR THEIR RESPECTIVE ROLES. (District Goal 11)

9.1: Provide staff development in the TEKS: district and state standards.

Goal 10: THE CAMPUS WILL IMPLEMENT MEASURES TO MAINTAIN HIGH STAFF MORALE AND LOW TEACHER TURNOVER RATE. (District Goal 13)

10.1: Provide 2 team building activities per semester.

Goal 11: THE CAMPUS WILL PROVIDE A SAFE AND PRODUCTIVE WORKING ENVIRONMENT FOR EMPLOYEES

11.1: Train teachers and staff in CHAMPS.

11.2: Train teachers and staff in TBSI (Texas Behavior Support Initiative).

Goal 12: THE CAMPUS WILL HAVE 100% HIGHLY QUALIFIED TEACHERS AS REQUIRED BY THE NO CHILD LEFT BEHIND (NCLB) LAW.

12.1: Campus will follow the district's Highly Qualified Plan.

STEWARDSHIP OF RESOURCES

Goal 13: THE CAMPUS WILL PROVIDE PRUDENT STEWARDSHIP OF IT'S FINANCIAL RESOURCES TO BEST SUPPORT STUDENT SUCCESS.

13.1: Update and maintain technology resources, etc.

-Ensure that funds are being used to best support student success.