

Galena Park Independent School District

Jacinto City Elementary School

2024-2025 Campus Improvement Plan

Accountability Rating: B



Board Approval Date: August 12, 2024

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 characteristics found in life-long learners and productive citizens.

Vision

Teachers and students come first at Jacinto City Elementary.

Campus Profile

History

Jacinto City Elementary is an established school and has been serving the community of Jacinto City for 80 years. During the longevity of the school, there have been five principals on this campus. Dr. Rebecca Gardea is currently serving as Principal. A new school building opened for the 2020-2021 school year. During the 2024-2025 school year, the new building will be five years old and will celebrate 80 years of servicing the students of Jacinto City.

Enrollment and Student Attendance

Enrollment for the 2023-2024 school year reached 704 students. The average daily attendance for students in the 2023-2024 school year was stable even especially during the flu/cold season that we finished at 95.15%.

School Profile

Jacinto City Elementary's student population consists of 95% Hispanic, 2.7% African American, and 1.7% Anglo-American students. Economically disadvantaged students make up 88.8% of the student population. The school also serves approximately 47% ELL students and 11.2% SPED (including SLC/ ECSE).

Jacinto City Elementary currently serves 697 students from ECSE/SLC, PK3 through 5th-grade students. The students are approximately 95% Hispanic and 89% economically disadvantaged. On state assessments, the school is performing above state averages in all areas. Student discipline has decreased in percentages in the past two years. Teacher retention has remained at about 99%. Student attendance has been consistent at approximately 95%.

Jacinto City Elementary will focus on adjusting to all new testing standards, as well as the implementation of Data Driven Instruction in grades 3rd - 5th grades. The focus will also encompass more push-in instruction from the campus instructional coaches to ensure that all areas of the TEKS are covered as well as ensuring teachers understand the DDI process.

STAAR Scores 2023-2024

Based on the preliminary STAAR scores for 2023-2024, our students performed as such:

| Grade | Reading | Math | Science |
|-----------------------|---------|------|---------|
| 3rd | 86% | 85% | NA |
| Meets | 61% | 64% | NA |
| Masters | 20% | 26% | NA |
| 4th | 86% | 79% | NA |
| Meets | 55% | 60% | NA |
| Masters | 18% | 29% | NA |
| 5th | 80% | 82% | 53% |
| Meets | 51% | 57% | 16% |
| Masters | 24% | 22% | 4% |

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Comprehensive Needs Assessment

Revised/Approved: April 25, 2024

Demographics

Demographics Summary

Jacinto City is one of fifteen campuses in the 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 697 students in grades PPCD to 5th grade. Five years ago, 700 students were served by the campus, which is a decrease of .8%. JCE services students from Pre-Kindergarten through fifth grade, in addition to students with special needs in Structured Learning Centers (SLC) and Early Childhood for Special Education (ECSE). Also, JCE provides Bilingual, ESL, Gifted and Talented, and regular education classes.

The student population is 2.7% African American, 1.7% Anglo, 0.3% Asian, 95% Hispanic; 49.6% male, and 50% female with a low socioeconomic status of 88.4%. The staff population is 17% African American, 17% Anglo, 59.6% Hispanic - 6.4% male, and 93.6% female with an average of 11-20 years of experience of 31.9%. JCE has 100% Highly Qualified teachers and paraprofessionals.

Demographics Strengths

Jacinto Elementary's strengths are the following:

- Low teacher turnover rate - 15+years of experienced staff members
- Accessible technology for staff and students
- Extracurricular activities (Student council, Elementary Honor Society, honor choir, ecobots, UIL academics, etc.)

Problem Statements Identifying Demographics Needs

Problem Statement 1: JCE students are below in attendance percentages compared to last year's. **Root Cause:** The return of students to a full time school schedule has been challenging and has led to a number of absences because of parental support, lack of motivation, and lack of accountability by parents.

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:** The area has a large amount of rental homes as well as multiple family units in one home.

Student Learning

Student Learning Summary

The state did not issue any ratings for school districts and individual schools for the 2022-2023 school year. The students did well during the 2022 - 2023 school year showing growth in the ELA areas. The fourth grade group was behind in the ELA meets and masters areas for the 2023-2024 school year but with intensive tutoring and after school tutorials the students growth went up substantially as seen in the graph below.

For the school year 2023-24, STAAR was administered and the following scores are as follows:

2022 - 2023/ 2023-2024

| Grade | Reading | Math | Science |
|---------|-----------|------------|-----------|
| 3rd | 80% / 86% | 82% / 85% | NA |
| Meets | 54% / 61% | 63% / 64% | NA |
| Masters | 21% / 20% | 20% / 26% | NA |
| 4th | 78% / 86% | 82% / 79% | NA |
| Meets | 43% / 55% | 55% / 60 % | NA |
| Masters | 15% / 18% | 19% / 29% | NA |
| 5th | 83% /80% | 92% /82% | 71% / 53% |
| Meets | 61% / 51% | 61% / 57% | 38% / 16% |
| Masters | 37% / 24% | 31% / 22% | 15% / 4 % |

The student academic achievement summary shows growth for the 3rd and 4th students. With intense interventions and tutorials, we will continue to make gains in the 2024-2025 state and district assessments.

Student Learning Strengths

Jacinto City Elementary strengths are as follows:

- 3rd grade Reading and Math
- Student progress in the Meets/Masters areas
- SPED improvement

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Fifth and fourth grade reading scores have decreased in numbers. **Root Cause:** Lower rigor in the TEKS for classroom instruction.

Problem Statement 2: For the 2024-2025 STAAR scores, third, fourth and fifth grade students received less masters and meets. **Root Cause:** Post COVID has contributed to the students decline in these areas.

School Processes & Programs

School Processes & Programs Summary

Jacinto City Elementary is successful in maintaining a low teacher turnover. The majority of the personnel have 11-20 years of experience; based on administrative surveys - teachers are very content with the management, climate, and culture of the school.

School Processes & Programs Strengths

Strengths:

- Maintain a low teacher turn-over ratio
- Maintain a respectful school climate and culture on the campus

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Due to the post pandemic, attendance has been an issue more so than the previous years. **Root Cause:** Student attendance decreased due to the pandemic and district exclusions

Problem Statement 2: JCE staff attendance has been low compared to previous school years due to the pandemic and other reasons. **Root Cause:** Teacher attendance decreased from one year to the next due to a variety of reasons: family illnesses, natural disasters, etc.

Perceptions

Perceptions Summary

Family and community involvement are very important to JCE. The consistent communication via email, newsletters, all-calls, and electronic marquee keeps communication open and parents informed of events on campus. Jacinto City Elementary is a campus located in a large residential area and the majority of the students are within walking distance of the campus. There are 3 SPED buses that bring surrounding school-age students to our special programs and one Fidelity school bus.

Maintaining and keeping teachers at JCE is very important to any successful program. JCE maintains a very low teacher turnover ratio.

Perceptions Strengths

Strengths:

- PTA
- Parental involvement programs
- Consistent communication between the community, city and the school
- Volunteer program

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The strengths of the most effective teachers should be highlighted, shared and used for mentoring novice 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 teacher

Problem Statement 2: More parental/community involvement programs are needed at JCE especially in the following areas: STAAR, Reading/Math nights **Root Cause:** Lack of babysitting, work and other obstacles keep parental attendance low

Problem Statement 3: JCE needs to send home or have an accessible calendar of school events at the beginning of the year. **Root Cause:** Parents should be made aware of yearly events at the beginning of the year.

Problem Statement 4: JCE needs to communicate more consistently with the stakeholders, community and parents. **Root Cause:** Lack of keeping informed about upcoming events due to computer usage, etc.

Problem Statement 5: JCE needs more opportunities for parents to participate in their child's school events. Increase parent involvement by 15% for the 2024-2025 school year. **Root Cause:** Lack of time and babysitting issues are obstacles that create low parental involvement.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- 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

Revised/Approved: April 25, 2024

Goal 1: Jacinto City Elementary will provide the following : Mental, Physical, and Emotional Safety and Health for all Students and Staff.

Performance Objective 1: Teach safety practices and protocols to 100% of students and staff

High Priority

Evaluation Data Sources: In 2023-2024, all safety drills will be addressed in a timely manner.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Provide safety practices and protocols to all students and teachers. Strategy's Expected Result/Impact: Fire drills, safety drills, etc. Staff Responsible for Monitoring: Administrators and staff | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Provide an effective and consistent system for training new personnel with safety protocol. Strategy's Expected Result/Impact: Monitor drills Staff Responsible for Monitoring: Administrators and foundations team members | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| <div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div> | | | | |

Goal 1: Jacinto City Elementary will provide the following : Mental, Physical, and Emotional Safety and Health for all Students and Staff.

Performance Objective 2: Implement an effective student discipline management plan to reduce discipline incident rates and maintain compliance with state and federal requirements

High Priority

Evaluation Data Sources: In 2023-2024, teachers will be trained in effective management strategies to reduce discipline referrals.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: The PBIS will provide professional development for staff throughout the school year to address the campus discipline management plan as well as consistently maintain a safe and secure campus environment. Strategy's Expected Result/Impact: Safe and secure campus procedures are implemented and followed 100% of the time. Staff Responsible for Monitoring: B. Gardea PBIS team C. Meza | Formative | | | Summative |
| | Sept | Dec | Feb | May |
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| <div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div> | | | | |

Goal 1: Jacinto City Elementary will provide the following : Mental, Physical, and Emotional Safety and Health for all Students and Staff.

Performance Objective 3: Maintain a healthy environment so staff and students thrive and are productive

Evaluation Data Sources: In 2023-2024 a healthy and productive environment will continue at JCE to ensure that all students and staff stay well.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Students will participate in structured PE activities as well as structured recess throughout the year. Strategy's Expected Result/Impact: Student will participate in the required 135 minutes of structured weekly physical activity. Staff Responsible for Monitoring: PE coach Classroom teachers Administrators ESF Levers: Lever 3: Positive School Culture | Formative | | | Summative |
| | Sept | Dec | Feb | May |
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| <div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> <div>→</div> Continue/Modify <div><div><div></div></div><div></div></div> <div>✗</div> Discontinue | | | | |

Goal 1: Jacinto City Elementary will provide the following : Mental, Physical, and Emotional Safety and Health for all Students and Staff.

Performance Objective 4: All campuses will provide social and emotional support through various programs

Evaluation Data Sources: Establish and utilize a school wellness program on campus and adjust as needed throughout the year.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Continue with the implementation of the Character Education campus wide initiative Character Strong, No Place for Hate and other activities that promote social and emotional guidance and support. Strategy's Expected Result/Impact: Effective programs that provide activities for parents and students. Staff Responsible for Monitoring: C. Jackson Teachers ESF Levers: Lever 3: Positive School Culture | Formative | | | Summative |
| | Sept | Dec | Feb | May |
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| <div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div> | | | | |

Goal 1: Jacinto City Elementary will provide the following : Mental, Physical, and Emotional Safety and Health for all Students and Staff.

Performance Objective 5: Provide opportunities for parental/community involvement.

Evaluation Data Sources: Ensure that JC parents have 100% parental involvement opportunities

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Provide students with home backpacks through Title I funds Strategy's Expected Result/Impact: Increase partnership with home/school Staff Responsible for Monitoring: Administrators Counselor Title I: 4.1, 4.2 - ESF Levers: Lever 5: Effective Instruction Funding Sources: Increase home/school partnership - 211 - Title I, Part A - \$4,320 | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Provide bilingual meetings for full participation of Hispanic parents Strategy's Expected Result/Impact: Participation of all parents Staff Responsible for Monitoring: Bilingual staff and administrators Title I: 4.1, 4.2 | Formative | | | Summative |
| | Sept | Dec | Feb | May |
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| <div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div> | | | | |

Goal 2: Jacinto City Elementary will provide information and opportunities for student achievement and Post-Secondary Readiness.

Performance Objective 1: Increase the number of students who graduate college-ready in English and Math

Evaluation Data Sources: In 2023-2024, students scoring Advanced levels on STAAR for all tests combined will have a required achievement of MEETS level for reading and math.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Increase teachers knowledge and the connection between TEKS and STAAR assessment through district and school development and shared learning Strategy's Expected Result/Impact: Increase student scoring in advanced levels on DA's and STAAR in both Reading and Math. Staff Responsible for Monitoring: Administrators and CIC's ESF Levers: Lever 5: Effective Instruction | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Allow students to accelerate in all of the four core content areas for students in K-5th. Strategy's Expected Result/Impact: Increase in students scoring advanced levels on DA's and STAAR Staff Responsible for Monitoring: Administration and CIC's ESF Levers: Lever 5: Effective Instruction | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| <div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div> | | | | |

Goal 2: Jacinto City Elementary will provide information and opportunities for student achievement and Post-Secondary Readiness.

Performance Objective 2: Increase the number of students who graduate with an Associate's Degree or a Certificate of Technology

Evaluation Data Sources: With a strong foundation in technology, the students will improve academic performance in instructional technology.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Continue utilizing Chromebook and upgraded technology in the classroom Strategy's Expected Result/Impact: Completion of projects Staff Responsible for Monitoring: Administrators, staff and DLAC TEA Priorities: Build a foundation of reading and math, Improve low-performing schools | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Encourage maximize utilization of the computer labs Strategy's Expected Result/Impact: Completion of projects Staff Responsible for Monitoring: Administrators, teachers and DLAC TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Sept | Dec | Feb | May |
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Goal 2: Jacinto City Elementary will provide information and opportunities for student achievement and Post-Secondary Readiness.





Performance Objective 3: Improve state test scores in all categories

High Priority

Evaluation Data Sources: In 2023-2024, students will meet the target areas for state accountability in all four indexes as well as the safeguards, as determined by the state.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Assess Kindergarten - 2nd grade students with EDL instruments Strategy's Expected Result/Impact: Increase reading levels by end of school year Staff Responsible for Monitoring: Administrators, Campus and District personnel TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Purchase additional materials for teachers to utilize with their students to increase reading/writing performance Strategy's Expected Result/Impact: Significant improvement in all content areas throughout the grade levels Staff Responsible for Monitoring: Administrators and Lead CIC TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199-30 - SCE - \$1,500 | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 3: 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 Strategy's Expected Result/Impact: Significant improvement in reading and math scores across all grade levels especially in the Meets/Masters. Staff Responsible for Monitoring: Administrators, teachers, and CIC's TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| Strategy 4 Details | Reviews | | | |
| Strategy 4: Utilize campus specialist (CIC) to do push-in's and pull-outs in classrooms, as well as coaching and modeling for staff members Strategy's Expected Result/Impact: Teacher and student performance success SPED resource teachers Staff Responsible for Monitoring: Lead CIC and CIC's, staff members Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| Strategy 5 Details | Reviews | | | |
| Strategy 5: Require blended learning implementation in all grade levels. Strategy's Expected Result/Impact: Increase of scores in reading and math scores - District , school and state assessments. Staff Responsible for Monitoring: Administrators, teachers, and CIC's Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |

| Strategy 6 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 6: After school and Saturday tutorials provided for students needing academic strategies. Strategy's Expected Result/Impact: Learning gaps in instruction will decrease due to the small group and intensive tutorials on weekdays and Saturdays. Staff Responsible for Monitoring: Teachers, CIC's ,SPED/Resource teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: After school tutorials for struggling students - 211 - Title I, Part A - \$20,658, After school tutorials for struggling students - 199 - Bilingual - \$9,000, After school tutorials for struggling students - 199-30 - SCE - \$9,600 | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 2: Jacinto City Elementary will provide information and opportunities for student achievement and Post-Secondary Readiness.

Performance Objective 4: Increase the number of students who complete a Career and Technology Education (CTE) sequence of courses

Evaluation Data Sources: In 2023-2024, students scoring Advanced levels on STAAR for all tests combined will have a required achievement of MEETS level for reading and math.





| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Increase teachers knowledge and the connection between TEKs and STAAR assessment through district and school development and shared learning Strategy's Expected Result/Impact: Increase student scoring in advanced levels on DA's and STAAR through staff development and shared learning Staff Responsible for Monitoring: Administration and CIC's TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Sept | Dec | Feb | May |
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| <div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div> | | | | |

Goal 2: Jacinto City Elementary will provide information and opportunities for student achievement and Post-Secondary Readiness.

Performance Objective 5: Increase promotion and graduation rates

Evaluation Data Sources: In 2023-2024, the number of students promotions will increase through intensive and comprehensive instruction from the teacher.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Ensure that all funds are allocated properly and reflect the campus instructional needs. Strategy's Expected Result/Impact: Principal and principal's secretary will ensure that funds are properly allocated; CPAC minutes Staff Responsible for Monitoring: Principal and Principal's secretary | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: After school tutorials - use of tier 2 and 3 academic strategies during tutorials which differ from daily class instruction Strategy's Expected Result/Impact: Gaps in student learning will become less for students in academic areas of concern. Staff Responsible for Monitoring: Administrators, teachers and CIC's Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: All teachers will provide direct instruction in utilizing balanced literacy strategies, small group instructions and intensive interventions to increase reading/writing scores Strategy's Expected Result/Impact: Significant improvement in DA's, state assessments and growth in the Master/Meets Staff Responsible for Monitoring: Administrators, CIC's and teachers Title I: 2.4, 2.5, 2.6 | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |

| Strategy 4 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 4: 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 Strategy's Expected Result/Impact: Math scores across all grade levels will significantly improve especially in Meets/Masters Staff Responsible for Monitoring: Administrators, teachers, and CIC's Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| Strategy 5 Details | Reviews | | | |
| Strategy 5: Science teachers will use Stem scopes program in K-5 classrooms, science lab, small and large group settings to provide connection between TEKS and STAAR Strategy's Expected Result/Impact: Significant improvement in science STAAR scores and district assessments Staff Responsible for Monitoring: Administrators, teachers and CIC's Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| Strategy 6 Details | Reviews | | | |
| Strategy 6: CIC's will model lessons in grades 1st - 5th grades to teach Math/Reading TEKS Strategy's Expected Result/Impact: Math/Reading scores across 1st-5th grade will significantly improve especially in Meets/Masters Staff Responsible for Monitoring: Administrators, teachers and CIC's TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 3: Jacinto City Elementary will provide the students with a wide range of student opportunities.

Performance Objective 1: Increase participation in student clubs, enrichment activities and extracurricular opportunities

Evaluation Data Sources: In 2023-2024, student participation will increase in a variety of enrichment and extracurricular opportunities that will be provide at JCE.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Establish a quality music and art program that includes the basic fundamentals as well as opportunities to present in campus/district events Strategy's Expected Result/Impact: The students will obtain an appreciation for enrichment activities Staff Responsible for Monitoring: Music and Art teacher Funding Sources: Maintain a quality music and art program - 199 - Local - \$500 | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Fourth and Fifth grade students will be provided the opportunity to participate in the Academic Meet Strategy's Expected Result/Impact: Student participation in all categories Staff Responsible for Monitoring: Academic coaches, administrators | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: 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. Strategy's Expected Result/Impact: Student participation in all categories Staff Responsible for Monitoring: Staff members, administrators | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| Strategy 4 Details | Reviews | | | |
| Strategy 4: Continue to participate in our district's 5th Grade Olympiad and be competitive among our elementary schools Strategy's Expected Result/Impact: Participation and enthusiasm Staff Responsible for Monitoring: PE teacher and staff | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |

| Strategy 5 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 5: Continue to have a quality sports program that includes teaching the major sports like soccer, football, basketball, and baseball. Strategy's Expected Result/Impact: Students will develop knowledge of various sports programs and activities. Staff Responsible for Monitoring: PE teachers Funding Sources: - 199 - Local - \$500 | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |

0% No Progress

100% Accomplished





Continue/Modify

Discontinue

Goal 3: Jacinto City Elementary will provide the students with a wide range of student opportunities.

Performance Objective 2: Increase participation and performance in high quality fine arts programs in music, art, theatre and dance

Evaluation Data Sources: In 2023-2024, student participation will increase by grade levels and continue to be at or above 98%.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Provide all elementary students with PE, Music and Art weekly Strategy's Expected Result/Impact: Students will be provided with weekly extra curricular activities Staff Responsible for Monitoring: Staff members | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Establish a quality music and art program that includes the basic fundamentals Strategy's Expected Result/Impact: The students will obtain an appreciation for enrichment activities Staff Responsible for Monitoring: Music and Art teacher Funding Sources: Maintain a quality music/art program - 199 - Local - \$500 | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Participate in district music/art events Strategy's Expected Result/Impact: The students will participate in district events. Staff Responsible for Monitoring: Music and Art teacher | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| Strategy 4 Details | Reviews | | | |
| Strategy 4: Students will participate in community, district and campus and music performances Strategy's Expected Result/Impact: The students will obtain an appreciation with music activities and performances Staff Responsible for Monitoring: Music teacher | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 3: Jacinto City Elementary will provide the students with a wide range of student opportunities.

Performance Objective 3: Track regional labor demands to adjust/facilitate changes in GPISD Programs of Study (POS) offerings





Evaluation Data Sources: In 2023-2024, adjustments and facilitation of changes will be made as needed in the GPISD programs of study

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Provide students with extra curricular activities/opportunities to further develop social and academic skills. Strategy's Expected Result/Impact: Students will have access to different opportunities of interest to them. Staff Responsible for Monitoring: Counselor Teachers | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| <div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div> | | | | |

Goal 4: Jacinto City Elementary will ensure high quality staff is employed.

Performance Objective 1: Increase employee retention by 1% by recruiting, developing and supporting highly qualified staff

Evaluation Data Sources: In 2022-2023, teacher retention at JCE was 98%. In 2023-2024, teacher retention at JCE will be maintained at 98% or better.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Maintain 100% Highly Qualified Teachers for the current school year. Strategy's Expected Result/Impact: Maintain the 100% Highly Qualified Teacher ratio Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Participate in District Job fairs to recruit personnel Strategy's Expected Result/Impact: 100% qualified teachers Staff Responsible for Monitoring: Administrators | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Encourage teachers to increase areas of certification to serve a variety of content and program areas. Strategy's Expected Result/Impact: Increase teacher certifications in areas of need - content areas, specializations and other grade levels. Staff Responsible for Monitoring: Administrators | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 4: Jacinto City Elementary will ensure high quality staff is employed.

Performance Objective 2: Obtain an employee satisfaction rate of 80% or higher in regard to employee relations services

Evaluation Data Sources: JCE will maintain an 80% or higher satisfaction rate in regards to employee relations services by providing a good school climate.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Allow teachers to attend workshop, conferences and in-services in order to learn new strategies and stay current with current practices. Strategy's Expected Result/Impact: Student success Staff Responsible for Monitoring: Teachers, administrators TEA Priorities: Recruit, support, retain teachers and principals | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Provide teacher training in order to gain insight into effective teaching techniques for student's success and analyzing assessment scores Strategy's Expected Result/Impact: Teacher participation, implementation and increase in scores Staff Responsible for Monitoring: Administrators, teachers and CIC's | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Provide new teachers with mentors to assist them with support, encouragement, and assistance during their first and second year Strategy's Expected Result/Impact: New teachers will have success in all areas of the classroom and school. Staff Responsible for Monitoring: Administrators, Lead CIC and teacher mentors | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| Strategy 4 Details | Reviews | | | |
| Strategy 4: Provide incentives and recognition for staff members Strategy's Expected Result/Impact: Recognition in areas of attendance, work, etc. Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 4: Jacinto City Elementary will ensure high quality staff is employed.

Performance Objective 3: Provide training to selected employees in order to prepare them for advancement





Evaluation Data Sources: JCE will provide many leadership opportunities to the staff throughout the year.

| Strategy 1 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| Strategy 1: Continue to working and building the leadership team Strategy's Expected Result/Impact: Team members becoming leaders in different areas Staff Responsible for Monitoring: Administrators | | Formative | | | Summative |
| | | Sept | Dec | Feb | May |
| | | | | | |
| Strategy 2 Details | | Reviews | | | |
| Strategy 2: Encourage teachers to apply to the district leadership academy - AAA. Strategy's Expected Result/Impact: Leadership training Staff Responsible for Monitoring: Administrators | | Formative | | | Summative |
| | | Sept | Dec | Feb | May |
| | | | | | |
| <div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div> | | | | | |

Goal 4: Jacinto City Elementary will ensure high quality staff is employed.

Performance Objective 4: Survey staff annually on professional development needs

Evaluation Data Sources: Annual surveys will be conducted to assess campus needs in professional development.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Provide staff development in the TEKS; district and state standards Strategy's Expected Result/Impact: Student access Staff Responsible for Monitoring: Administrators, teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Allow teachers to attend workshop, conferences and in-services in order to learn new strategies and stay current with current practices. Strategy's Expected Result/Impact: Student success Staff Responsible for Monitoring: Administrators, teachers | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Achieve high customer satisfaction by providing excellent customer service to both internal and external customers Strategy's Expected Result/Impact: Excellent customer will be given to all internal and external customers Staff Responsible for Monitoring: Administrators | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 5: JCE will provide excellent operational and fiscal support and responsibility.

Performance Objective 1: Ensure efficient and effective use of District resources in order to best support students and staff





Evaluation Data Sources: In 2022-2023, budget expenses were logged in and documented 100% of the time. This will continue for the 2023-2024 school year.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Review monthly budget with secretary to ensure accuracy and compliance Strategy's Expected Result/Impact: Balanced budget Staff Responsible for Monitoring: Principal and principal's secretary | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Ensure that all funds are allocated properly and reflect the campus instructional needs. Strategy's Expected Result/Impact: Principal will ensure that funds are properly allocated; CPAC minutes Staff Responsible for Monitoring: Principal's secretary and Principal | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| <div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div> | | | | |

Goal 5: JCE will provide excellent operational and fiscal support and responsibility.

Performance Objective 2: Ensure fiscal soundness in future years and maintain organizational capacity sufficient to support progress towards fulfilling the District mission





Evaluation Data Sources: Continue to maintain a 100% compliance with district financial operating plan and guidelines.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Review monthly budget with secretary to ensure accuracy and compliance Strategy's Expected Result/Impact: Balanced budget Staff Responsible for Monitoring: Principal and Principal's secretary | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Ensure that all funds are allocated properly and reflect the campus instructional needs. Strategy's Expected Result/Impact: Principal will ensure that funds are properly allocated; CPAC minutes Staff Responsible for Monitoring: Principal and principal's secretary | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: All funds are verified by financial clerk and are secured and deposited as soon as possible Strategy's Expected Result/Impact: No fiscal irregularities Staff Responsible for Monitoring: Principal and principal's secretary | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 5: JCE will provide excellent operational and fiscal support and responsibility.

Performance Objective 3: The operational department will have life cycle replacement plans to ensure GPISD can maintain excellent facilities and equipment

Evaluation Data Sources: Continue to maintain compliance with district financial operating plan and guidelines to maintain campus facilities and equipment.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Continue to upgrade our campus hardware and software Strategy's Expected Result/Impact: Completion of technology projects Staff Responsible for Monitoring: Administrators, teachers and DLAC | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Update and maintain technology resources throughout the school Strategy's Expected Result/Impact: Staff and students will be able to use updated technology resources Staff Responsible for Monitoring: Technology personnel, administrators | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Ensure that all funds are allocated properly and reflect campus instructional needs Strategy's Expected Result/Impact: Funds are properly allocated; CPAC minutes Staff Responsible for Monitoring: Principal and principal's secretary | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| Strategy 4 Details | Reviews | | | |
| Strategy 4: Maintain the interior and exterior parts of the building as needed to ensure student and staff safety and keep a capital outlay plan current. Strategy's Expected Result/Impact: Maintenance of the interior and exterior parts of the school building throughout the year Staff Responsible for Monitoring: Principal Principal secretary | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Title I

1.1: Comprehensive Needs Assessment

JCE staff met on April 26, 2024 to determine committee members and assign tasks, create a summary for their assigned areas, and list strengths and weaknesses. Through grade level meetings and other means of communication the leadership team, teachers, and community members met to discuss plans for these areas. Once the plan was finalized, we met to present the strategies and action plans for each committee and vote on the campus improvement plan.

Demographics

The main focus for Jacinto City Elementary School is to improve parental involvement, school communication, and the use of technology for students and staff members. We need to close the gaps of communication in order for the community and school can work hand in hand and create success.

Student Learning

Jacinto City students are doing well in all areas with the exceptions of 4th grade reading. Math across the grades as well as writing will continue to be a focus, along with technology such as typing skills. The committees discussed the continued growth of the students in the areas of meets and masters and developed growth percentages that would increase in the STAAR grade levels.

School Processes & Programs

The school culture and climate at Jacinto City Elementary has always been welcoming and warm to all that visit. We can proudly say that there is a very low turn over of teachers.

The School Culture and Climate Committee found parent involvement an area of concern. The area that was discussed is the low parental participation in school events as well STAAR activities. The committee discussed strategies to enhance and increase parental support in the schools.

Discipline is not an issue but plans were made to maintain the low percentage of referrals made to the office. The quality of instruction, assessment and teacher retention is a key to the success of Jacinto City Elementary. The teachers will continue with the rigor to maintain and increase the meets and masters percentages of the students.

Data was analyzed and it was determined that the areas of weakness is math in the lower grades. More intense interventions will be in place to assist all areas with math and writing.

Perceptions

Safety and security is a top priority at Jacinto City Elementary.

The committee discussed the communication between the community and school to ensure cohesiveness when it comes to the safety of all. Through the use of the Foundations team, plans will be implemented to decrease the communication gap and all on the same page.

Jacinto City Elementary will be providing our students with technology instruction and applications in order to prepare them for their future. With the new school, new technology will be provided to increase student/teacher awareness of different media venues available. The Technology committee looked at the issues of implementing all the new material.

2.1: Campus Improvement Plan developed with appropriate stakeholders

| | Rebecca Gardea | Principal | rgardea@galenaparkisd.com | Administrator | |
|--|-----------------------|-----------------------|----------------------------------|--------------------------|--|
| | Dina Gonzales | Principal's secretary | dgonzales@galenaparkisd.com | Paraprofessional | |
| | Cecilia Meza | Asst. Principal | cmeza@galenaparkisd.com | Administrator | |
| | Lucia Perez | CIC-Math | lperez@galenaparkisd.com | Non-classroom | |
| | Claudia Trevino | CIC-ELA | ctrevino@galenaparkisd.com | Non-classroom | |
| | Monica Tamez | Parent | mtamez@yahoo.com | Parent | |
| | Mario Gonzales | Community | mgonzales@yahoo.com | Community Representative | |
| | Michael Gonzales | Business | mgonzales@yahoo.com | Business Representative | |
| | Magdalena Hernandez | Community | mhernandez@yahoo.com | Community Representative | |
| | Deniz Silva | Parent | dsilva@yahoo.com | Parent | |
| | Vanessa Madrigal | Parent | vmadrigal@yahoo.com | Parent | |
| | Yesenia Campos | Resource teacher | yhernandez@galenaparkisd.com | Resource | |
| | April DeLeon | 5th grade teacher | adeleon@galenaparkisd.com | Classroom Teacher | |
| | Leticia Alvarado | 5th grade | lalvarado@galenaparkisd.com | Classroom Teacher | |
| | Christopher Rodriguez | 3rd grade | crodriguez@galenaparkisd.com | Classroom Teacher | |
| | Tiarra Green-Imoru | 3rd grade | tgreen@galenaparkisd.com | Classroom Teacher | |
| | Marlene Rodriguez | 2nd grade | mrodriguez@galenaparkisd.com | Classroom Teacher | |
| | Mariana Perez | 2nd grade | mperez@galenaparkisd.com | Classroom Teacher | |
| | Stephanie DeAnda | SLC teacher | sdeanda@galenaparkisd.com | Classroom Teacher | |
| | Sandra Reyna | Kindergarten teacher | sreyna@galenaparkisd.com | Classroom Teacher | |
| | Mary Rodriguez | Kindergarten teacher | mrodriguez@galenaparkisd.com | Classroom Teacher | |

| | | | | | |
|--|-----------------------|-----------------------------|----------------------------------|----------------------|--|
| | Rebecca Gardea | Principal | rgardea@galenaparkisd.com | Administrator | |
| | Jaime Kropp | 1st grade teacher | jkropp@galenaparkisd.com | Classroom Teacher | |
| | Sherri Snook | 1st grade teacher | ssnook@galenaparkisd.com | Classroom Teacher | |
| | Rocio Macias | 4th grade bilingual teacher | rmacias@galenaparkisd.com | Classroom Teacher | |
| | Angelica Rodriguez | 4th grade | arodriguez@galenaparkisd.com | Classroom Teacher | |
| | Skyler Baker | DLAC | sbaker@galenaparkisd.com | DLAC | |

2.2: Regular monitoring and revision

Parent Involvement Dates: 2023-2024

Meet the Teacher
Aug. 5th 1:00-3:00 p.m.

Report Card Conferences

Date pending

CPAC meeting

Sep. 24th 3:30-4:30 PM

October 22nd 3:30-4:30 PM

January 28th 3:30-4:30 PM

Feb. 25th 3:30-4:30 PM

March 25th 3:30 - 4:30 PM (optional)

May 6th 3:30 - 4:30 PM (optional)

PTA meetings

Oct. 17, Nov. 14, Dec. 12 (optional), Feb. 20 and April 17th.

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

The goals of the Campus Improvement Plan are available in English and Spanish, and a copy is located in our campus library and in our front office and on our school website.

Parents were sent a mass communication via letter of how to access the document.

2.4: Opportunities for all children to meet State standards

We provide various opportunities for all students to meet state standards. The leadership team makes teacher recommendations as to who needs additional professional development to ensure quality student instruction is presented. Our teachers have been trained extensively on guided reading, small group instruction and data driven instruction. We also provide student tutorials for those identified at -risk; our interventionist provides dyslexic services for those identified in need. Our campus instructional coaches provide intervention support to teachers as well as to students throughout the year. Our school counselor provides students emotional support and guidance whenever needed. We have plans to increase our parent participation with nutrition and academic sessions.

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.

2.5: Increased learning time and well-rounded education

Jacinto City Elementary provides a strong academic curriculum but still adds extra-curricular opportunities such as: Digitechs, Honor Society, Student Council, Boys and Girls Club and Robotics. Learning and utilizing our character education training enhances the strong student/teacher relationships on campus. The students are there to learn but also to share all their knowledge to assist the younger groups as well. We have a very strong character education program that produces children that provide support and assistance as needed to their classmates.

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

Jacinto City Elementary is a Title I campus and serves 88% low socio-economic population. Our students have a variety of needs which make them at-risk learners: Limited English proficient, learning challenges (special education), health concerns, single parent families, retainees and a mild student mobility rate of 6%. It is imperative that we address students with any of these needs to facilitate their learning. Through a variety of interventions, the students needs needs are met such as academic, social and health. We recognize that some students will struggle in their academics, however they may excel in art, science, music or a sport. We provide these extra-curricular activities as they help build students' confidence. Our hope is that students come to school on a daily basis to maintain the school/home connection.

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.

3.1: Annually evaluate the schoolwide plan

The Title I funds used for weekly/Saturday tutorials helped with the increase of scores from K through 5th grade. During the fall semester, kindergarten and first grade teachers tutored their students from October to November and again, February to March with great results. The early childhood student reading levels increased greatly and we saw great gains in comprehension as well. The upper grade tutorials were very effective as well with increased tutorial time (3-4 per week) and four hour Saturday tutorials. The staff members were able to provide approximately 120 students tutorials on Saturdays. Title I funds helped provide funds for four Saturday tutorials. For the 2024-2025 school year, we will continue to use Title I funds to assist the lower grades as well as the

upper grades in after school tutorials and Saturday tutorials.

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Compact will be created among a committee and presented by the counselor during Open House in August '2024. Committee dates to formulate this plan will be determined and participants will be given upcoming dates as well as locations to meet. Both Spanish and English language will be implemented in the policy.

The Parent and Family Engagement Policy was reviewed and revised on **September '2024**, by the following members: Counselor - Y. Barrientos, Asst. Principal - C. Meza and parents.

| <u>Name</u> | <u>Position</u> |
|-------------------|-----------------|
| Becky Gardea | Principal |
| Cecilia Meza | Asst. Principal |
| Yvonne Barrientos | Counselor |
| Celene Valdominos | Parent |
| Blance Valdominos | Parent |
| Marcela Cepeda | Parent |
| Deniz Silva | Parent |

The policy will be presented to parents during PTA meeting on **October '2024**, 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**.

4.2: Offer flexible number of parent involvement meetings

Parent Involvement Dates: 2024-2025

Meet the Teacher
Aug. 5th 1:00-3:00 p.m.

Report Card Conferences

Date pending

CPAC meeting
Sep. 24th 3:30-4:30 PM

October 22nd 3:30-4:30 PM

January 28th 3:30-4:30 PM

Feb. 25th 3:30-4:30 PM

March 25th 3:30 - 4:30 PM (optional)

May 6th 3:30 - 4:30 PM (optional)

PTA meetings

Oct. 17, Nov. 14, Dec. 12 (optional), Feb. 20 and April 17th.

2024-2025 CPAC Committee

| Committee Role | Name | Position |
|----------------------------|-----------------------|--------------------------|
| Administrator | Rebecca Gardea | Principal |
| Administrator | Cecilia Meza | Assistant Principal |
| Principal's secretary | Dina Gonzales | Principal's secretary |
| Classroom Teacher | Mary Rodriguez | Kindergarten |
| Classroom Teacher | Sandra Reyna | Kindergarten |
| Classroom Teacher | Jaime Kropp | 1st grade |
| Classroom Teacher | Sherri Snook | 1st grade |
| Classroom Teacher | Marlene Rodriguez | 2nd grade |
| Classroom Teacher | Mariana Perez | 2nd grade bilingual |
| Classroom Teacher | Tiarra Green-Imoru | 3rd grade |
| Classroom Teacher | Christopher Rodriguez | 3rd grade bilingual |
| Classroom Teacher | Rocio Macias | 4th grade bilingual |
| Classroom Teacher | Angelica Rodriguez | 4th grade |
| Classroom Teacher | April DeLeon | 5th grade |
| Classroom Teacher | Leticia Alvarado | 5th grade bilingual |
| Classroom Teacher | Stephanie DeAnda | SLC teacher |
| Classroom Teacher | Yesenia Campos | Resource teacher |
| Business Representative | Maricela Jimenez | Business owner |
| Community Representative | Mario Gonzales | Community |
| Community Representative | Magdalena Hernandez | Community representative |
| Parent | Ana Cardenas | Parent |
| Counselor | Cathy Jackson | Counselor |
| Non-classroom Professional | Lucia Perez | Lead CIC - Math |
| Non-classroom Professional | Claudia Trevino | CIC - ELA |
| Non-classroom Professional | Skyler Baker | DLAC |

Campus Funding Summary

| 199-30 - SCE | | | | | |
|-----------------------------|-----------|----------|--|--------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 2 | 3 | 2 | | | \$1,500.00 |
| 2 | 3 | 6 | After school tutorials for struggling students | | \$9,600.00 |
| Sub-Total | | | | | \$11,100.00 |
| Budgeted Fund Source Amount | | | | | \$9,500.00 |
| +/- Difference | | | | | -\$1,600.00 |
| 199 - Bilingual | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 2 | 3 | 6 | After school tutorials for struggling students | | \$9,000.00 |
| Sub-Total | | | | | \$9,000.00 |
| Budgeted Fund Source Amount | | | | | \$8,000.00 |
| +/- Difference | | | | | -\$1,000.00 |
| 199 - Local | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 3 | 1 | 1 | Maintain a quality music and art program | | \$500.00 |
| 3 | 1 | 5 | | | \$500.00 |
| 3 | 2 | 2 | Maintain a quality music/art program | | \$500.00 |
| Sub-Total | | | | | \$1,500.00 |
| Budgeted Fund Source Amount | | | | | \$1,500.00 |
| +/- Difference | | | | | \$0.00 |
| 211 - Title I, Part A | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 5 | 1 | Increase home/school partnership | | \$4,320.00 |
| 2 | 3 | 6 | After school tutorials for struggling students | | \$20,658.00 |
| Sub-Total | | | | | \$24,978.00 |
| Budgeted Fund Source Amount | | | | | \$12,000.00 |
| +/- Difference | | | | | -\$12,978.00 |

| 211 - Title I, Part A | | | | | |
|-----------------------|-----------|----------|------------------|--------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| Grand Total Budgeted | | | | | \$31,000.00 |
| Grand Total Spent | | | | | \$46,578.00 |
| +/- Difference | | | | | -\$15,578.00 |