

**Coldspring-Oakhurst CISD**  
**James Street Elementary School**  
**2023-2024 Improvement Plan**



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

James Street Elementary is located in San Jacinto County and is currently serving approximately 433 students from Early Childhood – 2nd grade. According to data taken from the Texas Education Agency, our campus is made up of a student population that is 70.8% White, 16.0% African American, 13.4% Hispanic, 10.6% two or more races 5.0%, American Indian 0.2%, and 0% Asian and 0% Pacific Islander. 73.1% of our students are considered economically disadvantaged. We have 11.3% of students in special education and 1.9% are English Learners. JSE has identified 504 students, gifted/talented students, and students who are ESL. Our current average daily attendance is 93.4%. James Street Elementary has a vision that is kept abreast in the hearts and minds of every faculty and staff member. That vision is every child, every hour, every day. Each staff member knows and understands the urgency of ensuring that there is no instructional time lost in the day.

### Demographics Strengths

- We have a diverse population of students – high, middle, and low socioeconomic students, ELL students, special education students, and GT students.
- James Street Elementary has identified Gifted and Talented students.

# Student Learning

## Student Learning Summary

CIS STAAR Student Performance Data 2022

3rd Grade Reading	APPROACHES	MEETS	MASTERS	COMPARISON TO STATE AT MEETS
STATE	53%	54%	33%	
REGION 6	79%	54%	33%	
COCISDCIS	74%	46%	24%	(-4% Points)
3rd Grade Math	APPROACHES	MEETS	MASTERS	
STATE	70%	42%	21%	
REGION 6	72%	44%	22%	
COCISDCIS	69%	25%	13%	(-17% Points)
4th Grade Reading	APPROACHES	MEETS	MASTERS	
STATE	54%	54%	29%	
REGION 6	79%	56%	26%	
COCISDCIS	62%	36%	11%	(-18% Points)
4th Grade Math	APPROACHES	MEETS	MASTERS	
STATE	69%	42%	23%	
REGION 6	72%	46%	25%	
COCISDCIS	63%	32%	18%	(-10% Points)
5th Grade Reading	APPROACHES	MEETS	MASTERS	
STATE	57%	57%	32%	
REGION 6	89%	57%	32%	
COCISDCIS	63%	38%	22%	(-19% Points)
5th Grade Math	APPROACHES	MEETS	MASTERS	
STATE	76%	46%	23%	
REGION 6	76%	48%	25%	
COCISDCIS	64%	33%	15%	(-13% Points)
5th Grade Science	APPROACHES	MEETS	MASTERS	
STATE	65%	41%	17%	
REGION 6	69%	41%	20%	
COCISDCIS	59%	33%	18%	(-4% Points)

## Student Learning Strengths

- Pre-Kindergarten - Second-grade students will participate in RLA and Math BOY, MOY, and EOY assessments.
- Module Assessments will be given for Kindergarten - Second-grade students. Skills and Knowledge Domain Assessments will be given in RLA in grades Kindergarten - Second grade. This data will guide interventions for students.
- Each grade level has built-in Tier 2 and Tier 3 Intervention Time. JSE also provides Tier 3 instruction through Response To Intervention, push-in services, and pull-out services.
- Professional learning communities are data-driven.
- Inclusion is a strong component of our special education department.
- Progress monitoring is happening frequently.
- The Resource classroom meets the needs of our lower special education students.

# School Processes & Programs

## School Processes & Programs Summary

Grades Pre Kinder - Second utilize Amplify, to teach structured literacy. Amplify is built on the Science of Reading. Amplify Core Knowledge Language Arts (CKLA) sequences deep content knowledge with research-based foundational skills. For math, teachers are utilizing Eureka Math to teach structured math. James Street Elementary has implemented the Stemscores for Science and Social Studies Weekly for Social Studies. Teachers are working hard to provide instruction at the required rigor and complexity as dictated in the pacing guide for each subject, assessments that show evidence of student attainment of identified standards, and high-quality instruction that increases student performance.

Implementation of the curriculum is accomplished through the work of the CBLCs (Curriculum Based Learning Communities) that include the entire grade level in the planning. Preparation and evaluation of instructional lessons and assessments. Teachers are monitored through informal walk-throughs and TTESS (Texas Teacher Evaluation and Support System). Feedback is provided to teachers as well as on-the-spot teaching for students. Weekly grade-level meetings with the principal and instructional coaches invite conversation and dialogue about teaching and learning.

Classrooms implement structured literacy and structured math which **emphasizes the highly explicit and systematic teaching of all important components of literacy/math**. Students are being provided small group instruction in reading and math. The student's reading level will be tracked through TPRI. We will test at the beginning of the year, middle of the year, and end of the year with mClass for both reading and math.

## School Processes & Programs Strengths

- Grade Levels vertically align instruction with the use of the Vertical Alignment Document in the TEKS Resource System, McGraw Hill Wonders, and Eureka Math
- All grade levels are implementing Structured Literacy based on the Science of Reading.

# Perceptions

## Perceptions Summary

### Parent and Community Engagement Summary

At James Street Elementary, parents have the opportunity to be involved in PTO, Family Engagement Nights, Parent Conferences, and volunteer opportunities. Teachers communicate with parents on a daily basis through the folder system or Remind. All parents are contacted throughout the grading period regarding their child's performance, behavior, or positive rapport.

### School Context and Organization Summary

James Street Elementary Campus Improvement Plan provides the school structure and decision-making processes. The campus handbook lays out specific schedules, rosters, and policies that create a prime learning opportunity for students. Included in these are: master schedules, duty rosters, schedules for student support services, and committees. Daily operation expectations are easily accessible in the handbook.

### School Culture and Climate

James Street Elementary has a very positive school climate. Our staff works very well together in a "family" environment to ensure student success. Parents and staff work together to educate successful learners. In an effort to improve parent involvement, James Street Elementary is reviving our PTO.

### Staff Quality, Recruitment, and Retention Summary

All of our staff are highly, qualified and committed to the improvement of academics for all students. JSE has teachers enrolled in Texas Reading Academy, COVID Recovery Instructional Materials Support Initiative (CRIMSI), and Alt. Cert Program.

### Classroom Staff:

Early Childhood- 2 Teachers, 2 Instructional Aides  
Pre-Kindergarten- 4 Teachers, 4 Instructional Aides  
Kindergarten- 6 Teachers  
First Grade- 8 Teachers  
Second Grade- 6 Teachers

Full-Time Substitute- 1 Full-Time Substitute

### Interventions:

Dyslexia Teacher (District Wide)- 1 Teacher

Special Education- 1 Teacher, 1 Inclusion Aide  
Response To Intervention - 1 Teacher, 2 Instructional Aides  
Instructional Aide- 1 Instructional Aide  
Speech- 1 Pathologist and 1 Pathologist Assistant

Specials (shared team):

Music- 1 Teacher  
Art- 1 Instructional Aide  
Library- 1 Instructional Aide  
P.E.- 1 Teacher, 1 Instructional Aide  
Computer- 1 Instructional Aide

Administrative Staff/Office Staff:

Principal  
Assistant Principal  
Counselor  
Principal Secretary  
Receptionist  
PIEMS Clerk  
2 Instructional Coaches

## **Perceptions Strengths**

Parent and Community Engagement Strengths

- Parents feel their child/children are safe at school and understand campus procedures.
- The school provides information on assessments and strategies that can be done at both home and school.
- James Street Elementary provides the opportunity for parents to communicate with their child's teacher through phone calls, Remind, and notes.
- The school provides parents with their Parent Portal Login login information.
- Parents feel welcome to eat lunch with their children.
- Parents like the call-out system/Remind to keep them informed of bad weather, changes in the school schedules, or reminders of events.
- All communication is given to parents in English and in Spanish (if need be).
- Parents are invited to participate in Fall and Spring Teacher Parent Conferences (one per semester)

#### School Context and Organization Summary

- The willingness of staff to do “whatever it takes” is one of the main strengths of James Street Elementary.
- Professional Learning Communities are functioning at every grade level. Administrators/Instructional Coaches are actively involved in CBLC meetings.
- Strong organization within grade levels (i.e.. Team leaders, committees)
- A strong staff "family" culture which supports and encourages each other to be the best we can be, and do what is best for students.

#### School Culture and Climate

- James Street Elementary has aligned planning periods by grade level so that teachers have the opportunity to collaborate in a Community-Based Learning Community twice a week.
- James Street Elementary continues to use PBIS (Positive Behavioral Interventions & Supports) which has helped students who are in need of behavioral interventions.
- James Street Elementary has implemented Class Dojo to promote positive behavior on campus.
- The call-out system has been extremely helpful in providing communication with parents about important dates and reminders.
- James Street Elementary has cameras throughout the building that monitor the hallways so that the building can be viewed by office personnel at all times.
- There is a CPI team that is trained each year. CPI training provides the de-escalation techniques and behavior management strategies that are needed to create a culture of safety.

#### Staff Quality, Recruitment, and Retention Strengths

James Street Elementary has ESL teachers in Pre Kinder through 2nd grade and a Bilingual Aide. We are a diversified staff, composed of new teachers, experienced teachers, and a number of quality aides. 100% of our teachers have a Bachelor's Degree and 2.3% of our teachers have a Master's Degree. 17.8% of our teachers are beginning,





# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk 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.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

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

#### **Parent/Community Data**

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

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

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

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

# Goals

**Goal 1: Academic Achievement:** Coldspring-Oakhurst CISD will ensure that all students achieve at high academic levels and maintain high scholastic standings.

**Performance Objective 1:** JSE will provide a quality instructional program to meet the needs of all students. JSE will increase academic achievement for all students while closing the achievement gap between students.

## High Priority

**Evaluation Data Sources:** mClass

End-Module-Assessments

Accelerated Reading

Formative/Summative Assessment

Small group instruction

Progress Monitoring

Exit tickets

Checklists

Formal Observations

Check Points

Report Cards

Progress Reports

Science and Social Studies:

Stemsopes and Social Studies Weekly will be followed in the core content areas to ensure vertically and horizontally aligned curricula.

(1) Year at a Glance (YAG)

Pre-Kindergarten -Second Grade will follow the Scope and Sequence for Amplify and Eureka Math.

JSE teachers will teach all grade level & subject area TEKS during the school year using research-based instructional designs and delivery.

Second grade is departmentalized. The team is composed of pods. One teacher teaches RLA. The partner teacher will teach Math, Social Studies, and Science.

JSE teachers will implement Amplify to increase student understanding and decrease learning gaps. Teachers will teach skills and knowledge instruction explicitly and systematically.

All teachers will use formative assessments to guide the instruction of students. This will allow them to modify and adjust for students in need of enrichment, reteaching, and or intervention.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> The campus will utilize Amplify, Stemsscopes, Social Studies Weekly, and Eureka Math as its curriculums to be the driving force to meet the needs of the students that it serves as well as learning targets for the 2023-2024 school year. <b>Strategy's Expected Result/Impact:</b> The use of the Scope and Sequence of Amplify, Eureka Math, and TEKS Resource as a guide will provide teachers and students with a pacing guide to ensure each TEK is taught at the appropriate time during the school year. <b>Staff Responsible for Monitoring:</b> Campus Administration  Instructional Coaches  <b>Title I:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Funding Sources:</b> - 199 General Fund		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> The campus will implement strategies from CBLC (RBIS). <b>Strategy's Expected Result/Impact:</b> The use of CBLC strategies will:  target high-impact TEKS  require a specific reteach plan  require the educator to reflect on the strengths and weaknesses of previously taught lessons  (Curriculum Based Learning Community) <b>Staff Responsible for Monitoring:</b> Campus Administration Instructional Coaches Teachers  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b> <b>Funding Sources:</b> - 199 General Fund		Formative			Summative
		Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Evaluate and discuss student data using a variety of data sources. <b>Strategy's Expected Result/Impact:</b> The use of a variety of data will allow teachers to plan lessons and small groups to target struggling students in each subpopulation.  mClass - Beginning of year, Middle of the year, and End of the year Progress Monitoring Knowledge and Skills Assessments Unit Assessments <b>Staff Responsible for Monitoring:</b> Campus Administration  Instructional Coaches  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Implementation of scientific research-based programs in RTI: mClass (RLA and Math) CKLA <b>Strategy's Expected Result/Impact:</b> The use of research based programs will help RTI teachers provide effective instruction to struggling learners. The goal is for those struggling learners to demonstrate academic growth. <b>Staff Responsible for Monitoring:</b> Campus Administration  Instructional Coaches  RTI Teachers  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide Professional Development to teachers which will enable teachers to use a variety of teaching strategies to enhance the components of: Structured Literacy Structured Math Writer's Workshop Science of Teaching Reading Grow professional Stay abreast of the strategies to implement in instructional blocks Coaching Sessions/Cycles  <b>Strategy's Expected Result/Impact:</b> Professional development for teachers should lead to the academic growth of students and the professional growth of teachers. <b>Staff Responsible for Monitoring:</b> Campus Administration  Instructional Coaches  Teachers  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Funding Sources:</b> - 199 General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Provide resources to staff in core content areas using academic resource rooms. <b>Strategy's Expected Result/Impact:</b> The use of resource rooms will provide teachers with hands on activities and a variety of leveled resources to meet the needs of their students. <b>Staff Responsible for Monitoring:</b> Campus Administration Instructional Coaches  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b>	Formative			Summative
	Nov	Jan	Mar	June



Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Utilize ESL teachers to target the instruction in reading and writing for ESL students. <b>Strategy's Expected Result/Impact:</b> ESL teachers specialize in using strategies to fill learning gaps created by language barriers. <b>Staff Responsible for Monitoring:</b> Campus Administration Coordinator of Instructional Technology and Special Programs ESL Teacher  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> This outreach effort focuses on informing families about the crucial importance of education at an early age. (Pre Kindergarten Program) <b>Strategy's Expected Result/Impact:</b> The PK program is designed to lay the foundation for learning for students in the local community. Students participating in the PK program should enter Kindergarten with the necessary skills to be successful learners. Implement CKLA (RLA and Math) with fidelity and rigor. <b>Staff Responsible for Monitoring:</b> Campus Administration Early Childhood teachers Instructional Coaches  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Funding Sources:</b> - 199 PIC 34 State Compensatory Ed (SCE), Prekinderg	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Provide instructional technology PD for all classroom teachers. <b>Strategy's Expected Result/Impact:</b> Teachers will be efficient in the use of data software and instructional programs that target specific student needs. <b>Staff Responsible for Monitoring:</b> Campus Administration  Technology Specialist  Instructional Coaches  Instructional Technology Specialist  <b>Title I:</b> 2.4 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Funding Sources:</b> - 199 General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Utilize screeners to assess and monitor reading levels and reading skills beginning in Kindergarten. Utilize the results of the screeners to plan assistance for students. The results will also be used to determine which students are in need of Response To Intervention services.	Formative			Summative
	Nov	Jan	Mar	June

<p><b>Strategy's Expected Result/Impact:</b> Utilize screeners to assess and monitor reading progress and reading skills beginning in Kindergarten. The results will also be utilized to plan for students who need Response To Intervention services.</p> <p>Screening data on progress and documented interventions; progress reports, report cards, mClass Home Connection letters.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal Teachers Instructional Coaches</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





**Goal 2: Community Engagement & Open Communication:** Provide a variety of opportunities for parents and community members to be active, collaborative partners. As a school community, we will maintain open communication via multiple mediums that are transparent, clear, concise, correct and courteous.

**Performance Objective 1:** We will increase parental involvement opportunities by at least 10%, with the goal of increasing the number of parents who attend these events by 10%.

**Evaluation Data Sources:** Communications with parents through written notes that are sent home, phone call-outs (campus and district); Remind, District Website, campus newsletters, teacher newsletter, campus-wide events; sign-in sheets for events i.e Open House, Curriculum Nights, Father Daughter Dance, Mom Prom, Teacher Parent Conferences, Turkey Trot, Fun Run, and field trips.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Distribute student code of conduct to parents, students, and teachers via hard copy or digital copy. <b>Strategy's Expected Result/Impact:</b> Providing knowledge of campus expectations and consequences should deter students' possible negative behavior. Teachers will utilize Class Dojo and reward positive behavior. <b>Staff Responsible for Monitoring:</b> Campus Administration Teachers Staff  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The campus will continue to implement consistent grade level discipline management plans that will include one of the following: Behavioral/Communication Folders Behavioral Check List <b>Strategy's Expected Result/Impact:</b> Increased communication between parents and teachers.  Provide early intervention in order to prevent the submission of office referrals. <b>Staff Responsible for Monitoring:</b> Teachers  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Monitor all exterior doors to verify that they are closed and in a locked position. <b>Strategy's Expected Result/Impact:</b> Eliminate the ability of intruders to enter the building. <b>Staff Responsible for Monitoring:</b> Campus Administrator  Teachers  Staff  District Police  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> All visitors will be required to sign in and out for campus visits. Visitors will be issued a visitors pass or badge. <b>Strategy's Expected Result/Impact:</b> Prevent unauthorized visitors from accessing secure areas of the campus. <b>Staff Responsible for Monitoring:</b> Campus Administration Front office staff Police Department  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> A district police officer will be visible at the entrance of each campus. <b>Strategy's Expected Result/Impact:</b> Deter negative actions of visitors on campus. <b>Staff Responsible for Monitoring:</b> District Chief of Police  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> The campus will dedicate an assistant principal to discipline and operations. This will allow consistent application of the student code of conduct. <b>Strategy's Expected Result/Impact:</b> Office Referrals Bus Referrals Campus Climate Surveys Parent Surveys <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Goal 2: Community Engagement & Open Communication:** Provide a variety of opportunities for parents and community members to be active, collaborative partners. As a school community, we will maintain open communication via multiple mediums that are transparent, clear, concise, correct and courteous.

**Performance Objective 2:** Students and parents will feel informed, welcomed, and valued as a part of our campus community. We will continue to build positive relationships with parents and community members.

**Evaluation Data Sources:** Recognize students with Perfect Attendance, Honor Roll, and Character Awards, monthly and every six weeks. Assemblies per semester. Prize drawings for all students per grade for perfect attendance.

Inform parents of attendance policies and required documentation for absences by:

- \* Student Handbook
- \* Website notification
- \* Frequent reminders in the Weekly School Messenger emails
- \* Personal reminders made during daily attendance messages
- \*Parent contact logs
- \*Email logs
- \*Maintain a current campus website
- \*Family engagement and Student Compact

**Goal 2: Community Engagement & Open Communication:** Provide a variety of opportunities for parents and community members to be active, collaborative partners. As a school community, we will maintain open communication via multiple mediums that are transparent, clear, concise, correct and courteous.

**Performance Objective 3:** James Street Elementary will encourage multiple opportunities for parent and community engagement throughout the school community.

**Evaluation Data Sources:** Family Academic Night and Open House to showcase student work and learning. Open House, Spring Festival, Meet the Teacher, Academic Advancement Recognition at the Board Meetings, Teacher Parent Conference (Fall and Spring).



**Goal 3:** Safe and Orderly School Community: Coldspring-Oakhurst CISD will foster a positive, safe, and drug-free learning environment that supports academic achievement.

**Performance Objective 1:** JSE will provide an educational environment that reflects a commitment to safety, security, and high standards of excellence and citizenship among students, staff, and parents.

**High Priority**

**Evaluation Data Sources:** 100% implementation and maintain the campus emergency management plan.  
Students will participate in curriculum and programs that address anti-bullying and character education.  
Implement PBIS school-wide plan.

Utilize PBIS (Positive Behavior Intervention Supports), and Restorative Discipline practices. James Street Elementary will implement Class Dojo as it's campus-wide behavior incentive.

Students and staff will conduct and participate in Red-Ribbon Week activities to teach students about the dangers of various drugs.  
(1) Safe and drug-free awareness activities

Students will participate in National Bullying Prevention Month by wearing orange (October).

Provide social skills/Character Strong Education lessons for students (i.e. trust, responsibility, respect, friendship, and honesty etc). The campus will provide Tier 2 SEL. The counselor will pull small groups daily as well as conduct large group counselor lessons with students.

Students will participate in the Character-Strong program

Social-Emotional Counselor

Conduct Emergency Operational Drills in accordance with the district schedule to ensure preparedness in the event of an emergency.

Strategy 1 Details		Reviews			
Strategy 1: High-quality instructional delivery and design.		Formative			Summative
		Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Develop and maintain a program to ensure that 100% of JSE students are receiving quality health education and have opportunities to exercise and maintain a healthy lifestyle.	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 4: Efficient and Effective Operations:** Efficiently allocate resources to facilitate quality learning experiences. We will be fiscally responsible, maintain a well-balanced district budget and be transparent regarding financial reporting.

**Performance Objective 1:** JSE will ensure that fiscal responsibility is managed effectively through sound and transparent practices through our financial resources.

**Evaluation Data Sources:** \* Evaluate all programs fairly and equitably

\* Staff survey to seek ideas and input

\* Collaborative meetings to discuss program usage/effectiveness

\*Defining what programs/services are most impactful for our students

\*Elimination of those programs/services that are not serving our students in the best way possible

**Goal 5:** Human Capital: Coldspring-Oakhurst CISD will actively recruit, retain & train fully certified and effective staff, as well as provide sustained high-quality professional development.

**Performance Objective 1:** On-boarding staff will be provided a highly qualified, experienced mentor.

**Evaluation Data Sources:** On-going support

Professional Development

Support and encourage collegiality through CBLC Planning Periods

Support/Facilitation for the COCISD mentoring program

Meetings with Mentor and Mentee

Sign In Sheets

Coaching Cycles

**Goal 5:** Human Capital: Coldspring-Oakhurst CISD will actively recruit, retain & train fully certified and effective staff, as well as provide sustained high-quality professional development.

**Performance Objective 2:** Professional development for teachers, to include effective instructional practices, tiered academic interventions, job-embedded coaching for teachers.

**Evaluation Data Sources:** Increased Student Achievement

Provide mentors for new teachers /teachers new to the district, and provide training /support to these teachers with orientation to the district/ campus, classroom management techniques, and "best practices" in instruction, curriculum and planning support, etc.

Professional Development

Support from Central Office

Instructional Leadership

Support from Instructional Coaches and Principal

On-the-spot teaching and training

Reading Academy

CRIMSI

CBLC Planning Periods

**Goal 6:** Responsive to student needs : Safeguard social-emotional learning as an integral part of our district's mission to ensure that students develop and build skills as it pertains to managing emotions, establishing and maintaining relationships, and making sound/ responsible decisions.

**Performance Objective 1:** Implement a tiered support system for students SE needs.

**High Priority**

**Evaluation Data Sources:** Student Sign In Sheets, Posted Office Hours, Surveys of Effectiveness

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> At JSE, students will learn a different character trait a month. Teachers will share the Tier 1 Character Strong Program weekly during the allotted SEL time scheduled. Tier 2, Character Strong will be taught by the counselor daily during small groups.  <b>Strategy's Expected Result/Impact:</b> Morning Announcements-short explanation or story of the character trait of the month. Monthly information such as a Character Trait calendar will be sent home to families. Students receiving service from the counselor will receive a letter to inform parents of the services that are provided. Whole group lessons will be taught based on the character trait of the month. "Star Students" will be chosen be the student's teacher monthly. The student's picture will be displayed on the bulletin board "Special Star Student". This student will also receive a certificate as their award.  <b>Title I:</b> 2.4, 2.5 <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June

0%

No Progress

100%

Accomplished

Continue/Modify

Discontinue

# RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	The campus will utilize Amplify, Stemscopes, Social Studies Weekly, and Eureka Math as its curriculums to be the driving force to meet the needs of the students that it serves as well as learning targets for the 2023-2024 school year.
1	1	4	Implementation of scientific research-based programs in RTI: mClass (RLA and Math) CKLA
1	1	5	Provide Professional Development to teachers which will enable teachers to use a variety of teaching strategies to enhance the components of: Structured Literacy Structured Math Writer's Workshop Science of Teaching Reading Grow professional Stay abreast of the strategies to implement in instructional blocks Coaching Sessions/Cycles
1	1	6	Provide resources to staff in core content areas using academic resource rooms.
1	1	7	Utilize ESL teachers to target the instruction in reading and writing for ESL students.
1	1	8	This outreach effort focuses on informing families about the crucial importance of education at an early age. (Pre Kindergarten Program)
1	1	9	Provide instructional technology PD for all classroom teachers.
1	1	10	Utilize screeners to assess and monitor reading levels and reading skills beginning in Kindergarten. Utilize the results of the screeners to plan assistance for students. The results will also be used to determine which students are in need of Response To Intervention services.

# Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	The campus will utilize Amplify, Stemscopes, Social Studies Weekly, and Eureka Math as its curriculums to be the driving force to meet the needs of the students that it serves as well as learning targets for the 2023-2024 school year.
1	1	4	Implementation of scientific research-based programs in RTI: mClass (RLA and Math) CKLA
1	1	5	Provide Professional Development to teachers which will enable teachers to use a variety of teaching strategies to enhance the components of: Structured Literacy Structured Math Writer's Workshop Science of Teaching Reading Grow professional Stay abreast of the strategies to implement in instructional blocks Coaching Sessions/Cycles
1	1	6	Provide resources to staff in core content areas using academic resource rooms.
1	1	7	Utilize ESL teachers to target the instruction in reading and writing for ESL students.
1	1	8	This outreach effort focuses on informing families about the crucial importance of education at an early age. (Pre Kindergarten Program)
1	1	9	Provide instructional technology PD for all classroom teachers.
1	1	10	Utilize screeners to assess and monitor reading levels and reading skills beginning in Kindergarten. Utilize the results of the screeners to plan assistance for students. The results will also be used to determine which students are in need of Response To Intervention services.
2	1	6	The campus will dedicate an assistant principal to discipline and operations. This will allow consistent application of the student code of conduct.



## Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	The campus will utilize Amplify, Stemscopes, Social Studies Weekly, and Eureka Math as its curriculums to be the driving force to meet the needs of the students that it serves as well as learning targets for the 2023-2024 school year.
1	1	2	The campus will implement strategies from CBLC (RBIS).
1	1	4	Implementation of scientific research-based programs in RTI: mClass (RLA and Math) CKLA
1	1	5	Provide Professional Development to teachers which will enable teachers to use a variety of teaching strategies to enhance the components of: Structured Literacy Structured Math Writer's Workshop Science of Teaching Reading Grow professional Stay abreast of the strategies to implement in instructional blocks Coaching Sessions/Cycles
1	1	6	Provide resources to staff in core content areas using academic resource rooms.
1	1	7	Utilize ESL teachers to target the instruction in reading and writing for ESL students.
1	1	8	This outreach effort focuses on informing families about the crucial importance of education at an early age. (Pre Kindergarten Program)
1	1	9	Provide instructional technology PD for all classroom teachers.
1	1	10	Utilize screeners to assess and monitor reading levels and reading skills beginning in Kindergarten. Utilize the results of the screeners to plan assistance for students. The results will also be used to determine which students are in need of Response To Intervention services.

# State Compensatory

## Budget for James Street Elementary School

**Total SCE Funds:** \$0.00

**Total FTEs Funded by SCE:** 2

**Brief Description of SCE Services and/or Programs**

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## Personnel for James Street Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Jennifer LaBlue	Instructional Content Specialist	1
Megan Wood	Instructional Content Specialist	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angie Erlanson	RtI Instructional Aide	RtI	1
Brandi Choate	Teacher	RtI	1
Dr. Elizabeth Klammer	Special Programs Coordinator		.25
Inez Wyatt	Instructional Aide		1.0
Maghen Pearson	Instructional Aide RtI	RtI	1
Michele Bryant	Instructional Aide		05
Missy Eichman	Instructional Tech. and Special Programs	Special Programs	

# Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	5			\$0.00
1	1	9			\$0.00
Sub-Total					\$0.00
199 PIC 34 State Compensatory Ed (SCE), Prekinderg					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			\$0.00
Sub-Total					\$0.00