

Conroe Independent School District
San Jacinto Elementary
2023-2024 Campus Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Demographics Summary

San Jacinto Elementary is an elementary school located in Conroe Independent School District. The campus serves approximately 589 students Pre-K through 4th grade. Additionally, we have two Life Skills classrooms. Our enrollment continues to increase due to the opening of several neighborhood developments including: Artavia, Maveria, and Evergreen. Our current student body is comprised of approximately 60.4% Hispanic, 24.1% White, 6.3% Two or More Races, 5.9% African American, .3% American Indian, and 2.9% Asian. Approximately 29.7% of the campus is identified as Emergent Bilingual, and 14.8% receive services through Special Education. A total of 77% of our student population is low Socioeconomic Status.

For the 2022-2023 school year, San Jacinto received an accountability rating of a “C”.

Overall - 75 “C”

Domain 1 Student Achievement - 71 “C”

Domain 2 School Progress - 77 “C”

Domain 3 Closing the Gaps - 71 "C"

2022-2023 STAAR Data for Meets and Masters compared to 2022 and 2021

Reading Meets - 46% (2022 49%) (2021 36%)

Reading Masters - 15% (2022 28%) (2021 18%)

Math Meets - 40% (2022 37%) (2021 36%)

Math Masters - 13% (2022 14%) (2021 19%)

Student Achievement Strengths

On the 2022-2023 STAAR Reading assessment, 3rd and 4th grade students at San Jacinto Elementary performed at 72% Approaches, 46% Meets, and 15% Masters. The overall performance of 3rd and 4th grade students in Reading was 44%.

On the 2022-2023 STAAR Math assessment, 3rd and 4th grade students performed at 69% Approaches, 40% Meets, and 13% Masters. The overall performance of 3rd and 4th grade students in Math was 40%. San Jacinto's overall Math growth increased to 76% on the 2022-2023 STAAR Assessment.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Student growth in Reading/Language Arts represented disparities as compared to Math growth. **Root Cause:** There are inconsistent opportunities to grow as writers in foundational grades.

Problem Statement 2 (Prioritized): Students are performing below state expectations in the area of Math, especially compared to Reading. **Root Cause:** The planning and delivery of high yield instructional practices are not implemented with fidelity across team collaboration time and instructional delivery due to new staff members.

Problem Statement 3 (Prioritized): Historical data suggests that teachers need additional training and support in Benchmark Assessment System scoring in order to accurately depict the students' current reading levels. **Root Cause:** A large majority of teachers are new staff members and, are therefore limited in knowledge of proficiently utilizing the Benchmark Assessment System to provide guided reading instruction and data driven interventions.

Problem Statement 4 (Prioritized): Campus wide student achievement continues to fall below state expectations. **Root Cause:** There is a need to develop our planning to be more prescriptive and focus on historical trends, student misconceptions, student enrichment, and actionable Tier I intervention.

Problem Statement 5: Achievement gaps continue to be represented amongst our Special Education subgroup. **Root Cause:** There is a need to create more opportunities for staff to build their skills in responding to student instructional gaps.

Culture and Climate

Culture and Climate Summary

San Jacinto strives to ensure a safe and orderly environment conducive to learning for all students and staff through PBIS and Foundations. For the 2023-2024 school year, our Specials Teachers will participate in a Little Rascals training (a training which had similarities to Tough Kids) facilitated by our CISD Student Support Coach. Additionally, our Foundations Team meets monthly to focus on building culture and climate for students and staff. The Foundations Team opened our SHINE store, implemented SHINE Bucks to reinforce our Guidelines of Success, and host a quarterly SHINE Celebrations to recognize students who have demonstrated our SJE SHINE Motto.

San Jacinto prioritizes hiring campus personnel to reflect the cultural and diverse student body.

“All Means ALL” in Conroe ISD. Every students’ academic, social, emotional, and behavioral needs are a priority. This is a collaborative effort among administration, counselor, Positive Behavior Support Liaison, Parent Engagement Liaison, Communities in Schools Site Coordinator, and SJE staff to ensure student needs are met.

Conroe ISD and San Jacinto administrators utilize all available resources, including colleges, universities, regional service centers, educationally related professional organizations, job fairs, and Alternative Certification Programs, to recruit quality, diverse applicant pools, particularly in identified shortage areas. San Jacinto hosts student teachers, Year Long Residents, and Field Experience Placements for pre-service teachers as an opportunity to grow future educators and connect university programs to San Jacinto. Additionally, San Jacinto is a TIA (Teacher Incentive Allotment) campus and this encourages both recruitment and retention.

Beginning the 2023-2024 school year, identified Gifted and Talented students will receive weekly pull-out instruction and support from a qualified CISD GT facilitator.

At San Jacinto Elementary, students will develop a healthy sense of self and social awareness, embrace diversity with empathy and respect for others, successfully manage their emotions, behaviors, and make responsible decisions with support from our counselor, Positive Behavior Support Liaison, Communities in School Site Coordinator, and Family Engagement Liaison.

Culture and Climate Strengths

The demographic staff make-up is comparable to the student demographic make-up ensuring the campus is providing opportunities for both staff and students to learn and experience from diverse perspectives, as well as, learning from other cultures. San Jacinto serves bilingual students with a minimum of 12 bilingual teachers serving grades Pre-K through 4th grade.

Staff at San Jacinto Elementary collaboratively plan in the areas of Math, Reading, and Writing with the support of campus and district instructional coaches in order to implement and refine CISD Best Practices. San Jacinto has become a model school where staff from other CISD schools, as well as staff from surrounding districts, come to observe and learn from the collaborative planning and best practices that have been put in place at San Jacinto.

San Jacinto offers multiple opportunities for staff to connect with students through activities, such as Destination Imagination, Robotics, Gifted and Talented, Sci-Tech Expo, Student Council, Student Ambassadors, Broadcast Club, and Girls on the Run.

San Jacinto offers a summer literacy program each Wednesday during the summer month where students and families can come to campus and participate in learning activities, as well as check out books. This Summer Library Program offers caregivers the opportunity to build connections with the campus community, interact with their students through creative learning activities, as well as build strong and healthy relationships with campus staff.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1: The implementation of campus guidelines for success are inconsistent across the campus. **Root Cause:** Inconsistent communication regarding expectations of student and staff was a barrier to effective implementation of campus guidelines for success.

Problem Statement 2 (Prioritized): Student discipline has been addressed outside of the classroom predominately via Assistant Principals, Family Engagement Liaison and Positive Behavior Intervention Support Liaison. **Root Cause:** Because many teachers are new to the staff, there is limited experience with Levels of Behavior and how to implement this protocol effectively in the classroom as a Tier I practice.

Parent and Community Engagement

Parent and Community Engagement Summary

San Jacinto Elementary prioritizes communication with families and community through a bi-weekly newsletter which includes information and updates, as well as sections for the principal, counselor, nurse, family engagement liaison, and communities in schools site-coordinator to share pertinent information. San Jacinto utilizes multiple social media platforms to highlight students and staff, as well as inform the community of CISD and SJE events and news. Additionally, San Jacinto implemented a school-wide weekly folder to increase parent-teacher communication. To meet the needs of our community and to foster a welcoming environment, our receptionist, registrar, and nurse are bilingual.

San Jacinto Elementary continues to work with the Montgomery County Food Bank, Junior League, Matthew's Wish, National Charity League, National English Honor Society, local churches, and Junior Achievement to provide food and other resources to our families. Our Counselor, Communities in Schools Site Coordinator, and Family Engagement Liaison collaborate to locate community resources to support our campus needs and to communicate resources with caregivers.

San Jacinto Elementary recognizes a need for social-emotional support within our school community. We have a Family Engagement Liaison, Positive Behavior Support Liaison, and Communities in Schools Site Coordinator to connect families to community resources.

PTO is actively involved in supporting students and staff, as well as creating opportunities for our caregivers and community to connect with SJE. These opportunities include events, fundraisers, field trips, guest speakers, and treats for staff and students.

Parent and Community Engagement Strengths

San Jacinto Elementary has increased community partnerships which have benefited students, families, and staff.

Communities in Schools connects caregivers to community resources.

San Jacinto Elementary has expanded communication through bi-weekly newsletters, Facebook, Instagram, emails, texts, and weekly folders.

San Jacinto has a Family Engagement Liaison who works with students and families to provide supports.

San Jacinto PTO hosts events such as an annual car show, outdoor movie nights, Color Run, as well as other activities to connect caregivers to the school and promote a healthy school environment.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): There is limited community and stakeholder input to support the academic growth of students and overall achievement of the campus. **Root Cause:** Parents/Caregivers are not provided a platform that allows for ongoing feedback.

Problem Statement 2: While Parent/Caregiver involvement has improved, there continues to be a need to find ways to connect within the community. **Root Cause:** The campus representatives have not capitalized on opportunities to immerse themselves within the community or offer diverse options/opportunities to engage all caregivers.

Priority Problem Statements

Problem Statement 1: Historical data suggests that teachers need additional training and support in Benchmark Assessment System scoring in order to accurately depict the students' current reading levels.

Root Cause 1: A large majority of teachers are new staff members and, are therefore limited in knowledge of proficiently utilizing the Benchmark Assessment System to provide guided reading instruction and data driven interventions.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Campus wide student achievement continues to fall below state expectations.

Root Cause 2: There is a need to develop our planning to be more prescriptive and focus on historical trends, student misconceptions, student enrichment, and actionable Tier I intervention.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Student growth in Reading/Language Arts represented disparities as compared to Math growth.

Root Cause 3: There are inconsistent opportunities to grow as writers in foundational grades.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Students are performing below state expectations in the area of Math, especially compared to Reading.

Root Cause 4: The planning and delivery of high yield instructional practices are not implemented with fidelity across team collaboration time and instructional delivery due to new staff members.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Student discipline has been addressed outside of the classroom predominately via Assistant Principals, Family Engagement Liaison and Positive Behavior Intervention Support Liaison.

Root Cause 5: Because many teachers are new to the staff, there is limited experience with Levels of Behavior and how to implement this protocol effectively in the classroom as a Tier I practice.

Problem Statement 5 Areas: Culture and Climate

Problem Statement 6: There is limited community and stakeholder input to support the academic growth of students and overall achievement of the campus.

Root Cause 6: Parents/Caregivers are not provided a platform that allows for ongoing feedback.

Problem Statement 6 Areas: Parent and Community Engagement

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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

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

- Attendance data
- Discipline records
- 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
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Student Achievement and Post-Secondary Success


CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.






Performance Objective 1: We will increase the percent of 3rd grade students that score Meets grade level or above on the 2024 STAAR Reading assessment from 45% to 52%.

High Priority

HB3 Goal

Evaluation Data Sources: District Pre and Post Common Formative Assessments, Campus Common Assessments, Interim Assessments, STAAR, Exit Tickets

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will incorporate guidance from the Guided Reading Consultant of effective guided reading instruction, have Lab-sites that allow for immediate practice and feedback of instructional practices, ongoing Instructional Rounds which allow teachers to learn effective instructional classroom practices, and weekly focus groups with in the moment coaching from Instructional Coach and Administration.</p> <p>Strategy's Expected Result/Impact: Increase the number of 3rd grade students that score Meets grade level or above on the 2024 STAAR Reading assessment from 45% to 52%.</p> <p>Staff Responsible for Monitoring: Administration and Campus Instructional Literacy Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: ELAR Instructional Coach - State Comp Ed - \$80,483</p>	Formative		
	Dec	Mar	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize data from mClass, BAS, On-Demand Writing, and Dyslexia Screener to create targeted phonics and comprehension goals for students and to provide interventions for students who do not meet expectations on district literacy assessments.</p> <p>Strategy's Expected Result/Impact: 80% of Kinder-2nd grade students will read on or above grade level</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, Academic Interventionist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1, 3, 4</p> <p>Funding Sources: Academic Interventionist - Title I - \$71,812, Tutoring - State Comp Ed - \$2,336</p>	Formative		
	Dec	Mar	June
	 75%		
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: Student growth in Reading/Language Arts represented disparities as compared to Math growth. Root Cause: There are inconsistent opportunities to grow as writers in foundational grades.</p> <p>Problem Statement 3: Historical data suggests that teachers need additional training and support in Benchmark Assessment System scoring in order to accurately depict the students' current reading levels. Root Cause: A large majority of teachers are new staff members and, are therefore limited in knowledge of proficiently utilizing the Benchmark Assessment System to provide guided reading instruction and data driven interventions.</p> <p>Problem Statement 4: Campus wide student achievement continues to fall below state expectations. Root Cause: There is a need to develop our planning to be more prescriptive and focus on historical trends, student misconceptions, student enrichment, and actionable Tier I intervention.</p>

Goal 1: Student Achievement and Post-Secondary Success






CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 2: We will increase the percent of 3rd grade students that score Meets grade level or above on the 2024 STAAR Math assessment from 35% to 42%.

High Priority

HB3 Goal

Evaluation Data Sources: District Pre and Post Common Formative Assessments, Campus Common Assessments, Interim Assessments, STAAR, Exit Tickets

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will conduct weekly Guided Math Focus Groups and provide targeted feedback. We will also conduct Lab-sites and Instructional Rounds to allow for immediate practice and opportunities to learn effective practices.</p> <p>Strategy's Expected Result/Impact: Increase the level of teacher implementation of Guided Math and effective classroom practices to positively impact students achieving at the Meets and Masters level in Math.</p> <p>Staff Responsible for Monitoring: Administration and Campus Instructional Math Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: Supplies - State Comp Ed - \$2,334</p>	Formative		
	Dec	Mar	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 2: Students are performing below state expectations in the area of Math, especially compared to Reading. **Root Cause:** The planning and delivery of high yield instructional practices are not implemented with fidelity across team collaboration time and instructional delivery due to new staff members.

Goal 1: Student Achievement and Post-Secondary Success


CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.






Performance Objective 3: We will increase the percent of 4th grade students that score Meets grade level or above on the 2024 STAAR Reading assessment from 46% to 53%.

High Priority

HB3 Goal

Evaluation Data Sources: District Pre and Post Common Formative Assessments, Campus Common Assessments, Interim Assessments, STAAR, Exit Tickets

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will incorporate guidance from the Guided Reading Consultant of effective guided reading instruction, have Lab-sites that allow for immediate practice and feedback of instructional practices, ongoing Instructional Rounds which allow teachers to learn effective instructional classroom practices, and weekly focus groups with in the moment coaching from Instructional Coach and Administration.</p> <p>Strategy's Expected Result/Impact: Increase the number of 4th grade students that score Meets grade level or above on the 2024 STAAR Reading assessment from 46% to 53%.</p> <p>Staff Responsible for Monitoring: Administration and Campus Literacy Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1, 3, 4</p> <p>Funding Sources: Instructional Supplies - Title I - \$12,063</p>	Formative		
	Dec	Mar	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: House Bill 1416 Intervention Groups will be in place to close the achievement gaps in Reading.</p> <p>Strategy's Expected Result/Impact: Increase the number of students at the Approaches, Meets, and Masters level on the 2024 STAAR Reading Assessment.</p> <p>Staff Responsible for Monitoring: Administration, Campus Instructional Coaches, Academic Interventionist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1, 2</p> <p>Funding Sources: Tutors - Title I - \$11,777</p>	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

Student Achievement
<p>Problem Statement 1: Student growth in Reading/Language Arts represented disparities as compared to Math growth. Root Cause: There are inconsistent opportunities to grow as writers in foundational grades.</p> <p>Problem Statement 2: Students are performing below state expectations in the area of Math, especially compared to Reading. Root Cause: The planning and delivery of high yield instructional practices are not implemented with fidelity across team collaboration time and instructional delivery due to new staff members.</p> <p>Problem Statement 3: Historical data suggests that teachers need additional training and support in Benchmark Assessment System scoring in order to accurately depict the students' current reading levels. Root Cause: A large majority of teachers are new staff members and, are therefore limited in knowledge of proficiently utilizing the Benchmark Assessment System to provide guided reading instruction and data driven interventions.</p> <p>Problem Statement 4: Campus wide student achievement continues to fall below state expectations. Root Cause: There is a need to develop our planning to be more prescriptive and focus on historical trends, student misconceptions, student enrichment, and actionable Tier I intervention.</p>

Goal 1: Student Achievement and Post-Secondary Success


CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.







Performance Objective 4: We will increase the percent of 4th grade students that score Meets grade level or above on the 2024 STAAR Math assessment from 46% to 55%.

High Priority

HB3 Goal

Evaluation Data Sources: District Pre and Post Common Formative Assessments, Campus Common Assessments, Interim Assessments, STAAR, Exit Tickets

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will conduct weekly Guided Math Focus Groups and provide targeted feedback. We will also conduct Lab-sites and Instructional Rounds to allow for immediate practice and opportunities to learn effective practices.</p> <p>Strategy's Expected Result/Impact: Increase the level of teacher implementation of Guided Math to positively impact students achieving at the Meets and Masters level in Math.</p> <p>Staff Responsible for Monitoring: Administration and Campus Instructional Math Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: Math Instructional Coach - State Comp Ed - \$79,019</p>	Formative		
	Dec	Mar	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: House Bill 1416 Intervention and Tutorial Groups in Math.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of students at the Approaches, Meets, and Masters level on 2024 STAAR Math Assessment</p> <p>Staff Responsible for Monitoring: Administration, Campus Instructional Coaches, Academic Interventionist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1, 2, 4</p> <p>Funding Sources: Tutoring - Title III - \$6,499</p>	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize Dreambox to provide individualized math opportunities.</p> <p>Strategy's Expected Result/Impact: Decrease instructional gaps and extend mathematical thinking.</p> <p>Staff Responsible for Monitoring: Administration, Campus Instructional Math Coach, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: Dreambox - Title I - \$8,000</p>	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 4 Problem Statements:

Student Achievement
<p>Problem Statement 1: Student growth in Reading/Language Arts represented disparities as compared to Math growth. Root Cause: There are inconsistent opportunities to grow as writers in foundational grades.</p>

Student Achievement

Problem Statement 2: Students are performing below state expectations in the area of Math, especially compared to Reading. **Root Cause:** The planning and delivery of high yield instructional practices are not implemented with fidelity across team collaboration time and instructional delivery due to new staff members.

Problem Statement 4: Campus wide student achievement continues to fall below state expectations. **Root Cause:** There is a need to develop our planning to be more prescriptive and focus on historical trends, student misconceptions, student enrichment, and actionable Tier I intervention.






Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 5: We will increase attendance at San Jacinto Elementary from 94% to 96% in order to provide more educational opportunities for our students.

High Priority

Evaluation Data Sources: PEIMS Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Monitor attendance through daily report by following the campus/feeder created protocol for immediate action.</p> <p>Strategy's Expected Result/Impact: Close student achievement gaps in both Reading and Math.</p> <p>Staff Responsible for Monitoring: Family Engagement Liaison, Communities in Schools, Counselor, Administration, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1, 2, 4</p> <p>Funding Sources: Family Engagement Liaison - Title I - \$65,372</p>	Formative		
	Dec	Mar	June
			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 5 Problem Statements:

Student Achievement
<p>Problem Statement 1: Student growth in Reading/Language Arts represented disparities as compared to Math growth. Root Cause: There are inconsistent opportunities to grow as writers in foundational grades.</p>
<p>Problem Statement 2: Students are performing below state expectations in the area of Math, especially compared to Reading. Root Cause: The planning and delivery of high yield instructional practices are not implemented with fidelity across team collaboration time and instructional delivery due to new staff members.</p>

Student Achievement






Problem Statement 4: Campus wide student achievement continues to fall below state expectations. **Root Cause:** There is a need to develop our planning to be more prescriptive and focus on historical trends, student misconceptions, student enrichment, and actionable Tier I intervention.

Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 1: Campus Principal and Secretary will meet weekly to evaluate educational priorities on our campus and provide resources within the budget needed to ensure the most effective instruction in the classroom.

Evaluation Data Sources: Campus Budget, Title I and III Budgets, TCLAS Intervention Budget, and State Compensatory Education Budget

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will utilize resources available to for direct achievement of students including resources and professional learning opportunities to build teacher's capacity.</p> <p>Strategy's Expected Result/Impact: Close instructional delivery gaps which ultimately close student achievement gaps.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Achievement 4</p>	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:






Student Achievement
<p>Problem Statement 4: Campus wide student achievement continues to fall below state expectations. Root Cause: There is a need to develop our planning to be more prescriptive and focus on historical trends, student misconceptions, student enrichment, and actionable Tier I intervention.</p>

Goal 3: Recruitment, Development, and Retention of Staff

CISD will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students.

Performance Objective 1: We will proactively recruit highly qualified instructors, provide campus based learning opportunities to grow teacher's capacity, and collaborate to create and implement a framework to positively impact the campus culture and climate for teacher retention.

Evaluation Data Sources: Campus Based Surveys, TTESS Evaluations, Teacher Incentive Allotment, Conroe ISD Job Fair, Local Job Fairs, SHSU Field Experience Partnership, SHSU Year Long Residents

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will hire highly qualified teachers and incorporate differentiated and inclusive practices to build their knowledge base to retain instructors.</p> <p>Strategy's Expected Result/Impact: Retain highly qualified teachers</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p> <p>Problem Statements: Culture and Climate 2</p>	Formative		
	Dec	Mar	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

Culture and Climate
<p>Problem Statement 2: Student discipline has been addressed outside of the classroom predominately via Assistant Principals, Family Engagement Liaison and Positive Behavior Intervention Support Liaison. Root Cause: Because many teachers are new to the staff, there is limited experience with Levels of Behavior and how to implement this protocol effectively in the classroom as a Tier I practice.</p>






Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 1: San Jacinto Elementary will strive to ensure a safe and orderly environment conducive to learning for all students and staff through the implementation of a check-in and check-out system for all school events.

High Priority

Evaluation Data Sources: MEOP, Student/Staff/Caregivers Surveys

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will provide a safe and orderly environment for parents/caregivers to explore instructional opportunities, including Title I Events, Writing Celebrations, Game Day, Curriculum Days, and Summer Library Program.</p> <p>Strategy's Expected Result/Impact: Increased participation due to parent's feeling safe and secure in a school environment which leads to greater academic achievement</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Family Engagement Liaison, Communities in Schools</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Parent and Community Engagement 1</p> <p>Funding Sources: Parent Involvement Supplies - Title I - \$3,573</p>	Formative		
	Dec	Mar	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

Parent and Community Engagement

Problem Statement 1: There is limited community and stakeholder input to support the academic growth of students and overall achievement of the campus. **Root Cause:** Parents/Caregivers are not provided a platform that allows for ongoing feedback.






Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 2: We will create a strong campus culture through implementation of Foundations.

High Priority

Evaluation Data Sources: Surveys, Teacher feedback, data collection of effectiveness of practice, monthly meetings

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will collaborate within the Foundation committee to build and disseminate structures for the daily operations within the school including hallway procedures, transitions, cafeteria expectations, recess, and discipline.</p> <p>Strategy's Expected Result/Impact: Campus with cohesive practices and strong culture.</p> <p>Staff Responsible for Monitoring: Administration, Foundations Team, Core Team</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Culture and Climate 2</p> <p>Funding Sources: PBIS Liaison - Title I - \$81,742</p>	Formative		
	Dec	Mar	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 2 Problem Statements:

Culture and Climate
<p>Problem Statement 2: Student discipline has been addressed outside of the classroom predominately via Assistant Principals, Family Engagement Liaison and Positive Behavior Intervention Support Liaison. Root Cause: Because many teachers are new to the staff, there is limited experience with Levels of Behavior and how to implement this protocol effectively in the classroom as a Tier I practice.</p>






Goal 5: Effective Instruction

San Jacinto will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and San Jacinto will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 1: Provide structured planning, routine staff development, detailed feedback, and action-based data meetings to maximize student learning.

High Priority

Evaluation Data Sources: Pre and Post Common Formative Assessments, Common Assessments, STAAR, Interim Assessments, BAS, Math Screeners, Dyslexia Screeners, Exit Tickets, Branching Minds

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide professional development on the new STAAR item types to all staff, and specialized professional development for 2nd, 3rd, and 4th grade teachers to learn how to create the new item types in Eduphoria to use for quick checks, exit tickets, and common assessments.</p> <p>Strategy's Expected Result/Impact: Provide students with opportunities to practice the new STAAR item types in authentic classroom instruction.</p> <p>Staff Responsible for Monitoring: Instructional Coaches and Administration</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 4</p>	Formative		
	Dec	Mar	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 4: Campus wide student achievement continues to fall below state expectations. **Root Cause:** There is a need to develop our planning to be more prescriptive and focus on historical trends, student misconceptions, student enrichment, and actionable Tier I intervention.






Goal 5: Effective Instruction

San Jacinto will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and San Jacinto will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 2: We will provide opportunities for instructional technology to be embedded within instructional practices to bridge student learning gaps.

High Priority

Evaluation Data Sources: Pre and Post Common Formative Assessments, Common Assessment, Interim Assessment, STAAR, Exit Tickets, VR Goggles, Book Creator

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will incorporate technology resources into lesson planning and instructional delivery including the creation of multi-modal digital books, virtual reality in classroom to tie to discipline, and other instructional technology opportunities to extend the learning of students through cross-curricular experiences and grow learner's capacity as writers.</p> <p>Strategy's Expected Result/Impact: Students achieve at high levels due to diverse experiences.</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Campus/District Instructional Coaches</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p>	Formative		
	Dec	Mar	June
			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 1: Student growth in Reading/Language Arts represented disparities as compared to Math growth. Root Cause: There are inconsistent opportunities to grow as writers in foundational grades.</p>

Title I

1.1: Comprehensive Needs Assessment

The campus conducted an annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus developed a Campus Improvement Plan involving parents and other stakeholders such as teachers, the campus principal, paraprofessionals, and community stakeholders.

2.2: Regular monitoring and revision

The campus will regularly monitor the Campus Improvement Plan and revise strategies based on our identified needs. Our core team will monitor the plan, including administrators, campus coaches, student support services coaches, RtI interventionists, and counselors. Once the Campus Improvement Plan is complete, we will share it with staff and parents.

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

The campus ensures our Campus Improvement Plan is publicly available to parents and the community (English and Spanish) on Conroe Independent School District's website under Accountability and available upon request in hard copy.

2.4: Opportunities for all children to meet State standards

The campus implements reform strategies to address school needs, including opportunities for all students and student subgroups to exceed academic standards. Staff and administration closely monitor grades and assessments to ensure students are on target to meet state standards. Students who are at-risk of missing their targeted benchmarks receive support and small group instruction, including:

- RtI Instruction
- In Class Small Group Instruction
- Pull Out Support
- Push In Support

2.5: Increased learning time and well-rounded education

The campus executes strategies to increase the quality and amount of learning time available to strengthen the academic program in the school and provides students with an enriched and accelerated curriculum.

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

The campus will address all students' needs, particularly those at risk of not meeting academic standards. We closely monitor our at-risk students and work to ensure we are meeting their educational needs through:

- RtI Instruction
- Small Group Instruction
- Guided Reading
- Guided Math
- In Class Support

3.1: Annually evaluate the schoolwide plan

The campus conducted an annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students. Data included academic, social, and emotional reviews by stakeholders, including teachers (general and special education), administration, student support, and families. In addition, the campus explored the intent, use of funds, and available school resources. During formative reviews, the core team will evaluate the Title I Schoolwide Plan annually and throughout the school year.

4.1: Develop and distribute Parent and Family Engagement Policy

With parents'/caregivers' input, the campus jointly developed a written Family Engagement Policy and School Family Student Compact. We also used our Parent Survey at the end of the year to make any needed changes to our Family Engagement Policy and School Family Student Compact. (1% of 3753)

4.2: Offer flexible number of parent involvement meetings

The campus offers various family engagement activities, including flexible times and days of the week. In addition, the campus sends home information regarding family engagement opportunities and required notices in a format and language that families can understand. (English and Spanish).

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Academic Interventionist		\$71,812.00
1	3	1	Instructional Supplies		\$12,063.00
1	3	2	Tutors		\$11,777.00
1	4	3	Dreambox		\$8,000.00
1	5	1	Family Engagement Liaison		\$65,372.00
4	1	1	Parent Involvement Supplies		\$3,573.00
4	2	1	PBIS Liaison		\$81,742.00
Sub-Total					\$254,339.00
Budgeted Fund Source Amount					\$254,339.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2	Tutoring		\$6,499.00
Sub-Total					\$6,499.00
Budgeted Fund Source Amount					\$6,499.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	ELAR Instructional Coach		\$80,483.00
1	1	2	Tutoring		\$2,336.00
1	2	1	Supplies		\$2,334.00
1	4	1	Math Instructional Coach		\$79,019.00
Sub-Total					\$164,172.00
Budgeted Fund Source Amount					\$164,172.00
+/- Difference					\$0.00
Grand Total Budgeted					\$425,010.00

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Grand Total Spent	\$425,010.00
				+/- Difference	\$0.00