Conroe Independent School District

San Jacinto Elementary

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Mission Statement

Mission Statement

The mission of San Jacinto Elementary School, the shining beacon of change in our community, is to empower our students to discover, develop, and celebrate their own, unique talents and abilities, through passionate collaboration and commitment to excellence that fosters love, respect, service, trust, and perseverance, to fulfill each learner's unlimited potential on his or her individual journey.

Value Statement

San Jacinto Beliefs

We believe mistakes are experiences from which we learn, grow, and move forward.

We believe risk-taking, perseverance, and hard work empower us to reach our maximum potential.

We believe strong, healthy relationships are built on mutual trust and respect.

We believe our school family is enriched when we value and welcome those who enter our doors.

We believe each person's opinion has value, and collaboration is essential to success.

We believe uplifting each other promotes a positive, supportive environment.

We believe each individual has unique talents and abilities which contribute to the learning of self and others.

We believe intentional teaching propels each person on his or her individual journey.

We believe our passion sparks the passion in others.

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Student Achievement Summary

Demographics Summary

San Jacinto Elementary is an elementary school located in Conroe Independent School District. The campus serves approximately 570 students PreK through fourth grade. Our current student body is comprised of approximately a population of 58.2% Hispanic, 1.8% African American, 36% White and .2% Asian and 2.6% two or more races. Approximately 35.8% of the campus is identified as Limited English Proficient. 82.5% are eligible for free or reduced lunch. This past year, 10.2% of the students served qualified for special education services.

The teachers at San Jacinto Elementary are an outstanding group of dedicated educators. Beginning teachers comprise 4.3% of the teaching staff. 56.5% of the staff has one to five years of experience, and 30.4% have over twenty years or more teaching experience. The composition of faculty by ethnicity is 91.3% white, 56.5% Hispanic, 6.5% Asian, 0% African American. San Jacinto Elementary has 2.2% male teachers and 97.8% female teachers.

Attendance

San Jacinto Elementary attendance rate is currently 95.02%. Administration, Attendance Committee, and Communities in Schools work alongside teachers and the counselor to support attendance for students at San Jacinto Elementary. The attendance of students at San Jacinto Elementary continues to fall below the district and state average.

Demographic 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 a variety of opportunities from various ethnic groups, as well as, learning from other cultures. San Jacinto serves the bilingual students with a minimum of 12 bilingual teachers serving grades Pre-K through 4th grade.

Academic Achievement Summary

STAAR Summative Results

3rd Reading Overall 65%   3rd Math Overall 62%

Approaches – English 66% and Spanish 54%   Approaches – 62%

Meets – English 23% and Spanish 8%   Meets - 25%

Masters – English 11% and Spanish 8%   Masters – 6%

4th Reading Overall 72%   4th Math Overall 77%

Approaches – 76% and Spanish 30%   Approaches – 77%

Meets – English 39% and Spanish 0%   Meets – 42%

Masters – English 13% and Spanish 0%   Masters – 24%

4th Writing Overall 52%

Approaches – English 53% and Spanish 36%

Meets – English 21% and Spanish 0%

Masters – English 4% and Spanish 0%

In 2018-2019, San Jacinto Elementary accountability rating was identified as Additional Targeted Support. San Jacinto Elementary was rated D in Domain I, Student Achievement, D in Domain 2, School Progress, and D in Domain 3, Closing the Gaps. The overall rating for San Jacinto Elementary was a D.

Student Achievement Strengths

4th grade students at San Jacinto Elementary are performing at 77% Approaches, 42% Meets, and 24% Masters on the 2019 STAAR Math Assessment. 4th grade students are performing at 72% Approaches, 36% Meets, and 24% Masters on the English 2020 MOY Math Benchmark. 80% of 4th graders were performing at Approaches on the Spanish 2020 MOY Math Benchmark.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Students are transitioning from each grade level not reading on/or above grade level. **Root Cause:** Lack of teacher understanding of how to provide targeted literacy instruction to meet the needs of every learner.

Problem Statement 2 (Prioritized): Students are performing below expectation in the area of Reading. (23% of 3rd graders scored at the Meets level in English and 8% of 3rd graders scored at the Meets level in Spanish. 39% of 4th graders scored at the Meets level in English and 0% of 4th graders scored at the Meets level in Spanish.) **Root Cause:**

High yield academic strategies that have been proven to increase student achievement have not been implemented across classrooms with consistency and fidelity.

Problem Statement 3 (Prioritized): Students are not meeting adequate achievement in writing as assessed on STAAR. (21% of our 4th graders scored at the Meets level in English and 0% scored at the Meets level in Spanish.) **Root Cause:** High yield academic strategies that have been proven to increase student achievement have not been implemented across classrooms with consistency and fidelity.

Problem Statement 4 (Prioritized): Students are performing below expectations in the area of Math. (25% of 3rd graders scored at the Meets level and 42% of 4th graders scored at the Meets level.) **Root Cause:** High yield academic strategies that have been proven to increase student achievement have not been implemented across classrooms with consistency and fidelity.

Culture and Climate

Culture and Climate Summary

San Jacinto staff will undergo Cultural and Diversity Awareness training within the 2020-2021 school year.

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

"All Means ALL" in Conroe ISD. Every students' academic, social and emotional needs are a priority.

Conroe ISD and San Jacinto administrators utilize all available resources, including Colleges, Universities, Regional Service Centers, education-related professional organizations, job fairs, and Alternative Certification Programs, to recruit a quality, diverse applicant pools, particularly in identified shortage areas.

San Jacinto participated in Gifted and Talented staff development to increase the number of students served in the Gifted and Talented program.

San Jacinto strives to ensure a safe and orderly environment conducive to learning for all students and staff through PBIS and Foundations.

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 our counselor, Positive Behavior Support Liaison, and Communities in Schools site coordinator.

Through Trauma Informed Instruction training with district instructional staff, San Jacinto staff has made social emotional learning functions an integral part of the total school environment.

San Jacinto staff has been trained and implements practices to mitigate the spread of COVID-19 for students, staff, and visitors.

Culture and Climate Strengths

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 a variety of opportunities from various ethnic groups, as well as, learning from other cultures. San Jacinto serves the 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 reinforce CISD Best Practices.

San Jacinto offers multiple opportunities for staff to connect with students through activities, such as Destination Imagination, Robotics, Gifted and Talented, and Girls on the Run.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): There has been a decrease of sense of campus community for students and staff. **Root Cause:** Challenges of face-to-face and remote learning.

Problem Statement 2 (Prioritized): Campus morale has decreased since March 6, 2020. **Root Cause:** There was a disruption in face-to-face learning and familiar structures and routines had to be altered to meet COVID-19 safety guidelines.

Parent and Community Engagement

Parent and Community Engagement Summary

Parent and Community Engagement Summary

San Jacinto Elementary prioritizes communication with families and community through a bi-weekly newsletter in English and Spanish. 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.

San Jacinto Elementary continues to work with the Montgomery County Food Bank, Junior League and Junior Achievement to provide food and other resources for our families.

San Jacinto Elementary recognizes a need for social-emotional support within our school community. We have added a Communities in Schools Site Coordinator, as well as Tri County counseling and therapy services available on our campus.

San Jacinto Elementary has increased community partnerships with Artavia, HEB, Faith United Methodist Church, and Allendale Baptist Church. Donations have included clothes, toys, school supplies, luncheons, touchless water fountains, funds for books, beautification, and student attendance motivators. McCullough Jr. High and The Woodlands 9th Grade Campus donated books for our Book Mobile, student supplies, and water bottles. Walmart also donated school supplies for our students. San Jacinto Elementary was the beneficiary of an Eagle Scout project which built a gaga pit on our playground.

San Jacinto PTO has purchased recess equipment to meet the needs of COVID-19 protocols for recess time. PTO also shows staff appreciation by putting treats in staff mailboxes. PTO will also organize the 40th anniversary front entry beautification project.

Parent and Community Engagement Strengths

Parent and Community Engagement Strengths

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

Communities in Schools and TriCounty are offering services on-site for students and families.

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

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): There is a need for an increase in parent-teacher conferences that address specific strengths and gaps in student learning and ways to support student success. **Root Cause:** Parent conferences are not offered on a regular basis. Parents and teachers fail to recognize the difference between regular communication and academic conferences.

Problem Statement 2 (Prioritized): There is a need to engage parents in training using instructional strategies demonstrating ways to support student success. **Root Cause:** Communication is limited due to parent schedules and lack of knowledge of how to contribute and help students at home. There is a disconnect for parents between current instructional practices and past instructional practices.

Priority Problem Statements

Problem Statement 1: Students are transitioning from each grade level not reading on/or above grade level.

Root Cause 1: Lack of teacher understanding of how to provide targeted literacy instruction to meet the needs of every learner.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Students are performing below expectation in the area of Reading. (23% of 3rd graders scored at the Meets level in English and 8% of 3rd graders scored at the Meets level in Spanish. 39% of 4th graders scored at the Meets level in English and 0% of 4th graders scored at the Meets level in Spanish.)

Root Cause 2: High yield academic strategies that have been proven to increase student achievement have not been implemented across classrooms with consistency and fidelity.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Students are not meeting adequate achievement in writing as assessed on STAAR. (21% of our 4th graders scored at the Meets level in English and 0% scored at the Meets level in Spanish.)

Root Cause 3: High yield academic strategies that have been proven to increase student achievement have not been implemented across classrooms with consistency and fidelity.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Students are performing below expectations in the area of Math. (25% of 3rd graders scored at the Meets level and 42% of 4th graders scored at the Meets level.)

Root Cause 4: High yield academic strategies that have been proven to increase student achievement have not been implemented across classrooms with consistency and fidelity.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: There is a need for an increase in parent-teacher conferences that address specific strengths and gaps in student learning and ways to support student success.

Root Cause 5: Parent conferences are not offered on a regular basis. Parents and teachers fail to recognize the difference between regular communication and academic conferences.

Problem Statement 5 Areas: Parent and Community Engagement

Problem Statement 6: There is a need to engage parents in training using instructional strategies demonstrating ways to support student success.

Root Cause 6: Communication is limited due to parent schedules and lack of knowledge of how to contribute and help students at home. There is a disconnect for parents between current instructional practices and past instructional practices.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: There has been a decrease of sense of campus community for students and staff.

Root Cause 7: Challenges of face-to-face and remote learning.

Problem Statement 7 Areas: Culture and Climate

Problem Statement 8: Campus morale has decreased since March 6, 2020.

Root Cause 8: There was a disruption in face-to-face learning and familiar structures and routines had to be altered to meet COVID-19 safety guidelines.

Problem Statement 8 Areas: Culture and Climate

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL 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 diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data

- State-developed online interim assessments
- 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
- Race and ethnicity 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Migrant population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- 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
- Highly qualified staff data
- Campus department and/or faculty meeting discussions and data
- TTESS data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other 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
- Other additional data

Goals

Goal 1: Student Achievement and Post-Secondary Success:

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 1: Increase the number of students reading on or above grade level to 80%.

> **Targeted or ESF High Priority**
>
> **Evaluation Data Sources:** BOY, MOY, EOY Literacy Assessments
> mCLASS
> Running Records
> Guided Reading Documentation
> Raz Kids Data
>
> **Summative Evaluation:** None

Strategy 1: Staff will attend Guided Reading professional development on 10/9/2020, 11/3/2020, and 1/5/2021.		Reviews			
Strategy's Expected Result/Impact: Provide teachers with foundational knowledge of guided reading in order to better support specific student reading needs.		**Formative**			**Summative**
Staff Responsible for Monitoring: Administrators Campus and District Instructional Literacy Coaches	**Feb**	**Apr**	**July**	**July**
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Additional Targeted Support Strategy - Results Driven Accountability**					
Problem Statements: Student Achievement 1, 2					
Strategy 2: Teachers will participate in four guided reading coaching cycles with a literacy consultant.		Reviews			
Strategy's Expected Result/Impact: Teachers receive immediate and targeted feedback to improve guided reading practices that increase student literacy levels.		**Formative**			**Summative**
Staff Responsible for Monitoring: Administrators Campus and District Literacy Instructional Coaches	**Feb**	**Apr**	**July**	**July**
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Additional Targeted Support Strategy - Results Driven Accountability**					
Problem Statements: Student Achievement 1, 2					

Strategy 3: Weekly observation and feedback for guided reading with student focus group	Reviews			
Strategy's Expected Result/Impact: Teachers receive immediate and targeted feedback to improve guided reading practices that increase student literacy levels.	Formative			Summative
Staff Responsible for Monitoring: Administrators Campus and District Literacy Instructional Coaches	Feb	Apr	July	July
Title I Schoolwide Elements: 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**				
Problem Statements: Student Achievement 1, 2				
Funding Sources: ELA Instructional Coach - Title I - $79,385				

Strategy 4: Monthly progress monitoring of individual student literacy levels using campus data wall	Reviews			
Strategy's Expected Result/Impact: Teachers monitor students who are making progress and intervene for students who are not making expected progress.	Formative			Summative
Staff Responsible for Monitoring: Administrators Campus and District Literacy Instructional Coaches	Feb	Apr	July	July
Title I Schoolwide Elements: 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 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**				
Problem Statements: Student Achievement 1, 2, 3				
Funding Sources: Tutors - Title I - $5,475, Books for the Guided Reading Library - Title III - $4,450, Additional Guided Reading Books - Title I - $2,091, RTI Teacher - Title I - $72,700				

Strategy 5: Teachers will participate in on-going PLC, planning, and professional development to learn effective implementation of the guided reading process with a focus on Fountas and Pinnell Guided Reading, Literacy Continuum, When Readers Struggle, and the prompting guides.	Reviews			
Strategy's Expected Result/Impact: Expand teacher capacity in guided reading knowledge and application.	Formative			Summative
Staff Responsible for Monitoring: Administrators Campus and District Literacy Instructional Coaches	Feb	Apr	July	July
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**				
Problem Statements: Student Achievement 1, 2, 3				
Funding Sources: Fountas and Pinnell Resources - Title I - $2,442				

Strategy 6: Implementation of Heggerty Phonics in PreK-4th.	Reviews			
Strategy's Expected Result/Impact: Direct instruction to build foundational reading skills and close reading gaps	Formative			Summative
Staff Responsible for Monitoring: Administrators Campus and District Literacy Instructional Coaches Teachers	Feb	Apr	July	July
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
Problem Statements: Student Achievement 1, 2, 3				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Students are transitioning from each grade level not reading on/or above grade level. **Root Cause:** Lack of teacher understanding of how to provide targeted literacy instruction to meet the needs of every learner.
Problem Statement 2: Students are performing below expectation in the area of Reading. (23% of 3rd graders scored at the Meets level in English and 8% of 3rd graders scored at the Meets level in Spanish. 39% of 4th graders scored at the Meets level in English and 0% of 4th graders scored at the Meets level in Spanish.) **Root Cause:** High yield academic strategies that have been proven to increase student achievement have not been implemented across classrooms with consistency and fidelity.
Problem Statement 3: Students are not meeting adequate achievement in writing as assessed on STAAR. (21% of our 4th graders scored at the Meets level in English and 0% scored at the Meets level in Spanish.) **Root Cause:** High yield academic strategies that have been proven to increase student achievement have not been implemented across classrooms with consistency and fidelity.

Goal 1: Student Achievement and Post-Secondary Success:
CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 2: Increase the percentage of students to 47% at Meets or Masters on the Reading STAAR.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Benchmarks and Common Assessments
Reading STAAR, Exit Tickets, Running Records, Reading Response Journal

Summative Evaluation: None

Strategy 1: Weekly planning meetings to collaboratively plan high quality lessons that target the specific needs of students.	Reviews			
Strategy's Expected Result/Impact: Consistency across the grade level with TEKS-aligned instruction.	**Formative**			**Summative**
Staff Responsible for Monitoring: Administrators Campus and District Literacy Instructional Coaches	**Feb**	**Apr**	**July**	**July**
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**				
Problem Statements: Student Achievement 1, 2				
Funding Sources: Math Instructional Coach - Title I - $74,227				
Strategy 2: 3rd and 4th grade teachers set student targets based on STAAR performance levels.	Reviews			
Strategy's Expected Result/Impact: Students and teachers track student progress levels and adjust targets as they are met.	**Formative**			**Summative**
Staff Responsible for Monitoring: Administrators Campus and District Literacy Instructional Coaches Teachers	**Feb**	**Apr**	**July**	**July**
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning - **Additional Targeted Support Strategy**				
Problem Statements: Student Achievement 1, 2, 3, 4				

Strategy 3: Staff will analyze data from Common Assessments, Benchmarks, and District Curriculum Check Points during PLC meetings.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Staff will monitor progress towards State and Federal accountability measures.	**Feb**	**Apr**	**July**	**July**
Staff Responsible for Monitoring: Administrators Campus and District Literacy Instructional Coaches Teachers				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Additional Targeted Support Strategy**				
Funding Sources: Tutor - State Comp Ed - $11,235				

Strategy 4: Students utilize Raz Kids to provide remote and face-to-face reading opportunities.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Sustained reading at the students' independent reading level.	**Feb**	**Apr**	**July**	**July**
Staff Responsible for Monitoring: Administrators Campus and District Literacy Instructional Coaches Teachers				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
Problem Statements: Student Achievement 1, 2 - Parent and Community Engagement 2				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Students are transitioning from each grade level not reading on/or above grade level. **Root Cause:** Lack of teacher understanding of how to provide targeted literacy instruction to meet the needs of every learner.
Problem Statement 2: Students are performing below expectation in the area of Reading. (23% of 3rd graders scored at the Meets level in English and 8% of 3rd graders scored at the Meets level in Spanish. 39% of 4th graders scored at the Meets level in English and 0% of 4th graders scored at the Meets level in Spanish.) **Root Cause:** High yield academic strategies that have been proven to increase student achievement have not been implemented across classrooms with consistency and fidelity.
Problem Statement 3: Students are not meeting adequate achievement in writing as assessed on STAAR. (21% of our 4th graders scored at the Meets level in English and 0% scored at the Meets level in Spanish.) **Root Cause:** High yield academic strategies that have been proven to increase student achievement have not been implemented across classrooms with consistency and fidelity.
Problem Statement 4: Students are performing below expectations in the area of Math. (25% of 3rd graders scored at the Meets level and 42% of 4th graders scored at the Meets level.) **Root Cause:** High yield academic strategies that have been proven to increase student achievement have not been implemented across classrooms with consistency and fidelity.
Parent and Community Engagement
Problem Statement 2: There is a need to engage parents in training using instructional strategies demonstrating ways to support student success. **Root Cause:** Communication is limited due to parent schedules and lack of knowledge of how to contribute and help students at home. There is a disconnect for parents between current instructional practices and past instructional practices.

Goal 1: Student Achievement and Post-Secondary Success:
CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 3: Increase the percentage of students to 47% at Meets or Masters on the Math STAAR.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Common Assessments
Exit Ticket Data
DreamBox Data
District Curriculum Checks
Benchmarks
Math STAAR

Summative Evaluation: None

Strategy 1: Weekly planning meetings to collaboratively plan high quality lessons that target the specific needs of students.	Reviews			
Strategy's Expected Result/Impact: Consistency across the grade level with TEKS-aligned instruction.	**Formative**			**Summative**
Staff Responsible for Monitoring: Administrators Campus and District Math Instructional Coaches	Feb	Apr	July	July
Problem Statements: Student Achievement 4				

Strategy 2: 3rd and 4th grade teachers set student targets based on STAAR performance levels.	Reviews			
Strategy's Expected Result/Impact: Students and teachers track student progress levels and adjust targets as they are met.	**Formative**			**Summative**
Staff Responsible for Monitoring: Administrators Campus and District Math Instructional Coaches Teachers	Feb	Apr	July	July
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**				
Problem Statements: Student Achievement 1, 4				

Strategy 3: Staff will analyze data from Common Assessments, Benchmarks, and District Curriculum Check Points during PLC meetings.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Staff will monitor progress towards State and Federal accountability measures.	Feb	Apr	July	July
Staff Responsible for Monitoring: Administrators Campus and District Math Instructional Coaches Teachers				
Title I Schoolwide Elements: 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 Curriculum, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**				
Problem Statements: Student Achievement 1, 4				
Strategy 4: Students utilize DreamBox to provide remote and face-to-face individualized math opportunities.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Students will close gaps in math and/or extend mathematical thinking.	Feb	Apr	July	July
Staff Responsible for Monitoring: Administrators Campus and District Math Instructional Coaches Teachers				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**				
Problem Statements: Student Achievement 4 - Parent and Community Engagement 2				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: Students are transitioning from each grade level not reading on/or above grade level. **Root Cause:** Lack of teacher understanding of how to provide targeted literacy instruction to meet the needs of every learner.
Problem Statement 4: Students are performing below expectations in the area of Math. (25% of 3rd graders scored at the Meets level and 42% of 4th graders scored at the Meets level.) **Root Cause:** High yield academic strategies that have been proven to increase student achievement have not been implemented across classrooms with consistency and fidelity.
Parent and Community Engagement
Problem Statement 2: There is a need to engage parents in training using instructional strategies demonstrating ways to support student success. **Root Cause:** Communication is limited due to parent schedules and lack of knowledge of how to contribute and help students at home. There is a disconnect for parents between current instructional practices and past instructional practices.

Goal 1: Student Achievement and Post-Secondary Success:
CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 4: Increase the percentage of students to 47% at Meets or Masters on the Writing STAAR.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Common Assessments
On Demand Performance Writing
Exit Ticket/Quick Checks Data
Benchmarks
Writing STAAR

Summative Evaluation: None

Strategy 1: Weekly planning meetings to collaboratively plan high quality lessons that target the specific needs of students.	Reviews			
Strategy's Expected Result/Impact: Consistency across the grade level with TEKS-aligned instruction	**Formative**			**Summative**
Staff Responsible for Monitoring: Administrators Campus and District Literacy Instructional Coaches	Feb	Apr	July	July
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**				
Problem Statements: Student Achievement 1, 3 - Parent and Community Engagement 1, 2				

Strategy 2: 4th grade teachers set student targets based on STAAR performance levels.	Reviews			
Strategy's Expected Result/Impact: Students and teachers track student progress levels and adjust targets as they are met.	**Formative**			**Summative**
Staff Responsible for Monitoring: Administrators Campus and District Literacy Instructional Coaches Teachers	Feb	Apr	July	July
Title I Schoolwide Elements: 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 Curriculum, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**				
Problem Statements: Student Achievement 3 - Parent and Community Engagement 1, 2				

Strategy 3: Staff will analyze data from Common Assessments, Benchmarks, and District Curriculum Check Points during PLC meetings.	Reviews			
Strategy's Expected Result/Impact: Staff will monitor progress towards State and Federal accountability measures.	Formative			Summative
Staff Responsible for Monitoring: Administrators Campus and District Literacy Instructional Coaches Teachers	Feb	Apr	July	July
Title I Schoolwide Elements: 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 Curriculum, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**				
Problem Statements: Student Achievement 3				

Strategy 4: Teachers utilize Conventions and Crafts in grades 2-4 to provide direct grammar instruction.	Reviews			
Strategy's Expected Result/Impact: Increase overall writing scores by increasing knowledge of grammar.	Formative			Summative
Staff Responsible for Monitoring: Administrators Campus and District Literacy Instructional Coaches Teachers	Feb	Apr	July	July
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**				
Problem Statements: Student Achievement 1, 3				
Funding Sources: Instructional Materials - Title I - $1,000				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 1: Students are transitioning from each grade level not reading on/or above grade level. **Root Cause:** Lack of teacher understanding of how to provide targeted literacy instruction to meet the needs of every learner.
Problem Statement 3: Students are not meeting adequate achievement in writing as assessed on STAAR. (21% of our 4th graders scored at the Meets level in English and 0% scored at the Meets level in Spanish.) **Root Cause:** High yield academic strategies that have been proven to increase student achievement have not been implemented across classrooms with consistency and fidelity.

Parent and Community Engagement
Problem Statement 1: There is a need for an increase in parent-teacher conferences that address specific strengths and gaps in student learning and ways to support student success. **Root Cause:** Parent conferences are not offered on a regular basis. Parents and teachers fail to recognize the difference between regular communication and academic conferences.
Problem Statement 2: There is a need to engage parents in training using instructional strategies demonstrating ways to support student success. **Root Cause:** Communication is limited due to parent schedules and lack of knowledge of how to contribute and help students at home. There is a disconnect for parents between current instructional practices and past instructional practices.

Goal 2: Fiscal Responsibility:

CISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.

Performance Objective 1: To maintain efficient and effective fiscal management of resources and operations.

Strategy 1: Meet monthly with secretary to review budget, spending, and campus needs.			Reviews		
Strategy's Expected Result/Impact: Manage funds to meet campus needs. **Staff Responsible for Monitoring:** Principal and Campus Secretary **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning		Formative			Summative
		Feb	Apr	July	July
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

Goal 3: Recruitment, Development, and Retention of Staff:

CISD will employ, develop, and retain highly qualified staff to maximize learning for all students.

Performance Objective 1: To recruit, retain and develop highly qualified teachers and staff for all students.

Strategy 1: Attend and recruit from CISD, university, and region job fairs.		Reviews			
Strategy's Expected Result/Impact: Hire highly qualified teachers and staff to maximize student learning.		**Formative**			**Summative**
Staff Responsible for Monitoring: Administration		**Feb**	**Apr**	**July**	**July**
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**					
Problem Statements: Culture and Climate 1					
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

Performance Objective 1 Problem Statements:

Culture and Climate
Problem Statement 1: There has been a decrease of sense of campus community for students and staff. **Root Cause:** Challenges of face-to-face and remote learning.

Goal 4: Parents and Community:
CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.

Performance Objective 1: To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.

Strategy 1: Continue school-wide weekly folders, social media platforms, emails, newsletters, and texts to maximize communication with families.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Maximize communication with families and community through multiple sources	**Feb**	**Apr**	**July**	**July**
Staff Responsible for Monitoring: Administration				
Title I Schoolwide Elements: 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Additional Targeted Support Strategy**				
Problem Statements: Culture and Climate 1, 2 - Parent and Community Engagement 1, 2				

Strategy 2: Provide parent-teacher academic conferences for a minimum of twice per year for the 2020-2021 school year.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Address specific strengths and gaps in student learning and ways to support student success at school and home.	**Feb**	**Apr**	**July**	**July**
Staff Responsible for Monitoring: Administration Teachers Counselor				
Title I Schoolwide Elements: 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Additional Targeted Support Strategy**				
Problem Statements: Culture and Climate 1, 2 - Parent and Community Engagement 1, 2				
Funding Sources: Books, Manipulatives - Title I - $3,093, General Education Teachers for At-Risk Students - State Comp Ed - $1,309,358				

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

Culture and Climate
Problem Statement 1: There has been a decrease of sense of campus community for students and staff. **Root Cause:** Challenges of face-to-face and remote learning.
Problem Statement 2: Campus morale has decreased since March 6, 2020. **Root Cause:** There was a disruption in face-to-face learning and familiar structures and routines had to be altered to meet COVID-19 safety guidelines.
Parent and Community Engagement
Problem Statement 1: There is a need for an increase in parent-teacher conferences that address specific strengths and gaps in student learning and ways to support student success. **Root Cause:** Parent conferences are not offered on a regular basis. Parents and teachers fail to recognize the difference between regular communication and academic conferences.
Problem Statement 2: There is a need to engage parents in training using instructional strategies demonstrating ways to support student success. **Root Cause:** Communication

is limited due to parent schedules and lack of knowledge of how to contribute and help students at home. There is a disconnect for parents between current instructional practices and past instructional practices.

Goal 5: Safe Schools:

CISD will strive to ensure a safe and orderly environment conducive to learning for all students and staff.

Performance Objective 1: To provide a safe and orderly school environment conducive to learning for all students and staff.

Strategy 1: Review safety procedures and conduct safety drills to ensure the effectiveness of the emergency operating procedures.		Reviews		
Strategy's Expected Result/Impact: Review, practice and reflect safety protocols to find areas of improvement and address them to meet safety standards.		**Formative**		**Summative**
		Feb	Apr	July	July
Staff Responsible for Monitoring: Administration Nurse				
Title I Schoolwide Elements: 3.1, 3.2 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				
Problem Statements: Culture and Climate 1, 2				
Strategy 2: School-wide implementation of Foundations in common areas and levels of behavior.		Reviews		
Strategy's Expected Result/Impact: School-wide consistency for expectations in common areas, such as hallways, cafeteria, arrival/dismissal and restrooms. Concise criteria to determine level of support needed.		**Formative**		**Summative**
		Feb	Apr	July	July
Staff Responsible for Monitoring: All staff Foundations Team Administration				
Title I Schoolwide Elements: 3.1, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				
Problem Statements: Culture and Climate 1, 2				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Culture and Climate
Problem Statement 1: There has been a decrease of sense of campus community for students and staff. **Root Cause:** Challenges of face-to-face and remote learning.
Problem Statement 2: Campus morale has decreased since March 6, 2020. **Root Cause:** There was a disruption in face-to-face learning and familiar structures and routines had to be altered to meet COVID-19 safety guidelines.

Goal 6: Technology:

CISD will provide technology infrastructure, tools, and solutions to meet the administrative requirements of the District and to maximize learning for all students.

Performance Objective 1: To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

Strategy 1: Increase student opportunities to utilize technology across the curriculum in both remote and face-to-face settings.			Reviews		
Strategy's Expected Result/Impact: Increase student achievement through the use of Canvas, Seesaw, DreamBox, Razkids, K-12 Summit, and virtual Units of Study lessons for Reading, Writing, and Phonics.		Formative			Summative
Staff Responsible for Monitoring: Administration Teachers Instructional Coaches	Feb	Apr	July		July
Title I Schoolwide Elements: 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum - **Additional Targeted Support Strategy**					
Problem Statements: Student Achievement 2, 4					
Funding Sources: K-2 Summit - Title III - $1,050					
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue					

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: Students are performing below expectation in the area of Reading. (23% of 3rd graders scored at the Meets level in English and 8% of 3rd graders scored at the Meets level in Spanish. 39% of 4th graders scored at the Meets level in English and 0% of 4th graders scored at the Meets level in Spanish.) **Root Cause:** High yield academic strategies that have been proven to increase student achievement have not been implemented across classrooms with consistency and fidelity.
Problem Statement 4: Students are performing below expectations in the area of Math. (25% of 3rd graders scored at the Meets level and 42% of 4th graders scored at the Meets level.) **Root Cause:** High yield academic strategies that have been proven to increase student achievement have not been implemented across classrooms with consistency and fidelity.

Goal 7: Communication:

CISD will promote and enhance two-way communication among our staff and our community to maximize the success of all students.

Performance Objective 1: To ensure that all stakeholders receive effective internal and external communication.

Strategy 1: Utilize bi-weekly newsletter in English and Spanish, School Messenger, weekly folders, and social media to share information.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: To ensure that all stakeholders have multiple sources to receive effective internal and external communication.	**Feb**	**Apr**	**July**	**July**
Staff Responsible for Monitoring: Administration Teachers				
Title I Schoolwide Elements: 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				
Problem Statements: Culture and Climate 1, 2 - Parent and Community Engagement 1, 2				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

Culture and Climate
Problem Statement 1: There has been a decrease of sense of campus community for students and staff. **Root Cause:** Challenges of face-to-face and remote learning.
Problem Statement 2: Campus morale has decreased since March 6, 2020. **Root Cause:** There was a disruption in face-to-face learning and familiar structures and routines had to be altered to meet COVID-19 safety guidelines.
Parent and Community Engagement
Problem Statement 1: There is a need for an increase in parent-teacher conferences that address specific strengths and gaps in student learning and ways to support student success. **Root Cause:** Parent conferences are not offered on a regular basis. Parents and teachers fail to recognize the difference between regular communication and academic conferences.
Problem Statement 2: There is a need to engage parents in training using instructional strategies demonstrating ways to support student success. **Root Cause:** Communication is limited due to parent schedules and lack of knowledge of how to contribute and help students at home. There is a disconnect for parents between current instructional practices and past instructional practices.

State Compensatory

Personnel for San Jacinto Elementary

Name	Position	Program	FTE
Gen Education	Teachers for At-Risk Students	State Comp Ed	20.00

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

San Jacinto conducts and analyzes an annual comprehensive needs assessment pertaining to the academic achievement of all students.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Analysis of data from the 2018-2019 school year was used to develop the CIP. Data sources included STAAR state and federal accountability, TELPAS, benchmarks, common assessments, RtI, reading levels, attendance, and discipline referrals. The plan included input from administration, counselor, instructional coaches, positive behavior support liaison, RtI teacher, parents, teachers, and community members.

2.2: Regular monitoring and revision

San Jacinto will monitor and revise the plan throughout the school year and will revise strategies based on changing or current needs. The CIP will be monitored by the Core Team and Team Liaisons. Identified needs will be added to the plan as they arise, as well as strategies that relate to our goals.

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

Our plan will be made available to our San Jacinto community in both English and Spanish. Additionally, the plan is publicly available to our San Jacinto community in English and Spanish on the Conroe ISD website under Accountability.

2.4: Opportunities for all children to meet State standards

*Guided Reading

*RtI Instruction

*Small Group Instruction provided by San Jacinto staff members

*Small Group Instruction provided by three part-time tutors

*Inclusion support for students identified to receive specialized instruction

*Pull-Out support for students receiving dyslexia and resource support

*Utilization of Dreambox, Raz Kids, Summit K-12

2.5: Increased learning time and well-rounded education

Teachers plan math, reading, and writing collaboratively, facilitated by campus and district instructional coaches. Plans are designed collaboratively to provide students with instruction that is rigorous, engaging, differentiated, as well as instruction that is aligned to TEKS with consistent implementation across each grade level.

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

San Jacinto will address the needs of all students, particularly those students at-risk, through PLC monitoring of literacy levels, analysis of assessments, RTI data, Dreambox data, IEP goals, Unique Learning data, as well as regular exit ticket data in math, reading, and writing.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The campus jointly develops, with the input of parents, a written Family Engagement Policy and School Family Student Compact.

We also use our Parent Survey at the end of the year to make any needed changes to our Family Engagement Policy and School Family Student Compact.

3.2: Offer flexible number of parent involvement meetings

The campus offers a variety of family engagement activities which include flexible times and days of the week. The campus sends home information regarding family engagement opportunities and required notices in a format and language that families can understand (English and Spanish). San Jacinto communicates with our school community through School Messenger, twice monthly newsletters, social media, marquee, as well as weekly folders. Parent conferences are held via Zoom, face-to-face, and by telephone based on the needs of the parent.

Title I Personnel

Name	Position	Program	FTE
Courtney Manning	Instructional Coach	Title I	1.00
Karen Palapar	Instructional Coach	Title I	1.00
Kim Liebbe	RTI	Title I	1.00

Campus Funding Summary

State Comp Ed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Tutor		$11,235.00
4	1	2	General Education Teachers for At-Risk Students		$1,309,358.00
				Sub-Total	$1,320,593.00
				Budgeted Fund Source Amount	$1,320,593.00
				+/- Difference	$0.00

Title I

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	ELA Instructional Coach		$79,385.00
1	1	4	Tutors		$5,475.00
1	1	4	Additional Guided Reading Books		$2,091.00
1	1	4	RTI Teacher		$72,700.00
1	1	5	Fountas and Pinnell Resources		$2,442.00
1	2	1	Math Instructional Coach		$74,227.00
1	4	4	Instructional Materials		$1,000.00
4	1	2	Books, Manipulatives		$3,093.00
				Sub-Total	$240,413.00
				Budgeted Fund Source Amount	$240,413.00
				+/- Difference	$0.00

Title III

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Books for the Guided Reading Library		$4,450.00
6	1	1	K-2 Summit		$1,050.00
				Sub-Total	$5,500.00
				Budgeted Fund Source Amount	$5,500.00
				+/- Difference	$0.00
				Grand Total	$1,566,506.00

Addendums