

Conroe Independent School District

San Jacinto Elementary

2021-2022 CIP Board Item



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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 520 students PreK through fourth grade. Our current student body is comprised of approximately a population of 60.6% Hispanic, 2% African American, 33.4% White and .2% Asian, .2% American Indian and 3.8% two or more races. Approximately 38.8% of the campus is identified as Limited English Proficient. 81.6% are eligible for free or reduced lunch. This past year, 15.8% 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 0% of the teaching staff. 18.75% of the staff has one to five years of experience, 29.17% of the staff has 6 to 10 years, 29.17% of the staff has 11-20 years, and 22.9% have over twenty years or more teaching experience. The composition of faculty by ethnicity is 60.6% white, 34.8% Hispanic, 3% Asian, 1.5% African American. San Jacinto Elementary has 2.1% male teachers and 97.9% female teachers.

Attendance

San Jacinto Elementary attendance rate is currently 96.36%. Administration, Attendance Committee, Family Engagement Liaison, 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

All Subjects:

Approaches - 61%

Meets - 33%

Masters - 15%

Overall Math:

Approaches - 68%

Meets - 36%

Masters - 19%

Overall Reading:

Approaches - 62%

Meets - 36%

Masters - 18%

3rd Reading Overall - %

Approaches – English 68% and Spanish 66%

Meets – English 40% and Spanish 31%

Masters – English 16% and Spanish 22%

3rd Math Overall - %

Approaches – English 66% and Spanish 78%

Meets - English 37% and Spanish 28%

Masters – English 18% and Spanish 16%

4th Reading Overall - %

Approaches – English 64% and Spanish 10%

Meets – English 37% and Spanish 10%

Masters – English 21% and Spanish 10%

4th Math Overall - %

Approaches – English 66% and Spanish 40%

Meets – English 37% and Spanish 0%

Masters – English 23% and Spanish 0%

4th Writing Overall - %

Approaches – English 47% and Spanish 0%

Meets – English 23% 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.

The 2020-2021 San Jacinto accountability rating remains the same as the 2018-2019 school year.

Student Achievement Strengths

3rd grade students at San Jacinto Elementary are performing at 70% Approaches, 34% Meets, and 17% Masters on the 2021 STAAR Math Assessment. 3rd grade students are performing at 68% Approaches, 37% Meets, and 18% Masters on the 2021 STAAR Reading Assessment.

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 expectations in the area of Math. 3rd: Meets: 34% Masters: 17% 4th: Meets: 34% Masters: 21% **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 performing below expectation in the area of Reading. 3rd: Meets: 40% English and 31% Spanish. Masters: 16 % English and 22% Spanish 4th: Meets: 37% English and 10% Spanish. Masters: 21% and 10% 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): 2nd grade students are performing below expectations in early literacy. **Root Cause:** Lack of teacher understanding of how to provide targeted literacy instruction to meet the needs of every learner. Loss of educational opportunity during the 2019-2020 school year.

Problem Statement 5 (Prioritized): Pre K students are performing below expectation in the area of early literacy. **Root Cause:** Lack of teacher understanding of how to provide targeted literacy instruction to meet the needs of every learner.

Problem Statement 6 (Prioritized): Pre K students are performing below expectations in the area of math. **Root Cause:** Lack of teacher understanding of how to provide targeted mathematics instruction to meet the needs of every learner.

Culture and Climate

Culture and Climate Summary

San Jacinto staff participated in Cultural and Diversity Awareness training in March 2021.

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 Family Engagement Liaison.

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.

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 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, and Girls on the Run.

San Jacinto offers a summer literacy program each Wednesday where students and families can come to campus and participate in literacy activities to provide opportunity to continue growing as readers.

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.

Parent and Community Engagement

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, Matthew's Wish, National Charity League, National English Honor Society 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 Family Engagement Liaison to our campus. We will continue to have 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, touch-less water fountains, funds for books, beautification, and student attendance motivators. The National English Honor Society donated a Free Little Library for community use. McCullough Junior High will partner with San Jacinto for the Girls on the Run program.

PTO will continue to show staff appreciation by putting treats in staff mailboxes each month. PTO will also organize and construct the 40th anniversary front entry beautification project.

Parent and Community Engagement Strengths

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

Communities in Schools and Tri-County 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.

San Jacinto is adding a Family Engagement Liaison to our campus.

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 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 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 4: Students are performing below expectations in the area of Math. 3rd: Meets: 34% Masters: 17% 4th: Meets: 34% Masters: 21%

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 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 2: Students are performing below expectation in the area of Reading. 3rd: Meets: 40% English and 31% Spanish. Masters: 16 % English and 22% Spanish 4th: Meets: 37% English and 10% Spanish. Masters: 21% and 10% 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 11: 2nd grade students are performing below expectations in early literacy.

Root Cause 11: Lack of teacher understanding of how to provide targeted literacy instruction to meet the needs of every learner. Loss of educational opportunity during the 2019-2020 school year.

Problem Statement 11 Areas: Student Achievement

Problem Statement 9: Pre K students are performing below expectation in the area of early literacy.

Root Cause 9: Lack of teacher understanding of how to provide targeted literacy instruction to meet the needs of every learner.

Problem Statement 9 Areas: Student Achievement

Problem Statement 10: Pre K students are performing below expectations in the area of math.

Root Cause 10: Lack of teacher understanding of how to provide targeted mathematics instruction to meet the needs of every learner.

Problem Statement 10 Areas: Student Achievement

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: Increase the percent of 3rd grade students who score at the meets grade level or above on STAAR Reading from 37% to 47% .

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Benchmarks, Campus Common Assessments, District Common Formative Assessments, Reading STAAR, Exit Tickets, Running Records, Reading Response Journals, Written Response Campus Common Assessments

Strategy 1 Details

Strategy 1: Weekly planning meetings to collaboratively plan high quality lessons that specifically target the specific needs of students.

Strategy's Expected Result/Impact: Consistency across the grade level with TEKS-aligned instruction.

Staff Responsible for Monitoring: Campus administrators, Campus and District instructional coaches

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, 3, 4, 5

Funding Sources: Campus Instructional Literacy Coach - Title I - \$79,505

Strategy 2 Details

Strategy 2: 3rd grade teachers set student targets based on STAAR performance levels.

Strategy's Expected Result/Impact: Students and teachers track student progress levels and adjust targets as they are met

Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers

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, 5

Strategy 3 Details

Strategy 3: Staff will analyze data from common assessments, district assessments, exit tickets and STAAR data during weekly PLC meetings.

Strategy's Expected Result/Impact: Staff will monitor progress toward state and federal accountability measures

Staff Responsible for Monitoring: Campus administrators and instructional coaches and 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, 3, 4, 5

Funding Sources: Tutoring - State Comp Ed - \$11,235

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.

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Problem Statement 3: Students are performing below expectation in the area of Reading. 3rd: Meets: 40% English and 31% Spanish. Masters: 16 % English and 22% Spanish 4th: Meets: 37% English and 10% Spanish. Masters: 21% and 10% 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: 2nd grade students are performing below expectations in early literacy. **Root Cause:** Lack of teacher understanding of how to provide targeted literacy instruction to meet the needs of every learner. Loss of educational opportunity during the 2019-2020 school year.

Problem Statement 5: Pre K students are performing below expectation in the area of early literacy. **Root Cause:** Lack of teacher understanding of how to provide targeted literacy instruction to meet the needs of every learner.

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: Increase the percent of 3rd grade students that score meets grade level or above on STAAR Math from 34% to 42% .

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Campus Common Assessments, District Common Formative Assessments, STAAR Interim assessments, Exit Tickets, Dreambox, Math STAAR Pre-Assessment, Math STAAR

Strategy 1 Details
<p>Strategy 1: Weekly planning meetings to collaboratively plan high quality lessons that specifically target the specific needs of students. Strategy's Expected Result/Impact: Consistency across the grade level with TEKS-aligned instruction. Staff Responsible for Monitoring: Campus administrators and instructional coaches 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 2, 6</p>
Strategy 2 Details
<p>Strategy 2: 3rd grade teachers set student targets based on STAAR performance levels. Strategy's Expected Result/Impact: Students and teachers track student progress levels and adjust targets as they are met Staff Responsible for Monitoring: Campus administrators and instructional coaches and teachers</p>
Strategy 3 Details
<p>Strategy 3: Staff will analyze data from common assessments, district assessments, exit tickets and STAAR data during weekly PLC meetings. Strategy's Expected Result/Impact: Staff will monitor progress toward state and federal accountability measures. Staff Responsible for Monitoring: Campus administrators and instructional coaches and teachers Title I Schoolwide Elements: 2.4, 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 Problem Statements: Student Achievement 1, 2, 3, 4</p>

Strategy 4 Details

Strategy 4: Students utilized Dreambox to provide individualized math opportunities.

Strategy's Expected Result/Impact: Students will close gaps and/or extend mathematical thinking.

Staff Responsible for Monitoring: Campus administrators and instructional coaches and 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 2

Funding Sources: Dreambox - ESSER - \$8,000

Strategy 5 Details

Strategy 5: Differentiate math instruction through tiered anchor stations to target individual student needs.

Strategy's Expected Result/Impact: Create multiple paths so that students with different ability levels can all be successful in learning and demonstrating what they have learned in math stations.

Staff Responsible for Monitoring: Administration, instructional coaches, and 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

Problem Statements: Student Achievement 2, 6

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 expectations in the area of Math. 3rd: Meets: 34% Masters: 17% 4th: Meets: 34% Masters: 21% **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 performing below expectation in the area of Reading. 3rd: Meets: 40% English and 31% Spanish. Masters: 16 % English and 22% Spanish 4th: Meets: 37% English and 10% Spanish. Masters: 21% and 10% 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: 2nd grade students are performing below expectations in early literacy. **Root Cause:** Lack of teacher understanding of how to provide targeted literacy instruction to meet the needs of every learner. Loss of educational opportunity during the 2019-2020 school year.

Problem Statement 6: Pre K students are performing below expectations in the area of math. **Root Cause:** Lack of teacher understanding of how to provide targeted mathematics instruction to meet the needs of every learner.

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: Increase the percent of 4th grade students that score meets grade level or above on STAAR Reading from 35% to 45% .

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Campus Common Assessments, District Common Formative Assessments, Interim STAAR, Exit Tickets, BAS Levels, Running Records, Reading Response Journal, Written Responses

Strategy 1 Details

Strategy 1: Weekly planning meetings to collaboratively plan high quality lessons that specifically target the specific needs of students.

Strategy's Expected Result/Impact: Consistency across the grade level with TEKS aligned instruction.

Staff Responsible for Monitoring: Campus administrators and instructional coaches

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, 3, 4, 5

Strategy 2 Details

Strategy 2: 4th grade teachers set student targets based on STAAR performance levels.

Strategy's Expected Result/Impact: Students and teachers track student progress levels and adjust targets as they are met

Staff Responsible for Monitoring: Campus administrators and instructional coaches and teachers

Strategy 3 Details

Strategy 3: Staff will analyze data from common assessments, district assessments, exit tickets and STAAR data during weekly PLC meetings.

Strategy's Expected Result/Impact: Staff will monitor progress toward state and federal accountability measures.

Staff Responsible for Monitoring: Campus administrators and instructional coaches and 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, 3, 4, 5

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.

Student Achievement

Problem Statement 3: Students are performing below expectation in the area of Reading. 3rd: Meets: 40% English and 31% Spanish. Masters: 16 % English and 22% Spanish 4th: Meets: 37% English and 10% Spanish. Masters: 21% and 10% 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: 2nd grade students are performing below expectations in early literacy. **Root Cause:** Lack of teacher understanding of how to provide targeted literacy instruction to meet the needs of every learner. Loss of educational opportunity during the 2019-2020 school year.

Problem Statement 5: Pre K students are performing below expectation in the area of early literacy. **Root Cause:** Lack of teacher understanding of how to provide targeted literacy instruction to meet the needs of every learner.

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: Increase the percent of 4th grade students that score meets grade level or above on STAAR Math from 34% to 42% .

Strategy 1 Details
<p>Strategy 1: Weekly planning meetings to collaboratively plan high quality lessons that specifically target the specific needs of students.</p> <p>Strategy's Expected Result/Impact: Consistency across the grade level with TEKS aligned instruction.</p> <p>Staff Responsible for Monitoring: Campus administrators and instructional coaches</p> <p>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</p> <p>Problem Statements: Student Achievement 2, 6</p> <p>Funding Sources: Campus Math Coach - Title I - \$76,992</p>
Strategy 2 Details
<p>Strategy 2: Staff will analyze data from common assessments, district assessments, exit tickets and STAAR data during weekly PLC meetings.</p> <p>Strategy's Expected Result/Impact: Staff will monitor progress toward state and federal accountability measures.</p> <p>Staff Responsible for Monitoring: Campus administrators and instructional coaches and teachers</p> <p>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</p> <p>Problem Statements: Student Achievement 2, 6</p>
Strategy 3 Details
<p>Strategy 3: Students utilized Dreambox to provide individualized math opportunities.</p> <p>Strategy's Expected Result/Impact: Students will close gaps and/or extend mathematical thinking.</p> <p>Staff Responsible for Monitoring: Campus administrators and instructional coaches and teachers</p> <p>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</p> <p>Problem Statements: Student Achievement 2, 6</p> <p>Funding Sources: Dreambox - ESSER - \$8,000</p>

Strategy 4 Details

Strategy 4: Differentiate math instruction through tiered anchor stations to target individual student needs.

Strategy's Expected Result/Impact: Create multiple paths so that students with different ability levels can all be successful in learning and demonstrating what they have learned in math stations.

Staff Responsible for Monitoring: Administration, instructional coaches, and 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 2, 6

Funding Sources: Tutorials - Title I - \$3,086

Performance Objective 4 Problem Statements:

Student Achievement

Problem Statement 2: Students are performing below expectations in the area of Math. 3rd: Meets: 34% Masters: 17% 4th: Meets: 34% Masters: 21% **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 6: Pre K students are performing below expectations in the area of math. **Root Cause:** Lack of teacher understanding of how to provide targeted mathematics instruction to meet the needs of every learner.

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: Increase the number of students reading on or above grade level to 85%.

Targeted or ESF High Priority

Evaluation Data Sources: BOY, MOY, EOY Literacy Assessments, mClass, Running Records, Guided Reading Documentation

Strategy 1 Details
<p>Strategy 1: Staff will attend Guided Reading Year 1 professional development on Aug. 6 and Oct. 7</p> <p>Strategy's Expected Result/Impact: Provide teachers with foundational knowledge of guided reading in order to better support specific student reading needs.</p> <p>Staff Responsible for Monitoring: Administrators, campus and district coaches</p> <p>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</p> <p>Problem Statements: Student Achievement 1, 3, 4, 5</p> <p>Funding Sources: Leveled Bilingual Guided Reading Books - Title III - \$2,500, Leveled Guided Reading Books - ESSER - \$5,000, Literacy Consultant - ESSER - \$62,000</p>
Strategy 2 Details
<p>Strategy 2: Teachers will participate in six guided reading coaching cycles with a literacy consultant.</p> <p>Strategy's Expected Result/Impact: Teachers receive immediate and targeted feedback to improve guided reading practices that increase student literacy levels.</p> <p>Staff Responsible for Monitoring: Administrators District and Campus Literacy Coaches</p> <p>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</p> <p>Problem Statements: Student Achievement 1, 3, 4, 5</p>
Strategy 3 Details
<p>Strategy 3: Weekly observation and feedback for guided reading with student focus group.</p> <p>Strategy's Expected Result/Impact: Teachers receive immediate and targeted feedback to improve guided reading practices that increase student literacy levels.</p> <p>Staff Responsible for Monitoring: Administrators District and Campus Literacy Coaches</p> <p>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</p> <p>Problem Statements: Student Achievement 1, 3, 4, 5</p> <p>Funding Sources: Books - ESSER - \$4,118</p>

Strategy 4 Details

Strategy 4: Monthly progress monitoring of individual student literacy levels using campus data wall

Strategy's Expected Result/Impact: Teachers monitor students who are making progress and intervene for students who are not making progress

Staff Responsible for Monitoring: Administrators

District and Campus Literacy Coaches

Classroom teachers

Interventionists

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, 3, 4, 5

Funding Sources: Academic Interventionist - Title I - \$74,881, General Education Teachers for At-Risk Students - State Comp Ed - \$1,230,017

Strategy 5 Details

Strategy 5: Teachers will participate in an 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.

Strategy's Expected Result/Impact: Expand teacher capacity in guided reading knowledge and application.

Staff Responsible for Monitoring: Administrators

Campus and District Literacy Instructional Coaches

Strategy 6 Details

Strategy 6: Teachers in Pre-K through 2nd grade will participate in professional development for Shared Reading to learn effective implementation of shared reading

Strategy's Expected Result/Impact: Teachers will expand their knowledge of implementing shared reading and help students transition into guided reading.

Staff Responsible for Monitoring: Administrators

District and Campus Literacy Coaches

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, 3, 4, 5

Funding Sources: Literacy Professional Development - ESSER - \$13,729

Strategy 7 Details

Strategy 7: Teachers new to San Jacinto or transitioned into ELA, will participate in a Guided Reading Year 1 Cohort to learn effective implementation of guided reading process with a focus on Fountas and Pinnell Guided Reading, Literacy Continuum, When Readers Struggle, and the Prompting Guides.

Strategy's Expected Result/Impact: Expand teacher capacity in guided reading knowledge and application.

Staff Responsible for Monitoring: Administrators

Campus and District Literacy Instructional Coaches

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, 3, 4, 5

Performance Objective 5 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 performing below expectation in the area of Reading. 3rd: Meets: 40% English and 31% Spanish. Masters: 16 % English and 22% Spanish 4th: Meets: 37% English and 10% Spanish. Masters: 21% and 10% 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: 2nd grade students are performing below expectations in early literacy. **Root Cause:** Lack of teacher understanding of how to provide targeted literacy instruction to meet the needs of every learner. Loss of educational opportunity during the 2019-2020 school year.

Problem Statement 5: Pre K students are performing below expectation in the area of early literacy. **Root Cause:** Lack of teacher understanding of how to provide targeted literacy instruction to meet the needs of every learner.

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

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

Strategy 1 Details
<p>Strategy 1: Meet monthly with secretary to review budget, spending, and campus needs.</p> <p>Strategy's Expected Result/Impact: Manage funds to meet campus needs.</p> <p>Staff Responsible for Monitoring: Principal and Campus Secretary</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning</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: To recruit, retain and develop highly qualified teachers and staff for all students.

Targeted or ESF High Priority

Evaluation Data Sources: T-TESS and Evaluations

Strategy 1 Details
<p>Strategy 1: Attend and recruit from CISD, university, and region job fairs.</p> <p>Strategy's Expected Result/Impact: Hire highly qualified teachers and staff to maximize student learning.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>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</p> <p>Problem Statements: Culture and Climate 1</p>
Strategy 2 Details
<p>Strategy 2: Collaborate with Caney Creek High School audio/visual department to create a recruitment video that highlights San Jacinto Elementary.</p> <p>Strategy's Expected Result/Impact: Recruit highly qualified teachers and staff to maximize student learning.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 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 - Additional Targeted Support Strategy</p> <p>Problem Statements: Culture and Climate 1</p>
Strategy 3 Details
<p>Strategy 3: Communicate incentives offered through the Teacher Incentive Allotment to potential staff members.</p> <p>Strategy's Expected Result/Impact: Hire highly qualified teachers and staff to maximize student learning.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>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</p> <p>Problem Statements: Culture and Climate 1</p>

Performance Objective 1 Problem Statements:

Culture and Climate
<p>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.</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: To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.

Evaluation Data Sources: Surveys

Strategy 1 Details
<p>Strategy 1: Continue school-wide weekly folders, social media platforms, emails, newsletters, and texts to maximize communication with families.</p> <p>Strategy's Expected Result/Impact: Maximize communication with families and community through multiple sources.</p> <p>Staff Responsible for Monitoring: Administration and Family Engagement Liaison</p> <p>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</p> <p>Problem Statements: Culture and Climate 1 - Parent and Community Engagement 1, 2</p> <p>Funding Sources: Family Engagement Liaison - ESSER - \$120,785</p>
Strategy 2 Details
<p>Strategy 2: Provide parent-teacher academic conferences for a minimum of twice per year for the 2020-2021 school year.</p> <p>Strategy's Expected Result/Impact: Address specific strengths and gaps in student learning and ways to support student success at school and home.</p> <p>Staff Responsible for Monitoring: Administration Teachers Counselor Family Engagement Liaison</p> <p>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</p> <p>Problem Statements: Culture and Climate 1 - Parent and Community Engagement 1, 2</p> <p>Funding Sources: Family Engagement - Title I - \$3,175</p>

Performance Objective 1 Problem Statements:

Culture and Climate
<p>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.</p>
Parent and Community Engagement
<p>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.</p>

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 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: Safe Schools:

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

Strategy 1 Details
<p>Strategy 1: Review safety procedures and conduct safety drills to ensure the effectiveness of the emergency operating procedures.</p> <p>Strategy's Expected Result/Impact: Review, practice and reflect safety protocols to find areas of improvement and address them to meet safety standards.</p> <p>Staff Responsible for Monitoring: Administration Nurse</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Additional Targeted Support Strategy</p> <p>Problem Statements: Culture and Climate 1</p>
Strategy 2 Details
<p>Strategy 2: School-wide implementation of Foundations in common areas and levels of behavior.</p> <p>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.</p> <p>Staff Responsible for Monitoring: All staff Foundations Team Administration</p> <p>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 - Additional Targeted Support Strategy</p> <p>Problem Statements: Culture and Climate 1</p>

Performance Objective 2 Problem Statements:

Culture and Climate
<p>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.</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 3: To ensure that all stakeholders receive effective internal and external communication.

Strategy 1 Details
<p>Strategy 1: Utilize bi-weekly newsletter in English and Spanish, School Messenger, weekly folders, and social media to share information.</p> <p>Strategy's Expected Result/Impact: To ensure that all stakeholders have multiple sources to receive effective internal and external communication.</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Culture and Climate 1 - Parent and Community Engagement 1, 2</p>

Performance Objective 3 Problem Statements:

Culture and Climate
<p>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.</p>
Parent and Community Engagement
<p>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.</p> <p>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.</p>

Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD 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.

Targeted or ESF High Priority

Evaluation Data Sources: Common Formative Assessments, Walkthroughs and Observations

Strategy 1 Details

Strategy 1: Increase student opportunities to utilize technology across the curriculum

Strategy's Expected Result/Impact: Increase student achievement through the use of Canvas, Seesaw, Dreambox, K-12 Summit

Staff Responsible for Monitoring: Administration, Teachers, Instructional Coaches

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, 2, 3, 5, 6 - Parent and Community Engagement 2

Funding Sources: K-12 Summit Software - Title III - \$3,000

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 expectations in the area of Math. 3rd: Meets: 34% Masters: 17% 4th: Meets: 34% Masters: 21% **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 performing below expectation in the area of Reading. 3rd: Meets: 40% English and 31% Spanish. Masters: 16 % English and 22% Spanish 4th: Meets: 37% English and 10% Spanish. Masters: 21% and 10% 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 5: Pre K students are performing below expectation in the area of early literacy. **Root Cause:** Lack of teacher understanding of how to provide targeted literacy instruction to meet the needs of every learner.

Problem Statement 6: Pre K students are performing below expectations in the area of math. **Root Cause:** Lack of teacher understanding of how to provide targeted mathematics instruction to meet the needs of every learner.

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.

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 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, 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.

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Tutoring		\$11,235.00
1	5	4	General Education Teachers for At-Risk Students		\$1,230,017.00
Sub-Total					\$1,241,252.00
Budgeted Fund Source Amount					\$1,241,252.00
+/- Difference					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Campus Instructional Literacy Coach		\$79,505.00
1	4	1	Campus Math Coach		\$76,992.00
1	4	4	Tutorials		\$3,086.00
1	5	4	Academic Interventionist		\$74,881.00
4	1	2	Family Engagement		\$3,175.00
Sub-Total					\$237,639.00
Budgeted Fund Source Amount					\$237,639.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Leveled Bilingual Guided Reading Books		\$2,500.00
5	1	1	K-12 Summit Software		\$3,000.00
Sub-Total					\$5,500.00
Budgeted Fund Source Amount					\$5,500.00
+/- Difference					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	Dreambox		\$8,000.00
1	4	3	Dreambox		\$8,000.00
1	5	1	Leveled Guided Reading Books		\$5,000.00

ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Literacy Consultant		\$62,000.00
1	5	3	Books		\$4,118.00
1	5	6	Literacy Professional Development		\$13,729.00
4	1	1	Family Engagement Liaison		\$120,785.00
Sub-Total					\$221,632.00
Budgeted Fund Source Amount					\$221,632.00
+/- Difference					\$0.00
Grand Total					\$1,706,023.00