

Conroe Independent School District
San Jacinto Elementary
2022-2023 Campus Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Demographics Summary

San Jacinto Elementary is an elementary school located in Conroe Independent School District. The campus serves approximately 532 students PreK through 4th grade. Additionally, we have two Life Skills classrooms that serve students from San Jacinto Elem., Hope Elem, and Milam Elem. Our enrollment continues to increase due to the opening of the Artavia neighborhood development, as well as the upcoming opening of the Maveria and Evergreen housing developments. Our current student body is comprised of approximately 63.3% Hispanic, 29.3% White, 4.1% two or more races, 2.6% African American, .4% American Indian, and .2% Asian. Approximately 33.6% of the campus is identified as Emergent Bilingual, and 15.6 receive services through Special Education. 83% of our student population is eligible for Free/Reduced lunch.

For the 2021-2022 school year, San Jacinto received an accountability rating of a “C”.

Overall - 76 “C”

Domain 1 Student Achievement - 72 “C”

Domain 2 School Progress - 79 “C”

Domain 3 Closing the Gaps - Not Rated: Senate Bill 1365

2021-2022 STAAR Data for Meets and Masters compared to 2021 and 2020

Reading Meets - 49% (2021 36%) (2019 31%)

Reading Masters - 28% (2021 18%) (2019 11%)

Math Meets - 37% (2021 36%) (2019 35%)

Math Masters - 14% (2021 19%) (2019 15%)

While the campus has demonstrated growth in the area of students at the Meets and Masters level for Reading, a target growth area for the campus is increasing both the percentage of students at the Meets and Masters level for Math.

Student Achievement Strengths

In Reading, 3rd and 4th grade students at San Jacinto Elementary are performing at 70% Approaches, 49% Meets, and 28% Master on the 2021-2022 STAAR Reading Assessment. In Reading, the two targets we did not meet were within the categories of Academic Achievement Status and Growth Status. The target for White students in Academic Achievement is 60% at Meets or higher, and SJE scored 54%. The other target we did not meet within Academic Achievement was in the area of Non-Continuously Enrolled students. The target is 42% at the Meets or above level and SJE achieved 39% in this area. Additionally, in Growth Status, San Jacinto did not meet one of the six targets. The target for EB/EL Current and Monitored is 64% at the Meets or higher level, and SJE achieved 59%. Overall, our STAAR Reading scores increased and the areas not meeting the target decreased from eleven areas on the 2018-2019 Reading STAAR Assessment to only three areas not meeting the target in 2021-2022.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Students are performing below expectations in the area of Math, especially compared to Reading. **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 2 (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.

Culture and Climate

Culture and Climate Summary

San Jacinto strives to ensure a safe and orderly environment conducive to learning for all students and staff through PBIS and Foundations. San Jacinto staff participated in a school-wide CHAMPS Book Study. We met monthly during conference times for our CHAMPS Book Study which was facilitated by our CISD Student Support Coach. For the 2022-2023 school year, our Specials Teachers will participate in a Tough Kids Book Study facilitated by our CISD Student Support Coach. Additionally, our Foundations Team meets monthly to focus on building culture and climate for students and staff. The Foundations Team opened our SHINE store, implemented SHINE Bucks to reinforce our Guidelines of Success, and hosts quarterly SHINE Celebrations to recognize students who have demonstrated our SJE SHINE Motto.

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

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

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

Beginning the 2022-2023 school year, identified Gifted and Talented students will receive weekly pull-out instruction and support from a qualified CISD GT facilitator.

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

Culture and Climate Strengths

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

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

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

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

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): New safety protocols and procedures must be developed to align to state and district standards, and communicated to staff, students, and caregivers. **Root Cause:** Safety procedures and expectations were updated to align with TEA and district guidelines.

Parent and Community Engagement

Parent and Community Engagement Summary

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

San Jacinto Elementary continues to work with the Montgomery County Food Bank, Junior League, Matthew's Wish, National Charity League, National English Honor Society, local churches, and Junior Achievement to provide food and other resources for our families. Our counselor, communities in schools site coordinator, and parent engagement liaison collaborate to locate community resources to support our campus needs and to communicate resources with caregivers.

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

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

Parent and Community Engagement Strengths

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

Communities in Schools connects caregivers to community resources.

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

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

San Jacinto PTO hosts events such as the Car Show, Outdoor Movie Nights, Color Run, as well as other activities to connect caregivers to the school and promote a healthy school environment.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): San Jacinto continues to fall below the state and district average in the areas of attendance and tardies. **Root Cause:** Covid related absences are still occurring, as well as caregivers keeping their students home when exposed to Covid through a close contact. Caregivers are not aware of the impact of attendance and tardies on student achievement.

Priority Problem Statements

Problem Statement 1: Students are performing below expectations in the area of Math, especially compared to Reading.

Root Cause 1: High yield academic strategies that have been proven to increase student achievement have not been implemented across classrooms with consistency and fidelity.

Problem Statement 1 Areas: Student Achievement

Problem Statement 4: New safety protocols and procedures must be developed to align to state and district standards, and communicated to staff, students, and caregivers.

Root Cause 4: Safety procedures and expectations were updated to align with TEA and district guidelines.

Problem Statement 4 Areas: Culture and Climate

Problem Statement 3: San Jacinto continues to fall below the state and district average in the areas of attendance and tardies.

Root Cause 3: Covid related absences are still occurring, as well as caregivers keeping their students home when exposed to Covid through a close contact. Caregivers are not aware of the impact of attendance and tardies on student achievement.

Problem Statement 3 Areas: Parent and Community Engagement

Problem Statement 2: Students are transitioning from each grade level not reading on/or above grade level.

Root Cause 2: Lack of teacher understanding of how to provide targeted literacy instruction to meet the needs of every learner.

Problem Statement 2 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

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

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 1: Increase the percent of 3rd grade students that score at the meets grade level or above on STAAR Reading from ___35_% to ___45_%.

High Priority

HB3 Goal

Evaluation Data Sources: Common Formative Assessments, Common Assessments, Interim Assessments, STAAR, Exit Tickets

Strategy 1 Details	Reviews			
<p>Strategy 1: Guided Reading Training and Coaching Cycles for staff new to San Jacinto Weekly Focus Group Observation/Feedback</p> <p>Strategy's Expected Result/Impact: Increase percentage of students reading at or above grade level Staff Responsible for Monitoring: Administration and Campus Instructional Literacy Coach</p> <p>Title I: 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 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 2 Funding Sources: Literacy Consultant - ESSER III - \$13,900, Guided Reading Books - ESSER III - \$7,000</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize data from mClass, BAS, On-Demand Writing, and Dyslexia Screener to create targeted phonics and comprehension goals for students and to provide interventions for students who do not meet expectations.</p> <p>Strategy's Expected Result/Impact: 80% of Kinder-2nd grade students will read on or above grade level</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, Academic Interventionist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: Guided Reading Books - ESSER III - \$3,347, Leading for Literacy Resources - ESSER III - \$250, Interactive Read Aloud Books - ESSER III - \$5,000, Tutors - State Comp Ed - \$5,000</p>	Formative			Summative
	Oct	Dec	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 2: 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.</p>

Goal 1: Student Achievement and Post-Secondary Success





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

Performance Objective 2: Increase the percent of 3rd grade students that score meets grade level or above on STAAR Math from 34 % to 45 %.

High Priority

HB3 Goal

Evaluation Data Sources: Common Formative Assessments, Common Assessments, Interim Assessments, STAAR, Exit Tickets

Strategy 1 Details	Reviews			
<p>Strategy 1: ERG Guided Math Consultant Weekly Guided Math Focus Group Observation and Feedback</p> <p>Strategy's Expected Result/Impact: Increase the level of teacher implementation of Guided Math to positively impact students achieving at the Meets and Masters level in Math</p> <p>Staff Responsible for Monitoring: Administration and Campus Instructional Math Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levels: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: ERG Guided Math Consultant - ESSER III - \$15,000, Intervention - State Comp Ed - \$5,000</p>	Formative			Summative
	Oct	Dec	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 1: Students are performing below expectations in the area of Math, especially compared to Reading. Root Cause: High yield academic strategies that have been proven to increase student achievement have not been implemented across classrooms with consistency and fidelity.</p>

Goal 1: Student Achievement and Post-Secondary Success

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





Performance Objective 3: Increase the percent of 4th grade students that score meets grade level or above on STAAR Reading from ___36___% to ___45___%.

High Priority

HB3 Goal

Evaluation Data Sources: Common Formative Assessments, Common Assessments, Interim Assessments, STAAR, Exit Tickets

Strategy 1 Details	Reviews			
<p>Strategy 1: Guided Reading Training and Coaching Cycles for staff new to San Jacinto Weekly Focus Group Observation/Feedback</p> <p>Strategy's Expected Result/Impact: Increase percentage of students reading at or above grade level</p> <p>Staff Responsible for Monitoring: Administration and Campus Literacy Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: Campus Instructional Literacy Coach - Title I - \$77,702</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: House Bill 4545 Intervention Groups</p> <p>Strategy's Expected Result/Impact: Increase the percentage of students at the Approaches, Meets, and Masters level on STAAR</p> <p>Staff Responsible for Monitoring: Administration, Campus Instructional Coaches, Academic Interventionist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: Academic Interventionist - Title I - \$77,645, Tutors - State Comp Ed - \$5,000</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize Dreambox to provide individualized math opportunities.</p> <p>Strategy's Expected Result/Impact: Decrease instructional gaps and extend mathematical thinking.</p> <p>Staff Responsible for Monitoring: Administration, Campus Instructional Math Coach, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>-</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Dream Box - ESSER III - \$8,000</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Student Achievement
<p>Problem Statement 1: Students are performing below expectations in the area of Math, especially compared to Reading. Root Cause: High yield academic strategies that have been proven to increase student achievement have not been implemented across classrooms with consistency and fidelity.</p>
<p>Problem Statement 2: 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.</p>

Goal 1: Student Achievement and Post-Secondary Success

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





Performance Objective 4: Increase the percent of 4th grade students that score meets grade level or above on STAAR Math from 38 % to 45 %.

High Priority

HB3 Goal

Evaluation Data Sources: Common Formative Assessments, Common Assessments, Interim Assessments, STAAR, Exit Tickets

Strategy 1 Details	Reviews			
<p>Strategy 1: ERG Guided Math Consultant Weekly Guided Math Focus Groups Observation and Feedback</p> <p>Strategy's Expected Result/Impact: Increase the level of teacher implementation of Guided Math to positively impact students achieving at the Meets and Masters level in Math</p> <p>Staff Responsible for Monitoring: Administration and Campus Instructional Math Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Campus Instructional Math Coach - Title I - \$78,733, Tutors - State Comp Ed - \$3,603</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: House Bill 4545 Intervention Groups Tutorial Groups Strategy's Expected Result/Impact: Increase the percentage of students at the Approaches, Meets, and Masters level on STAAR Staff Responsible for Monitoring: Administration, Campus Instructional Coaches, Academic Interventionist Title I: 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 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 1 Funding Sources: Academic Interventionist - ESSER III - \$15,200, TEKS Based Resources Reading and Math - ESSER III - \$1,816, Materials and Resources for Intervention - Title III - \$5,000, Tutors/Resources/Materials/Planning/Subs - State Comp Ed - \$60,000	Formative			Summative
	Oct	Dec	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 4 Problem Statements:

Student Achievement
<p>Problem Statement 1: Students are performing below expectations in the area of Math, especially compared to Reading. Root Cause: High yield academic strategies that have been proven to increase student achievement have not been implemented across classrooms with consistency and fidelity.</p>





Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 5: Increase Attendance Percentage to 94%

High Priority

Evaluation Data Sources: PIEMS Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement feeder zone attendance policy through strategic monitoring of student attendance</p> <p>Strategy's Expected Result/Impact: Increase percentage of students on or above grade level in Reading and Math</p> <p>Staff Responsible for Monitoring: Family Engagement Liaison, Communities in Schools, Counselor, Administration, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Parent and Community Engagement 1</p> <p>Funding Sources: Family Engagement Liaison - ESSER III - \$70,118, Nurse and Clinic Aide - ESSER III - \$39,521</p>	Formative			Summative
	Oct	Dec	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 5 Problem Statements:

Parent and Community Engagement
<p>Problem Statement 1: San Jacinto continues to fall below the state and district average in the areas of attendance and tardies. Root Cause: Covid related absences are still occurring, as well as caregivers keeping their students home when exposed to Covid through a close contact. Caregivers are not aware of the impact of attendance and tardies on student achievement.</p>

Goal 1: Student Achievement and Post-Secondary Success

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





Performance Objective 6: 87% of PreKindergarten Students will be proficient at counting sets on the End of Year Circle Assessment.

High Priority

HB3 Goal

Evaluation Data Sources: Circle Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: PreK teachers will participate in facilitated math planning and analyze math data during PLC. Strategy's Expected Result/Impact: Students enter Kindergarten with a strong foundation in Math. Staff Responsible for Monitoring: Administration, Campus Instructional Math Coach, Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1 Funding Sources: Math Resources and Manipulatives - Title I - \$3,520</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 6 Problem Statements:

Student Achievement
<p>Problem Statement 1: Students are performing below expectations in the area of Math, especially compared to Reading. Root Cause: High yield academic strategies that have been proven to increase student achievement have not been implemented across classrooms with consistency and fidelity.</p>

Goal 1: Student Achievement and Post-Secondary Success

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





Performance Objective 7: 83% of Kindergarten students will score on grade level or above in numeracy on the EOY Early Math Assessments.

High Priority

HB3 Goal

Evaluation Data Sources: District Math EOY Assessment, Exit Tickets

Strategy 1 Details	Reviews			
<p>Strategy 1: Kindergarten will participate in campus math lab sites to learn and implement math instructional strategies related to numeracy.</p> <p>Strategy's Expected Result/Impact: Students are at or above grade level expectations in Math in the area of numeracy.</p> <p>Staff Responsible for Monitoring: Administration, Campus Instructional Math Coach, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1</p>	Formative			Summative
	Oct	Dec	Mar	June

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

Performance Objective 7 Problem Statements:

Student Achievement
<p>Problem Statement 1: Students are performing below expectations in the area of Math, especially compared to Reading. Root Cause: High yield academic strategies that have been proven to increase student achievement have not been implemented across classrooms with consistency and fidelity.</p>

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: Maintain efficient and effective fiscal management of resources and operations.

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

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: Recruit, retain and develop highly qualified teachers and staff for all students.

Evaluation Data Sources: TTESS Evaluations, Teacher Incentive Allotment, Conroe ISD Job Fair, In Person and Virtual Job Fairs, SHSU Field Experience Partnership, SHSU Year Long Residents

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

High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Opportunities for caregivers to explore instructional opportunities, such as Title 1 Nights, Writing Celebrations, Game Day, Curriculum Days, and Summer Library Program</p> <p>Strategy's Expected Result/Impact: Academic Achievement</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Parent Engagement Liaison, Communities in Schools</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Culture and Climate 1</p> <p>Funding Sources: Family Engagement - Title I - \$3,520</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Culture and Climate
<p>Problem Statement 1: New safety protocols and procedures must be developed to align to state and district standards, and communicated to staff, students, and caregivers. Root Cause: Safety procedures and expectations were updated to align with TEA and district guidelines.</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.

High Priority

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

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

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

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

2.2: Regular monitoring and revision

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

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

The campus ensures our Campus Improvement plan is publicly available to parents and the community (English and Spanish) on the CISD Website under Accountability and available upon request in hard copy.

2.4: Opportunities for all children to meet State standards

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

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

2.5: Increased learning time and well-rounded education

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

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

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

- RTI Instruction
- Small Group Instruction
- Guided Math
- In Class Support

3. Annual Evaluation

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

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

4.2: Offer flexible number of parent involvement meetings

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

5. Targeted Assistance Schools Only

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Campus Instructional Literacy Coach		\$77,702.00
1	3	2	Academic Interventionist		\$77,645.00
1	4	1	Campus Instructional Math Coach		\$78,733.00
1	6	1	Math Resources and Manipulatives		\$3,520.00
4	1	1	Family Engagement		\$3,520.00
Sub-Total					\$241,120.00
Budgeted Fund Source Amount					\$241,120.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2	Materials and Resources for Intervention		\$5,000.00
Sub-Total					\$5,000.00
Budgeted Fund Source Amount					\$5,000.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Tutors		\$5,000.00
1	2	1	Intervention		\$5,000.00
1	3	2	Tutors		\$5,000.00
1	4	1	Tutors		\$3,603.00
1	4	2	Tutors/Resources/Materials/Planning/Subs		\$60,000.00
Sub-Total					\$78,603.00
Budgeted Fund Source Amount					\$78,603.00
+/- Difference					\$0.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Guided Reading Books		\$7,000.00

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Literacy Consultant		\$13,900.00
1	1	2	Interactive Read Aloud Books		\$5,000.00
1	1	2	Guided Reading Books		\$3,347.00
1	1	2	Leading for Literacy Resources		\$250.00
1	2	1	ERG Guided Math Consultant		\$15,000.00
1	3	3	Dream Box		\$8,000.00
1	4	2	TEKS Based Resources Reading and Math		\$1,816.00
1	4	2	Academic Interventionist		\$15,200.00
1	5	1	Family Engagement Liaison		\$70,118.00
1	5	1	Nurse and Clinic Aide		\$39,521.00
Sub-Total					\$179,152.00
Budgeted Fund Source Amount					\$179,152.00
+/- Difference					\$0.00
Grand Total Budgeted					\$503,875.00
Grand Total Spent					\$503,875.00
+/- Difference					\$0.00