

# **Goose Creek Consolidated Independent School District**

## **San Jacinto Elementary**

### **2025-2026 Goose Creek CISD Board Review - September 2025**



# Mission Statement

San Jacinto Elementary will prepare each child to become a valuable and productive member of the community. We will accomplish this by providing a positive learning environment that sets high academic expectations, fosters personal relationships, and values individual differences.

## Vision

### San Jacinto Vision

1. Every student will show continuous growth when he/she is provided a highly engaging, rigorous learning environment.
2. Ensure all students learn at high levels with a student-centered and data-driven curriculum.
3. Students and staff will work cooperatively and collaboratively to meet the learning needs of all students.
4. Students and staff will consistently build positive relations to promote high expectations for academics and behavior.

## Value Statement

**"Where Every Bobcat Counts and Learns at High Levels!"**

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# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

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

## **Accountability Data**

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

## **Student Data: Assessments**

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- 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
- Prekindergarten Self-Assessment Tool
- 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
- Grades that measure student performance based on the TEKS

## **Student Data: Student Groups**

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

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data
- T-TESS data

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

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

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

# Goals

**Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE**

**Performance Objective 1:** The English Language Arts Campus Accountability Action Plan (CAAP) for the 2025- 2026 school year will be to increase each of the proficiency areas of Approaches, Meets, and Masters in 4th and 5th (cohorts).

If we effectively implement professional learning communities and planning sessions at SJE (for all grade levels), then teachers will have a deep understanding about what to teach (TEKS), how to teach, and what success looks like (student products) resulting in student growth.

**Evaluation Data Sources:** STAAR Results, Benchmark Assessments, CBA Data, PLC and CFA data, and Universal Screeners

Strategy 1 Details
<p><b>Strategy 1:</b> The campus will utilize Professional Learning Communities for teachers to design/create artifacts and embed them during different points of a unit to measure student progress. The learning artifacts will then be analyzed to measure two outcomes [effectiveness of instructional practices and progress monitor student learning].</p> <p><b>Strategy's Expected Result/Impact:</b> Teaching , Learning Coach, Brain Coach, Academic Dean, Assistant Principal and Principal will facilitate Professional Learning Communities that focus on learning outcomes [artifacts] on a weekly basis. Teacher and Students will develop a deep understanding of Learning Intentions [TEKS] and Success Criteria [Artifacts].</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p>
Strategy 2 Details
<p><b>Strategy 2:</b> The campus will internalize lessons during Professional Learning Communities and Planning Sessions by including a time when a teacher and/or Teaching and Learning Coach will model instructional practices for other teachers to build capacity.</p> <p><b>Strategy's Expected Result/Impact:</b> Teaching and Learning Coaches, Brain Coach, Assistant Principal and Principal will facilitate Professional Learning Communities provide opportunities for teachers to learn from each other via modeling of lessons. The Principal will provide feedback to 1-2 teachers [feedback walkthroughs] in Eduphoria / Strive once per week during the Lesson Internalization portion of the PLC Process. This approach is designed to build instructional capacity and ensure high-quality, TEKS-aligned instruction. Targets instructional PD's and Coaching for all teachers will be provided to assist within their areas of needs.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p>

**Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE**

**Performance Objective 2:** The Math Campus Accountability Action Plan (CAAP) for the 2025- 2026 school year will increase in be to increase each of the proficiency areas of Approaches, Meets, and Masters in 4th and 5th (cohorts).

If we effectively implement professional learning communities and planning sessions at SJE (for all grade levels), then teachers will have a deep understanding about what to teach (TEKS), how to teach, and what success looks like (student products) resulting in student growth.

**Evaluation Data Sources:** STAAR Results, Benchmark Assessments, CBA Data, PLC and CFA data, and Universal Screeners

Strategy 1 Details
<p><b>Strategy 1:</b> The campus will student produce during Professional Learning Communities and Planning Sessions where teachers will design/create artifacts and embed them during different points of a unit to measure student progress. The learning artifacts will then be analyzed to measure two outcomes [effectiveness of instructional practices and progress monitor student learning].</p> <p><b>Strategy's Expected Result/Impact:</b> Teaching and Learning Coach, Brain Coach, Academic Dean, Assistant Principal and Principal will facilitate Professional Learning Communities that focus on learning outcomes [artifacts] on a weekly basis. Teacher and Students will develop a deep understanding of Learning Intentions [TEKS] and Success Criteria [Artifacts].</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p>
Strategy 2 Details
<p><b>Strategy 2:</b> The campus will internalize lessons during Professional Learning Communities and Planning Sessions by including a time when a teacher and/or Teaching and Learning Coach will model instructional practices for other teachers to build capacity.</p> <p><b>Strategy's Expected Result/Impact:</b> Teaching and Learning Coach, Brain Coach, Academic Dean, Assistant Principal and Principal will facilitate Professional Learning Communities provide opportunities for teachers to learn from each other via modeling of lessons. The Appraiser I will provide feedback to 1-2 teachers [feedback walkthroughs] in Eduphoria / Strive once per week during the Lesson Internalization portion of the PLC Process. Teachers will develop extensive content knowledge in Mathematics resulting in student growth. Targets instructional PD's and Coaching for all teachers will be provided to assist within their areas of needs.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p>

**Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE**

**Performance Objective 3:** The Science Campus Accountability Action Plan (CAAP) for the 2025- 2026 school year will be to increase in each of the proficiency areas of Approaches, Meets, and Masters in 4th and 5th (cohorts).

If we effectively implement professional learning communities and planning sessions at SJE (for all grade levels), then teachers will have a deep understanding about what to teach (TEKS), how to teach, and what success looks like (student products) resulting in student growth.

**Evaluation Data Sources:** STAAR Results, Benchmark Assessments, CBA Data, PLC and CFA data, and Universal Screeners

Strategy 1 Details
<p><b>Strategy 1:</b> The campus will internalize lessons by 4th and 5th Grade Teachers meeting as a Professional Learning Community twice a month with the District Instructional Specialist for Science and SJE's Mathematics Teaching and Learning Coach. During these sessions, the TEAM unpacks TEKs, Maps Out Units [Learning Progressions] and creates Success Criteria. This time is also used to internalize new resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Teaching and Learning Coach, Assistant Principal and Principal will facilitate Professional Learning Communities that focus on learning outcomes. Teachers will develop extensive content knowledge in Science TEKS resulting in student growth.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p>
Strategy 2 Details
<p><b>Strategy 2:</b> The campus will the use the science lab this school year across all grade levels are required to deliver at least one lesson per week in the Science Lab. Teachers sign up for a time-slot, weekly, using a Google Calendar/Table.</p> <p><b>Strategy's Expected Result/Impact:</b> The Principal, Assistant Principal, and Teaching and Learning Coaches will monitor the Science Lab Schedule weekly. Walkthroughs will be conducted during Science Lab Times. More of the learning in science will be acquired through hands resulting in student growth in Science STAAR Scores.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p>



Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

**Performance Objective 4:** The PK ELA Campus Accountability Action Plan (CAAP) for the 2025- 2026 school year is for students to demonstrate a 10% growth, according to CLI data EOY assessment, in Phonological awareness. (Specifically, letter sounds, onset rime, and alliteration).

If planning sessions and PLC meetings are intentional in focus on phonological awareness and Executive Functions, aligned with the Fueling Brains program, then students will show growth leading to successful student achievement in the area of executive functions and readiness to continue phonological awareness growth.

**Evaluation Data Sources:** CIRCLE Progress Monitoring assessment, Fueling Brains assessments, PLC data, small group data

Strategy 1 Details
<p><b>Strategy 1:</b> The Early Learning Academy will develop, monitor, and adjust targeted small groups as needed based on the CLI data, focusing on struggling students to support phonological awareness by providing additional focused instruction.</p> <p>Action Steps-</p> <p>Weekly planning and PLC meetings to review data and develop small groups</p> <p>Small group instruction will be focused on phonological awareness</p> <p><b>Strategy's Expected Result/Impact:</b> Students will demonstrate increased progress in phonological awareness based on data collected and tracked during targeted small groups using weekly data tracking charts.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Academic Dean</p>
Strategy 2 Details
<p><b>Strategy 2:</b> The Early Learning Academy will use workstations within the classrooms to support phonological awareness by conducting targeted and intentional planning and utilizing materials with fidelity.</p> <p>Action Steps-</p> <p>Teachers will develop intentional workstations within their classrooms</p> <p>Brain coach will provide resource and modeling to support teachers in creating and/or choosing appropriate station opportunities for students</p> <p>The brain coach and teachers will collaboratively develop opportunities for students to utilize the Fueling Brains activity boxes with intentionality</p> <p><b>Strategy's Expected Result/Impact:</b> Students will demonstrate growth in phonological awareness by utilizing intentional workstations and activity boxes as evidenced by artifacts and data including anecdotal notes, data tracking charts that include assessments such as CLI, and checks lists during weekly PLC meetings.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Academic Dean</p>

### Strategy 3 Details

**Strategy 3:** The Early Learning Academy will use teacher peer observation opportunities, at least once each semester, to grow individual teachers' capacity to learn new strategies focused on phonological awareness for their classroom.

Action Steps-

-Teachers will observe at least one teacher in the first semester and one teacher in the second semester

Teachers will implement in their classroom at least one strategy for each observation opportunity and document it in their lesson plans

**Strategy's Expected Result/Impact:** Increased performance in phonological awareness because students will be provided additional opportunities for activities supporting phonological awareness based on teachers' implementing daily new learning strategy growing their abilities and learning new strategies from peers.

**Staff Responsible for Monitoring:** Principal  
Academic Dean

**Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE**

**Performance Objective 5:** The PK Math Campus Accountability Action Plan (CAAP) for the 2025- 2026 school year is for 70% of the students to be on track according to EOY CLI assessment data EOY assessment in Mathematical Operations.

If planning sessions and PLC meetings are intentional in focus on math operations and Executive Function, aligned with the Fueling Brains program, then students will show growth leading to successful student achievement in the area of executive functions and mathematical operations.

**Evaluation Data Sources:** CIRCLE Progress Monitoring assessment, Fueling Brains assessments, PLC data, small group data

Strategy 1 Details
<p><b>Strategy 1:</b> The Early Learning Academy will develop, monitor, and adjust targeted small groups as needed based on CLI data, focusing on struggling students to support mathematical operations by providing additional focused instruction.</p> <p>Action Steps-</p> <p>Weekly planning and PLC meetings to review data and develop small groups</p> <p>Small group instruction will be focused on mathematical operations</p> <p><b>Strategy's Expected Result/Impact:</b> Students will demonstrate increased progress in math operations based on data collected and tracked during targeted small groups using tracking charts and anecdotal notes weekly.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Academic Dean</p>
Strategy 2 Details
<p><b>Strategy 2:</b> The Early Learning Academy will use workstations within the classrooms which support and promote mathematical operations by developing intentional opportunities for play and stations through facilitating number sense, rote counting, one to one correspondence, joining and separating groups of objects.</p> <p>Action Steps-</p> <p>Teachers will develop intentional workstations within their classrooms</p> <p>Brain coach will provide resource and modeling to support teachers in creating and/or choosing appropriate station opportunities for students</p> <p>The brain coach and teachers will collaboratively develop opportunities for students to utilize the Fueling Brains activity boxes with intentionality</p> <p><b>Strategy's Expected Result/Impact:</b> Students will demonstrate growth in mathematical operations by growing in their number sense based on intentional workstations and activities as measured by tracking charts, CLI data, and checklists weekly.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Academic Dean</p>

## Goal 2: STRATEGIC PLAN: COMMUNITY ENGAGEMENT

**Performance Objective 1:** The campus will facilitate a partnership between home, school, and community by providing on-going communication and opportunities for involvement that educates and informs students, teachers, and parents.

**Evaluation Data Sources:** Class attendance, family sign-in sheets, volunteer service hours, Newsletters.

Strategy 1 Details
<p><b>Strategy 1:</b> San Jacinto Elementary will establish a partnership [parent engagement opportunities, home visits, parent-workshops, parent-teacher conferences] between the home and the school in order to increase overall student attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> San Jacinto Elementary will achieve an overall attendance rate of 98 percent in grades kinder to 5. San Jacinto Elementary will achieve an overall attendance rate of 95 percent in pre-kinder.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Student Success Specialists</p>
Strategy 2 Details
<p><b>Strategy 2:</b> San Jacinto Elementary will recruit/encourage participation in our Parent Volunteer Programs.</p> <p><b>Strategy's Expected Result/Impact:</b> San Jacinto Elementary's Parent Volunteer Program will see a 10 percent increase in membership during the 2025-2026 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Student Success Specialist</p>
Strategy 3 Details
<p><b>Strategy 3:</b> The campus will provide a coordinated school health approach to educate students, families and the community on healthy life choices and activities. San Jacinto Elementary will facilitate a CATCH Family Night, CATCH lessons, Fun and Fit Calendars, Sun Safety and Wellness classes.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase of San Jacinto Elementary students will make healthy life style choices [i.e., exercise regularly, drink more water, get a good night's sleep, and eat more Go Foods] by increasing cardiovascular activities which will be documented by the PE teacher and Aide as measured by 10% increase from the beginning of the school year fitness test.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>
Strategy 4 Details
<p><b>Strategy 4:</b> San Jacinto Elementary will recruit/encourage participation in our Parent Teacher Organization [PTO].</p> <p><b>Strategy's Expected Result/Impact:</b> San Jacinto Elementary's Parent Teacher Organization will see a 10 percent increase in membership during the 2025-2026.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Student Success Specialist</p>

### Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE

**Performance Objective 1:** San Jacinto Elementary will maintain high expectations, processes, and operations for a safe and structured school environment to improve academics, promote positive student behavior, high attendance percentages, and elevate morale for all students and staff.

**Evaluation Data Sources:** Campus, Grade Level, Classroom, and Individual Attendance Rate Reports, Academic Reports, and Behavior Reports

Strategy 1 Details
<p><b>Strategy 1:</b> San Jacinto Elementary will monitor daily attendance. The daily and weekly attendance rate will be included during morning announcements, posted in the cafeteria and published/celebrated through our social media.</p> <p><b>Strategy's Expected Result/Impact:</b> San Jacinto Elementary will achieve an overall attendance rate of 98 percent in grades kinder to 5. San Jacinto Elementary will achieve an overall attendance rate of 95 percent in pre-kinder.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Student Success Specialists Counselors</p>
Strategy 2 Details
<p><b>Strategy 2:</b> San Jacinto Elementary will implement a Character Strong program with fidelity across all grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> San Jacinto will reduce the number of office referrals by 15 percent.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselors</p>
Strategy 3 Details
<p><b>Strategy 3:</b> San Jacinto Elementary will promote a safe learning environment among all students by utilizing the school-wide Bobcats PBIS Matrix across all classrooms and common areas. SJE Behavior expectations will be reviewed with students each day during morning announcements.</p> <p><b>Strategy's Expected Result/Impact:</b> San Jacinto will reduce the number of office referrals by 15 percent.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselors</p>
Strategy 4 Details
<p><b>Strategy 4:</b> San Jacinto Elementary will maintain a Student Support Team to meet the needs of students / families in the areas of attendance, academic, behavior, or wellness needs.</p> <p><b>Strategy's Expected Result/Impact:</b> San Jacinto Elementary will achieve an overall attendance rate of 98 percent in grades kinder to 5. San Jacinto Elementary will achieve an overall attendance rate of 95 percent in pre-kinder.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators SST Team Members</p>

#### Strategy 5 Details

**Strategy 5:** San Jacinto will establish an effective and efficient Response to Intervention Framework in conjunction with Professional Learning Communities to meet the needs of all students.

**Strategy's Expected Result/Impact:** San Jacinto Elementary will monitor student performance and respond with interventions and enrichment to ensure that all students achieve at least a 1 year's growth in Reading, Math, Science and Language Assessments.

**Staff Responsible for Monitoring:** Campus Administrators  
Teaching / Learning Coaches

#### Strategy 6 Details

**Strategy 6:** San Jacinto Elementary will recognize students and classrooms [i.e., 10 paws per 9 weeks] at least once per 9 weeks to promote student attendance.

**Strategy's Expected Result/Impact:** San Jacinto Elementary will achieve an overall attendance rate of 98 percent in grades kinder to 5.  
San Jacinto Elementary will achieve an overall attendance rate of 95 percent in pre-kinder.

**Staff Responsible for Monitoring:** Campus Administrators  
Campus Student Success Specialists

#### Strategy 7 Details

**Strategy 7:** San Jacinto Elementary will recognize at least 1 student once every 9 weeks as a San Jacinto Giant.

**Strategy's Expected Result/Impact:** Maintain a school culture that recognizes and honors the efforts of students; at least 2 student per 9 weeks will be recognized as a San Jacinto Giant.

**Staff Responsible for Monitoring:** Campus Administrators  
Counselors

#### Strategy 8 Details

**Strategy 8:** San Jacinto Elementary will recognize at least 1 staff member once every 9 weeks as a San Jacinto Giant.

**Strategy's Expected Result/Impact:** Maintain a school culture that recognizes and honors the efforts of teachers / staff; at least 1 teacher / staff member per 9 weeks will be recognized as a San Jacinto Giant.

**Staff Responsible for Monitoring:** Campus Administrators  
Counselors

#### Strategy 9 Details

**Strategy 9:** San Jacinto will recognize students [Grade Level PBIS Celebrations] once per month to promote Bobcat exemplary conduct/behavior.

**Strategy's Expected Result/Impact:** At least 95 percent of students within a grade level will be eligible to participate in the Grade Level PBIS Celebrations.

**Staff Responsible for Monitoring:** Campus Administrators  
Counselors

#### Goal 4: STRATEGIC PLAN: ORGANIZATIONAL DEVELOPMENT

**Performance Objective 1:** San Jacinto Elementary will recruit, develop, and retain highly effective personnel by implementing strategic hiring practices, providing ongoing professional development, and fostering a supportive and collaborative work environment.

**Evaluation Data Sources:** Reading Levels, CLI Engage [Kinder], NWEA MAPs, Circle Progress Monitoring [Pre-K], Fueling Brains Data, Common Formative Assessments, Common Unit Assessments, Interim Assessments, STAAR Results, and TELPAS Results.

Strategy 1 Details
<p><b>Strategy 1:</b> San Jacinto Elementary will develop teacher clarity [a deep understanding about what to teach, how to teach it and what success looks like]. During Professional Learning Community times and Planning Sessions Teachers, Teaching/Learning Coaches, and Administrators will create a road map for learning for students, mapping out unites with Gradual Release of Responsibility Opportunities [Identify standards, prioritize standards, unpack standards, map out units, create formative assessments, lesson rehearsals, and Plan for Tier 2 Learning / Instruction].</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have clarity on what is essential for students to learn, how to teach it, and what success looks like as evidenced by walkthroughs and student growth indices [1.2 year's growth in Reading, Math, Science, and Language Assessments]. Teacher clarity will result in all students receiving a high rigorous and relevant instruction based upon the best research based practices.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching &amp; Learning Coaches</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Each 9 weeks San Jacinto Elementary will offer 1 session [learning strategy with a technology tool / application component - i.e., Pear Deck] to teachers/staff during Faculty Meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> The number of teachers using a technology tool / application [i.e., Pear Deck] in the classroom will increase by 10 percent during the 2024-2025 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching / Learning Coaches</p>
Strategy 3 Details
<p><b>Strategy 3:</b> San Jacinto Elementary will provide at least 1 Professional Learning Community Time [half day] in the Fall 2024 and Spring 2025 for at least 2 pilot grade levels and / or content sections to collaborate [horizontal and vertical] with each other on best learning practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive high rigorous and relevant instruction / learning time based upon the best research based learning practices as evidenced by walkthroughs and student growth indices [1 year's growth in Reading, Mathematics and Science].</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching / Learning Coaches</p>

#### Strategy 4 Details

**Strategy 4:** San Jacinto Elementary will provide coaching support and resources [i.e. Peer to Peer Observation time, Coaching Cycles, Lesson Rehearsals] for all Teachers, with an emphasis on teachers with 1-3 years of experience, to build knowledge / capacity in effective learning strategies / practices.

**Strategy's Expected Result/Impact:** Teacher capacity will increase, as evidenced by Focused Walkthroughs, T-TESS Observations, and student growth indices [1.2 year's growth in Reading, Math, Science, and Language Assessments].

**Staff Responsible for Monitoring:** Campus Administrators  
Teaching / Learning Coaches

#### Strategy 5 Details

**Strategy 5:** Teachers, Teaching / Learning Coaches and Administrators will collaborate in Professional Learning Community times to rehearse lessons / learning practices [rigor, relevance, engagement, depth of knowledge] for each other and include them in Unit Maps and Lesson Plans.

**Strategy's Expected Result/Impact:** All students will receive high rigorous and relevant instruction based upon the best research based practices as evidenced by walkthroughs and student growth indices [1.2 year's growth in Reading, Math, Science, and Language Assessments].

**Staff Responsible for Monitoring:** Campus Administrators  
Teaching / Learning Coaches

#### Strategy 6 Details

**Strategy 6:** Pre-Kinder Teachers will plan once a week to develop comprehensive lesson plans that follow the Pre-Kindergarten Guidelines and the Fueling Brains Curriculum.

**Strategy's Expected Result/Impact:** All students will achieve at least a 1 year's growth in Reading, Math, and Language / Executive Function development.

**Staff Responsible for Monitoring:** Principal  
Academic Dean  
Brain Coach

#### Strategy 7 Details

**Strategy 7:** San Jacinto Elementary will provide at least one Professional Learning Community Time in the Fall 2024 and Spring 2025 for pre-kinder teachers [same side of the brain] to collaborate with other teachers [same side of the brain] on best learning practices.

**Strategy's Expected Result/Impact:** All students will receive high rigorous and relevant instruction based upon the best research based learning practices as evidenced by walkthroughs and student growth indices [1 year's growth in Reading, Math, Fueling Brains].

**Staff Responsible for Monitoring:** Principal  
Academic Dean  
Brain Coach



#### Strategy 8 Details

**Strategy 8:** San Jacinto Elementary will create and maintain an instructional schedule for all Teaching / Learning Coaches to maximize the support of students and teachers during Tier 1 and Tier 2 Instruction [WIN Time].

**Strategy's Expected Result/Impact:** Teaching / Learning Coaches will create and submit a support schedule to the Principal at least once a month. The schedule will be adjusted based on the needs of teachers and students to ensure all students achieve at least a 1.2 year's growth in Reading, Math, Science and Language Assessments.

**Staff Responsible for Monitoring:** Campus Administrators  
Teaching / Learning Coaches

#### Strategy 9 Details

**Strategy 9:** San Jacinto Elementary will provide coaching support and resources for all ELAR Teachers, with an emphasis on teachers with 1-3 years of experience, to effectively implement Guided Reading instruction / learning that follows a research based Framework [Before Reading, During Reading, After Reading].

**Strategy's Expected Result/Impact:** All students will achieve at least a 1.2 year's growth in Reading.

**Staff Responsible for Monitoring:** Campus Administrators  
Teaching / Learning Coaches

#### Strategy 10 Details

**Strategy 10:** San Jacinto Elementary will provide ongoing coaching support and professional development [Right Brain / Left Brain] for all pre-kinder teachers to build capacity in effective instructional strategies / practices.

**Strategy's Expected Result/Impact:** Teacher capacity will increase, as evidenced by Focused Walkthroughs, T-TESS Observations, and Summative Evaluations, resulting in all students achieving at least a 1 year's growth in Reading, Math, and Language / Executive Function development.

**Staff Responsible for Monitoring:** Principal  
Academic Dean  
Brain Coach

#### Strategy 11 Details

**Strategy 11:** San Jacinto Elementary will provide Paraprofessionals and Support Staff with professional development sessions [at least once per semester] and coaching support in the areas of high impact learning strategies in reading and math. An emphasis will be place on Phonological Awareness, Phonemic Awareness, Phonics and Decoding Skills.

**Strategy's Expected Result/Impact:** All students will achieve at least a 1.2 year's growth in Reading, Math, Science and Language Assessments.

**Staff Responsible for Monitoring:** Campus Administrators  
Teaching / Learning Coaches

#### Strategy 12 Details

**Strategy 12:** Teachers, Administrators and Teaching / Learning Coaches will explicitly plan and systematically embed daily writing opportunities across all content areas in all grade levels using the Gradual Release Model. During Professional Learning Community Times teachers will identify learning strategies / practices to use during all content areas and grade levels.

**Strategy's Expected Result/Impact:** Teacher capacity will increase resulting in all students receiving a high rigorous and relevant instruction based upon the best research based practices.

Students will be able to write text/evidence-based responses across different subjects [Reading, Math, Science and Social Studies] and grade levels, as evidenced by rubrics, Formative Assessments, and STAAR scores.

**Staff Responsible for Monitoring:** Campus Administrators  
Teaching / Learning Coaches

#### Strategy 13 Details

**Strategy 13:** San Jacinto Elementary Teachers and Teaching / Learning Coaches will collaborate to develop lessons that scaffold learning for students using the Gradual Release Model [I Do, We Do, and You Do].

**Strategy's Expected Result/Impact:** All students will achieve at least a 1.2 year's growth in Reading, Math, Science and Language Assessments.

**Staff Responsible for Monitoring:** Campus Administrators  
Teaching / Learning Coaches

#### Strategy 14 Details

**Strategy 14:** San Jacinto will provide Professional Development opportunities to staff on best practices to meet the social and emotional needs of all students.

**Strategy's Expected Result/Impact:** Schoolwide office referrals will decrease by 15 percent from last school year [2023 - 2024] to this school year [2024 - 2025].

**Staff Responsible for Monitoring:** Campus Administrators  
Counselors

#### Strategy 15 Details

**Strategy 15:** San Jacinto Elementary will attend job fairs and recruit early from a pool of highly effective teachers in core academic subject areas.

**Strategy's Expected Result/Impact:** All students will achieve at least a 1.2 year's growth in Reading, Math, Science and Language Assessments.

**Staff Responsible for Monitoring:** Campus Administrators

#### Strategy 16 Details

**Strategy 16:** San Jacinto Elementary will encourage teachers to become GT and ESL certified.

**Strategy's Expected Result/Impact:** At least 2 teachers will obtain their GT or ESL certification.

**Staff Responsible for Monitoring:** Campus Administrators

**Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP**

**Performance Objective 1:** The campus will align all campus activities to support the district Strategic Plan to maintain a 25% or more operating reserve budget and maintain a AAA or higher rating.

Campus budget reviews, operating expenditures per student, instructional expenditures per student, staffing reports, and compliance documentation

Strategy 1 Details
<p><b>Strategy 1:</b> The campus will routinely monitor campus budget accounts to align available funds to allowable and allocable expenditures.</p> <p><b>Strategy's Expected Result/Impact:</b> All budgets will be reviewed, allocated, and expended as required by district financial procedures and requirements.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p>
Strategy 2 Details
<p><b>Strategy 2:</b> The campus will monitor the staffing position inventory to ensure accurate data for personnel budgeting.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff positions will be accurately assigned and position budgets will be accurately expended.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p>
Strategy 3 Details
<p><b>Strategy 3:</b> The campus will align the Campus Improvement Plan with to the district financial stewardship goals.</p> <p><b>Strategy's Expected Result/Impact:</b> The CIP will align 100% with district strategic plan financial stewardship goals.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p>

## Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

**Performance Objective 2:** The campus will meet all state and federal program elements, funding, and compliance requirements.

**Evaluation Data Sources:** Campus documents related to State Accountability, State Allotment Reports, TEA Random Validations, TEA Federal Fiscal Monitoring, TEA Program Monitoring, etc.

Strategy 1 Details
<p><b>Strategy 1:</b> Gifted and Talented (GT) State Program - Provide supplemental support for identified students to increase student success in all instructional areas.</p> <p><b>Strategy's Expected Result/Impact:</b> 5% increase in student achievement scores across meets and masters categories</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal District Program Director</p> <p><b>Funding Sources:</b> Supplemental Materials - Coordination of Local and State Funds - GT Funds - \$400</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Special Education State Program - Provide supplemental support for identified students to increase student success in all instructional areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Special Education students will demonstrate increased success, greater independence, and meaningful progress toward their individualized education goals.</p> <p><b>Staff Responsible for Monitoring:</b> Principal District Program Director</p> <p><b>Funding Sources:</b> Supplemental instructional materials - Coordination of Local and State Funds - Special Education Funds - \$500</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Bilingual/ESL State Program - Provide supplemental support for identified students to increase student success in all instructional areas.</p> <p><b>Strategy's Expected Result/Impact:</b> 5% increase in student achievement scores across meets and masters categories</p> <p><b>Staff Responsible for Monitoring:</b> Principal District Program Director</p> <p><b>Funding Sources:</b> Supplemental instructional materials. - Coordination of Local and State Funds - Bilingual/ESL Funds - \$600</p>

#### Strategy 4 Details

**Strategy 4:** State Compensatory Education (SCE) State Program - Through PLC meetings, collaborate about instructional practices, student artifacts, data results following formative and summative assessments, and make informed decisions to guide all tiered instruction as well as the implementation of accelerated instruction intervention plans that address at-risk student academic improvement.

**Strategy's Expected Result/Impact:** All students will achieve at least a 1.2 year's growth in Reading, Math, Science and Language Assessments  
Intervention plans developed and implemented with fidelity  
Progress Monitoring completed to determine student growth

**Staff Responsible for Monitoring:** Principal  
District Program Director

**Funding Sources:** Costs for At-Risk Intervention Teacher - Coordination of Local and State Funds - SCE Funds - \$70,000, Costs for Accelerated Instruction -Tutoring - Coordination of Local and State Funds - SCE Funds - \$8,000

#### Strategy 5 Details

**Strategy 5:** Early Education Allotment State Program - Effectively implement the researched-based early learning curriculum and materials, provide guidance support for the instructional staff, and implement activities for preparing pre-school children to transition to kindergarten.

**Strategy's Expected Result/Impact:** All students will achieve at least a 1 year's growth in Reading, Math, and Language / Executive Function development.

**Staff Responsible for Monitoring:** Principal  
District Program Director

**Funding Sources:** 50% Pre-K Certified teachers and instructional support staff costs - Coordination of Local and State Funds - Early Education Allotment Funds - \$400,000

#### Strategy 6 Details

**Strategy 6:** Title I, Part A Federal Program - The campus will provide "opportunities for all children to meet state standards" by providing assistance and remediation to students who are unsuccessful in the classroom.

**Strategy's Expected Result/Impact:** Meet Title I, Part A Element 2.4 requirements  
All students will make at least one year's growth

**Staff Responsible for Monitoring:** Principal  
District Program Director

#### Strategy 7 Details

**Strategy 7:** Title I, Part A Federal Program - The campus will provide students with "increased learning time and well-rounded education" opportunities.

**Strategy's Expected Result/Impact:** Meet Title I, Part A Element 2.5 requirements  
Documentation of activities aligned to Well Rounded Education

**Staff Responsible for Monitoring:** Principal  
District Program Director

#### Strategy 8 Details

**Strategy 8:** Title I, Part A Federal Program - The campus will analyze student assessment data, develop targeted activities, and implement targeted activities to "address the needs of all students, particularly at-risk".

**Strategy's Expected Result/Impact:** Meet Title I Part A Element 2.6 requirements  
10% increase in student academic success

**Staff Responsible for Monitoring:** Principal  
District Program Director

#### Strategy 9 Details

**Strategy 9:** Title I, Part A Federal Program - Provide Campus Teaching and Learning Instructional Specialists to provide coaching support to identified classrooms to meet the needs of all students and increase academic improvement.

**Strategy's Expected Result/Impact:** TLC Coaching Documentation Reviewed for Effectiveness  
10% increase in student achievement scores  
Close achievement gaps

**Staff Responsible for Monitoring:** Principal  
District Program Director

**Funding Sources:** Costs for Teaching and Learning Coach - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$110,000

#### Strategy 10 Details

**Strategy 10:** Title I, Part A Federal Program - The Campus Student Support Team will routinely meet to determine and provide support for students, parents, and/or other related organizations in order to address student academic, attendance, and/or behavior needs.

**Strategy's Expected Result/Impact:** Meet Title I Part A Element 5.1 requirements  
Improved academic, attendance, and/or behavior outcomes  
Increase in Student Achievement by 10% overall

**Staff Responsible for Monitoring:** Principal  
District Program Director

**Funding Sources:** Cost for Student Success Specialist - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$65,000, Harris County CYS Social Worker Contracted Services - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$20,000

### Strategy 11 Details

**Strategy 11:** Title I, Part A Federal Program - The campus Parent and Family Engagement Policy and the School Compact will be jointly developed and updated periodically with parents in order to meet the changing needs of parents and the school. These documents will be distributed to parents and family members as well as made available to the local community in an understandable and uniform format.

**Strategy's Expected Result/Impact:** Meet Title I Part A Element 4.1 requirements

Review, Revise, and Determine annually

Distribute to all parents yearly electronically or by hard-copy

Provide to all parents in English or Spanish

Increase in Parent and Family Engagement participation

**Staff Responsible for Monitoring:** Principal

District Program Director

### Strategy 12 Details

**Strategy 12:** Title I, Part A Federal Program - The campus will convene an annual Title I meeting as well as engage parents in meaningful ways to support student academic progress through parent-teacher conferences, family nights, and other parent-related services. The campus will schedule these opportunities at times that will optimize participation by parents and family members.

**Strategy's Expected Result/Impact:** Meet Title I Part A Element 4.2 requirements

Increase parent engagement from prior year

Provide sessions in English and Spanish

Offer sessions during the day, in the evening, and/or on Saturdays

**Staff Responsible for Monitoring:** Principal

District Program Director

**Funding Sources:** Materials for parent academic training sessions - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$500, Campus Student Success Specialist to support parent academic training sessions - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$4,000

### Strategy 13 Details

**Strategy 13:** Title I, Part A Federal Program - The campus will conduct the comprehensive needs assessment through an ongoing basis to address necessary revisions to the campus improvement plan that will focus the campus on increasing the academic performance of all students.

**Strategy's Expected Result/Impact:** Meet Title I, Part A Element 1.1 Requirements

CNA Documentation indicated in the CIP

Documentation with meeting agendas, sign-in sheets, and minutes

All students will make at least one year's growth in Reading and Math

**Staff Responsible for Monitoring:** Principal

District Program Director

#### Strategy 14 Details

**Strategy 14:** Title I, Part A Federal Program - The campus will develop the campus improvement plan with appropriate stakeholders using the results of the comprehensive needs assessment to ensure that the plan considers the needs for improving all structures that support student learning which will ultimately increase academic achievement.

**Strategy's Expected Result/Impact:** Meet Title I, Part A Element 2.1 requirements

Documentation results indicated in the CIP

Documentation with meeting agendas, sign-in sheets, and minutes submitted.

**Staff Responsible for Monitoring:** Principal

District Program Director

#### Strategy 15 Details

**Strategy 15:** Title I, Part A Federal Program -The campus will complete formative reviews of the campus improvement plan in November, February, and June and the summative review in June through campus committees.

**Strategy's Expected Result/Impact:** Meet Title I, Part A Element 2.2 requirements

Documentation with meeting agendas, sign-in sheets, and minutes will be submitted.

**Staff Responsible for Monitoring:** Principal

District Program Director

#### Strategy 16 Details

**Strategy 16:** Title I, Part A Federal Program - The campus will "annually evaluate the schoolwide plan".

**Strategy's Expected Result/Impact:** Meet Title I Part A Element 3.1 requirements

Documentation indicated in the CIP

Documentation with meeting agendas, sign-in sheets, and minutes

Adjust schoolwide plan as determined by the review

**Staff Responsible for Monitoring:** Principal

District Program Director

#### Strategy 17 Details

**Strategy 17:** The campus will conduct the required yearly program evaluations for all campus state allotment program funding as well as all federal program funding to identify campus needs and develop activities to include in the campus improvement plan that will focus the campus on increasing the academic performance of all students.

**Strategy's Expected Result/Impact:** Documentation with meeting agendas, sign-in sheets, and minutes

Program Evaluation Documentation indicated in the CIP

**Staff Responsible for Monitoring:** Principal

District Program Director



# Campus Funding Summary

Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	9	Costs for Teaching and Learning Coach	Title I, Part A Funds	\$110,000.00
5	2	10	Cost for Student Success Specialist	Title I, Part A Funds	\$65,000.00
5	2	10	Harris County CYS Social Worker Contracted Services	Title I, Part A Funds	\$20,000.00
5	2	12	Materials for parent academic training sessions	Title I Part A Funds	\$500.00
5	2	12	Campus Student Success Specialist to support parent academic training sessions	Title I Part A Funds	\$4,000.00
Sub-Total					\$199,500.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	Supplemental Materials	GT Funds	\$400.00
5	2	2	Supplemental instructional materials	Special Education Funds	\$500.00
5	2	3	Supplemental instructional materials.	Bilingual/ESL Funds	\$600.00
5	2	4	Costs for Accelerated Instruction -Tutoring	SCE Funds	\$8,000.00
5	2	4	Costs for At-Risk Intervention Teacher	SCE Funds	\$70,000.00
5	2	5	50% Pre-K Certified teachers and instructional support staff costs	Early Education Allotment Funds	\$400,000.00
Sub-Total					\$479,500.00