

Goose Creek Consolidated Independent School District

San Jacinto Elementary

2025-2026 CIP Periodic Update - November 2025



Mission Statement

At San Jacinto Elementary, we empower every student to grow through engaging instruction, high expectations, and a supportive, collaborative learning environment.

Vision

San Jacinto Vision

We strive to be a model of excellence where every Bobcat is equipped with knowledge, character, and confidence to shape their future and positively impact the world.

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
- 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

Goals

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 1: With campus Spring 2025 STAAR averages for RLA underperforming the state in most proficiency levels and grades, the RLA campus goal is to perform at or above the state average in grades 3-5 without regression:

Campus [State] Performance for Spring 2025 RLA STAAR:

- * 3rd Approaches 76 [78], 3rd Meets 42 [52], 3rd Masters 16 [22]
- * 4th Approaches 75 [81], 4th Meets 44 [54], 4th Masters 14 [24]
- * 5th Approaches 67 [81], 5th Meets 47 [58], 5th Masters 18 [30]

Campus Performance Target for Spring 2026 RLA STAAR:

- * 3rd Approaches 82, 3rd Meets 52, 3rd Masters 22
- * 4th Approaches 81, 4th Meets 54, 4th Masters 24
- * 5th Approaches 81, 5th Meets 58, 5th Masters 30

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

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Tier 1 Instruction: HQIM Implementation - Ensure consistent delivery of high-quality, TEKS-aligned Tier 1 instruction by building teacher capacity through lesson internalization, student work analysis, and peer modeling supported by Bluebonnet Learning. * Campus leaders (A-Team) will conduct a minimum average of 2 classroom walks per instructional day (e.g., 8 walks in a 4-day week) to provide feedback and monitor implementation of HQIM. * A-Team members will use weekly leadership meetings to reflect on classroom walks, identify instructional trends, and determine next steps for coaching cycles. * Partner with Region 4 Bluebonnet Implementation Advisor to strengthen PLC facilitation, lesson internalization, and fidelity to HQIM expectations. * PLCs will embed structured lesson internalization, student work analysis protocols, and peer modeling (at-bats) to strengthen instructional capacity and alignment to TEK Strategy's Expected Result/Impact: Teachers will consistently implement Bluebonnet lessons with fidelity and demonstrate stronger instructional practices resulting in increased STAAR scores. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Targeted Small Groups - The systematic implementation of RLA Targeted Small Groups will remediate identified skills, preventing academic gaps through individualized instruction. * Teachers pull Targeted Small Groups daily, using Bluebonnet Learning Lessons and Amira Assessment Data. * During PLCs, teachers will analyze Bluebonnet student artifacts and Amira Class /Student Profile/Skills Status Reports to set instructional priorities and monitor progress. * All students complete at least two stories 3x a week through Amira or Amira Instruct requirements. * Teachers maintain records of weekly student check-ins and create a plan of action for students not demonstrating progress in Amira. Strategy's Expected Result/Impact: Targeted support for struggling learning leads to accelerated growth, while advanced learners receive enrichment opportunities, all resulting in improved mastery of grade-level TEKS as evidenced by Bluebonnet assessments, Amira reports, and STAAR scores. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide Responsive Instruction: Strategic Monitoring - Teachers will use strategic monitoring best practices to measure student outcomes on formative assessments for Bluebonnet Learning. To support Strategy 2: * A-Team members develop engaging and concise staff development on strategic monitoring to be delivered at the September PLC day. Leaders promote buy-in by clarifying the "why" and connecting strategic monitoring to current campus work/goals. * A-Team members, once in Fall and once in Spring, share a self-assessment for teachers to monitor their implementation of strategic monitoring. Teachers submit responses during the faculty meetings; campus admins review responses to determine teachers needing support. * A-Team members quantify evidence monthly of strategic monitoring using an observation tool to determine who will need coaching on strategic monitoring during Tier 1 in order to inform interventions. Strategy's Expected Result/Impact: Students will receive timely support leading to better understanding and academic performance. Early intervention will prevent long-term setbacks. Instructional practices will be refined based on classroom evidence. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 2: With campus Spring 2025 STAAR averages for math underperforming the state in most proficiency levels and grades, the Math campus goal is to perform at or above the state average in grades 3-5 without regression:

- Campus [State] Performance for Spring 2025 MathSTAAR:
- * 3rd Approaches 77 [70], 3rd Meets 45 [45], 3rd Masters 15 [19]
 - * 4th Approaches 52 [68], 4th Meets 32 [46], 4th Masters 11 [24]
 - * 5th Approaches 61 [73], 5th Meets 31 [46], 5th Masters 11 [22]

- Campus Performance Target for Spring 2026 Math STAAR:
- * 3rd Approaches 80, 3rd Meets 50, 3rd Masters 22
 - * 4th Approaches 68, 4th Meets 46, 4th Masters 42
 - * 5th Approaches 73, 5th Meets46, 5th Masters 22

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

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Tier 1 Instruction: HQIM Implementation - Ensure consistent delivery of high-quality, TEKS-aligned Tier 1 instruction by building teacher capacity through lesson internalization, student work analysis, and peer modeling supported by Bluebonnet Learning. * Campus leaders (A-Team) will conduct a minimum average of 2 classroom walks per instructional day (e.g., 8 walks in a 4-day week) to provide feedback and monitor implementation of HQIM. * A-Team members will use weekly leadership meetings to reflect on classroom walks, identify instructional trends, and determine next steps for coaching cycles. * Partner with Region 4 Bluebonnet Implementation Advisor to strengthen PLC facilitation, lesson internalization, and fidelity to HQIM expectations. * PLCs will embed structured lesson internalization, student work analysis protocols, and peer modeling (at-bats) to strengthen instructional capacity and alignment to TEKS. Strategy's Expected Result/Impact: Teachers will consistently implement Bluebonnet lessons with fidelity and demonstrate stronger instructional practices resulting in increased STAAR scores. Staff Responsible for Monitoring: Campus Principal, Region 4 Advisor	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Targeted Small Groups - The systematic implementation of math Targeted Small Groups will remediate identified skills, preventing academic gaps through individualized instruction. * Establish a two- to three-zone rotation model in math classrooms to include a teacher-led small group zone, a personalized practice zone, and a technology zone to ensure all students receive differentiated, TEKS-aligned instruction. * Teachers will use Bluebonnet assessments and classroom data to determine which students require targeted small-group instruction and to monitor ongoing progress. * Teaching and Learning Coach (TLC) and campus leaders will support teachers in planning targeted lessons aligned to Bluebonnet modules and TEKS. * Students will complete a minimum of two grade-level Zearn lessons per week. Strategy's Expected Result/Impact: Targeted support for struggling learning leads to accelerated growth, while advanced learners receive enrichment opportunities, all resulting in improved mastery of grade-level TEKS as evidenced by Bluebonnet assessments, Zearn reports, and STAAR scores. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide Responsive Instruction: Strategic Monitoring - Teachers will use strategic monitoring best practices to measure student outcomes on formative assessments for Bluebonnet Learning. To support Strategy 2: * A-Team members develop engaging and concise staff development on strategic monitoring to be delivered at the September PLC day. Leaders promote buy-in by clarifying the "why" and connecting strategic monitoring to current campus work/goals. * A-Team members, once in Fall and once in Spring, share a self-assessment for teachers to monitor their implementation of strategic monitoring. Teachers submit responses during the faculty meetings; campus admins review responses to determine teachers needing support. * A-Team members quantify evidence monthly of strategic monitoring using an observation tool to determine who will need coaching on strategic monitoring during Tier 1 in order to inform interventions. Strategy's Expected Result/Impact: Students will receive timely support leading to better understanding and academic performance. Early intervention will prevent long-term setbacks. Instructional practices will be refined based on classroom evidence. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 3: With campus Spring 2025 STAAR averages for science underperforming the state in most proficiency levels and grades, the Science campus goal is to perform at or above the state average in grades 3-5 without regression:

Campus [State] Performance for Spring 2025 Science STAAR:

* 5th Approaches 53 [64], 5th Meets 11 [29], 5th Masters 6 [12]

Campus Performance Target for Spring 2026 Science STAAR:

* 5th Approaches 64, 5th Meets 29, 5th Masters 12

Evaluation Data Sources: STAAR Results, Benchmark Assessments, CBA Data, PLC and CFA data, and 5th grad Science NWEA Screeners

Strategy 1 Details	Formative Reviews		
Strategy 1: Ensure High-Quality Tier 1 Instruction - Ensure consistent delivery of high-quality, TEKS-aligned Tier 1 instruction by conducting walks to inform next steps. To support Strategy 1: * Campus leaders (A-Team) will conduct a minimum average of 2 classroom walks per instructional day (e.g., 8 walks in a 4-day week) to provide feedback and monitor the consistent use of the 3D Instructional model in science instruction. * A-Team members will use weekly leadership meetings to reflect on classroom walks, identify instructional trends, and determine next steps for coaching cycles. Strategy's Expected Result/Impact: Teachers will consistently implement the district science curriculum with fidelity and demonstrate stronger instructional practices resulting in increased STAAR scores. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Hands-On Labs and Vocabulary Integration - The systematic implementation of hands-on science labs will promote inquiry, conceptual understanding, and application of content. Lab experiences will be paired with Claim-Evidence-Reasoning (CER) reflections, constructed responses, and explicit vocabulary strategies to ensure mastery of standards. To support Strategy 3: * Teachers will implement hands-on labs that directly connect to grade-level TEKS and instructional materials at least twice per unit. * Teachers will embed Claim-Evidence-Reasoning (CER) lab reflections and construct short answers into instruction to measure conceptual understanding and application of science skills. Artifacts will be discussed in PLC to inform instruction. * Teachers will embed vocabulary strategies into labs to strengthen academic language acquisition. Strategy's Expected Result/Impact: Students will demonstrate mastery of grade-level TEKS by engaging in inquiry-based, hands-on science labs that promote critical thinking and application of concepts. Student scores will increase on district assessments and STAAR. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide Responsive Instruction: Strategic Monitoring - Teachers will use strategic monitoring best practices to measure student outcomes on formative assessments. To support Strategy 2: * A-Team members develop engaging and concise staff development on strategic monitoring to be delivered at the September PLC day. Leaders promote buy-in by clarifying the "why" and connecting strategic monitoring to current campus work/goals. * A-Team members, once in Fall and once in Spring, share a self-assessment for teachers to monitor their implementation of strategic monitoring. Teachers submit responses during the faculty meetings; campus admins review responses to determine teachers needing support. * A-Team members quantify evidence monthly of strategic monitoring using an observation tool to determine who will need coaching on strategic monitoring during Tier 1 in order to inform interventions. Strategy's Expected Result/Impact: Students will receive timely support leading to better understanding and academic performance. Early intervention will prevent long-term setbacks. Instructional practices will be refined based on classroom evidence. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 4: The PK goal for the 2025-2026 school year, is for 85% of students to be on track according to CLI Circle EOY assessment in Phonological Awareness which includes onset rime, alliteration, syllabication, and rhyming.

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 executive functions and readiness to continue phonological awareness growth.

Evaluation Data Sources: Circle Progress Monitoring assessment, Fueling Brains assessments, PLC data, small group data, walkthrough feedback

Strategy 1 Details	Formative Reviews		
Strategy 1: The Early Learning Academy will utilize intentional workstations within the classroom to strengthen phonological awareness through purposeful planning and use of appropriate materials with fidelity. * Teachers will design and implement intentional phonological awareness workstations aligned with classroom themes and the Fueling Brains framework. * The brain coach and teachers will meet weekly and during coaching cycles as needed to plan activities, resources, and modeling for teachers to create or refine workstations that promote onset-rime, syllabication, alliteration, and rhyming. * Left brain teachers will develop and present phonological awareness activities in the language area of the classroom for student practice. * Right brain teachers will incorporate phonological awareness skills into thematic read-a-louds and the literacy area of the classroom. * All teachers will use phonological awareness 3-a-day strategy to practice phonological awareness skills throughout the day (transitions, meals, outdoor learning). * Teachers will rotate and refresh station materials two times monthly to ensure engagement and progression of skills. * The academic dean will conduct classroom walkthroughs to monitor the fidelity of workstation use and provide coaching feedback. * Data obtained from classroom observations, teacher anecdotal notes, administrator feedback, and CLI Circle progress monitoring will be used to adjust materials and instructional focus as needed. Strategy's Expected Result/Impact: Eighty-five percent of PK students will score on track according to CLI Circle EOY assessment in Phonological Awareness- onset rime, alliteration, syllabication, and rhyming. Staff Responsible for Monitoring: Principal Academic Dean Brain Coach	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: The Early Learning Academy will develop, monitor, and adjust high-quality Tier 1 instruction, based on anecdotal notes, observational checklists, and assessment data, to provide targeted instruction supporting phonological awareness. * Teachers will use district provided professional development opportunities on phonological awareness aligned to the Texas Pre-K Guidelines and CLI Circle expectations. * Teachers will use ongoing anecdotal notes and observational checklists to identify and group students based on specific phonological awareness needs. * The brain coach will model/co-teach phonemic awareness lessons for teachers. * Teachers will incorporate multisensory materials (songs, manipulatives, movement, visuals) to support student engagement and mastery of phonological awareness skills. * Teachers will implement targeted small-group instruction daily. * Teachers and brain coach will meet weekly during PLCs to review progress monitoring data and adjust small group instruction as needed. * The academic dean will conduct classroom walkthroughs to ensure implementation fidelity and provide feedback. Strategy's Expected Result/Impact: Eighty-five percent of PK students will score on track according to CLI Circle EOY assessment in Phonological Awareness- onset rime, alliteration, syllabication, and rhyming. Staff Responsible for Monitoring: Principal Academic Dean Brain Coach	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 5: The PK Math goal for the 2025-2026 school year, is for 75% of the students to be on track according to CLI Circle EOY assessment in Mathematical Operations.

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

Evaluation Data Sources: Circle Progress Monitoring assessment, Fueling Brains assessments, PLC data, small group data, walkthrough feedback

Strategy 1 Details	Formative Reviews		
Strategy 1: The Early Learning Academy will provide, monitor, and adjust high quality Tier 1 instruction, focused on supporting mathematical operations across multiple learning environments. * The brain coach will conduct model lessons and planning sessions to support teachers in embedding math operations across daily routines. * All teachers will design and implement math-focused workstations that encourage hands-on exploration of number concepts and problem-solving in math area or STEM area. * Left brain teachers will provide direct math instruction during circle time, using songs, games, and manipulatives to support joining and separating sets and developing number fluency. * Teachers will incorporate mathematical operations instruction into outdoor learning experiences through counting, comparing quantities, and problem-solving activities in the natural environment. * Teachers will integrate math vocabulary and counting practice during daily transitions (e.g., lining up, attendance, snack time) to reinforce number sense and one-to-one correspondence. * The academic dean will complete walkthroughs and provide feedback on the integration and quality of math instruction during various parts of the day. Strategy's Expected Result/Impact: Seventy-five percent of PK students to be on track according to CLI Circle EOY assessment in Mathematical Operations. Staff Responsible for Monitoring: Principal Academic Dean Brain Coach	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: The Early Learning Academy will utilize intentional workstations within the classroom that promote mathematical operations by developing opportunities for play, supporting number sense, rote counting, one-to-one correspondence, and joining and separating groups of objects. * The brain coach and teachers will meet weekly and during coaching cycles as needed to collaboratively plan opportunities for students to engage with Fueling Brains activity boxes to reinforce math concepts through purposeful play. * Teachers will use CLI lesson resources to generate new ideas and activities that promote problem-solving and number sense. * The brain coach will provide resources and modeling to support teachers in creating and/or selecting developmentally appropriate and engaging station opportunities for students. * Teachers will develop intentional math-focused workstations within their classrooms aligned with mathematical operations and current instructional themes. * Teachers will bring a math workstation to PLCs at least once per month to analyze effectiveness, share student data, and discuss opportunities for refinement. * The brain coach and campus administrators will monitor and provide feedback on the fidelity and intentionality of math workstation implementation. * The academic dean will complete walkthroughs and provide feedback on classroom workstation implementation and appropriateness. Strategy's Expected Result/Impact: Seventy-five percent of PK students to be on track according to CLI Circle EOY assessment in Mathematical Operations. Staff Responsible for Monitoring: Principal Academic Dean Campus Brain	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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	Formative Reviews		
Strategy 1: 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. 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	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: San Jacinto Elementary will recruit/encourage participation in our Parent Volunteer Programs. Strategy's Expected Result/Impact: San Jacinto Elementary's Parent Volunteer Program will see a 10 percent increase in membership during the 2025-2026 school year. Staff Responsible for Monitoring: Campus Administrators Campus Student Success Specialist	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: 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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: San Jacinto Elementary will recruit/encourage participation in our Parent Teacher Organization [PTO]. Strategy's Expected Result/Impact: San Jacinto Elementary's Parent Teacher Organization will see a 10 percent increase in membership during the 2025-2026. Staff Responsible for Monitoring: Campus Administrators Campus Student Success Specialist	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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	Formative Reviews		
Strategy 1: 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. 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 Counselors	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: San Jacinto Elementary will implement a Character Strong program with fidelity across all grade levels. Strategy's Expected Result/Impact: San Jacinto will reduce the number of office referrals by 15 percent. Staff Responsible for Monitoring: Campus Administrators Counselors	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: 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. Strategy's Expected Result/Impact: San Jacinto will reduce the number of office referrals by 15 percent. Staff Responsible for Monitoring: Campus Administrators Counselors	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: 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. 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 SST Team Members	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June

Strategy 9 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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	Formative Reviews		
Strategy 1: 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]. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Campus Administrators Teaching & Learning Coaches	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: 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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Campus Administrators Teaching / Learning Coaches	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: 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. Strategy's Expected Result/Impact: 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]. Staff Responsible for Monitoring: Campus Administrators Teaching / Learning Coaches	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June

Strategy 8 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 10 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 11 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June

Strategy 12 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 13 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 14 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 15 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 16 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June



No Progress



Accomplished



Continue/Modify



Discontinue

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	Formative Reviews		
Strategy 1: The campus will routinely monitor campus budget accounts to align available funds to allowable and allocable expenditures. Strategy's Expected Result/Impact: All budgets will be reviewed, allocated, and expended as required by district financial procedures and requirements. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: The campus will monitor the staffing position inventory to ensure accurate data for personnel budgeting. Strategy's Expected Result/Impact: Staff positions will be accurately assigned and position budgets will be accurately expended. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: The campus will align the Campus Improvement Plan with to the district financial stewardship goals. Strategy's Expected Result/Impact: The CIP will align 100% with district strategic plan financial stewardship goals. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Strategy 4 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June

Strategy 7 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June

Strategy 10 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 11 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 12 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June

Strategy 13 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 14 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 15 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 16 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June

Strategy 17 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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