

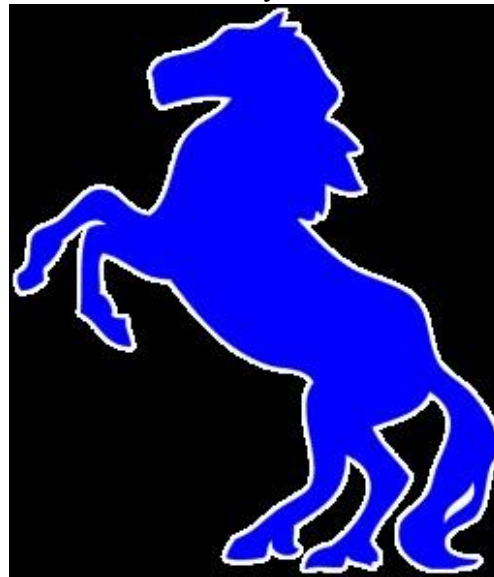
Ector County Independent School District

San Jacinto Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: C

Distinction Designation
Postsecondary Readiness



Mission Statement

The mission of San Jacinto, a family of caring and responsible, highly qualified, interdependent, professional educators, parents, students, and community members, is to be advocates in developing responsible citizens and independent, self-disciplined, lifelong learners by challenging students via dynamic, innovative, and engaging educational opportunities to put forth their best effort in a safe and nurturing environment.

Vision

To inspire a love of learning and a commitment to kindness, creating a nurturing environment where students, families, and staff work together to build a foundation for lifelong learners who contribute meaningfully to their community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

	San Jacinto				Enrollment			
	2021-2022		2022-2023		2023-2024			
Student Information	Count	Percent	Count	Percent	Count	Percent		
Total Students	473	100.0%	396	100.0%	375	100.0%		
Students by Grade								
Pre-Kindergarten	26	5.5%						
Pre-Kindergarten: 3-year Old	0	0.0%						
Pre-Kindergarten: 4-year Old	26	5.5%						
Kindergarten	74	15.6%	52	13.1%	66	17.6%		
Grade 1	61	12.9%	63	15.9%	50	13.3%		
Grade 2	85	18.0%	56	14.1%	62	16.5%		
Grade 3	83	17.5%	77	19.4%	63	16.8%		
Grade 4	76	16.1%	77	19.4%	67	17.9%		
Grade 5	68	14.4%	71	17.9%	67	17.9%		
Race								
African American	24	5.1%	27	6.8%	22	5.9%		
Hispanic	401	84.8%	334	84.3%	314	83.7%		
White	41	8.7%	27	6.8%	33	8.8%		
American Indian	0	0.0%	0	0.0%	0	0.0%		
Asian	0	0.0%	0	0.0%	0	0.0%		
Pacific Islander	1	0.2%	1	0.3%	0	0.0%		
Two or More Races	6	1.3%	7	1.8%	6	1.6%		
Sex								
Female	240	50.7%	207	52.3%	184	49.1%		
Male	233	49.3%	189	47.7%	191	50.9%		

	San Jacinto				Enrollment			
	2021-2022		2022-2023		2023-2024			
Student Information	Count	Percent	Count	Percent	Count	Percent		
Other Student Cohorts								
Economically Disadvantaged	390	82.5%	330	83.3%	308	82.1%		
Non-Educationally Disadvantaged	83	17.5%	66	16.7%	67	17.9%		
Section 504 Students	0	0.0%	2	0.5%	6	1.6%		
EB Students/EL	73	15.4%	36	9.1%	26	6.9%		
Students w/ Disciplinary Placements (2020-21)	0	0.0%	1	0.2%	3	0.7%		
Students w/ Dyslexia	16	3.4%	15	3.8%	11	2.9%		
Foster Care	1	0.2%	2	0.5%	0	0.0%		
Homeless	17	3.6%	16	4.0%	17	4.5%		
Immigrant	9	1.9%	2	0.5%	2	0.5%		
Migrant	0	0.0%	0	0.0%	0	0.0%		
Title I	473	100.0%	396	100.0%	375	100.0%		
Military Connected	3	0.6%	3	0.8%	1	0.3%		
At-Risk	248	52.4%	180	45.5%	174	46.4%		
Students by Instructional Program								
Bilingual/ESL Education	73	15.4%	41	10.4%	26	6.9%		
Career and Technical Education	0	0.0%	0	0.0%	0	0.0%		
Career and Technical Education (9-12 grades only)	0	0.0%	0	0.0%	0	0.0%		
Gifted and Talented Education	39	8.2%	30	7.6%	49	13.1%		
Special Education	56	11.8%	54	13.6%	56	14.9%		

Demographics Strengths

San Jacinto has six certified bilingual teachers and only one IF who is in the process of being certified.

San Jacinto has three MCLs and three reach associates. MCLs will coach all 1st through 3rd year teachers.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The current average student attendance rate is 93.5%, falling short of the campus goal of 95%.

Root Cause: There is not enough timely communication with parents and students regarding attendance.

Student Achievement

Student Achievement Summary

Spring 2025 Preliminary STAAR Results

Math and Reading Performance Levels Combined:

	Approaches	Meets
2025 3 Grade RLA	73%	48%
2024 3 Grade RLA	86%	59%
2023 3 Grade RLA	77%	48%
2025 4 Grade RLA	72%	47%
2024 4 Grade RLA	89%	62%
2023 4 Grade RLA	84%	56%
2025 5 Grade RLA	66%	44%
2024 5 Grade RLA	82%	62%
2023 5 Grade RLA	87%	59%
	Approaches	Meets
2025 3 Grade Math	68%	38%
2024 3 Grade Math	78%	43%
2023 3 Grade Math	75%	40%
2025 4 Grade Math	72%	47%
2024 4 Grade Math	95%	61%
2023 4 Grade Math	84%	53%
2025 5 Grade Math	69%	37%
2024 5 Grade Math	85%	54%
2023 5 Grade Math	96%	69%

	Approaches	Meets
2025 5 Grade Science	50%	10%
2024 5 Grade Science	63%	23%
2023 5 Grade Science	80%	33%

Student Achievement Strengths

RLA is a strong area in 3rd -5th grades.

Map growth is above 60%,

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Third grade bilingual student achievement in reading and math was below their monolingual cohort.

Root Cause: There were two substitutes in the fall semester, We hired a certified teacher in the spring semester.

Problem Statement 2 (Prioritized): Fifth grade science meets percentage decreased 13%, from 23% to 10%.

Root Cause: More emphasis needed to be placed on vocabulary, reading comprehension, and fluency.

School Culture and Climate

School Culture and Climate Summary

The student population at San Jacinto Elementary is over 86% economically disadvantaged, and yet we are one of the top performing schools in Ector County ISD. Most of our students come from our surrounding neighborhood and carry an immense amount of emotional, mental, and in some cases, generational baggage. We understand that a quality education has the power to change the trajectory of every student's life. We are determined to advocate for each child. We believe all our students can achieve greatness through hard work, discipline, and engagement regardless of their backgrounds.

2025 Panorama Data:

74% of students surveyed said that San Jacinto has rigorous expectations. 90% surveyed said that they had supportive relationships.

2024 Panorama Data:

79% of students surveyed said that San Jacinto has rigorous expectations. Conversely, 51% of students surveyed showed favorable data for engagement.

2023 Panorama Data:

86% of students surveyed said that San Jacinto has rigorous expectations. Conversely, 62% of students surveyed showed favorable data for engagement.

ADA Growth:

2021-2022: 90.5%

2022-2023: 92.4% (+1.9)

2023-2024: 93.3% (0.9) 375 students

24-25: 657 students

The PTA does not have a significant number of parent volunteers.

School Culture and Climate Strengths

2025 Panorama Data:

74% of students surveyed said that San Jacinto has rigorous expectations. 90% surveyed said that they had supportive relationships.

Most students feel that the curriculum is rigorous, but they still feel supported.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: The PTA does not have a significant number of parent volunteers.

Root Cause: Parents were not invited or encouraged to join the PTA.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

This year we have added MCL support for our bilingual Kinder through 4th grade teachers. We have two monolingual MCLs that will support and coach our first and second year teachers. We will have one lead teacher or MCL per grade level. We are confident that our master teachers and MCLs will have a positive affect which will highly impact student achievement and growth. This year all of our teachers are DOI or certified with the exception of one IF.

Staff Quality, Recruitment, and Retention Strengths

We have three TIA designated MCLs which will have a positive impact on the teachers and students they serve.

On the campus we have thirteen TIA designated teachers.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Last year only 50% of our bilingual teachers were certified.

Root Cause: Limited pool of certified applicants that are certified bilingual.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The MCLs and Lead Teachers will provide support for teachers through data disaggregation, planned interventions, and lesson planning.

The MCLs will also provide lesson modeling and coaching feedback.

Students are assessed on STAAR, Checkpoints, and NWEA MAP.

MTSS is determined after the BOY MAP and classroom data.

Weekly PLC's focus on unpacking the standards, data analysis, and planned interventions.

San Jacinto will use the following curriculum in the content areas of Reading, Math, Science, and Social Studies.

Reading

- Intro to Reading – Houghton Mifflin Harcourt
- Read 180
- Lonestar Reading
- Lonestar Math
- Countdown to STAAR
- i-Ready
- Summit K-12 Listening and Speaking
- MindPlay

Math

- Pearson Envision
- Lonestar Math
- Artificial Intelligence Applications
- i-Ready
- ST Math

Science

- McGraw Hill
- Summit K-12 Listening and Speaking

Social Studies

- Pearson Textbooks

Curriculum, Instruction, and Assessment Strengths

Overall, the campus is closing the gaps with MAP growth goals met at over 60%.

Fourth and fifth grade students are showing growth in reading and math as evidenced by the STAAR test.

San Jacinto received a B rating in the area of academic growth.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Only 50% of the fifth grade bilingual students scored Advanced or Advanced High the TELPAS.

Root Cause: Summit K-12 was not used with fidelity.

Family and Community Engagement

Family and Community Engagement Summary

Parent engagement activities at San Jacinto for the 2024-2025 school year were:

- Meet the Teacher Night
- Open House
- Fall Festival
- Reading Night
- Math Night
- Science Night
- Valentines- cards from parents to students
- Music programs
- Award assemblies
- Parent teacher conferences to discuss progress and the compact

Family and Community Engagement Strengths

San Jacinto uses see saw effectively as a platform to connect with classroom parents and individual parents. The campus uses FOCUS for campus wide messages.

San Jacinto uses Facebook to distribute information and updates the platform as needed.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: The PTA does not have a significant number of parent volunteers.

Root Cause: Parents were not invited or encouraged to join the PTA.

School Organization

School Organization Summary

San Jacinto is a K-5 school.

Our Specials schedule allows for 60 minute conferences which include one planning day and one PLC day.

There are 2 administrators on campus, one counselor, and a part time SAS counselor. We have three MCLs and three Reach Associates.

We have 21 monolingual teachers and 7 bilingual teachers. We also have 2 bilingual aides.

There are 3 SCC SPED teachers and 6 aides. There are 2 SPED inclusion teachers and 1 aide.

We have a media specialist and a dyslexia teacher.

School Organization Strengths

Our Specials schedule allows for 60 minute conferences which include one planning day and one PLC day.

We have three MCLs and three Reach Associates which have a great impact on teacher and student success.

Problem Statements Identifying School Organization Needs

Problem Statement 1: The MTSS process has not been implemented with fidelity across the campus.

Root Cause: The process was new last year and there was a lack of training and accountability at the campus level.

Technology

Technology Summary

Every classroom is equipped with a Promethean board.

The conference room, library, gym, and the cafeteria have a Promethean Board.

All teachers have a laptop and docking station.

All k-1 students have an IPAD. All 2-5 students have a chrome book.

Promethean boards are used in the cafeteria to provide real-time updates on House points.

Presentation clickers are Available to staff for presentations and interactive lessons.

Light Speed will be available for all 2-5 classrooms.

Technology Strengths

The San Jacinto techy ambassador and technology specialist provide support as needed on the campus.

The technology instructional specialists are very responsive when PD or support is needed.

Problem Statements Identifying Technology Needs

Problem Statement 1: Students damaged or misused their devices.

Root Cause: The focus on digital citizenship was only at the beginning of the year.

Priority Problem Statements

Problem Statement 1: The current average student attendance rate is 93.5%, falling short of the campus goal of 95%.

Root Cause 1: There is not enough timely communication with parents and students regarding attendance.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Third grade bilingual student achievement in reading and math was below their monolingual cohort.

Root Cause 2: There were two substitutes in the fall semester, We hired a certified teacher in the spring semester.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Fifth grade science meets percentage decreased 13%, from 23% to 10%.

Root Cause 3: More emphasis needed to be placed on vocabulary, reading comprehension, and fluency.

Problem Statement 3 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Communications data

Board Goals


Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.







Performance Objective 1: By May 2026, the percentage of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 46% to 55%.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: STAAR, Campus Based Assessments, Short Cycle Assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: 3-5 instructional staff will sustain the implementation of Lone Star RLA with fidelity exposing all students to rigorous RLA spiral review which includes: reading comprehension practice, short-constructed response practice, and language/grammar and conventions (editing and revising) practice.</p> <p>Strategy's Expected Result/Impact: Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR</p> <p>Staff Responsible for Monitoring: Lead teachers, MCLs, and campus Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Considerable			

Strategy 2 Details	Reviews			
<p>Strategy 2: K-5 instructional staff will sustain the implementation of I-READY lessons and interventions with fidelity exposing all students to rigorous and engaging Tier I instruction that includes: personalized online instruction paths based on need according to the BOY, MOY, and EOY diagnostic tests; and the teacher tool box (i.e. direct teacher/teacher model, guided practice, concept application, concept checks, independent practice, and assessments).</p> <p>Strategy's Expected Result/Impact: Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR</p> <p>Staff Responsible for Monitoring: Lead teachers, MCLs, and campus Admin</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Considerable			
Strategy 3 Details	Reviews			
<p>Strategy 3: K-5 students will engage in MindPlay reading for 20 minutes per day, five days per week to build reading fluency and comprehension.</p> <p>Strategy's Expected Result/Impact: Student reading levels will increase.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p> <p>Title I: 2.51, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: Mind Play - Title One School-wide - \$6,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 No Progress			
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Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By May 2026, the percentage of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 41% to 50%.


Indicators of Success:


Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: STAAR, Campus Based Assessments, Short Cycle Assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: K-5 instructional staff will sustain the implementation of Lone Star Math with fidelity exposing all students to rigorous math spiral review which includes: addition and subtraction, multiplication and division, fractions and fractional representations, place value, data analysis, geometry and measurement, and personal financial literacy through various stimuli and mathematical tools to demonstrate mathematical understanding of the TEKS.</p> <p>Strategy's Expected Result/Impact: Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR</p> <p>Staff Responsible for Monitoring: Lead teachers, MCLs, and campus Admin</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Considerable			
Strategy 2 Details	Reviews			
<p>Strategy 2: K-5 instructional staff will sustain the implementation of I-READY lessons and interventions with fidelity exposing all students to rigorous and engaging Tier I instruction that includes: personalized online instruction paths based on need according to the BOY, MOY, and EOY diagnostic tests; and the teacher tool box (i.e. direct teacher/teacher model, guided practice, concept application, concept checks, independent practice, and assessments).</p> <p>Strategy's Expected Result/Impact: Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR</p> <p>Staff Responsible for Monitoring: Lead teachers, MCLs, and campus Admin</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Considerable			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.







Performance Objective 3: By May 2026, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 9% to 20%.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: STAAR, Campus Based Assessments, Short Cycle Assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: 5th grade science teachers and additional instructional staff will sustain the implementation of I-READY lessons and the OVER strategy (including classroom demonstrations, hand on labs, and vocabulary activities) with fidelity exposing all students to rigorous and engaging Tier I instruction through the teacher tool box (i.e. direct teacher/teacher model, guided practice, concept application, concept checks, independent practice, and assessments). Weekly hands-on labs and inquiry-based activities and learning will be connected to real-world experiences.</p> <p>Strategy's Expected Result/Impact: Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR</p> <p>Staff Responsible for Monitoring: Lead teachers, MCLs, and campus Admin</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Considerable			
Strategy 2 Details	Reviews			
<p>Strategy 2: Science vocabulary instruction will be taught by using word walls, interactive notebooks, and daily review routines. Science academic vocabulary will be reviewed daily to strengthen students' comprehension of scientific texts and assessments.</p> <p>Strategy's Expected Result/Impact: Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR</p> <p>Staff Responsible for Monitoring: Lead teachers, MCLs, and campus Admin</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Considerable			

Strategy 3 Details	Reviews			
<p>Strategy 3: Tutoring for fifth grade students will start in the fall semester. Tutoring will focus on science vocabulary, reading comprehension, and fluency.</p> <p>Strategy's Expected Result/Impact: Increased growth and achievement in the areas of reading comprehension and fluency tracked through SCAs, CBA/DBA, and STAAR</p> <p>Staff Responsible for Monitoring: Lead teachers, MCLs, and campus Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: Tutoring through SAF Grade - Title One Instructional Continuity - \$12,500</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 4 Details	Reviews			
<p>Strategy 4: The fourth grade teachers will move up with their students to fifth grade.</p> <p>Strategy's Expected Result/Impact: Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR</p> <p>Staff Responsible for Monitoring: Campus admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Accomplished			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Student Achievement
<p>Problem Statement 2: Fifth grade science meets percentage decreased 13%, from 23% to 10%. Root Cause: More emphasis needed to be placed on vocabulary, reading comprehension, and fluency.</p>



Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: The percentage of 3rd grade students performing at the MEETS level on The Reading STAAR assessment will increase from 48% to 55%.

Indicators of Success:

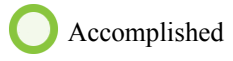
Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: STAAR, Campus Based Assessments, Short Cycle Assessments.

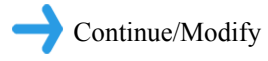
Strategy 1 Details	Reviews			
<p>Strategy 1: Third grade instructional staff will sustain the implementation of Lone Star RLA with fidelity exposing all students to rigorous RLA spiral review which includes: reading comprehension practice, short-constructed response practice, and language/grammar and conventions (editing and revising) practice.</p> <p>Strategy's Expected Result/Impact: Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR</p> <p>Staff Responsible for Monitoring: Lead teachers, MCLs, and campus Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Lone Star RLA - Title One School-wide - \$1,700</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Considerable			
Strategy 2 Details	Reviews			
<p>Strategy 2: Third grade instructional staff will sustain the implementation of I-READY lessons and interventions with fidelity exposing all students to rigorous and engaging Tier I instruction that includes: personalized online instruction paths based on need according to the BOY, MOY, and EOY diagnostic tests; and the teacher tool box (i.e. direct teacher/teacher model, guided practice, concept application, concept checks, independent practice, and assessments).</p> <p>Strategy's Expected Result/Impact: Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR</p> <p>Staff Responsible for Monitoring: Lead teachers, MCLs, and campus Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Considerable			



No Progress



Accomplished



Continue/Modify





Discontinue






Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 2: The percentage of students k-2 achieving or exceeding their Reading Rit goal will increase from 55% to 65%.

Indicators of Success:

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Strategy 1 Details	Reviews			
<p>Strategy 1: MCLs will work with grades kinder through 3rd grade to help teachers with the DDI process, lesson internalization, and planned interventions.</p> <p>Strategy's Expected Result/Impact: Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR</p> <p>Staff Responsible for Monitoring: Lead teachers, MCLs, and campus Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Opportunity Culture - Title One School-wide - \$85,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Considerable			
Strategy 2 Details	Reviews			
<p>Strategy 2: Kinder-Third grade instructional staff will sustain the implementation of I-READY lessons and interventions with fidelity exposing all students to rigorous and engaging Tier I instruction that includes: personalized online instruction paths based on need according to the BOY, MOY, and EOY diagnostic tests; and the teacher tool box (i.e. direct teacher/teacher model, guided practice, concept application, concept checks, independent practice, and assessments).</p> <p>Strategy's Expected Result/Impact: Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR</p> <p>Staff Responsible for Monitoring: Lead teachers, MCLs, and campus Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Student Headphones - Title One School-wide - \$14,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Considerable			

Strategy 3 Details	Reviews			
<p>Strategy 3: An aide will work with kindergarten- second grade students on reading skills. Strategy's Expected Result/Impact: Students reading levels will increase. Staff Responsible for Monitoring: Principal, MCL</p> <p>Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Instructional Aide - Title One School-wide - \$33,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				







Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 3: The percentage of students k-3 achieving their growth goal will increase from 57% to 65%.

Indicators of Success:

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: MAP EOY Data

Strategy 1 Details	Reviews			
<p>Strategy 1: MCLs will work with grades kinder through 3rd grade to help teachers with the DDI process, lesson internalization, and planned interventions.</p> <p>Strategy's Expected Result/Impact: Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR</p> <p>Staff Responsible for Monitoring: Lead teachers, MCLs, and campus Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Considerable			
Strategy 2 Details	Reviews			
<p>Strategy 2: Kinder-Third grade instructional staff will sustain the implementation of I-READY lessons and interventions with fidelity exposing all students to rigorous and engaging Tier I instruction that includes: personalized online instruction paths based on need according to the BOY, MOY, and EOY diagnostic tests; and the teacher tool box (i.e. direct teacher/teacher model, guided practice, concept application, concept checks, independent practice, and assessments).</p> <p>Strategy's Expected Result/Impact: Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR</p> <p>Staff Responsible for Monitoring: Lead teachers, MCLs, and campus Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Considerable			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				







Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 1: School Connectedness panorama data will increase from 57% to 70%.

Indicators of Success:

School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Panorama Survey







Strategy 1 Details	Reviews			
<p>Strategy 1: Kinder-5th grade students will participate in iLead social-emotional lessons provided by their classroom teachers once every week.</p> <p>Strategy's Expected Result/Impact: Students will participate in activities that will help them feel cared for and connected with their teachers and peers.</p> <p>Staff Responsible for Monitoring: Campus Admin and counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will receive training on the proper administration of the Fall and Spring Panorama surveys.</p> <p>Strategy's Expected Result/Impact: Students will understand the questions and vocabulary associated with the survey and complete the survey in a quiet, safe, and secure environment.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 2: Student daily attendance will increase from 92.8% to 95%.

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%

Strategy 1 Details	Reviews			
<p>Strategy 1: The attendance clerk will run weekly and monthly attendance reports and contact parents of students with chronic absences.</p> <p>Strategy's Expected Result/Impact: Parents will be informed about the importance of student attendance and receive assistance if needed.</p> <p>Staff Responsible for Monitoring: Campus admin</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: The top five classrooms with the highest attendance on a weekly basis will be recognized during morning announcements and given perfect attendance coupons. The top two classes with perfect attendance will be given special recognition every 9 weeks.</p> <p>Strategy's Expected Result/Impact: 95% attendance rate</p> <p>Staff Responsible for Monitoring: Campus Admin counselor Lead teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Attendance Incentives - Local - \$500</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Demographics







Problem Statement 1: The current average student attendance rate is 93.5%, falling short of the campus goal of 95%. **Root Cause:** There is not enough timely communication with parents and students regarding attendance.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 3: Exclusionary disciplinary infractions will decrease from 2% to 1%.

Indicators of Success:



School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%






Strategy 1 Details	Reviews			
<p>Strategy 1: All students will participate in iLead social-emotional lessons provided by their classroom teachers once per week.</p> <p>Strategy's Expected Result/Impact: Students will learn how to reflect on their feelings and learn to verbalize their feelings appropriately.</p> <p>Staff Responsible for Monitoring: Counselors teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: All K-5th grade students will participate in at least one Guidance Lesson per month provided by the school counselor.</p> <p>Strategy's Expected Result/Impact: Students will learn how to reflect on their feelings and learn to verbalize their feelings appropriately.</p> <p>Staff Responsible for Monitoring: Counselors teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Considerable			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 4: Classroom Excellence

Performance Objective 1: Student daily attendance will increase from 92.8% to 95%.

Evaluation Data Sources: Daily Attendance Rate

Strategy 1 Details	Reviews			
<p>Strategy 1: The attendance clerk will run weekly and monthly attendance reports and contact parents of students with chronic absences.</p> <p>Strategy's Expected Result/Impact: Parents will be informed about the importance of student attendance and receive assistance if needed.</p> <p>Staff Responsible for Monitoring: Campus admin</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: The top five classrooms with the highest attendance on a weekly basis will be recognized during morning announcements and given perfect attendance coupons. The top two classes with perfect attendance will be given special recognition every 9 weeks.</p> <p>Strategy's Expected Result/Impact: 95% attendance rate</p> <p>Staff Responsible for Monitoring: Campus Admin counselor Lead teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Moderate Progress</p>			

Strategy 3 Details	Reviews			
<p>Strategy 3: Classroom transformations will occur in all classrooms K-5. Strategy's Expected Result/Impact: Grade level lead teachers</p> <p>Title I: 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Funding Sources: Classroom Transformation Materials - Title One School-wide - \$6,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 No Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				







Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: The current average student attendance rate is 93.5%, falling short of the campus goal of 95%. Root Cause: There is not enough timely communication with parents and students regarding attendance.</p>

Board Goal 4: Classroom Excellence

Performance Objective 2: Increase support for the K-5 bilingual teachers

Evaluation Data Sources: SCA MAP Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Hire an MCL that will work exclusively with bilingual teachers.</p> <p>Strategy's Expected Result/Impact: Increased capacity for lesson planning, lesson preparation, instructional delivery, data disaggregation, and interventions.</p> <p>Staff Responsible for Monitoring: MCL and Campus Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Accomplished			
Strategy 2 Details	Reviews			
<p>Strategy 2: Hire a campus bilingual specialist that will work exclusively with bilingual teachers and bilingual students.</p> <p>Strategy's Expected Result/Impact: Increased capacity for lesson planning, lesson preparation, instructional delivery, data disaggregation, and interventions. Increase the number of bilingual students that receive individual and small group instruction.</p> <p>Staff Responsible for Monitoring: Bilingual specialist and campus admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 No Progress			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:







Student Achievement

Problem Statement 1: Third grade bilingual student achievement in reading and math was below their monolingual cohort. **Root Cause:** There were two substitutes in the fall semester, We hired a certified teacher in the spring semester.

Board Goal 4: Classroom Excellence

Performance Objective 3: Increase support for the K-3 first year teachers.






Evaluation Data Sources: SCA MAP Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Hire instructional aides that will work with first year teachers.</p> <p>Strategy's Expected Result/Impact: Increased capacity for lesson planning, lesson preparation, instructional delivery, data disaggregation, and interventions.</p> <p>Staff Responsible for Monitoring: MCL and Campus Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Hire MCLs that will work exclusively with first year teachers.</p> <p>Strategy's Expected Result/Impact: Increased capacity for lesson planning, lesson preparation, instructional delivery, data disaggregation, and interventions.</p> <p>Staff Responsible for Monitoring: MCL and Campus Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Accomplished			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 4: Classroom Excellence

Performance Objective 4: Lead Teachers for each grade level will be established.







Evaluation Data Sources: Lead Teacher job description and performance.

Strategy 1 Details	Reviews			
<p>Strategy 1: Lead Teachers on each grade level will plan and lead weekly PLCs using the district framework. Strategy's Expected Result/Impact: Weekly PLCs will be held to plan and practice lessons. Staff Responsible for Monitoring: Administrators</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: Lead Teacher Stipends- SAF grant - Title One Instructional Continuity - \$15,661</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 5: Culture of Excellence

Performance Objective 1: School Connectedness panorama data will increase from 57% to 70%.







Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Kinder-5th grade students will participate in iLead social-emotional lessons provided by their classroom teachers once every week.</p> <p>Strategy's Expected Result/Impact: Students will participate in activities that will help them feel cared for and connected with their teachers and peers.</p> <p>Staff Responsible for Monitoring: Campus Admin and counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will receive training on the proper administration of the Fall and Spring Panorama surveys.</p> <p>Strategy's Expected Result/Impact: Students will understand the questions and vocabulary associated with the survey and complete the survey in a quiet, safe, and secure environment.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 5: Culture of Excellence

Performance Objective 2: For the 25-26 school year, PTA membership will increase from 10 to 25 active members through targeted outreach efforts, engagement activities, and effective communication with families and the school community.







Evaluation Data Sources: PTA Membership

Strategy 1 Details	Reviews			
<p>Strategy 1: San Jacinto will use newsletters, social media, and school events to promote PTA membership.</p> <p>Strategy's Expected Result/Impact: Increased PTA participation</p> <p>Staff Responsible for Monitoring: PTA president</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers and staff will personally invite parents and guardians to join the PTA.</p> <p>Strategy's Expected Result/Impact: Increased PTA participation</p> <p>Staff Responsible for Monitoring: PTA President Campus Admin</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Considerable			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 5: Culture of Excellence

Performance Objective 3: Student sense of belonging panorama data will increase from 57% to 70%.






Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Kinder-5th grade students will participate in iLead social-emotional lessons provided by their classroom teachers once every week.</p> <p>Strategy's Expected Result/Impact: Students will participate in activities that will help them feel cared for and connected with their teachers and peers.</p> <p>Staff Responsible for Monitoring: Campus Admin and counselors</p> <p>ESF Levels: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will receive training on the proper administration of the Fall and Spring Panorama surveys.</p> <p>Strategy's Expected Result/Impact: Students will understand the questions and vocabulary associated with the survey and complete the survey in a quiet, safe, and secure environment.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>ESF Levels: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 5: Culture of Excellence

Performance Objective 4: By May 2026, San Jacinto will increase parent engagement events compared to 24-25 school year.

Evaluation Data Sources: Sign in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: San Jacinto will engage parents monthly by hosting family nights. Strategy's Expected Result/Impact: Increased parent involvement Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.51 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Parental Engagement Nights - Title One Instructional Continuity - \$12,000, Extra Duty Pay for teachers - Title One Instructional Continuity - \$13,500, Parent Materials for Coffee with the Principal - Title One Instructional Continuity - \$10,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Campus Funding Summary

Local					
Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	2	Attendance Incentives		\$500.00
Sub-Total					\$500.00
Title One Instructional Continuity					
Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	Tutoring through SAF Grade		\$12,500.00
4	4	1	Lead Teacher Stipends- SAF grant		\$15,661.00
5	4	1	Parental Engagement Nights		\$12,000.00
5	4	1	Extra Duty Pay for teachers		\$13,500.00
5	4	1	Parent Materials for Coffee with the Principal		\$10,000.00
Sub-Total					\$63,661.00
Title One School-wide					
Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Mind Play		\$6,000.00
2	1	1	Lone Star RLA		\$1,700.00
2	2	1	Opportunity Culture		\$85,000.00
2	2	2	Student Headphones		\$14,000.00
2	2	3	Instructional Aide		\$33,000.00
4	1	3	Classroom Transformation Materials		\$6,000.00
Sub-Total					\$145,700.00