

Ector County Independent School District

San Jacinto Elementary

2026-2027 Board Goals/Performance Objectives/Strategies



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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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 2027, the percent of students performing at the MEETS level on 3rd-5th grade Reading STAAR will increase from 50% to 55%.

HB3 Board Goal

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: iReady reports, checkpoint data, STAAR results

Strategy 1 Details	Reviews			
Strategy 1: 3-5 instructional staff will sustain the implementation of HMH Resources and 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. Strategy's Expected Result/Impact: Increased student growth and achievement tracked through checkpoint data, iReady data, and STAAR Staff Responsible for Monitoring: Lead teachers, MCLs, Instructional coach and campus administrators Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 3 Funding Sources: MCLs - Title One School-wide - \$63,000, Instructional Coach - Title One School-wide - \$68,000	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
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 Strategy's Expected Result/Impact: Increased student growth and achievement tracked through checkpoint data, iReady data and STAAR Staff Responsible for Monitoring: Lead teachers, MCLs, Instructional Coach and Campus administrators Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: K-5 instructional staff will implement Blended Learning strategies into small group lessons. Strategy's Expected Result/Impact: Increase student growth and achievement with personalized learning pathways Staff Responsible for Monitoring: Lead teachers, MCLs, Instructional Coach and Campus Administrators Title I: 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: 4th Grade Math decreased at the Meets level from 60% (2024) to 36% (2026) indicating that students not meeting the standard indicator increased. Root Cause: 1) Academic learning gaps were not identified early 2) Targeted intervention was not successful 3) Adjustments were not made through out the year to catch struggling learners early

Student Achievement

Problem Statement 2: 4th Grade Reading showed a steady downward trend for the 3 year comparison dropping from 61% (2024) to 48% (2026). **Root Cause:** 1) inconsistent Tier 1 instruction and higher order thinking comprehension strategies 2) Academic learning gaps that were not identified or targeted with intervention strategies 3) Data driven interventions may not have been adjusted through the year

Problem Statement 3: 3rd grade 2024-2025 students performed well in Math with 75% Approaches/44% Meets however the same students in 4th grade 2025-2026 dropped to 52% Approaches/36% Meets. Reading 3rd grade student scores in 2024-2025 (84% Approaches/58% Meets) declined in a similar trend in 4th grade 2025-2026 (66% Approaches/48% Meets). **Root Cause:** 1) Instructional vertical alignment between 3rd and 4th grade teams 2) 4th grade building upon or sustaining student performance in Math and Reading 3) Data driven conversations between 3rd and 4th grade to identify learning gaps and student needs

Curriculum, Instruction, and Assessment

Problem Statement 1: For the 2026-2027 school year, PLC and team level planning will be implemented with fidelity and structure. **Root Cause:** 1) Time is built in to the Master schedule for scheduled meetings 2) Agendas and structures for these meetings will be designed 3) Instructional Coach and MCLS will lead the meetings

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 2027, the percent of students performing at the MEETS level on 3rd-5th grade Math STAAR will increase from 45% to 50%.

HB3 Board Goal

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: Checkpoint data, iReady data and STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: K-5 instructional staff will sustain the implementation of enVision and 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. Strategy's Expected Result/Impact: Increased student growth and achievement tracked through checkpoint data, iReady data and STAAR Staff Responsible for Monitoring: Lead teachers, MCLs, Instructional Coach, and Campus Administrators Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 3				

Strategy 2 Details	Reviews			
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). Strategy's Expected Result/Impact: Increased student growth and achievement tracked through checkpoint data, iReady data and STAAR Staff Responsible for Monitoring: Lead teachers, MCLs, Instructional Coach and Campus Administrator Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: K-5 instructional staff will implement Blended Learning strategies into small group lessons. Strategy's Expected Result/Impact: Increase in student growth and achievement with personalized learning pathways Staff Responsible for Monitoring: Teachers, MCLs, Instructional Coach and Campus Administrators Title I: 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: 4th Grade Math decreased at the Meets level from 60% (2024) to 36% (2026) indicating that students not meeting the standard indicator increased. Root Cause: 1) Academic learning gaps were not identified early 2) Targeted intervention was not successful 3) Adjustments were not made through out the year to catch struggling learners early

Student Achievement
Problem Statement 3: 3rd grade 2024-2025 students performed well in Math with 75% Approaches/44% Meets however the same students in 4th grade 2025-2026 dropped to 52% Approaches/36% Meets. Reading 3rd grade student scores in 2024-2025 (84% Approaches/58% Meets) declined in a similar trend in 4th grade 2025-2026 (66% Approaches/48% Meets). Root Cause: 1) Instructional vertical alignment between 3rd and 4th grade teams 2) 4th grade building upon or sustaining student performance in Math and Reading 3) Data driven conversations between 3rd and 4th grade to identify learning gaps and student needs
Curriculum, Instruction, and Assessment
Problem Statement 1: For the 2026-2027 school year, PLC and team level planning will be implemented with fidelity and structure. Root Cause: 1) Time is built in to the Master schedule for scheduled meetings 2) Agendas and structures for these meetings will be designed 3) Instructional Coach and MCLS will lead the meetings

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 2027, the percent of students performing at the MEETS level on 5th grade Science STAAR will increase from 27% to 32%.

HB3 Board Goal

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: Checkpoint data, iReady data and STAAR

Strategy 1 Details	Reviews			
Strategy 1: 5th grade science teachers and additional instructional staff will sustain the implementation of McGraw Hill and Vernier (Penda) 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. Strategy's Expected Result/Impact: Increased student growth and achievement tracked through checkpoint data and STAAR Staff Responsible for Monitoring: Teachers,MCLs, Instructional Coach, and Campus Administrators Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
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. Strategy's Expected Result/Impact: Increased student growth and achievement tracked through checkpoint data, iReady, and STAAR Staff Responsible for Monitoring: Teachers, MCLs, Instructional Coach, and Campus Administrator Title I: 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 1 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Tutoring for fifth grade students will start in the fall semester. Tutoring will focus on science vocabulary, reading comprehension, and fluency. Strategy's Expected Result/Impact: Increased growth and achievement in the areas of reading comprehension and fluency tracked through checkpoint data, iReady, and STAAR Staff Responsible for Monitoring: Teachers, MCLs, Instructional Coach, and Campus Administrator TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2, 3 - Curriculum, Instruction, and Assessment 1 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 2: 4th Grade Reading showed a steady downward trend for the 3 year comparison dropping from 61% (2024) to 48% (2026). Root Cause: 1) inconsistent Tier 1 instruction and higher order thinking comprehension strategies 2) Academic learning gaps that were not identified or targeted with intervention strategies 3) Data driven interventions may not have been adjusted through the year

Student Achievement
Problem Statement 3: 3rd grade 2024-2025 students performed well in Math with 75% Approaches/44% Meets however the same students in 4th grade 2025-2026 dropped to 52% Approaches/36% Meets. Reading 3rd grade student scores in 2024-2025 (84% Approaches/58% Meets) declined in a similar trend in 4th grade 2025-2026 (66% Approaches/48% Meets). Root Cause: 1) Instructional vertical alignment between 3rd and 4th grade teams 2) 4th grade building upon or sustaining student performance in Math and Reading 3) Data driven conversations between 3rd and 4th grade to identify learning gaps and student needs
Curriculum, Instruction, and Assessment
Problem Statement 1: For the 2026-2027 school year, PLC and team level planning will be implemented with fidelity and structure. Root Cause: 1) Time is built in to the Master schedule for scheduled meetings 2) Agendas and structures for these meetings will be designed 3) Instructional Coach and MCLS will lead the meetings
School Organization
Problem Statement 1: PLCs and team level being led with fidelity and structure. Root Cause: 1) MCLs will be trained on how to run PLCs 2) Instructional Coach will provide support for PLCs and Team level meetings 3) Follow District expectations for PLCs and data driven instruction

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 4: Increase the percentage of 3-5 Emergent Bilingual students to progress 1 or more proficiency levels in Speaking on TELPAS from 14% Advanced to 20% Advanced.

HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: TELPAS data, Summit K12 data

Strategy 1 Details	Reviews			
Strategy 1: Implementing the new ELPS K-5 that include Content Based Language Instruction (CBLI) methodology. Strategy's Expected Result/Impact: Student academic growth will increase Staff Responsible for Monitoring: Bilingual Teachers, Instructional Coach, and Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Accelerate English language development for Emergent Bilingual students through Summit K-12 and Benchmark Express. Strategy's Expected Result/Impact: Student academic growth increases and English language proficiency increases Staff Responsible for Monitoring: Bilingual teachers, Instructional Coach and Administrator TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Achievement 3	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 4 Problem Statements:**Demographics**

Problem Statement 1: The Emergent Bilingual student population at San Jacinto has increased significantly over the past three years from 6.93% (23/34) to 26.6% (25/26). This has changed the total population of the campus to over 600 students. **Root Cause:** 1) Students in the Bilingual program returned to campus in 24/25 causing the increase. 2) changes to lesson delivery to accommodate new learners 3) more classes need to accommodate the additional students

Student Achievement

Problem Statement 3: 3rd grade 2024-2025 students performed well in Math with 75% Approaches/44% Meets however the same students in 4th grade 2025-2026 dropped to 52% Approaches/36% Meets. Reading 3rd grade student scores in 2024-2025 (84% Approaches/58% Meets) declined in a similar trend in 4th grade 2025-2026 (66% Approaches/48% Meets). **Root Cause:** 1) Instructional vertical alignment between 3rd and 4th grade teams 2) 4th grade building upon or sustaining student performance in Math and Reading 3) Data driven conversations between 3rd and 4th grade to identify learning gaps and student needs

Curriculum, Instruction, and Assessment

Problem Statement 1: For the 2026-2027 school year, PLC and team level planning will be implemented with fidelity and structure. **Root Cause:** 1) Time is built in to the Master schedule for scheduled meetings 2) Agendas and structures for these meetings will be designed 3) Instructional Coach and MCLS will lead the meetings

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 53% to 58%.

HB3 Board Goal

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%

Evaluation Data Sources: Checkpoint data, iReady and STAAR

Strategy 1 Details		Reviews			
Strategy 1: 3-5 instructional staff will sustain the implementation of HMH resources and 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. Strategy's Expected Result/Impact: Increased student growth and achievement tracked through checkpoint data, iReady, and STAAR Staff Responsible for Monitoring: Lead Teachers, MCLs, Instructional coach and Campus Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
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). Strategy's Expected Result/Impact: Increased student growth and achievement tracked through checkpoint data, iReady and STAAR Staff Responsible for Monitoring: Teachers, MCLs, Instructional Coach, and Campus Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 1		Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 3: 3rd grade 2024-2025 students performed well in Math with 75% Approaches/44% Meets however the same students in 4th grade 2025-2026 dropped to 52% Approaches/36% Meets. Reading 3rd grade student scores in 2024-2025 (84% Approaches/58% Meets) declined in a similar trend in 4th grade 2025-2026 (66% Approaches/48% Meets). Root Cause: 1) Instructional vertical alignment between 3rd and 4th grade teams 2) 4th grade building upon or sustaining student performance in Math and Reading 3) Data driven conversations between 3rd and 4th grade to identify learning gaps and student needs
Curriculum, Instruction, and Assessment
Problem Statement 1: For the 2026-2027 school year, PLC and team level planning will be implemented with fidelity and structure. Root Cause: 1) Time is built in to the Master schedule for scheduled meetings 2) Agendas and structures for these meetings will be designed 3) Instructional Coach and MCLS will lead the meetings

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%.

HB3 Board Goal

Indicators of Success:

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%

Evaluation Data Sources: iReady and checkpoint data

Strategy 1 Details		Reviews			
Strategy 1: MCLs will work with grades kinder through 3rd grade to help teachers with the DDI process, lesson internalization, and planned interventions. Strategy's Expected Result/Impact: Increased student growth and achievement tracked through checkpoint data, iReady, and STAAR Staff Responsible for Monitoring: MCLs, Instructional Coach, and Campus Administrator TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
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). Strategy's Expected Result/Impact: Increased student growth and achievement tracked through checkpoint data, iReady, and STAAR Staff Responsible for Monitoring: Teachers, MCLs, Instructional Coach and Campus Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: 4th Grade Math decreased at the Meets level from 60% (2024) to 36% (2026) indicating that students not meeting the standard indicator increased. **Root Cause:** 1) Academic learning gaps were not identified early 2) Targeted intervention was not successful 3) Adjustments were not made through out the year to catch struggling learners early

Problem Statement 2: 4th Grade Reading showed a steady downward trend for the 3 year comparison dropping from 61% (2024) to 48% (2026). **Root Cause:** 1) inconsistent Tier 1 instruction and higher order thinking comprehension strategies 2) Academic learning gaps that were not identified or targeted with intervention strategies 3) Data driven interventions may not have been adjusted through the year

Problem Statement 3: 3rd grade 2024-2025 students performed well in Math with 75% Approaches/44% Meets however the same students in 4th grade 2025-2026 dropped to 52% Approaches/36% Meets. Reading 3rd grade student scores in 2024-2025 (84% Approaches/58% Meets) declined in a similar trend in 4th grade 2025-2026 (66% Approaches/48% Meets). **Root Cause:** 1) Instructional vertical alignment between 3rd and 4th grade teams 2) 4th grade building upon or sustaining student performance in Math and Reading 3) Data driven conversations between 3rd and 4th grade to identify learning gaps and student needs

Curriculum, Instruction, and Assessment

Problem Statement 1: For the 2026-2027 school year, PLC and team level planning will be implemented with fidelity and structure. **Root Cause:** 1) Time is built in to the Master schedule for scheduled meetings 2) Agendas and structures for these meetings will be designed 3) Instructional Coach and MCLS will lead the meetings

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: School Connectedness panorama data will increase from 63% 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			
Strategy 1: Kinder-5th grade students will participate in Counselor guided lessons for social-emotional lessons provided by the Counselor twice a month week. Strategy's Expected Result/Impact: Students will participate in activities that will help them feel cared for and connected with their teachers and peers. Staff Responsible for Monitoring: Counselor, Classroom Teacher ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1, 2, 3 - School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will receive training on the proper administration of the Fall and Spring Panorama surveys. 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. Staff Responsible for Monitoring: Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: The Emergent Bilingual student population at San Jacinto has increased significantly over the past three years from 6.93% (23/24) to 26.6% (25/26). This has changed the total population of the campus to over 600 students. **Root Cause:** 1) Students in the Bilingual program returned to campus in 24/25 causing the increase. 2) changes to lesson delivery to accommodate new learners 3) more classes need to accommodate the additional students

Problem Statement 2: The San Jacinto Economically Disadvantaged population has increased over the last three years from 82.13% (23/24) to 86% (25/26). More targeted interventions required to meet the needs of the students. **Root Cause:** 1) Changes in neighborhood demographics and needs 2) Additional time for intervention needed by directly targeting the academic gaps in learning

Problem Statement 3: The attendance percentage at San Jacinto has barely fluctuated over the past three years with a slight decrease, 93.5% (23/24), 92.8% (24/25) and 92.07% (25/26). Falling just below the target of 95% or higher. **Root Cause:** 1) Campus incentives not making progress 2) Additional Parent communication and follow up needed for chronic absenteeism

School Culture and Climate

Problem Statement 1: Attendance rates have shown a downward trend over the last three years, 93.3% end of 2024 to 92.7% end of 2026. **Root Cause:** 1) Increase in student population to 600 2) Incentives for Attendance have not been effective

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: Student daily attendance will increase from 92.7% to 95%.

Indicators of Success:

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

Strategy 1 Details	Reviews			
Strategy 1: The attendance clerk will run weekly and monthly attendance reports and contact parents of students with chronic absences. Strategy's Expected Result/Impact: Parents will be informed about the importance of student attendance and receive assistance if needed. Staff Responsible for Monitoring: Campus Administrators ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3 - School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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. Strategy's Expected Result/Impact: 95% attendance rate Staff Responsible for Monitoring: Campus administrators, counselors, and Instructional coach ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3 - School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 3: The attendance percentage at San Jacinto has barely fluctuated over the past three years with a slight decrease, 93.5% (23/24), 92.8% (24/25) and 92.07% (25/26). Falling just below the target of 95% or higher. **Root Cause:** 1) Campus incentives not making progress 2) Additional Parent communication and follow up needed for chronic absenteeism

School Culture and Climate

Problem Statement 1: Attendance rates have shown a downward trend over the last three years, 93.3% end of 2024 to 92.7% end of 2026. **Root Cause:** 1) Increase in student population to 600 2) Incentives for Attendance have not been effective

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

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

Strategy 1 Details	Reviews			
Strategy 1: All students will participate in iLead social-emotional lessons provided by their classroom teachers once per week Strategy's Expected Result/Impact: Students will learn how to reflect on their feelings and learn to verbalize their feelings appropriately. Staff Responsible for Monitoring: Teachers and Counselor ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1, 2, 3 - School Culture and Climate 1 - Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: All K-5th grade students will participate in at least one Guidance Lesson per month provided by the school counselor. Strategy's Expected Result/Impact: Students will learn how to reflect on their feelings and learn to verbalize their feelings appropriately. Staff Responsible for Monitoring: Counselor and teachers ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1, 2, 3 - School Culture and Climate 1 - Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: The Emergent Bilingual student population at San Jacinto has increased significantly over the past three years from 6.93% (23/34) to 26.6% (25/26). This has changed the total population of the campus to over 600 students. Root Cause: 1) Students in the Bilingual program returned to campus in 24/25 causing the increase. 2) changes to lesson delivery to accommodate new learners 3) more classes need to accommodate the additional students

Demographics

Problem Statement 2: The San Jacinto Economically Disadvantaged population has increased over the last three years from 82.13% (23/24) to 86% (25/26). More targeted interventions required to meet the needs of the students. **Root Cause:** 1) Changes in neighborhood demographics and needs 2) Additional time for intervention needed by directly targeting the academic gaps in learning

Problem Statement 3: The attendance percentage at San Jacinto has barely fluctuated over the past three years with a slight decrease, 93.5% (23/24), 92.8% (24/25) and 92.07% (25/26). Falling just below the target of 95% or higher. **Root Cause:** 1) Campus incentives not making progress 2) Additional Parent communication and follow up needed for chronic absenteeism

School Culture and Climate

Problem Statement 1: Attendance rates have shown a downward trend over the last three years, 93.3% end of 2024 to 92.7% end of 2026. **Root Cause:** 1) Increase in student population to 600 2) Incentives for Attendance have not been effective

Family and Community Engagement

Problem Statement 1: Consistency of parent involvement across grade levels. **Root Cause:** 1) consistent contact with parents for grades, behavior, celebrations 2) involve parents in events through PTA

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 4: Increase students sense of belonging based on panorama data from 51% to 60%.

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			
Strategy 1: Counselor will provide bi-monthly guidance lessons for students that address student belonging and connectedness. Strategy's Expected Result/Impact: Students will feel like they belong to the school and better understand how to interact with each other. Staff Responsible for Monitoring: Counselor, Administration ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3 - School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Students included in the House meetings, pep rallies and House reveal activities. Strategy's Expected Result/Impact: Students will feel like they belong to one of the 4 Houses and participate in activities Staff Responsible for Monitoring: Teachers, Instructional Coach, Administrators, Counselor ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3 - School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 3: The attendance percentage at San Jacinto has barely fluctuated over the past three years with a slight decrease, 93.5% (23/24), 92.8% (24/25) and 92.07% (25/26). Falling just below the target of 95% or higher. Root Cause: 1) Campus incentives not making progress 2) Additional Parent communication and follow up needed for chronic absenteeism
School Culture and Climate
Problem Statement 1: Attendance rates have shown a downward trend over the last three years, 93.3% end of 2024 to 92.7% end of 2026. Root Cause: 1) Increase in student population to 600 2) Incentives for Attendance have not been effective

Board Goal 4: Classroom Excellence

Performance Objective 1: Identify students with chronic absenteeism (10+ absences or chronically absent) and provide intervention to increase San Jacinto's attendance rate from 92.7% to 95% by the end of 2026-2027 school year.

Evaluation Data Sources: Attendance reports

Strategy 1 Details	Reviews			
Strategy 1: Increase documented attendance intervention completion for identified at risk students with 10 or more absences. Strategy's Expected Result/Impact: Students academic growth will increase due to being present. Attendance rate will increase. Staff Responsible for Monitoring: Attendance clerk, Counselor, Assistant Principal ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3 - School Culture and Climate 1 - Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Recognize classrooms with improved attendance and give special recognition. Strategy's Expected Result/Impact: Students academic growth will increase due to being present in class Staff Responsible for Monitoring: Teachers, Attendance clerk, Administration ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3 - School Culture and Climate 1 - Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: The attendance percentage at San Jacinto has barely fluctuated over the past three years with a slight decrease, 93.5% (23/24), 92.8% (24/25) and 92.07% (25/26). Falling just below the target of 95% or higher. Root Cause: 1) Campus incentives not making progress 2) Additional Parent communication and follow up needed for chronic absenteeism

School Culture and Climate
Problem Statement 1: Attendance rates have shown a downward trend over the last three years, 93.3% end of 2024 to 92.7% end of 2026. Root Cause: 1) Increase in student population to 600 2) Incentives for Attendance have not been effective
Family and Community Engagement
Problem Statement 1: Consistency of parent involvement across grade levels. Root Cause: 1) consistent contact with parents for grades, behavior, celebrations 2) involve parents in events through PTA

Board Goal 4: Classroom Excellence

Performance Objective 2: Increasing Blended Learning implementation campus wide with fidelity from 0% to 100% leading to personal pathways for individual students in grades 3-5 by end of 2026-2027 school year.

HB3 Board Goal

Evaluation Data Sources: Classroom observations, PLC meetings, Lesson plans

Strategy 1 Details	Reviews			
Strategy 1: Begin implementation of Blended Learning strategies during Small group time within the day using iReady, teacher table time, and independent work time. Strategy's Expected Result/Impact: Students will get individualized instruction for areas of weakness and enrichment for areas of strength Staff Responsible for Monitoring: Teachers, MCLs, Instructional Coach and Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Exemplars of student work, small group work, and independent practice used in PLCs to improve Blended Learning implementation. Strategy's Expected Result/Impact: Student achievement and engagement increased Staff Responsible for Monitoring: Teachers, Instructional Coaches, MCLs, and Administrators Problem Statements: Demographics 1, 2 - Student Achievement 1, 2, 3 - School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 1 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The Emergent Bilingual student population at San Jacinto has increased significantly over the past three years from 6.93% (23/34) to 26.6% (25/26). This has changed the total population of the campus to over 600 students. Root Cause: 1) Students in the Bilingual program returned to campus in 24/25 causing the increase. 2) changes to lesson delivery to accommodate new learners 3) more classes need to accommodate the additional students Problem Statement 2: The San Jacinto Economically Disadvantaged population has increased over the last three years from 82.13% (23/24) to 86% (25/26). More targeted interventions required to meet the needs of the students. Root Cause: 1) Changes in neighborhood demographics and needs 2) Additional time for intervention needed by directly targeting the academic gaps in learning
Student Achievement
Problem Statement 1: 4th Grade Math decreased at the Meets level from 60% (2024) to 36% (2026) indicating that students not meeting the standard indicator increased. Root Cause: 1) Academic learning gaps were not identified early 2) Targeted intervention was not successful 3) Adjustments were not made through out the year to catch struggling learners early Problem Statement 2: 4th Grade Reading showed a steady downward trend for the 3 year comparison dropping from 61% (2024) to 48% (2026). Root Cause: 1) inconsistent Tier 1 instruction and higher order thinking comprehension strategies 2) Academic learning gaps that were not identified or targeted with intervention strategies 3) Data driven interventions may not have been adjusted through the year Problem Statement 3: 3rd grade 2024-2025 students performed well in Math with 75% Approaches/44% Meets however the same students in 4th grade 2025-2026 dropped to 52% Approaches/36% Meets. Reading 3rd grade student scores in 2024-2025 (84% Approaches/58% Meets) declined in a similar trend in 4th grade 2025-2026 (66% Approaches/48% Meets). Root Cause: 1) Instructional vertical alignment between 3rd and 4th grade teams 2) 4th grade building upon or sustaining student performance in Math and Reading 3) Data driven conversations between 3rd and 4th grade to identify learning gaps and student needs
School Culture and Climate
Problem Statement 2: Teachers/Staff would like more in depth feedback from administration Root Cause: 1) PLCs need to be consistent 2) Quick feedback after walkthroughs 3) In depth feedback if there is a need
Staff Quality, Recruitment, and Retention
Problem Statement 1: A decline in staff retention occurred at the end of 2024 to 2025, 85% to 54.5%. Root Cause: 1) Changes were made at the district level that brought students in the EB program back to San Jacinto 2) Changes doubled the student population 3) Staff had to make adjustments, some decided to leave
Curriculum, Instruction, and Assessment
Problem Statement 1: For the 2026-2027 school year, PLC and team level planning will be implemented with fidelity and structure. Root Cause: 1) Time is built in to the Master schedule for scheduled meetings 2) Agendas and structures for these meetings will be designed 3) Instructional Coach and MCLS will lead the meetings
School Organization
Problem Statement 1: PLCs and team level being led with fidelity and structure. Root Cause: 1) MCLs will be trained on how to run PLCs 2) Instructional Coach will provide support for PLCs and Team level meetings 3) Follow District expectations for PLCs and data driven instruction

Board Goal 4: Classroom Excellence

Performance Objective 3: Implement AVID WICOR strategies with fidelity across all K-5 classrooms so they are consistently reflected in professional learning, lesson planning, Tier I instruction, student work, and instructional feedback, resulting in increased student engagement, academic achievement, and the development of the academic and leadership skills necessary for college, career, and life readiness.

HB3 Board Goal

Evaluation Data Sources: Classroom observations, PLC meetings, Lesson plans

Strategy 1 Details		Reviews			
Strategy 1: K-5 teachers will participate in ongoing training for WICOR Strategies through district training and campus training. Strategy's Expected Result/Impact: Students academic growth will increase due to engaged lessons/activities that challenge thinking Staff Responsible for Monitoring: Teachers, MCLs, Instructional Coach, and Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
Strategy 2: K-5 teachers will implement WICOR strategies that will be evident in student work, instruction and lesson plans. Strategy's Expected Result/Impact: Student academic growth will increase due to engaged lessons/activities that challenge student thinking Staff Responsible for Monitoring: Teachers, MCLs, Instructional Coach, and Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: 4th Grade Math decreased at the Meets level from 60% (2024) to 36% (2026) indicating that students not meeting the standard indicator increased. Root Cause: 1) Academic learning gaps were not identified early 2) Targeted intervention was not successful 3) Adjustments were not made through out the year to catch struggling learners early Problem Statement 2: 4th Grade Reading showed a steady downward trend for the 3 year comparison dropping from 61% (2024) to 48% (2026). Root Cause: 1) inconsistent Tier 1 instruction and higher order thinking comprehension strategies 2) Academic learning gaps that were not identified or targeted with intervention strategies 3) Data driven interventions may not have been adjusted through the year Problem Statement 3: 3rd grade 2024-2025 students performed well in Math with 75% Approaches/44% Meets however the same students in 4th grade 2025-2026 dropped to 52% Approaches/36% Meets. Reading 3rd grade student scores in 2024-2025 (84% Approaches/58% Meets) declined in a similar trend in 4th grade 2025-2026 (66% Approaches/48% Meets). Root Cause: 1) Instructional vertical alignment between 3rd and 4th grade teams 2) 4th grade building upon or sustaining student performance in Math and Reading 3) Data driven conversations between 3rd and 4th grade to identify learning gaps and student needs
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Problem Statement 1: For the 2026-2027 school year, PLC and team level planning will be implemented with fidelity and structure. Root Cause: 1) Time is built in to the Master schedule for scheduled meetings 2) Agendas and structures for these meetings will be designed 3) Instructional Coach and MCLS will lead the meetings

Board Goal 5: Culture of Excellence

Performance Objective 1: Increase the involvement of MTSS behavior support specialists at San Jacinto to strengthen identification of students who need an MTSS behavior plan for Tier 2 intervention.

Evaluation Data Sources: MTSS behavior referrals

Strategy 1 Details	Reviews			
Strategy 1: Utilize district MTSS behavior specialist assigned to San Jacinto with campus visits and guidance with Tier 2 behavior intervention. Strategy's Expected Result/Impact: Student discipline referrals will decrease. Staff Responsible for Monitoring: MTSS Team, Instructional Coach and Administrators ESF Levers: Lever 3: Positive School Culture Problem Statements: Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Coaching and individual support for Teachers with students who need MTSS behavioral support. Strategy's Expected Result/Impact: More student behaviors identified and addressed before Discipline Referrals needed. Staff Responsible for Monitoring: MTSS team, Instructional Coach, and Administrators ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 2 - Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 2: Teachers/Staff would like more in depth feedback from administration Root Cause: 1) PLCs need to be consistent 2) Quick feedback after walkthroughs 3) In depth feedback if there is a need

Family and Community Engagement

Problem Statement 1: Consistency of parent involvement across grade levels. **Root Cause:** 1) consistent contact with parents for grades, behavior, celebrations 2) involve parents in events through PTA

Board Goal 5: Culture of Excellence

Performance Objective 2: Implementation of Emergent Tree Tier 1 practices to provide student behavior support, staff responses to behavior and fidelity of the implementation of Tier 1 behavior framework.

Evaluation Data Sources: Classroom observations, PLC discussions

Strategy 1 Details	Reviews			
Strategy 1: Implement Emergent Tree framework with Safe, Respectful and Responsible in selected classrooms (1st, 3rd, 4th grade) Strategy's Expected Result/Impact: Consistent behavior language and usage with a positive perspective Staff Responsible for Monitoring: MCL, Instructional coach and Administration ESF Levers: Lever 3: Positive School Culture Problem Statements: Family and Community Engagement 1 - School Organization 2	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: MTSS behavior support for students who have consistent discipline concerns. Strategy's Expected Result/Impact: Decrease in disciplinary referrals and increase in positive school climate Staff Responsible for Monitoring: Teachers, Instructional Coach, Counselor, and Administrators ESF Levers: Lever 3: Positive School Culture Problem Statements: Family and Community Engagement 1 - School Organization 2	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Family and Community Engagement
Problem Statement 1: Consistency of parent involvement across grade levels. Root Cause: 1) consistent contact with parents for grades, behavior, celebrations 2) involve parents in events through PTA

School Organization

Problem Statement 2: Discipline procedures and classroom management strategies need to include behavior supports before disciplinary action taken. **Root Cause:** 1) Procedures for disciplinary actions need to be reviewed and followed consistently 2) Behavior supports with MTSS need to be used

Board Goal 5: Culture of Excellence

Performance Objective 3: Increase the amount of time the Counselor spends in classrooms with students on guidance curriculum to twice a month per grade level.

Evaluation Data Sources: Counselor monthly sign up/Calendar

Strategy 1 Details	Reviews			
Strategy 1: Counselor will work with the classroom teachers to schedule guidance lessons twice a month Strategy's Expected Result/Impact: Students will feel more connected to the school/class Staff Responsible for Monitoring: Counselor, Administrator ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3 - School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Regular guidance lessons will provide opportunities for students to express their needs and learn positive behaviors. Strategy's Expected Result/Impact: Students will feel more connected to the campus/class Staff Responsible for Monitoring: Counselor, Administrator ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3 - School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics
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School Culture and Climate

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