

Conroe Independent School District
Collins Intermediate
2023-2024 Campus Improvement Plan



Table of Contents

Comprehensive Needs Assessment	3
Student Achievement	3
Culture and Climate	8
Parent and Community Engagement	10
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	14
Goals	16
Goal 1: Student Achievement and Post-Secondary Success CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.	16
Goal 2: School Leadership and Fiscal Responsibility CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.	23
Goal 3: Recruitment, Development, and Retention of Staff CISD will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students.	25
Goal 4: Safe and Collaborative School Culture CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.	27
Goal 5: Effective Instruction CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.	30
State Compensatory	34
Budget for Collins Intermediate	34
Personnel for Collins Intermediate	34
Campus Funding Summary	35

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Collins STAAR Result History - STAAR 2023 reflects 100% of the students taking STAAR redesign online including new item types.

5th Grade Reading

	Approaches	% to Pass	Met Standard	% to Meet Standard	Masters	% to Masters
2017	94%	58%	82%	76%	58%	87%
2018	93%	55%	83%	74%	56%	87%
2019	93%	58%	80%	76%	57%	87%
2021	93%	55%	79%	76%	63%	84%
2022	96%	31%	86%	60%	64%	76%
2023	93%	21%	80%	47%	55%	75%

5th Grade Math

	Approaches	% to Pass	Met Standard	% to Meet Standard	Masters	% to Masters
2017	98%	47%	87%	72%	62%	86%
2018	97%	47%	83%	69%	58%	83%
2019	97%	50%	80%	72%	63%	83%
2021	95%	47%	79%	69%	59%	83%
2022	96%	34%	82%	61%	57%	79%
2023	95%	24%	80%	54%	56%	82%

5th Grade Science

	Approaches	% to Pass	Met Standard	% to Meet Standard	Masters	% to Masters
2017	96%	58%	79%	78%	51%	89%

	Approaches	% to Pass	Met Standard	% to Meet Standard	Masters	% to Masters
2018	94%	61%	77%	78%	50%	89%
2019	95%	61%	80%	78%	62%	89%
2021	93%	56%	73%	78%	44%	89%
2022	93%	43%	77%	75%	52%	92%
2023	75%	40%	49%	74%	26%	88%

6th Grade Reading

	Approaches	% to Pass	Met Standard	% to Meet Standard	Masters	% to Masters
2017	95%	58%	81%	78%	53%	88%
2018	92%	58%	73%	78%	48%	88%
2019	95%	58%	74%	78%	48%	88%
2021	93%	58%	74%	78%	42%	88%
2022	94%	42%	79%	73%	56%	90%
2023	95%	27%	85%	52%	58%	81%

6th Grade Math

	Approaches	% to Pass	Met Standard	% to Meet Standard	Masters	% to Masters
2017	98%	34%	85%	61%	65%	82%
2018	97%	37%	81%	63%	56%	82%
2019	96%	37%	81%	61%	59%	79%
2021	95%	39%	84%	61%	55%	79%
2022	96%	38%	81%	69%	55%	88%
2023	94%	31%	82%	66%	55%	88%

Collins Intermediate continues to provide valuable and rigorous curriculum based on state standards providing opportunities for differentiated instruction to meet student needs. Professional Learning Team (PLT) meet a minimum of three times a week to collaborate and ensure that all teachers are implementing the curriculum, incorporating best practices, reviewing instructional strategies and creating a variety of assessments. Assessment data is also analyzed and used to drive instruction and through utilization of district and campus coaches and research, finding new ways to differentiate instruction to meet the needs and grow all learners.

Collins		
All Grades All Subjects At Masters Level		
2023	57%	-1%
2022	58%	+5%
2021	53%	-6%
2019	59%	4%
2018	55%	
All Grades ELA/Reading At Masters Level		
2023	57%	-4%
2022	61%	+8%
2021	53%	0%
2019	53%	-1%
2018	54%	
All Grades Mathematics At Masters Level		
2023	58%	+2%
2022	56%	-1%
2021	57%	-5%
2019	62%	4%
2018	58%	
All Grades Science At Masters Level		
2023	54%	+1%
2022	53%	+9%
2021	44%	-19%
2019	63%	11%
2018	52%	

Student Achievement Strengths

Collins continues our work with students by making decisions based on our school vision “Every Child, Every Day, Receiving Our Best”. Our professional learning communities have been provided time during the school day to meet and plan instruction and utilize data to make ongoing adjustments to the instructional plans.

Our results, as compared with Conroe ISD, demonstrates our commitment to the instructional integrity that is directed by our district curriculum maps.

2023 RESULTS BY SUBJECT MASTERS		
	Collins	Conroe ISD
Reading	57%	37%
Math	58%	33%
Science	54%	26%
RESULTS BY SUBJECT MEETS		
	Collins	Conroe ISD
Reading	84%	65%
Math	83%	61%
Science	78%	49%
RESULTS BY SUBJECT APPROACHES		
	Collins	Conroe ISD
Reading	95%	86%
Math	96%	86%
Science	90%	75%

Collins continues to set high goals for all students and provides them with a rigorous curriculum that is aligned with state standards. We strive to guide our students to meet their maximum potential thus student achievement has been consistently maintained for several years. When looking at the academic growth of all students, Collins exceeds the district STAAR scores in the approaches, meets and masters categories. Collins also works hard to grow our special education student thorough ongoing data analysis, training, and implementation of meaningful instructional strategies. These gains were evident in the comparison of the 2022 and 2023 STAAR data results. Collins is proud that even during the past few unconventional years, we have succeeded in maintaining a high level of academic achievement while also keeping our students and staff safe and healthy.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): The 2023 STAAR results in reading, math, and science in special education are significantly lower than other student groups. Campus Special Education meets in all areas is 31%. Campus Meets Math was 83% Special Education is 34% Campus Meets Reading was 84% Special Education is 31% Campus Meets Science was 78% Special Education is 28% **Root Cause:** Students receiving Special Education services have lower Benchmark Assessment System (BAS) reading levels causing students the inability to navigate grade level material successfully. Not all special education students have consistent access to grade level appropriate curriculum.

Problem Statement 2 (Prioritized): The 2023 STAAR results in reading, math, and science in the African American population are significantly lower than other student groups. Campus African American meets in all areas is 63%. Campus Meets Math was 83% African American is 61% Campus Meets Reading was 84% African American is 66% Campus Meets Science was 78% African American is 60% **Root Cause:** Tiered instruction at students individual academic level, insufficient attendance, and learning gaps have let to inconsistency with student accessing grade level curriculum.

Problem Statement 3 (Prioritized): The 2023 STAAR results in reading, math, and science in the Economically Disadvantaged population are significantly lower than other student groups. Campus Economically Disadvantaged meets in all areas is 61%. Campus Meets Math was 83% Economically Disadvantaged is 61% Campus Meets Reading was 84% Economically Disadvantaged is 64% Campus Meets Science was 78% Economically Disadvantaged is 57% **Root Cause:** Tiered instruction at students individual academic level, insufficient attendance, and learning gaps have let to inconsistency with student accessing grade level curriculum. Home support of academics is often lacking due to frequent school moves.

Problem Statement 4 (Prioritized): The 2023 STAAR results in reading, math, and science in the Emergent Bilingual population are significantly lower than other student groups. Campus Emergent Bilingual meets in all areas is 65%. Campus Meets Math was 83% Emergent Bilingual is 70% Campus Meets Reading was 84% Emergent Bilingual is 62% Campus Meets Science was 78% Emergent Bilingual is 62% **Root Cause:** Tiered instruction at students individual academic level, insufficient attendance, and learning gaps have let to inconsistency with student accessing grade level curriculum. Reluctancy to speak a new language impacts their overall learning.

Problem Statement 5 (Prioritized): The masters percentage for the majority of our student groups is significantly lower than the campus average for the 2023 STAAR tests. Campus Masters Average was 57% Emergent Bilingual is 43% Economically Disadvantaged is 32% Special Education is 12% African American is 30% **Root Cause:** The need to review our campus planning procedures to increase the rigor of instruction to grow all students is lacking. Specific student groups are not meeting growth throughout the year.

Problem Statement 6: In Domain 2a, Collins received a grade of B regarding the number of students that grew at least one year academically or maintained performance as measured by the STAAR results. **Root Cause:** Lack of training of Tier 1 best practices, inconsistent instructional rounds, more targeted walkthroughs, new to campus teacher training, and mentor supports.

Culture and Climate

Culture and Climate Summary

Our school invests in building connections and, as a result, Collins Intermediate enjoys a warm, inviting culture where all students feel supported and accepted. Expectations for student behavior are high and our students have the continued support and encouragement of every staff member in the building. This culture of respect also exists between staff and parents.

Collins Intermediate is deeply invested in growing a community that values deepening awareness and relationships with our staff, students, and families as we work together to build a support system that acknowledges and protects every person's need to be respected and valued.

Discipline records are reviewed quarterly, including student conflicts, all forms of verbal and physical aggression, harassment and bullying. School staff is surveyed by our Collins Foundations Team multiple times a year. This data along with the review of referrals help guide our foundations team as well as our counseling staff on how we can best support the students and classroom teachers.

Collins has established a Problem Solving Team that will focus on Safe and Collaborative Culture, High Quality Instruction, Strategic Use of Data, Professional Teaching and Learning. The committee will meet twice a month and will work to support students academic and emotional needs as well as supplying teachers with useful strategies in both of these areas.

Collins Intermediate School has very few problems discipline issues. We have been a CHAMPS campus for eight years. There have been no significant increases in discipline, indicating that proactive communication with parents and counseling staff early on has been successful. Collins counselors provide lessons monthly that focus on our core character traits on campus.

As part of a focus on health and wellness and an effort to provide coordinated school health activities, students' academic performance the following data is reviewed; fitness assessments, attendance, participating in physical education, curriculum, incidents requiring intervention from the clinic, etc.

The campus follows recommendations provided by the district school health advisory council. All campus personnel make an effort to recognize and promote healthy lifestyles through good nutrition, appropriate rest, stress reduction time for studying and time for active, physical activity.

Culture and Climate Strengths

- Each month the counselors celebrate a different character trait. They provide classroom guidance lessons associated with this trait. Teachers nominate students from each

homeroom, that exemplify the trait and are acknowledge at a monthly Colossal Cobra Celebration in which parents are invited.

- Once every 9 weeks, student who have shown growth in either academics, attendance, or behavior will be recognized and receive a reward hosted by the counselors.
- At the end of the year, the overall top Cobras that have demonstrated the best of the academic and citizenship character traits in 5th and 6th grade will be recognized with an award and a medal.
- Our Sunshine Club is made up of a group of teachers wishing to find ways to celebrate one another and build a stronger sense of community. This team celebrates every staff member's birthday in a special way, they deliver treats throughout the year to boost morale and celebrate different events.
- Provide student education in Safe Schools and personal safety/wellness through the implementation of programs on character development including:
 - Conflict resolution – teacher and administrative redirection
 - Restorative Practice – counselor (with parental approval) conducts “restorative chats” with students after a conflict has been deescalated to focus on mending the relationship
 - Life/Coping Skills – mentoring, counseling
 - Appropriate Online Behavior and the dangers of Social Media
 - Drug, Alcohol, Vaping, and Tobacco awareness
 - Red Ribbon Week – Focus on Student Health
- Implement a positive, proactive, and instructional approach to classroom management through CHAMPS.
- Implement a campus wide positive, proactive, and instructional approach to behavior through the implementation of PBIS Foundations.
- Promote clubs and organizations in areas of interest to promote student involvement in school.
- Foundations, Core Leader, Team Leader, Problem Solving Team, GT Committee, meetings held monthly to provide leadership opportunities, planning, data review, and problem solving opportunities in all areas of the running of Collins.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): There is a need to actively support the emotional well-being and mental health of all students. **Root Cause:** Students still have gaps in social and emotional learning due to the lack of socialization and classroom interaction.

Problem Statement 2 (Prioritized): Low autonomy was indicated as a priority are based on the 2023 Organizational Heath Inventory. **Root Cause:** Teacher turnover rate in the previous years has caused a gap in leadership and a reduced autonomy among new team members.

Problem Statement 3 (Prioritized): Through the Foundations team CHAMPS was set as the campus wide expectation in and out of the classroom. Not all staff are using this with fidelity. **Root Cause:** Changes in staff and overall reduced buy-in to the overall purpose.

Parent and Community Engagement

Parent and Community Engagement Summary

Collins Intermediate's top priority is the relationship and the connections we work to build with our families and community. We strive to communicate early and often with all components of school life. Our teachers' use of CANVAS to provide access to current notes, lessons and assignments not only insures our students and those absent have access to quality instruction but to support their needs throughout the year.

Our teachers work to create fun and engaging classrooms and activities such as Decimal Diner, Digital Citizenship week, PE Night at the Museum, Monster Math, Día de los Muertos project/celebration, and various room transformations throughout the year.

Collins provides a bi-monthly newsletter, Collins Cadence, to all families. The communication includes information from a variety of areas within the school including; PTO, counselors, school nurse, librarian, technology coach and others as needed. Our website is kept up to date and has information about events as well as our helpful resources for parents. Social Media is another way that Collins shares the fun events and activities. Twitter and Facebook gives families a glimpse into the activities such as Red Ribbon Week, Generation Texas Week, and other fun activities taking place around campus.

Our Fine Arts programs are integral part of our school community. Our students work so hard and learn so much in their two years in our band, orchestra, and choir programs. The students find themselves very well prepared for the wonderful junior high school programs they will join after leaving us.

Collins has been very lucky to have a very caring and involved PTO. Through the commitment and dedication of our parents, we have collaborated to create events and field trips for the students as well as funds donated to the school to assist in the purchase of technology for the students and staff.

Utilization of an end of year survey helps to determine needs and collect feedback on different areas of the school. We hope to expand this survey to the students so that we can continue to create a school climate that addresses the needs of all.

Parent and Community Engagement Strengths

- Engaged and successful PTO and PTO Board with successful fundraising and student sponsored activities.
- Active Facebook and Twitter updates that keep parents and community updated.
- Successful implementation of updated policies and procedures to ensure the health and safety of staff and students.
- Safe and creative academic activities throughout the year to engage students in learning.
- Ongoing support and problem solving of technical issues from the Collins Technology Instructional Coach assists parents in navigating large amounts of technology they are encountering.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): There is a need to provide training for parents who are seeking solutions to reduce stress stress and anxiety in their children and find ways to promote a positive and healthy environment. **Root Cause:** External/internal pressures and exposure to nonstop access to news and social media outlets, is creating escalating cycles of stress inducers.

Problem Statement 2 (Prioritized): Engaging new parents. **Root Cause:** The quick transition from elementary to intermediate to junior high leaves limited time to establish a connection to the campus.

Problem Statement 3: Our PTO has seen a decline in fundraising efforts over the past couple of years. **Root Cause:** Parents have students in multiple schools and this can be cost prohibitive to participate in multiple PTO's at one time.

Priority Problem Statements

Problem Statement 1: The 2023 STAAR results in reading, math, and science in special education are significantly lower than other student groups. Campus Special Education meets in all areas is 31%. Campus Meets Math was 83% Special Education is 34% Campus Meets Reading was 84% Special Education is 31% Campus Meets Science was 78% Special Education is 28%

Root Cause 1: Students receiving Special Education services have lower Benchmark Assessment System (BAS) reading levels causing students the inability to navigate grade level material successfully. Not all special education students have consistent access to grade level appropriate curriculum.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: The 2023 STAAR results in reading, math, and science in the African American population are significantly lower than other student groups. Campus African American meets in all areas is 63%. Campus Meets Math was 83% African American is 61% Campus Meets Reading was 84% African American is 66% Campus Meets Science was 78% African American is 60%

Root Cause 2: Tiered instruction at students individual academic level, insufficient attendance, and learning gaps have let to inconsistency with student accessing grade level curriculum.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: The 2023 STAAR results in reading, math, and science in the Economically Disadvantaged population are significantly lower than other student groups. Campus Economically Disadvantaged meets in all areas is 61%. Campus Meets Math was 83% Economically Disadvantaged is 61% Campus Meets Reading was 84% Economically Disadvantaged is 64% Campus Meets Science was 78% Economically Disadvantaged is 57%

Root Cause 3: Tiered instruction at students individual academic level, insufficient attendance, and learning gaps have let to inconsistency with student accessing grade level curriculum. Home support of academics is often lacking due to frequent school moves.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: The 2023 STAAR results in reading, math, and science in the Emergent Bilingual population are significantly lower than other student groups. Campus Emergent Bilingual meets in all areas is 65%. Campus Meets Math was 83% Emergent Bilingual is 70% Campus Meets Reading was 84% Emergent Bilingual is 62% Campus Meets Science was 78% Emergent Bilingual is 62%

Root Cause 4: Tiered instruction at students individual academic level, insufficient attendance, and learning gaps have let to inconsistency with student accessing grade level curriculum. Reluctancy to speak a new language impacts their overall learning.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: The masters percentage for the majority of our student groups is significantly lower than the campus average for the 2023 STAAR tests. Campus Masters Average was 57% Emergent Bilingual is 43% Economically Disadvantaged is 32% Special Education is 12% African American is 30%

Root Cause 5: The need to review our campus planning procedures to increase the rigor of instruction to grow all students is lacking. Specific student groups are not meeting growth throughout the year.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: There is a need to actively support the emotional well-being and mental health of all students.

Root Cause 6: Students still have gaps in social and emotional learning due to the lack of socialization and classroom interaction.

Problem Statement 6 Areas: Culture and Climate

Problem Statement 7: Low autonomy was indicated as a priority area based on the 2023 Organizational Health Inventory.

Root Cause 7: Teacher turnover rate in the previous years has caused a gap in leadership and a reduced autonomy among new team members.

Problem Statement 7 Areas: Culture and Climate

Problem Statement 8: Through the Foundations team CHAMPS was set as the campus wide expectation in and out of the classroom. Not all staff are using this with fidelity.

Root Cause 8: Changes in staff and overall reduced buy-in to the overall purpose.

Problem Statement 8 Areas: Culture and Climate

Problem Statement 9: Engaging new parents.

Root Cause 9: The quick transition from elementary to intermediate to junior high leaves limited time to establish a connection to the campus.

Problem Statement 9 Areas: Parent and Community Engagement

Problem Statement 10: There is a need to provide training for parents who are seeking solutions to reduce stress and anxiety in their children and find ways to promote a positive and healthy environment.

Root Cause 10: External/internal pressures and exposure to nonstop access to news and social media outlets, is creating escalating cycles of stress inducers.

Problem Statement 10 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Equity data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

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

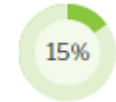
Goals






Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 1: Increase the overall campus MEETS average for students receiving Special Education services from 31% to 33% in Reading, from 34% to 36% in Math, and from 28% to 30% in Science.

- Evaluation Data Sources:** 1. 2024 STAAR results
2. District CFA
3. Interim Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize intervention time, tutorials, incorporate more small groups, differentiated instruction, and individualized goals of students. The accelerated learning opportunities are provided by the special education students case manager. Strategy's Expected Result/Impact: A more individualized approach to instruction presented in a small setting like intervention time, will provide students the opportunity to fill gaps in learning and/or extend learning. Staff Responsible for Monitoring: Principal, Assistant Principal, Core Lead Teachers, Instructional Coaches, Case Managers, Teachers 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: Student Achievement 1 Funding Sources: Instructional Coaches - State Comp Ed - \$14,500.30, Summit K12 - Title III - \$1,500, Books - Title III - \$250, Instructional Materials - State Comp Ed - \$1,272.50	Formative		
	Dec	Mar	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Teams will meet to determine the individual needs of students for interventions. Once identified, quality interventions will be developed and conducted to meet the needs of each learner based on Marzano's New Art and Science of Teaching Best Practices. Strategy's Expected Result/Impact: High quality instruction that results in an increase in overall student performance. An increase in 2024 STAAR results Staff Responsible for Monitoring: Principal, Assistant Principal, Core Lead Teachers, Instructional Coaches, Case Managers, District Coaches, Teachers 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: Student Achievement 1 Funding Sources: Extra Duty Tutorials - State Comp Ed - \$1,272.50, Instructional Coaches - State Comp Ed - \$14,500.27	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 1 Problem Statements:






Student Achievement
Problem Statement 1: The 2023 STAAR results in reading, math, and science in special education are significantly lower than other student groups. Campus Special Education meets in all areas is 31%. Campus Meets Math was 83% Special Education is 34% Campus Meets Reading was 84% Special Education is 31% Campus Meets Science was 78% Special Education is 28% Root Cause: Students receiving Special Education services have lower Benchmark Assessment System (BAS) reading levels causing students the inability to navigate grade level material successfully. Not all special education students have consistent access to grade level appropriate curriculum.

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 2: Increase the overall campus MEETS average for African American students from 66% to 68% in Reading, from 61% to 63% in Math, and from 60% to 62% in Science.

- Evaluation Data Sources:** 1. 2024 STAAR results
2. District CFA
3. Interim tests

Strategy 1 Details	Formative Reviews		
Strategy 1: During school wide intervention time, teachers and staff will work with students on previously identified areas of weakness using quality interventions and enrichment to meet the needs of all students in all subject areas. Through flexible grouping we will track individual progress through observation, conferencing, formative assessments, and goal setting. Strategy's Expected Result/Impact: The small group setting will allow for a more individualized approach to instruction and more consistent formative assessments to target specific learning needs. Staff Responsible for Monitoring: Principal, Assistant Principal, Core Lead Teachers, Instructional Coaches, Teachers 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: Student Achievement 2 Funding Sources: Instructional Coaches - State Comp Ed - \$14,500.27	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 2 Problem Statements:






Student Achievement
Problem Statement 2: The 2023 STAAR results in reading, math, and science in the African American population are significantly lower than other student groups. Campus African American meets in all areas is 63%. Campus Meets Math was 83% African American is 61% Campus Meets Reading was 84% African American is 66% Campus Meets Science was 78% African American is 60% Root Cause: Tiered instruction at students individual academic level, insufficient attendance, and learning gaps have let to inconsistency with student accessing grade level curriculum.

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 3: Increase the overall campus MEETS average for students identified as Economically Disadvantaged from 64% to 66% in Reading, from 61% to 63% in Math, and from 57% to 60% in Science.

- Evaluation Data Sources:** 1. 2024 STAAR results
2. District CFA
3. Interim tests

Strategy 1 Details	Formative Reviews		
Strategy 1: During school wide intervention time, teachers and staff will work with students on previously identified areas of weakness using quality interventions and enrichment to meet the needs of all students in all subject areas. Through flexible grouping we will track individual progress through observation, conferencing, formative assessments, and goal setting. Strategy's Expected Result/Impact: The small group setting will allow for a more individualized approach to instruction and more consistent formative assessments to target specific learning needs. Staff Responsible for Monitoring: Principal, Assistant Principal, Core Lead Teachers, Instructional Coaches, Teachers 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: Student Achievement 3 Funding Sources: Instructional Coaches - State Comp Ed - \$14,500.27	Formative		
	Dec	Mar	June
			
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 3 Problem Statements:

Student Achievement






Problem Statement 3: The 2023 STAAR results in reading, math, and science in the Economically Disadvantaged population are significantly lower than other student groups. Campus Economically Disadvantaged meets in all areas is 61%. Campus Meets Math was 83% Economically Disadvantaged is 61% Campus Meets Reading was 84% Economically Disadvantaged is 64% Campus Meets Science was 78% Economically Disadvantaged is 57% **Root Cause:** Tiered instruction at students individual academic level, insufficient attendance, and learning gaps have let to inconsistency with student accessing grade level curriculum. Home support of academics is often lacking due to frequent school moves.

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 4: Increase the overall campus MEETS average for students identified as Emergent Bilingual, from 62% to 64% in Reading, from 70% to 73% in Math, and from 62% to 64% in Science.

- Evaluation Data Sources:** 1. 2024 STAAR results
2. District CFA
3. Interim tests

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers and staff will work to increase the overall student performance of those identified as Emergent Bilingual students using quality interventions and enrichment to meet their needs in all subject areas. Through the use of flexible grouping we will utilize Summit K-12, create cultural connections, use higher level academic vocabulary and track academic growth and progress. Strategy's Expected Result/Impact: Increase in student proficiency as measured by STAAR and TELPAS. Staff Responsible for Monitoring: Principal, Assistant Principal, Core Lead Teachers, Instructional Coaches, Student Success Manager, Teachers 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: Student Achievement 4 Funding Sources: Technology - Title III - \$750, Instructional Coaches - State Comp Ed - \$14,500.27	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 4 Problem Statements:


Student Achievement
Problem Statement 4: The 2023 STAAR results in reading, math, and science in the Emergent Bilingual population are significantly lower than other student groups. Campus Emergent Bilingual meets in all areas is 65%. Campus Meets Math was 83% Emergent Bilingual is 70% Campus Meets Reading was 84% Emergent Bilingual is 62% Campus Meets Science was 78% Emergent Bilingual is 62% Root Cause: Tiered instruction at students individual academic level, insufficient attendance, and learning gaps have let to inconsistency with student accessing grade level curriculum. Reluctancy to speak a new language impacts their overall learning.

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 5: Across all content areas in the MASTERS category, campus wide the average will increase from 57% to 60%.

- Evaluation Data Sources: 1. 2024 STAAR results
2. District CFA
3. Interim tests

Strategy 1 Details	Formative Reviews		
Strategy 1: All teachers, along with the new math and reading coaches, will identify individuals who are struggling to grow in the Meets/ Masters category for one or more tested subjects. Once students are identified, quality interventions and enrichment will be developed and conducted to meet the needs of each learner during the campus wide intervention block Strategy's Expected Result/Impact: Increase in STAAR masters performance Staff Responsible for Monitoring: Principal, Assistant Principal, Core Lead Teachers, Instructional Coaches, District GT Coach, Student Success Manager, Teachers 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: Student Achievement 5 Funding Sources: Instructional Coaches - State Comp Ed - \$14,500.27	Formative		
	Dec	Mar	June
			
<div><div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>Continue/Modify</div></div><div><div>Discontinue</div></div></div></div></div>			

Performance Objective 5 Problem Statements:






Student Achievement
Problem Statement 5: The masters percentage for the majority of our student groups is significantly lower than the campus average for the 2023 STAAR tests. Campus Masters Average was 57% Emergent Bilingual is 43% Economically Disadvantaged is 32% Special Education is 12% African American is 30% Root Cause: The need to review our campus planning procedures to increase the rigor of instruction to grow all students is lacking. Specific student groups are not meeting growth throughout the year.

Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 1: Maintain efficient and effective fiscal management of resources and operations.

Evaluation Data Sources: School budget, activity fund budget

Strategy 1 Details	Formative Reviews		
Strategy 1: Complete a needs assessment quarterly with Core Leaders to review budget items and campus needs. Strategy's Expected Result/Impact: Following all procedures and ensure financial resources are used accordingly and responsibly. Staff Responsible for Monitoring: Principal, Assistant Principal, Secretary, Core Leads, Instructional Coaches, Teachers ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Culture and Climate 2 Funding Sources: Instructional Coaches - State Comp Ed - \$14,500.27	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 1 Problem Statements:






Culture and Climate
Problem Statement 2: Low autonomy was indicated as a priority are based on the 2023 Organizational Heath Inventory. Root Cause: Teacher turnover rate in the previous years has caused a gap in leadership and a reduced autonomy among new team members.

Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 2: Increase opportunities for teachers to take on more leadership roles on campus.

Evaluation Data Sources: Events and activities on campus that are led by staff.

Strategy 1 Details	Formative Reviews		
Strategy 1: Create a list of events that need to be organized and allow teacher leaders to choose activities they feel connected to. Give teachers opportunities to attend trainings and come back to train staff. Strategy's Expected Result/Impact: Teachers are gaining organizational and ownership skills of projects and events across campus. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Culture and Climate 2 Funding Sources: Instructional Coaches - State Comp Ed - \$14,500.27	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 2 Problem Statements:







Culture and Climate
Problem Statement 2: Low autonomy was indicated as a priority are based on the 2023 Organizational Heath Inventory. Root Cause: Teacher turnover rate in the previous years has caused a gap in leadership and a reduced autonomy among new team members.

Goal 3: Recruitment, Development, and Retention of Staff

CISD will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students.

Performance Objective 1: Recruit, retain, and develop highly qualified staff for all students.

Evaluation Data Sources: HQ data from Human Resources, learning walks, lab sites, teacher led trainings.

Strategy 1 Details	Formative Reviews		
Strategy 1: Attend job fairs as available, staff members attend professional development opportunities to promote continued growth through ongoing campus learning walks, instructional rounds, and lab site trainings. Strategy's Expected Result/Impact: Recruit highly effective teachers and increase the knowledge and instructional strategies of staff. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Campus Teacher Leaders TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Culture and Climate 2 Funding Sources: Instructional Coaches - State Comp Ed - \$14,500.27	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Create a strong mentor program to support new teachers. Strategy's Expected Result/Impact: Give support to new teachers on campus who are getting to know campus rules, procedures, and instructional practices. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Mentors TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Culture and Climate 2, 3 Funding Sources: Instructional Coaches - State Comp Ed - \$14,500.27	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			






Performance Objective 1 Problem Statements:

Culture and Climate
<p>Problem Statement 2: Low autonomy was indicated as a priority are based on the 2023 Organizational Heath Inventory. Root Cause: Teacher turnover rate in the previous years has caused a gap in leadership and a reduced autonomy among new team members.</p> <p>Problem Statement 3: Through the Foundations team CHAMPS was set as the campus wide expectation in and out of the classroom. Not all staff are using this with fidelity. Root Cause: Changes in staff and overall reduced buy-in to the overall purpose.</p>

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 1: Support the emotional well-being and mental health of all students.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers and counselors will work with students to incorporate district created lessons (Conroe Cares) with a focus on the Collins created Colossal Cobra traits throughout the year. Traits include: Respect, Responsibility, Generosity, Gratitude, Honesty, Perseverance, Kindness, Resilience and Courage. Strategy's Expected Result/Impact: Students are able to self regulate stress, anger, and anxiety levels and utilize appropriate tools to support good mental health. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, Teachers ESF Levers: Lever 3: Positive School Culture Problem Statements: Culture and Climate 1 - Parent and Community Engagement 1	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 1 Problem Statements:






Culture and Climate
Problem Statement 1: There is a need to actively support the emotional well-being and mental health of all students. Root Cause: Students still have gaps in social and emotional learning due to the lack of socialization and classroom interaction.
Parent and Community Engagement
Problem Statement 1: There is a need to provide training for parents who are seeking solutions to reduce stress stress and anxiety in their children and find ways to promote a positive and healthy environment. Root Cause: External/internal pressures and exposure to nonstop access to news and social media outlets, is creating escalating cycles of stress inducers.

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 2: Ensure that all stakeholders receive effective internal and external communication.

Evaluation Data Sources: Parent newsletter, staff newsletter, website, social media

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide newsletters, videos for families and community to assist in communicating instructional requirements, technology assistance, procedures and expectations for Collins Intermediate. Strategy's Expected Result/Impact: To give parents easy access information regarding classroom and school activities so they can actively partner with the school. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, Instructional Technology Coach ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 2	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 2 Problem Statements:






Parent and Community Engagement
Problem Statement 2: Engaging new parents. Root Cause: The quick transition from elementary to intermediate to junior high leaves limited time to establish a connection to the campus.

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 3: To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships, and unity of purpose.

Evaluation Data Sources: PTO minutes and budget, record of attendance to parent meetings.

Strategy 1 Details	Formative Reviews		
Strategy 1: Promote student and family participation at special programs and school events to the greatest extent possible. Strategy's Expected Result/Impact: Increase parent participation in meetings hosted by special programs such as fine arts and general school meetings and events. Staff Responsible for Monitoring: Principal, Assistant Principal, Fine Arts Team ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 2	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 3 Problem Statements:






Parent and Community Engagement
Problem Statement 2: Engaging new parents. Root Cause: The quick transition from elementary to intermediate to junior high leaves limited time to establish a connection to the campus.

Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 1: Provide ongoing support and professional development training for all teachers in all content areas with evidence based instructional strategies, data collection and reports, with a focus on Marzano's New Art and Science of Teaching elements to be incorporated into daily classroom instruction.

Evaluation Data Sources: T-Tess, coaching, lab sites, instructional rounds, on campus professional development

Strategy 1 Details	Formative Reviews		
Strategy 1: Collaborate with district and campus instructional coaches to provide professional development including but not limited to modeling of instructional practices, instructional rounds, campus lab sites, campus visits. Strategy's Expected Result/Impact: Increasing staff knowledge and use of effective instructional strategies. Staff Responsible for Monitoring: Principal, Assistant Principal, District and Campus Instructional Coaches TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Student Achievement 1, 2, 3, 4, 5 Funding Sources: Instructional Coaches - State Comp Ed - \$14,500.27	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: The 2023 STAAR results in reading, math, and science in special education are significantly lower than other student groups. Campus Special Education meets in all areas is 31%. Campus Meets Math was 83% Special Education is 34% Campus Meets Reading was 84% Special Education is 31% Campus Meets Science was 78% Special Education is 28% Root Cause: Students receiving Special Education services have lower Benchmark Assessment System (BAS) reading levels causing students the inability to navigate grade level material successfully. Not all special education students have consistent access to grade level appropriate curriculum.

Student Achievement

Problem Statement 2: The 2023 STAAR results in reading, math, and science in the African American population are significantly lower than other student groups. Campus African American meets in all areas is 63%. Campus Meets Math was 83% African American is 61% Campus Meets Reading was 84% African American is 66% Campus Meets Science was 78% African American is 60% **Root Cause:** Tiered instruction at students individual academic level, insufficient attendance, and learning gaps have let to inconsistency with student accessing grade level curriculum.

Problem Statement 3: The 2023 STAAR results in reading, math, and science in the Economically Disadvantaged population are significantly lower than other student groups. Campus Economically Disadvantaged meets in all areas is 61%. Campus Meets Math was 83% Economically Disadvantaged is 61% Campus Meets Reading was 84% Economically Disadvantaged is 64% Campus Meets Science was 78% Economically Disadvantaged is 57% **Root Cause:** Tiered instruction at students individual academic level, insufficient attendance, and learning gaps have let to inconsistency with student accessing grade level curriculum. Home support of academics is often lacking due to frequent school moves.

Problem Statement 4: The 2023 STAAR results in reading, math, and science in the Emergent Bilingual population are significantly lower than other student groups. Campus Emergent Bilingual meets in all areas is 65%. Campus Meets Math was 83% Emergent Bilingual is 70% Campus Meets Reading was 84% Emergent Bilingual is 62% Campus Meets Science was 78% Emergent Bilingual is 62% **Root Cause:** Tiered instruction at students individual academic level, insufficient attendance, and learning gaps have let to inconsistency with student accessing grade level curriculum. Reluctancy to speak a new language impacts their overall learning.






Problem Statement 5: The masters percentage for the majority of our student groups is significantly lower than the campus average for the 2023 STAAR tests. Campus Masters Average was 57% Emergent Bilingual is 43% Economically Disadvantaged is 32% Special Education is 12% African American is 30% **Root Cause:** The need to review our campus planning procedures to increase the rigor of instruction to grow all students is lacking. Specific student groups are not meeting growth throughout the year.

Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 2: Utilize all campus technology to ensure that students and staff maximize learning, as well as enhance the educational practices for all teachers.

Evaluation Data Sources: Checkout systems for chrome book/iPad carts. Lesson plans from PLCs, and sign ups for in class lessons with technology coach

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide technology support for staff and students to ensure integration of technology across the curriculum, as a tool/resource for curriculum and assessments. Strategy's Expected Result/Impact: Staff and students will use technology weekly as a learning tool. Staff Responsible for Monitoring: Principal, Assistant Principal, Core leaders, technology coach, teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Achievement 1, 2, 3, 4, 5	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 1: The 2023 STAAR results in reading, math, and science in special education are significantly lower than other student groups. Campus Special Education meets in all areas is 31%. Campus Meets Math was 83% Special Education is 34% Campus Meets Reading was 84% Special Education is 31% Campus Meets Science was 78% Special Education is 28% Root Cause: Students receiving Special Education services have lower Benchmark Assessment System (BAS) reading levels causing students the inability to navigate grade level material successfully. Not all special education students have consistent access to grade level appropriate curriculum.</p> <p>Problem Statement 2: The 2023 STAAR results in reading, math, and science in the African American population are significantly lower than other student groups. Campus African American meets in all areas is 63%. Campus Meets Math was 83% African American is 61% Campus Meets Reading was 84% African American is 66% Campus Meets Science was 78% African American is 60% Root Cause: Tiered instruction at students individual academic level, insufficient attendance, and learning gaps have let to inconsistency with student accessing grade level curriculum.</p>

Student Achievement

Problem Statement 3: The 2023 STAAR results in reading, math, and science in the Economically Disadvantaged population are significantly lower than other student groups. Campus Economically Disadvantaged meets in all areas is 61%. Campus Meets Math was 83% Economically Disadvantaged is 61% Campus Meets Reading was 84% Economically Disadvantaged is 64% Campus Meets Science was 78% Economically Disadvantaged is 57% **Root Cause:** Tiered instruction at students individual academic level, insufficient attendance, and learning gaps have let to inconsistency with student accessing grade level curriculum. Home support of academics is often lacking due to frequent school moves.

Problem Statement 4: The 2023 STAAR results in reading, math, and science in the Emergent Bilingual population are significantly lower than other student groups. Campus Emergent Bilingual meets in all areas is 65%. Campus Meets Math was 83% Emergent Bilingual is 70% Campus Meets Reading was 84% Emergent Bilingual is 62% Campus Meets Science was 78% Emergent Bilingual is 62% **Root Cause:** Tiered instruction at students individual academic level, insufficient attendance, and learning gaps have let to inconsistency with student accessing grade level curriculum. Reluctancy to speak a new language impacts their overall learning.

Problem Statement 5: The masters percentage for the majority of our student groups is significantly lower than the campus average for the 2023 STAAR tests. Campus Masters Average was 57% Emergent Bilingual is 43% Economically Disadvantaged is 32% Special Education is 12% African American is 30% **Root Cause:** The need to review our campus planning procedures to increase the rigor of instruction to grow all students is lacking. Specific student groups are not meeting growth throughout the year.

State Compensatory

Budget for Collins Intermediate

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

Personnel for Collins Intermediate

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Bonnie Szalmasagi	Instructional Coach	1

Campus Funding Summary

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Books		\$250.00
1	1	1	Summit K12		\$1,500.00
1	4	1	Technology		\$750.00
Sub-Total					\$2,500.00
Budgeted Fund Source Amount					\$2,500.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Coaches		\$14,500.30
1	1	1	Instructional Materials		\$1,272.50
1	1	2	Extra Duty Tutorials		\$1,272.50
1	1	2	Instructional Coaches		\$14,500.27
1	2	1	Instructional Coaches		\$14,500.27
1	3	1	Instructional Coaches		\$14,500.27
1	4	1	Instructional Coaches		\$14,500.27
1	5	1	Instructional Coaches		\$14,500.27
2	1	1	Instructional Coaches		\$14,500.27
2	2	1	Instructional Coaches		\$14,500.27
3	1	1	Instructional Coaches		\$14,500.27
3	1	2	Instructional Coaches		\$14,500.27
5	1	1	Instructional Coaches		\$14,500.27
Sub-Total					\$162,048.00
Budgeted Fund Source Amount					\$162,048.00
+/- Difference					\$0.00
Grand Total Budgeted					\$164,548.00
Grand Total Spent					\$164,548.00

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$0.00