Conroe Independent School District

DAEP/JDC/JJAEP

2023-2024 Campus Improvement Plan

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

DAEP, JDC, and JJAEP students remain on campus for a short period of time during the school year. Students' standardized scores for DAEP, JDC, and JJAEP are not rated by the state. Regardless of a student's At-Risk status, socio-economic status, or reason for being at DAEP, JDC, and JJAEP, each staff member's goal is for all students to demonstrate sustained growth in student academic, and behavioral areas. The Discipline Alternative's Programs (DAEP, JDC, and JJAEP) are used as district wide programs, which provide academic services to students across the entire district. The programs do not receive any state assessment scores in any academic area. The best approach is for the Discipline Alternative Programs to use the overall District State Assessment scores to develop their plan of accountability in the development of the Campus Improvement Plan.

Student Achievement Strengths

Conroe ISD has a graduation rate of 98.4% compared to 90.0% at the state level.

The dropout rate is lower in Conroe than compared to the state with 0.5% dropout rate at the district level compared to 2.4% at the state level.

In each content area, the district's STAAR scores outperform the state at the approaches, meets, and masters grade level standards.

The district College, Career, and Military Readiness rates in Conroe 65%. The states CCMR rate of 65%

Our percentage of College Ready graduates exceeds the state average . This includes meeting the criteria for TSI, Dual Credit, and AP courses at a higher rate than the state average.

In 5th grade science, the percentage of students scoring at or above the meets grade level standard has increased, as well as performing higher than the state average.

All high end-of-course assessments, English I and II, Algebra, Biology, and US History out perform the state at the approaches, meets, and masters, grade level standards with steady scores or gains in each area.

All race and ethnicity groups out perform the state STAAR scores by 9 to 12 percentage points when looking across all tests and all grade levels.

Conroe ISD outperforms the state in school progress by 73 to 69 when looking across mathematics and ELA/Reading exams at all grade levels. English II EOC saw the largest gain from 2018 to 2019 with an increase in progress from 57 to 65.

The attendance rate in Conroe ISD exceeds the state average comparing 98.3% to 99.0%. All race and ethnicity groups, as well as, all special population groups, also exceed the state average for their group.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): The number of students reading below grade level (approaches or below), specifically those identified as Economically Disadvantaged and as English Learners. **Root Cause:** Students served in bilingual and ESL programs need to be exposed to more academic language and demonstrate their language proficiency in an

academic setting.

Problem Statement 2 (Prioritized): The learning gaps in mathematics for 7th through Algebra for all students, especially for Economically Disadvantaged and Special Education. **Root Cause:** The lack of focus on promoting reasoning and problem solving in teaching Pre-Algebra and Algebra 1.

Problem Statement 3 (Prioritized): The number of students performing below expected progress in the area of Writing (approaches or below), specifically those identified as Economically Disadvantaged and as English Learners. **Root Cause:** High yield academic strategies that have been proven to increase student achievement have not been implemented across classrooms with fidelity.

Problem Statement 4 (Prioritized): An insufficient percentage of Emergent Bilinguals (EBs) served in a Bilingual or English as a Second Language (ESL) program did not grow one language proficiency level in English as measured by the TELPAS assessment which has resulted in the district not meeting this indicator in Domain III of the 2022 Accountability Report. **Root Cause:** Lack of appropriate instructional strategies to ensure that students served in Bilingual and ESL programs have access to relevant academic language and opportunities to assess their language proficiency.

Problem Statement 5 (Prioritized): CCMR targeted student groups (Hispanic, Economically Disadvantaged, African American, American Indian, EL Current and Monitored, and Special Education Current) performed below the state passing rate on the Texas Academic Performance Report for the 2022-2023 school year. **Root Cause:** Teachers are unable to fill academic gaps in reading, writing, and math while covering the required curriculum within the limited time prior to the STAAR test. Often cohort students are unable to complete a four year CCMR pathway.

Culture and Climate

Culture and Climate Summary

All three programs, DAEP, JJAEP and JDC, will recognize and appreciate cultural differences as part of the whole child approach, which ensures that each student is healthy, safe, engaged, supported, and challenged. All students and personnel are valued members of our unique family, each playing a significant role in our success. All three programs, will encourage staff and students to embrace that which makes us different. By supporting an environment that facilitates and encourages safe and open dialogue on diversity and by empowering our students to embrace their diversity, we are striving to ensure that our students will be sincerely open and equipped to work and live in a diverse world.

All three programs will commit to the social, emotional, behavioral, and academic success of all students. In all three programs, students are taught to successfully manage their emotions, behaviors, and make responsible decisions.

In our efforts to improve not only the social and emotional well being, we are committed to the health and wellness of all students. In accordance with the guidelines and recommendations from the Texas Education Agency (TEA), all three programs, will be proactive in keeping campuses, staff, and students safe, as well as, taking a positive proactive instructional approach to behavior in utilizing PBIS Foundations training.

Culture and Climate Strengths

All three programs, DAEP, JJAEP and JDC, will hire campus personnel to reflect the cultural and diverse student body.

“All Means All” in Conroe ISD, especially in all three programs. Every students’ academic, social and emotional needs are a priority.

All three programs will utilize all available resources, including Colleges, Universities, Regional Service Centers, education-related professional organizations, job fairs, and Alternative Certification Programs, to recruit quality, diverse applicant pools, particularly in identified shortage areas.

All three programs will strive to ensure a safe and orderly environment conducive to learning for all students and staff.

In DAEP, JJAEP and JDC, students will develop a healthy sense of self and social awareness, embrace diversity with empathy and respect for others, successfully manage their emotions, behaviors, and make responsible decisions.

In all three programs, social emotional learning functions as an integral part of the total school environment.

All three programs will continues to promote Safe Schools through Safe Schools trainings to keep our schools, students, and staff safe.

All three programs will engage students, families, and our community as authentic partners in social and emotional development.

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:** Teachers have not learned how to be aware that some students come to school with learned behaviors and other triggers. Teachers have not learned how to develop de-escalation strategies for our students. Teachers lack the ability to identify high-need students.

Problem Statement 2: There is a need to improve teacher capacity and the quality of PBIS and foundational behavior management strategies to successfully address the needs of a changing student population. **Root Cause:** Teachers have not learned how to be aware that some students come to school with learned behaviors and other triggers. Teachers have not learned how to develop de-escalation strategies for our students. Teachers lack the ability to identify high-need students.

Problem Statement 3: There is a need to actively recruit high quality teachers to be more reflective of our student population. **Root Cause:** The number of teacher applicants is fewer, especially, the number of highly qualified teachers, since Covid.

Problem Statement 4: OHI has areas that have decreased over the past few years at JJAEP and DAEP, while maintaining a high result at JDC. **Root Cause:** The OHI does not reflect building principal, but the edicts passed down from central administration.

Problem Statement 5: Teachers do not know how to address complex behaviors exhibited by students. There is a lack of awareness of student characteristics to actively support the emotional well-being of all students. **Root Cause:** Because the students spend a limited time in the program, teachers lack the time to build strong relationships with students. The two county programs have implemented policies and procedures that create a deterrent between faculty and students building a true relationship.

Parent and Community Engagement

Parent and Community Engagement Summary

Parents and communities are essential components to a child's successful educational experience. All three programs are committed to strengthening the partnership between the three programs and home. Parents are encouraged to be an active participant in the education of their child.

Families are encouraged to keep in close two-way communication with all three programs. Some examples include, reviewing a child's schoolwork coming home and reading newsletters and notices from all three programs. Parents are encouraged to contact the teacher of the program their child has been assigned to when questions arise.

All three programs thrive due to partnerships created with families and the community. All three programs will continue to explore opportunities to better meet the needs of students through gaining these key partners by providing opportunities for input, shared decision making, and active engagement.

Parent and Community Engagement Strengths

Increase in Parent and Community Engagement in all three programs.

Increase in dynamic communication including surveys, parent committees, and School-Parent-Community Partnerships.

All three programs will expand communication to include a variety of forums such as live video feeds, recorded videos, X (Twitter), Facebook, email, texts, school newsletters, marquees, and phone messages.

Community resource systems have embraced all three programs to address identified needs of students.

All three programs will provide emergency communications to families in English and Spanish.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): There is a need to engage parents in training over technological and digital resources to support student learning. **Root Cause:** The majority of the campuses do not require uniform templates for Canvas, so parents struggle to navigate all of the teachers' Canvas assignments for their students.

Problem Statement 2: 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:** The lack of communication between the campus and student's home creates a lack of cooperation between the campus and parents. This lack of involvement creates the lack of the student engagement in all areas at the campus.

Problem Statement 3: Parent engagement is not as high as we would like it to be. **Root Cause:** Lack of training for staff to appropriately engage parents from diverse backgrounds.

Priority Problem Statements

Problem Statement 1: There is a need to actively support the emotional well-being and mental health of all students,

Root Cause 1:
Teachers have not learned how to be aware that some students come to school with learned behaviors and other triggers. Teachers have not learned how to develop de-escalation strategies for our students. Teachers lack the ability to identify high-need students.

Problem Statement 1 Areas: Culture and Climate

Problem Statement 2: There is a need to engage parents in training over technological and digital resources to support student learning.

Root Cause 2: The majority of the campuses do not require uniform templates for Canvas, so parents struggle to navigate all of the teachers' Canvas assignments for their students.

Problem Statement 2 Areas: Parent and Community Engagement

Problem Statement 3: The number of students reading below grade level (approaches or below), specifically those identified as Economically Disadvantaged and as English Learners.

Root Cause 3: Students served in bilingual and ESL programs need to be exposed to more academic language and demonstrate their language proficiency in an academic setting.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: The learning gaps in mathematics for 7th through Algebra for all students, especially for Economically Disadvantaged and Special Education.

Root Cause 4: The lack of focus on promoting reasoning and problem solving in teaching Pre-Algebra and Algebra 1.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: The number of students performing below expected progress in the area of Writing (approaches or below), specifically those identified as Economically Disadvantaged and as English Learners.

Root Cause 5: High yield academic strategies that have been proven to increase student achievement have not been implemented across classrooms with fidelity.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: An insufficient percentage of Emergent Bilinguals (EBs) served in a Bilingual or English as a Second Language (ESL) program did not grow one language proficiency level in English as measured by the TELPAS assessment which has resulted in the district not meeting this indicator in Domain III of the 2022 Accountability Report.

Root Cause 6: Lack of appropriate instructional strategies to ensure that students served in Bilingual and ESL programs have access to relevant academic language and opportunities to assess their language proficiency.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: CCMR targeted student groups (Hispanic, Economically Disadvantaged, African American, American Indian, EL Current and Monitored, and Special Education Current) performed below the state passing rate on the Texas Academic Performance Report for the 2022-2023 school year.

Root Cause 7: Teachers are unable to fill academic gaps in reading, writing, and math while covering the required curriculum within the limited time prior to the STAAR test. Often cohort students are unable to complete a four year CCMR pathway.

Problem Statement 7 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Professional development needs assessment data
- T-TESS data

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

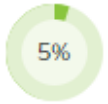
Goals

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: To identify and monitor targeted student groups (LEP and SPED) for student academic growth and achievement in order to meet the district targets set in Graduation Rate and Language Proficiency.

Evaluation Data Sources: District STAAR scores and student classroom work product

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 1: Implement strategies for all students to increase student achievement, while focusing more on language and vocabulary for our LEP/SPED students including the use of technology. **Strategy's Expected Result/Impact:** Increase in student achievement in language using technology. **Staff Responsible for Monitoring:** Teachers and Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 3 **Funding Sources:** Instructional Support for At-Risk students - State Comp Ed - $2,146,821			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 2: Professional learning opportunities will be provided to faculty/staff on the cross-curricular need of reading and writing in all content areas. **Strategy's Expected Result/Impact:** Increase in student achievement by learning new strategies in professional development across the curriculum. **Staff Responsible for Monitoring:** Principal and teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 3 **Funding Sources:** Instructional Materials and Books - Title I D - $15,000			

Strategy 3 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 3: Provide extended school tutorials, focusing on our at-risk and struggling learners. **Strategy's Expected Result/Impact:** Increase in student achievement by providing one on one learning with students. **Staff Responsible for Monitoring:** Teachers and Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 **Funding Sources:** Instructional Materials and Staff for Tutorials - Title I D - $26,525			

Strategy 4 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 4: Utilize campus librarians to support content teams in finding diverse texts and resources to reflect our student demographics. **Strategy's Expected Result/Impact:** Increased student achievement results by having students read about diverse characters. **Staff Responsible for Monitoring:** Principal and Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 3			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: The number of students reading below grade level (approaches or below), specifically those identified as Economically Disadvantaged and as English Learners. **Root Cause**: Students served in bilingual and ESL programs need to be exposed to more academic language and demonstrate their language proficiency in an academic setting.
Problem Statement 3: The number of students performing below expected progress in the area of Writing (approaches or below), specifically those identified as Economically Disadvantaged and as English Learners. **Root Cause**: High yield academic strategies that have been proven to increase student achievement have not been implemented across classrooms with fidelity.

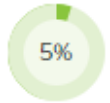
Goal 1: Student Achievement and Post-Secondary Success

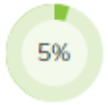
CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

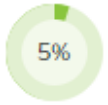
Performance Objective 2: To address Math TEKS for grades 7 through Algebra that will result in growth in areas of grades 7 through Algebra for the following groups: All Students, American Indian, Economically Disadvantaged, and Special Education.

High Priority

Evaluation Data Sources: District STAAR, District Benchmarks and IR student data

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 1: Junior High and High School teachers that teach Pre-Algebra and Algebra 1 will focus on the same three topics listed 1) generalize patterns using explicitly defined and recursively defined functions; 2) understand relations and functions and select, convert flexibly among, and use various representations for them; 3) analyze functions of one variable by investigating rates of change, intercepts, zeros, asymptotic, and local and global behavior. **Strategy's Expected Result/Impact:** Increased math assessment results specifically on the three topics listed. Increased reading assessment results and math fluency. **Staff Responsible for Monitoring:** Principal and teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2 **Funding Sources:** Instructional Materials and Software - Title I D - $15,000			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 2: Implementation of one on one instruction focusing on gaps and math skills. **Strategy's Expected Result/Impact:** Increased math assessment results due to one on one instruction. Increased reading assessment results and math fluency. **Staff Responsible for Monitoring:** Principal and teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2			

Strategy 3 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 3: Identify and use of common mathematical vocabulary. **Strategy's Expected Result/Impact:** Increased reading assessment results and math fluency by using common mathematical vocabulary. **Staff Responsible for Monitoring:** Principal and teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: The learning gaps in mathematics for 7th through Algebra for all students, especially for Economically Disadvantaged and Special Education. **Root Cause**: The lack of focus on promoting reasoning and problem solving in teaching Pre-Algebra and Algebra 1.

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: To close gaps in reading and writing, for all students, by identifying students reading below grade level (approaches or below), with a special emphasis on students identified as Economically Disadvantaged, and provide targeted reading instruction with the goal of increasing reading levels for all student groups. To close gaps in reading and writing for all students.

High Priority

Evaluation Data Sources: Student work product and teacher assessment

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 1: Gradually build stamina and volume within the structure of Reader and Writer's Workshop through independent reading and writing. Teachers will grow students' instructional reading levels by supporting increased volume and stamina in independent reading. **Strategy's Expected Result/Impact:** Increase quality of student writing. Increased reading comprehension and writing fluency. By increasing the independent reading time that students read an accessible text, students will be able to read for longer periods of time. When students have more time to read, they will read a variety of texts, be exposed to more vocabulary, see different types of text structure, practice word study and comprehension strategies, set personal goals for time, page quantity, and build an enjoyment for reading. **Staff Responsible for Monitoring:** ELA teacher **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 3			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 2: Using targeted reading and writing instruction through the regular use of on-demand writing samples, as well as, thin slicing and by studying progressions of those samples. **Strategy's Expected Result/Impact:** Increase quality of student writing. Increased reading comprehension and writing fluency. By focusing on comprehension through the mini-lesson, read aloud and small group instruction, students will be able to visualize, make inferences and synthesize increasingly complex texts. **Staff Responsible for Monitoring:** ELA teacher **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 3	5%		

Strategy 3 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 3: Identify and use common reading/writing vocabulary. **Strategy's Expected Result/Impact:** Increased reading comprehension and writing fluency by understanding common reading and writing vocabulary words. When in small groups, teachers will target those reading behaviors that are inhibiting students from increasing their volume/stamina. **Staff Responsible for Monitoring:** ELA teacher **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 3	5%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 3: The number of students performing below expected progress in the area of Writing (approaches or below), specifically those identified as Economically Disadvantaged and as English Learners. **Root Cause**: High yield academic strategies that have been proven to increase student achievement have not been implemented across classrooms with fidelity.

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: Implement classroom strategy to provide for sustained independent reading for every student in class--each student using self-selected texts with the purpose to increase student reading scores.

High Priority

Evaluation Data Sources: student work product and teacher assessment

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 1: Implement an in-class Independent reading (IR) time (gradually increasing time to 45 minutes, if needed) during which each student will read from their self-selected text. **Strategy's Expected Result/Impact:** Increase students' engagement with various texts that will develop reading competence and sustained reading habits for up to 45 minutes with self-selected texts. **Staff Responsible for Monitoring:** Principal and teacher **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 3, 4	5%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 3: The number of students performing below expected progress in the area of Writing (approaches or below), specifically those identified as Economically Disadvantaged and as English Learners. **Root Cause**: High yield academic strategies that have been proven to increase student achievement have not been implemented across classrooms with fidelity.
Problem Statement 4: An insufficient percentage of Emergent Bilinguals (EBs) served in a Bilingual or English as a Second Language (ESL) program did not grow one language proficiency level in English as measured by the TELPAS assessment which has resulted in the district not meeting this indicator in Domain III of the 2022 Accountability Report. **Root Cause**: Lack of appropriate instructional strategies to ensure that students served in Bilingual and ESL programs have access to relevant academic language and opportunities to assess their language proficiency.

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: Increase students' level of writing, by utilizing specific instructional practices for the explicit teaching of writing.

High Priority

Evaluation Data Sources: Student work product and teacher assessment

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Teachers will increase students' fluency in writing structure through individual conferences as measured by on-demand writing. **Strategy's Expected Result/Impact:** Increase quality of student writing through individual conferences. **Staff Responsible for Monitoring:** ELA teachers and Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 3	Dec	Mar	June
	5%		

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Teachers will increase students' fluency in writing elaboration through individual conferences as measured by on-demand writing. **Strategy's Expected Result/Impact:** Increase the quality of student writing through individual conference. **Staff Responsible for Monitoring:** ELA teachers and Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 3	Dec	Mar	June
	5%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 3: The number of students performing below expected progress in the area of Writing (approaches or below), specifically those identified as Economically Disadvantaged and as English Learners. **Root Cause**: High yield academic strategies that have been proven to increase student achievement have not been implemented across classrooms with fidelity.

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: To maintain efficient and effective fiscal management of resources and operations budgets for DAEP, JJAEP and JDC.

High Priority

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 1: Develop a system to evaluate effective utilization of funds/resources appropriated to staffing needs and increasing the performance of students in each program. **Strategy's Expected Result/Impact:** Increase in student assessment results. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Student Achievement 5	5%		

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 2: Provide essential positions needed to accommodate growth in student population and to address unique program needs. **Strategy's Expected Result/Impact:** Increase in student assessment results. **Staff Responsible for Monitoring:** Principal and teachers **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Student Achievement 1 **Funding Sources:** Instructional Paraprofessional serve ESL students - Title I D - $24,500, Instruction Material and Support for students served in bilingual and ESL programs - Title III - $2,000	5%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: The number of students reading below grade level (approaches or below), specifically those identified as Economically Disadvantaged and as English Learners. **Root Cause**: Students served in bilingual and ESL programs need to be exposed to more academic language and demonstrate their language proficiency in an academic setting.

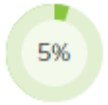
Problem Statement 5: CCMR targeted student groups (Hispanic, Economically Disadvantaged, African American, American Indian, EL Current and Monitored, and Special Education Current) performed below the state passing rate on the Texas Academic Performance Report for the 2022-2023 school year. **Root Cause**: Teachers are unable to fill academic gaps in reading, writing, and math while covering the required curriculum within the limited time prior to the STAAR test. Often cohort students are unable to complete a four year CCMR pathway.

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: Improve OHI results in the area of Goal Focus.

Evaluation Data Sources: OHI results.

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 1: Establishing and implementing school wide systems to address school wide issues. **Strategy's Expected Result/Impact:** To increase the level of problem solving adequacy by establishing and communicating our decision making structures and using those structures to address school wide issues. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **Problem Statements:** Culture and Climate 1			

 No Progress Accomplished Continue/Modify Discontinue

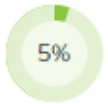
Performance Objective 2 Problem Statements:

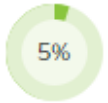
Culture and Climate
Problem Statement 1: There is a need to actively support the emotional well-being and mental health of all students, **Root Cause**: Teachers have not learned how to be aware that some students come to school with learned behaviors and other triggers. Teachers have not learned how to develop de-escalation strategies for our students. Teachers lack the ability to identify high-need students.

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: To recruit, retain and develop highly qualified teachers and staff for all students.

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Attend and recruit at CISD Job Fairs. **Strategy's Expected Result/Impact:** To recruit highly qualified teachers and staff for all students. **Staff Responsible for Monitoring:** Principal and teachers **TEA Priorities:** Recruit, support, retain teachers and principals - **Problem Statements:** Student Achievement 2, 3	Dec	Mar	June
			

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Attend and recruit from university job fairs. **Strategy's Expected Result/Impact:** To recruit, retain and develop highly qualified teachers and staff for all students. **Staff Responsible for Monitoring:** Principal and teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Culture and Climate 1	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 3: Utilize HR for Principals, for principals and supervisors, which provides immediate access to information such as staffing, funding sources, and pertinent documents relating to T-TESS, Eduphoria Appraise/Strive, Absence Management, recruiting, interviewing, Bilingual Pool, and other resources essential to streamlining HR's role as it relates to the principals. Continue to create instructional guides and training presentations for principals regarding frequently used programs such as Eduphoria, Winocular, and Absence Management. **Strategy's Expected Result/Impact:** To recruit, retain and develop highly qualified teachers and staff for all students. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Culture and Climate 1	5%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: The learning gaps in mathematics for 7th through Algebra for all students, especially for Economically Disadvantaged and Special Education. **Root Cause**: The lack of focus on promoting reasoning and problem solving in teaching Pre-Algebra and Algebra 1.
Problem Statement 3: The number of students performing below expected progress in the area of Writing (approaches or below), specifically those identified as Economically Disadvantaged and as English Learners. **Root Cause**: High yield academic strategies that have been proven to increase student achievement have not been implemented across classrooms with fidelity.
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**: Teachers have not learned how to be aware that some students come to school with learned behaviors and other triggers. Teachers have not learned how to develop de-escalation strategies for our students. Teachers lack the ability to identify high-need students.

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: To ensure that all stakeholders receive effective internal and external communication.

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 1: Provide communications regarding District initiatives, programs, meetings, activities, operations, and leadership within all three programs through a variety of media. This includes the CISD website, newsletters, email announcements, campus/District meetings, and social media. **Strategy's Expected Result/Impact:** More effective communication with our community. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Culture and Climate 1 **Funding Sources:** Instructional Materials and Software - Title I D - $10,000	10%		

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 2: DAEP/JDC/JJAEP programs will involve all stakeholders in determining programs and activities needed to address the learning needs of students, staff, and community. **Strategy's Expected Result/Impact:** Will increase community, students and parents understanding of the objective and purpose for each of the three programs. **Staff Responsible for Monitoring:** Principal and Staff **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Culture and Climate 1 **Funding Sources:** Instructional Materials - Title I D - $10,000	5%		

 No Progress Accomplished Continue/Modify Discontinue

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**: Teachers have not learned how to be aware that some students come to school with learned behaviors and other triggers. Teachers have not learned how to develop de-escalation strategies for our students. Teachers lack the ability to identify high-need students.

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: To provide a safe and orderly school environment conducive to learning for all students and staff.

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Implement a campus wide positive, proactive instructional approach to behavior through implementation of PBIS Foundations. **Strategy's Expected Result/Impact:** Reduce the number of student disruptions during instruction time of the school day. **Staff Responsible for Monitoring:** Principal and Staff **Problem Statements:** Culture and Climate 1	Dec	Mar	June

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Ensure the EOP addresses the areas of safety control, crisis management, facilities management and health services. **Strategy's Expected Result/Impact:** Campus will be prepare to address the areas of crisis and emergency during the school day. **Staff Responsible for Monitoring:** Principal and Staff **Problem Statements:** Culture and Climate 1	Dec	Mar	June

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 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**: Teachers have not learned how to be aware that some students come to school with learned behaviors and other triggers. Teachers have not learned how to develop de-escalation strategies for our students. Teachers lack the ability to identify high-need students.

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: Create multiple opportunities for families and community stakeholders to provide feedback regarding district and campus communication, improve campus climate and identify barriers to parent engagement.

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 1: Utilize School Messenger, Website, Facebook, Instagram, (X) Twitter, and a monthly SMORE newsletter to keep parents and community informed and engaged. **Strategy's Expected Result/Impact:** Parents and students will be well informed on school academics and activities. **Staff Responsible for Monitoring:** Principal Counselor **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Parent and Community Engagement 1	10%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Parent and Community Engagement
Problem Statement 1: There is a need to engage parents in training over technological and digital resources to support student learning. **Root Cause**: The majority of the campuses do not require uniform templates for Canvas, so parents struggle to navigate all of the teachers' Canvas assignments for their students.

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: To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 1: Give students opportunities for utilizing technology across the curriculum areas by moving campuses to 1:1 device ratio while providing students meaningful opportunities to increase their learning. **Strategy's Expected Result/Impact:** Student will increase their content knowledge with the use of technology within each of their core subjects. **Staff Responsible for Monitoring:** Principal and Staff **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Parent and Community Engagement 1 **Funding Sources:** Student Hardware, Software Programs and Instructional Materials - Title I D - $20,602	10%		

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 2: Provide support for meeting the Technology Applications TEKS across content areas by enabling teachers to access the hardware and software to maximize the success of all students in the content area. **Strategy's Expected Result/Impact:** Teachers will have the technology needed to meet the TEKS goals. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Parent and Community Engagement 1 **Funding Sources:** Hardware, Software and Instructional Materials - Title I D - $15,000	15%		

Strategy 3 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 3: Provide hands-on training in the use of new technology, hardware and software through professional development that is related to specific instructional objectives. **Strategy's Expected Result/Impact:** Increase student learning through Edgenuity. **Staff Responsible for Monitoring:** Principal Teachers **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Parent and Community Engagement 1 **Funding Sources:** Technology: Hardware, Software and Staff Training - Title I D - $25,583	10%		

Strategy 4 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 4: Relate technology staff development to specific instructional objectives while enabling teachers to build full capacity to implement technology in instruction. This will provide support for staff and students to utilize technology as a tool and resource within curriculum and assessment. **Strategy's Expected Result/Impact:** Student achievement will increase in their grade level. **Staff Responsible for Monitoring:** Principal Teachers **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Parent and Community Engagement 1	10%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: There is a need to engage parents in training over technological and digital resources to support student learning. **Root Cause**: The majority of the campuses do not require uniform templates for Canvas, so parents struggle to navigate all of the teachers' Canvas assignments for their students.

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: Provide quality professional development designed to increase educator expertise in differentiating the curriculum to meet the needs of diverse student populations within each program to improve instruction.

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 1: Provide staff development on integration of technology across the curriculum. **Strategy's Expected Result/Impact:** Enhance knowledge and skills of teachers to improve student achievement. **Staff Responsible for Monitoring:** Principal Teachers District Technology Staff **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 **Funding Sources:** Software Programs and Instructional Materials - Title I D - $10,000	15%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: The number of students reading below grade level (approaches or below), specifically those identified as Economically Disadvantaged and as English Learners. **Root Cause**: Students served in bilingual and ESL programs need to be exposed to more academic language and demonstrate their language proficiency in an academic setting.

Campus Funding Summary

Title I D					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Instructional Materials and Books		$15,000.00
1	1	3	Instructional Materials and Staff for Tutorials		$26,525.00
1	2	1	Instructional Materials and Software		$15,000.00
2	1	2	Instructional Paraprofessional serve ESL students		$24,500.00
4	1	1	Instructional Materials and Software		$10,000.00
4	1	2	Instructional Materials		$10,000.00
5	1	1	Student Hardware, Software Programs and Instructional Materials		$20,602.00
5	1	2	Hardware, Software and Instructional Materials		$15,000.00
5	1	3	Technology: Hardware, Software and Staff Training		$25,583.00
5	2	1	Software Programs and Instructional Materials		$10,000.00
				Sub-Total	$172,210.00
				Budgeted Fund Source Amount	$172,210.00
				+/- Difference	$0.00

Title III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	2	Instruction Material and Support for students served in bilingual and ESL programs		$2,000.00
				Sub-Total	$2,000.00
				Budgeted Fund Source Amount	$2,000.00
				+/- Difference	$0.00

State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Support for At-Risk students		$2,146,821.00
				Sub-Total	$2,146,821.00
				Budgeted Fund Source Amount	$2,146,821.00
				+/- Difference	$0.00
				Grand Total Budgeted	$2,321,031.00

State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Grand Total Spent	$2,321,031.00
				+/- Difference	$0.00