

Conroe Independent School District

District Improvement Plan

2022-2023



Mission Statement

ALL Means ALL. Conroe ISD is a community of individuals working together to achieve the best for students.

Vision

CISD is a learning community united in its commitment to ensuring all students graduate with confidence and competence. The schools and communities work together to provide performance standards that can be applied to the real world. This is achieved through the implementation of quality in instruction, operations, and leadership

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Conroe ISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success. Our overarching objective is to achieve or exceed state accountability standards for all students in all subject areas. Conroe ISD achieved an overall B rating in 2021-2022. Within Conroe ISD in 2022, 22 campuses received an A rating, 25 received a B, 12 received a C. No campuses received a D or F rating. In College Career, and Military Readiness, 65% of graduates met criteria. Conroe ISD has a graduation rate of 98.4% for the class of 2021. In 2022, 38% of Emergent Bilinguals taking TELPAS met progress. The district will continue to focus on meeting the needs of each individual students to ensure their academic success. Data is disaggregated after each local assessment by every program and student group and is accessible to campus and district leaders via a data management system. This allows our staff to engage in data responsive instructional practices that ensure our students are afforded opportunities to grow their learning.

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 Ready rates in Conroe are the same as the state with 65% of graduates meeting the criteria.
- The percentage of students meeting the criteria for TSI, Dual Credit, and AP courses in Conroe ISD exceed 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 school 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.
- 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: A sufficient 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 will result in the district not meeting this indicator in Domain III of the 2022 Accountability Report.

Problem Statement 2: The Total Disciplinary Removal Rate for African American students and SpEd students in our district is higher than other subgroups.

Problem Statement 3 (Prioritized): In the 2022-2023 school year 34% of first grade students are unable to read at grade level. **Root Cause:** Lack of embedded professional development opportunities to assist teacher in providing interventions to students with significant gaps in foundational literacy skills.

Problem Statement 4 (Prioritized): There is a need to increase approaches, meets, and master's performance on STAAR 3-8 Math, STAAR 5 & 8 Science, STAAR 8 Social Studies and end-of-course exams while closing the achievement gap in the economically disadvantaged group due to the learning loss resulting from COVID-19. **Root Cause:** Learning loss from Covid-19.

Problem Statement 5 (Prioritized): CCMR targeted student groups (Hispanic, Economically Disadvantaged, African American, American Indian, EB Current and Monitored, and Special Education Current) performed below the state passing rate on the Texas Academic Performance Report for the 2021-2022 school year. **Root Cause:** Lack of awareness/focus on our CCMR students and the impact they have on our accountability system.

Problem Statement 6: Targeted student groups (Hispanic, White, Economically Disadvantaged, EB Current and Monitored, and Special Education Current) have not met standards on the Graduation Rate.

Problem Statement 7: Homeless & Foster Care are not meeting standards on Grades 3-8 STAAR Reading in the district's RDA 2021 report.

Problem Statement 8: The Bilingual and Special Education student groups in grades 3rd - 8th performed below the state passing rate in the areas of Mathematics, Reading, Science, and Social Studies which have resulted in not meeting RDA performance levels.

Culture and Climate

Culture and Climate Summary

Conroe ISD believes in the philosophy, "All Means All." To support our philosophy, we actively create a safe and positive learning environment for every student and staff member.

Safety for students is our commitment to the health and wellness of all students. Conroe ISD teachers strengthen students by building skills related to managing emotions, establishing and maintaining positive relationships, and responsible decision making. All campuses support the Positive Behavior Interventions and Supports (PBIS) model to create optimal learning environments.

Conroe ISD recognizes the importance of our community, our families, and our diverse cultures to student and staff success. Staff are trained to recognize and develop a climate of acceptance.

Conroe ISD utilizes all available resources to recruit a quality, diverse applicant pool.

Conroe ISD continues to promote Safe Schools through annual required trainings.

Conroe ISD strives to keep all campuses safe through proactive instruction and research-based behavioral management.

Culture and Climate Strengths

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

Conroe ISD utilizes all available resources, including Colleges, Universities, Regional Service Centers, education-related professional organizations, job fairs, and Alternative Certification Programs, to recruit a quality, diverse applicant pools, particularly in identified shortage areas.

Conroe ISD strives to ensure a safe and orderly environment conducive to learning for all students and staff.

In Conroe ISD, social emotional learning functions as an integral part of the total school environment.

Conroe ISD continues to promote Safe Schools through annual Safe Schools trainings.

In Conroe ISD, we engage students, families, and our community as authentic partners in social and emotional development.

Conroe ISD is proactive in keeping campuses, staff, and students safe, as well as taking a positive proactive instructional approach to behavior in utilizing schoolwide PBIS Foundations and CHAMPS classroom management training.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1: There is a need to actively support the emotional well-being of all students.

Problem Statement 2: There is a need to improve the quality of Functional Behavior Assessments and implementation of Behavior Intervention plans to successfully address the needs of a changing student population.

Problem Statement 3: There is a need to increase the rate of attendance at each campus and the district by helping students redevelop strong patterns of attendance.

Problem Statement 4: There is a need to decrease the dropout rate for each campus and as a district, especially within homeless and foster care populations.

Problem Statement 5 (Prioritized): There is a need to continue working with administration and campus staff and their problem solving teams. **Root Cause:** Lack of consistency to develop structures to increase fidelity.

Problem Statement 6: There is a need to provide additional training for staff to aid in identifying and providing services for families who are experiencing homelessness and students who are in foster care.

Problem Statement 7: There is a need to be more focused training on de-escalating and diffusing challenging situations that traditionally lead to student removals

Problem Statement 8: There is a need to continue to support schoolwide PBIS and classroom management.

Problem Statement 9: There is a need to ensure equity in applying standards for GT services at all campuses.

Parent and Community Engagement

Parent and Community Engagement Summary

Parents and communities are essential components to a child's successful educational experience. Conroe ISD is committed to strengthening the partnership between schools 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 the school. Some examples include reviewing a child's schoolwork coming home and reading newsletters and notices from the school. Parents are encouraged to contact the teacher or the school office when questions arise.

Schools and the District thrive when partnerships are created between families and the community. Conroe ISD 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 within schools.

Parent and Community Engagement Strengths

Increase in Parent and Community Engagement in Schools and throughout the District

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

Conroe ISD has expanded communication to include a variety of forums such as live video feeds, recorded videos, twitter, Facebook, email, texts, school newsletters, marquees, and phone messages

Community resource systems have embraced schools to address identified needs of students

Conroe ISD provides 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 increase parent participation and provide opportunities for parent and community engagement at campus and district events.

Root Cause: We have relied heavily on virtual meetings and activities as the primary avenue for engaging with schools and the community.

Priority Problem Statements

Problem Statement 1: There is a need to increase approaches, meets, and master's performance on STAAR 3-8 Math, STAAR 5 & 8 Science, STAAR 8 Social Studies and end-of-course exams while closing the achievement gap in the economically disadvantaged group due to the learning loss resulting from COVID-19.

Root Cause 1: Learning loss from Covid-19.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: In the 2022-2023 school year 34% of first grade students are unable to read at grade level.

Root Cause 2: Lack of embedded professional development opportunities to assist teacher in providing interventions to students with significant gaps in foundational literacy skills.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: CCMR targeted student groups (Hispanic, Economically Disadvantaged, African American, American Indian, EB Current and Monitored, and Special Education Current) performed below the state passing rate on the Texas Academic Performance Report for the 2021-2022 school year.

Root Cause 3: Lack of awareness/focus on our CCMR students and the impact they have on our accountability system.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: There is a need to increase parent participation and provide opportunities for parent and community engagement at campus and district events.

Root Cause 4: We have relied heavily on virtual meetings and activities as the primary avenue for engaging with schools and the community.

Problem Statement 4 Areas: Parent and Community Engagement

Problem Statement 5: There is a need to continue working with administration and campus staff and their problem solving teams.

Root Cause 5: Lack of consistency to develop structures to increase fidelity.

Problem Statement 5 Areas: Culture and Climate

Goals

Revised/Approved: October 18, 2022

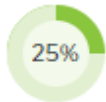



Goal 1: Student Achievement and Post-Secondary Success

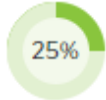



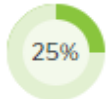



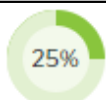

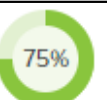
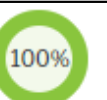




CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 1: Identify students reading below grade level (approaches or below), specifically those identified as Economically Disadvantaged, and provide targeted reading instruction with the goal of increasing all student groups by at least 5%.

Evaluation Data Sources: BAS, mCLASS, CFAs, MAZE

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Teachers will grow students' instructional reading levels by supporting increased volume and stamina in independent reading as measured by BAS, mCLASS, and MAZE Strategy's Expected Result/Impact: 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. When in small groups, teachers will target those reading behaviors that are inhibiting students from increasing their volume/stamina. Staff Responsible for Monitoring: ELA/SLA Coordinators and ELA Specialist Funding Sources: Supplemental Teachers and Staff - State Comp Ed - \$7,818,206.50, Additional Learning Opportunities Tutoring and Summer School - State Comp Ed - \$684,018.53, Supplemental Teachers and Staff - Title I - \$332,547.50, Additional Learning Opportunities Summer School - Title I - \$200,000, SLA Instructional Coaches - State Comp Ed - \$23,225.71, SLA Instructional Coach - Title II - \$12,619.24, SLA Secretary - Title II - \$841.14, Teacher training, resources, PD - Title II - \$5,714.29, ELA Instructional Materials - ESSER III - \$500,000, ELA Instructional Coaching - State Comp Ed - \$23,000, Additional Learning Opportunities Summer School - ESSER III - \$1,897,053.50, Additional Learning Opportunities Summer School - ESSER II - \$1,888,340	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Develop and deepen students' ability to comprehend complex literary texts as measured by CFA performance. Strategy's Expected Result/Impact: 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. Students receiving 4545 intervention through the supplemental support of BookNook (a TCLAS recommended resource) focus on comprehension through a live digital interactive read aloud. Staff Responsible for Monitoring: ELA/SLA Coordinators and ELA Specialist Funding Sources: SLA Instructional Coaches - State Comp Ed - \$23,225.71, SLA Instructional Coach - Title II - \$12,618.71, SLA Secretary - Title II - \$841.14, SLA Teacher training, resources, PD - Title II - \$5,714.29, ELA Instructional Materials - ESSER II - \$500,000, ELA Instructional Coaching - State Comp Ed - \$23,000, Additional Learning Opportunities for At-risk Students - State Comp Ed - \$160,196		Formative			Summative
		Oct	Dec	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Develop and deepen students' ability to comprehend complex informational texts as measured by CFA performance. Strategy's Expected Result/Impact: By teaching these comprehension strategies, students will be able to understand the author's intent by thinking within the text, beyond the text, and about the text. This thinking and processing allows students the opportunity to grow in both knowledge and appreciation of all literary forms. Staff Responsible for Monitoring: ELA/SLA Coordinators and ELA Specialist Funding Sources: SLA Instructional Coaches - State Comp Ed - \$23,225.71, SLA Instructional Coach - Title II - \$12,618.71, SLA Secretary - Title II - \$841.14, SLA Teacher training, resources, PD - Title II - \$5,714.29, ELA Instructional Materials - ESSER II - \$500,000, ELA Instructional Coaching - State Comp Ed - \$23,000		Formative			Summative
		Oct	Dec	Mar	June
					
Strategy 4 Details		Reviews			
Strategy 4: Assist students to regularly self-select accessible texts in order to increase fluency, reading rate, and the length of independent reading time. Strategy's Expected Result/Impact: Assist students in choosing accessible text selections in order to increase fluency and deepen comprehension (book shopping, book talks). Staff Responsible for Monitoring: ELA/SLA Coordinators and ELA Specialist Funding Sources: SLA Instructional Coaches - State Comp Ed - \$23,225.71, SLA Instructional Coach - Title II - \$12,618.71, SLA Secretary - Title II - \$841.14, SLA Teacher Training, resources, PD - Title II - \$5,714.29, ELA Instructional Materials - ESSER II - \$500,000, ELA Instructional Coaching - State Comp Ed - \$23,000		Formative			Summative
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Goal 1: Student Achievement and Post-Secondary Success



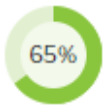





CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.






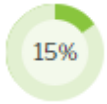






Performance Objective 2: Increase the percent of 3rd grade students that score meets grade level or above on STAAR Reading from 54% to 57% by 2025.

HB3 Goal

Evaluation Data Sources: BAS, mCLASS, CIRCLE

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 1: Instruction of grade level content will be recursive, chunked, and taught using the gradual release model. This will provide students multiple exposures, explicit instruction and supported practice with feedback needed to move from approximation to mastery on essential reading behaviors/strategies/skills. Strategy's Expected Result/Impact: Increase the percent of 3rd grade students that score meets grade level or above on STAAR Reading from 63% to 65% by 2025. Staff Responsible for Monitoring: ELA Coordinator and ELA Specialist Funding Sources: Instructional Coaching - Title I - \$29,043, Professional Learning and Instructional Resources - Title II - \$15,333				
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2: Provisioned with extensive time, high-interest, accessible texts, and setting and monitoring engagement goals, students will progressively grow their reading stamina. Reading for longer periods of time will give students the opportunities to practice reading skills, strategies and behaviors needed to fluently decode and comprehend texts. Strategy's Expected Result/Impact: Increase the percent of 3rd grade students that score meets grade level or above on STAAR Reading from 54% to 57% by 2025. Staff Responsible for Monitoring: ELA Coordinator and ELA Specialist Funding Sources: Instructional Coaching - Title I - \$29,043, Professional Learning and Instructional Resources - Title II - \$15,333				

Strategy 3 Details	Reviews			
Strategy 3: Students will receive small group, differentiated instruction through Guided Reading. Students' needs as determined through running records and anecdotal notes and the demands of the text will be used to create Guided Reading plans to accelerate student reading progress. Strategy's Expected Result/Impact: Increase the percent of 3rd grade students that score meets grade level or above on STAAR Reading from 54% to 57% by 2025. Staff Responsible for Monitoring: ELA Coordinator and ELA Specialist Funding Sources: Instructional Coaching - Title I - \$29,043, Professional Learning and Instructional Resources - Title II - \$15,333	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Through professional development, the Early Childhood Department will provide trainings and coaching that recommend PreK best practices in early literacy for all student groups. Ongoing formative assessments to include CIRCLE assessments and Standards Based Reporting will be connected to the PreK guidelines from the state. Strategy's Expected Result/Impact: Growth in PreK CIRCLE assessment measures Staff Responsible for Monitoring: Early Childhood Specialist and Early Childhood Coordinator Funding Sources: District Early Childhood Coach - Title I - \$44,658, Early Childhood Staff Development and Materials - Title II - \$16,000	Formative			Summative
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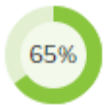





Goal 1: Student Achievement and Post-Secondary Success









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 students' level of writing, 5% or greater, by utilizing specific instructional practices for the explicit teaching of writing.

Evaluation Data Sources: On-Demand Writing Rubrics

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Teachers will increase students' fluency in writing structure through individual conferences and small groups as measured by on-demand writing. Strategy's Expected Result/Impact: Increase quality of student writing. Staff Responsible for Monitoring: ELA and SLA Coordinators, and ELA Specialist Funding Sources: SLA Instructional Coaches - State Comp Ed - \$23,225.71, SLA Instructional Coach - Title II - \$12,618.71, SLA Secretary - Title II - \$841.14, SLA Teacher training, resources, PD - Title II - \$5,714.29, ELA Instructional Coaching - Title I - \$29,043, Professional Learning and Instructional Resources - Title II - \$15,333	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will increase students' fluency in writing elaboration through individual conferences and small groups as measured by on-demand writing. Strategy's Expected Result/Impact: Increase quality of student writing. Staff Responsible for Monitoring: ELA and SLA Coordinators and ELA Specialist Funding Sources: SLA Instructional Coaches - State Comp Ed - \$23,225.71, SLA Instructional Coach - Title II - \$12,618.71, SLA Secretary - Title II - \$841.14, SLA Teacher Training, resources, PD - Title II - \$5,714.29, ELA Instructional Coaching - Title I - \$29,043, Professional Learning and Instructional Resources - Title II - \$15,333	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: Teachers will increase students' fluency in writing conventions through individual conferences and small groups as measured by on-demand writing and the editing portion of STAAR. Strategy's Expected Result/Impact: Increase quality of student writing. Staff Responsible for Monitoring: ELA and SLA Coordinators and ELA Specialist Funding Sources: SLA Instructional Coaches - State Comp Ed - \$23,225.71, SLA Instructional Coach - Title II - \$12,618.71, SLA Secretary - Title II - \$841.14, SLA Teacher training, resources, PD - Title II - \$5,714.29, ELA Instructional Coaching - Title I - \$29,043, Professional Learning and Instructional Resources - Title II - \$15,333		Formative			Summative
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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.



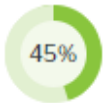









Performance Objective 4: Increase the percentage of 3rd grade students that score meets (75%) grade level or above on STAAR Math from 51% to 55% by August of 2025.

HB3 Goal

Evaluation Data Sources: PreK CIRCLE
Kindergarten Early Math Assessment
1st Grade Early Math Assessment
2nd Grade Early Math Assessment
3rd Common Formative Assessments, STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
<p>Strategy 1: The percentage of Prekindergarten students that are proficient at counting sets on the End of Year (EOY) CIRCLE assessment will increase from 86% to 90% by June 2025. Through professional development, the Early Childhood Department will provide trainings and coaching that recommend PreK best practices in math for all student groups. Ongoing formative assessments to include CIRCLE assessments and standards based reporting will be connected to the PreK guidelines from the state.</p> <p>Strategy's Expected Result/Impact: Growth in PreK CIRCLE assessment measures.</p> <p>Staff Responsible for Monitoring: Early Childhood and Elementary Math Coordinator Early Childhood Specialist</p> <p>Funding Sources: District Early Childhood Coach - Title I - \$44,197, District Early Childhood Coach - Title II - \$44,609, Early Childhood Staff Development and Materials - Title II - \$8,000</p>				

Strategy 2 Details		Reviews			
Strategy 2: The percentage of Kindergarten students that score on grade level or above in numeracy on the EOY Early Math Assessments will increase from 82% to 90% by June 2025. Through professional development, the Elementary Math Department will provide trainings and coaching that recommend best practices in math for all student groups using ongoing formative assessments and activities directly related to the Kindergarten Early Math Assessment. Strategy's Expected Result/Impact: Growth in Kindergarten Early Math Assessment. Staff Responsible for Monitoring: Elementary Mathematics Coordinator Funding Sources: District Instructional Math Coach - State Comp Ed - \$35,958, Elementary District Instructional Math Coach - Title I - \$47,364, Elementary Math Professional Learning Books - Title II - \$1,000, Elementary Math Department Professional Learning - Title II - \$2,000, Elementary Math Curriculum Writing & CFA Creation - Title II - \$1,131, Elementary Math Printing & Instructional Materials - Title II - \$2,500		Formative			Summative
		Oct	Dec	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: The percentage of 1st grade students that score on grade level or above in numeracy on the EOY Early Math Assessments will increase from 66% to 75% by June 2025. Through professional development, the Elementary Math Department will provide trainings and coaching that recommend best practices in math for all student groups using ongoing formative assessments and activities directly related to the 1st Grade Early Math Assessment. Strategy's Expected Result/Impact: Growth in 1st Grade Early Math Assessment. Staff Responsible for Monitoring: Elementary Mathematics Coordinator Funding Sources: District Instructional Math Coach - State Comp Ed - \$38,576, District Instructional Math Coach - Title I - \$47,364, Elementary Math Professional Learning Books - Title II - \$1,000, Elementary Math Department Professional Learning - Title II - \$2,000, Elementary Math Curriculum Writing & CFA Creation - Title II - \$1,131, Elementary Math Printing & Instructional Materials - Title II - \$2,500		Formative			Summative
		Oct	Dec	Mar	June
					
Strategy 4 Details		Reviews			
Strategy 4: The percentage of 2nd grade students that score on grade level or above in numeracy on the EOY Early Math Assessments will increase from 73% to 80% by June 2025. Through professional development, the Elementary Math Department will provide trainings and coaching that recommend best practices in math for all student groups using ongoing formative assessments and activities directly related to the 2nd Grade Early Math Assessment. Strategy's Expected Result/Impact: Growth in 2nd Grade Early Math Assessment. Staff Responsible for Monitoring: Elementary Mathematics Coordinator Funding Sources: Supplemental Teachers and Staff - Title I - \$166,273.50, Additional Learning Opportunities Summer School - Title I - \$100,000, District Instructional Math Coach - State Comp Ed - \$35,848, District Instructional Math Coach - Title I - \$47,364, Elementary Math Professional Learning Books - Title II - \$1,000, Elementary Math Department Professional Learning - Title II - \$2,000, Elementary Math Curriculum Writing & CFA Creation - Title II - \$1,131, Elementary Math Printing & Instructional Materials - Title II - \$2,500, Additional Learning Opportunities Summer School - ESSER II - \$659,135, Additional Learning Opportunities Summer School - ESSER III - \$1,897,053		Formative			Summative
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No Progress



Accomplished



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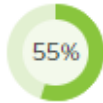

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Goal 1: Student Achievement and Post-Secondary Success

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: Instructional guidance and resources will be provided by the CISD Mathematics Department in grades 4 through College Prep Mathematics to improve student performance in all student groups by at least 5% on the respective state exam.

- Evaluation Data Sources:** Grade Level Common Formative Assessments, State Exams
- Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Through campus professional development and coaching, the mathematics department will coordinate and collaborate with campus instructors during planning to improve student mastery of the TEKS. Professional development will be provided to teachers using Marzano's 43 elements in the CISD instructional model throughout the fall and spring semesters. State exams will be used to measure student success in May 2023. Strategy's Expected Result/Impact: Show growth on respective state assessment from May 2022 to May 2023. Staff Responsible for Monitoring: Elementary and Secondary Mathematics Coordinators Funding Sources: Secondary Math Coaches - State Comp Ed - \$178,824, Staff Development Materials for Secondary Leadership Meetings (10 groups) - Title II - \$8,000, Professional Development for Secondary Math Coaches - Title II - \$8,800, Supplemental Teachers and Staff - State Comp Ed - \$7,818,206.50, Additional Learning Opportunities - State Comp Ed - \$684,018, Elementary District Instructional Math Coach - State Comp Ed - \$21,472, Elementary Math Professional Learning Books - Title II - \$3,000, Elementary Math Department Professional Learning - Title II - \$3,000, Elementary Math Curriculum Writing & CFA Creation - Title II - \$1,131, Elementary Math Printing & Instructional Materials - Title II - \$2,648, Elementary Mathematics Substitutes for Leadership Meetings - Title II - \$52,066	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Through district wide professional and collaborative meetings, the math department will support teachers through coaching to incorporate CISD best practices into their lessons to improve student mastery of the content TEKS. Three CFAs will be used as formative assessments to evaluate and improve student performance for SPED, EL, and at-risk student groups. Strategy's Expected Result/Impact: Show growth on respective common formative assessments. Staff Responsible for Monitoring: Elementary and Secondary Mathematics Coordinators Funding Sources: Secondary Math Coach - Title II - \$40,827, Training Materials for Leadership Meetings - Title II - \$1,000, Contracted Professional Development - ESSER II - \$5,800, Extra Duty to Revise Curriculum Resources - Title II - \$7,804, Supplemental Teachers and Staff - Title I - \$166,273, Additional Learning Opportunities Summer School - Title I - \$100,000, Elementary District Instructional Math Coach - Title I - \$47,364, Elementary District Instructional Math Coach - Title II - \$40,827, Elementary Math Professional Learning Books - Title II - \$1,000, Elementary Math Department Professional Learning - Title II - \$2,000, Elementary Math Curriculum Writing & CFA Creation - Title II - \$1,131, Elementary Math Printing & Instructional Materials - Title II - \$2,500, Additional Learning Opportunities Summer School - ESSER II - \$1,023,340, Additional Learning Opportunities Summer School - ESSER III - \$1,897,053, Assessment Instructional Coach - Title IV - \$71,608, District Instructional Coach - State Comp Ed - \$71,696, Assessment Evaluation Specialist - ESSER III - \$105,676		Formative			Summative
		Oct	Dec	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Through collaborative meetings and onsite campus coaching, the math department will help campuses use the two interim exams as progress measures to re-evaluate their instructional strategies to improve student performance from the fall administration to the spring administration. The state exam in May will be used to compare the projected student success for all student groups between the interim measures to the May 2023 STAAR administration. Strategy's Expected Result/Impact: Show growth on respective interim assessments. Staff Responsible for Monitoring: Elementary and Secondary Mathematics Coordinators Funding Sources: Substitute Cost for Secondary Leadership Meetings (4 levels, twice a year) - Title II - \$8,248, Elementary District Instructional Math Coach - Title I - \$47,368, Elementary District Instructional Math Coach - Title II - \$40,827, Elementary Math Professional Learning Books - Title II - \$1,000, Elementary Math Department Professional Learning - Title II - \$2,000, Elementary Math Curriculum Writing & CFA Creation - Title II - \$1,131, Elementary Math Printing & Instructional Materials - Title II - \$2,500, Assessment Instructional Materials - ESSER III - \$82,104		Formative			Summative
		Oct	Dec	Mar	June
		N/A			
 No Progress  Accomplished  Continue/Modify  Discontinue					

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 6: To meet or exceed our 2022-2023 goals of a 5% increase on the 8th grade U.S. History STAAR and 11th grade EOC STAAR at the Meets scores level. The categories of focus will be for: All Students, Economically Disadvantaged, and Emergent Bilinguals.

Evaluation Data Sources: Common Formative Assessments
8th Grade U.S. History Interim Assessment
8th Grade STAAR
11th Grade U.S. History Interim Assessment
11th Grade STAAR

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: We will continue the same goals with increased rigor and relevance in instruction.

Strategy 1 Details		Reviews			
Strategy 1: Instructional guidance will be conducted with 5th and 6th grade Social Studies teachers with the goal of vertically aligning the skills to be mastered at both 7th and 8th grade. 7th and 8th grade teachers will receive campus targeted instruction directed at meeting the established goals for 2022-2023. Strategy's Expected Result/Impact: Growth in the 7th and 8th Grade Common Formative Assessment. Staff Responsible for Monitoring: Social Studies Coordinator Funding Sources: SS Instructional Coach - State Comp Ed - \$66,725, SS Common Formative Assessment - Title II - \$3,750, SS Curriculum Development - Title II - \$3,750, SS Instructional Materials - Title II - \$5,500		Formative			Summative
		Oct	Dec	Mar	June
		No Progress	Accomplished	Continue/Modify	Discontinue

Goal 1: Student Achievement and Post-Secondary Success

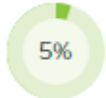







CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 7: To exceed our Masters scores from the 2021-2022 by 3% on the 8th grade U.S. History STAAR and 11th grade EOC STAAR assessment.

Evaluation Data Sources: Common Formative Assessments
8th Grade U.S. History Interim Assessment
8th Grade STAAR
11th Grade U.S. History Interim Assessment
11th Grade STAAR

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: Increase rigor of instruction with more examples of New STAAR Item types with that properly align with the verb/skill in TEKS.

Strategy 1 Details		Reviews			
Strategy 1: All 7th and 8th Grade Honors teachers will receive continued support with aligning curriculum designed to prepare students for success at the Honors level and their eventual success in future AP courses. Strategy's Expected Result/Impact: Growth in the 7th and 8th grade Common Formative Assessments. Staff Responsible for Monitoring: Social Studies Coordinator Funding Sources: SS Common Formative Assessment - Title II - \$3,750, SS Curriculum Development - Title II - \$3,750, SS Instructional Materials - Title II - \$5,500		Formative			Summative
		Oct	Dec	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

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 8: To exceed our Masters scores from the 2021-2022 by 3% on the 8th grade Science & Biology STAAR assessment.

- Evaluation Data Sources: Common Formative Assessments
- 8th Grade Science & Biology Interim Assessment
- 8th Grade Science & Biology STAAR
- Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
<p>Strategy 1: All 7th and 8th Grade Science and Biology Honors teachers will receive continued support aligning curriculum designed to prepare students for success at the Honors level and their eventual success in future AP courses.</p> <p>Strategy's Expected Result/Impact: Growth in the 7th and 8th grade and Biology Common Formative Assessments.</p> <p>Staff Responsible for Monitoring: Science Coordinator</p> <p>Problem Statements: Student Achievement 4</p> <p>Funding Sources: Assessment Writing, Instructional Materials - Title II - \$1,532.50, Science Instructional Coaches - State Comp Ed - \$71,296.50, District Instructional Science Coach - Title IV - \$44,165.50</p>				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 8 Problem Statements:

Student Achievement
<p>Problem Statement 4:</p> <p>There is a need to increase approaches, meets, and master's performance on STAAR 3-8 Math, STAAR 5 & 8 Science, STAAR 8 Social Studies and end-of-course exams while closing the achievement gap in the economically disadvantaged group due to the learning loss resulting from COVID-19. Root Cause: Learning loss from Covid-19.</p>

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.




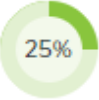
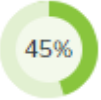






Performance Objective 9: To exceed our 2021-2022 performance at the Meets passing standard by 3% in grades 5th, 8th and Biology for Emergent Bilinguals and Special Education students.

Evaluation Data Sources: Common Formative Assessments

5th Grade, 8th Grade, Biology Interim Assessments

5th Grade STAAR, 8th Grade STAAR, Biology EOC

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide in person and virtual professional learning opportunities for all science teachers. During each of these professional learning opportunities, instructional emphasis will be placed on grade level priority standards, the 5E Instructional Model, and best practices to support English Learners and Special Education students. Strategy's Expected Result/Impact: Increase in student assessment results. Staff Responsible for Monitoring: Science Coordinator Problem Statements: Student Achievement 4 Funding Sources: Science Instructional Coaches - State Comp Ed - \$71,296, Science Instructional Coaches - Title I - \$88,551, Science Instructional Coaches, Substitutes, Instructional Materials, Professional Learning Travel - Title II - \$148,794, District Science Instructional Coach - Title IV - \$44,165.50	Formative			Summative
	Oct	Dec	Mar	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Provide advanced learning structures by exposing students to extended learning opportunities through a Robotic program. Strategy's Expected Result/Impact: More students are exposed to hands on learning techniques in the field of science and technology. Staff Responsible for Monitoring: Science Coordinator Problem Statements: Student Achievement 4 Funding Sources: Robotics Instructional Coach - Title II - \$47,320	Formative			Summative
	Oct	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 9 Problem Statements:

Student Achievement

Problem Statement 4:

There is a need to increase approaches, meets, and master's performance on STAAR 3-8 Math, STAAR 5 & 8 Science, STAAR 8 Social Studies and end-of-course exams while closing the achievement gap in the economically disadvantaged group due to the learning loss resulting from COVID-19. Root Cause: Learning loss from Covid-19.
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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 10: Increase the percentage of graduates that are college, career, or military ready (CCMR) from 65% to 69% by August 2023.

High Priority

HB3 Goal

Evaluation Data Sources: OnPoint Data Suite

Naviance College & Career for Students

College Board K-12

AP Scores

Assessments

TEA Verifier and Tracker




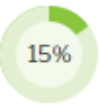


HB 3 Performance Measures




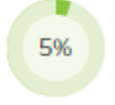
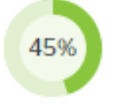



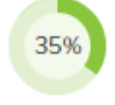

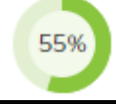





College Board and ACT Data Reports








On Point Data Early Warning Reports

Lone Star College-Montgomery Enrollment Data

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Graduates who meet Texas Success Initiative (TSI) criteria in both Math and English, Language Arts & Reading (ELAR) will increase from 40% to 45% by June 2023. Strategy's Expected Result/Impact: Yearly Targeted Goal Met. Staff Responsible for Monitoring: College Readiness Coordinator ELA Coordinator Math Coordinator	Formative			Summative
	Oct	Dec	Mar	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Graduates who earn an industry-based certification will increase from 25% to 27% by August 2023. Strategy's Expected Result/Impact: Yearly Targeted Goal Met. Staff Responsible for Monitoring: CTE Director/CTE Coordinator	Formative			Summative
	Oct	Dec	Mar	June
		N/A		

Strategy 3 Details	Reviews			
Strategy 3: The number of Economically Disadvantaged graduates who meet CCMR will increase from 47% to 57% by June 2023. Strategy's Expected Result/Impact: Yearly Targeted Goal Met. Staff Responsible for Monitoring: CTE Director/CTE Coordinator/College Readiness Coordinator	Formative			Summative
	Oct	Dec	Mar	June
	N/A			
Strategy 4 Details	Reviews			
Strategy 4: Provide all junior high 8th grade English and Math teachers instructional support for PSAT 8-9 in September 2022. Campuses will communicate the benefits of PSAT 8-9 to parents and students. Strategy's Expected Result/Impact: Increase high school readiness in Evidence-Based Reading & Writing (EBRW) and Math on the PSAT 8-9 from 37% to 40% Staff Responsible for Monitoring: College Readiness Coordinator	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Provide classroom practice and instructional support to all students in grade 10 for the October PSAT/NMSQT assessment. Strategy's Expected Result/Impact: Increase the percentage of students eligible to enroll in dual credit courses with PSAT scores from 36% to 40%. Staff Responsible for Monitoring: College Readiness Coordinator	Formative			Summative
	Oct	Dec	Mar	June
	N/A			
Strategy 6 Details	Reviews			
Strategy 6: Utilize the AP Potential Report in annual student registration meeting to recruit under-represented student groups for AP courses. Strategy's Expected Result/Impact: Increase in the number of 9-12 students enrolled in advanced classes by 1%. Staff Responsible for Monitoring: College Readiness Coordinator	Formative			Summative
	Oct	Dec	Mar	June
	N/A			
Strategy 7 Details	Reviews			
Strategy 7: Provide instructional support and free tutoring for all Advanced Placement students prior to exams. Strategy's Expected Result/Impact: Increase in the number of 3-4-5 AP scores by 1% Staff Responsible for Monitoring: College Readiness Coordinator	Formative			Summative
	Oct	Dec	Mar	June
	N/A			

Strategy 8 Details	Reviews			
Strategy 8: Create a district process to fund dual credit fees for economically disadvantaged students. Strategy's Expected Result/Impact: Increase dual credit participation for economically disadvantaged students by 1%. Staff Responsible for Monitoring: College Readiness Coordinator Equity Plan	Formative			Summative
	Oct	Dec	Mar	June
	N/A			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				











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 11: Increase CTE programs of study completers from 25% to 37%

Evaluation Data Sources: CLNA (Every 2 years) Current Data 2019-2022

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Align Certifications to Programs of Study, courses, and Scope and Sequences. Alignment to include a review of Version 2 and 3 Industry Based Certification list and curriculum/software used. Strategy's Expected Result/Impact: Increase exposure to certification content for students. Staff Responsible for Monitoring: CTE Director/ CTE Coordinator	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Instructional Guidance, support and training on certifications and strategies to increase student learning. The training will include conferences, peer-teacher and district staff. Strategy's Expected Result/Impact: Increase teacher understanding of certification requirements and expanded student learning. Staff Responsible for Monitoring: CTE Director/ CTE Coordinator	Formative			Summative
	Oct	Dec	Mar	June
	N/A	N/A		
Strategy 3 Details	Reviews			
Strategy 3: Provide industry standard hardware and software and equipment on all campuses. Strategy's Expected Result/Impact: Increase in student mastery demonstrated. Staff Responsible for Monitoring: CTE Director/ CTE Coordinator	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Continue building capacity of CTE Pathways/Programs of Study among teachers, counselors, and administrators, relating to concentrators and completers as analyzed by Perkins CLNA. Strategy's Expected Result/Impact: Increased knowledge and Completers Student Status across 9th - 12th grade. Staff Responsible for Monitoring: CTE Director/ CTE Coordinator	Formative			Summative
	Oct	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

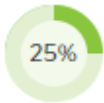

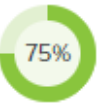

Goal 1: Student Achievement and Post-Secondary Success









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 12: The 2023 drop out rate will be less than 2% for all students in 7th through 12th grades. This includes all 7 race/ethnic groups, Special Education, Homeless, Migrant, Foster Care, and EB students.

Evaluation Data Sources: TAPR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Supporting the implementation and organization of extra curricular athletic programs throughout 7 - 12 grade campuses will decrease student dropouts. Strategy's Expected Result/Impact: Robust and competitive 7-12 athletic programs foster a sense of belonging among students who participate in them and are more likely to maintain regular attendance and participation in school; thus, facilitating the reduction of the district's overall dropout rate. Staff Responsible for Monitoring: Athletic Director & Athletic Specialist Funding Sources: Athletic Specialist Salary - ESSER III - \$47,776.50	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Secondary Campuses will receive monthly dropout reports from the office of the Dropout Prevention Department.</p> <p>Explanation of "School Start Window": it is the timeframe that returning students have to report back to school. It extends from first day of school in August, until the last Friday in September.</p> <p>Any returning student not enrolled, nor attending any other school, or be enrolled in a homeschool program, by Friday, September 30th, 2022 is considered a dropout for the 2021-2022 school year.</p> <p>Campuses will receive weekly dropout reports, as well as guidance and support from the Director for Dropout Prevention to reduce their campuses' dropout rates for the 2021-2022 school year. AP's and Social Services Liaisons for dropout prevention will collaborate in dropout recovery efforts.</p> <p>After 9/30/22 campuses will receive monthly dropout reports, analysis and assistance from the Dropout Prevention Team to encourage dropouts to return to school, wherever they might be. Also, the dropout department will assist campuses to figure out ways to clear reported dropouts who might not be "real" dropouts. Recovery efforts continue until final submission to TEA which is around mid-January of 2023.</p> <p>After last Friday in September, the dropout prevention efforts alternate between dropout recovery efforts for the 2021-2022 school year, and the dropout prevention efforts for the 2022-2023 school year. Dropout reduction [TEC 11.252(a)(3)(C)]</p> <p>Strategy's Expected Result/Impact: The 2021-2022 (2022), and 2022-2023 (2023) drop out rates will be less than 2% for all students in 7th through 12th grades, in both years. This includes all 7 race/ethnic groups, Special Education, Homeless, Migrant, Foster Care, and EB students.</p> <p>Staff Responsible for Monitoring: Director of Community Outreach and Dropout Prevention</p>	Formative			Summative
	Oct	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 13: High School - Dropout Prevention measures increases CISD graduation rate.

The best of the 4-year, 5-year or 6-year State Graduation rates is used for Domain I: All students, 7 race/ethnic groups, SpEd, and EB. The best of these graduation rates for the 2020 graduates was the 5-year rate at 97.3%.

Goal for 2021 graduates: The best of the 3 rates will increase from 97.4% to 97.5%. HB 3 Texas Consolidated State Plan and ESEA Section 1111(c)(4)(A): Graduation Rate, and Dropout reduction [TEC 11.252(a)(3)9C)]

Evaluation Data Sources: TAPR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Closely monitor age of regular education and special education of Calendar N students who are "continuers" (still enrolled pursuing 5 or 6th year graduation) to get positive non-dropout outcomes before aging out, 21, and 22 years of age respectively.. Strategy's Expected Result/Impact: Every student when coded calendar N generates an automated email which is send directly to Latanza Gaddis, Social Services Liaison for Dropout Prevention, housed at Washington HS Alltenative Academic HS. Staff Responsible for Monitoring: Rod Chaves and Latanza Gaddis, Social Services Liaison for dropout prevention	N/A	N/A	N/A	
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				









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: Develop a district-wide system to evaluate effective utilization of funds/resources appropriated to staffing needs and increasing the performance of student sub populations.

Evaluation Data Sources: Audit Report
Financial Accountability Rating System of Texas (FIRST) Report
Education Resource Group (ERG) ranking
Texas Smart Schools Rating

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Maintain high academic results in a cost-effective manner. Strategy's Expected Result/Impact: Develop and adopt fiscally responsible budget to meet Board and instructional goals. Staff Responsible for Monitoring: Chief Financial Officer Funding Sources: Indirect Costs Maintain Services to Students - ESSER II - \$1,940,270, Indirect Costs Maintain Services to Students - ESSER III - \$8,051,974	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide essential positions needed to accommodate growth in student population and to address unique campus needs. Strategy's Expected Result/Impact: Provide the necessary resources to allow the District to recruit and hire the most qualified candidates. Staff Responsible for Monitoring: Chief Financial Officer Funding Sources: Federal Programs Compliance Support - Title II - \$28,091, ESSER Grant Compliance Support - ESSER III - \$95,147, Federal Programs Compliance Support - Title I - \$277,694, Elementary Administrative Support - ESSER II - \$35,000	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Provide financial support for integration of technology in instructional and administrative programs. Strategy's Expected Result/Impact: Instructional technology integration will increase student outcomes on local and state assessments. Staff Responsible for Monitoring: Chief Financial Officer, Director of Instructional Technology	Formative			Summative
	Oct	Dec	Mar	June
	 40%	 65%	 95%	 100%
<div><div>0% No Progress</div><div>100% Accomplished</div><div>Continue/Modify</div><div>Discontinue</div></div>				












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: Continue to analyze, research and investigate current and future facility needs.

Evaluation Data Sources: Population and Survey Analyst (PASA) Study

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Continued engagement with the Long-Range Planning Committee and our community as a whole to educate the community regarding future facility needs. Strategy's Expected Result/Impact: Engage community through virtual and in-person meetings that complement the planning committee's process. Staff Responsible for Monitoring: Assistant Superintendent of Operations, Chief Financial Officer	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Continued study of current student locations, potential growth based on new housing trends occurring within the district, student relocation patterns throughout the District, and economic factors which are unique to the District. Strategy's Expected Result/Impact: Evaluate the ability to accommodate growth within our existing facilities and plan for future facility needs based on enrollment trends. Staff Responsible for Monitoring: Assistant Superintendent of Operations, Chief Financial Officer	Formative			Summative
	Oct	Dec	Mar	June
	N/A			
 No Progress  Accomplished  Continue/Modify  Discontinue				

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: Implement a plan to attract and retain highly effective teachers to work at hard to staff campuses.

Evaluation Data Sources: TAPR reports









Social Media engagement data






Job Fair registration data

Position Control spreadsheets

Frontline Vacancy reports

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Revised 7/19/23: Utilize all available resources, including colleges, universities, regional education service centers, education-related professional organizations, job fairs, TEA certification pathways, alternative certification programs, and in-house recruitment of degreed paraprofessionals to recruit quality, diverse applicant pools, particularly in identified shortage areas and for high need campuses in accordance with DBA Legal, DC Legal, DC Local, and Title II Requirements. Strategy's Expected Result/Impact: Build/enhance partnerships with said resources to recruit quality, diverse applicant pools, particularly in identified shortage areas and for high needs campuses. Staff Responsible for Monitoring: Director of HR, Asst. Dir. HR, HR Coordinator, Recruiter Funding Sources: Retention Stipend - ESSER II - \$1,928,254, HR Recruitment Strategies - Title I - \$44,658, HR Recruitment Strategies - Title II - \$40,000	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Continue to enhance the use of technology, including Indeed, Linked In, Facebook, Twitter, virtual job fair platforms, and electronic job boards, to attract and source quality applicants in an efficient and effective manner. Strategy's Expected Result/Impact: Utilize all electronic resources to attract and source quality applicants in an efficient and effective manner. Staff Responsible for Monitoring: Director of HR, Asst. Dir. HR, HR Coordinator, Recruiter	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: 7/19/23: Recruit qualified peace officers and/or security personnel by developing and advertising job descriptions of the duties of peace officers and/or security personnel, as determined by the Board, and identified in Local CKE and CKEA. Strategy's Expected Result/Impact: Attract and retain highly qualified peace officers and/or security personnel. Staff Responsible for Monitoring: Director of HR, Asst. Dir. HR, HR Coordinator, Recruiter		Formative			Summative
		Oct	Dec	Mar	June
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Goal 3: Recruitment, Development, and Retention of Staff

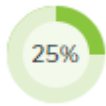

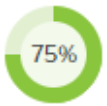



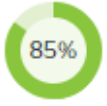


CISD will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students.

Performance Objective 2: Implement a professional learning plan focused on the diverse needs of staff.

Evaluation Data Sources: Novice Teacher PD checklist
Staff Retention data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue with Strategy 1.

Strategy 1 Details	Reviews			
Strategy 1: To ensure novice teachers who are in 0-1 years are provided with professional learning opportunities and support. Strategy's Expected Result/Impact: Teachers will complete requirements for the Novice Teacher Academy and be supported by a mentoring teacher. Staff Responsible for Monitoring: Coordinator of Gifted, Professional Programs and Mentorships Problem Statements: Student Achievement 4 Funding Sources: Professional Development: Intro to CISD - ESSER II - \$650,000, Novice Teacher Academy Staff Development - Title II - \$20,000	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide additional support to targeted campus administrators with special emphasis on novice principals, 0-3 years, related to hiring practices, employee growth, and employee performance. Strategy's Expected Result/Impact: Campus administrators will have the ability to hire more effective teachers and identify, support, and document staff performance concerns to improve instruction and campus performance. Staff Responsible for Monitoring: Director of HR, Asst. Dir. HR, HR Coordinator	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: 7/19/23: Assist paraprofessionals to meet certification requirements and/or highly qualified requirements through assessment and acquisition of the TEA Educator Aide certification, access to quality professional development and hosting Grow Our Own events to educate and support paraprofessionals on acquisition of a bachelor's degree. Strategy's Expected Result/Impact: Increase quality, diverse applicant pools, particularly in identified shortage areas and for high needs campuses, in accordance with DBA Legal, DC Legal, DC Local, and Title II Requirements. Staff Responsible for Monitoring: Director of HR, Asst. Dir. HR, HR Coordinator, Recruiters	Formative			Summative
	Oct	Dec	Mar	June
	N/A	N/A	N/A	



No Progress



Accomplished



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Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 4:

There is a need to increase approaches, meets, and master's performance on STAAR 3-8 Math, STAAR 5 & 8 Science, STAAR 8 Social Studies and end-of-course exams while closing the achievement gap in the economically disadvantaged group due to the learning loss resulting from COVID-19. **Root Cause:** Learning loss from Covid-19.

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 3: Implement a plan to retain highly effective staff.













Evaluation Data Sources: Staff Retention data

TAPR Reports

Position Control spreadsheets

Frontline Vacancy reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Retain novice teachers (0-1 years of experience) at a rate of 90% or above. Strategy's Expected Result/Impact: Identify trends over time and assess each campus' effectiveness in retaining novice teachers. Staff Responsible for Monitoring: Director of HR, Asst. Dir. HR, HR Coordinator, Recruiter	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide screening assistance with administrator applicants to support campus efforts to recruit diverse leadership with the intended result of increasing the percentage of Hispanic Administrators by up to 1%. Strategy's Expected Result/Impact: Increase the percentage of Hispanic Administrators by up to 1%. Staff Responsible for Monitoring: Director of HR, Asst. Dir. HR, HR Coordinator, Recruiter Funding Sources: Implement Early Hiring for Qualified Staff - ESSER III - \$4,863,380	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Build the capacity of current and potential future leaders by providing research based training opportunities that address effective leadership practices. Strategy's Expected Result/Impact: Create a pipeline of future leaders. Staff Responsible for Monitoring: Directors of School Improvement	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 4 Details		Reviews			
Strategy 4: 5/13/23: Retain highly qualified educators by engaging in meaningful consultation and examining relevant data to understand educators' most pressing needs, including potential root causes, through hiring surveys, review of informal complaints/concerns and exit surveys as required by ESEA section 2102 (d)(3) and 2102(b)(3). Strategy's Expected Result/Impact: Retain more highly qualified teachers by developing systems/solutions to address educators' most pressing needs. Staff Responsible for Monitoring: Director of HR, Asst. Dir. HR, HR Coordinator, Recruiter		Formative			Summative
		Oct	Dec	Mar	June
		N/A	N/A	N/A	➔
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>➔ Continue/Modify</div> <div>✗ Discontinue</div> </div>					













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: Provide staff development for school leadership addressing the diversity and unique needs of students.

Evaluation Data Sources: Eduphoria Credit for staff development
Attendance Rosters

Summative Evaluation: Exceeded Objective

Strategy 1 Details		Reviews			
Strategy 1: Provide professional learning opportunities for clinic assistants to improve their knowledge and skills to assist the school nurse in caring for students. Strategy's Expected Result/Impact: School nurses will be provided trained support personnel to care for students as evidenced by at least 75% of clinic assistants attending at least one learning opportunity. Staff Responsible for Monitoring: Principals, Director of Health Services, Professional Health Services Specialist Funding Sources: Extra Duty/Substitute Pay - Title IV - \$1,590		Formative			Summative
		Oct	Dec	Mar	June
					
Strategy 2 Details		Reviews			
Strategy 2: Continue to provide enhanced professional learning opportunities for nursing staff to ensure nurses are prepared to provide safe and effective care to all students. Strategy's Expected Result/Impact: Students will be provided with safe and effective nursing care to meet their individual needs as evidenced by 100% of school nurses attending at least two professional learning opportunities this school year. Staff Responsible for Monitoring: Principals, Director of Health Services, Professional Health Services Specialist Funding Sources: Extra Duty/Substitute Pay Health Services - Title IV - \$26,050, Supplies/Reference Books Health Services - Title IV - \$13,495, Professional Dues Health Services - Title II - \$12,601, Supplies/Resources Health Services - Title II - \$2,399		Formative			Summative
		Oct	Dec	Mar	June
					
 No Progress		 Accomplished		 Continue/Modify	
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Goal 4: Safe and Collaborative School Culture









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Performance Objective 2: Implement active outreach to families of every student providing two way communication at least annually through surveys, participation in school decision making committees, and/or parent forums. Part A- English Language Acquisition, Language Enhancement, and Academic Achievement Act SEC. 3101. [20 U.S.C. 6811]

Evaluation Data Sources: Document parent attendance/participation to events, and forums. Count the number of parents who returned surveys, participated in committees, for example in rezoning of school committees.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide a connection between student, home, school, and community to ensure families new to the country are able to access school and community resources. Strategy's Expected Result/Impact: Decrease dropout rate of Newcomers and other LEP students Staff Responsible for Monitoring: Director Dropout Prevention Problem Statements: Student Achievement 3	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Hold meetings in Spanish with immigrant parents to explain the educational system in CISD and outline attendance and academic expectations. Also, introduce them to school and community resources. These meetings will be held four times a year (2 each semester) at Conroe High School. Two more meetings (each semester) in South County at the New Jett Center ballroom, one in Fall (9/9/22) the second one in the Spring. A third meeting in south county is scheduled at McCullough JH in the Fall 22. Strategy's Expected Result/Impact: Parents will be active participants in the education of their immigrant children. Staff Responsible for Monitoring: Director Community Outreach and Dropout Prevention.	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Interview Newcomers identified as SIFE (Students with Interrupted Formal Education) to offer Newcomers Program for SIFE students at WHS. Also, make them aware of community resources. Strategy's Expected Result/Impact: Prevents SIFE Newcomers from Dropping out. Staff Responsible for Monitoring: Director Community Outreach and Dropout Prevention	Formative			Summative
	Oct	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 3: In the 2022-2023 school year 34% of first grade students are unable to read at grade level. Root Cause: Lack of embedded professional development opportunities to assist teacher in providing interventions to students with significant gaps in foundational literacy skills.

Goal 4: Safe and Collaborative School Culture

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Performance Objective 3: To increase economically disadvantaged students within GT to mirror the district's demographic within 3% of overall sub-populations.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Utilize alternative evaluations for gifted identification that is non-bias. Strategy's Expected Result/Impact: To increase economically disadvantaged students within GT to mirror the district's demographic within 3% of overall sub-populations. Staff Responsible for Monitoring: Coordinator of Gifted Programs, Professional Programs, and Mentorships Problem Statements: Student Achievement 4	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase enrichment pull-out programs and professional learning opportunities for campuses that are under-identified in the Gifted Programs. Strategy's Expected Result/Impact: To increase economically disadvantaged students within GT to mirror the district's demographic within 3% of overall sub-populations. Staff Responsible for Monitoring: Coordinator of Gifted Programs, Professional Programs, and Mentorships Problem Statements: Student Achievement 4	Formative			Summative
	Oct	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 4: There is a need to increase approaches, meets, and master's performance on STAAR 3-8 Math, STAAR 5 & 8 Science, STAAR 8 Social Studies and end-of-course exams while closing the achievement gap in the economically disadvantaged group due to the learning loss resulting from COVID-19. Root Cause: Learning loss from Covid-19.









Goal 4: Safe and Collaborative School Culture

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Performance Objective 4: Implement Safe Schools Plan.

Evaluation Data Sources: Transportation Tracking Report
Nurse Clinic Assessments and Evaluations

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement procedures and systems to improve the preparedness and response efforts of the school district. Strategy's Expected Result/Impact: Students will be provided a safe learning environment. Staff Responsible for Monitoring: Director of Health Services, Director of Transportation, Assistant Director of Transportation Funding Sources: Professional Nursing and Clinical Staff - ESSER III - \$459,666, Professional Nursing and Clinical Staff - ESSER II - \$33,600, Transportation Tracking System - ESSER III - \$840,000, Health Services Clinical Staff and Indirect Costs - ESSER III - \$5,469,500	Formative			Summative
	Oct	Dec	Mar	June
				
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Goal 4: Safe and Collaborative School Culture

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Performance Objective 5: Increase quality instructional time by decreasing the incidents of students removed from the classroom for ISS, OSS, and/or DAEP

Evaluation Data Sources: District Out of Placement Rates
Professional Learning Agendas/Presentation

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Continued training and support for campus leaders to strengthen campus-wide support, alternatives to out of placement, and problem-solving teams. Strategy's Expected Result/Impact: Removal rates for African American students will be proportionate to other district student groups. Staff Responsible for Monitoring: Director of Student Support Services Results Driven Accountability - Equity Plan Funding Sources: Professional Learning - Title II - \$10,000				
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: Examine and implement educational resources (BASE Education, Mental Health Specialist support) to provide information and awareness on substance use and utilize as a preventative and as an intervention to decrease repetitive visits to ISS, OSS, and DAEP. Strategy's Expected Result/Impact: Decrease repeated placements of students in ISS, OSS, and DAEP. Staff Responsible for Monitoring: Coordinator of Guidance & Counseling Director of Student Support Services Funding Sources: Professional Learning Counseling - Title IV - \$8,000, Professional Learning Counseling - Title II - \$3,000		N/A		
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

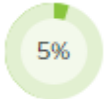



Goal 4: Safe and Collaborative School Culture







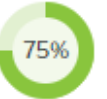





CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication 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 6: Establish Multi-Tiered Systems of Supports to address schoolwide, classroom and student specific concerns and monitor fidelity of implementation on campuses.

Evaluation Data Sources: Branching Minds Campus Reports
Branching Minds Professional Learning Agendas, Presentations and attendance.
Foundations Implementation Rubrics
Problem-solving Teams
Social Emotional Learning Playbook - training and support

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
<p>Strategy 1: Continue supporting systems that proactively integrate social emotional learning to support student academic and personal growth.</p> <p>Strategy's Expected Result/Impact: Schools establish and implement a plan aligned to schoolwide systems to support students' academic, behavioral and emotional success.</p> <p>Staff Responsible for Monitoring: Director of Student Support Services</p> <p>Funding Sources: Student Support Instructional Coaches - Title I - \$172,688, Professional Learning - Title II - \$25,000, Social Emotional Learning/Foundations - Extra Duty - Title IV - \$20,000</p>				













Strategy 2 Details	Reviews			
Strategy 2: Support and monitor the implementation of Positive Behavior Interventions & Supports at the Schoolwide, Classroom and individual student level. Strategy's Expected Result/Impact: School Foundations processes in writing Observations Professional Learning in all areas New Teacher Support and Professional Learning Professional learning for administrators and Counselors. Decrease in out of placement and referrals Staff Responsible for Monitoring: Director of Student Support Services Funding Sources: Student Support Instructional Coaches - - State Comp Ed - \$179,573, Title IV - Title IV - \$60,000	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Support campuses in analyzing the implementation and success of interventions by monitoring student plans as well as the overall fidelity of interventions on campus. Strategy's Expected Result/Impact: Increase of Branching Minds on Campus Completion of Student Plans for academic and behavioral interventions. Branching Minds Intervention usage indicates recommended research-based interventions and supports are implemented. Monitor the movement of students support (Tier I, Tier II, Tier III.) Staff Responsible for Monitoring: Director of Student Support Services. Funding Sources: Intervention Tracking to Support and Identify At-Risk Students Professional Learning Branching Minds - Title IV - \$20,000, Student Support Services Instructional Coach - ESSER III - \$112,579, Professional Learning - Title II - \$10,000	Formative			Summative
	Oct	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				













Goal 4: Safe and Collaborative School Culture

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Performance Objective 7: Create multiple opportunities for families/community stakeholders to provide feedback regarding district and campus communication, improve campus climate and identify barriers to parent engagement.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide communications regarding District initiatives, programs, meetings, activities, operations, and leadership within and among all departments and schools through a variety of media. This includes the CISD website, newsletters, email announcements, campus/District meetings, newspaper, radio, television, and social media. Strategy's Expected Result/Impact: Increased knowledge about the District and its programs; increased engagement Staff Responsible for Monitoring: Director of Communications	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Title I campuses will provide CIPs, Family Engagement Policy, and parent notices to parents in English and Spanish. Strategy's Expected Result/Impact: Increased parental engagement Staff Responsible for Monitoring: Director of Communications	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Conroe ISD will involve stakeholders in determining programs and activities needed to address the learning needs of students, staff, and community. Strategy's Expected Result/Impact: Increased stakeholder engagement and program/activity participation Staff Responsible for Monitoring: Director of Communications	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: To the extent possible, the district will make all communications, regardless of the medium, relating to student safety available in both English and Spanish. Strategy's Expected Result/Impact: Increased knowledge about the District and its programs; increased engagement Staff Responsible for Monitoring: Director of Communications	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Elicit comments, suggestions, and questions from parents/families/communities/businesses through CISD website, social media, and e-mail. Strategy's Expected Result/Impact: Increased engagement Staff Responsible for Monitoring: Director of Communications	Formative			Summative
	Oct	Dec	Mar	June
				
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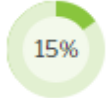

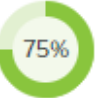

Goal 4: Safe and Collaborative School Culture










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 8: Provide support to students, families and staff to address substance use awareness, bullying and violence prevention, mental health awareness and suicide prevention and intervention.

Evaluation Data Sources: Participation
Presentations
Agendas
Feedback Surveys and Exit Tickets

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Facilitate and encourage participation in community presentations, outside speakers, parent panels, training for suicide prevention and intervention and substance use prevention/intervention/awareness. Strategy's Expected Result/Impact: Increase participation - attendance Increase community partnerships Staff Responsible for Monitoring: Coordinator of Guidance & Counseling Director of Student Support Services Funding Sources: Speakers and Community Events Counseling - Title IV - \$54,000	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Continue the partnership and collaboration with community stakeholders and mental health providers to help provide support for families and students through connections of mental health resources. Strategy's Expected Result/Impact: Improved access to mental health services as measured by the number of students accessing services. (Yes2Youth, Tri-County, T-CHAT, Community Resource Fair, Wellness Fair) Staff Responsible for Monitoring: Coordinator of Guidance & Counseling Director of Student Support Services Funding Sources: Crisis Intervention Specialist - State Comp Ed - \$94,601	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Develop opportunities to inform parents/guardians on a variety of social and emotional health issues. This includes information and prevention of 1) maltreatment and child abuse; 2) sex/human trafficking; 3) dating violence; 4) suicide, self-harm, and identifying other mental health concerns; 5) responsible use of social media, including sexting and the law; 6) alcohol, tobacco, and substance abuse, including vaping; and 7) bullying and conflict resolution. Strategy's Expected Result/Impact: Support students' social-emotional well-being, mental health, and safety by adding resources, increasing communication, and addressing mental health concerns while lowering the number of bullying incidents throughout the district. Staff Responsible for Monitoring: Director of Student Support Services	Formative			Summative
	Oct	Dec	Mar	June
	N/A			
Strategy 4 Details	Reviews			
Strategy 4: Provide professional learning to staff and students to support bullying prevention, identification, response to and reporting of bullying or bully-like behavior. The District will follow the policies of the Board of Education FFI, FDB, FFF, FFH, and FFB relating to the prevention of bullying. Procedures for reporting bullying can be found under CISD's local policy at https://pol.tasb.org/PolicyOnline/PolicyDetails?key=909&code=FFI . Strategy's Expected Result/Impact: Support students' social-emotional well-being, mental health, and safety by lowering the number of bullying incidents throughout the district. Staff Responsible for Monitoring: Director of Student Support Services	Formative			Summative
	Oct	Dec	Mar	June
	N/A	N/A		
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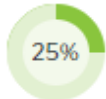

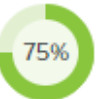

Goal 4: Safe and Collaborative School Culture









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Performance Objective 9: Provide professional learning and support for campus counselors in order to support the mental health and social and emotional well being of students.

- Evaluation Data Sources:** Presentations
Agendas
Attendance
Student Feedback/Surveys
Intervention Plan Implementation
Student Participation

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide professional learning and support for school counselors in working with students at developmentally appropriate levels to teach social and emotional skills through individual meetings, small groups and classroom guidance. Strategy's Expected Result/Impact: Increase professional growth in school counselors Decrease in behavior incidents Increase participation in Why Try, STAR/LIFT programs, Social Emotional Learning Playbook, counselor guidance lessons, and Dispute Resolution Center. Staff Responsible for Monitoring: Coordinator of Guidance & Counseling Director of Student Support Services Funding Sources: Why Try - Title IV - \$16,000, Crisis Intervention Specialist - State Comp Ed - \$92,869, Professional Learning - Title II - \$5,000	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Provide professional learning and support for school counselors and campus leadership in the Comprehensive Counseling Model. Strategy's Expected Result/Impact: Increased implementation of the Comprehensive Counseling Model as shown by counseling plans and documentation. Staff Responsible for Monitoring: Coordinator of Guidance & Counseling Director of Student Support Services. Funding Sources: Materials for Training Counseling - Title IV - \$4,000	Formative			Summative
	Oct	Dec	Mar	June
	 25%	 50%	 75%	 100%
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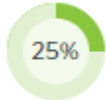







Goal 5: Effective Instruction

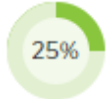







CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 1: Student access to devices and wireless. Maintain network security and cybersecurity.

Evaluation Data Sources: Obtaining devices and monitoring systems

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Replacing aging chrome books and computers as funding allows Strategy's Expected Result/Impact: Updated devices to make sure devices work with testing. Staff Responsible for Monitoring: Director of Network Services	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Establish redundant network, internet connections and generated power for key locations to limit outages. Strategy's Expected Result/Impact: Increased stability and uptime Staff Responsible for Monitoring: Director of Network Services	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Configure internal and external systems to prevent security intrusions. Strategy's Expected Result/Impact: Network security Staff Responsible for Monitoring: Director of Network Services	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 4 Details		Reviews			
Strategy 4: Cybersecurity: Scan systems for Personally identifiable information (PII) and secure or remove any findings as well as maintain internal phishing campaigns. Strategy's Expected Result/Impact: Safeguarding confidential information Staff Responsible for Monitoring: Director of Network Services		Formative			Summative
		Oct	Dec	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue


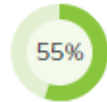





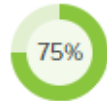

Goal 5: Effective Instruction













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: Increase the utilization of district funded digital resources and increase productivity through updated district programs and hardware.

Evaluation Data Sources: SeeSaw, Canvas, Texquest, Google Management Console, and other application usage reports.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Focus Professional Learning on how teachers can increase engagement using Learning Management Systems. Strategy's Expected Result/Impact: Students are using Canvas and Seesaw to support their learning with a 5% increase from the previous school year. Staff Responsible for Monitoring: Coordinator of Instructional Technology and Coordinator of Virtual Instruction Funding Sources: Seesaw Subscription K-2 - ESSER III - \$77,000	Formative			Summative
	Oct	Dec	Mar	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Focus Professional Learning on embedding TexQuest resources in classroom instruction. Strategy's Expected Result/Impact: Students are using TexQuest resources to access information to support their learning with a 5% growth in usage from from the previous school year. Staff Responsible for Monitoring: Coordinator of Instructional Technology and Coordinator of Virtual Instruction	Formative			Summative
	Oct	Dec	Mar	June
	N/A			
Strategy 3 Details	Reviews			
Strategy 3: Model and support technology integration in all content area classrooms. Strategy's Expected Result/Impact: Instructional Technology coaches are utilized to assist teachers in the planning and modeling of technology integration Staff Responsible for Monitoring: Instructional Technology Coordinator	Formative			Summative
	Oct	Dec	Mar	June
	N/A			

Strategy 4 Details	Reviews			
Strategy 4: Maintain and support summer school enrollment website to streamline registration process. Strategy's Expected Result/Impact: Increases communication related to summer school and reduces paperwork between parents and campus staff. Staff Responsible for Monitoring: Coordinator of Information Systems Funding Sources: Programmer - ESSER II - \$119,542	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Provide updated student devices to support instruction and assessment. Strategy's Expected Result/Impact: Student devices are prepared according to district standards for distribution to campuses. Staff Responsible for Monitoring: Coordinator of Instructional Technology Funding Sources: Student Device Technician - Title IV - \$42,634	Formative			Summative
	Oct	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				





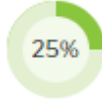







Goal 5: Effective Instruction

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 3: To meet or exceed our 2021-2022 goals of 5% increase on the STAAR assessment at the Mastery scores level in all subjects tested.

Evaluation Data Sources: Common Formative Assessments
Interim Assessments
STAAR Assessments

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide training opportunities for teachers to plan high quality research projects through the Texas Performance Standards Project (TPSP). Strategy's Expected Result/Impact: To meet or exceed our 2021-2022 goals of 5% increase on the STAAR assessment at the Mastery scores level in all subjects tested. Staff Responsible for Monitoring: Coordinator of Gifted Programs, Professional Programs, and Mentorships Problem Statements: Student Achievement 4	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide educators with effective, research-based professional learning focusing on differentiation for the gifted learner. Strategy's Expected Result/Impact: To meet or exceed our 2021-2022 goals of 5% increase on the STAAR assessment at the Mastery scores level in all subjects tested. Staff Responsible for Monitoring: Coordinator of Gifted Programs, Professional Programs, and Mentorships Problem Statements: Student Achievement 4 Funding Sources: GT District Instructional Coach - Title IV - \$92,348, GT Challenge Teachers - ESSER II - \$140,000, GT Program Support - ESSER II - \$17,500	Formative			Summative
	Oct	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 4: There is a need to increase approaches, meets, and master's performance on STAAR 3-8 Math, STAAR 5 & 8 Science, STAAR 8 Social Studies and end-of-course exams while closing the achievement gap in the economically disadvantaged group due to the learning loss resulting from COVID-19. Root Cause: Learning loss from Covid-19.









Goal 5: Effective Instruction





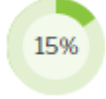







CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.













Performance Objective 4: Meet or exceed a 5% increase of Emergent Bilinguals (EBs) served in Bilingual and ESL will advance one TELPAS proficiency level over the previous year in grades 1-12.

Evaluation Data Sources: Summit K-12 Usage (select campuses)
Informal teacher observations on participation and engagement
TELPAS

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers with instructional strategies/accommodations to scaffold instruction according to the various language proficiencies and language domains. Strategy's Expected Result/Impact: Growth in percentage of EB students who progress one proficiency level on TELPAS composite rating in grades 1-12. Staff Responsible for Monitoring: Bilingual and ESL Director and Specialist Results Driven Accountability Funding Sources: Instructional Coach - Title III - \$256,200, Extra Duty Pay - Title III - \$25,000	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide professional development on the 7 Steps to an Interactive Language-Rich Classroom to support English language development of long-term EBs. Strategy's Expected Result/Impact: Growth in percentage of EB students who progress one proficiency level on TELPAS composite rating in grades 1-12. Staff Responsible for Monitoring: Bilingual and ESL Director and Specialist Results Driven Accountability Funding Sources: Staff Development Materials - Title III - \$14,559, Extra Duty Pay - Title III - \$25,000	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Provide professional development on Sheltered Instruction in the Content Areas to support English language development of newcomer EBs. Strategy's Expected Result/Impact: Growth in percentage of EB students who progress one proficiency level on TELPAS composite rating in grades 1-12. Staff Responsible for Monitoring: Bilingual and ESL Director and Specialist Results Driven Accountability Funding Sources: Contracted Services Consultant for EB - Title III - \$18,000, Instructional Materials for EB - Title III - \$10,000, Curriculum and Instruction for EB - Title IV - \$14,000	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Provide professional development on TELPAS Proficiency Level Descriptors (PLDs) and how to create targeted student language learning objectives. Strategy's Expected Result/Impact: Growth in percentage of EB students who progress one proficiency level on TELPAS composite rating in grades 1-12. Staff Responsible for Monitoring: Bilingual and ESL Director and Specialist Results Driven Accountability Funding Sources: Summer School - Title III - \$256,200	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: District instructional coach support at identified campuses focused on targeted instructional planning, use of English Language Proficiency Standards (ELPS) and familiarity with PLDs to provide students increased opportunities to develop the skills they lack in each language domain. Strategy's Expected Result/Impact: Growth in percentage of EB students who progress one proficiency level on TELPAS composite rating in grades 1-12. Staff Responsible for Monitoring: Bilingual and ESL Director and Specialist Results Driven Accountability Funding Sources: Secondary Instructional Coach - Title III IMM - \$89,100, Elementary Instructional Coach - Title III - \$256,200, Instructional Materials - Title III - \$176,900	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 6 Details	Reviews			
Strategy 6: Use of an interdisciplinary approach to teaching English language skills to EBs in the context of each area of study. Strategy's Expected Result/Impact: Growth in percentage of EB students who progress one proficiency level on TELPAS composite rating in grades 1-12. Staff Responsible for Monitoring: Bilingual and ESL Director and Specialist Results Driven Accountability Funding Sources: Summer School - Title III IMM - \$22,785	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Use of instructional technology integration to ensure EBs have multiple opportunities across content areas to practice language skills on a recording platform. Strategy's Expected Result/Impact: Growth in percentage of EB students who progress one proficiency level on TELPAS composite rating in grades 1-12. Staff Responsible for Monitoring: Bilingual and ESL Director and Specialist Results Driven Accountability Funding Sources: Curriculum and Instruction - Title III - \$105,647, Instructional Materials - Title III - \$137,036, Instructional Coach - ESSER III - \$15,540	Formative			Summative
	Oct	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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.



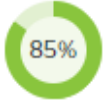





Performance Objective 5: Meet or exceed last year's results by a 5% increase of students with dyslexia on the Reading STAAR Assessments at the Meets level.

Evaluation Data Sources: STAAR Assessment, District Reading Assessments

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to strive for a 5% increase in performance for reading levels and STAAR Reading/English.

Strategy 1 Details	Reviews			
Strategy 1: Provide intensive, explicit, systematic, evidence-based reading instruction to identified at-risk students with dyslexia to increase reading levels and state assessment scores [TEC 11.252(a)(3)(B)(iv)]. Strategy's Expected Result/Impact: Students will increase reading levels on the BAS and perform 5% or better on the STAAR assessments. Staff Responsible for Monitoring: Dyslexia Coordinator Problem Statements: Student Achievement 4 Funding Sources: Supplemental Dyslexia Training - Title II - \$10,000	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Promote an understanding of Dyslexia and Related Disorders through training of multisensory instructional practices and classroom support for teachers. Strategy's Expected Result/Impact: Teachers will attend required annual dyslexia training and have the opportunity to attend additional professional learning opportunities throughout the school year. Staff Responsible for Monitoring: Dyslexia Coordinator Funding Sources: Supplemental Dyslexia Training - Title II - \$10,000	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Provide advanced training opportunities for District Reading Interventionists to become Certified Academic Language Therapists. Strategy's Expected Result/Impact: The district will increase the number of CALTs from the current one interventionist with this certification. Staff Responsible for Monitoring: Dyslexia Coordinator Funding Sources: Staff Development for Reading Interventionists - ESSER III - \$120,000	Formative			Summative
	Oct	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 4: There is a need to increase approaches, meets, and master's performance on STAAR 3-8 Math, STAAR 5 & 8 Science, STAAR 8 Social Studies and end-of-course exams while closing the achievement gap in the economically disadvantaged group due to the learning loss resulting from COVID-19. Root Cause: Learning loss from Covid-19.

Goal 5: Effective Instruction

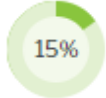

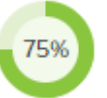

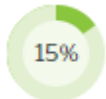



CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.













Performance Objective 6: Achieve or exceed state accountability standards for all students in all subject areas by increasing the percent of students in all student groups scoring Approaches, Meets and Masters on STAAR over the previous year.

Evaluation Data Sources: STAAR Assessment, Accountability Report

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue current strategies by adding CHS feeder to the Lead4Ward trainings, adding mini-PDs for campus staff, and adding growing leaders training. Final STAAR scores will guide these additional training topics.

Strategy 1 Details	Reviews			
Strategy 1: Special Education department will build capacity of special education teachers by providing professional development, coaching, modeling, etc. and monitor using the special education services and support tools, trained on and provided. Strategy's Expected Result/Impact: Increase grade level exposure and rigor of core content for special education students Staff Responsible for Monitoring: Curriculum and Special Education Coordinators, Director of Special Education, Special Education Task Force Funding Sources: Positions to Support Instruction - ESSER III - \$650,000	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Identify and provide professional learning for teachers in reading instruction for students with dyslexia and learning disabilities. Strategy's Expected Result/Impact: Increase exposure to proven literacy instructional strategies. Staff Responsible for Monitoring: Curriculum and Special Education Coordinators, Director of Special Education, Special Education Task Force Funding Sources: Region 4 Training- Dyslexia Center of Austin - ESSER III - \$200,000	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Special education teachers will complete Lead4Ward training for best practices in special education. Strategy's Expected Result/Impact: Increase rigor and content focus for special education student in their least restrictive environment to achieve academic growth. Staff Responsible for Monitoring: Special Education Coordinators and Director of Special Education	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Build capacity of district and campus staff by providing instructional coaching, feedback, and training to address identified areas of need. Strategy's Expected Result/Impact: Assistant Superintendent of Teaching and Learning Director of Curriculum & Instruction Staff Responsible for Monitoring: Increase in student assessment outcomes. Problem Statements: Student Achievement 3, 4 Funding Sources: SS Instructional Coach - State Comp Ed - \$52,284, SS Staff Development and Small Group Trainings - Title II - \$21,000, District Wide Staff Development SS - Title II - \$3,000, PNP Staff Development - Title II - \$16,000, PNP Teacher/Other Professional - Title I - \$218, Jim Knight IC Institute - Title II - \$34,000, Training for Content Coordinators - Contract - Title II - \$10,000, Materials for PD and Classroom Instruction - Title II - \$17,186.33, ASCD & Learning 4ward Dues - Title II - \$1,500, Lead4ward - Contract - Title II - \$20,000, Region 6 - T-TESS Training Contract - Title II - \$10,000	Formative			Summative
	Oct	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 6 Problem Statements:





Student Achievement
Problem Statement 3: In the 2022-2023 school year 34% of first grade students are unable to read at grade level. Root Cause: Lack of embedded professional development opportunities to assist teacher in providing interventions to students with significant gaps in foundational literacy skills.
Problem Statement 4: There is a need to increase approaches, meets, and master's performance on STAAR 3-8 Math, STAAR 5 & 8 Science, STAAR 8 Social Studies and end-of-course exams while closing the achievement gap in the economically disadvantaged group due to the learning loss resulting from COVID-19. Root Cause: Learning loss from Covid-19.









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 7: Develop/implement district leadership trainings that address the knowledge, skills, and practices needed for teachers to be successful in PreK - 12 classrooms.

- Evaluation Data Sources:** District Staff Development Trainings
STAAR Data
- Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: The Early Childhood Instructional Coach will provide on the job support that focuses on the development of specific early childhood education knowledge, skills and practices for PreK teachers to meet the teacher qualification requirements as per the High-quality Prekindergarten Program.</p> <p>Strategy's Expected Result/Impact: Teachers will work collaboratively with the Early Childhood Department to ensure they are working toward the goal of 150 coaching and professional development hours over a span of five years. These hours can be obtained through CISD professional learning and coaching hours as well as external early childhood specific professional learning.</p> <p>Staff Responsible for Monitoring: Director of C&I, Early Childhood Coordinator, Early Childhood Specialist, Early Childhood Coaches</p> <p>Funding Sources: Early Childhood Staff Development and Materials - Title II - \$6,000, Materials for PD & Classroom Instruction - Title II - \$12,186.33</p>	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Provide job embedded professional learning to address required TEKS for each grade level and content area. Strategy's Expected Result/Impact: District Comprehensive Professional Learning Plan with over 1,000 opportunities is provided throughout the school year. District and campus Instructional Coaches provide the job embedded PD. Staff Responsible for Monitoring: Assistant Superintendent of T & L, Director of C&I, Content Coordinators and Specialists, District Instructional Coaches Problem Statements: Student Achievement 3 Funding Sources: Staff Development Administrative Assistants - Title II - \$68,752, Stipends for Reading Academy and Intro to CISD Participants - Title II - \$34,500, Staff Development Administrative Assistant - ESSER III - \$73,116 , Contracted Services, books and supplies for professional learning - Title II - \$118,762, Attend PD to support content learning - Title II - \$2,114, SBRC substitute teachers - Title II - \$4,124, LOTE teacher training, resources, PD - Title II - \$10,000, Book Study & PD Books - Title II - \$35,000, Materials for PD - Title II - \$12,186.33, Subs for PD - Title II - \$2,062, Extra Duty - Intro to CISD - Title II - \$50,895, Marzano Resources Ethical Test Prep PD - Title II - \$10,000, T&L Assistant Sup & Director Campus Support Travel - Title II - \$3,750, Staff Development Opportunities - Title II - \$37,537		Formative			Summative
		Oct	Dec	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Provide enrichment activities for students as an integral part of well-rounded student experiences though Fine arts and continue to train teachers on effective strategies to best implement the TEKS. Strategy's Expected Result/Impact: Increase alignment between fine arts content connections through enrichment activities and job-embedded professional learning for Fine arts teachers on effective strategies to best implement the TEKS. Staff Responsible for Monitoring: Director of Fine Arts, Fine Arts Specialist Problem Statements: Student Achievement 4 - Parent and Community Engagement 1 Funding Sources: Fine Arts Staff Development - Title II - \$25,000, Fine Arts Specialist - Title IV - \$69,405, Fine Arts Staff Development - Title IV - \$17,000		Formative			Summative
		Oct	Dec	Mar	June
					

Strategy 4 Details		Reviews			
Strategy 4: Provide job embedded professional learning for physical education teachers and athletic coaches on effective strategies to best implement the TEKs. Strategy's Expected Result/Impact: Increase alignment between best practices and instructional outcomes for students. Staff Responsible for Monitoring: Coordinator of Physical Education, Athletic Director, and Athletic Specialist Funding Sources: Athletic Specialist Salary - ESSER III - \$47,776, PD Materials - Title II - \$3,518, Subs for P.E. Training - Title II - \$1,031, Books for PD - Title II - \$500, Champ Camp - Title II - \$2,000, District-wide Presenters - Title II - \$2,000, Travel for job embedded support - P.E. Coordinator - Title II - \$9,200, Print materials for P.E. Training - Title II - \$500, TAHPRD Dues to Access Online PD - Title II - \$120, P.E. Summer Camps - Title II - \$1,131		Formative			Summative
		Oct	Dec	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 7 Problem Statements:

Student Achievement
Problem Statement 3: In the 2022-2023 school year 34% of first grade students are unable to read at grade level. Root Cause: Lack of embedded professional development opportunities to assist teacher in providing interventions to students with significant gaps in foundational literacy skills. Problem Statement 4: There is a need to increase approaches, meets, and master's performance on STAAR 3-8 Math, STAAR 5 & 8 Science, STAAR 8 Social Studies and end-of-course exams while closing the achievement gap in the economically disadvantaged group due to the learning loss resulting from COVID-19. Root Cause: Learning loss from Covid-19.
Parent and Community Engagement
Problem Statement 1: There is a need to increase parent participation and provide opportunities for parent and community engagement at campus and district events. Root Cause: We have relied heavily on virtual meetings and activities as the primary avenue for engaging with schools and the community.

District Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Additional Learning Opportunities Summer School		\$200,000.00
1	1	1	Supplemental Teachers and Staff		\$332,547.50
1	2	1	Instructional Coaching		\$29,043.00
1	2	2	Instructional Coaching		\$29,043.00
1	2	3	Instructional Coaching		\$29,043.00
1	2	4	District Early Childhood Coach		\$44,658.00
1	3	1	ELA Instructional Coaching		\$29,043.00
1	3	2	ELA Instructional Coaching		\$29,043.00
1	3	3	ELA Instructional Coaching		\$29,043.00
1	4	1	District Early Childhood Coach		\$44,197.00
1	4	2	Elementary District Instructional Math Coach		\$47,364.00
1	4	3	District Instructional Math Coach		\$47,364.00
1	4	4	District Instructional Math Coach		\$47,364.00
1	4	4	Additional Learning Opportunities Summer School		\$100,000.00
1	4	4	Supplemental Teachers and Staff		\$166,273.50
1	5	2	Elementary District Instructional Math Coach		\$47,364.00
1	5	2	Additional Learning Opportunities Summer School		\$100,000.00
1	5	2	Supplemental Teachers and Staff		\$166,273.00
1	5	3	Elementary District Instructional Math Coach		\$47,368.00
1	9	1	Science Instructional Coaches		\$88,551.00
2	1	2	Federal Programs Compliance Support		\$277,694.00
3	1	1	HR Recruitment Strategies		\$44,658.00
4	6	1	Student Support Instructional Coaches		\$172,688.00
5	6	4	PNP Teacher/Other Professional		\$218.00
Sub-Total					\$2,148,840.00
Budgeted Fund Source Amount					\$2,160,512.00

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$11,672.00
Title I C					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$20,000.00
+/- Difference					\$20,000.00
Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	SLA Instructional Coach		\$12,619.24
1	1	1	Teacher training, resources, PD		\$5,714.29
1	1	1	SLA Secretary		\$841.14
1	1	2	SLA Teacher training, resources, PD		\$5,714.29
1	1	2	SLA Instructional Coach		\$12,618.71
1	1	2	SLA Secretary		\$841.14
1	1	3	SLA Secretary		\$841.14
1	1	3	SLA Instructional Coach		\$12,618.71
1	1	3	SLA Teacher training, resources, PD		\$5,714.29
1	1	4	SLA Secretary		\$841.14
1	1	4	SLA Teacher Training, resources, PD		\$5,714.29
1	1	4	SLA Instructional Coach		\$12,618.71
1	2	1	Professional Learning and Instructional Resources		\$15,333.00
1	2	2	Professional Learning and Instructional Resources		\$15,333.00
1	2	3	Professional Learning and Instructional Resources		\$15,333.00
1	2	4	Early Childhood Staff Development and Materials		\$16,000.00
1	3	1	SLA Instructional Coach		\$12,618.71
1	3	1	SLA Teacher training, resources, PD		\$5,714.29
1	3	1	SLA Secretary		\$841.14
1	3	1	Professional Learning and Instructional Resources		\$15,333.00
1	3	2	SLA Teacher Training, resources, PD		\$5,714.29

Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Professional Learning and Instructional Resources		\$15,333.00
1	3	2	SLA Instructional Coach		\$12,618.71
1	3	2	SLA Secretary		\$841.14
1	3	3	Professional Learning and Instructional Resources		\$15,333.00
1	3	3	SLA Teacher training, resources, PD		\$5,714.29
1	3	3	SLA Secretary		\$841.14
1	3	3	SLA Instructional Coach		\$12,618.71
1	4	1	Early Childhood Staff Development and Materials		\$8,000.00
1	4	1	District Early Childhood Coach		\$44,609.00
1	4	2	Elementary Math Department Professional Learning		\$2,000.00
1	4	2	Elementary Math Printing & Instructional Materials		\$2,500.00
1	4	2	Elementary Math Curriculum Writing & CFA Creation		\$1,131.00
1	4	2	Elementary Math Professional Learning Books		\$1,000.00
1	4	3	Elementary Math Department Professional Learning		\$2,000.00
1	4	3	Elementary Math Professional Learning Books		\$1,000.00
1	4	3	Elementary Math Curriculum Writing & CFA Creation		\$1,131.00
1	4	3	Elementary Math Printing & Instructional Materials		\$2,500.00
1	4	4	Elementary Math Curriculum Writing & CFA Creation		\$1,131.00
1	4	4	Elementary Math Professional Learning Books		\$1,000.00
1	4	4	Elementary Math Department Professional Learning		\$2,000.00
1	4	4	Elementary Math Printing & Instructional Materials		\$2,500.00
1	5	1	Professional Development for Secondary Math Coaches		\$8,800.00
1	5	1	Elementary Math Curriculum Writing & CFA Creation		\$1,131.00
1	5	1	Elementary Math Printing & Instructional Materials		\$2,648.00
1	5	1	Elementary Mathematics Substitutes for Leadership Meetings		\$52,066.00
1	5	1	Elementary Math Professional Learning Books		\$3,000.00
1	5	1	Elementary Math Department Professional Learning		\$3,000.00
1	5	1	Staff Development Materials for Secondary Leadership Meetings (10 groups)		\$8,000.00
1	5	2	Extra Duty to Revise Curriculum Resources		\$7,804.00
1	5	2	Elementary Math Department Professional Learning		\$2,000.00

Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	Elementary Math Professional Learning Books		\$1,000.00
1	5	2	Training Materials for Leadership Meetings		\$1,000.00
1	5	2	Elementary Math Printing & Instructional Materials		\$2,500.00
1	5	2	Elementary District Instructional Math Coach		\$40,827.00
1	5	2	Secondary Math Coach		\$40,827.00
1	5	2	Elementary Math Curriculum Writing & CFA Creation		\$1,131.00
1	5	3	Elementary Math Department Professional Learning		\$2,000.00
1	5	3	Elementary Math Curriculum Writing & CFA Creation		\$1,131.00
1	5	3	Substitute Cost for Secondary Leadership Meetings (4 levels, twice a year)		\$8,248.00
1	5	3	Elementary District Instructional Math Coach		\$40,827.00
1	5	3	Elementary Math Professional Learning Books		\$1,000.00
1	5	3	Elementary Math Printing & Instructional Materials		\$2,500.00
1	6	1	SS Curriculum Development		\$3,750.00
1	6	1	SS Common Formative Assessment		\$3,750.00
1	6	1	SS Instructional Materials		\$5,500.00
1	7	1	SS Curriculum Development		\$3,750.00
1	7	1	SS Instructional Materials		\$5,500.00
1	7	1	SS Common Formative Assessment		\$3,750.00
1	8	1	Assessment Writing, Instructional Materials		\$1,532.50
1	9	1	Science Instructional Coaches, Substitutes, Instructional Materials, Professional Learning Travel		\$148,794.00
1	9	2	Robotics Instructional Coach		\$47,320.00
2	1	2	Federal Programs Compliance Support		\$28,091.00
3	1	1	HR Recruitment Strategies		\$40,000.00
3	2	1	Novice Teacher Academy Staff Development		\$20,000.00
4	1	2	Professional Dues Health Services		\$12,601.00
4	1	2	Supplies/Resources Health Services		\$2,399.00
4	5	1	Professional Learning		\$10,000.00
4	5	2	Professional Learning Counseling		\$3,000.00
4	6	1	Professional Learning		\$25,000.00

Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	6	3	Professional Learning		\$10,000.00
4	9	1	Professional Learning		\$5,000.00
5	5	1	Supplemental Dyslexia Training		\$10,000.00
5	5	2	Supplemental Dyslexia Training		\$10,000.00
5	6	4	Training for Content Coordinators - Contract		\$10,000.00
5	6	4	ASCD & Learning 4ward Dues		\$1,500.00
5	6	4	District Wide Staff Development SS		\$3,000.00
5	6	4	Region 6 - T-TESS Training Contract		\$10,000.00
5	6	4	SS Staff Development and Small Group Trainings		\$21,000.00
5	6	4	Materials for PD and Classroom Instruction		\$17,186.33
5	6	4	Jim Knight IC Institute		\$34,000.00
5	6	4	PNP Staff Development		\$16,000.00
5	6	4	Lead4ward - Contract		\$20,000.00
5	7	1	Materials for PD & Classroom Instruction		\$12,186.33
5	7	1	Early Childhood Staff Development and Materials		\$6,000.00
5	7	2	Marzano Resources Ethical Test Prep PD		\$10,000.00
5	7	2	Materials for PD		\$12,186.33
5	7	2	Contracted Services, books and supplies for professional learning		\$118,762.00
5	7	2	Extra Duty - Intro to CISD		\$50,895.00
5	7	2	Staff Development Opportunities		\$37,537.00
5	7	2	LOTE teacher training, resources, PD		\$10,000.00
5	7	2	Book Study & PD Books		\$35,000.00
5	7	2	Attend PD to support content learning		\$2,114.00
5	7	2	T&L Assistant Sup & Director Campus Support Travel		\$3,750.00
5	7	2	Subs for PD		\$2,062.00
5	7	2	SBRC substitute teachers		\$4,124.00
5	7	2	Stipends for Reading Academy and Intro to CISD Participants		\$34,500.00
5	7	2	Staff Development Administrative Assistants		\$68,752.00
5	7	3	Fine Arts Staff Development		\$25,000.00
5	7	4	Travel for job embedded support - P.E. Coordinator		\$9,200.00

Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	7	4	Champ Camp		\$2,000.00
5	7	4	Print materials for P.E. Training		\$500.00
5	7	4	TAHPRD Dues to Access Online PD		\$120.00
5	7	4	Books for PD		\$500.00
5	7	4	Subs for P.E. Training		\$1,031.00
5	7	4	PD Materials		\$3,518.00
5	7	4	P.E. Summer Camps		\$1,131.00
5	7	4	District-wide Presenters		\$2,000.00
Sub-Total					\$1,531,452.00
Budgeted Fund Source Amount					\$1,531,452.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	4	1	Extra Duty Pay		\$25,000.00
5	4	1	Instructional Coach		\$256,200.00
5	4	2	Extra Duty Pay		\$25,000.00
5	4	2	Staff Development Materials		\$14,559.00
5	4	3	Contracted Services Consultant for EB		\$18,000.00
5	4	3	Instructional Materials for EB		\$10,000.00
5	4	4	Summer School		\$256,200.00
5	4	5	Instructional Materials		\$176,900.00
5	4	5	Elementary Instructional Coach		\$256,200.00
5	4	7	Curriculum and Instruction		\$105,647.00
5	4	7	Instructional Materials		\$137,036.00
Sub-Total					\$1,280,742.00
Budgeted Fund Source Amount					\$1,280,742.00
+/- Difference					\$0.00
Title III IMM					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	4	5	Secondary Instructional Coach		\$89,100.00

Title III IMM					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	4	6	Summer School		\$22,785.00
Sub-Total					\$111,885.00
Budgeted Fund Source Amount					\$111,885.00
+/- Difference					\$0.00
Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	Assessment Instructional Coach		\$71,608.00
1	8	1	District Instructional Science Coach		\$44,165.50
1	9	1	District Science Instructional Coach		\$44,165.50
4	1	1	Extra Duty/Substitute Pay		\$1,590.00
4	1	2	Supplies/Reference Books Health Services		\$13,495.00
4	1	2	Extra Duty/Substitute Pay Health Services		\$26,050.00
4	5	2	Professional Learning Counseling		\$8,000.00
4	6	1	Social Emotional Learning/Foundations - Extra Duty		\$20,000.00
4	6	2	Title IV		\$60,000.00
4	6	3	Intervention Tracking to Support and Identify At-Risk Students Professional Learning Branching Minds		\$20,000.00
4	8	1	Speakers and Community Events Counseling		\$54,000.00
4	9	1	Why Try		\$16,000.00
4	9	2	Materials for Training Counseling		\$4,000.00
5	2	5	Student Device Technician		\$42,634.00
5	3	2	GT District Instructional Coach		\$92,348.00
5	4	3	Curriculum and Instruction for EB		\$14,000.00
5	7	3	Fine Arts Staff Development		\$17,000.00
5	7	3	Fine Arts Specialist		\$69,405.00
Sub-Total					\$618,461.00
Budgeted Fund Source Amount					\$618,461.00
+/- Difference					\$0.00

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplemental Teachers and Staff		\$7,818,206.50
1	1	1	Additional Learning Opportunities Tutoring and Summer School		\$684,018.53
1	1	1	ELA Instructional Coaching		\$23,000.00
1	1	1	SLA Instructional Coaches		\$23,225.71
1	1	2	ELA Instructional Coaching		\$23,000.00
1	1	2	SLA Instructional Coaches		\$23,225.71
1	1	2	Additional Learning Opportunities for At-risk Students		\$160,196.00
1	1	3	SLA Instructional Coaches		\$23,225.71
1	1	3	ELA Instructional Coaching		\$23,000.00
1	1	4	ELA Instructional Coaching		\$23,000.00
1	1	4	SLA Instructional Coaches		\$23,225.71
1	3	1	SLA Instructional Coaches		\$23,225.71
1	3	2	SLA Instructional Coaches		\$23,225.71
1	3	3	SLA Instructional Coaches		\$23,225.71
1	4	2	District Instructional Math Coach		\$35,958.00
1	4	3	District Instructional Math Coach		\$38,576.00
1	4	4	District Instructional Math Coach		\$35,848.00
1	5	1	Secondary Math Coaches		\$178,824.00
1	5	1	Supplemental Teachers and Staff		\$7,818,206.50
1	5	1	Additional Learning Opportunities		\$684,018.00
1	5	1	Elementary District Instructional Math Coach		\$21,472.00
1	5	2	District Instructional Coach		\$71,696.00
1	6	1	SS Instructional Coach		\$66,725.00
1	8	1	Science Instructional Coaches		\$71,296.50
1	9	1	Science Instructional Coaches		\$71,296.00
4	6	2	Student Support Instructional Coaches -		\$179,573.00
4	8	2	Crisis Intervention Specialist		\$94,601.00
4	9	1	Crisis Intervention Specialist		\$92,869.00
5	6	4	SS Instructional Coach		\$52,284.00
Sub-Total					\$18,430,244.00

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$18,901,967.00
+/- Difference					\$471,723.00
ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Additional Learning Opportunities Summer School		\$1,888,340.00
1	1	2	ELA Instructional Materials		\$500,000.00
1	1	3	ELA Instructional Materials		\$500,000.00
1	1	4	ELA Instructional Materials		\$500,000.00
1	4	4	Additional Learning Opportunities Summer School		\$659,135.00
1	5	2	Contracted Professional Development		\$5,800.00
1	5	2	Additional Learning Opportunities Summer School		\$1,023,340.00
2	1	1	Indirect Costs Maintain Services to Students		\$1,940,270.00
2	1	2	Elementary Administrative Support		\$35,000.00
3	1	1	Retention Stipend		\$1,928,254.00
3	2	1	Professional Development: Intro to CISD		\$650,000.00
4	4	1	Professional Nursing and Clinical Staff		\$33,600.00
5	2	4	Programmer		\$119,542.00
5	3	2	GT Challenge Teachers		\$140,000.00
5	3	2	GT Program Support		\$17,500.00
Sub-Total					\$9,940,781.00
Budgeted Fund Source Amount					\$9,955,781.00
+/- Difference					\$15,000.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	ELA Instructional Materials		\$500,000.00
1	1	1	Additional Learning Opportunities Summer School		\$1,897,053.50
1	4	4	Additional Learning Opportunities Summer School		\$1,897,053.00
1	5	2	Additional Learning Opportunities Summer School		\$1,897,053.00
1	5	2	Assessment Evaluation Specialist		\$105,676.00
1	5	3	Assessment Instructional Materials		\$82,104.00

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	12	1	Athletic Specialist Salary		\$47,776.50
2	1	1	Indirect Costs Maintain Services to Students		\$8,051,974.00
2	1	2	ESSER Grant Compliance Support		\$95,147.00
3	3	2	Implement Early Hiring for Qualified Staff		\$4,863,380.00
4	4	1	Health Services Clinical Staff and Indirect Costs		\$5,469,500.00
4	4	1	Professional Nursing and Clinical Staff		\$459,666.00
4	4	1	Transportation Tracking System		\$840,000.00
4	6	3	Student Support Services Instructional Coach		\$112,579.00
5	2	1	Seesaw Subscription K-2		\$77,000.00
5	4	7	Instructional Coach		\$15,540.00
5	5	3	Staff Development for Reading Interventionists		\$120,000.00
5	6	1	Positions to Support Instruction		\$650,000.00
5	6	2	Region 4 Training- Dyslexia Center of Austin		\$200,000.00
5	7	2	Staff Development Administrative Assistant		\$73,116.00
5	7	4	Athletic Specialist Salary		\$47,776.00
Sub-Total					\$27,502,394.00
Budgeted Fund Source Amount					\$27,790,523.00
+/- Difference					\$288,129.00
Grand Total Budgeted					\$62,371,323.00
Grand Total Spent					\$61,564,799.00
+/- Difference					\$806,524.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the District Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Denise Griffin	6/29/2023	Malinda Stewart	7/27/2023
Child Abuse and Neglect	Lindsey Taylor	6/29/2023	Malinda Stewart	7/27/2023
Decision-Making and Planning Policy Evaluation	Dayren	6/29/2023	Malinda Stewart	7/27/2023
Coordinated Health Program	Wade Haymark	6/29/2023	Malinda Stewart	7/27/2023
Dyslexia Treatment Program	Sharon Henry	6/29/2023	Malinda Stewart	7/27/2023
Dropout Prevention	Rod Chaves	6/29/2023	Malinda Stewart	7/27/2023
Title I, Part C Migrant	Dana Boyer	6/29/2023	Malinda Stewart	7/27/2023
Pregnancy Related Services	Lynda Gowin	6/29/2023	Malinda Stewart	7/27/2023
Recruiting Teachers and Paraprofessionals	JJ Daw	6/29/2023	Malinda Stewart	7/27/2023
Student Welfare: Crisis Intervention Programs and Training	Lindsey Taylor	6/29/2023	Malinda Stewart	7/27/2023
Job Description for Peace Officers, Resource Officers & Security Personnel	JJ Daw	6/29/2023	Malinda Stewart	7/27/2023