

Conroe Independent School District

District Improvement Plan



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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 2018-19. Within Conroe ISD in 2019, 21 campuses received an A rating, 24 received a B, 10 received a C, and 2 campuses received a D. No campuses received an F rating. In College Career, and Military Readiness, 71% of graduates met criteria. Conroe ISD has a graduation rate of 95.3% for the class of 2018. In 2019 36% of English Learners taking TELPAS met progress. The district will continue to focus on meeting these needs. 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.

Student Achievement Strengths

- Conroe ISD has a graduation rate of 95.3% compared to 90.0% at the state level.
- The dropout rate is lower in Conroe than compared to the state with 0.2% dropout rate at the district level compared to 0.4% 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 increased from 65.3% to 70.9%. This also exceeds the states CCMR rate of 65.5%
- Our percentage of College Ready graduates exceeds the state at 62% compared to 50%. This includes meeting the criteria for TSI, Dual Credit, and AP courses at a higher rate than the state average.
- In 5th grade science, the percentage of students scoring at or above the meets grade level standard has increased, as well as performing higher than the state average.
- All high 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 7 to 13 percentage points when looking across all tests and all grade levels.

Conroe ISD outperforms the state in school progress by 73 to 69 when looking across mathematics and ELA/Reading exams at all

grade levels. English II EOC saw the largest gain from 2018 to 2019 with an increase in progress from 57 to 65.

- The attendance rate in Conroe ISD exceeds the state average comparing 63.2% to 95.4%. All race and ethnicity groups as well as all special population groups also exceed the state average for their group.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): An insufficient percentage of Emergent Bilinguals (EBs) served in a Bilingual or English as a Second Language (ESL) program did not grow one language proficiency level in English as measured by the TELPAS assessment which has resulted in the district not meeting this indicator in Domain III of the 2020 Accountability Report. **Root Cause:** Lack of appropriate instructional strategies to ensure that students served in Bilingual and ESL programs have access to relevant academic language and opportunities to assess their language proficiency .

Problem Statement 2 (Prioritized): The Total Disciplinary Removal Rate for African American students and SpEd students in our district is higher than other subgroups. **Root Cause:** Lack of awareness and training to support the social and emotional learning needs of diverse and vulnerable student groups.

Problem Statement 3 (Prioritized): In the 2020-2021 school year 28% 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 overall approaches, meets, and master's performance on STAAR 3-8 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, EL Current and Monitored, and Special Education Current) performed below the state passing rate on the Texas Academic Performance Report for the 2020-2021 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, EL Current and Monitored, and Special Education Current) have not met standards on the Graduation Rate.

Problem Statement 7: Homeless Annual Dropouts in grades 7th - 12th performed under the state rate on the 2020 RDA 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, Social Studies and Writing which have resulted in not meeting RDA performance levels.

Culture and Climate

Culture and Climate Summary

In Conroe ISD, teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning. We recognize and appreciate cultural differences as a part of the whole child approach, which ensures that each student is healthy, safe, engaged, supported, and challenged. All students and personnel are valued members of our unique family, each playing a significant role in our success. Conroe ISD encourages staff and students to embrace that which makes us different.

In Conroe ISD teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development. In Conroe ISD, teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's needs.

Additionally, we are committed to the health and wellness of all students. Conroe ISD is proactive in keeping campuses, staff, and student's safe, as well as, taking a positive proactive instructional approach to behavior in utilizing Positive Behavior Interventions and Supports Foundations training.

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 increase the number of Hispanic administrators to be more reflective of the student population.

Problem Statement 2: There is a need to actively recruit high quality teachers throughout the District including a focus on High poverty and high Minority campuses.

Problem Statement 3: There is a need to improve understanding and awareness of cultural and disability differences to increase ownership of students and effectiveness of instructional practice.

Problem Statement 4: There is a leadership training regarding how to respond to the data, to develop an action plan, and improve instructional practice.

Problem Statement 5: There is a need to identify more Minority/Eco Dis GT students (underrepresented).

Problem Statement 6 (Prioritized): There is a need to actively support the emotional well-being of all students. **Root Cause:** There are many pressures and influences on students today that can cause stress, anxiety, and behavioral health concerns. When physical, social, and emotional needs of students are not met, academic achievement is hindered.

Problem Statement 7: 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 8: There is a need for a District expectation for Faculty Advisory Councils as part of the campus PBIS Foundations Team (to improve school-wide communications by providing structure for involving the faculty in the decision making process) .

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 school work 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 due to partnerships created with 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: There is a need for additional involvement in instructional partnership between the school and parents.

Problem Statement 2 (Prioritized): There is a need to create opportunities for parents to provide feedback and engage in decision making. **Root Cause:** Lack of varied opportunities for parents and students to provide meaningful feedback .

Problem Statement 3: There is a need to engage parents in training using instructional strategies demonstrating ways to support student success.

Problem Statement 4: There is a need for additional training for parents in the Learning Management System for virtual learning.

Problem Statement 5: There is a need to identify and overcome barriers of low parent participation.

Priority Problem Statements

Problem Statement 1: An insufficient percentage of Emergent Bilinguals (EBs) served in a Bilingual or English as a Second Language (ESL) program did not grow one language proficiency level in English as measured by the TELPAS assessment which has resulted in the district not meeting this indicator in Domain III of the 2020 Accountability Report.

Root Cause 1: Lack of appropriate instructional strategies to ensure that students served in Bilingual and ESL programs have access to relevant academic language and opportunities to assess their language proficiency .

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: In the 2020-2021 school year 28% 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: The Total Disciplinary Removal Rate for African American students and SpEd students in our district is higher than other subgroups.

Root Cause 3: Lack of awareness and training to support the social and emotional learning needs of diverse and vulnerable student groups.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: There is a need to create opportunities for parents to provide feedback and engage in decision making.

Root Cause 4: Lack of varied opportunities for parents and students to provide meaningful feedback .

Problem Statement 4 Areas: Parent and Community Engagement

Problem Statement 5: There is a need to actively support the emotional well-being of all students.

Root Cause 5: There are many pressures and influences on students today that can cause stress, anxiety, and behavioral health concerns. When physical, social, and emotional needs of students are not met, academic achievement is hindered.

Problem Statement 5 Areas: Culture and Climate

Problem Statement 6: There is a need to increase overall approaches, meets, and master's performance on STAAR 3-8 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 6: Learning loss from Covid-19.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: CCMR targeted student groups (Hispanic, Economically Disadvantaged, African American, American Indian, EL Current and Monitored, and Special Education Current) performed below the state passing rate on the Texas Academic Performance Report for the 2020-2021 school year.

Root Cause 7: Lack of awareness/focus on our CCMR students and the impact they have on our accountability system.

Problem Statement 7 Areas: Student Achievement

Goals

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 1: 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, MAZE, CFAs

Strategy 1 Details
<p>Strategy 1: Teachers will grow students' instructional reading levels by supporting increased volume and stamina in independent reading as measured by BAS and Maze.</p> <p>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.</p> <p>Staff Responsible for Monitoring: ELA/SLA Coordinators and ELA Specialist</p> <p>Results Driven Accountability</p> <p>Funding Sources: ELA Instructional Coaches - Title I - \$174,261</p>
Strategy 2 Details
<p>Strategy 2: Develop and deepen students' ability to comprehend complex literary texts as measured by CFA performance.</p> <p>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.</p> <p>Staff Responsible for Monitoring: ELA/SLA Coordinators and ELA Specialist</p> <p>Funding Sources: Elementary ELA Staff Development - Title II - \$40,000, Secondary Language Arts Instructional Coach - Title II - \$86,494, Secondary Language Arts Staff Development - Title II - \$40,000</p>
Strategy 3 Details
<p>Strategy 3: Develop and deepen students' ability to comprehend complex informational texts as measured by CFA performance.</p> <p>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.</p> <p>Staff Responsible for Monitoring: ELA/SLA Coordinators and ELA Specialist</p> <p>Results Driven Accountability</p> <p>Funding Sources: Elementary ELA Staff Development - Title II - \$40,000, When Readers Struggle Staff Development - ESSER III - \$72,000, Leveled Classroom Libraries - ESSER II - \$2,000,000</p>

Strategy 4 Details
<p>Strategy 4: Assist students to regularly self-select accessible texts in order to increase fluency, reading rate, and the length of independent reading time.</p> <p>Strategy's Expected Result/Impact: Assist students in choosing accessible text selections in order to increase fluency and deepen comprehension (book shopping, book talks).</p> <p>Staff Responsible for Monitoring: ELA/SLA Coordinators and ELA Specialist</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 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, CFAs

Strategy 1 Details
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: ELA Coordinator and ELA Specialist</p>
Strategy 2 Details
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: ELA Coordinator and ELA Specialist</p>
Strategy 3 Details
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: ELA Coordinator and ELA Specialist</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 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

Strategy 1 Details
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/SLA Coordinators and ELA Specialist Results Driven Accountability
Strategy 2 Details
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 the quality of student writing. Staff Responsible for Monitoring: ELA/SLA Coordinators and ELA Specialist Results Driven Accountability
Strategy 3 Details
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 the quality of student writing. Staff Responsible for Monitoring: ELA/SLA Coordinators and ELA Specialist Results Driven Accountability

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: Kindergarten Early Math Assessment

1st Grade Early Math Assessment

2nd Grade Early Math Assessment

3rd Common Formative Assessments, STAAR

Strategy 1 Details
<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 CLI assessments will be connected to the PreK guidelines from the state.</p> <p>Strategy's Expected Result/Impact: Growth in PreK CLI assessment measures</p> <p>Staff Responsible for Monitoring: Elementary Mathematics Coordinator</p>
Strategy 2 Details
<p>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.</p> <p>Strategy's Expected Result/Impact: Growth in Kindergarten Early Math Assessment</p> <p>Staff Responsible for Monitoring: Elementary Mathematics Coordinator</p>
Strategy 3 Details
<p>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.</p> <p>Strategy's Expected Result/Impact: Growth in 1st Grade Early Math Assessment</p> <p>Staff Responsible for Monitoring: Elementary Mathematics Coordinator</p>
Strategy 4 Details
<p>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.</p> <p>Strategy's Expected Result/Impact: Growth in 2nd Grade Early Math Assessment</p> <p>Staff Responsible for Monitoring: Elementary Mathematics Coordinator</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 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

Strategy 1 Details
<p>Strategy 1: Through professional development, the math department will provide trainings that recommend best practices for all student groups to improve student mastery of the content TEKS. Professional development will be ongoing in the fall and spring semesters with an emphasis on Marzano's 43 elements in the CISD Instructional Model. State exams (STAAR, TSI) will be used to report student success.</p> <p>Strategy's Expected Result/Impact: Show growth on respective state assessment from May 2021 to May 2022</p> <p>Staff Responsible for Monitoring: Elementary and Secondary Mathematics Coordinators</p>
Strategy 2 Details
<p>Strategy 2: Through professional development, the math department will provide trainings that recommend best practices for all student groups to improve student mastery of the content TEKS. Professional development will be ongoing in the fall and spring semesters with an emphasis on Marzano's 43 elements in the CISD Instructional Model. Four common formative assessments will be used to progress measure student success.</p> <p>Strategy's Expected Result/Impact: Show growth on respective common formative assessments</p> <p>Staff Responsible for Monitoring: Elementary and Secondary Mathematics Coordinators</p>
Strategy 3 Details
<p>Strategy 3: Through professional development, the math department will provide trainings that recommend best practices for all student groups to improve student mastery of the content TEKS. Professional development will be ongoing in the fall and spring semesters with an emphasis on Marzano's 43 elements in the CISD Instructional Model. Two interim assessments will be used to progress measure student success.</p> <p>Strategy's Expected Result/Impact: Show growth on respective interim assessments</p> <p>Staff Responsible for Monitoring: Elementary & Secondary Mathematics Coordinators</p> <p>Funding Sources: Guided Math Laney Salmons Staff Development - ESSER III - \$7,500, Elementary Math Staff Development - Title II - \$60,000, Math Instructional Coaches - ESSER III - \$160,000, Math Instructional Coaches - Title II - \$119,999, Secondary Math Staff Development - Title II - \$40,000</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 6: To meet or exceed our 2021-2022 goals of a 5% increase on the 8th grade U.S. History STAAR assessment at the Meets scores level. The categories of focus will be for: All Students, Economically Disadvantaged, and English Learners.

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

Strategy 1 Details
<p>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 2021-2022.</p> <p>Strategy's Expected Result/Impact: Growth in the 7th and 8th Grade Common Formative Assessments</p> <p>Staff Responsible for Monitoring: Social Studies Coordinator</p> <p>Results Driven Accountability</p> <p>Funding Sources: Social Studies Staff Development - Title II - \$47,500</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 7: To exceed our Masters scores from the 2020-2021 by 3% on the 8th grade U.S. History STAAR assessment.

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

Strategy 1 Details
<p>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.</p> <p>Strategy's Expected Result/Impact: Growth in the 7th and 8th grade Common Formative Assessments</p> <p>Staff Responsible for Monitoring: Social Studies Coordinator</p> <p>Results Driven Accountability</p> <p>Funding Sources: Social Studies Instructional Coaches - Title II - \$10,000</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 8: To exceed our 2020-2021 performance at the Meets passing standard by 3% in grades 5th, 8th and Biology for English Learners 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

Strategy 1 Details
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in student assessment results.</p> <p>Staff Responsible for Monitoring: Science Coordinator</p> <p>Results Driven Accountability</p> <p>Funding Sources: Science Professional Development - Title II - \$50,000, Science Instructional Coaches - Title II - \$91,478, Science Instructional Coach - Title I - \$86,683</p>
Strategy 2 Details
<p>Strategy 2: Provide advanced learning structures by exposing students to extended learning opportunities through a Robotic program.</p> <p>Strategy's Expected Result/Impact: More students are exposed to hands on learning techniques in the field of science and technology.</p> <p>Staff Responsible for Monitoring: Science Coordinator</p> <p>Funding Sources: Robotics Staff Development - Title II - \$41,636</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: Increase the number of high school graduates who satisfy postsecondary readiness from 63% to 65%.

HB3 Goal

Evaluation Data Sources: HB 3 Performance Measures

College Board and ACT Data Reports

On Point Data Early Warning Reports

Lone Star College-Montgomery Enrollment Data

Strategy 1 Details
<p>Strategy 1: Instructional guidance will be given to grade 11 and 12 English and Math teachers to align college readiness skills into classroom curriculum and assessments. Teachers will provide opportunities for student practice prior to October and March test dates.</p> <p>Strategy's Expected Result/Impact: Increase the TSI requirement for postsecondary readiness on SAT or ACT assessments in both ELA and Math from 58% to 60%</p> <p>Staff Responsible for Monitoring: Readiness Specialist</p>
Strategy 2 Details
<p>Strategy 2: Provide classroom practice and instructional support to all students in grades 10 and 11 prior to the October PSAT/NMSQT assessment. Increase frequency of Lone Star College Outreach Advisor interactions with students with bi-monthly visits to all high school campuses.</p> <p>Strategy's Expected Result/Impact: Increase the number of students in grades 11-12 enrolled in one or more dual enrollment courses for the 2022-2023 academic year from 22% to 25%.</p> <p>Staff Responsible for Monitoring: Readiness Specialist</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 10: Increase the number of students taking AP Exams by 1%.

Strategy 1 Details
Strategy 1: Ensure Advanced Placement and Honors (Pre-Advanced) Placement course offerings are available and communicated to all students and student groups annually. Strategy's Expected Result/Impact: Increase in the number of students enrolled in advanced classes. Staff Responsible for Monitoring: Readiness Specialist
Strategy 2 Details
Strategy 2: 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 students enrolled in advanced classes. Staff Responsible for Monitoring: Readiness Specialist
Strategy 3 Details
Strategy 3: Provide instructional support and free tutoring for all Advanced Placement students prior to exams. Strategy's Expected Result/Impact: Increase in the number of successful completions of AP exams. Staff Responsible for Monitoring: Readiness Specialist

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 the percentage of graduates that are college, career, or military ready (CCMR) from 63% to 76% by August 2025.

HB3 Goal

Evaluation Data Sources: OnPoint Data Suite
Naviance College & Career for Students
College Board K-12
Assessments
TEA Verifier and Tracker

Strategy 1 Details
Strategy 1: Graduates who meet Texas Success Initiative (TSI) criteria in both Math and English, Language Arts & Reading (ELAR) will increase from 44% to 56% by June 2025. Strategy's Expected Result/Impact: Yearly Targeted Goal Met. Staff Responsible for Monitoring: CTE Director/CTE Coordinator
Strategy 2 Details
Strategy 2: Graduates who earn an industry-based certification will increase from 11% to 23% by June 2025. Strategy's Expected Result/Impact: Yearly Targeted Goal Met Staff Responsible for Monitoring: CTE Director/CTE Coordinator
Strategy 3 Details
Strategy 3: The number of Economically Disadvantaged graduates who meet CCMR will increase from 47% to 66% by June 2025. Strategy's Expected Result/Impact: Yearly Targeted Goal Met Staff Responsible for Monitoring: CTE Director/CTE Coordinator

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: Increase CTE coherent sequence completers from 13.82% to 15%

Strategy 1 Details
Strategy 1: Build teacher capacity to fully implement certification options within the instructional setting. Strategy's Expected Result/Impact: Increase exposure to certification content for students. Staff Responsible for Monitoring: CTE Director
Strategy 2 Details
Strategy 2: Provide staff development on certification testing across the curriculum. Strategy's Expected Result/Impact: Increase teacher understanding of certification requirements. Staff Responsible for Monitoring: CTE Director
Strategy 3 Details
Strategy 3: Provide hands-on training in use of 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
Strategy 4 Details
Strategy 4: Build 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 Funding Sources: CTE Teacher to Address Student Needs - ESSER III - \$70,000

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: The 2022 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 LEP students.

Evaluation Data Sources: TAPR

Strategy 1 Details
Strategy 1: Utilize problem solving teams to identify/monitor potential dropouts and recover dropouts. Strategy's Expected Result/Impact: Drop-out rate will be less than 2% for all student groups. Staff Responsible for Monitoring: Director of Community Outreach

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 14: High School - Dropout Prevention Program

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 EL. The best of these graduation rates for the 2019 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%

Evaluation Data Sources: TAPR

Strategy 1 Details
<p>Strategy 1: Monitor EL, Special Education, and CTE 4-year graduation plans. Provide increased awareness of CTE Endorsements and Career Pathways for all students.</p> <p>Strategy's Expected Result/Impact: Increase in completion rates and certificates.</p> <p>Staff Responsible for Monitoring: SpEd Director, CTE Director, Bilingual Director</p> <p>Results Driven Accountability</p>
Strategy 2 Details
<p>Strategy 2: Provide intensive, systematic tutoring and instructional support for identified at-risk students during the day, after school, and during the summer.</p> <p>Strategy's Expected Result/Impact: Increase assessment results</p> <p>Staff Responsible for Monitoring: Assistant Superintendents</p> <p>Results Driven Accountability - Equity Plan</p> <p>Funding Sources: Instructional Support - State Comp Ed - \$12,921,738, Instructional Support for At-Risk Students - Title I - \$617,378, Title I Summer School - Title I - \$170,333, Intervention Professional Development - ESSER III - \$377,400, Migrant Instructional Support - Title I C - \$45,591, Summer School Additional Learning Opportunities (2 Years) - ESSER II - \$4,410,000, Response to Intervention Staff Development - Title II - \$50,000, Campus Learning Loss and Recovery Instructional Opportunities - ESSER III - \$16,523,961, Summer School Additional Learning Opportunities (3 Years) - ESSER III - \$7,025,000, Intervention Tracking Software and Staff Development High Schools (2 Years) - ESSER III - \$200,000, Private School for Eligible Title I Students - Title I - \$16,554, Tutoring Extra Duty and Materials - State Comp Ed - \$1,352,668, Instructional Coaches - State Comp Ed - \$690,619</p>
Strategy 3 Details
<p>Strategy 3: Provide additional support to students who are pregnant/parents, homeless, juvenile placements, foster, immigrant, at-risk, and migrant students to ensure access to needed community resources.</p> <p>Strategy's Expected Result/Impact: Increase in graduation rate for at-risk students</p> <p>Staff Responsible for Monitoring: Director of Community Outreach</p> <p>Results Driven Accountability - Equity Plan</p> <p>Funding Sources: Communities in Schools Student Support for At-Risk (2 Years) - ESSER III - \$240,000, Juvenile Detention Instructional Support - Title I D - \$146,025, Social Services Liaison (2 Years) - ESSER III - \$275,000, Homeless and Foster Care Student Support - Title I - \$11,252, Homeless Social Services Liaison (2 Years) - ESSER III - \$140,000</p>

Strategy 4 Details
<p>Strategy 4: Provide additional general education teachers to campuses serving a large percentage of at-risk students.</p> <p>Strategy's Expected Result/Impact: Increase in assessment results</p> <p>Staff Responsible for Monitoring: Assistant Superintendents</p> <p>Equity Plan</p> <p>Funding Sources: General Education Teachers to Maintain Services to Students - ESSER II - \$18,491,173, General Education Teachers to Maintain Services to Students - State Comp Ed - \$35,722,568</p>

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

Strategy 1 Details
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
Strategy 2 Details
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: Teacher and Learning Administrative Support - Title II - \$14,904, Substitute Supervisor (2 Years) - ESSER III - \$140,000, Campus Formula Staff to Address Needs - ESSER III - \$1,775,340, Federal Programs - Title I - \$268,920, Athletic Specialist to Continue Access to All Students (2 Years) - ESSER III - \$180,000, Leadership Support - Title II - \$52,196, Virtual Learning to Address Additional Learning Opportunities for Students - ESSER III - \$1,335,000, Human Resources Secretary (2 Years) - ESSER III - \$70,000, Homeless Children and Youth Support - Homeless Grant TEHCY - \$79,750, Federal Programs Grant Support (2 Years) - ESSER III - \$174,000, Campus Formula Staff to Address Needs - ESSER II - \$770,000, Fine Arts Specialist to Continue Access to All Students (2 Years) - ESSER III - \$180,000, Assessment Specialist (2 Years) - ESSER III - \$180,000, District Support Staff to Address Unique Student Needs - Title IV - \$12,738
Strategy 3 Details
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

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

Strategy 1 Details
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
Strategy 2 Details
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

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

Strategy 1 Details
<p>Strategy 1: Utilize all available resources, including colleges, universities, regional education service centers, education-related professional organizations, job fairs, and alternative certification programs, to recruit quality, diverse applicant pools, particularly in identified shortage areas and for high need campuses.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Director of HR, Asst. Dir. HR, HR Coordinator, Recruiter</p> <p>Equity Plan</p> <p>Funding Sources: Teacher Incentive Allotment Support - ESSER III - \$80,000, Highly Qualified Staff Title I Schools - Title I - \$44,658, Recruitment - Title II - \$40,000</p>
Strategy 2 Details
<p>Strategy 2: Continue to enhance the use of technology, including Indeed, Linked In, Facebook, Twitter, and electronic job boards, to attract and source quality applicants in an efficient and effective manner.</p> <p>Strategy's Expected Result/Impact: Utilize all electronic resources to attract and source quality applicants in an efficient and effective manner.</p> <p>Staff Responsible for Monitoring: Director of HR, Asst. Dir. HR, HR Coordinator, Recruiter</p>

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

Strategy 1 Details
<p>Strategy 1: To ensure novice teachers who are in 0-1 years are provided with professional learning opportunities and support.</p> <p>Strategy's Expected Result/Impact: Teachers will complete requirements for the Novice Teacher Academy and be supported by a mentoring teacher.</p> <p>Staff Responsible for Monitoring: Coordinator of Gifted, Professional Programs and Mentorships</p> <p>Equity Plan</p> <p>Funding Sources: Novice Teacher Academy - Title II - \$30,000, Teacher Residency Program (2 Years) - ESSER II - \$900,000</p>
Strategy 2 Details
<p>Strategy 2: Continue to create and enhance professional learning modules that can be completed online to reduce the amount of time taken away from instruction on campuses. (To be reviewed by T&L.)</p> <p>Strategy's Expected Result/Impact: Staff development opportunities will be available by e-courses & virtual learning which will be advertised in our Teaching & Learning Newsletters.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of T & L, Director of Curriculum, Instruction, & Assessment, Content Coordinators and Specialists</p>
Strategy 3 Details
<p>Strategy 3: 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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Director of HR, Asst. Dir. HR, HR Coordinator</p>

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

Strategy 1 Details
Strategy 1: Retention of Novice Teacher Academy participants ranges 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
Strategy 2 Details
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
Strategy 3 Details
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 Equity Plan Funding Sources: Leadership Development - Title II - \$100,000

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.

Strategy 1 Details
<p>Strategy 1: Facilitate education sessions for parents at various community/campus locations, and/or through virtual platforms, in order to address mental health awareness, prevention, and connection to mental health services.</p> <p>Strategy's Expected Result/Impact: Increased parent and community awareness measured by attendance and participation at education sessions.</p> <p>Staff Responsible for Monitoring: District Coordinator of Guidance and Counseling</p> <p>Funding Sources: Private Non-Profit Well Rounded and STEM Access - Title IV - \$10,000, Counseling Support for Schools to Meet Social-Emotional Needs of Students - Title IV - \$35,000</p>
Strategy 2 Details
<p>Strategy 2: Expand partnership with Lone Star Family Health Services to provide dental care at the Grangerland clinic.</p> <p>Strategy's Expected Result/Impact: Improved dental care as measured by the number of students receiving services</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Operations</p>
Strategy 3 Details
<p>Strategy 3: Continue the partnership with Tri-County Behavioral Healthcare to provide mental health and crisis services on eligible campuses.</p> <p>Strategy's Expected Result/Impact: Improved access to mental health services as measured by the number of students accessing services</p> <p>Staff Responsible for Monitoring: District Coordinator of Guidance and Counseling</p>

Goal 4: Safe and Collaborative School Culture

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

Performance Objective 2: Increase economically disadvantage student participation in G/T to mirror district's demographic within 3% of overall sub-populations.

Evaluation Data Sources: TAPER Data

Strategy 1 Details
Strategy 1: Utilize alternative evaluations for gifted identification that is non-bias. Strategy's Expected Result/Impact: Increase the number of minority students participating the GT program. Staff Responsible for Monitoring: Coordinator of Gifted Programs, Professional Programs and Mentorships
Strategy 2 Details
Strategy 2: Increase enrichment pull-out programs and professional learning opportunities for campuses that are under-identified in the Gifted program. Strategy's Expected Result/Impact: Build teachers' knowledge of advanced rigor of instruction through differentiation which will increase number of students identified and participating in G/T program Staff Responsible for Monitoring: Coordinator of Gifted Programs, Professional Programs and Mentorships

Goal 4: Safe and Collaborative School Culture

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

Performance Objective 3: Implement active outreach to families of every student providing two way communication at least annually through surveys, participation in school decision making committees, and parent forums.

Strategy 1 Details
<p>Strategy 1: Provide opportunities for parents to participate in shared decision making at the district level.</p> <p>Strategy's Expected Result/Impact: Increased parent input in the decision-making process evidenced by participation on district and campus committees.</p> <p>Staff Responsible for Monitoring: Director of Communications</p> <p>Funding Sources: Family Engagement - Title I - \$88,725</p>
Strategy 2 Details
<p>Strategy 2: Work in collaboration with Texas Children's Hospital to form the Behavioral Health and Suicide Prevention Community Task Force in order to educate the community on mental health and suicide prevention and connect residents to support services.</p> <p>Strategy's Expected Result/Impact: Increased community awareness through suicide presentations as measured by the number of sessions and participants.</p> <p>Staff Responsible for Monitoring: District Coordinator of Guidance and Counseling</p> <p>Results Driven Accountability</p> <p>Funding Sources: Counseling Support for Schools to Meet Social-Emotional Needs of Students - Title IV - \$36,847</p>
Strategy 3 Details
<p>Strategy 3: Provide a connection between student, home, school, and community to ensure families new to the country are able to access school and community resources.</p> <p>Strategy's Expected Result/Impact: Increase in graduation rate and student assessment results.</p> <p>Staff Responsible for Monitoring: Director of Dropout Prevention</p> <p>Results Driven Accountability - Equity Plan</p> <p>Funding Sources: Newcomer Student Support - Title III - \$145,000</p>

Goal 4: Safe and Collaborative School Culture

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

Performance Objective 4: Implement Safe Schools Plan

Evaluation Data Sources: - Vector Solutions (Safe Schools) completion for the District

- Campus-specific MEOP plans via the SSO
- Campus required drill completion via the SSO
- Threat assessment training via the Texas State School Safety Center
- Threat assessment data via View It, upon request

Strategy 1 Details
<p>Strategy 1: Maintain the District School Safety & Security Committee and the Campus/Departmental Emergency Operations Team to review and make recommendations for the Safe Schools Plan.</p> <p>Strategy's Expected Result/Impact: To ensure that campuses operate under guidelines that promote safe and secure campuses.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Operations</p> <p>Funding Sources: Safety Staff Development to Ensure Student Safety - Title II - \$10,000, Health Services Materials and Staff Development to Meet Health Needs of Students - Title IV - \$42,623, Subs for District Health Screening Center - ESSER II - \$35,000, Access to Health Services for Students (2 Years) - ESSER III - \$13,380,000, Part-Time Nurse Testing Center - ESSER III - \$30,000, Health Services Training - Title II - \$15,000</p>
Strategy 2 Details
<p>Strategy 2: Maintain and expand District Threat Assessment procedures to the campus level using guiding information from the Texas State School Safety Center.</p> <p>Strategy's Expected Result/Impact: To ensure that campuses are able to identify, document, and intervene effectively when threats are made and reported.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Operations</p>

Goal 4: Safe and Collaborative School Culture

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

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

Strategy 1 Details
<p>Strategy 1: Address out of placement rates of African American students by providing training and support to campus leaders.</p> <p>Strategy's Expected Result/Impact: Removal rates for African American students will be proportionate to other district subgroups.</p> <p>Staff Responsible for Monitoring: Director of Student Support Services</p> <p>Results Driven Accountability</p>

Goal 4: Safe and Collaborative School Culture

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

Performance Objective 6: Establish Multi-Tiered Systems of Support and monitor fidelity of implementation on campuses.

Strategy 1 Details
<p>Strategy 1: Establish a system that proactively supports Social Emotional Learning.</p> <p>Strategy's Expected Result/Impact: Establish a student support model to include prevention and intervention components for supporting students' academic and behavioral success.</p> <p>Staff Responsible for Monitoring: Director of Student Support Services</p> <p>Results Driven Accountability</p>
Strategy 2 Details
<p>Strategy 2: Build a team of trained staff who are prepared to recognize and respond to social emotional needs of all learners.</p> <p>Strategy's Expected Result/Impact: Increased number of personnel certified as trauma practitioners.</p> <p>Staff Responsible for Monitoring: Director of Student Support Services</p> <p>Results Driven Accountability</p> <p>Funding Sources: Intervention Tracking to Support and Identify At-Risk Students - Title IV - \$47,000, Student Support Instructional Coaches - Title I - \$168,970, Student Support Services Secretary (2 Years) - ESSER III - \$80,000, Student Support Instructional Coaches (2 Years) - ESSER III - \$480,000</p>
Strategy 3 Details
<p>Strategy 3: Present how to address emotional well-being into the classroom at the Novice Teacher Academy and Administrative Leadership Conference.</p> <p>Strategy's Expected Result/Impact: Prepare newly hired employees to address emotional well-being.</p> <p>Staff Responsible for Monitoring: Director of Student Support Services</p>
Strategy 4 Details
<p>Strategy 4: Monitor the fidelity of CHAMPS implementation and provide support to identified areas of need.</p> <p>Strategy's Expected Result/Impact: Discipline incidents will decrease on campuses.</p> <p>Staff Responsible for Monitoring: Director of Student Support Services</p> <p>Results Driven Accountability</p>

Goal 4: Safe and Collaborative School Culture

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

Performance Objective 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: Significant progress made toward meeting Objective

Strategy 1 Details
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 Funding Sources: Communications Print Graphics (2 Years) - ESSER III - \$150,000
Strategy 2 Details
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
Strategy 3 Details
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
Strategy 4 Details
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
Strategy 5 Details
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

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: Increase secondary student access to devices and wireless infrastructure.

Evaluation Data Sources: Obtaining Devices, Campus Inventory, Deliver Devices, Increase WiFi Density

Strategy 1 Details
Strategy 1: Investigate options for moving campuses to 1:1 device ratio. Strategy's Expected Result/Impact: Increase equitable access of technology for all students. Staff Responsible for Monitoring: Director of Network Services Funding Sources: Increase Technology Devices to Ensure Student Access - Title IV - \$182,566
Strategy 2 Details
Strategy 2: Replace Teacher PCs and move those Windows 10 PCs to replace campus Win 7 PCs. Strategy's Expected Result/Impact: Update technology to increase teacher effectiveness. Staff Responsible for Monitoring: Director of Network Services
Strategy 3 Details
Strategy 3: Establish redundant network and internet connections at key locations to limit outages. Strategy's Expected Result/Impact: Increase access in those areas with limited bandwidth. Staff Responsible for Monitoring: Director of Network Services Funding Sources: Technology Tools and Software to Increase Access - ESSER II - \$405,000, WiFi and Hot Spots to Ensure Student and Staff Technology Access - ESSER III - \$4,478,000
Strategy 4 Details
Strategy 4: Configure internal and external systems to prevent security intrusions. Strategy's Expected Result/Impact: Decrease viruses and phishing opportunities. Staff Responsible for Monitoring: Director of Network Services

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 by 5%.

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

Strategy 1 Details
<p>Strategy 1: Focus Professional Learning on how teachers can increase engagement using Learning Management Systems.</p> <p>Strategy's Expected Result/Impact: Students are using Canvas and Seesaw to support their learning with a 5% increase in usage from the 2018-2019 school year to the 2021-2022 school year.</p> <p>Staff Responsible for Monitoring: Coordinator of Virtual Instruction</p> <p>Funding Sources: Virtual Learning to Address Additional Learning Opportunities - ESSER III - \$1,335,000, Virtual Learning to Address Additional Learning Opportunities - ESSER II - \$1,935,000</p>
Strategy 2 Details
<p>Strategy 2: Focus Professional Learning on embedding TexQuest resources in classroom instruction.</p> <p>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 2018-2019 school year to the 2021-2022 school year.</p> <p>Staff Responsible for Monitoring: Coordinator of Instructional Technology</p> <p>Funding Sources: Technology Tools and Software to Increase Access - ESSER III - \$2,027,000, Technology Integrated in the Classroom to Meet Unique Student Needs - Title IV - \$131,719</p>
Strategy 3 Details
<p>Strategy 3: Model seamless technology integration into instructional practices.</p> <p>Strategy's Expected Result/Impact: Instructional Technology coaches are utilized to assist teachers in the planning and modeling of technology integration.</p> <p>Staff Responsible for Monitoring: Coordinator of Instructional Technology</p>

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. The category of focus will be for: All GT Students

Evaluation Data Sources: Common Formative Assessments
STAAR Assessments

Strategy 1 Details
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: Increase teacher utilization of quality, "real world" projects. Staff Responsible for Monitoring: Coordinator of Gifted Programs, Professional Programs and Mentorships
Strategy 2 Details
Strategy 2: Provide educators with effective, research-based professional learning focusing on differentiation for gifted learner. Strategy's Expected Result/Impact: Meet the needs of G/T students by modifying the depth, complexity, and pacing of the curriculum and instruction. Staff Responsible for Monitoring: Coordinator of Gifted Programs, Professional Programs and Mentorships
Strategy 3 Details
Strategy 3: Increase enrichment pull-out programs and professional learning opportunities for campuses that are under-identified in the Gifted program. Strategy's Expected Result/Impact: Build teachers' knowledge of advanced rigor of instruction through differentiation which will increase number of students identified and participating in G/T program Staff Responsible for Monitoring: Coordinator of Gifted Programs, Professional Programs and Mentorships Funding Sources: GT Instructional Support and Staff Development to Meet Unique Learning Needs of Students - Title IV - \$92,154

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

Strategy 1 Details
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 Assistant Superintendents Results Driven Accountability Funding Sources: ESL Instructional Coach Secondary (2 Years) - ESSER III - \$160,000
Strategy 2 Details
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 Results Driven Accountability Funding Sources: Staff Development for EL Teachers - Title III - \$28,834
Strategy 3 Details
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 Results Driven Accountability Funding Sources: Staff Development for EL Teachers - Title III - \$28,834
Strategy 4 Details
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 Results Driven Accountability Funding Sources: Staff Development for EL Teachers - Title III - \$28,832

Strategy 5 Details

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

Results Driven Accountability

Funding Sources: Administrative Support - Title III - \$12,000, Summer School Title III - Title III - \$261,005, ESL/Bilingual Instructional Coach Support - Title III - \$75,000

Strategy 6 Details

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

Results Driven Accountability

Funding Sources: Instructional Support for Students - Title III - \$278,300, Instructional Materials - Title III - \$141,645, Dual Language Support - Title III - \$23,060

Strategy 7 Details

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

Results Driven Accountability

Funding Sources: Technology Support - Title III - \$55,500

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: Implement a district dyslexia instructional program that meets the requirements of the State Board of Education (SBOE) rule.

Strategy 1 Details
Strategy 1: Implement the CISD dyslexia instructional program for all students. Strategy's Expected Result/Impact: The CISD dyslexia instructional program will be implemented with fidelity. Staff Responsible for Monitoring: Dyslexia Coordinator Funding Sources: Dyslexia Staff Development - Title II - \$30,000
Strategy 2 Details
Strategy 2: Allocate additional Reading Interventionists to serve students an additional day a week (5 days a week) and to provide smaller group sizes. Strategy's Expected Result/Impact: Increase in student mastery. Staff Responsible for Monitoring: Dyslexia Coordinator
Strategy 3 Details
Strategy 3: Provide intensive, explicit, systematic, research-based reading instruction to identified dyslexic at-risk students. Strategy's Expected Result/Impact: Increase in student mastery. Staff Responsible for Monitoring: Dyslexia Coordinator Funding Sources: Dyslexia Teachers (2 Years) - ESSER III - \$280,000
Strategy 4 Details
Strategy 4: Promote an understanding of Dyslexia and Related Disorders through training of multisensory instruction and classroom support for teachers and parents. Strategy's Expected Result/Impact: Increase in knowledge of proven instructional strategies. Staff Responsible for Monitoring: Dyslexia Coordinator

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.

Increase the percent of students in all student groups scoring Approaches, Meets and Masters on STAAR over the previous year.

Provide quality professional development designed to increase educator expertise in differentiating the curriculum to meet the needs of diverse student populations and incorporate effective measures of learner skill acquisition.

Strategy 1 Details
<p>Strategy 1: Collaborate with content areas in the Teaching and Learning Department to provide support and professional learning to all teachers on removing instructional obstacles for students receiving special ed services.</p> <p>Strategy's Expected Result/Impact: Increase grade level exposure to core content for all students.</p> <p>Staff Responsible for Monitoring: Curriculum and Special Education Coordinators</p> <p>Results Driven Accountability</p> <p>Funding Sources: Special Education Bilingual Itinerant Teacher (2 Years) - ESSER III - \$140,000, Special Education Support to Meet Student Needs - ESSER III - \$150,000, BCA Behavior Specialist (2 Years) - ESSER III - \$180,000</p>
Strategy 2 Details
<p>Strategy 2: Identify and provide professional learning for teachers who have not been trained in literacy instruction for students with disabilities.</p> <p>Strategy's Expected Result/Impact: Increase exposure to proven literacy instructional strategies.</p> <p>Staff Responsible for Monitoring: Curriculum and Special Education Coordinators</p> <p>Results Driven Accountability</p>
Strategy 3 Details
<p>Strategy 3: Special education teachers will complete campus based professional development for Writer's Workshop.</p> <p>Strategy's Expected Result/Impact: Increase exposure to proven literacy instructional strategies.</p> <p>Staff Responsible for Monitoring: ELA and Special Education Coordinators</p> <p>Results Driven Accountability</p>
Strategy 4 Details
<p>Strategy 4: Build capacity of district and campus staff by providing instructional coaching, feedback, and training to address identified areas of need.</p> <p>Strategy's Expected Result/Impact: Increase in student assessment outcomes</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning Director of Curriculum, Instruction, & Assessment</p> <p>Funding Sources: Foreign Language Staff Development - Title II - \$10,000, Teaching and Learning Staff Development - Title II - \$448,393, Private Non-Profit Staff Development - Title II - \$16,000, Physical Education and Health Staff Development - Title II - \$20,000</p>

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 addresses the knowledge, skills, and practices needed for teachers to be successful in PreK - 12 classrooms.

Evaluation Data Sources: District Staff Development Trainings
STAAR Data

Strategy 1 Details
<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 T & L, Early Childhood Coordinator, Early Childhood Specialist, Early Childhood Coach</p> <p>Funding Sources: Early Childhood Instructional Coach (2 Years) - ESSER III - \$160,000, Early Childhood Staff Development - Title II - \$30,000, Early Childhood Instructional Coach - Title II - \$47,538, Early Childhood Instructional Coach - Title I - \$90,784</p>
Strategy 2 Details
<p>Strategy 2: Provide job embedded staff development to address required TEKS for each grade level and content area.</p> <p>Strategy's Expected Result/Impact: District Staff Development Comprehensive Plan with over 1,000 opportunities is provided throughout the school year. District and campus Instructional Coaches provide the job embedded PD.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of T & L, Director of T & L, Content Coordinators and Specialists, District Instructional Coaches</p>
Strategy 3 Details
<p>Strategy 3: Provide staff development to fine arts teachers on effective ways to integrate fine arts into instructional practices in all content areas.</p> <p>Strategy's Expected Result/Impact: Increase alignment between fine arts and content connections.</p> <p>Staff Responsible for Monitoring: Director of Fine Arts, Fine Arts Specialist</p> <p>Funding Sources: Fine Arts Enrichment for At-Risk Students Providing Additional Learning Opportunities for Students - Title IV - \$32,469, Fine Arts Staff Development - Title II - \$25,000</p>

District Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	14	2	Instructional Support		\$12,921,738.00
1	14	2	Tutoring Extra Duty and Materials		\$1,352,668.00
1	14	2	Instructional Coaches		\$690,619.00
1	14	4	General Education Teachers to Maintain Services to Students		\$35,722,568.00
Sub-Total					\$50,687,593.00
Budgeted Fund Source Amount					\$50,687,593.00
+/- Difference					\$0.00
Title I C					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	14	2	Migrant Instructional Support		\$45,591.00
Sub-Total					\$45,591.00
Budgeted Fund Source Amount					\$45,591.00
+/- Difference					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	ELA Instructional Coaches		\$174,261.00
1	8	1	Science Instructional Coach		\$86,683.00
1	14	2	Instructional Support for At-Risk Students		\$617,378.00
1	14	2	Title I Summer School		\$170,333.00
1	14	2	Private School for Eligible Title I Students		\$16,554.00
1	14	3	Homeless and Foster Care Student Support		\$11,252.00
2	1	2	Federal Programs		\$268,920.00
3	1	1	Highly Qualified Staff Title I Schools		\$44,658.00
4	3	1	Family Engagement		\$88,725.00
4	6	2	Student Support Instructional Coaches		\$168,970.00
5	7	1	Early Childhood Instructional Coach		\$90,784.00

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$1,738,518.00
Budgeted Fund Source Amount					\$1,738,518.00
+/- Difference					\$0.00
Title I D					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	14	3	Juvenile Detention Instructional Support		\$146,025.00
Sub-Total					\$146,025.00
Budgeted Fund Source Amount					\$146,025.00
+/- Difference					\$0.00
Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Elementary ELA Staff Development		\$40,000.00
1	1	2	Secondary Language Arts Instructional Coach		\$86,494.00
1	1	2	Secondary Language Arts Staff Development		\$40,000.00
1	1	3	Elementary ELA Staff Development		\$40,000.00
1	5	3	Elementary Math Staff Development		\$60,000.00
1	5	3	Math Instructional Coaches		\$119,999.00
1	5	3	Secondary Math Staff Development		\$40,000.00
1	6	1	Social Studies Staff Development		\$47,500.00
1	7	1	Social Studies Instructional Coaches		\$10,000.00
1	8	1	Science Professional Development		\$50,000.00
1	8	1	Science Instructional Coaches		\$91,478.00
1	8	2	Robotics Staff Development		\$41,636.00
1	14	2	Response to Intervention Staff Development		\$50,000.00
2	1	2	Teacher and Learning Administrative Support		\$14,904.00
2	1	2	Leadership Support		\$52,196.00
3	1	1	Recruitment		\$40,000.00
3	2	1	Novice Teacher Academy		\$30,000.00
3	3	3	Leadership Development		\$100,000.00

Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	4	1	Safety Staff Development to Ensure Student Safety		\$10,000.00
4	4	1	Health Services Training		\$15,000.00
5	5	1	Dyslexia Staff Development		\$30,000.00
5	6	4	Foreign Language Staff Development		\$10,000.00
5	6	4	Teaching and Learning Staff Development		\$448,393.00
5	6	4	Private Non-Profit Staff Development		\$16,000.00
5	6	4	Physical Education and Health Staff Development		\$20,000.00
5	7	1	Early Childhood Staff Development		\$30,000.00
5	7	1	Early Childhood Instructional Coach		\$47,538.00
5	7	3	Fine Arts Staff Development		\$25,000.00
Sub-Total					\$1,606,138.00
Budgeted Fund Source Amount					\$1,606,138.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	3	Newcomer Student Support		\$145,000.00
5	4	2	Staff Development for EL Teachers		\$28,834.00
5	4	3	Staff Development for EL Teachers		\$28,834.00
5	4	4	Staff Development for EL Teachers		\$28,832.00
5	4	5	Administrative Support		\$12,000.00
5	4	5	Summer School Title III		\$261,005.00
5	4	5	ESL/Bilingual Instructional Coach Support		\$75,000.00
5	4	6	Instructional Support for Students		\$278,300.00
5	4	6	Instructional Materials		\$141,645.00
5	4	6	Dual Language Support		\$23,060.00
5	4	7	Technology Support		\$55,500.00
Sub-Total					\$1,078,010.00
Budgeted Fund Source Amount					\$1,078,010.00
+/- Difference					\$0.00

Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	District Support Staff to Address Unique Student Needs		\$12,738.00
4	1	1	Private Non-Profit Well Rounded and STEM Access		\$10,000.00
4	1	1	Counseling Support for Schools to Meet Social-Emotional Needs of Students		\$35,000.00
4	3	2	Counseling Support for Schools to Meet Social-Emotional Needs of Students		\$36,847.00
4	4	1	Health Services Materials and Staff Development to Meet Health Needs of Students		\$42,623.00
4	6	2	Intervention Tracking to Support and Identify At-Risk Students		\$47,000.00
5	1	1	Increase Technology Devices to Ensure Student Access		\$182,566.00
5	2	2	Technology Integrated in the Classroom to Meet Unique Student Needs		\$131,719.00
5	3	3	GT Instructional Support and Staff Development to Meet Unique Learning Needs of Students		\$92,154.00
5	7	3	Fine Arts Enrichment for At-Risk Students Providing Additional Learning Opportunities for Students		\$32,469.00
Sub-Total					\$623,116.00
Budgeted Fund Source Amount					\$623,116.00
+/- Difference					\$0.00
Homeless Grant TEHCY					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Homeless Children and Youth Support		\$79,750.00
Sub-Total					\$79,750.00
Budgeted Fund Source Amount					\$79,750.00
+/- Difference					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Leveled Classroom Libraries		\$2,000,000.00
1	14	2	Summer School Additional Learning Opportunities (2 Years)		\$4,410,000.00
1	14	4	General Education Teachers to Maintain Services to Students		\$18,491,173.00
2	1	2	Campus Formula Staff to Address Needs		\$770,000.00
3	2	1	Teacher Residency Program (2 Years)		\$900,000.00
4	4	1	Subs for District Health Screening Center		\$35,000.00
5	1	3	Technology Tools and Software to Increase Access		\$405,000.00
5	2	1	Virtual Learning to Address Additional Learning Opportunities		\$1,935,000.00
Sub-Total					\$28,946,173.00
Budgeted Fund Source Amount					\$28,946,173.00
+/- Difference					\$0.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	When Readers Struggle Staff Development		\$72,000.00
1	5	3	Guided Math Laney Salmons Staff Development		\$7,500.00
1	5	3	Math Instructional Coaches		\$160,000.00
1	12	4	CTE Teacher to Address Student Needs		\$70,000.00
1	14	2	Intervention Professional Development		\$377,400.00
1	14	2	Campus Learning Loss and Recovery Instructional Opportunities		\$16,523,961.00
1	14	2	Summer School Additional Learning Opportunities (3 Years)		\$7,025,000.00
1	14	2	Intervention Tracking Software and Staff Development High Schools (2 Years)		\$200,000.00
1	14	3	Communities in Schools Student Support for At-Risk (2 Years)		\$240,000.00
1	14	3	Social Services Liaison (2 Years)		\$275,000.00
1	14	3	Homeless Social Services Liaison (2 Years)		\$140,000.00
2	1	2	Substitute Supervisor (2 Years)		\$140,000.00
2	1	2	Campus Formula Staff to Address Needs		\$1,775,340.00
2	1	2	Athletic Specialist to Continue Access to All Students (2 Years)		\$180,000.00
2	1	2	Virtual Learning to Address Additional Learning Opportunities for Students		\$1,335,000.00
2	1	2	Human Resources Secretary (2 Years)		\$70,000.00

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Federal Programs Grant Support (2 Years)		\$174,000.00
2	1	2	Fine Arts Specialist to Continue Access to All Students (2 Years)		\$180,000.00
2	1	2	Assessment Specialist (2 Years)		\$180,000.00
3	1	1	Teacher Incentive Allotment Support		\$80,000.00
4	4	1	Access to Health Services for Students (2 Years)		\$13,380,000.00
4	4	1	Part-Time Nurse Testing Center		\$30,000.00
4	6	2	Student Support Services Secretary (2 Years)		\$80,000.00
4	6	2	Student Support Instructional Coaches (2 Years)		\$480,000.00
4	7	1	Communications Print Graphics (2 Years)		\$150,000.00
5	1	3	WiFi and Hot Spots to Ensure Student and Staff Technology Access		\$4,478,000.00
5	2	1	Virtual Learning to Address Additional Learning Opportunities		\$1,335,000.00
5	2	2	Technology Tools and Software to Increase Access		\$2,027,000.00
5	4	1	ESL Instructional Coach Secondary (2 Years)		\$160,000.00
5	5	3	Dyslexia Teachers (2 Years)		\$280,000.00
5	6	1	Special Education Bilingual Itinerant Teacher (2 Years)		\$140,000.00
5	6	1	Special Education Support to Meet Student Needs		\$150,000.00
5	6	1	BCA Behavior Specialist (2 Years)		\$180,000.00
5	7	1	Early Childhood Instructional Coach (2 Years)		\$160,000.00
Sub-Total					\$52,235,201.00
Budgeted Fund Source Amount					\$52,235,201.00
+/- Difference					\$0.00
Grand Total					\$137,186,115.00