

Conroe Independent School District

District Improvement Plan

2023-2024



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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 objective is to achieve or exceed state accountability standards in all subject areas, graduation rates, and career and college readiness.

State A-F Accountability for the 2022-2023 school year has been delayed. In 2021-2022 Conroe ISD received an overall B rating. Of our 59 rated campuses, 22 received an A, 25 received a B, and 12 received a C. No campuses received lower than a C. In College Career, and Military Readiness, 70% of graduates met criteria for the class of 2022. Conroe ISD has a graduation rate of 96.5%* for the class of 2022.

The district will continue to focus on meeting the needs of each individual student to ensure their academic success. Data is disaggregated after each local assessment by every program and student group and is accessible to campus and district leaders via a data management system. This allows our staff to engage in data responsive instructional practices that ensure our students are afforded opportunities to grow their learning.

*State A-F Accountability has been delayed. Some information is based on reports that are not yet available publicly or from the <https://txreports.emetric.net/> site rather than the A-F Accountability reports or TAPR.

Student Achievement Strengths

- Conroe ISD's 96.5%* 4-year state graduation rate exceeds the state's graduation rate of 89.7%* for the class of 2022
- The state's dropout rate for the 2021-22 school year was 6.4%*, while Conroe ISD's dropout rate for this same time period was only 0.2%*.
- In each content area, the district's STAAR scores outperform the state at the approaches, meets, and masters grade level standards.
- The district's percentage of students qualifying as College, Career, and Military Ready (CCMR) has increased from 65% with the class of 2021 to 70% with the class of 2022.
- STAAR performance has increased from the 2021-2022 to the 2022-2023 school year in the areas of Grade 4 Math, Grade 5 Math, Grade 6 Reading/Language Arts, Grade 8 Reading/Language Arts, and Grade 8 Math.*
- All high school End of Course assessments outperform the state and English I, Algebra I, and Biology show increases in performance.*

*State A-F Accountability has been delayed. Some information is based on reports that are not yet available publicly or from the <https://txreports.emetric.net/> site rather than the A-F Accountability reports or TAPR as in previous years.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): The rate of student growth continues to present GT identification equity issues and performance across all demographics. **Root Cause:** Conroe ISD and Montgomery County, in general, are experiencing population growth rates that are among the highest in the country.

Problem Statement 2 (Prioritized): All students did not receive high-quality, Tier-1 instruction to close the achievement gap for students who are not meeting the high-challenging state standards. **Root Cause:** The diversity of Conroe ISD, due to its large geographic region, serves students from a wide variety of socio-economic, language and cultural backgrounds.

Problem Statement 3 (Prioritized): Ensure that all children receive high-quality, Tier-2 & Tier 3 instruction to close the achievement gap for those students who are not meeting the high-challenging state standards. **Root Cause:** The diversity of Conroe ISD, due to its large geographic region, serves students from a wide variety of socio-economic, language and cultural backgrounds.

Culture and Climate

Culture and Climate Summary

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

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

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

Conroe ISD is a fast growth district committed to meeting the needs of our growing community. Facilities and services are continually evaluated and addressed by our District Planning Committee.

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

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

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

Culture and Climate Strengths

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

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

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

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

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

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

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

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): The rates of students out of placement continue to rise, with rates disproportionate for our Black, Hispanic and Foster Care students. **Root Cause:** Students with academic and behavioral deficits are in need of appropriate, timely, and targeted instruction, interventions and supports.

Problem Statement 2 (Prioritized): The rate of student growth continues to present capacity and infrastructure issues at campuses at all levels and corners of our District. **Root Cause:** Conroe ISD and Montgomery County are experiencing population growth rates that are among the highest in the country.

Problem Statement 3 (Prioritized): The rate of teacher shortage continues to adversely impact our teacher retention. **Root Cause:** Conroe ISD and Montgomery County, in general, are experiencing population growth rates that are among the highest in the country which leads to the need of greater number of teachers.

Problem Statement 4 (Prioritized): The rate of dropouts for homeless students and students in foster care in 7th through 12th grade continues to increase. **Root Cause:** Instability in the students' life and lack of resources.

Problem Statement 5 (Prioritized): Continue methods for increasing staff, student, and parent awareness of issues regarding sexual abuse, trafficking, and other forms of maltreatment of children, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim. **Root Cause:** Increase in community population and continued updated research regarding child abuse.

Problem Statement 6 (Prioritized): Continue training and awareness on threat assessment approaches and ways to implement safe and supportive school strategies. **Root Cause:** A growing population of students who have experienced trauma and crises.

Problem Statement 7 (Prioritized): The District continues to experience high vacancy rates in the areas of Bilingual and Special Education. **Root Cause:** The pool of quality Bilingual and Special Education teachers is not sufficient to meet the needs of the District.

Problem Statement 8 (Prioritized): Each school board must ensure at least one armed security officer, specifically a commissioned peace officer, is present during regular school hours at each campus. Each board must determine the appropriate number of armed security officers for each district campus. **Root Cause:** The District has an increased need for safety and security in public schools.

Problem Statement 9 (Prioritized): Teachers are leaving the profession at higher rates than the pre-COVID era. **Root Cause:** A variety of factors, including lack of state funding for pay increases, student discipline issues, school safety, and heavy workloads due to state expectations and overcrowded classrooms, contribute to increased teacher vacancies.

Problem Statement 10 (Prioritized): All CISD students and staff have a wide range of health needs. **Root Cause:** As our school population continues to grow, more students with diverse healthcare needs will require care by trained employees.

Problem Statement 11 (Prioritized): CISD will continue to develop a pipeline of future leaders for our fast growing district. **Root Cause:** Conroe ISD and Montgomery County are experiencing population growth rates that are among the highest in the country which leads to the need of greater number of administrators.

Problem Statement 12 (Prioritized): With a growing population, there is a slight increase in number of bullying incidents this year compared to last year. **Root Cause:** There is limited anti-bullying education and an increase of social and emotional issues among students.

Problem Statement 13 (Prioritized): Needed improvement for sharing foundational level behavioral strategies, prevention, and intervention to address schoolwide, classroom and individual student needs. **Root Cause:** Students are in need of structures, instruction, and interventions to address behavioral and motivational barriers to learning.

Problem Statement 14 (Prioritized): Multi-hazard emergency operations procedure training is required by the State of Texas. **Root Cause:** Turnover rate of administration and campus personnel requires ongoing multi-hazard operations procedure training.

Parent and Community Engagement

Parent and Community Engagement Summary

Parents and communities are essential components to a child’s successful educational experience. Conroe ISD is committed to strengthening the partnership between schools and home. Parents are encouraged to be an active participant in the education of their child.

Families are encouraged to keep in close two-way communication with the school. Some examples include reviewing a child’s schoolwork coming home and reading newsletters and notices from the school. Parents are encouraged to contact the teacher or the school office when questions arise.

Schools and the District thrive when partnerships are created between families and the community. Conroe ISD will continue to explore opportunities to better meet the needs of students through gaining these key partners by providing opportunities for input, shared decision making, and active engagement within schools.

Parent and Community Engagement Strengths

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

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

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

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

Conroe ISD provides emergency communications to families in English and Spanish

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Inaccurate recording of attendance in PEIMS during Compensatory Education Home Instruction for students served by Pregnancy Related Services. **Root Cause:** Missing documentation and regular PEIMS auditing of home instruction teacher attendance.

Problem Statement 2 (Prioritized): Many low income Hispanic families do not participate in school and/or community engagement events. **Root Cause:** Due to family dynamics, low income, immigration status, many families have a hard time trusting schools and often lack prompt and accurate Spanish communication from the schools .

Problem Statement 3 (Prioritized): Our Hispanic families have a lack of engagement in schools and awareness of District policies and programs. **Root Cause:** Due to family dynamics, low income, immigration status, many families have a hard time trusting schools and often lack prompt and accurate Spanish communication from the schools

Priority Problem Statements

Problem Statement 1: The rates of students out of placement continue to rise, with rates disproportionate for our Black, Hispanic and Foster Care students.

Root Cause 1: Students with academic and behavioral deficits are in need of appropriate, timely, and targeted instruction, interventions and supports.

Problem Statement 1 Areas: Culture and Climate

Problem Statement 2: The rate of student growth continues to present capacity and infrastructure issues at campuses at all levels and corners of our District.

Root Cause 2: Conroe ISD and Montgomery County are experiencing population growth rates that are among the highest in the country.

Problem Statement 2 Areas: Culture and Climate

Problem Statement 3: The rate of teacher shortage continues to adversely impact our teacher retention.

Root Cause 3: Conroe ISD and Montgomery County, in general, are experiencing population growth rates that are among the highest in the country which leads to the need of greater number of teachers.

Problem Statement 3 Areas: Culture and Climate

Problem Statement 4: The rate of student growth continues to present GT identification equity issues and performance across all demographics.

Root Cause 4: Conroe ISD and Montgomery County, in general, are experiencing population growth rates that are among the highest in the country.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: The rate of dropouts for homeless students and students in foster care in 7th through 12th grade continues to increase.

Root Cause 5: Instability in the students' life and lack of resources.

Problem Statement 5 Areas: Culture and Climate

Problem Statement 6: Continue methods for increasing staff, student, and parent awareness of issues regarding sexual abuse, trafficking, and other forms of maltreatment of children, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim.

Root Cause 6: Increase in community population and continued updated research regarding child abuse.

Problem Statement 6 Areas: Culture and Climate

Problem Statement 7: Continue training and awareness on threat assessment approaches and ways to implement safe and supportive school strategies.

Root Cause 7: A growing population of students who have experienced trauma and crises.

Problem Statement 7 Areas: Culture and Climate

Problem Statement 8: Inaccurate recording of attendance in PEIMS during Compensatory Education Home Instruction for students served by Pregnancy Related Services.

Root Cause 8: Missing documentation and regular PEIMS auditing of home instruction teacher attendance.

Problem Statement 8 Areas: Parent and Community Engagement

Problem Statement 9: The District continues to experience high vacancy rates in the areas of Bilingual and Special Education.

Root Cause 9: The pool of quality Bilingual and Special Education teachers is not sufficient to meet the needs of the District.

Problem Statement 9 Areas: Culture and Climate

Problem Statement 10: Each school board must ensure at least one armed security officer, specifically a commissioned peace officer, is present during regular school hours at each campus. Each board must determine the appropriate number of armed security officers for each district campus.

Root Cause 10: The District has an increased need for safety and security in public schools.

Problem Statement 10 Areas: Culture and Climate

Problem Statement 11: Teachers are leaving the profession at higher rates than the pre-COVID era.

Root Cause 11: A variety of factors, including lack of state funding for pay increases, student discipline issues, school safety, and heavy workloads due to state expectations and overcrowded classrooms, contribute to increased teacher vacancies.

Problem Statement 11 Areas: Culture and Climate

Problem Statement 12: All CISD students and staff have a wide range of health needs.

Root Cause 12: As our school population continues to grow, more students with diverse healthcare needs will require care by trained employees.

Problem Statement 12 Areas: Culture and Climate

Problem Statement 13: All students did not receive high-quality, Tier-1 instruction to close the achievement gap for students who are not meeting the high-challenging state standards.

Root Cause 13: The diversity of Conroe ISD, due to its large geographic region, serves students from a wide variety of socio-economic, language and cultural backgrounds.

Problem Statement 13 Areas: Student Achievement

Problem Statement 14: CISD will continue to develop a pipeline of future leaders for our fast growing district.

Root Cause 14: Conroe ISD and Montgomery County are experiencing population growth rates that are among the highest in the country which leads to the need of greater number of administrators.

Problem Statement 14 Areas: Culture and Climate

Problem Statement 15: With a growing population, there is a slight increase in number of bullying incidents this year compared to last year.

Root Cause 15: There is limited anti-bullying education and an increase of social and emotional issues among students.

Problem Statement 15 Areas: Culture and Climate

Problem Statement 16: Ensure that all children receive high-quality, Tier-2 & Tier 3 instruction to close the achievement gap for those students who are not meeting the high-challenging state standards.

Root Cause 16: The diversity of Conroe ISD, due to its large geographic region, serves students from a wide variety of socio-economic, language and cultural backgrounds.

Problem Statement 16 Areas: Student Achievement

Problem Statement 17: Needed improvement for sharing foundational level behavioral strategies, prevention, and intervention to address schoolwide, classroom and individual student needs.

Root Cause 17: Students are in need of structures, instruction, and interventions to address behavioral and motivational barriers to learning.

Problem Statement 17 Areas: Culture and Climate

Problem Statement 18: Many low income Hispanic families do not participate in school and/or community engagement events.

Root Cause 18: Due to family dynamics, low income, immigration status, many families have a hard time trusting schools and often lack prompt and accurate Spanish communication from the schools .

Problem Statement 18 Areas: Parent and Community Engagement

Problem Statement 19: Our Hispanic families have a lack of engagement in schools and awareness of District policies and programs.

Root Cause 19: Due to family dynamics, low income, immigration status, many families have a hard time trusting schools and often lack prompt and accurate Spanish communication from the schools

Problem Statement 19 Areas: Parent and Community Engagement

Problem Statement 20: Multi-hazard emergency operations procedure training is required by the State of Texas.

Root Cause 20: Turnover rate of administration and campus personnel requires ongoing multi-hazard operations procedure training.

Problem Statement 20 Areas: Culture and Climate


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, mCLASS, CFAs, MAZE

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will grow students' instructional reading levels by supporting increased volume and stamina in independent reading as measured by BAS, mCLASS, and MAZE Strategy's Expected Result/Impact: By increasing the independent reading time that students read an accessible text, students will be able to read for longer periods of time. When students have more time to read, they will read a variety of texts, be exposed to more vocabulary, see different types of text structure, practice word study and comprehension strategies, set personal goals for time, page quantity, and build an enjoyment for reading. When in small groups, teachers will target those reading behaviors that are inhibiting students from increasing their volume/stamina. Staff Responsible for Monitoring: ELA/SLA Coordinators and ELA Specialist Problem Statements: Student Achievement 2 Funding Sources: Supplemental Teachers and Staff - Title I - \$282,526, SLA Instructional Coaches - State Comp Ed - \$61,799, SLA Instructional Coach - Title II - \$30,101, SLA Professional Learning - Title II - \$14,000, ELA Professional Learning - Title II - \$14,750, Additional Learning Opportunities Summer School - Title I - \$361,686	Formative		
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Strategy 2 Details	Formative Reviews		
Strategy 2: Develop and deepen students' ability to comprehend grade-level texts as measured by CFA performance. Strategy's Expected Result/Impact: By focusing on comprehension through the mini-lesson, read aloud and small group instruction, students will be able to visualize, make inferences and synthesize increasingly complex texts. Students receiving 1416 intervention through the supplemental support of BookNook (a TCLAS recommended resource) or Conroe Lesson Cycles focus on comprehension through a live digital interactive read aloud. Staff Responsible for Monitoring: ELA/SLA Coordinators and ELA Specialist Problem Statements: Student Achievement 2 Funding Sources: SLA Instructional Coaches - State Comp Ed - \$61,799, SLA Instructional Coach - Title II - \$30,102, SLA Teacher training, resources, PD - Title II - \$14,000, ELA Lesson Development - Title II - \$24,100	Formative		
	Dec	Mar	June
			
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Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: All students did not receive high-quality, Tier-1 instruction to close the achievement gap for students who are not meeting the high-challenging state standards. Root Cause: The diversity of Conroe ISD, due to its large geographic region, serves students from a wide variety of socio-economic, language and cultural backgrounds.



Goal 1: Student Achievement and Post-Secondary Success


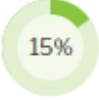




CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 2: Increase the percent of 3rd grade students that score meets grade level or above on STAAR Reading from 52% to 63% by 2025.

HB3 Goal

Evaluation Data Sources: BAS, mCLASS, CIRCLE

Strategy 1 Details	Formative Reviews		
Strategy 1: Instruction of grade level content will be recursive, chunked, and taught using the gradual release model. This will provide students multiple exposures, explicit instruction and supported practice with feedback needed to move from approximation to mastery on essential reading behaviors/strategies/skills. Strategy's Expected Result/Impact: Increase the percent of 3rd grade students that score meets grade level or above on STAAR Reading from 52% to 63% by 2025. Staff Responsible for Monitoring: ELA Coordinator and ELA Specialist Problem Statements: Student Achievement 2 Funding Sources: ELA Instructional Coaching - State Comp Ed - \$44,473, ELA Professional Learning and Instructional Resources - Title II - \$6,800	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provisioned with extensive time, high-interest, accessible texts, and setting and monitoring engagement goals, students will progressively grow their reading stamina. Reading for longer periods of time will give students the opportunities to practice reading skills, strategies and behaviors needed to fluently decode and comprehend texts. Strategy's Expected Result/Impact: Increase the percent of 3rd grade students that score meets grade level or above on STAAR Reading from 52% to 63% by 2025. Staff Responsible for Monitoring: ELA Coordinator and ELA Specialist Problem Statements: Student Achievement 2 Funding Sources: ELA Instructional Coaching - Title I - \$46,317, ELA Professional Learning and Instructional Resources - Title II - \$10,000	Formative		
	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Students will receive small group, differentiated instruction through Guided Reading. Students' needs as determined through running records and anecdotal notes and the demands of the text will be used to create Guided Reading plans to accelerate student reading progress. Strategy's Expected Result/Impact: Increase the percent of 3rd grade students that score meets grade level or above on STAAR Reading from 52% to 63% by 2025. Staff Responsible for Monitoring: ELA Coordinator and ELA Specialist Problem Statements: Student Achievement 2 Funding Sources: ELA Professional Learning and Instructional Resources - Title II - \$3,500	Formative		
	Dec	Mar	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Through professional development, the Early Childhood Department will provide trainings and coaching that recommend PreK best practices in early literacy for all student groups. Ongoing formative assessments to include CIRCLE assessments and Standards Based Reporting will be connected to the PreK guidelines from the state. Strategy's Expected Result/Impact: Growth in PreK CIRCLE assessment measures Staff Responsible for Monitoring: Early Childhood Specialist and Early Childhood Coordinator Problem Statements: Student Achievement 2 Funding Sources: District Early Childhood Coach - Title I - \$46,180, Early Childhood Staff Development and Materials - Title II - \$15,500	Formative		
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Performance Objective 2 Problem Statements:

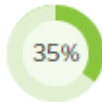
Student Achievement
Problem Statement 2: All students did not receive high-quality, Tier-1 instruction to close the achievement gap for students who are not meeting the high-challenging state standards. Root Cause: The diversity of Conroe ISD, due to its large geographic region, serves students from a wide variety of socio-economic, language and cultural backgrounds.

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 student performance in grades 3-8 on the STAAR Extended Constructed Response from a district-wide average of 4.64 to 5.50 by 2025.

Evaluation Data Sources: Extended Constructed Response through CFAs and STAAR

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will incrementally increase student performance on Extended Constructed Response as measured in CFAs and on-demand writing. Strategy's Expected Result/Impact: Increase quality of student writing. Staff Responsible for Monitoring: ELA and SLA Coordinators, and ELA Specialist Problem Statements: Student Achievement 2 Funding Sources: SLA Instructional Coaches - State Comp Ed - \$61,799, SLA Instructional Coach - Title II - \$30,101, SLA Teacher training, resources, PD - Title II - \$14,000, ELA Instructional Coaching - State Comp Ed - \$90,559, ELA Professional Learning - Title II - \$12,250, Assessment Instructional Coach - Title IV - \$46,259	Formative		
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Performance Objective 3 Problem Statements:


Student Achievement
Problem Statement 2: All students did not receive high-quality, Tier-1 instruction to close the achievement gap for students who are not meeting the high-challenging state standards. Root Cause: The diversity of Conroe ISD, due to its large geographic region, serves students from a wide variety of socio-economic, language and cultural backgrounds.


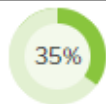
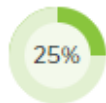




Goal 1: Student Achievement and Post-Secondary Success

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 60% by of 2025.

- HB3 Goal**
- Evaluation Data Sources:** PreK CIRCLE
Kindergarten Early Math Assessment
1st Grade Early Math Assessment
2nd Grade Early Math Assessment
3rd Common Formative Assessments, STAAR

Strategy 1 Details	Formative Reviews		
Strategy 1: The percentage of Prekindergarten students that are proficient at counting sets on the End of Year (EOY) CIRCLE assessment will increase from 86% to 90% by June 2025. Through professional development, the Early Childhood Department will provide trainings and coaching that recommend PreK best practices in math for all student groups. Ongoing formative assessments to include CIRCLE assessments and standards based reporting will be connected to the PreK guidelines from the state. Strategy's Expected Result/Impact: Growth in PreK CIRCLE assessment measures. Staff Responsible for Monitoring: Early Childhood and Elementary Math Coordinator Early Childhood Specialist Problem Statements: Student Achievement 2 Funding Sources: District Early Childhood Coach - Title I - \$46,593, District Early Childhood Coach - Title II - \$46,593, Early Childhood Staff Development and Materials - Title II - \$15,500	Formative		
	Dec	Mar	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: The percentage of Kindergarten students that score on grade level or above in numeracy on the EOY Early Math Assessments will increase from 82% to 86% by June 2025. Through professional development, the Elementary Math Department will provide trainings and coaching that recommend best practices in math for all student groups using ongoing formative assessments and activities directly related to the Kindergarten Early Math Assessment. Strategy's Expected Result/Impact: Growth in Kindergarten Early Math Assessment. Staff Responsible for Monitoring: Elementary Mathematics Coordinator Problem Statements: Student Achievement 2 Funding Sources: District Instructional Math Coach - State Comp Ed - \$48,036, Elementary Math Professional Materials & Professional Learning - Title II - \$7,875, Elementary Math Administrative Assistant - Title II - \$1,862	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: The percentage of 1st grade students that score on grade level or above in numeracy on the EOY Early Math Assessments will increase from 66% to 70% by June 2025. Through professional development, the Elementary Math Department will provide trainings and coaching that recommend best practices in math for all student groups using ongoing formative assessments and activities directly related to the 1st Grade Early Math Assessment. Strategy's Expected Result/Impact: Growth in 1st Grade Early Math Assessment. Staff Responsible for Monitoring: Elementary Mathematics Coordinator Problem Statements: Student Achievement 2 Funding Sources: District Instructional Math Coach - State Comp Ed - \$44,742, Elementary Administrative Assistant - Title II - \$1,862, Elementary Math Materials & Professional Learning - Title II - \$7,875	Formative		
	Dec	Mar	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: The percentage of 2nd grade students that score on grade level or above in numeracy on the EOY Early Math Assessments will increase from 73% to 77% by June 2025. Through professional development, the Elementary Math Department will provide trainings and coaching that recommend best practices in math for all student groups using ongoing formative assessments and activities directly related to the 2nd Grade Early Math Assessment. Strategy's Expected Result/Impact: Growth in 2nd Grade Early Math Assessment. Staff Responsible for Monitoring: Elementary Mathematics Coordinator Problem Statements: Student Achievement 2 Funding Sources: Additional Learning Opportunities Summer School - Title I - \$211,294, District Instructional Math Coach - Title I - \$49,967, Elementary Math Materials & Professional Learning - Title II - \$7,875, Elementary Math Administrative Assistant - Title II - \$1,862, Supplemental Teachers and Staff - Title I - \$211,293	Formative		
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Performance Objective 4 Problem Statements:

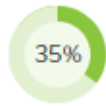
Student Achievement
Problem Statement 2: All students did not receive high-quality, Tier-1 instruction to close the achievement gap for students who are not meeting the high-challenging state standards. Root Cause: The diversity of Conroe ISD, due to its large geographic region, serves students from a wide variety of socio-economic, language and cultural backgrounds.






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	Formative Reviews		
Strategy 1: Through campus professional development and coaching, the mathematics department will coordinate and collaborate with campus math coaches during planning to improve student mastery of the TEKS. State exams will be used to measure student success May 2024. Strategy's Expected Result/Impact: Show growth on respective state assessment from May 2023 to May 2024. Staff Responsible for Monitoring: Elementary and Secondary Mathematics Coordinators Problem Statements: Student Achievement 2 Funding Sources: Secondary Math Coaches - State Comp Ed - \$229,546, Staff Development Materials for Secondary Content Meetings - Title II - \$2,500, Professional Development for Secondary Math Coaches - Title II - \$2,000, Elementary District Instructional Math Coach - Title II - \$46,455, Elementary Math Materials & Professional Learning - Title II - \$7,875, Elementary Math Administrative Assistant - Title II - \$1,862	Formative		
	Dec	Mar	June
	N/A		
Strategy 2 Details	Formative Reviews		
Strategy 2: Through district wide professional and collaborative meetings, the math department will support campus math coaches through coaching to incorporate high-quality Tier I instruction into their lessons to improve student mastery of the content TEKS. Three CFAs will be used as formative assessments to evaluate and improve student performance for SPED, EL, and at-risk student groups. Strategy's Expected Result/Impact: Show growth on respective common formative assessments. Staff Responsible for Monitoring: Elementary and Secondary Mathematics Coordinators Problem Statements: Student Achievement 2 Funding Sources: Secondary Math Substitute Fees for 3 Grade Level Meetings-- State tested - Title II - \$16,500, Extra Duty for PD and SD (Secondary Math Level) - Title II - \$15,041, Additional Learning Opportunities Summer School - Title I - \$211,294, Elementary District Instructional Math Coach - Title I - \$46,455, Elementary Math Materials & Professional Learning - Title II - \$7,875, Elementary Math Department Administrative Assistant - Title II - \$1,862, Assessment Instructional Coach - Title IV - \$46,258, District Instructional Coach - State Comp Ed - \$71,696, Supplemental Teachers and Staff - Title I - \$211,293, Professional Learning for Secondary Math Team - Title II - \$7,400	Formative		
	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Through collaborative meetings and onsite campus coaching, the math department will help campuses use the two interim exams as progress measures to re-evaluate their instructional strategies to improve student performance from the fall administration to the spring administration. The state exam in May will be used to compare the projected student success for all student groups between the interim measures to the May 2024 STAAR administration. Strategy's Expected Result/Impact: Show growth on respective interim assessments. Staff Responsible for Monitoring: Elementary and Secondary Mathematics Coordinators Problem Statements: Student Achievement 2 Funding Sources: Substitute Cost for Secondary Content Meetings (3 levels, once a year) - Title II - \$7,559, Elementary District Instructional Math Coach - Title I - \$46,593, Elementary Math Materials & Professional Learning - Title II - \$7,875, Elementary Math Administrative Assistant - Title II - \$1,863, Secondary Math Coach - Title II - \$47,418	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 5 Problem Statements:



Student Achievement
Problem Statement 2: All students did not receive high-quality, Tier-1 instruction to close the achievement gap for students who are not meeting the high-challenging state standards. Root Cause: The diversity of Conroe ISD, due to its large geographic region, serves students from a wide variety of socio-economic, language and cultural backgrounds.

Goal 1: Student Achievement and Post-Secondary Success

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Instructional guidance will be conducted with 5th and 6th grade Social Studies teachers with the goal of vertically aligning the skills to be mastered at both 7th and 8th grade. Teachers in 7th and 8th grade will receive campus targeted instruction directed at meeting the established goals for 2023-2024. Strategy's Expected Result/Impact: Growth in the 7th and 8th Grade Common Formative Assessment. Staff Responsible for Monitoring: Social Studies Coordinator Problem Statements: Student Achievement 2 Funding Sources: SS Instructional Coach - Title II - \$42,731, SS Common Formative Assessment - Title II - \$1,000, SS Professional Development - Title II - \$30,000, SS Instructional Materials - Title II - \$5,500	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional guidance will be conducted with 9th and 10th grade Social Studies teachers with the goal of vertically aligning the skills to be mastered at the 11th grade. Teachers in 11th grade will receive campus targeted instruction directed at meeting the established goals for 2023-2024. Strategy's Expected Result/Impact: Growth in the 11th Grade Common Formative Assessment. Staff Responsible for Monitoring: Social Studies Coordinator Problem Statements: Student Achievement 2 Funding Sources: SS Instructional Coach - State Comp Ed - \$42,162, SS Common Formative Assessment - Title II - \$1,000, SS Instructional Materials - Title II - \$10,000, SS Professional Development - Title II - \$8,375	Formative		
	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Instructional guidance (including lesson design, mini lessons, and content clarification) will be conducted with elementary grades K-4 Social Studies teachers with the goal of vertically aligning the skills to be mastered at both 7th and 8th grade. The social studies department will create new lessons that can be used to support priority standards in each grade level. K-4th grade teachers will receive guidance on teaching 30 minutes of daily explicit social studies instruction, including breakdowns of TEKS in each grade level. Strategy's Expected Result/Impact: Growth in the 4th Grade Common Formative Assessment. Staff Responsible for Monitoring: Social Studies Coordinator Problem Statements: Student Achievement 2 Funding Sources: SS Instructional Coach - State Comp Ed - \$33,838, SS Curriculum Development - Title II - \$1,000	Formative		
	Dec	Mar	June
	N/A		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

Performance Objective 6 Problem Statements:

Student Achievement
Problem Statement 2: All students did not receive high-quality, Tier-1 instruction to close the achievement gap for students who are not meeting the high-challenging state standards. Root Cause: The diversity of Conroe ISD, due to its large geographic region, serves students from a wide variety of socio-economic, language and cultural backgrounds.

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 2022-2023 by 3% on the 8th grade U.S. History STAAR and 11th grade EOC STAAR assessment.



Evaluation Data Sources: Common Formative Assessments






8th Grade U.S. History Interim Assessment

8th Grade STAAR

11th Grade U.S. History Interim Assessment

11th Grade STAAR

Strategy 1 Details	Formative Reviews		
Strategy 1: All 8th Grade Honors teachers will receive continued support with TEK instruction that is more rigorous in order to prepare students for success at the Honors level. Strategy's Expected Result/Impact: Growth in 8th grade Common Formative Assessments. Staff Responsible for Monitoring: Social Studies Coordinator Problem Statements: Student Achievement 2 Funding Sources: SS Common Formative Assessment - Title II - \$1,000, SS Curriculum Development - Title II - \$3,000, SS Instructional Materials - Title II - \$5,500, SS Instructional Coach - Title II - \$42,732	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: All 11th Grade Honors teachers will receive continued support with TEK instruction that is more rigorous in order to prepare students for success at the Honors level. Strategy's Expected Result/Impact: Growth in 11th grade Common Formative Assessments. Staff Responsible for Monitoring: Social Studies Coordinator Problem Statements: Student Achievement 2 Funding Sources: SS Instructional Coach - State Comp Ed - \$42,162, SS Curriculum Development - Title II - \$4,000, SS Instructional Materials - Title II - \$2,000	Formative		
	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: All teachers in K-7th grade will receive continued support with TEKS instruction that is more rigorous in order to prepare students for success at the Honors level. Strategy's Expected Result/Impact: Growth in the 4th-7th grade Common Formative Assessments Staff Responsible for Monitoring: Social Studies Coordinator Problem Statements: Student Achievement 2 Funding Sources: SS Instructional Coach - State Comp Ed - \$33,838, SS Curriculum Development - Title II - \$5,000	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 7 Problem Statements:







Student Achievement
Problem Statement 2: All students did not receive high-quality, Tier-1 instruction to close the achievement gap for students who are not meeting the high-challenging state standards. Root Cause: The diversity of Conroe ISD, due to its large geographic region, serves students from a wide variety of socio-economic, language and cultural backgrounds.

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 8: To exceed our Masters scores from the 2022-2023 by 3% on the 5th and 8th grade Science & Biology STAAR assessment.

Evaluation Data Sources: Common Formative Assessments
5th Grade, 8th Grade Science & Biology Interim Assessment
5th Grade, 8th Grade Science & Biology STAAR

Strategy 1 Details	Formative Reviews		
Strategy 1: All 7th and 8th Grade Science and Biology Honors teachers will receive continued support aligning curriculum designed to prepare students for success at the Honors level and their eventual success in future AP courses. Strategy's Expected Result/Impact: Growth in the 7th and 8th grade and Biology Common Formative Assessments. Staff Responsible for Monitoring: Science Coordinator Problem Statements: Student Achievement 2 Funding Sources: District Science Instructional Coaches - State Comp Ed - \$64,598, Science Assessment Writing, Instructional Materials - Title II - \$2,205, District Science Instructional Coach - Title IV - \$44,262	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide advanced learning structures by exposing students to extended learning opportunities through a Robotic program. Strategy's Expected Result/Impact: More students are exposed to hands on learning techniques in the field of science and technology. Staff Responsible for Monitoring: Science Coordinator Problem Statements: Student Achievement 2	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 8 Problem Statements:






Student Achievement
Problem Statement 2: All students did not receive high-quality, Tier-1 instruction to close the achievement gap for students who are not meeting the high-challenging state standards. Root Cause: The diversity of Conroe ISD, due to its large geographic region, serves students from a wide variety of socio-economic, language and cultural backgrounds.

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 9: To exceed our 2022-2023 performance at the Meets passing standard by 3% in grades 5th, 8th and Biology for Emergent Bilinguals and Special Education students.

Evaluation Data Sources: Common Formative Assessments
5th Grade, 8th Grade, Biology Interim Assessments
5th Grade STAAR, 8th Grade STAAR, Biology EOC

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide in person and virtual professional learning opportunities for all science teachers. During each of these professional learning opportunities, instructional emphasis will be placed on grade level priority standards, the 5E Instructional Model, and best practices to support Emergent bilinguals and Special Education students. Strategy's Expected Result/Impact: Increase in student assessment results. Staff Responsible for Monitoring: Science Coordinator Problem Statements: Student Achievement 2 Funding Sources: District Science Instructional Coaches - Title I - \$91,919, Science Instructional Coaches, Substitutes, Instructional Materials, Professional Learning Travel - Title II - \$202,836, District Science Instructional Coaches - State Comp Ed - \$85,638, District Science Instructional Coach - Title IV - \$44,262	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 9 Problem Statements:

Student Achievement
Problem Statement 2: All students did not receive high-quality, Tier-1 instruction to close the achievement gap for students who are not meeting the high-challenging state standards. Root Cause: The diversity of Conroe ISD, due to its large geographic region, serves students from a wide variety of socio-economic, language and cultural backgrounds.

Goal 1: Student Achievement and Post-Secondary Success



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












Performance Objective 10: Increase the percentage of graduates that are college, career, or military ready (CCMR) from 79% to 81% by August 2024.











High Priority

HB3 Goal

Evaluation Data Sources: OnPoint Data Suite
Naviance College & Career for Students
College Board K-12
AP Data Reports
Accuplacer Data Reports
TEA Verifier and Tracker
HB 3 Performance Measures
SAT/ACT Data Reports
Lone Star College-Montgomery Enrollment Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Graduates who meet Texas Success Initiative (TSI) criteria in both Math and English, Language Arts & Reading (ELAR) will increase from 49% to 52% by June 2024. Strategy's Expected Result/Impact: Yearly Targeted Goal Met. Staff Responsible for Monitoring: College Readiness Coordinator ELA Coordinator Math Coordinator CCMR Specialist Problem Statements: Student Achievement 2	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Graduates who earn an industry-based certification will increase from 40% to 42% by August 2024. Strategy's Expected Result/Impact: Yearly Targeted Goal Met. Staff Responsible for Monitoring: CTE Director/CTE Coordinator Problem Statements: Student Achievement 2	Formative		
	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: The number of Economically Disadvantaged graduates who meet CCMR will increase from 72% to 75% by June 2024. Strategy's Expected Result/Impact: Yearly Targeted Goal Met. Staff Responsible for Monitoring: CTE Director/CTE Coordinator/College Readiness Coordinator Problem Statements: Student Achievement 2	Formative		
	Dec	Mar	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Increase high school readiness for grade 8 students in Evidence-Based Reading & Writing (EBRW) and Math on the PSAT 8-9 from 41% to 45% Strategy's Expected Result/Impact: Participation in high school advanced academics courses will increase. Staff Responsible for Monitoring: College Readiness Coordinator Problem Statements: Student Achievement 2	Formative		
	Dec	Mar	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Increase the percentage of students eligible to enroll in dual credit courses from 36% to 40%. Strategy's Expected Result/Impact: Yearly Targeted Goal Met. Staff Responsible for Monitoring: College Readiness Coordinator Problem Statements: Student Achievement 2	Formative		
	Dec	Mar	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Increase in the number of 9-12 students enrolled in Advanced Placement courses by 1%. Strategy's Expected Result/Impact: Utilize the AP Potential Report in annual student registration meeting to recruit under-represented student groups for AP courses. Staff Responsible for Monitoring: College Readiness Coordinator Problem Statements: Student Achievement 2	Formative		
	Dec	Mar	June
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Increase the number of AP exams scoring 3-4-5 by 1% Strategy's Expected Result/Impact: Yearly Targeted Goal Met. Staff Responsible for Monitoring: College Readiness Coordinator Problem Statements: Student Achievement 2	Formative		
	Dec	Mar	June
			

Strategy 8 Details	Formative Reviews		
Strategy 8: Increase dual credit participation for economically disadvantaged students by 1%. Strategy's Expected Result/Impact: Yearly Targeted Goal Met. Staff Responsible for Monitoring: College Readiness Coordinator Equity Plan Problem Statements: Student Achievement 2	Formative		
	Dec	Mar	June
			
Strategy 9 Details	Formative Reviews		
Strategy 9: Provide school counselors with specialized training in college and career counseling to enable them to guide students in setting and achieving their college and career goals, making informed decisions, and facilitating successful transitions to higher education, the workforce or military. Strategy's Expected Result/Impact: Higher rates of student success in achieving their educational and career goals and better preparation for the transition to college, the workforce or military. Staff Responsible for Monitoring: Guidance and Counseling Coordinator, College Readiness Coordinator Problem Statements: Student Achievement 2 Funding Sources: College and Career Training for School Counselors - Title IV - \$7,000	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 10 Problem Statements:




Student Achievement
Problem Statement 2: All students did not receive high-quality, Tier-1 instruction to close the achievement gap for students who are not meeting the high-challenging state standards. Root Cause: The diversity of Conroe ISD, due to its large geographic region, serves students from a wide variety of socio-economic, language and cultural backgrounds.






Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 11: Increase CTE programs of study completers from 6% to 8%.

Evaluation Data Sources: On Point CTE Analysis Data

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

Strategy 4 Details	Formative Reviews		
Strategy 4: Continue building capacity of CTE Career Clusters/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 Problem Statements: Student Achievement 2	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 11 Problem Statements:

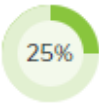
Student Achievement
Problem Statement 2: All students did not receive high-quality, Tier-1 instruction to close the achievement gap for students who are not meeting the high-challenging state standards. Root Cause: The diversity of Conroe ISD, due to its large geographic region, serves students from a wide variety of socio-economic, language and cultural backgrounds.






Goal 1: Student Achievement and Post-Secondary Success

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

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

Evaluation Data Sources: TAPR
Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Supporting the implementation and organization of extra curricular athletic programs throughout 7 - 12 grade campuses will decrease student dropouts. Strategy's Expected Result/Impact: Robust and competitive 7-12 athletic programs foster a sense of belonging among students who participate in them and are more likely to maintain regular attendance and participation in school; thus, facilitating the reduction of the district's overall dropout rate. Staff Responsible for Monitoring: Athletic Director & Athletic Specialist Problem Statements: Culture and Climate 4	Formative		
	Dec	Mar	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Secondary campuses will receive monthly dropout reports from the office of the Dropout Prevention Department.</p> <p>Explanation of "School Start Window": it is the timeframe that returning students have to report back to school. It extends from first day of school in August, until the last Friday in September.</p> <p>Any returning student not enrolled, nor attending any other school, or be enrolled in a home school program, by Friday, September 29th, 2023 is considered a dropout for the 2022-2023 school year.</p> <p>Campuses will receive weekly dropout reports, as well as guidance and support from the Director for Dropout Prevention to reduce their campuses' dropout rates for the 2022-2023 school year. AP's and Social Services Liaisons for dropout prevention will collaborate in dropout recovery efforts. After 9/29/23 campuses will receive monthly dropout reports, analysis and assistance from the Dropout Prevention Team to encourage dropouts to return to school, wherever they might be. Also, the dropout department will assist campuses to figure out ways to clear reported dropouts who might not be "real" dropouts. Recovery efforts continue until final submission to TEA which is around mid-January of 2024.</p> <p>After last Friday in September, the dropout prevention efforts alternate between dropout recovery efforts for the 2022-2023 school year, and the dropout prevention efforts for the 2023-2024 school year. Dropout reduction [TEC 11.252(a)(3)(C)]</p> <p>Strategy's Expected Result/Impact: The 2022-2023 (2023), and 2023-2024 (2024) dropout rates will be less than 2% for all students in 7th through 12th grades, in both years. This includes all seven race/ethnic groups, Special Education, Homeless, Migrant, Foster Care, and EB students.</p> <p>Staff Responsible for Monitoring: Director of Community Outreach and Dropout Prevention</p> <p>Problem Statements: Culture and Climate 4</p> <p>Funding Sources: Community Outreach and Dropout Prevention Supplemental Staff - State Comp Ed - \$933,573, Migrant Staff and ESC6 Support - Title I C - \$30,639, Homeless Supplemental Staff and Support - Homeless Grant TEHCY - \$87,000, Homeless Supplemental Staff and Support - TEHCY ARP I - \$159,500, Homeless Supplemental Staff and Support - TEHCY ARP II - \$371,385, Homeless Supplemental Staff - Title I - \$12,626, Foster Care Support - Title I - \$935, Project Mentor Support - Title IV - \$35,000</p>	Formative		
	Dec	Mar	June
	N/A		
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Each school year, every returning and new student to Conroe ISD is required to fill out a "Family Survey" to help identify migrant and formerly migrant students in order to determine eligibility to receive migrant services, which includes a personalized dropout prevention monitoring by the district's migrant liaison.</p> <p>Strategy's Expected Result/Impact: Maintain dropout rate of migrant students under 2%.</p> <p>Staff Responsible for Monitoring: Director Community Outreach and Dropout Prevention</p> <p>Problem Statements: Culture and Climate 4</p>	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 12 Problem Statements:

Culture and Climate

Problem Statement 4: The rate of dropouts for homeless students and students in foster care in 7th through 12th grade continues to increase. **Root Cause:** Instability in the students' life and lack of resources.

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 13: High School - dropout prevention measures increases CISD graduation rate.
The best of the 4-year, 5-year or 6-year state graduation rates is used for Domain I: All students, seven race/ethnic groups, SpEd, and EB. The best of these graduation rates for the 2020 graduates was the 5-year rate at 97.3%.
Goal for 2021 graduates: The best of the 3 rates will increase from 97.4% to 97.5%. HB 3 Texas Consolidated State Plan and ESEA Section 1111(c)(4)(A): Graduation Rate, and Dropout reduction [TEC 11.252(a)(3)9C)]

Evaluation Data Sources: TAPR

Strategy 1 Details	Formative Reviews		
Strategy 1: Closely monitor age of regular education and special education of Calendar N students who are "continuers" (still enrolled pursuing 5 or 6th year graduation) to get positive non-dropout outcomes before aging out, 21, and 22 years of age respectively.. Strategy's Expected Result/Impact: Every student when coded calendar N generates an automated email which is sent directly to the Social Services Liaison for Dropout Prevention. Staff Responsible for Monitoring: Director of Community Outreach and Dropout Prevention and Social Services Liaison Problem Statements: Student Achievement 2 Funding Sources: Community Outreach and Dropout Prevention Supplemental Staff - State Comp Ed - \$134,188	Formative		
	Dec	Mar	June
	N/A		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

Performance Objective 13 Problem Statements:

Student Achievement
Problem Statement 2: All students did not receive high-quality, Tier-1 instruction to close the achievement gap for students who are not meeting the high-challenging state standards. Root Cause: The diversity of Conroe ISD, due to its large geographic region, serves students from a wide variety of socio-economic, language and cultural backgrounds.




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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Maintain high academic results in a cost-effective manner. Strategy's Expected Result/Impact: Develop and adopt fiscally responsible budget to meet Board and instructional goals. Staff Responsible for Monitoring: Chief Financial Officer Problem Statements: Student Achievement 2 Funding Sources: New Hire Extra Duty Pay - ESSER III - \$306,250, Federal Programs Support - Title I - \$292,693, Federal Programs Support - Title II - \$26,947, Indirect Costs to Maintain Services to Students - ESSER III - \$2,348,541, Supplemental Teachers and Staff - State Comp Ed - \$1,689,373	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide essential positions needed to accommodate growth in student population and to address unique campus needs. Strategy's Expected Result/Impact: Provide the necessary resources to allow the District to recruit and hire the most qualified candidates. Staff Responsible for Monitoring: Chief Financial Officer Problem Statements: Culture and Climate 3	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide financial support for integration of technology in instructional and administrative programs. Strategy's Expected Result/Impact: Instructional technology integration will increase student outcomes on local and state assessments. Staff Responsible for Monitoring: Chief Financial Officer, Director of Instructional Technology Problem Statements: Culture and Climate 2	Formative		
	Dec	Mar	June
			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 2: All students did not receive high-quality, Tier-1 instruction to close the achievement gap for students who are not meeting the high-challenging state standards. **Root Cause:** The diversity of Conroe ISD, due to its large geographic region, serves students from a wide variety of socio-economic, language and cultural backgrounds.

Culture and Climate

Problem Statement 2: The rate of student growth continues to present capacity and infrastructure issues at campuses at all levels and corners of our District. **Root Cause:** Conroe ISD and Montgomery County are experiencing population growth rates that are among the highest in the country.

Problem Statement 3: The rate of teacher shortage continues to adversely impact our teacher retention. **Root Cause:** Conroe ISD and Montgomery County, in general, are experiencing population growth rates that are among the highest in the country which leads to the need of greater number of teachers.

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	Formative Reviews		
Strategy 1: Continued engagement with the Long-Range Planning Committee and our community as a whole to educate the community regarding future facility needs. Strategy's Expected Result/Impact: Engage community through virtual and in-person meetings that complement the planning committee's process. Staff Responsible for Monitoring: Assistant Superintendent of Operations, Chief Financial Officer Problem Statements: Culture and Climate 2	Formative		
	Dec	Mar	June
	<div><div></div><div>60%</div></div>		
Strategy 2 Details	Formative Reviews		
Strategy 2: Continued study of current student locations, potential growth based on new housing trends occurring within the district, student relocation patterns throughout the District, and economic factors which are unique to the District. Strategy's Expected Result/Impact: Evaluate the ability to accommodate growth within our existing facilities and plan for future facility needs based on enrollment trends. Staff Responsible for Monitoring: Assistant Superintendent of Operations, Chief Financial Officer Problem Statements: Culture and Climate 2	Formative		
	Dec	Mar	June
	<div><div></div><div>50%</div></div>		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

Performance Objective 2 Problem Statements:


Culture and Climate
Problem Statement 2: The rate of student growth continues to present capacity and infrastructure issues at campuses at all levels and corners of our District. Root Cause: Conroe ISD and Montgomery County are experiencing population growth rates that are among the highest in the country.

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 3: The Department of School Improvement and Transformational Leadership, along with other district administrators and personnel, will build a pipeline of future leaders in CISD.

Evaluation Data Sources: Position Control Spreadsheets
Leadership Strands Cohort reports

Strategy 1 Details	Formative Reviews		
Strategy 1: CISD will 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: CISD will create a pipeline of future leaders. Staff Responsible for Monitoring: Executive Director and Directors of School Improvement Problem Statements: Culture and Climate 11 Funding Sources: Consultants - Title II - \$10,000, Technology Integration Tools - Title II - \$5,000, Leadership Development Supplies - Title II - \$19,000, Books - Title II - \$10,000, In-State Travel - Title II - \$34,750	Formative		
	Dec	Mar	June
			
<div><div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div></div></div>			

Performance Objective 3 Problem Statements:

Culture and Climate
Problem Statement 11: CISD will continue to develop a pipeline of future leaders for our fast growing district. Root Cause: Conroe ISD and Montgomery County are experiencing population growth rates that are among the highest in the country which leads to the need of greater number of administrators.

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: The District will implement a plan to attract and retain highly effective teachers and administrators to work at hard to staff campuses.



Evaluation Data Sources: TAPR reports






Social Media engagement data

Job Fair registration data

Position Control data

Frontline Vacancy reports

Strategy 1 Details	Formative Reviews		
Strategy 1: The District will utilize all available resources to recruit quality, diverse applicant pools in identified shortage areas, specifically Bilingual and Special Education, and for high need campuses in accordance with DBA Legal, DC Legal, DC Local, and Title II Requirements. This includes colleges, universities, regional education service centers, education-related professional organizations, job fairs, TEA certification pathways, alternative certification programs, and in-house recruitment of degreed paraprofessionals and other non-teaching staff. Strategy's Expected Result/Impact: The District expects to build/enhance partnerships with said resources to recruit quality, diverse applicant pools in identified shortage areas, specifically Bilingual and Special Education, and for high needs campuses. Staff Responsible for Monitoring: HR Executive Director, HR Assistant Director, HR Coordinator, Recruitment and Retention Specialist Problem Statements: Culture and Climate 7 Funding Sources: HR Recruitment Strategies - Title II - \$42,000, HR Recruitment Strategies - Title I - \$44,658, Year Long Teacher Residents - ESSER III - \$300,000	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: The District will recruit qualified peace officers and/or security personnel by developing and advertising job descriptions of the duties of peace officers and/or security personnel, as determined by the Board, and identified in Local CKE and CKEA. Strategy's Expected Result/Impact: The District expects to attract and retain highly qualified peace officers and/or security personnel. Staff Responsible for Monitoring: HR Executive Director, HR Assistant Director, HR Coordinator, Auxiliary Recruiter, Chief of Police Problem Statements: Culture and Climate 8	Formative		
	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: The District will offer scholarships to Bilingual teachers seeking administrative certification and Bilingual paraprofessionals seeking teacher certification. Strategy's Expected Result/Impact: The District expects to increase the percentage of Hispanic teachers and administrators currently serving the District's largest student population, Hispanic. Staff Responsible for Monitoring: HR Executive Director, HR Assistant Director, HR Coordinator, Recruitment and Retention Specialist, Bilingual/ESL Director Problem Statements: Culture and Climate 7, 11	Formative		
	Dec	Mar	June
			
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Performance Objective 1 Problem Statements:





Culture and Climate
Problem Statement 7: The District continues to experience high vacancy rates in the areas of Bilingual and Special Education. Root Cause: The pool of quality Bilingual and Special Education teachers is not sufficient to meet the needs of the District.
Problem Statement 8: Each school board must ensure at least one armed security officer, specifically a commissioned peace officer, is present during regular school hours at each campus. Each board must determine the appropriate number of armed security officers for each district campus. Root Cause: The District has an increased need for safety and security in public schools.
Problem Statement 11: CISD will continue to develop a pipeline of future leaders for our fast growing district. Root Cause: Conroe ISD and Montgomery County are experiencing population growth rates that are among the highest in the country which leads to the need of greater number of administrators.

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: The District will 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	Formative Reviews		
Strategy 1: The District will ensure novice teachers who are in 0-1 years are provided with professional learning opportunities and support. Strategy's Expected Result/Impact: The District expects teachers will complete requirements for the Novice Teacher Academy and be supported by a mentoring teacher. Staff Responsible for Monitoring: Coordinator of Gifted, Professional Programs and Mentorships Problem Statements: Culture and Climate 2 Funding Sources: Novice Teacher Academy Staff Development - Title II - \$21,000	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: The District will provide additional support to targeted campus administrators with special emphasis on novice principals, 0-3 years, related to hiring practices, employee growth, and employee performance. Strategy's Expected Result/Impact: The District expects campus administrators will have the ability to hire more effective teachers and identify, support, and document staff performance concerns to improve instruction and campus performance. Staff Responsible for Monitoring: HR Executive Director, HR Assistant Director, HR Coordinator Problem Statements: Culture and Climate 11	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: The District will assist paraprofessionals in meeting certification requirements and/or highly qualified requirements through assessment and acquisition of the TEA Educator Aide certification. The District will provide access to quality professional development and host Grow Our Own events to educate and support paraprofessionals on the acquisition of a bachelor's degree in Education. Strategy's Expected Result/Impact: The District expects to increase quality, diverse applicant pools in identified shortage, Bilingual and Special Education, and for high needs campuses in accordance with DBA Legal, DC Legal, DC Local, and Title II Requirements. Staff Responsible for Monitoring: HR Executive Director, HR Assistant Director, HR Coordinator, Recruitment and Retention Specialist, Auxiliary Recruiter Problem Statements: Culture and Climate 3	Formative		
	Dec	Mar	June
			



No Progress



Accomplished



Continue/Modify



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Performance Objective 2 Problem Statements:

Culture and Climate

Problem Statement 2: The rate of student growth continues to present capacity and infrastructure issues at campuses at all levels and corners of our District. **Root Cause:** Conroe ISD and Montgomery County are experiencing population growth rates that are among the highest in the country.

Problem Statement 3: The rate of teacher shortage continues to adversely impact our teacher retention. **Root Cause:** Conroe ISD and Montgomery County, in general, are experiencing population growth rates that are among the highest in the country which leads to the need of greater number of teachers.






Problem Statement 11: CISD will continue to develop a pipeline of future leaders for our fast growing district. **Root Cause:** Conroe ISD and Montgomery County are experiencing population growth rates that are among the highest in the country which leads to the need of greater number of administrators.

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: The District will 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	Formative Reviews		
Strategy 1: The District will retain novice teachers (0-1 years of experience) at a rate of 90% or above. Strategy's Expected Result/Impact: The District expects to identify trends over time and assess each campus' effectiveness in retaining novice teachers. Staff Responsible for Monitoring: HR Executive Director, HR Assistant Director, HR Coordinator, Recruitment and Retention Specialist Problem Statements: Culture and Climate 9	Formative		
	Dec	Mar	June
	N/A		
Strategy 2 Details	Formative Reviews		
Strategy 2: The District will retain highly qualified educators by engaging in meaningful consultation and examining relevant data to understand educators' most pressing needs, including potential root causes, through hiring surveys, review of informal complaints/concerns and exit surveys as required by ESEA section 2102 (d)(3) and 2102(b)(3). Strategy's Expected Result/Impact: The District expects to retain more highly qualified teachers by developing systems/solutions to address educators' most pressing needs. Staff Responsible for Monitoring: HR Executive Director , HR Assistant Director, HR Coordinator, Recruitment and Retention Specialist Problem Statements: Culture and Climate 9 Funding Sources: Employee Retention Stipend - ESSER III - \$10,656,410	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 3 Problem Statements:

Culture and Climate









Problem Statement 9: Teachers are leaving the profession at higher rates than the pre-COVID era. **Root Cause:** A variety of factors, including lack of state funding for pay increases, student discipline issues, school safety, and heavy workloads due to state expectations and overcrowded classrooms, contribute to increased teacher vacancies.

Goal 4: Safe and Collaborative School Culture

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

Performance Objective 1: Provide staff development for school leadership addressing the diversity and unique needs of students.

Evaluation Data Sources: Eduphoria credit for professional learning opportunities
Attendance Rosters

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide comprehensive training for designated employees to deliver safe and effective care to students with diabetes. Strategy's Expected Result/Impact: Each campus will have at least one Unlicensed Diabetes Care Assistant (UDCA). These trained individuals will be available to provide for the unique health care needs of students with diabetes. Staff Responsible for Monitoring: School Nurses, Principals, Director of Health Services, Professional Health Services Specialist Problem Statements: Culture and Climate 10	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Continue to provide enhanced professional learning opportunities for nursing staff to ensure nurses are prepared to provide safe and effective care to all students. Strategy's Expected Result/Impact: Students will be provided with safe and effective nursing care to meet their individual needs as evidenced by 100% of school nurses attending at least two professional learning opportunities this school year. Staff Responsible for Monitoring: Principals, Director of Health Services, Professional Health Services Specialist Problem Statements: Culture and Climate 10 Funding Sources: Extra Duty/Substitute Pay Health Services - Title IV - \$10,080, Supplies/Resources Health Services - Title II - \$15,750, Professional Dues Health Services - Title II - \$13,600	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 1 Problem Statements:

Culture and Climate

Problem Statement 10: All CISD students and staff have a wide range of health needs. **Root Cause:** As our school population continues to grow, more students with diverse healthcare needs will require care by trained employees.

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide a connection between student, home, school, and community to ensure families new to the country are able to access school and community resources. Strategy's Expected Result/Impact: Decrease dropout rate of newcomers and other LEP students Staff Responsible for Monitoring: Director of Dropout Prevention Problem Statements: Parent and Community Engagement 2	Formative		
	Dec	Mar	June
	N/A		
Strategy 2 Details	Formative Reviews		
Strategy 2: Hold meetings in Spanish with immigrant parents to explain the educational system in CISD and outline attendance and academic expectations. Also, introduce them to school and community resources. These meetings will be held four times a year (2 each semester) at Conroe High School. Two more meetings (each semester) in South County at the Jett Center ballroom, one in Fall of 2023, the second one in the Spring of 2024. A third meeting in south county is scheduled at McCullough JH in the Fall 2023. Strategy's Expected Result/Impact: Parents will be active participants in the education of their immigrant children. Staff Responsible for Monitoring: Director of Community Outreach and Dropout Prevention. Problem Statements: Parent and Community Engagement 2	Formative		
	Dec	Mar	June
	N/A		

Strategy 3 Details	Formative Reviews		
Strategy 3: Interview newcomers identified as SIFE (Students with Interrupted Formal Education) to offer the Newcomers Program at Washington n High School. The families will also receive information about community resources. Strategy's Expected Result/Impact: Prevents SIFE newcomers from dropping out. Staff Responsible for Monitoring: Director of Community Outreach and Dropout Prevention Problem Statements: Parent and Community Engagement 2	Formative		
	Dec	Mar	June
	N/A		
<div> <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Performance Objective 2 Problem Statements:

Parent and Community Engagement
Problem Statement 2: Many low income Hispanic families do not participate in school and/or community engagement events. Root Cause: Due to family dynamics, low income, immigration status, many families have a hard time trusting schools and often lack prompt and accurate Spanish communication from the schools .

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 Safe Schools Plan.

Evaluation Data Sources: Eduphoria Credit for Staff Development

Attendance Rosters

Vector Solutions

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop and implement procedures and systems to improve the preparedness and response efforts of the school district for medical emergencies. Strategy's Expected Result/Impact: Students will be provided a safe learning environment as evidenced by 100% of campuses having designated personnel trained in CPR/AED/First Aid, Traumatic Injury Response, Seizure awareness, and Naloxone administration for suspected opioid overdose. Staff Responsible for Monitoring: School Nurses, Principals, Director of Health Services, Professional Health Services Specialist Problem Statements: Culture and Climate 10	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Develop, implement, and support procedures and systems to improve the emergency response to multi-hazard events. Strategy's Expected Result/Impact: Multi-hazard emergency hazard response knowledge and training for campus personnel will enhance a safe learning environment for students. Staff Responsible for Monitoring: Campus Administration, Campus Personnel, Director of School Safety Problem Statements: Culture and Climate 14 Funding Sources: Professional Development Materials - Title II - \$10,000	Formative		
	Dec	Mar	June
			
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>			

Performance Objective 3 Problem Statements:

Culture and Climate

Problem Statement 10: All CISD students and staff have a wide range of health needs. **Root Cause:** As our school population continues to grow, more students with diverse healthcare needs will require care by trained employees.

Problem Statement 14: Multi-hazard emergency operations procedure training is required by the State of Texas. **Root Cause:** Turnover rate of administration and campus personnel requires ongoing multi-hazard operations procedure training.

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: Reduce the rates of students removed from the classroom for ISS, OSS, and/or DAEP.

High Priority

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Increased training and support for campus leaders to strengthen problem solving teams and campus-wide structures for interventions and supports. Strategy's Expected Result/Impact: Out of placement rates will decrease. Removal rates for African American, Hispanic, and Foster students will be more proportionate to other district student groups. Increase the use of Branching Minds. Staff Responsible for Monitoring: Coordinator of Student Support Services Problem Statements: Culture and Climate 1 Funding Sources: Branching Minds Professional Learning - Title IV - \$38,300, SSS Substitutes for Professional Learning - Title II - \$11,500, Conroe CARES Playbook Extra Duty Pay - Title IV - \$1,500	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			






Performance Objective 4 Problem Statements:







Culture and Climate
Problem Statement 1: The rates of students out of placement continue to rise, with rates disproportionate for our Black, Hispanic and Foster Care students. Root Cause: Students with academic and behavioral deficits are in need of appropriate, timely, and targeted instruction, interventions and supports.

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

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

Strategy 4 Details	Formative Reviews		
Strategy 4: To the extent possible, the district will make all communications, regardless of the medium, relating to student safety available in both English and Spanish. Strategy's Expected Result/Impact: Increased knowledge about the District and its programs; increased engagement Staff Responsible for Monitoring: Director of Communications Problem Statements: Parent and Community Engagement 3	Formative		
	Dec	Mar	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Elicit comments, suggestions, and questions from parents/families/communities/businesses through CISD website, social media, and e-mail. Strategy's Expected Result/Impact: Increased engagement Staff Responsible for Monitoring: Director of Communications Problem Statements: Parent and Community Engagement 3	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 5 Problem Statements:


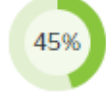
Parent and Community Engagement
Problem Statement 2: Many low income Hispanic families do not participate in school and/or community engagement events. Root Cause: Due to family dynamics, low income, immigration status, many families have a hard time trusting schools and often lack prompt and accurate Spanish communication from the schools .
Problem Statement 3: Our Hispanic families have a lack of engagement in schools and awareness of District policies and programs. Root Cause: Due to family dynamics, low income, immigration status, many families have a hard time trusting schools and often lack prompt and accurate Spanish communication from the schools







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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Engage the community in presentations, guest speaker events, parental discussions, and training sessions on bullying prevention, mental health awareness, suicide prevention and intervention, and substance use prevention, intervention, and awareness. This supports the following policies: FDB, FFEB, FFF, FFH and FFI. Strategy's Expected Result/Impact: Increased awareness and knowledge among community members in preventing and addressing important issues, leading to improved relationships between schools and the community, increased support for students and families, and ultimately creating safer and healthier communities for all. Staff Responsible for Monitoring: Guidance and Counseling Coordinator, Mental Health Specialist Problem Statements: Parent and Community Engagement 3 Funding Sources: Speakers and Community Events Counseling - Title IV - \$50,000	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Maintain and strengthen partnerships with community stakeholders and mental health providers to ensure that families and students have access to the mental health resources and support they need. This supports crisis intervention policies outlined in FFB. Strategy's Expected Result/Impact: Increased mental health support and improved access to mental health resources and services for students and families, leading to better mental health outcomes. Staff Responsible for Monitoring: Guidance and Counseling Coordinator, Crisis Intervention Specialist Problem Statements: Culture and Climate 6 Funding Sources: Crisis Intervention Specialist - State Comp Ed - \$117,764	Formative		
	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Create opportunities to inform parents/guardians on a variety of social and emotional health issues. This includes information and prevention of 1) maltreatment and child abuse; 2) sex/human trafficking; 3) dating violence; 4) suicide, self-harm, and identifying other mental health concerns; 5) responsible use of social media, including sexting and the law; 6) alcohol, tobacco, and substance abuse, including vaping; and 7) bullying and conflict resolution. This supports policies in FFG and FFB relating to child abuse and crisis intervention. Strategy's Expected Result/Impact: Enhance parental and guardian awareness and knowledge, enabling them to effectively prevent and address a spectrum of social and emotional health issues, including child abuse, human trafficking, dating violence, mental health concerns, responsible online behavior, substance abuse, and conflict resolution, in order to create a safer and more supportive environment for children and adolescents. Staff Responsible for Monitoring: Guidance and Counseling Coordinator, Mental Health Specialist Problem Statements: Culture and Climate 5, 6	Formative		
	Dec	Mar	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Offer comprehensive training to both staff and students to reinforce the prevention, recognition, response, and reporting of bullying or behaviors resembling bullying. This supports the policies located in FFI, FDB, FFF, FFH, and FFB regarding bullying prevention. Strategy's Expected Result/Impact: Increased awareness of bullying and similar behaviors, improved ability to identify such conduct, and the implementation of proactive measures collectively contribute to a safer and more respectful environment. Staff Responsible for Monitoring: Guidance and Counseling Coordinator, Mental Health Specialist Problem Statements: Culture and Climate 12	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 6 Problem Statements:

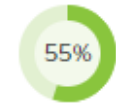
Culture and Climate
Problem Statement 5: Continue methods for increasing staff, student, and parent awareness of issues regarding sexual abuse, trafficking, and other forms of maltreatment of children, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim. Root Cause: Increase in community population and continued updated research regarding child abuse.
Problem Statement 6: Continue training and awareness on threat assessment approaches and ways to implement safe and supportive school strategies. Root Cause: A growing population of students who have experienced trauma and crises.
Problem Statement 12: With a growing population, there is a slight increase in number of bullying incidents this year compared to last year. Root Cause: There is limited anti-bullying education and an increase of social and emotional issues among students.
Parent and Community Engagement
Problem Statement 3: Our Hispanic families have a lack of engagement in schools and awareness of District policies and programs. Root Cause: Due to family dynamics, low income, immigration status, many families have a hard time trusting schools and often lack prompt and accurate Spanish communication from the schools

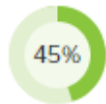




Goal 4: Safe and Collaborative School Culture

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: Design and implement a professional learning strategy for school counselors to improve their capacity to provide comprehensive student mental health and social and emotional support.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Equip school counselors with the knowledge, skills, and resources they need to support students' social and emotional development at developmentally appropriate levels through individual meetings, small groups, and classroom guidance. This supports policy located in FFEA. Strategy's Expected Result/Impact: Enhance students' social and emotional skills, reduce stress, anxiety, and depression, increase resilience and coping skills, improve academic achievement, decrease disciplinary problems, and foster a more positive school climate as expected results or impacts. Staff Responsible for Monitoring: Guidance and Counseling Coordinator Problem Statements: Culture and Climate 5, 6 Funding Sources: Why Try - Title IV - \$15,000, Crisis Intervention Specialist - State Comp Ed - \$115,652, Student Materials for School Counseling - Title IV - \$10,000	Formative		
	Dec	Mar	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Equip school counselors with the knowledge, skills, and resources they need to accurately and efficiently track and document their time spent on the Comprehensive School Counseling Program, as required by law. This supports policy located in DP. Strategy's Expected Result/Impact: Enhanced legal adherence to improve data collection and analysis, leading to more informed decision-making and ultimately resulting in the effective implementation of the Comprehensive School Counseling Program for student success. Staff Responsible for Monitoring: Guidance and Counseling Coordinator Problem Statements: Culture and Climate 13 Funding Sources: Materials for Training Counseling - Title IV - \$10,000	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 7 Problem Statements:


Culture and Climate
Problem Statement 5: Continue methods for increasing staff, student, and parent awareness of issues regarding sexual abuse, trafficking, and other forms of maltreatment of children, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim. Root Cause: Increase in community population and continued updated research regarding child abuse.
Problem Statement 6: Continue training and awareness on threat assessment approaches and ways to implement safe and supportive school strategies. Root Cause: A growing population of students who have experienced trauma and crises.
Problem Statement 13: Needed improvement for sharing foundational level behavioral strategies, prevention, and intervention to address schoolwide, classroom and individual student needs. Root Cause: Students are in need of structures, instruction, and interventions to address behavioral and motivational barriers to learning.

Goal 4: Safe and Collaborative School Culture

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

Performance Objective 8: Accurate PEIMS recording of Compensatory Education Home Instruction attendance for student served by pregnancy related services.

Evaluation Data Sources: Pregnancy Related Services audit with PEIMS Specialist and Social Worker

Strategy 1 Details	Formative Reviews		
Strategy 1: At the end of each Compensatory Education Home Instruction period attendance documentation will be reviewed for completion and accuracy. Strategy's Expected Result/Impact: Accurate attendance recording in PEIMS Staff Responsible for Monitoring: Social Worker, Parent Education Results Driven Accountability Problem Statements: Parent and Community Engagement 1	Formative		
	Dec	Mar	June
			
<div><div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div></div>			

Performance Objective 8 Problem Statements:


Parent and Community Engagement
Problem Statement 1: Inaccurate recording of attendance in PEIMS during Compensatory Education Home Instruction for students served by Pregnancy Related Services. Root Cause: Missing documentation and regular PEIMS auditing of home instruction teacher attendance.






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 9: CISD will establish and support Multi-Tiered Systems of Support to address schoolwide, classroom and individual student concerns.

- High Priority**
- Evaluation Data Sources:** Presentation agendas
Branching Minds Intervention Usage
Discipline referrals
Number of campuses receiving direct support
- Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: To address Positive Behavior Interventions and Supports, the district will provide training in schoolwide PBIS, classroom management, classroom management for teacher leaders, behavior interventions, and interventions for working with extreme behaviors. Strategy's Expected Result/Impact: Increase professional growth in administrators, teachers and other school staff Staff Responsible for Monitoring: Coordinator of Student Support Services Problem Statements: Culture and Climate 13 Funding Sources: PBIS Substitutes - Title IV - \$24,000, STOIC Standouts Substitutes and Extra Duty - Title IV - \$34,701, Extra Duty for Foundations, Books, Supplies, Travel - Title II - \$41,000, Ready Body Learning Minds Professional Development - Title IV - \$10,635	Formative		
	Dec	Mar	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide direct support to campuses to address schoolwide, classroom and individual student concerns. Strategy's Expected Result/Impact: Increased support for elementary campuses with identified students in need at K-2 Decrease in discipline referrals Foundations meetings scheduled at every campus Increase in students with intervention and support plans in Branching Minds Staff Responsible for Monitoring: Coordinator of Student Support Services Problem Statements: Culture and Climate 13 Funding Sources: SSS District Instructional Coaches - Title I - \$182,661, SSS District Instructional Coaches - State Comp Ed - \$497,554	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 9 Problem Statements:






Culture and Climate
Problem Statement 13: Needed improvement for sharing foundational level behavioral strategies, prevention, and intervention to address schoolwide, classroom and individual student needs. Root Cause: Students are in need of structures, instruction, and interventions to address behavioral and motivational barriers to learning.

Goal 5: Effective Instruction

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

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

Evaluation Data Sources: Obtaining devices and monitoring systems

Strategy 1 Details	Formative Reviews		
Strategy 1: Replacing aging chrome books and computers as funding allows. Strategy's Expected Result/Impact: Updated devices to make sure devices work with testing. Staff Responsible for Monitoring: Director of Network Services Problem Statements: Culture and Climate 2	Formative		
	Dec	Mar	June
	N/A		
Strategy 2 Details	Formative Reviews		
Strategy 2: Establish redundant network, internet connections and generated power for key locations to limit outages. Strategy's Expected Result/Impact: Increased stability and uptime Staff Responsible for Monitoring: Director of Network Services Problem Statements: Culture and Climate 2	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 1 Problem Statements:

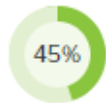


Culture and Climate
Problem Statement 2: The rate of student growth continues to present capacity and infrastructure issues at campuses at all levels and corners of our District. Root Cause: Conroe ISD and Montgomery County are experiencing population growth rates that are among the highest in the country.

Goal 5: Effective Instruction

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

Performance Objective 2: Increase the utilization of district funded digital resources and increase productivity through updated district programs and hardware.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Focus Professional Learning on how teachers can increase engagement using Learning Management Systems and District-provided digital resources. Strategy's Expected Result/Impact: Students and teachers are using Learning Management Systems and District-provided digital resources at a 5% increase from the previous school year. Staff Responsible for Monitoring: Coordinator of Instructional Technology Problem Statements: Student Achievement 2	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Model and support technology integration in all content area classrooms. Strategy's Expected Result/Impact: Instructional Technology coaches are utilized to assist teachers in the planning and modeling of technology integration. Staff Responsible for Monitoring: Instructional Technology Coordinator Problem Statements: Student Achievement 2	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide updated student devices to support instruction and assessment and provide help desk support for teachers and students as they use devices. Strategy's Expected Result/Impact: Student devices are prepared according to district standards for distribution to campuses. Staff Responsible for Monitoring: Applications Support Supervisor Problem Statements: Culture and Climate 2 Funding Sources: Student Device Technician and Help Desk Support - Title IV - \$81,881	Formative		
	Dec	Mar	June
			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 2: All students did not receive high-quality, Tier-1 instruction to close the achievement gap for students who are not meeting the high-challenging state standards. **Root Cause:** The diversity of Conroe ISD, due to its large geographic region, serves students from a wide variety of socio-economic, language and cultural backgrounds.

Culture and Climate







Problem Statement 2: The rate of student growth continues to present capacity and infrastructure issues at campuses at all levels and corners of our District. **Root Cause:** Conroe ISD and Montgomery County are experiencing population growth rates that are among the highest in the country.

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 2022-2023 goals of 5% increase on the STAAR assessment at the Mastery scores level in all subjects tested.

Evaluation Data Sources: Common Formative Assessments
Interim Assessments
STAAR Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide educators with effective, research-based professional learning focusing on differentiation for the gifted learner. Strategy's Expected Result/Impact: To meet or exceed our 2022-2023 goals of 5% increase on the STAAR assessment at the Mastery scores level in all subjects tested. Staff Responsible for Monitoring: Coordinator of Gifted Programs, Professional Programs, and Mentorships Problem Statements: Student Achievement 1 Funding Sources: GT District Instructional Coach - Title IV - \$98,378	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 3 Problem Statements:



Student Achievement
Problem Statement 1: The rate of student growth continues to present GT identification equity issues and performance across all demographics. Root Cause: Conroe ISD and Montgomery County, in general, are experiencing population growth rates that are among the highest in the country.




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	Formative Reviews		
Strategy 1: Provide teachers with instructional strategies/accommodations to scaffold instruction according to the various language proficiencies and language domains. Strategy's Expected Result/Impact: Growth in percentage of EB students who progress one proficiency level on TELPAS composite rating in grades 1-12. Staff Responsible for Monitoring: Bilingual and ESL Director and Specialist Results Driven Accountability Problem Statements: Student Achievement 2 Funding Sources: Consultant for One/Two Way Dual Language - Title III - \$28,000, Extra Duty - Title III - \$35,000, Instructional Resources - Title III IMM - \$16,000, Newcomer Coach - Title III IMM - \$82,000	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide professional development on the 7 Steps to an Interactive Language-Rich Classroom to support English language development of long-term EBs. Strategy's Expected Result/Impact: Growth in percentage of EB students who progress one proficiency level on TELPAS composite rating in grades 1-12. Staff Responsible for Monitoring: Bilingual and ESL Director and Specialist Results Driven Accountability Problem Statements: Student Achievement 2 Funding Sources: Staff Development Materials - Title III - \$43,000, Instructional Resources - Title III IMM - \$11,000	Formative		
	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide professional development on Sheltered Instruction in the Content Areas to support English language development of newcomer EBs. Strategy's Expected Result/Impact: Growth in percentage of EB students who progress one proficiency level on TELPAS composite rating in grades 1-12. Staff Responsible for Monitoring: Bilingual and ESL Director and Specialist Results Driven Accountability Problem Statements: Student Achievement 2 Funding Sources: Instructional Materials - Title III - \$28,196, Curriculum and Instruction for EB - Title III - \$14,000, General Supplies - Title III IMM - \$15,000	Formative		
	Dec	Mar	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide professional development on TELPAS Proficiency Level Descriptors (PLDs) and how to create targeted student language learning objectives. Strategy's Expected Result/Impact: Growth in percentage of EB students who progress one proficiency level on TELPAS composite rating in grades 1-12. Staff Responsible for Monitoring: Bilingual and ESL Director and Specialist Results Driven Accountability Problem Statements: Student Achievement 2 Funding Sources: Summer School - Title III - \$235,214, Instructional Materials - Title III IMM - \$10,000	Formative		
	Dec	Mar	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: District instructional coach support at identified campuses will focus on targeted instructional planning, use of English Language Proficiency Standards (ELPS) and familiarity with PLDs to provide students increased opportunities to develop the skills they lack in each language domain. Strategy's Expected Result/Impact: Growth in percentage of EB students who progress one proficiency level on TELPAS composite rating in grades 1-12. Staff Responsible for Monitoring: Bilingual and ESL Director and Specialist Results Driven Accountability Problem Statements: Student Achievement 2 Funding Sources: Elementary Coaches - Title III - \$185,000, Instructional Materials - Title III - \$65,000, Newcomer Summer School - Title III IMM - \$67,472	Formative		
	Dec	Mar	June
			

Strategy 6 Details	Formative Reviews		
Strategy 6: Use of an interdisciplinary approach to teaching English language skills to EBs in the context of each area of study. Strategy's Expected Result/Impact: Growth in percentage of EB students who progress one proficiency level on TELPAS composite rating in grades 1-12. Staff Responsible for Monitoring: Bilingual and ESL Director and Specialist Results Driven Accountability Problem Statements: Student Achievement 2 Funding Sources: Summer School - Title III - \$42,000, Instructional Resources - Title III IMM - \$58,000	Formative		
	Dec	Mar	June
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Use of instructional technology integration to ensure EBs have multiple opportunities across content areas to practice language skills on a recording platform. Strategy's Expected Result/Impact: Growth in percentage of EB students who progress one proficiency level on TELPAS composite rating in grades 1-12. Staff Responsible for Monitoring: Bilingual and ESL Director and Specialist Results Driven Accountability Problem Statements: Student Achievement 2 Funding Sources: Instructional Materials - Title III - \$25,500, Curriculum and Instruction - Title III IMM - \$30,000	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 4 Problem Statements:

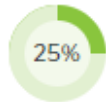

Student Achievement
Problem Statement 2: All students did not receive high-quality, Tier-1 instruction to close the achievement gap for students who are not meeting the high-challenging state standards. Root Cause: The diversity of Conroe ISD, due to its large geographic region, serves students from a wide variety of socio-economic, language and cultural backgrounds.






Goal 5: Effective Instruction

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

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

Evaluation Data Sources: STAAR Assessment, District Reading Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide intensive, explicit, systematic, evidence-based reading instruction to identified at-risk students with dyslexia to increase reading levels and state assessment scores [TEC 11.252(a)(3)(B)(iv)]. Strategy's Expected Result/Impact: Students will increase reading levels on the BAS and perform 5% or better on the STAAR assessments. Staff Responsible for Monitoring: Dyslexia Coordinator Results Driven Accountability Problem Statements: Student Achievement 3 Funding Sources: Supplemental Dyslexia Training - Title II - \$10,500	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Promote an understanding of Dyslexia and Related Disorders through training of multisensory instructional practices and classroom support for teachers. Strategy's Expected Result/Impact: Teachers will attend required annual dyslexia training and have the opportunity to attend additional professional learning opportunities throughout the school year. Staff Responsible for Monitoring: Dyslexia Coordinator Results Driven Accountability Problem Statements: Student Achievement 3 Funding Sources: Supplemental Dyslexia Training - Title II - \$10,500	Formative		
	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide advanced training opportunities for District Reading Interventionists to become Certified Academic Language Therapists. Strategy's Expected Result/Impact: The district will increase the number of CALTs from the current one interventionist with this certification. Staff Responsible for Monitoring: Dyslexia Coordinator Results Driven Accountability Problem Statements: Student Achievement 3	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 5 Problem Statements:




Student Achievement
Problem Statement 3: Ensure that all children receive high-quality, Tier-2 & Tier 3 instruction to close the achievement gap for those students who are not meeting the high-challenging state standards. Root Cause: The diversity of Conroe ISD, due to its large geographic region, serves students from a wide variety of socio-economic, language and cultural backgrounds.


Goal 5: Effective Instruction





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

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

Evaluation Data Sources: STAAR Assessment, Accountability Report

Strategy 1 Details	Formative Reviews		
Strategy 1: The Special Education department will build capacity of special education teachers by providing professional development, coaching, modeling, etc. and monitor using the special education services and support tools, trained on and provided. Strategy's Expected Result/Impact: Increase grade level exposure and rigor of core content for special education students Staff Responsible for Monitoring: Curriculum and Special Education Coordinators, Director of Special Education, Special Education Task Force Problem Statements: Student Achievement 3	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Identify and provide professional learning for teachers in reading instruction for students with dyslexia and learning disabilities. Strategy's Expected Result/Impact: Increase exposure to proven literacy instructional strategies. Staff Responsible for Monitoring: Curriculum and Special Education Coordinators, Director of Special Education, Special Education Task Force Problem Statements: Student Achievement 3	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Special education teachers will complete Lead4Ward training for best practices in special education. Strategy's Expected Result/Impact: Increase rigor and content focus for special education student in their least restrictive environment to achieve academic growth. Staff Responsible for Monitoring: Special Education Coordinators and Director of Special Education Problem Statements: Student Achievement 3	Formative		
	Dec	Mar	June
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Build capacity of district and campus staff by providing instructional coaching, feedback, and training to address identified areas of need. Strategy's Expected Result/Impact: Increase in student assessment outcomes. Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning Director of Curriculum & Instruction Problem Statements: Student Achievement 2 Funding Sources: PNP Staff Development - Title II - \$26,593, PNP Teacher/Other Professional - Title I - \$25,691, Jim Knight IC Institute - Title II - \$34,000, ASCD & Learning 4ward Dues - Title II - \$2,000, PNP Staff Development - Title IV - \$8,694, Federal Programs-PNP Support - Title IV - \$6,220	Formative		
	Dec	Mar	June
			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 6 Problem Statements:



Student Achievement
Problem Statement 2: All students did not receive high-quality, Tier-1 instruction to close the achievement gap for students who are not meeting the high-challenging state standards. Root Cause: The diversity of Conroe ISD, due to its large geographic region, serves students from a wide variety of socio-economic, language and cultural backgrounds.
Problem Statement 3: Ensure that all children receive high-quality, Tier-2 & Tier 3 instruction to close the achievement gap for those students who are not meeting the high-challenging state standards. Root Cause: The diversity of Conroe ISD, due to its large geographic region, serves students from a wide variety of socio-economic, language and cultural backgrounds.


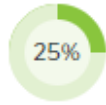




Goal 5: Effective Instruction

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

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

Evaluation Data Sources: District Staff Development Trainings
STAAR Data

Strategy 1 Details	Formative Reviews		
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. 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. Staff Responsible for Monitoring: Early Childhood Coordinator and Early Childhood Specialist Problem Statements: Student Achievement 2 Funding Sources: Early Childhood Staff Development and Materials - Title II - \$15,500, Early Childhood District Coach - Title III - \$92,500	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide job embedded professional learning to address required TEKS for each grade level and content area. Strategy's Expected Result/Impact: The District Comprehensive Professional Learning Plan with over 1,000 opportunities is provided throughout the school year. District and campus Instructional Coaches provide the job embedded PD. Staff Responsible for Monitoring: Assistant Superintendent of T & L, Director of C&I, Content Coordinators and Specialists Problem Statements: Student Achievement 2 Funding Sources: Staff Development Administrative Assistants - Title II - \$71,288, Contracted Services (Lead4ward, Delice Lloyd, Phil Warrick, Travis Leech, Relay Graduate School of Education)) - Title II - \$228,245, Attend PD to support content learning - Title II - \$13,000, SBRC substitute teachers - Title II - \$4,310, LOTE teacher training, resources, PD - Title II - \$10,500, Materials and Technology for PD - Title II - \$244,361, Subs for PD - Title II - \$7,031, Extra Duty - Curriculum Writing CMAT - Title II - \$53,655, T&L Assistant Sup & Director Campus Support Travel - Title II - \$14,500	Formative		
	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide enrichment activities for students as an integral part of well-rounded student experiences through Fine Arts and provide job embedded professional learning for Fine Arts teachers on effective strategies to best implement the TEKS. Strategy's Expected Result/Impact: Increase alignment between fine arts content connections through enrichment activities and job-embedded professional learning for Fine arts teachers on effective strategies to best implement the TEKS. Staff Responsible for Monitoring: Director of Fine Arts, Fine Arts Specialist Problem Statements: Student Achievement 2 - Culture and Climate 3, 9 Funding Sources: Fine Arts Staff Development - Title II - \$27,500, Fine Arts Staff Development - Title IV - \$15,000, Fine Arts Specialist - Title IV - \$123,395	Formative		
	Dec	Mar	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide job embedded professional learning for physical education teachers and athletic coaches on effective strategies to best implement the TEKS. Strategy's Expected Result/Impact: Increase alignment between best practices and instructional outcomes for students. Staff Responsible for Monitoring: Coordinator of Physical Education, Athletic Director, and Athletic Specialist Problem Statements: Student Achievement 2 Funding Sources: PE PD Materials - Title II - \$5,500, Subs for P.E. Training - Title II - \$1,550, Champ Camp - Title II - \$3,000, District-Wide Presenters - Title II - \$4,000, Travel for job embedded support - P.E. Coordinator - Title II - \$3,200, TAHPRD Professional Development - Title II - \$3,750	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 7 Problem Statements:

Student Achievement
Problem Statement 2: All students did not receive high-quality, Tier-1 instruction to close the achievement gap for students who are not meeting the high-challenging state standards. Root Cause: The diversity of Conroe ISD, due to its large geographic region, serves students from a wide variety of socio-economic, language and cultural backgrounds.
Culture and Climate
Problem Statement 3: The rate of teacher shortage continues to adversely impact our teacher retention. Root Cause: Conroe ISD and Montgomery County, in general, are experiencing population growth rates that are among the highest in the country which leads to the need of greater number of teachers. Problem Statement 9: Teachers are leaving the profession at higher rates than the pre-COVID era. Root Cause: A variety of factors, including lack of state funding for pay increases, student discipline issues, school safety, and heavy workloads due to state expectations and overcrowded classrooms, contribute to increased teacher vacancies.

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

Evaluation Data Sources: None

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize alternative evaluations for gifted identification that are non-bias. Strategy's Expected Result/Impact: To increase economically disadvantaged students within GT to mirror the district's demographic within 3% of overall sub-populations. Staff Responsible for Monitoring: Coordinator of Gifted Programs, Professional Programs, and Mentorships Problem Statements: Student Achievement 1	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Increase enrichment pull-out programs and professional learning opportunities for campuses that are under-identified in the Gifted Programs. Strategy's Expected Result/Impact: To increase economically disadvantaged students within GT to mirror the district's demographic within 3% of overall sub-populations. Staff Responsible for Monitoring: Coordinator of Gifted Programs, Professional Programs, and Mentorships Problem Statements: Student Achievement 2	Formative		
	Dec	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 8 Problem Statements:

Student Achievement
Problem Statement 1: The rate of student growth continues to present GT identification equity issues and performance across all demographics. Root Cause: Conroe ISD and Montgomery County, in general, are experiencing population growth rates that are among the highest in the country.

Student Achievement
Problem Statement 2: All students did not receive high-quality, Tier-1 instruction to close the achievement gap for students who are not meeting the high-challenging state standards. Root Cause: The diversity of Conroe ISD, due to its large geographic region, serves students from a wide variety of socio-economic, language and cultural backgrounds.

District Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Additional Learning Opportunities Summer School		\$361,686.00
1	1	1	Supplemental Teachers and Staff		\$282,526.00
1	2	2	ELA Instructional Coaching		\$46,317.00
1	2	4	District Early Childhood Coach		\$46,180.00
1	4	1	District Early Childhood Coach		\$46,593.00
1	4	4	District Instructional Math Coach		\$49,967.00
1	4	4	Additional Learning Opportunities Summer School		\$211,294.00
1	4	4	Supplemental Teachers and Staff		\$211,293.00
1	5	2	Elementary District Instructional Math Coach		\$46,455.00
1	5	2	Additional Learning Opportunities Summer School		\$211,294.00
1	5	2	Supplemental Teachers and Staff		\$211,293.00
1	5	3	Elementary District Instructional Math Coach		\$46,593.00
1	9	1	District Science Instructional Coaches		\$91,919.00
1	12	2	Homeless Supplemental Staff		\$12,626.00
1	12	2	Foster Care Support		\$935.00
2	1	1	Federal Programs Support		\$292,693.00
3	1	1	HR Recruitment Strategies		\$44,658.00
4	9	2	SSS District Instructional Coaches		\$182,661.00
5	6	4	PNP Teacher/Other Professional		\$25,691.00
Sub-Total					\$2,422,674.00
Budgeted Fund Source Amount					\$2,422,674.00
+/- Difference					\$0.00
Title I C					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	12	2	Migrant Staff and ESC6 Support		\$30,639.00
Sub-Total					\$30,639.00

Title I C					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$30,639.00
+/- Difference					\$0.00
Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	SLA Instructional Coach		\$30,101.00
1	1	1	SLA Professional Learning		\$14,000.00
1	1	1	ELA Professional Learning		\$14,750.00
1	1	2	SLA Teacher training, resources, PD		\$14,000.00
1	1	2	ELA Lesson Development		\$24,100.00
1	1	2	SLA Instructional Coach		\$30,102.00
1	2	1	ELA Professional Learning and Instructional Resources		\$6,800.00
1	2	2	ELA Professional Learning and Instructional Resources		\$10,000.00
1	2	3	ELA Professional Learning and Instructional Resources		\$3,500.00
1	2	4	Early Childhood Staff Development and Materials		\$15,500.00
1	3	1	SLA Instructional Coach		\$30,101.00
1	3	1	SLA Teacher training, resources, PD		\$14,000.00
1	3	1	ELA Professional Learning		\$12,250.00
1	4	1	Early Childhood Staff Development and Materials		\$15,500.00
1	4	1	District Early Childhood Coach		\$46,593.00
1	4	2	Elementary Math Administrative Assistant		\$1,862.00
1	4	2	Elementary Math Professional Materials & Professional Learning		\$7,875.00
1	4	3	Elementary Administrative Assistant		\$1,862.00
1	4	3	Elementary Math Materials & Professional Learning		\$7,875.00
1	4	4	Elementary Math Materials & Professional Learning		\$7,875.00
1	4	4	Elementary Math Administrative Assistant		\$1,862.00
1	5	1	Professional Development for Secondary Math Coaches		\$2,000.00
1	5	1	Elementary Math Materials & Professional Learning		\$7,875.00
1	5	1	Elementary Math Administrative Assistant		\$1,862.00
1	5	1	Staff Development Materials for Secondary Content Meetings		\$2,500.00
1	5	1	Elementary District Instructional Math Coach		\$46,455.00

Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	Extra Duty for PD and SD (Secondary Math Level)		\$15,041.00
1	5	2	Elementary Math Department Administrative Assistant		\$1,862.00
1	5	2	Elementary Math Materials & Professional Learning		\$7,875.00
1	5	2	Secondary Math Substitute Fees for 3 Grade Level Meetings-- State tested		\$16,500.00
1	5	2	Professional Learning for Secondary Math Team		\$7,400.00
1	5	3	Elementary Math Administrative Assistant		\$1,863.00
1	5	3	Substitute Cost for Secondary Content Meetings (3 levels, once a year)		\$7,559.00
1	5	3	Secondary Math Coach		\$47,418.00
1	5	3	Elementary Math Materials & Professional Learning		\$7,875.00
1	6	1	SS Professional Development		\$30,000.00
1	6	1	SS Instructional Coach		\$42,731.00
1	6	1	SS Common Formative Assessment		\$1,000.00
1	6	1	SS Instructional Materials		\$5,500.00
1	6	2	SS Common Formative Assessment		\$1,000.00
1	6	2	SS Instructional Materials		\$10,000.00
1	6	2	SS Professional Development		\$8,375.00
1	6	3	SS Curriculum Development		\$1,000.00
1	7	1	SS Curriculum Development		\$3,000.00
1	7	1	SS Instructional Materials		\$5,500.00
1	7	1	SS Instructional Coach		\$42,732.00
1	7	1	SS Common Formative Assessment		\$1,000.00
1	7	2	SS Instructional Materials		\$2,000.00
1	7	2	SS Curriculum Development		\$4,000.00
1	7	3	SS Curriculum Development		\$5,000.00
1	8	1	Science Assessment Writing, Instructional Materials		\$2,205.00
1	9	1	Science Instructional Coaches, Substitutes, Instructional Materials, Professional Learning Travel		\$202,836.00
2	1	1	Federal Programs Support		\$26,947.00
2	3	1	In-State Travel		\$34,750.00
2	3	1	Consultants		\$10,000.00

Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1	Leadership Development Supplies		\$19,000.00
2	3	1	Technology Integration Tools		\$5,000.00
2	3	1	Books		\$10,000.00
3	1	1	HR Recruitment Strategies		\$42,000.00
3	2	1	Novice Teacher Academy Staff Development		\$21,000.00
4	1	2	Professional Dues Health Services		\$13,600.00
4	1	2	Supplies/Resources Health Services		\$15,750.00
4	3	2	Professional Development Materials		\$10,000.00
4	4	1	SSS Substitutes for Professional Learning		\$11,500.00
4	9	1	Extra Duty for Foundations, Books, Supplies, Travel		\$41,000.00
5	5	1	Supplemental Dyslexia Training		\$10,500.00
5	5	2	Supplemental Dyslexia Training		\$10,500.00
5	6	4	ASCD & Learning 4ward Dues		\$2,000.00
5	6	4	Jim Knight IC Institute		\$34,000.00
5	6	4	PNP Staff Development		\$26,593.00
5	7	1	Early Childhood Staff Development and Materials		\$15,500.00
5	7	2	Materials and Technology for PD		\$244,361.00
5	7	2	Contracted Services (Lead4ward, Delice Lloyd, Phil Warrick, Travis Leech, Relay Graduate School of Education))		\$228,245.00
5	7	2	Extra Duty - Curriculum Writing CMAT		\$53,655.00
5	7	2	LOTE teacher training, resources, PD		\$10,500.00
5	7	2	Attend PD to support content learning		\$13,000.00
5	7	2	T&L Assistant Sup & Director Campus Support Travel		\$14,500.00
5	7	2	Subs for PD		\$7,031.00
5	7	2	SBRC substitute teachers		\$4,310.00
5	7	2	Staff Development Administrative Assistants		\$71,288.00
5	7	3	Fine Arts Staff Development		\$27,500.00
5	7	4	Travel for job embedded support - P.E. Coordinator		\$3,200.00
5	7	4	Champ Camp		\$3,000.00
5	7	4	TAHPRD Professional Development		\$3,750.00

Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	7	4	Subs for P.E. Training		\$1,550.00
5	7	4	PE PD Materials		\$5,500.00
5	7	4	District-Wide Presenters		\$4,000.00
Sub-Total					\$1,907,502.00
Budgeted Fund Source Amount					\$1,907,502.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	4	1	Consultant for One/Two Way Dual Language		\$28,000.00
5	4	1	Extra Duty		\$35,000.00
5	4	2	Staff Development Materials		\$43,000.00
5	4	3	Curriculum and Instruction for EB		\$14,000.00
5	4	3	Instructional Materials		\$28,196.00
5	4	4	Summer School		\$235,214.00
5	4	5	Instructional Materials		\$65,000.00
5	4	5	Elementary Coaches		\$185,000.00
5	4	6	Summer School		\$42,000.00
5	4	7	Instructional Materials		\$25,500.00
5	7	1	Early Childhood District Coach		\$92,500.00
Sub-Total					\$793,410.00
Budgeted Fund Source Amount					\$793,410.00
+/- Difference					\$0.00
Title III IMM					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	4	1	Instructional Resources		\$16,000.00
5	4	1	Newcomer Coach		\$82,000.00
5	4	2	Instructional Resources		\$11,000.00
5	4	3	General Supplies		\$15,000.00
5	4	4	Instructional Materials		\$10,000.00
5	4	5	Newcomer Summer School		\$67,472.00

Title III IMM					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	4	6	Instructional Resources		\$58,000.00
5	4	7	Curriculum and Instruction		\$30,000.00
Sub-Total					\$289,472.00
Budgeted Fund Source Amount					\$289,472.00
+/- Difference					\$0.00
Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Assessment Instructional Coach		\$46,259.00
1	5	2	Assessment Instructional Coach		\$46,258.00
1	8	1	District Science Instructional Coach		\$44,262.00
1	9	1	District Science Instructional Coach		\$44,262.00
1	10	9	College and Career Training for School Counselors		\$7,000.00
1	12	2	Project Mentor Support		\$35,000.00
4	1	2	Extra Duty/Substitute Pay Health Services		\$10,080.00
4	4	1	Conroe CARES Playbook Extra Duty Pay		\$1,500.00
4	4	1	Branching Minds Professional Learning		\$38,300.00
4	6	1	Speakers and Community Events Counseling		\$50,000.00
4	7	1	Student Materials for School Counseling		\$10,000.00
4	7	1	Why Try		\$15,000.00
4	7	2	Materials for Training Counseling		\$10,000.00
4	9	1	STOIC Standouts Substitutes and Extra Duty		\$34,701.00
4	9	1	Ready Body Learning Minds Professional Development		\$10,635.00
4	9	1	PBIS Substitutes		\$24,000.00
5	2	3	Student Device Technician and Help Desk Support		\$81,881.00
5	3	1	GT District Instructional Coach		\$98,378.00
5	6	4	Federal Programs-PNP Support		\$6,220.00
5	6	4	PNP Staff Development		\$8,694.00
5	7	3	Fine Arts Staff Development		\$15,000.00
5	7	3	Fine Arts Specialist		\$123,395.00
Sub-Total					\$760,825.00

Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$760,825.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	SLA Instructional Coaches		\$61,799.00
1	1	2	SLA Instructional Coaches		\$61,799.00
1	2	1	ELA Instructional Coaching		\$44,473.00
1	3	1	ELA Instructional Coaching		\$90,559.00
1	3	1	SLA Instructional Coaches		\$61,799.00
1	4	2	District Instructional Math Coach		\$48,036.00
1	4	3	District Instructional Math Coach		\$44,742.00
1	5	1	Secondary Math Coaches		\$229,546.00
1	5	2	District Instructional Coach		\$71,696.00
1	6	2	SS Instructional Coach		\$42,162.00
1	6	3	SS Instructional Coach		\$33,838.00
1	7	2	SS Instructional Coach		\$42,162.00
1	7	3	SS Instructional Coach		\$33,838.00
1	8	1	District Science Instructional Coaches		\$64,598.00
1	9	1	District Science Instructional Coaches		\$85,638.00
1	12	2	Community Outreach and Dropout Prevention Supplemental Staff		\$933,573.00
1	13	1	Community Outreach and Dropout Prevention Supplemental Staff		\$134,188.00
2	1	1	Supplemental Teachers and Staff		\$1,689,373.00
4	6	2	Crisis Intervention Specialist		\$117,764.00
4	7	1	Crisis Intervention Specialist		\$115,652.00
4	9	2	SSS District Instructional Coaches		\$497,554.00
Sub-Total					\$4,504,789.00
Budgeted Fund Source Amount					\$4,504,789.00
+/- Difference					\$0.00

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	New Hire Extra Duty Pay		\$306,250.00
2	1	1	Indirect Costs to Maintain Services to Students		\$2,348,541.00
3	1	1	Year Long Teacher Residents		\$300,000.00
3	3	2	Employee Retention Stipend		\$10,656,410.00
Sub-Total					\$13,611,201.00
Budgeted Fund Source Amount					\$13,611,201.00
+/- Difference					\$0.00
Homeless Grant TEHCY					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	12	2	Homeless Supplemental Staff and Support		\$87,000.00
Sub-Total					\$87,000.00
Budgeted Fund Source Amount					\$87,000.00
+/- Difference					\$0.00
TEHCY ARP I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	12	2	Homeless Supplemental Staff and Support		\$159,500.00
Sub-Total					\$159,500.00
Budgeted Fund Source Amount					\$159,500.00
+/- Difference					\$0.00
TEHCY ARP II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	12	2	Homeless Supplemental Staff and Support		\$371,385.00
Sub-Total					\$371,385.00
Budgeted Fund Source Amount					\$371,385.00
+/- Difference					\$0.00
Grand Total Budgeted					\$24,938,397.00
Grand Total Spent					\$24,938,397.00
+/- Difference					\$0.00

Policies, Procedures, and Requirements

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

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Coordinator of Student Support Services	10/5/2023	Denise Griffin	10/5/2023
Child Abuse and Neglect	Mental Health Specialist	8/17/2023	Lindsey Taylor	8/17/2023
Coordinated Health Program	Coordinator of PE, Health, and Cheer		Wade Haymark	8/17/2023
Decision-Making and Planning Policy Evaluation	Deputy Superintendent of School	10/31/2023	Malinda Stewart	10/31/2023
Dropout Prevention	Director of Community Outreach and Dropout Prevention	8/17/2023	Rod Chaves	11/1/2023
Title I, Part C Migrant	Director of Community Outreach and Dropout Prevention	11/1/2023	Rod Chaves	11/1/2023
Dyslexia Treatment Program	Coordinator of Dyslexia	8/17/2023	Sharon Henry	8/17/2023
Pregnancy Related Services	Professional Social Worker and Parent Education Specialist	8/17/2023	Lynda Gowin	8/17/2023
Post-Secondary Preparedness	College and Career Readiness Specialist	10/31/2023	Laura Willard	10/31/2023
Recruiting Teachers and Paraprofessionals	Executive Director of Human Resources	10/31/2023	Jennifer Daw	10/31/2023
Student Welfare: Crisis Intervention Programs and Training	Mental Health Specialist and Director of School Safety	8/17/2023	Lindsey Taylor	8/17/2023
Student Welfare: Discipline/Conflict/Violence Management	Mental Health Specialist and Guidance and Counseling Coordinator	11/2/2023	Tiffany Rhodriquez	11/2/2023
Title I, Part A LEA Program Plan-13 Statutory Required Descriptions	Director of Federal Programs	11/10/2023	Dana Boyer	11/10/2023
Title II Program Requirements	Director of Federal Programs	10/30/2023	Dana Boyer	10/31/2023
Technology Integration	Director of Information Systems	11/1/2023	Jarod Lambert	11/1/2023
Job Description for Peace Officers, Resource Officers & Security Personnel	Executive Director of Human Resources	10/31/2023	Jennifer Daw	10/31/2023