Conroe Independent School District

Giesinger Elementary

2023-2024 Campus Improvement Plan

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Giesinger Elementary and Conroe ISD have a viable and rigorous district curriculum tightly aligned to our state standards, the Texas Essential Knowledge and Skills (TEKS). Lesson plans are designed collaboratively. Giesinger Elementary is a Professional Learning Community (PLC). Teachers use data to drive instruction and design purposeful lessons collaboratively to fill student gaps in learning.

2023 STAAR Assessment:

3rd/4th Grade Reading: 59% Meets Grade Level or higher

3rd/4th Grade Math: 55% Meets Grade Level or higher

K-2nd Assessment Data:

2022-2023 EOY BAS K-2: 63% at or above grade level expectation

2022-2023 EOY K-2 Early Math Assessment: 71% on or above grade level in the area of numeracy

Student Achievement Strengths

Giesinger Elementary continues to push Tier I best practices in the classroom and has developed a robust intervention schedule to fill gaps. Student success has increased across the campus due to these efforts.

The following areas were found to be areas of strength at Giesinger Elementary:

STAAR 2023:

3rd/4th Grade Reading- Emergent Bilingual population scored 58% meets which exceeded our 3-point Target (37%) and the 4-point Target (48%).

3rd/4th Reading- Economically Disadvantaged population scored 47% meets which exceeded our 3-point Target (35%) and the 4-point Target (46%).

3rd/4th Math- Emergent Bilingual group scored 58% meets which exceeded our 3-point Target (45%) and the 4-point target (54%).

3rd/4th Math- Students with former Special Education services scored 64% meets which exceeded our 3-point Target (45%) and the 4-point Target (54%).

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Although students have shown growth from the 2022 BAS literacy assessments, only 63% of all Kindergarten-2nd grade students can read on or above grade level.   **Root Cause:** There is a continued need to build teacher capacity for intervening and instructing students that are not on level for reading.

Problem Statement 2 (Prioritized): Although students have shown growth from the 2022-23 Early Math Assessments, on the EOY 2023 Early Math Assessments, only 71% of all Kindergarten-2nd grade students scored on or above grade level in the area of numeracy .   **Root Cause:** There is a continued need to build teacher capacity using the Early Math Assessment data so that appropriate instruction and intervention is provided at the foundational level.

Problem Statement 3 (Prioritized): On the 2023 STAAR Reading assessment, only 59% of 3rd and 4th grade students met grade level standard or above.   **Root Cause:** There is a continued need to build teacher capacity in identifying the most essential curriculum and making adjustments to reteaching or extending instruction until students are able to meet or master those skills.

Problem Statement 4 (Prioritized): On the 2023 STAAR Math assessment, only 55% of 3rd and 4th grade students met grade level standard or above.   **Root Cause:** There is a continued need to build teacher capacity in identifying the most essential curriculum and making adjustments to reteaching or extending instruction until students are able to meet or master those skills.

Problem Statement 5 (Prioritized): On combined 2023 STAAR Math & Reading assessments only 29% of 3rd and 4th grade current special education students met grade level standard or above.   **Root Cause:** There is a continued need to close the gap on teacher collaboration times between general education and special education. In addition, academic strategies and content discussed needs to continue to align in both areas so that the teacher capacity of our special educators more closely matches with the general education content teachers.

Culture and Climate

Culture and Climate Summary

Giesinger Elementary strives to create a positive learning environment in collaboration with the entire school community. The mission of Giesinger is to ensure high levels of learning and to facilitate continuous growth of the whole child. We envision a school in which all staff provide a safe, caring, and positive learning community for all children; create a collaborative culture among children, families and staff; establish high levels of learning by frequently monitoring student progress; and demonstrate a personal commitment to the academic success and general well-being of each child.

As a staff, we collectively commit to:

- Provide positive, child-centered classrooms by implementing Positive Behavior Interventions and Supports (PBIS - Champs and Foundations) to encourage exemplary behavior with clear expectations, consistent consequences and specific articulated academic goals where all students are valued.
- Sustain and improve positive learning experiences in collaboration with the entire Giesinger Elementary community through events such as Open House, parent-teacher conferences, Parent Teacher Organization meetings, Academic Nights, Watch D.O.G.S., school-wide carnivals and dances, field trips, and fun-runs.
- Through our Professional Learning Community (PLC), we will collectively collaborate to utilize a variety of instructional strategies and assessments to promote success for all students.
- Work together as a positive team to be aware of all students through faculty meetings and other collaborative times. Teachers/Staff connect with all students through positive supports such as; Students Achieving Excellence Awards, and 10:2 positive to negative interaction ratio.

Students commit to:

- Adhere to Giesinger's behavior commitments following our school-wide EAGLES SOAR. These commitments align with the Mission and Vision and social/emotional learning needs for the students.
- Commit to Ambassador duties (welcoming new students, various service projects with their grade levels and counselor, etc.).

The Foundations Team uses the guiding principles of Safe and Civil Schools to evaluate and reflect upon the climate and culture of our school. This team monitors and reflects on common areas, Positive Behavior Interventions and Supports (PBIS) in the classroom and campus-wide, instruction, cultural diversity, and the overall climate and culture of the campus.

Giesinger Elementary uses CHAMPS as a positive behavior support that defines the expectations for students in each activity and setting. This teaches students ownership of their choices and learning. It also clarifies the environment that is ideal for all the learners within the room and/or activity.

Expectations for student behavior are high on the campus and in our community. Parent involvement is high and very supportive of the campus. The staff views the school as a family. Most of the staff live in the community and have children who attend, or did attend, Giesinger. Many of the staff members are graduates of Conroe High School and feel pride and honor serving the students in the school feeder in which they were raised. We continue to hire qualified candidates who also help us exemplify the diverse student population. Giesinger Elementary's hiring practices of campus personnel are designed to reflect the diverse student body.

Culture and Climate Strengths

Giesinger Elementary first implemented Positive Behavior Intervention and Supports (PBIS) in 2014. A committee of teachers, staff and administrators serve on the Behavior Leadership Team (BLT) and lead the faculty in professional developments every other month in order to re-evaluate school-wide procedures (by creating common language across all grade levels) and provide clear behavior expectations campus-wide.

Giesinger Elementary will continue to enhance students' connection to school, positive behavior, and academic achievement utilizing the following resources and supports:

- Kelso's Choice which is a leading tool for teaching conflict management skills for Pre-K-4th graders.
- Character Counts which supports and teaches critical character traits each month.
- Students Achieving Excellence Awards which promote positive behavior and academic achievements recognized by other staff members.
- Behavior Kickstart which is commonly taught at the beginning of the school year to reinforce our school wide procedures.
- Mentor/Mentee program for our 4th grade students to promote connection within the school environment.

In addition to the above supports, Giesinger Elementary has an instructional behavior coach that supports the development and improvement of school-wide Positive Behavior Interventions and Supports (PBIS), classroom management, and behavioral interventions with students. This position works directly with teachers to develop systems and strategies in order for all students to be safe, feel success, and learn.

Giesinger continues to grow as a professional learning community since 2015. Our school mission statement, vision and collective commitments were revised to encompass PBIS, PLC and Response To Intervention instructional and behavior models in 2016.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Campus wide consistency in implementing common area procedures and common language continues to be a priority as we continue to gain students as well as new staff.   **Root Cause:** Not all staff were trained at the same time by the same leadership team. Expectations need to be revisited and tightened up to ensure fidelity and consistency.

Problem Statement 2: Campus wide consistency in understanding and maintaining our Foundations common area structures as well as a positive classroom culture.   **Root Cause:** There are indications that the campus continues to need support for addressing tiered levels of student behavior as well as supporting the social/emotional wellness of students & staff.

Problem Statement 3 (Prioritized): Staff is unclear on how to handle tiers of behavior.   **Root Cause:** Newer staff have not leveled behaviors with the support of the Foundations team, turnover of teachers, and significant behavior needs of students the past year, have led to communication barriers and consistency in expectations of consequences.

Parent and Community Engagement

Parent and Community Engagement Summary

We strive to listen to the needs of the community to ensure that we represent and adapt to the message the families share. Giesinger Elementary parents and the community speak highly of the campus as a whole in particular to the caring and committed heart of the staff. The staff partners with parents to provide a high quality education to those we serve.

The families report feeling welcome when they come into the school due to the reception they receive in the front office and the warm, welcoming attitude of the staff. We received positive comments referencing how well the school is doing in educating students and how we take care of the various needs of the families. We value the rapport with the community.

The website is frequently updated with information about upcoming events as well as resources for the parents to assist their students at home. In addition to the website, the campus administration sends a weekly electronic newsletter that includes important school information and upcoming important dates. Our campus continues to utilize the campus' social media and a school messaging system to keep parents updated and involved in events and activities of the school.

Giesinger Elementary values the partnership with the Parent Teacher Organization (PTO). This relationship is supported throughout the year, and campus administration utilizes the PTO to assist with different events that we have for the students and their families. We appreciate working with other district and community organizations.

Giesinger Elementary has a warm, inviting culture where students feel welcome, supported and accepted. Expectations for student behavior are high, and we are blessed to have respectful, confident, caring students. This culture of respect also exists between staff and parents.

Parent and Community Engagement Strengths

Giesinger Elementary has an active parent community that will volunteer to help and/or support activities in classrooms and various off campus opportunities, such as our annual "Meet the Teacher" event, staff luncheons, Open House, Watch D.O.G.S., Mrs. Giesinger Day celebration, school dance, Breakfast with Buddies, Dr. Seuss Reading celebration, Spring Carnival, Teacher Appreciation week festivities, and other school celebrations, as well as end of year activities.

Giesinger Elementary has an active and supportive PTO. The parents support instructional needs by providing funds for technology, books, manipulatives and outdoor equipment. Giesinger Elementary has established a Parent Involvement Committee who works to involve the parents and members of the community through grade level and campus events.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Consistent, reciprocal communication from parents to teachers and staff about students' education and needs can improve. **Root Cause:** Increased needs at home within the last few years have made it more difficult for parents to return and/or initiate communication with staff.

Problem Statement 2: Student attendance continues to be a challenge with the number of absences over the past year directly impacting student achievement. **Root Cause:** Students are struggling to attend school due to our post-pandemic situation, home stability, and transient families.

Problem Statement 3 (Prioritized): We have had a lack of opportunities on our campus for parents to volunteer in classrooms or other areas of the campus. **Root Cause:** Due to limited restrictions during the last 2 years, there were limited opportunities that parents had to volunteer in various areas of the campus.

Priority Problem Statements

Problem Statement 1: Although students have shown growth from the 2022 BAS literacy assessments, only 63% of all Kindergarten-2nd grade students can read on or above grade level.

Root Cause 1: There is a continued need to build teacher capacity for intervening and instructing students that are not on level for reading.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Although students have shown growth from the 2022-23 Early Math Assessments, on the EOY 2023 Early Math Assessments, only 71% of all Kindergarten-2nd grade students scored on or above grade level in the area of numeracy .

Root Cause 2: There is a continued need to build teacher capacity using the Early Math Assessment data so that appropriate instruction and intervention is provided at the foundational level.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: On the 2023 STAAR Reading assessment, only 59% of 3rd and 4th grade students met grade level standard or above.

Root Cause 3: There is a continued need to build teacher capacity in identifying the most essential curriculum and making adjustments to reteaching or extending instruction until students are able to meet or master those skills.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: On the 2023 STAAR Math assessment, only 55% of 3rd and 4th grade students met grade level standard or above.

Root Cause 4: There is a continued need to build teacher capacity in identifying the most essential curriculum and making adjustments to reteaching or extending instruction until students are able to meet or master those skills.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: On combined 2023 STAAR Math & Reading assessments only 29% of 3rd and 4th grade current special education students met grade level standard or above.

Root Cause 5: There is a continued need to close the gap on teacher collaboration times between general education and special education. In addition, academic strategies and content discussed needs to continue to align in both areas so that the teacher capacity of our special educators more closely matches with the general education content teachers.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Campus wide consistency in implementing common area procedures and common language continues to be a priority as we continue to gain students as well as new staff.

Root Cause 6: Not all staff were trained at the same time by the same leadership team. Expectations need to be revisited and tightened up to ensure fidelity and consistency.

Problem Statement 6 Areas: Culture and Climate

Problem Statement 7: Staff is unclear on how to handle tiers of behavior.

Root Cause 7: Newer staff have not leveled behaviors with the support of the Foundations team, turnover of teachers, and significant behavior needs of students the past year, have led to communication barriers and consistency in expectations of consequences.

Problem Statement 7 Areas: Culture and Climate

Problem Statement 8: Consistent, reciprocal communication from parents to teachers and staff about students' education and needs can improve.

Root Cause 8: Increased needs at home within the last few years have made it more difficult for parents to return and/or initiate communication with staff.

Problem Statement 8 Areas: Parent and Community Engagement

Problem Statement 9: We have had a lack of opportunities on our campus for parents to volunteer in classrooms or other areas of the campus.

Root Cause 9: Due to limited restrictions during the last 2 years, there were limited opportunities that parents had to volunteer in various areas of the campus.

Problem Statement 9 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 1: Increase the percent of 3rd & 4th grade students that score at the meets grade level or above on 2024 STAAR Reading assessment from 59% to 62%.

High Priority

Evaluation Data Sources: Benchmark Assessment System(BAS), District Common Formative Assessments, Interim Assessments, STAAR, mClass, teacher anecdotal notes from conferring and small groups

Strategy 1 Details	Formative Reviews		
Strategy 1: Reading Interventionist targets specific student groups (Meets and Masters) to grow student BAS reading levels.	**Formative**		
Strategy's Expected Result/Impact: Meets and Masters performance will increase	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, Interventionists, Leadership Team, Instructional Coaches, District Coaches, Assistant Principal, and Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 3, 5 **Funding Sources:** Interventionist - Title I - $17,967.60, ELA Coach - State Comp Ed - $25,599.67, Tutorials: Before & After School - State Comp Ed - $2,702, Instructional Materials - Title I - $7,659.14, Summit K-12 - Title III - $3,162	70%		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: Although students have shown growth from the 2022 BAS literacy assessments, only 63% of all Kindergarten-2nd grade students can read on or above grade level.   **Root Cause**: There is a continued need to build teacher capacity for intervening and instructing students that are not on level for reading.

Problem Statement 3: On the 2023 STAAR Reading assessment, only 59% of 3rd and 4th grade students met grade level standard or above.   **Root Cause**: There is a continued need to build teacher capacity in identifying the most essential curriculum and making adjustments to reteaching or extending instruction until students are able to meet or master those skills.

Problem Statement 5: On combined 2023 STAAR Math & Reading assessments only 29% of 3rd and 4th grade current special education students met grade level standard or above.   **Root Cause**: There is a continued need to close the gap on teacher collaboration times between general education and special education. In addition, academic strategies and content discussed needs to continue to align in both areas so that the teacher capacity of our special educators more closely matches with the general education content teachers.

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 & 4th grade students that score meets grade level or above on 2024 STAAR Math assessment from 55% to 58%.

High Priority

Evaluation Data Sources: CFA, Interim Assessments, STAAR, teacher anecdotal notes from guided math small groups, universal screeners, pre/post campus assessments

Strategy 1 Details		Formative Reviews		
Strategy 1: Develop and monitor implementation of tiered small group instruction and anchor stations in math through data tracking system.		**Formative**		
Strategy's Expected Result/Impact: Meets and Masters performance will increase		**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, Interventionists, Leadership Team, Instructional Coaches, District Coaches, Assistant Principal, and Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 4 **Funding Sources:** Interventionist - Title I - $17,967.60, Math Coach - State Comp Ed - $32,426.07, Tutorials: Before & After School - State Comp Ed - $2,702, Instructional Materials - Title I - $7,659.14		90%		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 4: On the 2023 STAAR Math assessment, only 55% of 3rd and 4th grade students met grade level standard or above.   **Root Cause**: There is a continued need to build teacher capacity in identifying the most essential curriculum and making adjustments to reteaching or extending instruction until students are able to meet or master those skills.

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 3: Increase the percent of Kindergarten - 2nd grade students that can read on or above grade level according to the Benchmark Assessment System literacy assessments from 63% to 65%.

High Priority

HB3 Goal

Evaluation Data Sources: BAS, Running Records, mClass, teacher anecdotal notes from conferring, and small groups

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop and monitor implementation of CISD guided reading components as well as continued professional development in the areas of assessment and small group conferring from the campus literacy coach.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Increase amount of K-2nd grade students that can read on or above grade level **Staff Responsible for Monitoring:** Teachers, Interventionists, Leadership Team, Instructional Coaches, District Coaches, Assistant Principal, and Principal **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 **Funding Sources:** Interventionist - Title I - $17,967.60, ELA Coach - State Comp Ed - $25,599.67, Tutorials: Before & After School - State Comp Ed - $2,702, Instructional Materials - Title I - $4,395.58	70%		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Performance Objective 3 Problem Statements:

Student Achievement

Problem Statement 1: Although students have shown growth from the 2022 BAS literacy assessments, only 63% of all Kindergarten-2nd grade students can read on or above grade level.   **Root Cause**: There is a continued need to build teacher capacity for intervening and instructing students that are not on level for reading.

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 percent of Kindergarten - 2nd grade students that score on or above grade level in the area of numeracy on the district Early Math Assessment from 71% to 74%.

High Priority

HB3 Goal

Evaluation Data Sources: Teacher anecdotal notes from conferring, small groups and guided math, universal screeners, pre/post campus formative assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop and monitor implementation of tiered small group instruction and anchor stations in math.	**Formative**		
Strategy's Expected Result/Impact: Increase the amount of students that can score on or above grade level in the area of numeracy on the Early Math Assessment	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, Interventionists, Leadership Team, Instructional Coaches, District Coaches, Assistant Principal, and Principal **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2, 4, 5 **Funding Sources:** Interventionist - Title I - $17,967.60, Math Coach - State Comp Ed - $32,426.07, Tutorials: Before & After School - State Comp Ed - $2,702	40%		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Performance Objective 4 Problem Statements:

Student Achievement

Problem Statement 2: Although students have shown growth from the 2022-23 Early Math Assessments, on the EOY 2023 Early Math Assessments, only 71% of all Kindergarten-2nd grade students scored on or above grade level in the area of numeracy . **Root Cause**: There is a continued need to build teacher capacity using the Early Math Assessment data so that appropriate instruction and intervention is provided at the foundational level.

Problem Statement 4: On the 2023 STAAR Math assessment, only 55% of 3rd and 4th grade students met grade level standard or above. **Root Cause**: There is a continued need to build teacher capacity in identifying the most essential curriculum and making adjustments to reteaching or extending instruction until students are able to meet or master those skills.

Problem Statement 5: On combined 2023 STAAR Math & Reading assessments only 29% of 3rd and 4th grade current special education students met grade level standard or above. **Root Cause**: There is a continued need to close the gap on teacher collaboration times between general education and special education. In addition, academic strategies and content discussed needs to continue to align in both areas so that the teacher capacity of our special educators more closely matches with the general education content teachers.

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 5: Increase the percent of Special Education students that score meets grade level across all 2024 STAAR tests from 29% to 32%.

    High Priority

    HB3 Goal

    Evaluation Data Sources: Benchmark Assessment System BAS, mClass, Professional Learning Teams, running records

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop and monitor implementation of CISD guided reading components as well as continued professional development in the areas of assessment and small group conferring from our literacy coach working directly with our special education teachers that provide guided reading to our special education students with reading disabilities.	**Formative**		
	Dec	Mar	June
Strategy's Expected Result/Impact: Increase reading levels by a year's growth according to the district growth guidelines **Staff Responsible for Monitoring:** Teachers, Interventionists, Leadership Team, Instructional Coaches, District Coaches, Assistant Principal, and Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 5 **Funding Sources:** Interventionist - Title I - $17,967.60, ELA Coach - State Comp Ed - $25,599.67, Tutorials: Before & After School - State Comp Ed - $2,706, Instructional Materials - Title I - $7,659.14	75%		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 5: On combined 2023 STAAR Math & Reading assessments only 29% of 3rd and 4th grade current special education students met grade level standard or above.   **Root Cause**: There is a continued need to close the gap on teacher collaboration times between general education and special education. In addition, academic strategies and content discussed needs to continue to align in both areas so that the teacher capacity of our special educators more closely matches with the general education content 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 1: Giesinger will maintain efficient and effective fiscal management of resources and operations. Our campus expenditures will align to goals and objectives.

    Evaluation Data Sources: monthly financial reports, Title I Summary Reports, SCE Summary Report

Strategy 1 Details	Formative Reviews		
Strategy 1: The principal will meet with the campus secretary weekly to review budget and needs.	**Formative**		
Strategy's Expected Result/Impact: Campus will maintain responsible spending and reporting	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Secretary and Principal **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Student Achievement 1, 2, 3, 4, 5	40%		
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Although students have shown growth from the 2022 BAS literacy assessments, only 63% of all Kindergarten-2nd grade students can read on or above grade level.   **Root Cause**: There is a continued need to build teacher capacity for intervening and instructing students that are not on level for reading.
Problem Statement 2: Although students have shown growth from the 2022-23 Early Math Assessments, on the EOY 2023 Early Math Assessments, only 71% of all Kindergarten-2nd grade students scored on or above grade level in the area of numeracy .   **Root Cause**: There is a continued need to build teacher capacity using the Early Math Assessment data so that appropriate instruction and intervention is provided at the foundational level.
Problem Statement 3: On the 2023 STAAR Reading assessment, only 59% of 3rd and 4th grade students met grade level standard or above.   **Root Cause**: There is a continued need to build teacher capacity in identifying the most essential curriculum and making adjustments to reteaching or extending instruction until students are able to meet or master those skills.

Student Achievement

Problem Statement 4: On the 2023 STAAR Math assessment, only 55% of 3rd and 4th grade students met grade level standard or above.   **Root Cause**: There is a continued need to build teacher capacity in identifying the most essential curriculum and making adjustments to reteaching or extending instruction until students are able to meet or master those skills.

Problem Statement 5: On combined 2023 STAAR Math & Reading assessments only 29% of 3rd and 4th grade current special education students met grade level standard or above.   **Root Cause**: There is a continued need to close the gap on teacher collaboration times between general education and special education. In addition, academic strategies and content discussed needs to continue to align in both areas so that the teacher capacity of our special educators more closely matches with the general education content 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: CORE instructional team will conduct weekly targeted walkthroughs that are intentionally connected to campus expectations and look-fors

    Evaluation Data Sources: Walkthrough forms, observations, student performance.

Strategy 1 Details	Formative Reviews		
Strategy 1: CORE team will meet weekly to review data from instructional walk-throughs.	**Formative**		
Strategy's Expected Result/Impact: Implementation of CISD best practices will be monitored and supported with fidelity campus wide. **Staff Responsible for Monitoring:** Core Team including counselor, Assistant Principal, & Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 5	**Dec**	**Mar**	**June**
	40%		
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Although students have shown growth from the 2022 BAS literacy assessments, only 63% of all Kindergarten-2nd grade students can read on or above grade level.   **Root Cause**: There is a continued need to build teacher capacity for intervening and instructing students that are not on level for reading.
Problem Statement 2: Although students have shown growth from the 2022-23 Early Math Assessments, on the EOY 2023 Early Math Assessments, only 71% of all Kindergarten-2nd grade students scored on or above grade level in the area of numeracy .   **Root Cause**: There is a continued need to build teacher capacity using the Early Math Assessment data so that appropriate instruction and intervention is provided at the foundational level.
Problem Statement 5: On combined 2023 STAAR Math & Reading assessments only 29% of 3rd and 4th grade current special education students met grade level standard or above.   **Root Cause**: There is a continued need to close the gap on teacher collaboration times between general education and special education. In addition, academic strategies and content discussed needs to continue to align in both areas so that the teacher capacity of our special educators more closely matches with the general education content teachers.

Goal 3: Recruitment, Development, and Retention of Staff

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

Performance Objective 1: To recruit, retain and develop highly qualified teachers and staff for all students that reflect our student population.

    Evaluation Data Sources: HQ Reporting, TTESS evaluation

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize job fairs and maintain high expectations when screening/interviewing candidates	**Formative**		
Strategy's Expected Result/Impact: Obtain highly qualified and diverse applicants	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, Instructional Coaches, Assistant Principals, and Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3, 4, 5	50%		

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Although students have shown growth from the 2022 BAS literacy assessments, only 63% of all Kindergarten-2nd grade students can read on or above grade level.   **Root Cause**: There is a continued need to build teacher capacity for intervening and instructing students that are not on level for reading.
Problem Statement 2: Although students have shown growth from the 2022-23 Early Math Assessments, on the EOY 2023 Early Math Assessments, only 71% of all Kindergarten-2nd grade students scored on or above grade level in the area of numeracy .   **Root Cause**: There is a continued need to build teacher capacity using the Early Math Assessment data so that appropriate instruction and intervention is provided at the foundational level.
Problem Statement 3: On the 2023 STAAR Reading assessment, only 59% of 3rd and 4th grade students met grade level standard or above.   **Root Cause**: There is a continued need to build teacher capacity in identifying the most essential curriculum and making adjustments to reteaching or extending instruction until students are able to meet or master those skills.
Problem Statement 4: On the 2023 STAAR Math assessment, only 55% of 3rd and 4th grade students met grade level standard or above.   **Root Cause**: There is a continued need to build teacher capacity in identifying the most essential curriculum and making adjustments to reteaching or extending instruction until students are able to meet or master those skills.

Student Achievement
Problem Statement 5: On combined 2023 STAAR Math & Reading assessments only 29% of 3rd and 4th grade current special education students met grade level standard or above. **Root Cause**: There is a continued need to close the gap on teacher collaboration times between general education and special education. In addition, academic strategies and content discussed needs to continue to align in both areas so that the teacher capacity of our special educators more closely matches with the general education content teachers.

Goal 4: Safe and Collaborative School Culture

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

Performance Objective 1: To provide a safe and orderly school environment conducive to learning for all students and staff.

> **Evaluation Data Sources:** Discipline data, student/parent surveys, teacher surveys, observation by Giesinger's Behavior Leadership Team (Foundations Team), safety team feedback

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop the capacity of a team of teachers to evaluate and plan school safety measures through implementation of the campus Behavior Leadership Team (school Foundations team)	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Increased awareness and structures regarding school safety and school wide Foundations practices **Staff Responsible for Monitoring:** Teachers, Instructional Coaches, Assistant Principals, and Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Student Achievement 3, 4, 5 - Culture and Climate 1, 3 **Funding Sources:** Behavior Coach - Title I - $82,463	50%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 3: On the 2023 STAAR Reading assessment, only 59% of 3rd and 4th grade students met grade level standard or above. **Root Cause**: There is a continued need to build teacher capacity in identifying the most essential curriculum and making adjustments to reteaching or extending instruction until students are able to meet or master those skills.
Problem Statement 4: On the 2023 STAAR Math assessment, only 55% of 3rd and 4th grade students met grade level standard or above. **Root Cause**: There is a continued need to build teacher capacity in identifying the most essential curriculum and making adjustments to reteaching or extending instruction until students are able to meet or master those skills.

Student Achievement

Problem Statement 5: On combined 2023 STAAR Math & Reading assessments only 29% of 3rd and 4th grade current special education students met grade level standard or above.   **Root Cause**: There is a continued need to close the gap on teacher collaboration times between general education and special education. In addition, academic strategies and content discussed needs to continue to align in both areas so that the teacher capacity of our special educators more closely matches with the general education content teachers.

Culture and Climate

Problem Statement 1: Campus wide consistency in implementing common area procedures and common language continues to be a priority as we continue to gain students as well as new staff.   **Root Cause**: Not all staff were trained at the same time by the same leadership team. Expectations need to be revisited and tightened up to ensure fidelity and consistency.

Problem Statement 3: Staff is unclear on how to handle tiers of behavior.   **Root Cause**: Newer staff have not leveled behaviors with the support of the Foundations team, turnover of teachers, and significant behavior needs of students the past year, have led to communication barriers and consistency in expectations of consequences.

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: Establish school wide practices, facilitated by the Foundations team, that encourage all stakeholders to communicate safely and effectively using a variety of tools.

    Evaluation Data Sources: Title 1 survey, parent contact data, attendance from schoolwide events, and community response to communication.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide families with weekly school-wide newsletters and collect surveys for continued feedback and growth.	**Formative**		
Strategy's Expected Result/Impact: Increased awareness about instructional practices, volunteer opportunities, school needs, and events taking place at school.	**Dec**	**Mar**	**June**

Staff Responsible for Monitoring: Teachers, Instructional Coaches, Assistant Principals, District Coaches, and Principal
 	
    Title I:
4.1, 4.2
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
    Problem Statements: Student Achievement 1, 2, 3, 4, 5 - Parent and Community Engagement 1
	40%		

0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Although students have shown growth from the 2022 BAS literacy assessments, only 63% of all Kindergarten-2nd grade students can read on or above grade level. **Root Cause**: There is a continued need to build teacher capacity for intervening and instructing students that are not on level for reading.
Problem Statement 2: Although students have shown growth from the 2022-23 Early Math Assessments, on the EOY 2023 Early Math Assessments, only 71% of all Kindergarten-2nd grade students scored on or above grade level in the area of numeracy . **Root Cause**: There is a continued need to build teacher capacity using the Early Math Assessment data so that appropriate instruction and intervention is provided at the foundational level.

Student Achievement

Problem Statement 3: On the 2023 STAAR Reading assessment, only 59% of 3rd and 4th grade students met grade level standard or above. **Root Cause**: There is a continued need to build teacher capacity in identifying the most essential curriculum and making adjustments to reteaching or extending instruction until students are able to meet or master those skills.

Problem Statement 4: On the 2023 STAAR Math assessment, only 55% of 3rd and 4th grade students met grade level standard or above. **Root Cause**: There is a continued need to build teacher capacity in identifying the most essential curriculum and making adjustments to reteaching or extending instruction until students are able to meet or master those skills.

Problem Statement 5: On combined 2023 STAAR Math & Reading assessments only 29% of 3rd and 4th grade current special education students met grade level standard or above. **Root Cause**: There is a continued need to close the gap on teacher collaboration times between general education and special education. In addition, academic strategies and content discussed needs to continue to align in both areas so that the teacher capacity of our special educators more closely matches with the general education content teachers.

Parent and Community Engagement

Problem Statement 1: Consistent, reciprocal communication from parents to teachers and staff about students' education and needs can improve. **Root Cause**: Increased needs at home within the last few years have made it more difficult for parents to return and/or initiate communication with staff.

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: Incorporate family engagement nights twice a year to support families with helping their students at home and enhance the school-home connection.

> **Evaluation Data Sources:** academic night attendance, community response to communication

Strategy 1 Details		Formative Reviews		
Strategy 1: Create a Fall and Spring family engagement night after school to reach the bigger part of the community.		**Formative**		
Strategy's Expected Result/Impact: Increased awareness about instructional practices, volunteer opportunities, school needs, and ways for families to support their student at home		**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, Instructional Coaches, Assistant Principals, District Coaches, and Principal **Problem Statements:** Student Achievement 1, 2, 3, 4, 5 - Parent and Community Engagement 3 **Funding Sources:** Parent and Family Engagement Initiatives - Title I - $3,573, Instructional Materials - State Comp Ed - $581.85		50%		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: Although students have shown growth from the 2022 BAS literacy assessments, only 63% of all Kindergarten-2nd grade students can read on or above grade level.   **Root Cause**: There is a continued need to build teacher capacity for intervening and instructing students that are not on level for reading.
Problem Statement 2: Although students have shown growth from the 2022-23 Early Math Assessments, on the EOY 2023 Early Math Assessments, only 71% of all Kindergarten-2nd grade students scored on or above grade level in the area of numeracy .   **Root Cause**: There is a continued need to build teacher capacity using the Early Math Assessment data so that appropriate instruction and intervention is provided at the foundational level.
Problem Statement 3: On the 2023 STAAR Reading assessment, only 59% of 3rd and 4th grade students met grade level standard or above.   **Root Cause**: There is a continued need to build teacher capacity in identifying the most essential curriculum and making adjustments to reteaching or extending instruction until students are able to meet or master those skills.

Student Achievement

Problem Statement 4: On the 2023 STAAR Math assessment, only 55% of 3rd and 4th grade students met grade level standard or above.   **Root Cause**: There is a continued need to build teacher capacity in identifying the most essential curriculum and making adjustments to reteaching or extending instruction until students are able to meet or master those skills.

Problem Statement 5: On combined 2023 STAAR Math & Reading assessments only 29% of 3rd and 4th grade current special education students met grade level standard or above.   **Root Cause**: There is a continued need to close the gap on teacher collaboration times between general education and special education. In addition, academic strategies and content discussed needs to continue to align in both areas so that the teacher capacity of our special educators more closely matches with the general education content teachers.

Parent and Community Engagement

Problem Statement 3: We have had a lack of opportunities on our campus for parents to volunteer in classrooms or other areas of the campus.   **Root Cause**: Due to limited restrictions during the last 2 years, there were limited opportunities that parents had to volunteer in various areas of the campus.

Goal 5: Effective Instruction

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

Performance Objective 1: Provide support that allows for integration of virtual learning platforms and tools that enhance instruction.

    Evaluation Data Sources: Formative assessment data, walkthroughs, and lesson plans

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide professional development opportunities from district and campus coaches that offer choices to integrate technology tools and platforms into daily instruction.	**Formative**		
	Dec	**Mar**	**June**

Strategy's Expected Result/Impact: Increased teacher knowledge of possibilities within different platforms and tools
    Staff Responsible for Monitoring: Teachers, Instructional Coaches, Assistant Principals, and Principal
 	
    TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Problem Statements: Student Achievement 3, 4, 5
	45%		

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 3: On the 2023 STAAR Reading assessment, only 59% of 3rd and 4th grade students met grade level standard or above. **Root Cause**: There is a continued need to build teacher capacity in identifying the most essential curriculum and making adjustments to reteaching or extending instruction until students are able to meet or master those skills.
Problem Statement 4: On the 2023 STAAR Math assessment, only 55% of 3rd and 4th grade students met grade level standard or above. **Root Cause**: There is a continued need to build teacher capacity in identifying the most essential curriculum and making adjustments to reteaching or extending instruction until students are able to meet or master those skills.

Student Achievement

Problem Statement 5: On combined 2023 STAAR Math & Reading assessments only 29% of 3rd and 4th grade current special education students met grade level standard or above.   **Root Cause**: There is a continued need to close the gap on teacher collaboration times between general education and special education. In addition, academic strategies and content discussed needs to continue to align in both areas so that the teacher capacity of our special educators more closely matches with the general education content teachers.

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: Establish a system for teachers to reflect, monitor, and adjust practices to deliver highly rigorous instruction.

    Evaluation Data Sources: Instructional rounds, coaching cycles, and walkthroughs.

Strategy 1 Details	Formative Reviews		
Strategy 1: Observe and provide feedback to student's with the application of transferring small group reading strategies to independent reading practices.	**Formative**		
	Dec	Mar	June

Strategy's Expected Result/Impact: Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance each other's learning. Apply teacher demonstrated reading strategies to their own independent reading.
    Staff Responsible for Monitoring: RtI & Instruction Team, Coaches, Assistant Principal & Principal
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Problem Statements: Student Achievement 1, 3, 5
	50%		

0% No Progress 100% Accomplished ➡️ Continue/Modify ❌ Discontinue			

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Although students have shown growth from the 2022 BAS literacy assessments, only 63% of all Kindergarten-2nd grade students can read on or above grade level.   **Root Cause**: There is a continued need to build teacher capacity for intervening and instructing students that are not on level for reading.
Problem Statement 3: On the 2023 STAAR Reading assessment, only 59% of 3rd and 4th grade students met grade level standard or above.   **Root Cause**: There is a continued need to build teacher capacity in identifying the most essential curriculum and making adjustments to reteaching or extending instruction until students are able to meet or master those skills.

Student Achievement

Problem Statement 5: On combined 2023 STAAR Math & Reading assessments only 29% of 3rd and 4th grade current special education students met grade level standard or above.   **Root Cause**: There is a continued need to close the gap on teacher collaboration times between general education and special education. In addition, academic strategies and content discussed needs to continue to align in both areas so that the teacher capacity of our special educators more closely matches with the general education content teachers.

Title I

1.1: Comprehensive Needs Assessment

The campus conducted an annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus developed a CIP involving parents and other stakeholders such as teachers, the campus principal, paraprofessionals, and community stakeholders.

2.2: Regular monitoring and revision

The campus will regularly monitor the CIP and revise strategies based on our identified needs. Our core team will monitor the plan, including administrators, campus coaches, student support services coaches, RtI interventionists, and counselors. Once the Campus Improvement Plan is complete, we will share it with staff and parents.

2.3: Available to parents and community in an understandable format and language

The campus ensures our Campus Improvement Plan is publicly available to parents and the community (English and Spanish) on the CISD Website under Accountability and available upon request in hard copy.

2.4: Opportunities for all children to meet State standards

The campus implements reform strategies to address school needs, including opportunities for all students and student subgroups to exceed academic standards. Staff and administration closely monitor grades and assessments to ensure students are on target to meet State standards. Students who are at risk of missing their targeted benchmarks receive support and small group instruction, including:

- RtI Instruction
- In Class Small Group Instruction
- Pull Out Support
- Push In Support

2.5: Increased learning time and well-rounded education

The campus executes strategies to increase the quality and amount of learning time available to strengthen the academic program in the school and provides students with an enriched and accelerated curriculum.

2.6: Address needs of all students, particularly at-risk

The campus will address all students' needs, particularly those at risk of not meeting academic standards. We closely monitor our at-risk students and work to ensure we are meeting their educational needs through:

- RTI Instruction
- Small Group Instruction
- Guided Math
- In Class Support

3.1: Annually evaluate the schoolwide plan

The campus conducted an annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students. Data included academic, social, and emotional reviews by stakeholders, including teachers (general and special education), administration, student support, and families. In addition, the campus explored the intent, use of funds, and available school resources. During formative reviews, the core team will evaluate the Title I Schoolwide Plan annually and throughout the school year.

4.1: Develop and distribute Parent and Family Engagement Policy

With parents' input, the campus jointly developed a written Family Engagement Policy and School Family Student Compact. We also used our Parent Survey at the end of the year to make any needed changes to our Family Engagement Policy and School Family Student Compact.

4.2: Offer flexible number of parent involvement meetings

The campus offers various family engagement activities, including flexible times and days of the week. In addition, the campus sends home information regarding family engagement opportunities and required notices in a format and language that families can understand. (English and Spanish).

Campus Funding Summary

Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Materials		$7,659.14
1	1	1	Interventionist		$17,967.60
1	2	1	Instructional Materials		$7,659.14
1	2	1	Interventionist		$17,967.60
1	3	1	Interventionist		$17,967.60
1	3	1	Instructional Materials		$4,395.58
1	4	1	Interventionist		$17,967.60
1	5	1	Instructional Materials		$7,659.14
1	5	1	Interventionist		$17,967.60
4	1	1	Behavior Coach		$82,463.00
4	3	1	Parent and Family Engagement Initiatives		$3,573.00
				Sub-Total	$203,247.00
				Budgeted Fund Source Amount	$203,247.00
				+/- Difference	$0.00

Title III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Summit K-12		$3,162.00
				Sub-Total	$3,162.00
				Budgeted Fund Source Amount	$3,162.00
				+/- Difference	$0.00

State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	ELA Coach		$25,599.67
1	1	1	Tutorials: Before & After School		$2,702.00
1	2	1	Tutorials: Before & After School		$2,702.00
1	2	1	Math Coach		$32,426.07

State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	ELA Coach		$25,599.67
1	3	1	Tutorials: Before & After School		$2,702.00
1	4	1	Math Coach		$32,426.07
1	4	1	Tutorials: Before & After School		$2,702.00
1	5	1	Tutorials: Before & After School		$2,706.00
1	5	1	ELA Coach		$25,599.67
4	3	1	Instructional Materials		$581.85
				Sub-Total	$155,747.00
				Budgeted Fund Source Amount	$155,747.00
				+/- Difference	$0.00
				Grand Total Budgeted	$362,156.00
				Grand Total Spent	$362,156.00
				+/- Difference	$0.00