

Conroe Independent School District
Glen Loch Elementary
2023-2024 Campus Improvement Plan



Table of Contents

Comprehensive Needs Assessment	3
Student Achievement	3
Culture and Climate	6
Parent and Community Engagement	7
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	12
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.	12
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.	20
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.	24
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.	26
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.	32
State Compensatory	34
Budget for Glen Loch Elementary	34
Personnel for Glen Loch Elementary	34
Title I	35
1.1: Comprehensive Needs Assessment	35
2.1: Campus Improvement Plan developed with appropriate stakeholders	35
2.2: Regular monitoring and revision	35
2.3: Available to parents and community in an understandable format and language	35
2.4: Opportunities for all children to meet State standards	35
2.5: Increased learning time and well-rounded education	35
2.6: Address needs of all students, particularly at-risk	36
3.1: Annually evaluate the schoolwide plan	36
4.1: Develop and distribute Parent and Family Engagement Policy	36
4.2: Offer flexible number of parent involvement meetings	36
Title I Personnel	37
Campus Funding Summary	38

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Below is a summary of the student achievement based on STAAR Assessment results over the last 4 assessed years:

2019-2023 STAAR Assessment Data

Grade 3 Reading English	Approaches	Meets	Masters
2019	81	54	36
2021	75	45	23
2022	79	55	40
2023	81	54	16

Grade 3 Reading Spanish	Approaches	Meets	Masters
2019	82	62	32
2021	67	67	67
2022	70	40	20
2023	57	25	11

Grade 3 Math English	Approaches	Meets	Masters
2019	86	55	33
2021	73	48	31
2022	72	46	30
2023	78	41	17

Grade 3 Math Spanish	Approaches	Meets	Masters
2019	87	50	7

Grade 3 Math Spanish	Approaches	Meets	Masters
2021	67	56	22
2022	70	20	10
2023	79	29	7

Grade 4 Reading English	Approaches	Meets	Masters
2019	75	51	30
2021	69	44	21
2022	82	66	44
2023	84	57	25

Grade 4 Reading Spanish	Approaches	Meets	Masters
2019	73	36	14
2021	75	67	58
2022	75	63	38
2023	69	46	23

Grade 4 Math English	Approaches	Meets	Masters
2019	84	60	37
2021	72	52	31
2022	78	56	39
2023	85	68	34

Grade 4 Math Spanish	Approaches	Meets	Masters
2019	84	42	21
2021	62	38	31
2022	53	47	20
2023	77	38	8

Student Achievement Strengths

STAAR Assessments:

- On the 2023 4th Grade English STAAR Math Assessment, we increased our Meets percentage by 12.42%.
- On the 2023 3rd Grade Spanish STAAR Math Assessment, we increased our Meets percentage by 8.57%.

HB3 Information:

- The percentage of K-2nd grade students that scored on or above benchmark in foundational and literacy assessments was at 75%, which is 11% above the 2023 targeted goal of 64%.
- The percentage of Kindergarten students that can read on or above grade level on the BAS, SEL, or Running Record is 76%, which is 5% above the 2023 target goal of 71%.
- The percentage of 2nd grade students that scored on or above grade level in numeracy on the Early Math Assessment is 82%, which is 7% above the 2023 target goal of 75%.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): End of year BAS Reading Levels in 1st and 2nd grade at Glen Loch are below Conroe ISD expectations for the end of the year and HB3 target percentage. **Root Cause:** Students are not progressing reading levels due to lack of targeted guided reading instruction where the individual needs of each student are addressed and monitored for progress.

Problem Statement 2 (Prioritized): HB3 Kindergarten through Second Grade students have gaps in many early foundational skills in math. **Root Cause:** There is a need to build the capacity of Kindergarten through second grade teachers in the area of analyzing data, forming groups based on data, and intervening with students based on their individual needs.

Problem Statement 3 (Prioritized): Our Emergent Bilingual (EB) students did not meet the expected growth target on the TELPAS Assessment. **Root Cause:** Our Emergent Bilingual students did not receive consistent support in the 4 TELPAS domains (Listening, Speaking, Reading and Writing).

Problem Statement 4 (Prioritized): Daily, weekly, and quarterly data collected in the classroom is not being used to inform and drive instruction. **Root Cause:** There is a need to build the capacity of teachers in the area of using formative assessments to drive instruction with student needs in mind.

Problem Statement 5 (Prioritized): In our High Focus Group (EB, EcoDis, SpEd), only 27% achieved the Meets level standard or above in reading, and only 34% achieved the Meets level standard or above in math. **Root Cause:** We are not being intentional on closing the gaps using Tier I Best Practices during small group instruction and letting the data drive the instruction.

Problem Statement 6 (Prioritized): Students were unable to articulate and use supporting evidence from the text when given an extended/short constructed response question. **Root Cause:** Students were not given meaningful writing opportunities across curriculum where the teacher modeled and gave success criteria.

Culture and Climate

Culture and Climate Summary

The staff at Glen Loch Elementary value and appreciate cultural differences and we ensure that all students have a healthy, safe, engaged and supported environment. All staff and students are seen as important and play a role in our success. We are committed to adult and student social, emotional, behavioral and academic success. We are a PBIS (Positive Behavioral Interventions and Supports) campus, using CHAMPS and Foundations as a positive and proactive approach to behavior.

Culture and Climate Strengths

- Communicating effective expectations and providing support.
- The Foundations Teams helps to lay the foundation of schoolwide procedures. The team routinely collects data regarding procedures to ensure school safety.
- Relationships are being established through team building efforts, Teachers Achieving Excellence (TAEs) are being shared, and verbal positive feedback is being given.
- Giving teachers an opportunity to voice student concerns, and as a team we work together for a common solution for students to be successful in the classroom.
- Teachers were trained on how to properly implement community circles to help create a positive classroom environment.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1: Students do not have the social skills needed to be successful in school. **Root Cause:** Students need emotional support to be able to be a good citizen in the school setting.

Parent and Community Engagement

Parent and Community Engagement Summary

Below is a Summary of Parent Engagement Events and Supports at Glen Loch Elementary:

- Communities in Schools (CIS) Liaison
- Meet & Greet Your Teacher
- Parent Engagement and Informational Nights
- STAAR Parent Informational Night
- Monthly PTO Meetings
- PTO Holiday Breakfast
- Gator Run
- Field Day
- Walk to School Day
- Glen Loch Spring Family Event
- Choir Concerts (2nd & 4th)
- PTO Parent Volunteers – Car Rider Morning Duty
- Dancing Through Life Student Presentations
- Parent Portal
- LMS – Canvas & SeeSaw
- Parent Smore Newsletter (sent out at least 2x month)
- School Website
- Holiday Parties
- Career Day Presentations (by our parents and community members)
- Read for a Better Life
- Kids Hope Mentoring Program
- Monthly Glen Loch Nights at Local Restaurants or Outdoor Vendors
- Family Assistance Programs with Community Organizations (CISD Police, The Woodlands United Methodist Church, Church Project, Crossroads, Montgomery County Food Bank)
- Socio-emotional Family Presentation (Anxiety, Online Safety, etc.)

Parent and Community Engagement Strengths

- An active PTO that involves all stakeholders throughout the community.
- Using various forms of communication outlets to announce what's taking place at Glen Loch.
- Constant recruitment of volunteers that are used throughout the school year.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Student attendance has decreased to 95.3%. **Root Cause:** Proven strategies to increase attendance have not been used.

Problem Statement 2: Some parents do not feel welcome on campus for events. **Root Cause:** The campus needs to focus on creating a more inclusive and welcoming environment that engages all families in critical aspects of student learning.

Priority Problem Statements

Problem Statement 1: Our Emergent Bilingual (EB) students did not meet the expected growth target on the TELPAS Assessment.

Root Cause 1: Our Emergent Bilingual students did not receive consistent support in the 4 TELPAS domains (Listening, Speaking, Reading and Writing).

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Daily, weekly, and quarterly data collected in the classroom is not being used to inform and drive instruction.

Root Cause 2: There is a need to build the capacity of teachers in the area of using formative assessments to drive instruction with student needs in mind.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Students were unable to articulate and use supporting evidence from the text when given an extended/short constructed response question.

Root Cause 3: Students were not given meaningful writing opportunities across curriculum where the teacher modeled and gave success criteria.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: HB3 Kindergarten through Second Grade students have gaps in many early foundational skills in math.

Root Cause 4: There is a need to build the capacity of Kindergarten through second grade teachers in the area of analyzing data, forming groups based on data, and intervening with students based on their individual needs.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: End of year BAS Reading Levels in 1st and 2nd grade at Glen Loch are below Conroe ISD expectations for the end of the year and HB3 target percentage.

Root Cause 5: Students are not progressing reading levels due to lack of targeted guided reading instruction where the individual needs of each student are addressed and monitored for progress.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: In our High Focus Group (EB, EcoDis, SpEd), only 27% achieved the Meets level standard or above in reading, and only 34% achieved the Meets level standard or above in math.

Root Cause 6: We are not being intentional on closing the gaps using Tier I Best Practices during small group instruction and letting the data drive the instruction.

Problem Statement 6 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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

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
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- 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
- 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 percentage of 4th grade students that achieve the Meets level or above on the 2024 STAAR Reading Assessment in English from to 56.8.% to 62%, and in Spanish from 46.1% to 51%.

- High Priority
- HB3 Goal
- Evaluation Data Sources: Interim Assessments, District Common Formative Assessments, BAS levels, Campus Assessments, STAAR Assessments, QPS

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will utilize growth trackers to drive small group instruction such as Guided Reading and strategy groups for all students. Strategy's Expected Result/Impact: Students will be able to decode and comprehend at higher levels, leading to increased BAS levels. Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Interventionist, ELA Coach, ELA Teachers 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: ELA Coach - State Comp Ed - \$19,016.75, Academic Interventionist - Title I - \$16,187.50, Substitutes - Title I - \$7,412.80, Additional Tutoring - State Comp Ed - \$1,372.80, Additional Funding for At Risk - State Comp Ed - \$2,786	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:

Student Achievement

Problem Statement 5: In our High Focus Group (EB, EcoDis, SpEd), only 27% achieved the Meets level standard or above in reading, and only 34% achieved the Meets level standard or above in math. **Root Cause:** We are not being intentional on closing the gaps using Tier I Best Practices during small group instruction and letting the data drive the instruction.

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 4th grade students that achieve the Meets level or above on the 2024 STAAR Math Assessment in English from 68.4% to 73%% and in Spanish from 38.4% to 44%.

- High Priority
- HB3 Goal
- Evaluation Data Sources: Pre and Post Assessments, Common Formative Assessments, Universal Screener, Daily Math Review Quizzes, STAAR Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will utilize growth trackers to drive small guided math groups. Strategy's Expected Result/Impact: Students will understand math concepts at the concrete level, leading to a higher rate of success on assessments. Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Interventionist, Math Coach. Math Teachers Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Achievement 4 Funding Sources: Academic Interventionist - Title I - \$16,187.50, Math Coach - State Comp Ed - \$16,968.85, Substitutes - Title I - \$7,412.80, Supplies Needed - State Comp Ed - \$1,372.80	Formative		
	Dec	Mar	June
	<div><div></div>50%</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:

Student Achievement
Problem Statement 4: Daily, weekly, and quarterly data collected in the classroom is not being used to inform and drive instruction. Root Cause: There is a need to build the capacity of teachers in the area of using formative assessments to drive instruction with student needs in mind.

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: Kindergarten - 2nd Grade students at Glen Loch will meet or exceed their expected yearly progress when measured with the BAS Reading Assessment at the end of the school year.

High Priority

HB3 Goal

Evaluation Data Sources: Branching Minds, BAS Data, mCLASS Data, Core Team Learning Walks/Observation and Feedback Cycles, Small Group Documentation, Early Math Assessment Dashboard

Strategy 1 Details	Formative Reviews		
Strategy 1: In Kindergarten through second grade, General Education and Special Education teachers will use data from mCLASS to group students and provide targeted interventions using research based materials during Gator Grow (Intervention and Enrichment) time 2 days per week for 30 minutes. Strategy's Expected Result/Impact: Increased teacher proficiency with disaggregating student data, and increased student reading levels. Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Academic Interventionist, ELA Coach 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 Funding Sources: Academic Interventionist - Title I - \$16,187.50, ELA Coach - State Comp Ed - \$19,016.75, Substitutes - Title I - \$7,412.80	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: End of year BAS Reading Levels in 1st and 2nd grade at Glen Loch are below Conroe ISD expectations for the end of the year and HB3 target percentage.
Root Cause: Students are not progressing reading levels due to lack of targeted guided reading instruction where the individual needs of each student are addressed and monitored for progress.

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: Kindergarten - 2nd Grade students at Glen Loch will meet or exceed their expected yearly progress when measured with the Early Math Assessment at the end of the school year.

Evaluation Data Sources: Early Math Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: In Kindergarten through second grade, General Education and Special Education teachers will use data from the Early Math Assessment to group students and provide targeted interventions using research based materials during Gator Grow (Intervention and Enrichment) time 2 days per week for 30 minutes. Strategy's Expected Result/Impact: Increased teacher proficiency with disaggregating student data, and increased student mastery of foundational math skills. Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Academic Interventionist, Math Coach Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2 Funding Sources: Academic Interventionist - Title I - \$16,187.50, Math Coach - State Comp Ed - \$19,754.85, Substitutes - Title I - \$7,412.80	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:

Student Achievement
Problem Statement 2: HB3 Kindergarten through Second Grade students have gaps in many early foundational skills in math. Root Cause: There is a need to build the capacity of Kindergarten through second grade teachers in the area of analyzing data, forming groups based on data, and intervening with students based on their individual needs.

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: Our Emergent Bilingual (EB) students in grades 2, 3, and 4 will increase their TELPAS proficiency ratings in 2 out of the 4 domains.

High Priority
Evaluation Data Sources: Summit K-12 Data Reports, TELPAS Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will utilize Summit K-12 to become proficient in all 4 TELPAS domains of reading, writing, listening, and speaking. Strategy's Expected Result/Impact: Students will increase their overall TELPAS proficiency rating. Staff Responsible for Monitoring: Bilingual Teachers, Assistant Principal, Bilingual Team Leader 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 3 Funding Sources: Intervention Resources and Materials - Title III - \$5,499	Formative		
	Dec	Mar	June
	<div><div></div>50%</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 5 Problem Statements:

Student Achievement
Problem Statement 3: Our Emergent Bilingual (EB) students did not meet the expected growth target on the TELPAS Assessment. Root Cause: Our Emergent Bilingual students did not receive consistent support in the 4 TELPAS domains (Listening, Speaking, Reading and Writing).






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: Students will respond to their reading in written form by citing evidence from the text to support their thinking.

High Priority

Evaluation Data Sources: Short Constructed Response Rubric, Extended Constructed Response Rubric, Student Responses

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will model how to create short and extended constructed responses through mini lessons or small groups. Strategy's Expected Result/Impact: Students will successfully respond to text and support their thinking with text evidence. Staff Responsible for Monitoring: Teachers, ELA Coach 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 6 Funding Sources: Substitutes - Title I - \$7,412.80	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 6 Problem Statements:






Student Achievement
Problem Statement 6: Students were unable to articulate and use supporting evidence from the text when given an extended/short constructed response question. Root Cause: Students were not given meaningful writing opportunities across curriculum where the teacher modeled and gave success criteria.

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: Maintain efficient and effective fiscal management of financial resources.

Evaluation Data Sources: School Budget, Audit Report

Strategy 1 Details	Formative Reviews		
Strategy 1: Glen Loch Elementary will maintain a budget that enhances the learning of all students and is tied to the Campus Improvement Plan. Strategy's Expected Result/Impact: Purchased items will directly correlate to goals and strategies tied to student achievement. Staff Responsible for Monitoring: Principal, Secretary Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Achievement 1, 2, 3, 4, 5, 6	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:

Student Achievement
<p>Problem Statement 1: End of year BAS Reading Levels in 1st and 2nd grade at Glen Loch are below Conroe ISD expectations for the end of the year and HB3 target percentage. Root Cause: Students are not progressing reading levels due to lack of targeted guided reading instruction where the individual needs of each student are addressed and monitored for progress.</p> <p>Problem Statement 2: HB3 Kindergarten through Second Grade students have gaps in many early foundational skills in math. Root Cause: There is a need to build the capacity of Kindergarten through second grade teachers in the area of analyzing data, forming groups based on data, and intervening with students based on their individual needs.</p> <p>Problem Statement 3: Our Emergent Bilingual (EB) students did not meet the expected growth target on the TELPAS Assessment. Root Cause: Our Emergent Bilingual students did not receive consistent support in the 4 TELPAS domains (Listening, Speaking, Reading and Writing).</p> <p>Problem Statement 4: Daily, weekly, and quarterly data collected in the classroom is not being used to inform and drive instruction. Root Cause: There is a need to build the capacity of teachers in the area of using formative assessments to drive instruction with student needs in mind.</p>

Student Achievement

Problem Statement 5: In our High Focus Group (EB, EcoDis, SpEd), only 27% achieved the Meets level standard or above in reading, and only 34% achieved the Meets level standard or above in math. **Root Cause:** We are not being intentional on closing the gaps using Tier I Best Practices during small group instruction and letting the data drive the instruction.






Problem Statement 6: Students were unable to articulate and use supporting evidence from the text when given an extended/short constructed response question. **Root Cause:** Students were not given meaningful writing opportunities across curriculum where the teacher modeled and gave success criteria.

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: Campus administrators will use the observational feedback cycles to develop the capacity of the teachers.

Evaluation Data Sources: Strive Walkthrough Documents, Walkthrough Calendar, Get Better Faster Document

Strategy 1 Details	Formative Reviews		
Strategy 1: Administrators will utilize the Get Better Faster Waterfall document when completing walkthroughs in classrooms. Strategy's Expected Result/Impact: Increased capacity of teachers to deliver high level instruction. Staff Responsible for Monitoring: Principal, Assistant Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 3, 4, 5	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: End of year BAS Reading Levels in 1st and 2nd grade at Glen Loch are below Conroe ISD expectations for the end of the year and HB3 target percentage. Root Cause: Students are not progressing reading levels due to lack of targeted guided reading instruction where the individual needs of each student are addressed and monitored for progress.
Problem Statement 2: HB3 Kindergarten through Second Grade students have gaps in many early foundational skills in math. Root Cause: There is a need to build the capacity of Kindergarten through second grade teachers in the area of analyzing data, forming groups based on data, and intervening with students based on their individual needs.
Problem Statement 3: Our Emergent Bilingual (EB) students did not meet the expected growth target on the TELPAS Assessment. Root Cause: Our Emergent Bilingual students did not receive consistent support in the 4 TELPAS domains (Listening, Speaking, Reading and Writing).
Problem Statement 4: Daily, weekly, and quarterly data collected in the classroom is not being used to inform and drive instruction. Root Cause: There is a need to build the capacity of teachers in the area of using formative assessments to drive instruction with student needs in mind.






Student Achievement
<p>Problem Statement 5: In our High Focus Group (EB, EcoDis, SpEd), only 27% achieved the Meets level standard or above in reading, and only 34% achieved the Meets level standard or above in math. Root Cause: We are not being intentional on closing the gaps using Tier I Best Practices during small group instruction and letting the data drive the instruction.</p>

Goal 3: Recruitment, Development, and Retention of Staff

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

Performance Objective 1: To recruit, retain and develop highly qualified teachers and staff to meet the needs of all students.

Evaluation Data Sources: Strive Walkthrough Documents, Observation/Feedback Cycle data, Formal Observations

Strategy 1 Details	Formative Reviews		
Strategy 1: Administrators will attend the CISD Job Fair to recruit highly qualified teachers and staff for all students. Strategy's Expected Result/Impact: Highly qualified teachers and staff hired for open positions. Staff Responsible for Monitoring: Principal, Assistant Principal, Interview Committee Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 3, 4, 5, 6	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:

Student Achievement
Problem Statement 1: End of year BAS Reading Levels in 1st and 2nd grade at Glen Loch are below Conroe ISD expectations for the end of the year and HB3 target percentage. Root Cause: Students are not progressing reading levels due to lack of targeted guided reading instruction where the individual needs of each student are addressed and monitored for progress.
Problem Statement 2: HB3 Kindergarten through Second Grade students have gaps in many early foundational skills in math. Root Cause: There is a need to build the capacity of Kindergarten through second grade teachers in the area of analyzing data, forming groups based on data, and intervening with students based on their individual needs.
Problem Statement 3: Our Emergent Bilingual (EB) students did not meet the expected growth target on the TELPAS Assessment. Root Cause: Our Emergent Bilingual students did not receive consistent support in the 4 TELPAS domains (Listening, Speaking, Reading and Writing).
Problem Statement 4: Daily, weekly, and quarterly data collected in the classroom is not being used to inform and drive instruction. Root Cause: There is a need to build the capacity of teachers in the area of using formative assessments to drive instruction with student needs in mind.






Student Achievement
<p>Problem Statement 5: In our High Focus Group (EB, EcoDis, SpEd), only 27% achieved the Meets level standard or above in reading, and only 34% achieved the Meets level standard or above in math. Root Cause: We are not being intentional on closing the gaps using Tier I Best Practices during small group instruction and letting the data drive the instruction.</p> <p>Problem Statement 6: Students were unable to articulate and use supporting evidence from the text when given an extended/short constructed response question. Root Cause: Students were not given meaningful writing opportunities across curriculum where the teacher modeled and gave success criteria.</p>

Goal 4: Safe and Collaborative School Culture

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

Performance Objective 1: Students will develop self awareness and self management skills to achieve school and life success.

Evaluation Data Sources: Informal Observations, Counseling Referrals, Teacher Feedback

Strategy 1 Details	Formative Reviews		
Strategy 1: The counselor will provide small group counseling for students who are in need of additional support beyond what is taught by classroom teacher. Strategy's Expected Result/Impact: Students will gain the skills they need to be successful citizens. Staff Responsible for Monitoring: Counselor Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Achievement 1, 2, 3, 4, 5, 6	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:

Student Achievement
Problem Statement 1: End of year BAS Reading Levels in 1st and 2nd grade at Glen Loch are below Conroe ISD expectations for the end of the year and HB3 target percentage. Root Cause: Students are not progressing reading levels due to lack of targeted guided reading instruction where the individual needs of each student are addressed and monitored for progress. Problem Statement 2: HB3 Kindergarten through Second Grade students have gaps in many early foundational skills in math. Root Cause: There is a need to build the capacity of Kindergarten through second grade teachers in the area of analyzing data, forming groups based on data, and intervening with students based on their individual needs.

Student Achievement

Problem Statement 3: Our Emergent Bilingual (EB) students did not meet the expected growth target on the TELPAS Assessment. **Root Cause:** Our Emergent Bilingual students did not receive consistent support in the 4 TELPAS domains (Listening, Speaking, Reading and Writing).

Problem Statement 4: Daily, weekly, and quarterly data collected in the classroom is not being used to inform and drive instruction. **Root Cause:** There is a need to build the capacity of teachers in the area of using formative assessments to drive instruction with student needs in mind.

Problem Statement 5: In our High Focus Group (EB, EcoDis, SpEd), only 27% achieved the Meets level standard or above in reading, and only 34% achieved the Meets level standard or above in math. **Root Cause:** We are not being intentional on closing the gaps using Tier I Best Practices during small group instruction and letting the data drive the instruction.


Problem Statement 6: Students were unable to articulate and use supporting evidence from the text when given an extended/short constructed response question. **Root Cause:** Students were not given meaningful writing opportunities across curriculum where the teacher modeled and gave success criteria.

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 a positive campus wide approach to behavior through the implementation of PBIS CHAMPS and Foundations.

Evaluation Data Sources: Attendance and Discipline Data

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus Foundations team will meet twice a month to review and revise the current Levels of Behavior and observations of behavior in common areas. Strategy's Expected Result/Impact: The campus will run smoothly and students will understand campus expectations, decreasing the number of discipline referrals. Staff Responsible for Monitoring: Principal Foundations Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Achievement 1, 2, 4, 5	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 2 Problem Statements:

Student Achievement
Problem Statement 1: End of year BAS Reading Levels in 1st and 2nd grade at Glen Loch are below Conroe ISD expectations for the end of the year and HB3 target percentage. Root Cause: Students are not progressing reading levels due to lack of targeted guided reading instruction where the individual needs of each student are addressed and monitored for progress.

Student Achievement

Problem Statement 2: HB3 Kindergarten through Second Grade students have gaps in many early foundational skills in math. **Root Cause:** There is a need to build the capacity of Kindergarten through second grade teachers in the area of analyzing data, forming groups based on data, and intervening with students based on their individual needs.

Problem Statement 4: Daily, weekly, and quarterly data collected in the classroom is not being used to inform and drive instruction. **Root Cause:** There is a need to build the capacity of teachers in the area of using formative assessments to drive instruction with student needs in mind.


Problem Statement 5: In our High Focus Group (EB, EcoDis, SpEd), only 27% achieved the Meets level standard or above in reading, and only 34% achieved the Meets level standard or above in math. **Root Cause:** We are not being intentional on closing the gaps using Tier I Best Practices during small group instruction and letting the data drive the instruction.






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: Multiple methods of communication will be used to enhance parent engagement and partnerships with the school.

Evaluation Data Sources: Newsletters, Parent Contacts, Social Media

Strategy 1 Details	Formative Reviews		
Strategy 1: Use social media, school messenger, printed communication in the daily folder, teacher emails, students achieving excellence awards to increase the number of communications parents receive. Strategy's Expected Result/Impact: An increase in student attendance, student achievement and parent engagement. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Media Specialist, Teachers Title I: 2.4, 2.5, 2.6, 4.1 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Achievement 1, 2, 4, 5	Formative		
	Dec	Mar	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize the campus Parent Involvement Liaison and counselor to increase communication and relationships with at-risk families. Strategy's Expected Result/Impact: An increase in student attendance, student achievement and parent engagement. Staff Responsible for Monitoring: Counselor Title I: 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Student Achievement 1, 2, 4, 5 Funding Sources: PFE allocation that will be used on PFE activities or healthy snacks - Title I - \$3,573, Parent Involvement Liaison - Title I - \$35,820	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 3 Problem Statements:


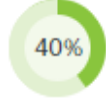
Student Achievement
<p>Problem Statement 1: End of year BAS Reading Levels in 1st and 2nd grade at Glen Loch are below Conroe ISD expectations for the end of the year and HB3 target percentage. Root Cause: Students are not progressing reading levels due to lack of targeted guided reading instruction where the individual needs of each student are addressed and monitored for progress.</p> <p>Problem Statement 2: HB3 Kindergarten through Second Grade students have gaps in many early foundational skills in math. Root Cause: There is a need to build the capacity of Kindergarten through second grade teachers in the area of analyzing data, forming groups based on data, and intervening with students based on their individual needs.</p> <p>Problem Statement 4: Daily, weekly, and quarterly data collected in the classroom is not being used to inform and drive instruction. Root Cause: There is a need to build the capacity of teachers in the area of using formative assessments to drive instruction with student needs in mind.</p> <p>Problem Statement 5: In our High Focus Group (EB, EcoDis, SpEd), only 27% achieved the Meets level standard or above in reading, and only 34% achieved the Meets level standard or above in math. Root Cause: We are not being intentional on closing the gaps using Tier I Best Practices during small group instruction and letting the data drive the instruction.</p>

Goal 5: Effective Instruction

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

Performance Objective 1: Teachers will provide strong Tier I Best Practices by following the backwards planning design.

Evaluation Data Sources: Exit Tickets, Anecdotal Notes from Small Group Observations, CFA Data, Interim Assessment Data, Running Records

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will maximize instructional time through consistent, efficient, and visible structures. Strategy's Expected Result/Impact: Student achievement scores and BAS reading levels will increase. Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, Math Coach, ELA Coach Title I: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Achievement 5 Funding Sources: Math Coach - State Comp Ed - \$19,754.85, ELA Coach - State Comp Ed - \$19,016.75	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Classroom teachers will compare their teacher exemplars to student work samples in order to identify learning gaps. Strategy's Expected Result/Impact: Student achievement scores and BAS reading levels will increase. Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, Math Coach, ELA Coach Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 4, 5 Funding Sources: Math Coach - State Comp Ed - \$19,754.85, ELA Coach - State Comp Ed - \$19,016.75	Formative		
	Dec	Mar	June
			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 4: Daily, weekly, and quarterly data collected in the classroom is not being used to inform and drive instruction. **Root Cause:** There is a need to build the capacity of teachers in the area of using formative assessments to drive instruction with student needs in mind.

Problem Statement 5: In our High Focus Group (EB, EcoDis, SpEd), only 27% achieved the Meets level standard or above in reading, and only 34% achieved the Meets level standard or above in math. **Root Cause:** We are not being intentional on closing the gaps using Tier I Best Practices during small group instruction and letting the data drive the instruction.

State Compensatory

Budget for Glen Loch Elementary

Total SCE Funds: \$157,832.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

My math and ELA instructional coaches are paid using state compensatory education funds. That amount totals \$155,086. The remaining \$2,746 of state compensatory education funds is spent on tutors.

Personnel for Glen Loch Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Karen Vineis	ELA Instructional Coach	1
Tammara Guy	Math Instructional Coach	1

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).

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Lis Mullinax	Parent Involvement Liaison		1
Ragen Wisnoskie	Elementary Academic Interventionist		1

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Substitutes		\$7,412.80
1	1	1	Academic Interventionist		\$16,187.50
1	2	1	Substitutes		\$7,412.80
1	2	1	Academic Interventionist		\$16,187.50
1	3	1	Substitutes		\$7,412.80
1	3	1	Academic Interventionist		\$16,187.50
1	4	1	Academic Interventionist		\$16,187.50
1	4	1	Substitutes		\$7,412.80
1	6	1	Substitutes		\$7,412.80
4	3	2	PFE allocation that will be used on PFE activities or healthy snacks		\$3,573.00
4	3	2	Parent Involvement Liaison		\$35,820.00
Sub-Total					\$141,207.00
Budgeted Fund Source Amount					\$141,207.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Intervention Resources and Materials		\$5,499.00
Sub-Total					\$5,499.00
Budgeted Fund Source Amount					\$5,499.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Additional Tutoring		\$1,372.80
1	1	1	Additional Funding for At Risk		\$2,786.00
1	1	1	ELA Coach		\$19,016.75
1	2	1	Supplies Needed		\$1,372.80

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Math Coach		\$16,968.85
1	3	1	ELA Coach		\$19,016.75
1	4	1	Math Coach		\$19,754.85
5	1	1	Math Coach		\$19,754.85
5	1	1	ELA Coach		\$19,016.75
5	1	2	Math Coach		\$19,754.85
5	1	2	ELA Coach		\$19,016.75
Sub-Total					\$157,832.00
Budgeted Fund Source Amount					\$157,832.00
+/- Difference					\$0.00
Grand Total Budgeted					\$304,538.00
Grand Total Spent					\$304,538.00
+/- Difference					\$0.00