

Conroe Independent School District
Hope Elementary
2023-2024 Campus Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Below is a summary of the 2023 STAAR Assessment campus results for Hope Elementary:

	All Students Reading	3rd grade Reading	4th Grade Reading	All Students Math	3rd Grade Math	4th Grade Math
	23-24	23-24	23-24	23-24	23-24	23-24
Meets GL	39%	36%	42%	48%	43%	53%
Masters GL	13%	12%	13%	16%	13%	19%

2023 TELPAS Assessment Results for Hope Elementary are:

TELPAS Scores 2023

Grade	Beginning	Intermediate	Advanced	Advanced High
Kinder	36%	39%	24%	0%
First	21%	48%	24%	6%
Second	6%	69%	25%	0%
Third	15%	41%	41%	3%
Fourth	10%	25%	55%	10%

Hope Elementary Growth Scores:

- 4th Grade Reading Language Arts resulted in an Academic Growth Score of 53.
- 4th Grade Math resulted in an Academic Growth Score of 70.

Student Achievement Strengths

The following areas were found to be strengths for Hope Elementary students:

- Achieved 70 growth points on the 4th Grade 2023 STAAR Math Assessment.
- In TELPAS, we met the two-point target for Language Proficiency.
- The Domain IIB Relative Performance score was 81.
- Overall, 78% of students achieved Approaches grade level.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: With third grade and fourth grade combined, Hope Elementary had 39% of the students at meets grade level or above on the 2023 STAAR Reading Assessment. **Root Cause:** We need a systematic approach to team planning for Guided Reading instruction and on-going intervention groups to align to our curriculum and ensure growth for every student.

Problem Statement 2: With third grade and fourth grade combined, Hope Elementary had 48% of our students score at meets grade level or above on the 2023 STAAR Math Assessment. **Root Cause:** We need a systematic approach to team planning for Guided Math instruction and on-going intervention groups to align to our curriculum and ensure growth for every student.

Problem Statement 3 (Prioritized): In fourth grade, Hope Elementary had 58% of students meet growth goals on the 2023 STAAR Reading Assessment. **Root Cause:** We need a systematic approach to team planning for Guided Reading instruction and on-going intervention groups to align to our curriculum and ensure growth for every student.

Problem Statement 4 (Prioritized): In fourth grade, Hope Elementary had 70% of students meet growth goals on the 2023 STAAR Math Assessment. **Root Cause:** We need a systematic approach to team planning for Guided Math instruction and on-going intervention groups to align to our curriculum and ensure growth for every student.

Problem Statement 5 (Prioritized): For HB3, Hope Elementary had 69% of students achieve grade level or above in K-2 Early Math data. **Root Cause:** We need a systematic approach to team planning for Guided Math instruction and on-going intervention groups to align to our curriculum and ensure growth for every student.

Problem Statement 6 (Prioritized): For HB3, Hope Elementary had 58% of students achieve grade level or above in mCLASS data. **Root Cause:** We need a systematic approach to team planning for Guided Reading instruction and on-going intervention groups to align to our curriculum and ensure growth for every student.

Culture and Climate

Culture and Climate Summary

We work at Hope to maintain clear and specific procedures for our parents and staff. We also work to consistently communicate with our parents via email, parent newsletter, and School Messenger about our school academic events. We establish a variety of ways for parents to communicate with the school and staff. We are growing a strong academic culture to foster a positive staff morale. As a third-year campus, Hope Elementary is committed to learning about each other (Staff, Families, and Students) and to providing ways for our community to be involved through opportunities such as Watch DOGS, PTO, and Title I nights. Hope embodies PBIS to ensure all staff, students, and families are clear regarding expectations and norms. We embrace the opportunity to start fresh each year and build strong relationships from the beginning.

Culture and Climate Strengths

Hope Elementary continues to work on the following:

Organizational Health: Communication and Goal Focus

Clear and consistent procedures with continuous feedback for growth

Continuous communication with parents and staff for connection and involvement

Priority focus on strong academic culture

Positive morale and consistent staff support

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1: School procedures aren't clearly communicated to students, staff, and parents. **Root Cause:** There is a need for more clearly communicated school procedures that are routinely reinforced by all adults in the building including routine feedback reviewed and adjusted through our Foundations Committee.

Problem Statement 2: Safety procedures need to be reviewed frequently enough to ensure a safe campus for all staff and students. **Root Cause:** There is a need to continually review and reflect upon daily safety procedures to ensure staff and students are familiar with procedures and safe practices following the MEOP.

Problem Statement 3 (Prioritized): Collaboration is not prioritized throughout all structures with focus on continuous communication, feedback, and shared leadership. **Root Cause:** With continuous growth in staff and our community, there is a need to merge different structures and experiences from various campuses as we continue to grow in our capacity as a professional learning community.

Problem Statement 4: Student needs for continuous growth are not always at the center of all discussions, actions, and areas of support. **Root Cause:** There is a need to ensure a welcoming environment for students joining our school throughout the year with all backgrounds and with specific needs; special needs programming, behavior needs, basic needs, transition support, and social emotional needs.

Problem Statement 5: All staff are not involved in the decision-making and problem-solving processes including committees, continued communication, and shared leadership. **Root Cause:** There is a need to reinforce healthy problem solving processes through clear communication, staff support, and shared leadership.

Parent and Community Engagement

Parent and Community Engagement Summary

As a third year campus, we continuously work to develop family and community engagement. We have implemented engagement opportunities such as volunteer support, mentoring students, and becoming active members of our school community through campus programs. Hope Elementary seeks to engage families to be dynamic components of the success of the school. We utilize strategies to involve students in the presentations to encourage attendance while also tapping into new perspectives of staff coming from different areas with differing experiences at previous schools.

Parent and Community Engagement Strengths

We held connection opportunities through parent events including: Fall and Spring Title I Academic events, Storybook Character parade, grade level music programs, hosted a Caney Creek feeder zone parent resource night, CISD Police Department bike and walker safety, monthly Spotlight student celebrations, and End of Year student awards.

We created involvement opportunities by creating our first Hope PTO, gaining parent volunteers for events such as reading to students and supporting our classrooms, and providing opportunities for parents to engage with our students during lunch time.

We began a community collaboration with Montgomery County Food Bank with the goal of educating students on healthy eating habits.

We implemented on-going parent communication through social media, The Husky Howl Parent Newsletter, and School Messenger text message and emails. We created a Welcome Husky brochure in English and Spanish to provide parents and incoming families school information.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Two-way communication to parents and the community in Spanish and English is lacking. **Root Cause:** Increase engagement opportunities to build partnerships with the community around us.

Problem Statement 2 (Prioritized): Parent connection involvement needs to be increased. **Root Cause:** Communication with parents needs to be clear and concise in multiple languages as we continuously work on building a welcoming community.

Problem Statement 3: We are not reaching out to community resources to meet the needs of our campus. **Root Cause:** Continue to develop relationships and collaborate with the community to meet the needs of our campus.

Problem Statement 4: We haven't built strong partnerships with parents and the community. **Root Cause:** Support for our growing community.

Priority Problem Statements

Problem Statement 1: In fourth grade, Hope Elementary had 58% of students meet growth goals on the 2023 STAAR Reading Assessment.

Root Cause 1: We need a systematic approach to team planning for Guided Reading instruction and on-going intervention groups to align to our curriculum and ensure growth for every student.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: In fourth grade, Hope Elementary had 70% of students meet growth goals on the 2023 STAAR Math Assessment.

Root Cause 2: We need a systematic approach to team planning for Guided Math instruction and on-going intervention groups to align to our curriculum and ensure growth for every student.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Collaboration is not prioritized throughout all structures with focus on continuous communication, feedback, and shared leadership.

Root Cause 3: With continuous growth in staff and our community, there is a need to merge different structures and experiences from various campuses as we continue to grow in our capacity as a professional learning community.

Problem Statement 3 Areas: Culture and Climate

Problem Statement 4: For HB3, Hope Elementary had 69% of students achieve grade level or above in K-2 Early Math data.

Root Cause 4: We need a systematic approach to team planning for Guided Math instruction and on-going intervention groups to align to our curriculum and ensure growth for every student.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: For HB3, Hope Elementary had 58% of students achieve grade level or above in mCLASS data.

Root Cause 5: We need a systematic approach to team planning for Guided Reading instruction and on-going intervention groups to align to our curriculum and ensure growth for every student.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Parent connection involvement needs to be increased.

Root Cause 6: Communication with parents needs to be clear and concise in multiple languages as we continuously work on building a welcoming community.

Problem Statement 6 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)
- 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
- Effective Schools Framework 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool
- 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

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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Section 504 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
- 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
- Professional development needs assessment data

Parent/Community Data

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

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 percent of STAAR students that score at the meets grade level or above on 2024 STAAR Reading Assessment from 39% to 42%.

HB3 Goal
Evaluation Data Sources: STAAR Reading Assessment, Interim assessments, Common Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Targeted professional development for small group Reading instruction including Readers Workshop and Oral Language Development. Strategy's Expected Result/Impact: Strategies will increase teacher growth and student performance. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, District Support Staff Title I: 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 - Culture and Climate 3	Formative		
	Dec	Mar	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement student data tracking, teacher goal conferences, and student celebrations with fidelity. Strategy's Expected Result/Impact: Increased student growth and performance on reading assessments Staff Responsible for Monitoring: Campus administration, interventionists, and teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Achievement 3	Formative		
	Dec	Mar	June
			
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Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 3: In fourth grade, Hope Elementary had 58% of students meet growth goals on the 2023 STAAR Reading Assessment. Root Cause: We need a systematic approach to team planning for Guided Reading instruction and on-going intervention groups to align to our curriculum and ensure growth for every student.
Culture and Climate
Problem Statement 3: Collaboration is not prioritized throughout all structures with focus on continuous communication, feedback, and shared leadership. Root Cause: With continuous growth in staff and our community, there is a need to merge different structures and experiences from various campuses as we continue to grow in our capacity as a professional learning community.



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 students that score at the meets grade level or above on 2024 STAAR Math Assessment from 48% to 49%.

HB3 Goal

Evaluation Data Sources: STAAR Assessment, Interim assessments, Common Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Targeted professional development for small group Math instruction including Guided Math and intervention. Strategy's Expected Result/Impact: increased student mastery of grade level TEKS on the 2024 STAAR Math Assessment Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, District Support, Teachers Title I: 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 4 - Culture and Climate 3	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Campus interventionist and teachers will pull small groups of students to close gaps in learning. Strategy's Expected Result/Impact: Increased student growth and performance on math assessments Staff Responsible for Monitoring: Campus Interventionists and teachers Title I: 2.4, 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 4 Funding Sources: Extra Duty and supplies - State Comp Ed - \$2,428.50, Instructional Coaches - State Comp Ed - \$238,705.50, Interventionists - Title I - \$88,463	Formative		
	Dec	Mar	June
			



No Progress



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Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 4: In fourth grade, Hope Elementary had 70% of students meet growth goals on the 2023 STAAR Math Assessment. **Root Cause:** We need a systematic approach to team planning for Guided Math instruction and on-going intervention groups to align to our curriculum and ensure growth for every student.

Culture and Climate

Problem Statement 3: Collaboration is not prioritized throughout all structures with focus on continuous communication, feedback, and shared leadership. **Root Cause:** With continuous growth in staff and our community, there is a need to merge different structures and experiences from various campuses as we continue to grow in our capacity as a professional learning community.





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: For HB3, increase the percent of students that score on level or above on the K-2 Early Math Assessment from 69 % to 73%.

HB3 Goal

Evaluation Data Sources: CISD K-2 Early Math Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will participate in team calibration for Early Math tasks to ensure all students are getting high levels of rigorous instruction. Strategy's Expected Result/Impact: Increased student scores and math skills Staff Responsible for Monitoring: Campus administration, teachers, and instructional 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 5 - Culture and Climate 3	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide small group instruction based upon data from Early Math Screener K-2. Strategy's Expected Result/Impact: Increased student scores and math skills. Staff Responsible for Monitoring: Campus administration, teachers, and instructional coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 5	Formative		
	Dec	Mar	June
			



No Progress



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Performance Objective 3 Problem Statements:

Student Achievement

Problem Statement 5: For HB3, Hope Elementary had 69% of students achieve grade level or above in K-2 Early Math data. **Root Cause:** We need a systematic approach to team planning for Guided Math instruction and on-going intervention groups to align to our curriculum and ensure growth for every student.

Culture and Climate


Problem Statement 3: Collaboration is not prioritized throughout all structures with focus on continuous communication, feedback, and shared leadership. **Root Cause:** With continuous growth in staff and our community, there is a need to merge different structures and experiences from various campuses as we continue to grow in our capacity as a professional learning community.

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: For HB3, increase the percent of students that score on level or above on the K-2 mCLASS Assessment from 58 % to 65 %.

HB3 Goal
Evaluation Data Sources: mCLASS Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will implement of the new Benchmark Phonics curriculum with fidelity. Strategy's Expected Result/Impact: Improved student growth on foundational reading skills and reading levels Staff Responsible for Monitoring: Campus administration, teachers, and instructional coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 6 - Culture and Climate 3	Formative		
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Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 6: For HB3, Hope Elementary had 58% of students achieve grade level or above in mCLASS data. Root Cause: We need a systematic approach to team planning for Guided Reading instruction and on-going intervention groups to align to our curriculum and ensure growth for every student.
Culture and Climate
Problem Statement 3: Collaboration is not prioritized throughout all structures with focus on continuous communication, feedback, and shared leadership. Root Cause: With continuous growth in staff and our community, there is a need to merge different structures and experiences from various campuses as we continue to grow in our capacity as a professional learning community.

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 growth performance score for Closing the Gaps on the 2024 STAAR Reading Assessment from 58 to 71 points.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide small group reading instruction and on-going intervention based on Reading data, including Interim Assessments, Common Formative Assessments, and additional assessment data. Strategy's Expected Result/Impact: Increased student reading performance on grade-level objectives Staff Responsible for Monitoring: Campus administrators, teachers, instructional coaches and interventionists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - 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	Formative		
	Dec	Mar	June
			
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Performance Objective 5 Problem Statements:






Student Achievement
Problem Statement 3: In fourth grade, Hope Elementary had 58% of students meet growth goals on the 2023 STAAR Reading Assessment. Root Cause: We need a systematic approach to team planning for Guided Reading instruction and on-going intervention groups to align to our curriculum and ensure growth for every student.

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: Increase the growth performance score for Closing the Gaps on the 2024 STAAR Math Assessment from 70 to 73 points.

Evaluation Data Sources: Common Formative Assessments, Common Assessments, Interim Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide small group math instruction and on-going intervention based on math data, including Interim Assessments, Common Formative Assessments, and additional assessment data. Strategy's Expected Result/Impact: Increased student math performance on grade-level objectives Staff Responsible for Monitoring: Campus administrators, teachers, instructional coaches and interventionists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - 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 4	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 4: In fourth grade, Hope Elementary had 70% of students meet growth goals on the 2023 STAAR Math Assessment. Root Cause: We need a systematic approach to team planning for Guided Math instruction and on-going intervention groups to align to our curriculum and ensure growth for every student.

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: The campus will collaboratively and routinely engage in such a way that our Organizational Health Instrument results reflect healthy feedback in overall performance and achieve Independence or higher in Goal Focus, Communication, and Morale.

Evaluation Data Sources: OHI survey, teacher feedback and surveys, committees and PLC functionality

Strategy 1 Details	Formative Reviews		
Strategy 1: Routinely have clear consistent communication and purposeful collaboration across campus to help build and support more cohesive teams through shared leadership teams. Strategy's Expected Result/Impact: Increased teacher efficacy and autonomy Staff Responsible for Monitoring: Principal, Assistant Principals, Team Leaders, Committee Co-Chairs TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Culture and Climate 3	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 1 Problem Statements:



Culture and Climate
Problem Statement 3: Collaboration is not prioritized throughout all structures with focus on continuous communication, feedback, and shared leadership. Root Cause: With continuous growth in staff and our community, there is a need to merge different structures and experiences from various campuses as we continue to grow in our capacity as a professional learning community.

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: The campus will maintain efficient and effective fiscal management of resources and operations.

Evaluation Data Sources: budget monitoring (local and federal)

Strategy 1 Details	Formative Reviews		
Strategy 1: Identify instructional and intervention support resources, requested by teachers, to enhance classroom instruction and student achievement and evaluate priorities to address needs including materials, professional learning, student needs, and standards-based learning. Strategy's Expected Result/Impact: The budget is used effectively to support staff and students Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches Title I: 2.6 - 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 Problem Statements: Culture and Climate 3 Funding Sources: Resources Needed - Title I - \$34,571	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Meet with campus secretary daily to include campus events and needs, and meet at least weekly to review expenditures and reconcile bank statements. Strategy's Expected Result/Impact: The budget is being utilized appropriately based upon the campus needs assessment Staff Responsible for Monitoring: Principal and Secretary Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Culture and Climate 3	Formative		
	Dec	Mar	June
			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Culture and Climate






Problem Statement 3: Collaboration is not prioritized throughout all structures with focus on continuous communication, feedback, and shared leadership. **Root Cause:** With continuous growth in staff and our community, there is a need to merge different structures and experiences from various campuses as we continue to grow in our capacity as a professional learning community.

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: Teachers will attend weekly PLC meetings and targeted staff development specific to their content, T-TESS goals, or SLO goals to function as PLC teams and focus on continued growth.

Evaluation Data Sources: PLC Agendas, T-TTESS Artifacts, SLO Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will engage in targeted staff development specific to their content instruction and growth goals. Strategy's Expected Result/Impact: Increased teacher growth and student performance Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, District Support Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Culture and Climate 3	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 1 Problem Statements:








Culture and Climate
Problem Statement 3: Collaboration is not prioritized throughout all structures with focus on continuous communication, feedback, and shared leadership. Root Cause: With continuous growth in staff and our community, there is a need to merge different structures and experiences from various campuses as we continue to grow in our capacity as a professional learning community.

Goal 3: Recruitment, Development, and Retention of Staff

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

Performance Objective 2: Our campus will plan and implement a new-to-Hope Orientation, called The Gathering, to introduce new staff to our campus goals, beliefs, structures, and daily practices, and to ensure strong connections across the campus.

Evaluation Data Sources: Retention of Highly Qualified Staff

Strategy 1 Details	Formative Reviews		
Strategy 1: Meet monthly to ensure continued support for our 20 new-to-Hope staff members. Topics and support are driven by check-ins, surveys, and classroom observations. Strategy's Expected Result/Impact: A high teacher retention rate and staff who are supported in their new roles. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches. Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Culture and Climate 3	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:

Culture and Climate
Problem Statement 3: Collaboration is not prioritized throughout all structures with focus on continuous communication, feedback, and shared leadership. Root Cause: With continuous growth in staff and our community, there is a need to merge different structures and experiences from various campuses as we continue to grow in our capacity as a professional learning community.

Goal 3: Recruitment, Development, and Retention of Staff

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

Performance Objective 3: Our campus will recruit, retain, and develop highly qualified teachers.

Strategy 1 Details	Formative Reviews		
Strategy 1: Staff will attend district job fairs and recruitment fairs on college campuses. Strategy's Expected Result/Impact: Recruit highly qualified staff Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Culture and Climate 3	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 3 Problem Statements:


Culture and Climate
Problem Statement 3: Collaboration is not prioritized throughout all structures with focus on continuous communication, feedback, and shared leadership. Root Cause: With continuous growth in staff and our community, there is a need to merge different structures and experiences from various campuses as we continue to grow in our capacity as a professional learning community.





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: The campus will provide a safe and orderly school environment conducive to learning for all students and staff.

Evaluation Data Sources: Foundations team meetings, school-wide structure surveys to collect data to ensure success, staff surveys, safety drills, instructional STOIC checklists

Strategy 1 Details	Formative Reviews		
Strategy 1: Our Foundations committee will create, revise, and maintain schoolwide systems and structures to provide safe, positive and collaborative school culture including feedback from staff surveys. Strategy's Expected Result/Impact: Increased safe and collaborative school culture Staff Responsible for Monitoring: Campus administration and staff Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: Culture and Climate 3 Funding Sources: Behavior Coach - Title I - \$78,813	Formative		
	Dec	Mar	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Our staff will be trained on Tough Kids in collaboration with Student Support staff to address current student needs. We will prioritize use of the strategies to help address these needs. Strategy's Expected Result/Impact: Increased student success and instructional engagement Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor, Instructional Behavior Coach, teachers Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Achievement 3, 4, 5, 6 Funding Sources: Tough Kid books - Title I	Formative		
	Dec	Mar	June
	N/A		
<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 3: In fourth grade, Hope Elementary had 58% of students meet growth goals on the 2023 STAAR Reading Assessment. Root Cause: We need a systematic approach to team planning for Guided Reading instruction and on-going intervention groups to align to our curriculum and ensure growth for every student.
Problem Statement 4: In fourth grade, Hope Elementary had 70% of students meet growth goals on the 2023 STAAR Math Assessment. Root Cause: We need a systematic approach to team planning for Guided Math instruction and on-going intervention groups to align to our curriculum and ensure growth for every student.
Problem Statement 5: For HB3, Hope Elementary had 69% of students achieve grade level or above in K-2 Early Math data. Root Cause: We need a systematic approach to team planning for Guided Math instruction and on-going intervention groups to align to our curriculum and ensure growth for every student.
Problem Statement 6: For HB3, Hope Elementary had 58% of students achieve grade level or above in mCLASS data. Root Cause: We need a systematic approach to team planning for Guided Reading instruction and on-going intervention groups to align to our curriculum and ensure growth for every student.
Culture and Climate
Problem Statement 3: Collaboration is not prioritized throughout all structures with focus on continuous communication, feedback, and shared leadership. Root Cause: With continuous growth in staff and our community, there is a need to merge different structures and experiences from various campuses as we continue to grow in our capacity as a professional learning community.






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: Build and maintain strong relationships between our school and home, with parents who are engaged in their child's education.

Evaluation Data Sources: PTO agendas, Family Engagement sign in sheets, Parent feedback and surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Our campus will plan and implement at least two academic nights for parents and students to engage with targeted academic skills related to the needs of our students and providing home-school connections. Strategy's Expected Result/Impact: Increased parental involvement Staff Responsible for Monitoring: Principal, Assistant Principals, Professional Staff Title I: 2.4, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 2 Funding Sources: Parent Family Engagement supplies - Title I - \$3,573	Formative		
	Dec	Mar	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Increase communication with parents through our monthly campus newsletter, monthly Parent Connection meetings during the school day, social media campus highlights, and communication by our parent liaison Strategy's Expected Result/Impact: Increased Parental Involvement Staff Responsible for Monitoring: Campus administration, Parent Family Engagement Liaison Title I: 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 2 Funding Sources: Parent Family Engagement Liaison - Title I - \$30,037	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			



Performance Objective 2 Problem Statements:

Parent and Community Engagement
Problem Statement 2: Parent connection involvement needs to be increased. Root Cause: Communication with parents needs to be clear and concise in multiple languages as we continuously work on building a welcoming community.

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: Increased focus on physical health, wellness activities, and extracurricular opportunities for students.

Strategy 1 Details	Formative Reviews		
Strategy 1: Incorporate opportunities for students to engage in physical health and wellness activities such as - equipment for recess, PE, outreach events (soccer, basket ball, bike safety, running, dance/cheer) Strategy's Expected Result/Impact: Increase in student health, wellness, and engagement Staff Responsible for Monitoring: Campus administrators, Parent liaison, teachers Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Culture and Climate 3 - Parent and Community Engagement 2 Funding Sources: Resources Needed - Title I - \$1,000	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Routinely implement Morning Meetings/Husky Huddle to support on-going Social-Emotional Learning Strategy's Expected Result/Impact: Increase in student social-emotional learning and classroom collaboration Staff Responsible for Monitoring: Campus administrators, teachers, counselor, instructional coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Achievement 3, 4, 5, 6	Formative		
	Dec	Mar	June
			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:**Student Achievement**

Problem Statement 3: In fourth grade, Hope Elementary had 58% of students meet growth goals on the 2023 STAAR Reading Assessment. **Root Cause:** We need a systematic approach to team planning for Guided Reading instruction and on-going intervention groups to align to our curriculum and ensure growth for every student.

Problem Statement 4: In fourth grade, Hope Elementary had 70% of students meet growth goals on the 2023 STAAR Math Assessment. **Root Cause:** We need a systematic approach to team planning for Guided Math instruction and on-going intervention groups to align to our curriculum and ensure growth for every student.

Problem Statement 5: For HB3, Hope Elementary had 69% of students achieve grade level or above in K-2 Early Math data. **Root Cause:** We need a systematic approach to team planning for Guided Math instruction and on-going intervention groups to align to our curriculum and ensure growth for every student.

Problem Statement 6: For HB3, Hope Elementary had 58% of students achieve grade level or above in mCLASS data. **Root Cause:** We need a systematic approach to team planning for Guided Reading instruction and on-going intervention groups to align to our curriculum and ensure growth for every student.

Culture and Climate

Problem Statement 3: Collaboration is not prioritized throughout all structures with focus on continuous communication, feedback, and shared leadership. **Root Cause:** With continuous growth in staff and our community, there is a need to merge different structures and experiences from various campuses as we continue to grow in our capacity as a professional learning community.

Parent and Community Engagement






Problem Statement 2: Parent connection involvement needs to be increased. **Root Cause:** Communication with parents needs to be clear and concise in multiple languages as we continuously work on building a welcoming community.

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 use the PLC process to design quality grade level instruction as well as using data from small groups to meet the needs of all learners through Guided Math, Guided Reading, oral language supports, and conferencing with students regarding their goals and progress.

Evaluation Data Sources: Common Formative Assessment, Campus Assessments, Benchmark Assessment System

Strategy 1 Details	Formative Reviews		
Strategy 1: Grade level teams plan collaboratively to incorporate best practice in meeting student needs. Strategy's Expected Result/Impact: Increased team collaboration resulting in maximized student and staff growth Staff Responsible for Monitoring: Campus administration, teachers, instructional coaches Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 3, 4, 5, 6 - Culture and Climate 3 Funding Sources: Staff Development Employee, Counseling, and Administrative Travel - Title I - \$17,000, Extra Duty and Supplies - Title III - \$5,250	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 3: In fourth grade, Hope Elementary had 58% of students meet growth goals on the 2023 STAAR Reading Assessment. Root Cause: We need a systematic approach to team planning for Guided Reading instruction and on-going intervention groups to align to our curriculum and ensure growth for every student.
Problem Statement 4: In fourth grade, Hope Elementary had 70% of students meet growth goals on the 2023 STAAR Math Assessment. Root Cause: We need a systematic approach to team planning for Guided Math instruction and on-going intervention groups to align to our curriculum and ensure growth for every student.

Student Achievement

Problem Statement 5: For HB3, Hope Elementary had 69% of students achieve grade level or above in K-2 Early Math data. **Root Cause:** We need a systematic approach to team planning for Guided Math instruction and on-going intervention groups to align to our curriculum and ensure growth for every student.

Problem Statement 6: For HB3, Hope Elementary had 58% of students achieve grade level or above in mCLASS data. **Root Cause:** We need a systematic approach to team planning for Guided Reading instruction and on-going intervention groups to align to our curriculum and ensure growth for every student.

Culture and Climate



Problem Statement 3: Collaboration is not prioritized throughout all structures with focus on continuous communication, feedback, and shared leadership. **Root Cause:** With continuous growth in staff and our community, there is a need to merge different structures and experiences from various campuses as we continue to grow in our capacity as a professional learning community.

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: Provide teachers with staff development, detailed feedback, and action-based planning to ensure routine integration of technology.

Evaluation Data Sources: Staff development agendas, PLC agendas, lesson plans

Strategy 1 Details	Formative Reviews		
Strategy 1: Our campus will implement technology training for tools such as Google Drive, online assessments, Mimeo, mClass, CLI, Dreambox, SeeSaw, Discovery Education, Generation Genius, and Book Creator to support all learners. Strategy's Expected Result/Impact: Increased staff ability to utilize instructional technology, data, and assessment Staff Responsible for Monitoring: Campus administration, teachers, district support Title I: 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 3, 4 Funding Sources: Generation Genius - Title I - \$1,795, Dreambox - Title I - \$7,950	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Our campus will implement Summit K-12 to support our Emergent Bilingual Students. Strategy's Expected Result/Impact: Student proficiency growth in the 2024 TELPAS Assessment Staff Responsible for Monitoring: Campus administrators, teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 3, 6 Funding Sources: - Title III - \$2,563	Formative		
	Dec	Mar	June
			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 3: In fourth grade, Hope Elementary had 58% of students meet growth goals on the 2023 STAAR Reading Assessment. **Root Cause:** We need a systematic approach to team planning for Guided Reading instruction and on-going intervention groups to align to our curriculum and ensure growth for every student.

Problem Statement 4: In fourth grade, Hope Elementary had 70% of students meet growth goals on the 2023 STAAR Math Assessment. **Root Cause:** We need a systematic approach to team planning for Guided Math instruction and on-going intervention groups to align to our curriculum and ensure growth for every student.

Problem Statement 6: For HB3, Hope Elementary had 58% of students achieve grade level or above in mCLASS data. **Root Cause:** We need a systematic approach to team planning for Guided Reading instruction and on-going intervention groups to align to our curriculum and ensure growth for every student.

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 success 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 Intervention Support
- Push In Intervention 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	2	2	Interventionists		\$88,463.00
2	2	1	Resources Needed		\$34,571.00
4	1	1	Behavior Coach		\$78,813.00
4	1	2	Tough Kid books		\$0.00
4	2	1	Parent Family Engagement supplies		\$3,573.00
4	2	2	Parent Family Engagement Liaison		\$30,037.00
4	3	1	Resources Needed		\$1,000.00
5	1	1	Staff Development Employee, Counseling, and Administrative Travel		\$17,000.00
5	2	1	Generation Genius		\$1,795.00
5	2	1	Dreambox		\$7,950.00
Sub-Total					\$263,202.00
Budgeted Fund Source Amount					\$263,202.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	Extra Duty and Supplies		\$5,250.00
5	2	2			\$2,563.00
Sub-Total					\$7,813.00
Budgeted Fund Source Amount					\$7,813.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Extra Duty and supplies		\$2,428.50
1	2	2	Instructional Coaches		\$238,705.50
Sub-Total					\$241,134.00
Budgeted Fund Source Amount					\$241,134.00

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					+/- Difference
					\$0.00
					Grand Total Budgeted
					\$512,149.00
					Grand Total Spent
					\$512,149.00
					+/- Difference
					\$0.00