

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



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Houston Elementary and Conroe ISD have a viable and rigorous district curriculum tightly aligned to our state standards, the Texas Essential Knowledge and Skills (TEKS). Lesson plans are designed collaboratively. Houston Elementary is a Professional Learning Community (PLC). This is observed during planning when teachers model strategies for one another and during our weekly data meetings. Teachers use data to drive instruction and design purposeful lessons collaboratively to fill student gaps in learning. Weekly tracking is used in all grade levels.

On the 2023 STAAR, we earned the following scores for all grades and all subjects combined:

Overall student performance: 70 (+1 point)

Overall student growth: 65 (-6 points)

Overall Closing the Gaps: 63 (-8 points)

Math Growth: 79%

Reading Growth: 54%

Teachers utilized Summit K-12 with fidelity and we earned 3 of the 4 possible points on 2023 TELPAS - with 55% of our students meeting the growth standard.

Student Achievement Strengths

Houston Elementary received 3 of the 4 points for 2023 TELPAS progress.

Houston Elementary 2023 STAAR math growth overall was a B Score.

Houston Elementary overall 2023 STAAR Relative Performance was a 78.

The percentage of students at the meet level was 40% an increase of 4% points.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 63% of students in grades 1 and 2 are reading at or above the expected level. **Root Cause:** Students need a stronger foundation in reading skills and teachers need more training in best practices for improving reading skills.

Problem Statement 2 (Prioritized): For students taking the 2023 STAAR Assessment, 35% of students in Reading and 45% of students in Math are at the Meets and Masters level. **Root Cause:** Students need more exposure to foundational reading and math skills.

Problem Statement 3 (Prioritized): 50% of students met the academic growth measure in 4th grade on the 2023 Reading STAAR Assessment. **Root Cause:** Teachers need additional training and support tracking data and curriculum.

Problem Statement 4 (Prioritized): 51% of African American K-2 students scoring at or above benchmark in foundational literacy skills. **Root Cause:** Students need more exposure to foundational reading skills through better implementation of the Prekindergarten Curriculum.

Problem Statement 5 (Prioritized): 71% of 1st grade students achieved on or above level in math numeracy. **Root Cause:** There is a need for more consistent implementation of Tier 1 best practices.

Problem Statement 6: 16% of students in 3rd and 4th achieved the Masters level on the 2023 STAAR Math Assessment. **Root Cause:** More focus needs to be placed on extending learning for our high achievers.

Problem Statement 7 (Prioritized): 46% of students received a score of 0 on the composition portion of the 2023 STAAR Reading Assessment. **Root Cause:** Students need more explicit instruction on constructed response development.

Problem Statement 8 (Prioritized): 38% of students in 1st through 4th grade made growth on the 2023 TELPAS Composite Rating. **Root Cause:** The Conroe ISD Bilingual Model is not followed with a level of fidelity needed for consistent growth instructionally in English and with the testing platform.

Culture and Climate

Culture and Climate Summary

Our mission at Houston Elementary is to create a safe and productive learning environment where all students are recognized and celebrated for their individuality. We strive to teach students how to become productive citizens by managing their emotions, behavior, and making responsible decisions. We value calm, consistent structures and hold our students to high expectations. PBIS systems are used throughout the campus. High turnover rates and low achievement scores have created an environment that could be described as unhealthy according to the Occupational Health Inventory. Last year 37% of referrals were written for African American students. Attendance was overall a 94.7% with 21% of the school population having 10 or more absences.

Culture and Climate Strengths

New teachers are an important part of the Houston Elementary community, and we value their excitement and fresh ideas. We have a mentoring program, Fish Camp, to ensure they are properly supported throughout the year. We are a foundations campus and have implemented structures for many of the common times on campus.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Increased behaviors at dismissal time and when in common areas. **Root Cause:** Need for more detailed procedures for students during these times of the day.

Problem Statement 2: Unclear understanding of teacher perceptions regarding school culture and climate **Root Cause:** Not enough opportunity to share teacher perceptions.

Problem Statement 3 (Prioritized): Low overall attendance rate at 94.7%. **Root Cause:** Lack of information given to parents regarding the importance of consistently attending school and the implications of missing days.

Parent and Community Engagement

Parent and Community Engagement Summary

Sam Houston Elementary strives to have strong parent engagement with all students on the campus. This is difficult to achieve due to parents working multiple jobs or working long hours. Involvement and communication with both parents and the community could be increased in order to get additional support from community partners and to increase parent involvement with their children at home. Currently, we are working on setting structures and schedules so that we can involve families in face to face parent conferences. For our evening events that are held at the campus, turnout is high and parents are engaged.

Parent and Community Engagement Strengths

Sam Houston utilizes the community engagement liaison and has continued strong partnerships with area businesses. When the campus holds special night events, the parent turnout is large. The campus also works well with feeder zone campuses to highlight opportunities for students at the secondary level.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): The home to school connection, as well as communication to parents, is not strong as we would like it to be. **Root Cause:** The need to provide parents with quick but meaningful activities at home to strengthen the school/ home connection.

Priority Problem Statements

Problem Statement 1: For students taking the 2023 STAAR Assessment, 35% of students in Reading and 45% of students in Math are at the Meets and Masters level.

Root Cause 1: Students need more exposure to foundational reading and math skills.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: 50% of students met the academic growth measure in 4th grade on the 2023 Reading STAAR Assessment.

Root Cause 2: Teachers need additional training and support tracking data and curriculum.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: 63% of students in grades 1 and 2 are reading at or above the expected level.

Root Cause 3: Students need a stronger foundation in reading skills and teachers need more training in best practices for improving reading skills.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: 51% of African American K-2 students scoring at or above benchmark in foundational literacy skills.

Root Cause 4: Students need more exposure to foundational reading skills through better implementation of the Prekindergarten Curriculum.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: 46% of students received a score of 0 on the composition portion of the 2023 STAAR Reading Assessment.

Root Cause 5: Students need more explicit instruction on constructed response development.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: 71% of 1st grade students achieved on or above level in math numeracy.

Root Cause 6: There is a need for more consistent implementation of Tier 1 best practices.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: Increased behaviors at dismissal time and when in common areas.

Root Cause 7: Need for more detailed procedures for students during these times of the day.

Problem Statement 7 Areas: Culture and Climate

Problem Statement 8: Low overall attendance rate at 94.7%.

Root Cause 8: Lack of information given to parents regarding the importance of consistently attending school and the implications of missing days.

Problem Statement 8 Areas: Culture and Climate

Problem Statement 9: The home to school connection, as well as communication to parents, is not strong as we would like it to be.

Root Cause 9: The need to provide parents with quick but meaningful activities as home to strengthen the school/ home connection.

Problem Statement 9 Areas: Parent and Community Engagement

Problem Statement 10: 38% of students in 1st through 4th grade made growth on the 2023 TELPAS Composite Rating.

Root Cause 10: The Conroe ISD Bilingual Model is not followed with a level of fidelity needed for consistent growth instructionally in English and with the testing platform.

Problem Statement 10 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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability 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
- Student failure and/or retention rates
- 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
- 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

- 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
- 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
- Campus leadership 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
- 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: The campus will increase the percent of 3rd and 4th grade students that score Approaches grade level from 68% to 75%, Meets grade level from 45% to 50%, and the percentage of Masters from 16% to 20% on 2024 STAAR.

HB3 Goal
Evaluation Data Sources: Common Formative Assessments (CFAs), Common Assessments (CAs), Interim Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will increase depth of knowledge with TEKS through year long campus professional development with Lead4ward resources and Data Driven Instruction. Strategy's Expected Result/Impact: Increased student achievement on 2024 STAAR Math from 40% to 43% Staff Responsible for Monitoring: Principal, Assistant Principals, Math Instructional Coach, District Instructional Coach TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2 Funding Sources: Lead4ward Field Guides - State Comp Ed - \$3,093, Lead4Ward Rocking Review - State Comp Ed - \$2,200	Formative		
	Dec	Mar	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will be provided opportunities for big picture planning throughout the school year to ensure ample amount of planning time. Strategy's Expected Result/Impact: Increased TEKS knowledge, teacher capacity, and student achievement Staff Responsible for Monitoring: Team Leaders, Instructional Coaches, Assistant Principals, Principal Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2, 5	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: The campus will hire personnel to provide intervention and teacher support. Strategy's Expected Result/Impact: Increased teacher capacity and improve student performance Staff Responsible for Monitoring: Team leaders, Instructional Coaches, Assistant Principals, Principal Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Student Achievement 2, 3, 7 Funding Sources: Tutorials - Title I - \$18,330	Formative		
	Dec	Mar	June
			

Strategy 4 Details	Formative Reviews		
Strategy 4: During the second semester, the campus will hold targeted Saturday tutorials. Strategy's Expected Result/Impact: Improved student performance on 2024 STAAR Math and Reading Staff Responsible for Monitoring: Team Leaders, Instructional Coaches, Assistant Principals, Principal Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Student Achievement 2, 3, 7 Funding Sources: Tutors - Title I - \$7,000, Snacks - Title I - \$400	Formative		
	Dec	Mar	June
	N/A		
Strategy 5 Details	Formative Reviews		
Strategy 5: The campus will utilize Dreambox Math computer software with fidelity. Strategy's Expected Result/Impact: Increased student achievement on 2024 STAAR Math scores from 40% performance to 43% performance Staff Responsible for Monitoring: Team leaders, Instructional Coaches, Assistant Principals, Principal Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2, 5 Funding Sources: Dreambox - Title I - \$4,000	Formative		
	Dec	Mar	June
			
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Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: For students taking the 2023 STAAR Assessment, 35% of students in Reading and 45% of students in Math are at the Meets and Masters level. Root Cause: Students need more exposure to foundational reading and math skills.
Problem Statement 3: 50% of students met the academic growth measure in 4th grade on the 2023 Reading STAAR Assessment. Root Cause: Teachers need additional training and support tracking data and curriculum.



Student Achievement
<p>Problem Statement 5: 71% of 1st grade students achieved on or above level in math numeracy. Root Cause: There is a need for more consistent implementation of Tier 1 best practices.</p> <p>Problem Statement 7: 46% of students received a score of 0 on the composition portion of the 2023 STAAR Reading Assessment. Root Cause: Students need more explicit instruction on constructed response development.</p>

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 2: The campus will improve the percentage of students meeting 2024 TELPAS targets from 55% to 60%.

Evaluation Data Sources: CFAs, CAs, TELPAS

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will utilize the individual student plan in Summit K-12 with fidelity. Strategy's Expected Result/Impact: Increased 2024 TELPAS performance Staff Responsible for Monitoring: Principal, APs, Instructional Coaches, Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 8 Funding Sources: Summit Reading and Writing - Title III - \$2,000	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: The campus will ensure that classroom libraries have ample books at all levels for students in both English and Spanish. Strategy's Expected Result/Impact: Expose emergent bilinguals to more English thereby increasing their ability to perform on 2024 TELPAS Staff Responsible for Monitoring: Principal, APs, Instructional Coaches, Teachers Title I: 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 Problem Statements: Student Achievement 1, 8 Funding Sources: Taller de Phonetica Decodables - Title III - \$6,251, Classroom Libraries - Title I - \$27,495	Formative		
	Dec	Mar	June
			



No Progress



Accomplished



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Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: 63% of students in grades 1 and 2 are reading at or above the expected level. **Root Cause:** Students need a stronger foundation in reading skills and teachers need more training in best practices for improving reading skills.





Problem Statement 8: 38% of students in 1st through 4th grade made growth on the 2023 TELPAS Composite Rating. **Root Cause:** The Conroe ISD Bilingual Model is not followed with a level of fidelity needed for consistent growth instructionally in English and with the testing platform.



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: The campus will decrease the percentage of students scoring a 0 on the ELA Extended Response from 47% to 20%.

Evaluation Data Sources: Early Literacy Assessments, Interim Assessments, CAs, Running Records

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will analyze 2023 STAAR Writing 3rd grade responses with 4th grade teachers. Strategy's Expected Result/Impact: In depth understanding of the writing prompts and the misconceptions in student answers Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Student Achievement 7 Funding Sources: Instructional Coach - State Comp Ed - \$80,000	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will use StemScopes materials to increase practice with non-fiction passages and increase writing time during Science and Social Studies. Strategy's Expected Result/Impact: Additional time and varied experiences with non-fiction passages Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 7	Formative		
	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: The campus will engage in strategic data analysis focusing on student progress throughout the school year. Strategy's Expected Result/Impact: Increased number of students meeting progress on end of year assessments Staff Responsible for Monitoring: Teachers, Instructional Coaches, Assistant Principals, Principal Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 3, 7	Formative		
	Dec	Mar	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: The campus will utilize tutors to implement targeted interventions. Strategy's Expected Result/Impact: Increased student writing scores Staff Responsible for Monitoring: Principal, APs, Instructional Coaches Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 7 Funding Sources: Tutor - Title I - \$15,000	Formative		
	Dec	Mar	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Teachers will use STAAR Master materials to provide a variety of writing prompts. Strategy's Expected Result/Impact: Increased campus writing scores Staff Responsible for Monitoring: Principal, APs, Instructional Coaches Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 7 Funding Sources: STAAR Master Books - Title I - \$2,800	Formative		
	Dec	Mar	June
			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Student Achievement

Problem Statement 3: 50% of students met the academic growth measure in 4th grade on the 2023 Reading STAAR Assessment. **Root Cause:** Teachers need additional training and support tracking data and curriculum.

Problem Statement 7: 46% of students received a score of 0 on the composition portion of the 2023 STAAR Reading Assessment. **Root Cause:** Students need more explicit instruction on constructed response development.

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: The campus will increase the percentage of students reading on or above grade level to 80% across all grades.

High Priority

HB3 Goal

Evaluation Data Sources: BAS/SEL

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will hold a literacy night for families to provide insight on how to support early reading behaviors in the home. Strategy's Expected Result/Impact: Stronger home-school connection and increased student achievement Staff Responsible for Monitoring: Team Leaders, Instructional Coaches, Assistant Principals, Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 3, 4 - Parent and Community Engagement 1	Formative		
	Dec	Mar	June
	N/A		
Strategy 2 Details	Formative Reviews		
Strategy 2: Administration will complete walk throughs using the Guided Reading "Look Fors" form. Strategy's Expected Result/Impact: Increased literacy rates Staff Responsible for Monitoring: Principal, APs, Coaches Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative		
	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: The campus will implement the new phonics instructional program campus wide. Strategy's Expected Result/Impact: Increased literacy rates Staff Responsible for Monitoring: Principal, APs, Coaches Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 4	Formative		
	Dec	Mar	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Students will receive research based interventions based on individual needs. Strategy's Expected Result/Impact: Increased literacy rates Staff Responsible for Monitoring: Principal, APs, Coaches, Academic Interventionist Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 3, 4 Funding Sources: Academic Interventionist - Title I - \$78,063	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 1: 63% of students in grades 1 and 2 are reading at or above the expected level. Root Cause: Students need a stronger foundation in reading skills and teachers need more training in best practices for improving reading skills.
Problem Statement 2: For students taking the 2023 STAAR Assessment, 35% of students in Reading and 45% of students in Math are at the Meets and Masters level. Root Cause: Students need more exposure to foundational reading and math skills.
Problem Statement 3: 50% of students met the academic growth measure in 4th grade on the 2023 Reading STAAR Assessment. Root Cause: Teachers need additional training and support tracking data and curriculum.

Student Achievement
Problem Statement 4: 51% of African American K-2 students scoring at or above benchmark in foundational literacy skills. Root Cause: Students need more exposure to foundational reading skills through better implementation of the Prekindergarten Curriculum.
Parent and Community Engagement
Problem Statement 1: The home to school connection, as well as communication to parents, is not strong as we would like it to be. Root Cause: The need to provide parents with quick but meaningful activities as home to strengthen the school/ home connection.



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: The campus will increase academic growth in ELA from 54% to 69%.

High Priority

Evaluation Data Sources: Early Literacy Assessments, Interim Assessments, CAs, Running Records

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will utilize district and campus instructional coaches to disaggregate data and support teachers in monitoring student performance. Strategy's Expected Result/Impact: Increased student growth Staff Responsible for Monitoring: Teachers, Coaches, Assistant Principals, Principal Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 3	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: The campus will provide targeted interventions during intervention time based on weekly revising and editing exit ticket data. Strategy's Expected Result/Impact: Increased scores on the revising and editing portion of the 2024 RLA STAAR Staff Responsible for Monitoring: Principal, APs, Instructional Coaches Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 7	Formative		
	Dec	Mar	June
			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 5 Problem Statements:

Student Achievement

Problem Statement 3: 50% of students met the academic growth measure in 4th grade on the 2023 Reading STAAR Assessment. **Root Cause:** Teachers need additional training and support tracking data and curriculum.



Problem Statement 7: 46% of students received a score of 0 on the composition portion of the 2023 STAAR Reading Assessment. **Root Cause:** Students need more explicit instruction on constructed response development.






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: The campus will increase K-2 performance in numeracy for African American students to 60%.

HB3 Goal
Evaluation Data Sources: CAs, Early Math Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will maximize the potential for individualized instruction during school-wide intervention time. Strategy's Expected Result/Impact: Increased African American performance in both Reading and Math Staff Responsible for Monitoring: Teachers, Instructional Coaches, Assistant Principals, Principal Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 5	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will implement the components of CISD Solves with fidelity. Strategy's Expected Result/Impact: Increased teacher efficacy and student performance Staff Responsible for Monitoring: Principal, APs, Instructional Coaches Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 4	Formative		
	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will use Dreambox with fidelity across all classrooms. Strategy's Expected Result/Impact: Increased student achievement in Math Staff Responsible for Monitoring: Principal, APs, Instructional Coaches 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 5 Funding Sources: Dreambox - Title I - \$4,000	Formative		
	Dec	Mar	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Students will utilize real life experiences to apply the principals of counting at educational field trips. Strategy's Expected Result/Impact: Increased student achievement in Math Staff Responsible for Monitoring: Principal, AP's, Instructional Coaches, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Achievement 5 Funding Sources: Transportation and Entry Fees - Title I - \$1,500	Formative		
	Dec	Mar	June
	N/A		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 6 Problem Statements:








Student Achievement
Problem Statement 1: 63% of students in grades 1 and 2 are reading at or above the expected level. Root Cause: Students need a stronger foundation in reading skills and teachers need more training in best practices for improving reading skills.
Problem Statement 4: 51% of African American K-2 students scoring at or above benchmark in foundational literacy skills. Root Cause: Students need more exposure to foundational reading skills through better implementation of the Prekindergarten Curriculum.
Problem Statement 5: 71% of 1st grade students achieved on or above level in math numeracy. Root Cause: There is a need for more consistent implementation of Tier 1 best practices.

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 increase knowledge of Professional Learning Communities and coach team leaders on building cohesive teams.

Evaluation Data Sources: Principal, APs

Strategy 1 Details	Formative Reviews		
Strategy 1: The leadership team will attend the Solution Tree PLC Conference with all team leaders. Strategy's Expected Result/Impact: Increased teacher leader knowledge and efficacy Staff Responsible for Monitoring: Principal, APs 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 1 Funding Sources: Professional Development/ Staff Training - Title II - \$14,073	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 1: Increased behaviors at dismissal time and when in common areas. Root Cause: Need for more detailed procedures for students during these times of the day.

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 implement fiscally sound practices aligned to the identified needs of the campus.

Evaluation Data Sources: Quarterly Budget Review

Strategy 1 Details	Formative Reviews		
Strategy 1: The administration will allocate funds to teams in order to better align campus needs with campus spending. Strategy's Expected Result/Impact: Aligned spending Staff Responsible for Monitoring: Principal, Team Leaders, Principal Secretary TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Achievement 1, 2, 4, 5	Formative		
	Dec	Mar	June
			
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>			

Performance Objective 2 Problem Statements:







Student Achievement
Problem Statement 1: 63% of students in grades 1 and 2 are reading at or above the expected level. Root Cause: Students need a stronger foundation in reading skills and teachers need more training in best practices for improving reading skills.
Problem Statement 2: For students taking the 2023 STAAR Assessment, 35% of students in Reading and 45% of students in Math are at the Meets and Masters level. Root Cause: Students need more exposure to foundational reading and math skills.
Problem Statement 4: 51% of African American K-2 students scoring at or above benchmark in foundational literacy skills. Root Cause: Students need more exposure to foundational reading skills through better implementation of the Prekindergarten Curriculum.
Problem Statement 5: 71% of 1st grade students achieved on or above level in math numeracy. Root Cause: There is a need for more consistent implementation of Tier 1 best practices.

Goal 3: Recruitment, Development, and Retention of Staff

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

Performance Objective 1: The campus will recruit, retain, and develop highly qualified teachers and staff.

Evaluation Data Sources: Position Control Report

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will implement a year long mentor program to provide monthly new teacher meetings and trainings with mentors. Strategy's Expected Result/Impact: 95% teacher retention rate Staff Responsible for Monitoring: Principal, APs, Instructional Coaches Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 3, 4	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: The campus will provide substitutes for teachers to have an opportunity to do instructional walks and develop pedagogical skills. Strategy's Expected Result/Impact: Highly trained and supported teachers Staff Responsible for Monitoring: Principal and Assistant Principals Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 5 Funding Sources: Substitutes for Planning - Title I - \$22,620	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: 63% of students in grades 1 and 2 are reading at or above the expected level. Root Cause: Students need a stronger foundation in reading skills and teachers need more training in best practices for improving reading skills.</p> <p>Problem Statement 3: 50% of students met the academic growth measure in 4th grade on the 2023 Reading STAAR Assessment. Root Cause: Teachers need additional training and support tracking data and curriculum.</p> <p>Problem Statement 4: 51% of African American K-2 students scoring at or above benchmark in foundational literacy skills. Root Cause: Students need more exposure to foundational reading skills through better implementation of the Prekindergarten Curriculum.</p> <p>Problem Statement 5: 71% of 1st grade students achieved on or above level in math numeracy. Root Cause: There is a need for more consistent implementation of Tier 1 best practices.</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: The campus will work jointly with parents and the community to maximize learning for all students through communication and collaborative relationships.

High Priority

Evaluation Data Sources: Attendance at Parent Academic Nights

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will provide parent opportunities for academic nights so they can learn strategies to reinforce learning in the home and build their child's educational foundation. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Principal, APs, Parent Liaison, Teachers Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1 Funding Sources: Parent and Family Engagement Initiatives - Title I - \$2,073	Formative		
	Dec	Mar	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: The campus will implement Watch Dogs to provide opportunities for parents to be involved and volunteer on campus. Strategy's Expected Result/Impact: Stronger home to school connection Staff Responsible for Monitoring: Principal, Counselor Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1 Funding Sources: Parent Snacks - Title I - \$500	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: The Behavior Specialist will work with students who need support with social skills, positive relationships, conflict management and communication in order to increase positive interactions, attendance and achievement. Strategy's Expected Result/Impact: Decreased student referrals and increased student achievement Staff Responsible for Monitoring: Principal, Counselor, Assistant Principal, Behavior Specialist Title I: 2.6 Problem Statements: Culture and Climate 1 Funding Sources: Title 1 Behavior Specialist - Title I - \$88,000	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:






Culture and Climate
Problem Statement 1: Increased behaviors at dismissal time and when in common areas. Root Cause: Need for more detailed procedures for students during these times of the day.
Parent and Community Engagement
Problem Statement 1: The home to school connection, as well as communication to parents, is not strong as we would like it to be. Root Cause: The need to provide parents with quick but meaningful activities as home to strengthen the school/ home connection.

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: The campus will increase student attendance rate from 94.7% to 96.5%.

Evaluation Data Sources: View IT reports, TEA reports, attendance emails

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will implement an attendance recognition program for students. Strategy's Expected Result/Impact: Increased student attendance rates Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: 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: Low overall attendance rate at 94.7%. Root Cause: Lack of information given to parents regarding the importance of consistently attending school and the implications of missing days.

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: The campus will ensure that all student and staff utilize technology to maximize instruction and support the transition to online testing.

Evaluation Data Sources: Data analysis reports from technology applications

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will provide one to one technology for all students. Strategy's Expected Result/Impact: Improved student performance and academic achievement Staff Responsible for Monitoring: Principal, APs, Teachers, Instructional Coaches Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2, 3 Funding Sources: Chrome Carts - Title I - \$30,000	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 2: For students taking the 2023 STAAR Assessment, 35% of students in Reading and 45% of students in Math are at the Meets and Masters level. Root Cause: Students need more exposure to foundational reading and math skills.
Problem Statement 3: 50% of students met the academic growth measure in 4th grade on the 2023 Reading STAAR Assessment. Root Cause: Teachers need additional training and support tracking data and curriculum.

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>
Cody Tucker	Behavior Interventionist		1
Daysha Bastian	Interventionist		1

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Tutorials		\$18,330.00
1	1	4	Tutors		\$7,000.00
1	1	4	Snacks		\$400.00
1	1	5	Dreambox		\$4,000.00
1	2	2	Classroom Libraries		\$27,495.00
1	3	4	Tutor		\$15,000.00
1	3	5	STAAR Master Books		\$2,800.00
1	4	4	Academic Interventionist		\$78,063.00
1	6	3	Dreambox		\$4,000.00
1	6	4	Transportation and Entry Fees		\$1,500.00
3	1	2	Substitutes for Planning		\$22,620.00
4	1	1	Parent and Family Engagement Initiatives		\$2,073.00
4	1	2	Parent Snacks		\$500.00
4	1	3	Title 1 Behavior Specialist		\$88,000.00
5	1	1	Chrome Carts		\$30,000.00
Sub-Total					\$301,781.00
Budgeted Fund Source Amount					\$301,781.00
+/- Difference					\$0.00
Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Professional Development/ Staff Training		\$14,073.00
Sub-Total					\$14,073.00
Budgeted Fund Source Amount					\$14,073.00
+/- Difference					\$0.00

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Summit Reading and Writing		\$2,000.00
1	2	2	Taller de Phonetica Decodables		\$6,251.00
Sub-Total					\$8,251.00
Budgeted Fund Source Amount					\$8,251.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Lead4Ward Rocking Review		\$2,200.00
1	1	1	Lead4ward Field Guides		\$3,093.00
1	3	1	Instructional Coach		\$80,000.00
Sub-Total					\$85,293.00
Budgeted Fund Source Amount					\$85,293.00
+/- Difference					\$0.00
Grand Total Budgeted					\$409,398.00
Grand Total Spent					\$409,398.00
+/- Difference					\$0.00