Conroe Independent School District

Kaufman Elementary

2023-2024 Campus Improvement Plan

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Student Achievement Summary

The teachers at Kaufman Elementary meet in collaborative planning teams and utilize the District's scope and sequences, which are aligned with the TEKS. Teachers strive to ensure that lessons planned are meaningful, engaging, and rigorous. Teachers are continuing to work on analyzing data from common assessments, common formative assessments, and interim assessments to help drive instruction and intervention for the needs of all our students.

Based on Kaufman's last School Report Card and the 2022-2023 STAAR, Kaufman Elementary met the standards set by the state of Texas in three accountability areas. They are as follows:

Domain 1-Student Achievement: Kaufman Elementary-Score- 92%

Domain 2-Student Progress: Kaufman Elementary-Score- 84%

Domain 3-Closing Performance Gaps: Kaufman Elementary-Score- 94%

Projected Overall Accountability Rating: Kaufman Elementary-Score- 93%

Kaufman's summary of the 2022-23 STAAR Campus Results:

Kaufman Reading STAAR: 91% Approaches; 71% Meets; 32% Masters

CISD Reading STAAR: 84% Approaches; 60% Meets; 29% Masters

Kaufman Math STAAR- 88% Approaches; 71% Meets; 41% Masters

CISD Math STAAR: 84% Approaches; 60% Meets; 31% Masters

Student Achievement Strengths

The performance of the students at Kaufman Elementary is the result of hard work and dedication from our students and teachers. We are proud of the achievement of our students in the following areas:

Meeting or exceeding the district and state percentage in all tests in the areas of Approaches, Meets, and Masters performance in 3rd Grade. Meeting or exceeding the state percentage on all tests in the areas of Approaches, Meets performance in 4th Grade reading.

One of Kaufman's strengths is our academic achievement in 3rd Grade Reading and Math. The campus had high levels of Meets and Masters level students in both reading and math.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): On the 2022-2023 Math STAAR Assessment, 71% students scored at the meets level of achievement. **Root Cause:** Change in testing modality and question types challenged students during the assessments.

Problem Statement 2: On the 2022-2023 Reading STAAR Assessment, 71% of students scored at the meets level of achievement. **Root Cause:** Change in testing modality, question types, and the inclusion of an extended constructed response challenged students during the assessment.

Problem Statement 3 (Prioritized): In the 2022-2023 school year, the number of 1st and 2nd grade students are reading at below grade level standards at the end of year BAS testing. 43% of First Grade students scored below on BAS reading level. 36% of Second Grade students scored below on BAS reading level. **Root Cause:** Inconsistent use of aligned small group and conferencing when students were working in reading workshop.

Problem Statement 4 (Prioritized): On the 2022-2023 STAAR, the percentage of students passing at the Meets standard are lower for Special Education students: All students in reading 71% vs. Special Education students in reading 36% All students in math 71% vs. Special Education students in math 25% **Root Cause:** Students in special education having grade level deficiencies and needing further intervention with on grade level TEKS.

Problem Statement 5 (Prioritized): On the 2022-2023 STAAR, the percentage of students passing at the Meets standard are lower for economically disadvantaged students: All students in reading 71% vs. economically disadvantaged students in reading 55% All students in math 71% vs. economically disadvantaged students in math 58% **Root Cause:** Need for increased differentiation in a small group setting to all students' academic needs.

Problem Statement 6 (Prioritized): On the 2022-2023 STAAR, the number of 4th Grade students not achieving their full academic progress on their STAAR reading and math assessments was limited. 4th grade reading: 40% of students did not achieve their projected growth. 4th grade math: 28% of students did not achieve their projected growth. **Root Cause:** In reading, the number of students not achieving above a 3 on their extended constructed response and struggled on new question types. In math, students who struggled with new question types and online testing.

Problem Statement 7 (Prioritized): On the 2022-2023 Early Math Assessment, the number of 1st grade students, 41%, not achieving targeted growth. **Root Cause:** Previous mathematical struggles in Kindergarten. Lack of targeted intervention on specific math assessment tasks.

Problem Statement 8: On the 2022-2023 STAAR assessment, the percentage of students passing at the meets standard are lower for African American students. All students in reading 71% vs. African American 56% All students in Math 71% vs. African American 44%

Culture and Climate

Culture and Climate Summary

At Kaufman Elementary, we say that "We are Family" because we believe that we are a true school family. We are proud that we have great relationships with our students, families, and each other. Teachers are members of teams and committees on our campus that allow them to be a part of the decision-making that impacts our campus. As a Professional Learning Community, our teams collaborate with one another to help with the continuous improvement of teaching and learning.

This is our seventh year to be a Foundations Campus in CISD. We have worked hard to set school-wide expectations in areas such as our cafeteria, hallways, and our playgrounds. Our Foundations team has helped create common language and behavior expectations across the campus by implementing new guidelines to success. We had a campus focus last year on our PBIS structures within our classroom by focusing on CHAMPS. This year we will focus on the fidelity of CHAMPS application within our classrooms. In addition, our Foundations team has helped build a positive environment that focuses on building relationships with our students and by bringing awareness to their social and emotional needs.

In addition, we are committed to the health, wellness, and safety of all students and staff members at Kaufman Elementary.

Culture and Climate Strengths

Kaufman Elementary has a strong staff retention.

Campus administration try to build leadership capacity through our Team Leaders, Core Team Leaders, and Foundation Team Leaders.

Kaufman Elementary has a family atmosphere among its students, staff, and families.

Kaufman Elementary embraces the CISD belief that "All Means All."

Kaufman Elementary continues to promote a safe learning and teaching environment through the Safe and Civil Schools training and by being a Foundations campus.

Kaufman Elementary focuses on impacting our immediate community and individuals outside of our community with a variety of charitable activities.

Kaufman Elementary focuses on connecting as a school community through a variety of community outreach events.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): In the 2022-2023 school year, Kaufman had a total of 435 behavior incident referrals. Teachers were concerned about of lack of some consequences or communication on incidents. **Root Cause:** A few students had a large number of referrals due to repeated behaviors.

Problem Statement 2 (Prioritized): In the 2022-2023 school year, Kaufman had 260 teachers achieving excellence and 273 students achieving excellence written. **Root Cause:** Parents not being aware of how to write TAEs for teachers. Having structures to remind teachers to write SAE throughout the year.

Parent and Community Engagement

Parent and Community Engagement Summary

Our Kaufman Elementary parents and our community members are critical stakeholders and partners in our students' overall success. Kaufman Elementary strives to have positive partnerships with our families and encourage them to be very involved in their child's educational journey.

Communication with our Kaufman families is very important to keep everyone connected. We communicate with our families through email notices called "Kaufman Updates", a monthly newsletter called "The Paw Print", social media outlets such at Twitter and Facebook, and our teachers communicate with their families with phone calls, Zoom meetings, emails and newsletters.

Kaufman focuses on providing families and communities with a variety of opportunities to engage with students and our Kaufman families through the partnership with our PTO.

Parent and Community Engagement Strengths

Strong PTO involvement throughout the campus.

Strong parent support for teachers both inside and outside the classroom.

Strong traditional activities that support learning and connection with the community.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parents are seeking increased ways to be involved with the campus to not only be engaged but help in the safety of our campus.   **Root Cause:** School safety concerns from other campuses and increased focus on safety.

Priority Problem Statements

Problem Statement 1: On the 2022-2023 STAAR, the percentage of students passing at the Meets standard are lower for Special Education students: All students in reading 71% vs. Special Education students in reading 36% All students in math 71% vs. Special Education students in math 25%

Root Cause 1: Students in special education having grade level deficiencies and needing further intervention with on grade level TEKS.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: On the 2022-2023 STAAR, the percentage of students passing at the Meets standard are lower for economically disadvantaged students: All students in reading 71% vs. economically disadvantaged students in reading 55% All students in math 71% vs. economically disadvantaged students in math 58%

Root Cause 2: Need for increased differentiation in a small group setting to all students' academic needs.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: In the 2022-2023 school year, the number of 1st and 2nd grade students are reading at below grade level standards at the end of year BAS testing. 43% of First Grade students scored below on BAS reading level. 36% of Second Grade students scored below on BAS reading level.

Root Cause 3: Inconsistent use of aligned small group and conferencing when students were working in reading workshop.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: On the 2022-2023 STAAR, the number of 4th Grade students not achieving their full academic progress on their STAAR reading and math assessments was limited. 4th grade reading: 40% of students did not achieve their projected growth. 4th grade math: 28% of students did not achieve their projected growth.

Root Cause 4: In reading, the number of students not achieving above a 3 on their extended constructed response and struggled on new question types. In math, students who struggled with new question types and online testing.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: On the 2022-2023 Early Math Assessment, the number of 1st grade students, 41%, not achieving targeted growth.

Root Cause 5: Previous mathematical struggles in Kindergarten. Lack of targeted intervention on specific math assessment tasks.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: On the 2022-2023 Math STAAR Assessment, 71% students scored at the meets level of achievement.

Root Cause 6: Change in testing modality and question types challenged students during the assessments.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: In the 2022-2023 school year, Kaufman had 260 teachers achieving excellence and 273 students achieving excellence written.

Root Cause 7: Parents not being aware of how to write TAEs for teachers. Having structures to remind teachers to write SAE throughout the year.

Problem Statement 7 Areas: Culture and Climate

Problem Statement 8: In the 2022-2023 school year, Kaufman had a total of 435 behavior incident referrals. Teachers were concerned about of lack of some consequences or communication on incidents.

Root Cause 8: A few students had a large number of referrals due to repeated behaviors.

Problem Statement 8 Areas: Culture and Climate

Problem Statement 9: Parents are seeking increased ways to be involved with the campus to not only be engaged but help in the safety of our campus.

Root Cause 9: School safety concerns from other campuses and increased focus on safety.

Problem Statement 9 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey 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
- 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 1: Increase the percent of all students that score at the meets grade level or above on STAAR Reading from 71% to 73%.

HB3 Goal

Evaluation Data Sources: End of year 2023-2024 STAAR Results

Strategy 1 Details		Formative Reviews		
Strategy 1: Big picture ELA planning sessions led by our campus ELA coach, focused on high leverage TEKS. Sessions will focus on important upcoming units and analyzing the high leverage/readiness TEKS to help improve student performance.		**Formative**		
		Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Improved meets standards results on campus and STAAR assessments **Staff Responsible for Monitoring:** Instructional coach, assistant principals, principal **Problem Statements:** Student Achievement 4, 5 **Funding Sources:** ELA Instructional Coach - State Comp Ed - $15,433		50%		

Strategy 2 Details		Formative Reviews		
Strategy 2: Use of campus instructional coach for literacy support for teachers and students through weekly planning sessions and targeted guided reading coaching cycles.		**Formative**		
		Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Improve daily literacy instruction and student performance on campus and STAAR assessments. **Staff Responsible for Monitoring:** Principal **Problem Statements:** Student Achievement 4, 5, 6 **Funding Sources:** ELA Instructional Coach - State Comp Ed - $15,433		40%		

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

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 4: On the 2022-2023 STAAR, the percentage of students passing at the Meets standard are lower for Special Education students: All students in reading 71% vs. Special Education students in reading 36% All students in math 71% vs. Special Education students in math 25% **Root Cause**: Students in special education having grade level deficiencies and needing further intervention with on grade level TEKS.

Problem Statement 5: On the 2022-2023 STAAR, the percentage of students passing at the Meets standard are lower for economically disadvantaged students: All students in reading 71% vs. economically disadvantaged students in reading 55% All students in math 71% vs. economically disadvantaged students in math 58% **Root Cause**: Need for increased differentiation in a small group setting to all students' academic needs.

Problem Statement 6: On the 2022-2023 STAAR, the number of 4th Grade students not achieving their full academic progress on their STAAR reading and math assessments was limited. 4th grade reading: 40% of students did not achieve their projected growth. 4th grade math: 28% of students did not achieve their projected growth. **Root Cause**: In reading, the number of students not achieving above a 3 on their extended constructed response and struggled on new question types. In math, students who struggled with new question types and online testing.

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 all students that score meets grade level or above on STAAR Math from 71% to 75%.

HB3 Goal

Evaluation Data Sources: End of year 2023-2024 STAAR Results

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus use of Dreambox software for weekly support of instructional mathematical areas of need.	Formative		
Strategy's Expected Result/Impact: Identification and instruction on targeted areas of mathematical need for classroom math improvement. **Staff Responsible for Monitoring:** Instructional coaches **Problem Statements:** Student Achievement 1, 7	Dec	Mar	June
	50%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Use of campus instructional coach to support math Tier 1 instruction and planning. Coach will plan with teams and use targeted coaching cycles to support teachers in the implementation of guided math and other Tier 1 best practices.	Formative		
Strategy's Expected Result/Impact: Improved performance on students meeting standard on campus and STAAR assessments. **Staff Responsible for Monitoring:** Assistant principals, and principal **Problem Statements:** Student Achievement 1, 4, 5, 6 **Funding Sources:** Math Instructional Coach - State Comp Ed - $39,265.70	Dec	Mar	June
	50%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Big picture 3rd and 4th grade math planning sessions focused on high leverage TEKS. Sessions will focus on important analyzing the high leverage/readiness TEKS to help improve student performance in upcoming units.	Formative		
Strategy's Expected Result/Impact: Improved meets standards results on campus and STAAR assessments **Staff Responsible for Monitoring:** Instructional coach, assistant principals, principal **Problem Statements:** Student Achievement 1, 4, 5, 6 **Funding Sources:** Math Instructional Coach - State Comp Ed - $39,265.70	Dec	Mar	June
	50%		

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: On the 2022-2023 Math STAAR Assessment, 71% students scored at the meets level of achievement.   **Root Cause**: Change in testing modality and question types challenged students during the assessments.
Problem Statement 4: On the 2022-2023 STAAR, the percentage of students passing at the Meets standard are lower for Special Education students: All students in reading 71% vs. Special Education students in reading 36% All students in math 71% vs. Special Education students in math 25%   **Root Cause**: Students in special education having grade level deficiencies and needing further intervention with on grade level TEKS.
Problem Statement 5: On the 2022-2023 STAAR, the percentage of students passing at the Meets standard are lower for economically disadvantaged students: All students in reading 71% vs. economically disadvantaged students in reading 55% All students in math 71% vs. economically disadvantaged students in math 58%   **Root Cause**: Need for increased differentiation in a small group setting to all students' academic needs.
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Problem Statement 7: On the 2022-2023 Early Math Assessment, the number of 1st grade students, 41%, not achieving targeted growth.   **Root Cause**: Previous mathematical struggles in Kindergarten. Lack of targeted intervention on specific math assessment tasks.

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 3: Increase the percent of students scoring meets grade level or above that are identified as economically disadvantaged on all STAAR assessments from 58% to 63% in math and 55% to 60% in reading.

High Priority

Evaluation Data Sources: 2023-204 3rd grade and 4th grade STAAR Results

Strategy 1 Details	Formative Reviews		
Strategy 1: Use of instructional tutor to intervene on targeted readiness TEKS for students in the 3rd and 4th grade.	**Formative**		
Strategy's Expected Result/Impact: Improved student performance on readiness TEKS for 3rd and 4th grade students	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Instructional coaches, assistant principals, and principal **Problem Statements:** Student Achievement 1, 4, 5, 6 **Funding Sources:** Instructional Tutor - State Comp Ed - $3,894	N/A		

Strategy 2 Details	Formative Reviews		
Strategy 2: Use of Imagine Learning software to support out EL learners with a targeted linguistic intervention throughout the school year.	**Formative**		
Strategy's Expected Result/Impact: Improve English Language proficiency for our EL students to help support success on STAAR assessments.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Assistant principal/LPAC chair and classroom teacher **Problem Statements:** Student Achievement 5, 6 **Funding Sources:** Imagine Learning software licences - Title III - $3,100	50%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Identify students who are economically disadvantaged in each classroom. Monitor student progress through exit tickets, common assessments, interim assessments and campus data trackers.	**Formative**		
Strategy's Expected Result/Impact: Improved student meets and masters performance on 3rd and 4th grade STAAR	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Classroom teachers, campus coaches, assistant principals, and principal **Problem Statements:** Student Achievement 5	50%		

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

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: On the 2022-2023 Math STAAR Assessment, 71% students scored at the meets level of achievement.   **Root Cause**: Change in testing modality and question types challenged students during the assessments.
Problem Statement 4: On the 2022-2023 STAAR, the percentage of students passing at the Meets standard are lower for Special Education students: All students in reading 71% vs. Special Education students in reading 36% All students in math 71% vs. Special Education students in math 25%   **Root Cause**: Students in special education having grade level deficiencies and needing further intervention with on grade level TEKS.
Problem Statement 5: On the 2022-2023 STAAR, the percentage of students passing at the Meets standard are lower for economically disadvantaged students: All students in reading 71% vs. economically disadvantaged students in reading 55% All students in math 71% vs. economically disadvantaged students in math 58%   **Root Cause**: Need for increased differentiation in a small group setting to all students' academic needs.
Problem Statement 6: On the 2022-2023 STAAR, the number of 4th Grade students not achieving their full academic progress on their STAAR reading and math assessments was limited. 4th grade reading: 40% of students did not achieve their projected growth. 4th grade math: 28% of students did not achieve their projected growth.   **Root Cause**: In reading, the number of students not achieving above a 3 on their extended constructed response and struggled on new question types. In math, students who struggled with new question types and online testing.

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 4: Increase the percent of students scoring meets grade level or above that are identified as special education for the STAAR assessment in reading from 36% to 40% and in math from 25% to 30%.

> **High Priority**
>
> **Evaluation Data Sources:** 2023-2024 STAAR data.

Strategy 1 Details	Formative Reviews		
Strategy 1: Grade level identify all SPED students and track their progress throughout the school year using exit tickets, common assessments, interim assessments, and campus data trackers.	**Formative**		
	Dec	Mar	June
Strategy's Expected Result/Impact: Improved meets standards performance for special education students on STAAR **Staff Responsible for Monitoring:** Classroom teachers, instructional coaches, assistant principals, and principal **Problem Statements:** Student Achievement 4	50%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Involving Sped case managers in all campus big picture planning, team planning, and appropriate PLCs. Use campus coaches to support student modifications to best push students to make progress.	**Formative**		
	Dec	Mar	June
Strategy's Expected Result/Impact: Improved special education performance for classroom activities and assessments **Staff Responsible for Monitoring:** Case managers, classroom teachers, and administration	45%		

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

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 4: On the 2022-2023 STAAR, the percentage of students passing at the Meets standard are lower for Special Education students: All students in reading 71% vs. Special Education students in reading 36% All students in math 71% vs. Special Education students in math 25%   **Root Cause**: Students in special education having grade level deficiencies and needing further intervention with on grade level TEKS.

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: To decrease students that are reading below grade level on BAS at the end of the year from 26% to 21% in 1st grade, and 43% to 35% in second grade.

Evaluation Data Sources: EOY BAS data

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus literacy coach meets with teams to help set goals and help to monitor student progress using the BAS campus tracker.	**Formative**		
Strategy's Expected Result/Impact: Improve identified skills for reading improvement and increase student reading BAS achievement. **Staff Responsible for Monitoring:** Principal, Assistant principals, and campus coaches **Problem Statements:** Student Achievement 3 **Funding Sources:** ELA Instructional Coach - State Comp Ed - $15,433	Dec	Mar	June
	50%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Campus coach helps to plan and implement phonics units and guided reading coaching cycles for kindergarten through 2nd grade students.	**Formative**		
Strategy's Expected Result/Impact: Improved student BAS scores **Staff Responsible for Monitoring:** Campus coaches, principal, assistant principals **Problem Statements:** Student Achievement 3 **Funding Sources:** ELA Instructional Coach - State Comp Ed - $15,432.60	Dec	Mar	June
	45%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Campus literacy coach implements guided reading coaching cycles with campus literacy teachers who have not participated in the last 2 years.	**Formative**		
Strategy's Expected Result/Impact: Improved and targeted guided reading instruction to improve student progress on reading levels. **Staff Responsible for Monitoring:** campus coaches, campus administration **Problem Statements:** Student Achievement 3 **Funding Sources:** ELA Instructional Coach - State Comp Ed - $15,433	Dec	Mar	June
	40%		

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

Performance Objective 5 Problem Statements:

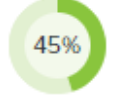| Student Achievement |
|---|
| **Problem Statement 3**: In the 2022-2023 school year, the number of 1st and 2nd grade students are reading at below grade level standards at the end of year BAS testing. 43% of First Grade students scored below on BAS reading level. 36% of Second Grade students scored below on BAS reading level. **Root Cause**: Inconsistent use of aligned small group and conferencing when students were working in reading workshop. |

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 percent of 4th grade students achieving full academic progress on the STAAR assessment from 72% to 77% in 4th grade math and 59% to 65% in 4th grade reading.

    Evaluation Data Sources: Student progress measure on 2023-24 STAAR assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide 4th grade tutor for intervention on high leverage TEKS for all students who show deficiencies.	**Formative**		
Strategy's Expected Result/Impact: Improve meets and masters results for campus and STAAR assessments	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: instructional coaches, principal **Problem Statements:** Student Achievement 3	15%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Track students throughout the nine weeks on progress through use of exit tickets and common assessments. Check that student maintains or exceeds the goal progress that is set for them at the beginning of the school year using campus student growth data trackers.	**Formative**		
Strategy's Expected Result/Impact: Improved progress measure results for students in 4th grade math and reading STAAR	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, assistant principals, campus coaches, and classroom teachers **Problem Statements:** Student Achievement 6	45%		

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

Performance Objective 6 Problem Statements:

Student Achievement
Problem Statement 3: In the 2022-2023 school year, the number of 1st and 2nd grade students are reading at below grade level standards at the end of year BAS testing. 43% of First Grade students scored below on BAS reading level. 36% of Second Grade students scored below on BAS reading level. **Root Cause**: Inconsistent use of aligned small group and conferencing when students were working in reading workshop.

Student Achievement

Problem Statement 6: On the 2022-2023 STAAR, the number of 4th Grade students not achieving their full academic progress on their STAAR reading and math assessments was limited. 4th grade reading: 40% of students did not achieve their projected growth. 4th grade math: 28% of students did not achieve their projected growth. **Root Cause**: In reading, the number of students not achieving above a 3 on their extended constructed response and struggled on new question types. In math, students who struggled with new question types and online testing.

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: To maintain efficient and effective fiscal management of resources and operations.

Strategy 1 Details			Formative Reviews		
Strategy 1: Plan and implement weekly meetings with secretary and leadership team to monitor budget and educational resources.			**Formative**		
Strategy's Expected Result/Impact: Clear and effective use of budget and instructional materials throughout the school year. **Staff Responsible for Monitoring:** Principal **Problem Statements:** Student Achievement 5, 6			**Dec**	**Mar**	**June**
			45%		

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

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 5: On the 2022-2023 STAAR, the percentage of students passing at the Meets standard are lower for economically disadvantaged students: All students in reading 71% vs. economically disadvantaged students in reading 55% All students in math 71% vs. economically disadvantaged students in math 58% **Root Cause**: Need for increased differentiation in a small group setting to all students' academic needs.
Problem Statement 6: On the 2022-2023 STAAR, the number of 4th Grade students not achieving their full academic progress on their STAAR reading and math assessments was limited. 4th grade reading: 40% of students did not achieve their projected growth. 4th grade math: 28% of students did not achieve their projected growth. **Root Cause**: In reading, the number of students not achieving above a 3 on their extended constructed response and struggled on new question types. In math, students who struggled with new question types and online testing.

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: Distributing leadership roles and opportunities equally through teams to further leadership development within our campus..

Strategy 1 Details	Formative Reviews		
Strategy 1: Leadership roles for foundations, core, and team leader committees are distributed to different team members at the start of the school year. Roles are rotated at the end of a two-year cycle.	**Formative**		
Strategy's Expected Result/Impact: Shared leadership within the team and campus. Increasing leadership capacity within the campus. **Staff Responsible for Monitoring:** Principal and assistant principals	Dec	Mar	June
	50%		
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement and incorporate vertical teams focused on math and reading.	**Formative**		
Strategy's Expected Result/Impact: Increased dialogue vertically throughout the campus on areas of need in both math and reading. **Staff Responsible for Monitoring:** Campus administrators and campus coaches **Problem Statements:** Student Achievement 1	Dec	Mar	June
	50%		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: On the 2022-2023 Math STAAR Assessment, 71% students scored at the meets level of achievement.   **Root Cause**: Change in testing modality and question types challenged students during the assessments.

Goal 3: Recruitment, Development, and Retention of Staff

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

Performance Objective 1: To hire 100% of staff that are "highly qualified" for their assigned role within the campus.

Strategy 1 Details		Formative Reviews		
Strategy 1: Attend CISD job fairs to hire "highly qualified" candidates for open positions.		**Formative**		
Strategy's Expected Result/Impact: Addition of highly qualified staff **Staff Responsible for Monitoring:** Campus principal		**Dec**	**Mar**	**June**
		5%		
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 4: Safe and Collaborative School Culture

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Weekly security checks are performed on both exterior and interior doors. Weekly hall and classroom check to promote safe and organized learning environments.	**Formative**		
	Dec	Mar	June

Strategy's Expected Result/Impact: Improved campus and classroom safety
    Staff Responsible for Monitoring: Assistant principals and principal
 	
    Problem Statements: Parent and Community Engagement 1
	40%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Review and implement different foundations strategies in campus common areas. Review and evaluate levels of behavior for proper classroom and campus implementation.	**Formative**		
	Dec	Mar	June
Problem Statements: Culture and Climate 1	45%		

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

Performance Objective 1 Problem Statements:

Culture and Climate
Problem Statement 1: In the 2022-2023 school year, Kaufman had a total of 435 behavior incident referrals. Teachers were concerned about of lack of some consequences or communication on incidents.   **Root Cause**: A few students had a large number of referrals due to repeated behaviors.
Parent and Community Engagement
Problem Statement 1: Parents are seeking increased ways to be involved with the campus to not only be engaged but help in the safety of our campus.   **Root Cause**: School safety concerns from other campuses and increased focus on safety.

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: Communicate with parents to using different modalities such as social media (Facebook, twitter, Instagram), campus newsletter, and weekly email updates.

Strategy 1 Details	Formative Reviews		
Strategy 1: Plan yearly campus and PTO activities that promote campus activities throughout the school year.	**Formative**		
Strategy's Expected Result/Impact: Improved parent connectivity with the campus	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principal and assistant principals **Problem Statements:** Parent and Community Engagement 1	65%	✗	✗

Strategy 2 Details	Formative Reviews		
Strategy 2: Review with parents and teachers how to submit and share Student Achieving Excellence (SAE) and Teacher Achieving Excellence (in newsletters and campus updates.	**Formative**		
	Dec	**Mar**	**June**
Problem Statements: Culture and Climate 2	40%		

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

Performance Objective 2 Problem Statements:

Culture and Climate
Problem Statement 2: In the 2022-2023 school year, Kaufman had 260 teachers achieving excellence and 273 students achieving excellence written. **Root Cause**: Parents not being aware of how to write TAEs for teachers. Having structures to remind teachers to write SAE throughout the year.
Parent and Community Engagement
Problem Statement 1: Parents are seeking increased ways to be involved with the campus to not only be engaged but help in the safety of our campus. **Root Cause**: School safety concerns from other campuses and increased focus on safety.

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: Engaging parents in school related activities through the implementation of different campus programs.

Strategy 1 Details	Formative Reviews		
Strategy 1: Start and implement the WATCH D.O.G.S program.	**Formative**		
Strategy's Expected Result/Impact: Engaging fathers in our campus community **Staff Responsible for Monitoring:** Counselor **Problem Statements:** Parent and Community Engagement 1	**Dec**	**Mar**	**June**
	60%		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Performance Objective 3 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Parents are seeking increased ways to be involved with the campus to not only be engaged but help in the safety of our campus.   **Root Cause**: School safety concerns from other campuses and increased focus on safety.

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: Planning and implementing consistent small group instruction in both reading (guided reading) and math (guided math).

Strategy 1 Details	Formative Reviews		
Strategy 1: Instructional coaches plan small group instruction and perform coaching cycles with teachers throughout the school year	**Formative**		
Strategy's Expected Result/Impact: Improvement of Tier 1 best practices	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: coaches, principal	40%		
Problem Statements: Student Achievement 1, 7			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: On the 2022-2023 Math STAAR Assessment, 71% students scored at the meets level of achievement.   **Root Cause**: Change in testing modality and question types challenged students during the assessments.
Problem Statement 7: On the 2022-2023 Early Math Assessment, the number of 1st grade students, 41%, not achieving targeted growth.   **Root Cause**: Previous mathematical struggles in Kindergarten. Lack of targeted intervention on specific math assessment tasks.

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: Ensure the instructional use dreambox in our kindergarten through 4th grade classroom to improve student achievement.

Strategy 1 Details	Formative Reviews		
Strategy 1: Weekly checks of grade level completion of 5 lessons in dreambox. Targeted in-service about how to effectively use data from dreambox. **Strategy's Expected Result/Impact:** Improved student products and engagement on classroom activities using instructional technology. **Staff Responsible for Monitoring:** math coach, principal **Problem Statements:** Student Achievement 1, 6, 7	**Formative**		
	Dec	**Mar**	**June**
	40%		

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

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: On the 2022-2023 Math STAAR Assessment, 71% students scored at the meets level of achievement.   **Root Cause**: Change in testing modality and question types challenged students during the assessments.
Problem Statement 6: On the 2022-2023 STAAR, the number of 4th Grade students not achieving their full academic progress on their STAAR reading and math assessments was limited. 4th grade reading: 40% of students did not achieve their projected growth. 4th grade math: 28% of students did not achieve their projected growth.   **Root Cause**: In reading, the number of students not achieving above a 3 on their extended constructed response and struggled on new question types. In math, students who struggled with new question types and online testing.
Problem Statement 7: On the 2022-2023 Early Math Assessment, the number of 1st grade students, 41%, not achieving targeted growth.   **Root Cause**: Previous mathematical struggles in Kindergarten. Lack of targeted intervention on specific math assessment tasks.

Campus Funding Summary

Title III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	2	Imagine Learning software licences		$3,100.00
				Sub-Total	$3,100.00
				Budgeted Fund Source Amount	$3,100.00
				+/- Difference	$0.00
State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	ELA Instructional Coach		$15,433.00
1	1	2	ELA Instructional Coach		$15,433.00
1	2	2	Math Instructional Coach		$39,265.70
1	2	3	Math Instructional Coach		$39,265.70
1	3	1	Instructional Tutor		$3,894.00
1	5	1	ELA Instructional Coach		$15,433.00
1	5	2	ELA Instructional Coach		$15,432.60
1	5	3	ELA Instructional Coach		$15,433.00
				Sub-Total	$159,590.00
				Budgeted Fund Source Amount	$159,590.00
				+/- Difference	$0.00
				Grand Total Budgeted	$162,690.00
				Grand Total Spent	$162,690.00
				+/- Difference	$0.00