

**Conroe Independent School District**  
**Oak Ridge Elementary**  
**2023-2024 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

The following the summary of 2023 STAAR scores for Oak Ridge Elementary:

| STAAR COMPARISON SCORES |      |      |      |      |
|-------------------------|------|------|------|------|
| READING - APPROACHES    |      |      |      |      |
| Groups                  | 2019 | 2021 | 2022 | 2023 |
| All                     | 83%  | 79%  | 81%  | 81%  |
| White                   | 82%  | 57%  | 92%  | 86%  |
| Hispanic                | 82%  | 68%  | 75%  | 80%  |
| Eco. Disc               | 76%  | 68%  | 75%  | 76%  |
| SPED                    | 30%  | 31%  |      | 51%  |
| READING - MEETS         |      |      |      |      |
| Groups                  | 2019 | 2021 | 2022 | 2023 |
| All                     | 50%  | 41%  | 55%  | 50%  |
| White                   | 50%  | 57%  | 69%  | 40%  |
| Hispanic                | 50%  | 27%  | 46%  | 24%  |
| Eco. Disc               | 44%  | 36%  | 48%  | 21%  |
| SPED                    | 4%   | 18%  | 26%  | 7%   |
| MATH - APPROACHES       |      |      |      |      |
| Groups                  | 2019 | 2021 | 2022 | 2023 |
| All                     | 86%  | 76%  | 81%  | 81%  |
| White                   | 82%  | 67%  | 89%  | 88%  |
| Hispanic                | 86%  | 68%  | 75%  | 77%  |
| Eco. Disc               | 83%  | 68%  | 74%  | 74%  |

| STAAR COMPARISON SCORES |      |      |      |      |
|-------------------------|------|------|------|------|
| SPED                    | 38%  | 41%  | 62%  | 54%  |
| MATH - MEETS            |      |      |      |      |
| Groups                  | 2019 | 2021 | 2022 | 2023 |
| All                     | 64%  | 48%  | 49%  | 32%  |
| White                   | 42%  | 67%  | 58%  | 33%  |
| Hispanic                | 60%  | 39%  | 42%  | 22%  |
| Eco. Disc               | 55%  | 37%  | 41%  | 31%  |
| SPED                    | 21%  | 23%  | 35%  | 16%  |

### Student Achievement Strengths

#### Reading

- Our Hispanic population increased from 75% to 80% in the area of approaches.
- Our Economically Disadvantaged population increased from 75% to 76% in the area of approaches.
- Our Special Education population increased from 31% to 51% in the area of approaches.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** Students in the white subgroup have dropped consistently year to year in math at the meets level. **Root Cause:** Differentiation and interventions are not being implemented with fidelity.

**Problem Statement 2 (Prioritized):** Students in the special education subgroup have dropped consistently in reading at the meets and masters level. **Root Cause:** Continued need to close the collaboration gap between special education teachers and general education teacher in order to plan high rigor lessons for all students.

**Problem Statement 3:** Students in the economically disadvantaged subgroup have dropped consistently in math at the meets level. **Root Cause:** Data driven instruction is not being implemented with fidelity.

**Problem Statement 4 (Prioritized):** Fourth grade students did not meet their expected growth measure on Reading STAAR. **Root Cause:** Data tracking and data driven instruction are not used on a regular basis.

**Problem Statement 5 (Prioritized):** Fourth grade students did not meet their expected growth measure on Math STAAR. **Root Cause:** Data driven instruction in order to differentiate small group instruction was not used with fidelity.

**Problem Statement 6 (Prioritized):** K-2 students did not leave current grade level on district expected Benchmark Assessment Systems (BAS) level. **Root Cause:** Reading

instruction was not specifically targeted to meet the needs of the individual students in order to move them.

**Problem Statement 7:** PreK students were not as proficient as the district expectations on counting sets on the CIRCLE assessment. **Root Cause:** Behavior interfered with instruction.

# Culture and Climate

## Culture and Climate Summary

The culture and climate at ORE is important to our staff. For the 23-24 school year, ORE experienced less than 10% turnover rate in staff. Our staff members take pride in being members of the Oak Ridge family and frequently share that when interviewing prospective staff members. Teachers serve as members on committees which allows them to feel they have a voice in the decision-making process at our school. Our PLC is designed to ensure that staff members collaborate, learn from and assist each other to improve teaching strategies and student outcomes. We utilize our staff development days to grow our staff in specific targeted instructional strategies that are implemented immediately into the classroom. We also provide times through the school year where teachers plan together to discuss TEKS, daily activities for the following week, and share ideas of how to ensure learning is taking place.

Based on our Occupational Health Inventory scores from the 2022-2023 school year,

\*Our top 3 strengths are goal focus, resource utilization, and autonomy.

\*Our top 3 areas for growth are problem solving adequacy, adaptation, and cohesiveness.

Our Foundations team works to ensure that we are implementing the Safe and Civil Schools principles. The team meets monthly to review schoolwide practices and collects data to see if current practices need to be adapted to create a safer environment for our students.

Teachers use CHAMPS in their classrooms to create structures that clarify expectations in the classroom. This is used for whole group instruction, small group instruction, anchor stations, etc... With this being implemented schoolwide, there is continuity not only within the grade level but also as students move from grade to the next.

With our staff having high expectations for our students, we have invested in a behavior coach this school year to support teachers in classroom structures as well as to work with small groups of students to increase positive behavior. She is the first line of defense for teachers when there is a behavior problem as an intervention. She also is the overseer of our MTSS process where we intervene with students who are struggling in the classroom.

## Culture and Climate Strengths

Strengths in our school include:

- Implementation of Positive Behavior Intervention and Supports (PBIS).
- CHAMPS in all classrooms.
- Goal setting with students in Pk-4th grade to help students become responsible for their own educational growth.
- Students Achieving Excellence Awards to promote positive behavior. These are recognized on the announcements weekly.
- Mentor program with ORHS students.
- Tree of Honor on the wall where students place an owl with their name on it for a random act of kindness or a leaf when they achieve their academic goal.
- Hiring of an instructional behavior coach who supports teachers but also leads our Foundations team.
- Campus surveys completed once a nine weeks to get input from staff to ensure our Core Team is meeting the needs of the staff and students.

### **Problem Statements Identifying Culture and Climate Needs**

**Problem Statement 1:** Teachers do not have understanding of ORE's long-term goals. **Root Cause:** Goals are not revisited throughout the year and updated as needed.

**Problem Statement 2 (Prioritized):** Inappropriate student behaviors have increased in unsupervised locations, i.e. restrooms. **Root Cause:** Schoolwide expectations are not continually reviewed and enforced by all staff. Staff positive interactions have decreased.

**Problem Statement 3:** Safety is an ongoing issue with classrooms located in portable buildings and the annex building. **Root Cause:** Growth has moved an entire grade level to the portables and all exit doors must be locked due to safety protocols.

**Problem Statement 4:** Average daily attendance is continually decreasing. **Root Cause:** Not prioritizing follow up on students who are continually absent or tardy to school.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Due to Covid, our parent/community engagement has been lower than we would like. However, from the parent survey sent home, the following feedback is needed:

- \*80% of parents feel welcome at school
- \*85% of parents feel adequately informed about the school programs and accomplishments
- \*90% are comfortable contacting the school for suggestions or with concerns
- \*90% received clear information about their child's academic progress
- \*95% report that their child likes school
- \*90% have an overall satisfaction with the school
- \*95% chose email as the most effective form of communication
- \*Characteristics of teachers that made them favorable teachers are - truly caring about students, attentive, genuine, loving, kind, and nurturing

## Parent and Community Engagement Strengths

- \*Parents feel our school is safe
- \*Parents are well informed about academics and their child's progress
- \*Parents feel safe contacting the school with issues or concerns
- \*Parents say their children like school overall

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1 (Prioritized):** Attendance has decreased which impacted student achievement. **Root Cause:** Illness has impacted attendance as well as teacher follow up with parents.

**Problem Statement 2 (Prioritized):** Parent and community engagement for academic support is low. **Root Cause:** Lack of engagement in parent and community activities due to socio-economics, language barriers, and lack of knowledge on how to help.



**Problem Statement 3:** Community involvement within the school has dropped. **Root Cause:** Financial strains on families as well as work schedules interfere with community ability to participate.

# Priority Problem Statements

**Problem Statement 1:** Students in the white subgroup have dropped consistently year to year in math at the meets level.

**Root Cause 1:** Differentiation and interventions are not being implemented with fidelity.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** Fourth grade students did not meet their expected growth measure on Reading STAAR.

**Root Cause 2:** Data tracking and data driven instruction are not used on a regular basis.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** Students in the special education subgroup have dropped consistently in reading at the meets and masters level.

**Root Cause 3:** Continued need to close the collaboration gap between special education teachers and general education teacher in order to plan high rigor lessons for all students.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 4:** K-2 students did not leave current grade level on district expected Benchmark Assessment Systems (BAS) level.

**Root Cause 4:** Reading instruction was not specifically targeted to meet the needs of the individual students in order to move them.

**Problem Statement 4 Areas:** Student Achievement

**Problem Statement 5:** Attendance has decreased which impacted student achievement.

**Root Cause 5:** Illness has impacted attendance as well as teacher follow up with parents.

**Problem Statement 5 Areas:** Parent and Community Engagement

**Problem Statement 6:** Fourth grade students did not meet their expected growth measure on Math STAAR.

**Root Cause 6:** Data driven instruction in order to differentiate small group instruction was not used with fidelity.

**Problem Statement 6 Areas:** Student Achievement

**Problem Statement 7:** Inappropriate student behaviors have increased in unsupervised locations, i.e. restrooms.

**Root Cause 7:** Schoolwide expectations are not continually reviewed and enforced by all staff. Staff positive interactions have decreased.

**Problem Statement 7 Areas:** Culture and Climate

**Problem Statement 8:** Parent and community engagement for academic support is low.

**Root Cause 8:** Lack of engagement in parent and community activities due to socio-economics, language barriers, and lack of knowledge on how to help.

**Problem Statement 8 Areas:** Parent and Community Engagement

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- 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**

- Completion rates and/or graduation rates data
- 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
- Evaluation(s) of professional development implementation and impact
- T-TESS data

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices


# Goals







**Goal 1:** Student Achievement and Post-Secondary Success

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

**Performance Objective 1:** Increase the percent of 3rd grade students that score at the meets grade level or above on STAAR Reading from 57% to 60%.

**HB3 Goal**

| Strategy 1 Details  | Formative Reviews   |     |      |
|---|---|-----|------|
| <b>Strategy 1:</b> Utilize data to effectively plan for small group instruction and interventions.<br><b>Strategy's Expected Result/Impact:</b> Increase percentage of students reading on grade level by the end of the year.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, ELA campus coach<br><br><b>Title I:</b><br>2.4, 2.5, 2.6<br>- <b>TEA Priorities:</b><br>Build a foundation of reading and math<br>- <b>ESF Levers:</b><br>Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Achievement 4<br><b>Funding Sources:</b> Sub to support small group early intervention - Title I - \$5,000, Sub to support Title 3 students - Title III - \$3,600, Staff Development for teacher - Title I - \$19,500, Funding for Saturday tutorials - Title III - \$1,398 | Formative   |     |      |
|   | Dec   | Mar | June |
|   |  |     |      |

| Strategy 2 Details  | Formative Reviews   |     |      |
|---|---|-----|------|
| <b>Strategy 2:</b> ELA coach will support all teachers to work toward implementation of Reading Academy learning strategies and Benchmark Phonics program.<br><b>Strategy's Expected Result/Impact:</b> Increase student reading levels and teacher's knowledge of the science of reading.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, ELA campus coach<br><br><b>Title I:</b><br>2.4, 2.5, 2.6<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Achievement 2<br><b>Funding Sources:</b> ELA Coach - State Comp Ed - \$79,019.40 | Formative   |     |      |
|   | Dec   | Mar | June |
|   |  |     |      |
| Strategy 3 Details  | Formative Reviews   |     |      |
| <b>Strategy 3:</b> Continue implementation of 7 Steps to a Language Rich Interactive Classroom to enhance vocabulary development.<br><b>Strategy's Expected Result/Impact:</b> Increase reading levels and scores on STAAR.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, ELA instructional coach<br><br><b>Title I:</b><br>2.4, 2.6<br><b>- ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Achievement 4   | Formative   |     |      |
|   | Dec   | Mar | June |
|   |  |     |      |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>   |   |     |      |

### Performance Objective 1 Problem Statements:

| Student Achievement   |
|---|
| <b>Problem Statement 2:</b> Students in the special education subgroup have dropped consistently in reading at the meets and masters level. <b>Root Cause:</b> Continued need to close the collaboration gap between special education teachers and general education teacher in order to plan high rigor lessons for all students. |
| <b>Problem Statement 4:</b> Fourth grade students did not meet their expected growth measure on Reading STAAR. <b>Root Cause:</b> Data tracking and data driven instruction are not used on a regular basis.  |











## Goal 1: Student Achievement and Post-Secondary Success

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

**Performance Objective 2:** Increase the percent of 3rd grade students that score meets grade level or above on STAAR Math from 50% to 55%.

### HB3 Goal

| Strategy 1 Details   | Formative Reviews   |     |      |
|--|---|-----|------|
| <b>Strategy 1:</b> Increase Dreambox accuracy and teacher ability to interpret dashboard to appropriately find supporting lessons.<br><b>Strategy's Expected Result/Impact:</b> Increase STAAR math scores.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal,, Math campus coach<br><br><b>Title I:</b><br>2.4, 2.5, 2.6<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Achievement 5<br><b>Funding Sources:</b> Dreambox Online Program - Title I - \$8,000  | Formative   |     |      |
|  | Dec   | Mar | June |
|  |    |     |      |
| Strategy 2 Details   | Formative Reviews   |     |      |
| <b>Strategy 2:</b> PreKindergarten teachers will use observational data to plan for centers and circle time to increase ability to count sets while K-2 will use early math assessment to plan for interventions to increase numeracy skills.<br><b>Strategy's Expected Result/Impact:</b> Increased foundational math skills to enhance future learning.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal,, Math campus coach, PK district coach<br><br><b>Title I:</b><br>2.4, 2.5, 2.6<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Achievement 5<br><b>Funding Sources:</b> Materials - Title I - \$2,257 | Formative   |     |      |
|  | Dec   | Mar | June |
|  |  |     |      |

| Strategy 3 Details  | Formative Reviews   |     |      |
|---|---|-----|------|
| <b>Strategy 3:</b> Math coach will support teachers in the process of differentiated instruction in guided math groups and anchor stations.<br><b>Strategy's Expected Result/Impact:</b> Improve number sense, Common Formative Assessment math scores and STAAR math scores.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Math campus coach, Math district coach<br><br><b>Title I:</b><br>2.4, 2.5<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Achievement 5<br><b>Funding Sources:</b> Materials for small groups - Title I - \$3,000, Math Coach - State Comp Ed - \$76,067 | Formative   |     |      |
|   | Dec   | Mar | June |
|   |  |     |      |
| Strategy 4 Details  | Formative Reviews   |     |      |
| <b>Strategy 4:</b> Students will participate in a scheduled grade level intervention rotation and pull out interventions.<br><b>Strategy's Expected Result/Impact:</b> Increased scores on STAAR as well as filling in learning gaps of students.<br><b>Staff Responsible for Monitoring:</b> Math Instructional coach, Interventionists, Principal, Assistant Principal<br><br><b>Title I:</b><br>2.4, 2.6<br><b>- ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments<br><b>Problem Statements:</b> Student Achievement 5<br><b>Funding Sources:</b> RtI Para - Title I - \$30,332, RtI Para - Title I - \$27,015  | Formative   |     |      |
|   | Dec   | Mar | June |
|   |  |     |      |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>   |   |     |      |



## Performance Objective 2 Problem Statements:






| Student Achievement  |
|--|
| <b>Problem Statement 5:</b> Fourth grade students did not meet their expected growth measure on Math STAAR. <b>Root Cause:</b> Data driven instruction in order to differentiate small group instruction was not used with fidelity. |

## 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:** Our special education population will increase scores at the meets level from 27.6% to 31% on Reading STAAR and increase from 35.7% to 40% on Math STAAR.

| Strategy 1 Details   | Formative Reviews   |     |      |
|--|---|-----|------|
| <b>Strategy 1:</b> Implement whole staff training regarding student behaviors through district behavior support team such as "Proactive Behavior Supports".<br><b>Strategy's Expected Result/Impact:</b> Improved STAAR scores for our special education students.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Behavior interventionist<br><br><b>Title I:</b><br>2.5, 2.6<br><b>- TEA Priorities:</b><br>Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Achievement 2<br><b>Funding Sources:</b> Behavior Coach - Title I - \$90,000                                | Formative   |     |      |
|  | Dec   | Mar | June |
|  |    |     |      |
| Strategy 2 Details   | Formative Reviews   |     |      |
| <b>Strategy 2:</b> Implement Inclusion for special education students who would benefit from being in the general education classroom with special education teacher support.<br><b>Strategy's Expected Result/Impact:</b> Improved scores for our special education students on STAAR and Benchmark Assessment Systems reading levels.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional coaches, Special Education teacher<br><br><b>Title I:</b><br>2.4, 2.5, 2.6<br><b>- ESF Levers:</b><br>Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Achievement 2<br><b>Funding Sources:</b> Subs - State Comp Ed - \$2,000 | Formative   |     |      |
|  | Dec   | Mar | June |
|  |  |     |      |

| Strategy 3 Details  | Formative Reviews   |     |      |
|---|---|-----|------|
| <b>Strategy 3:</b> Provide whole staff training on scaffolding and modifying curriculum so that all students have an opportunity to learn concepts.<br><b>Strategy's Expected Result/Impact:</b> Increase knowledge and understanding of how to meet the needs of different learners.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, District special education support, coaches<br><br><b>Title I:</b><br>2.6<br><b>- ESF Levers:</b><br>Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Achievement 2 | Formative   |     |      |
|   | Dec   | Mar | June |
|   |  |     |      |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>   |   |     |      |


**Performance Objective 3 Problem Statements:**

| Student Achievement   |
|---|
| <b>Problem Statement 2:</b> Students in the special education subgroup have dropped consistently in reading at the meets and masters level. <b>Root Cause:</b> Continued need to close the collaboration gap between special education teachers and general education teacher in order to plan high rigor lessons for all students. |

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 sub population white scoring in the meets level on reading from 70 to 72% and math from 58% to 61% on STAAR.

| Strategy 1 Details   | Formative Reviews   |     |      |
|--|---|-----|------|
| <b>Strategy 1:</b> Implement student goal setting, celebrations of reaching goals through data tracking.<br><b>Strategy's Expected Result/Impact:</b> Increase STAAR reading and math scores in 3rd and 4th grade.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal,, ELA campus coach, Math campus coach<br><br><b>Title I:</b><br>2.4, 2.6<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Achievement 1 | Formative   |     |      |
|  | Dec   | Mar | June |
|  |  |     |      |
| <div><div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div></div></div>   |   |     |      |







Performance Objective 4 Problem Statements:

| Student Achievement   |
|---|
| <b>Problem Statement 1:</b> Students in the white subgroup have dropped consistently year to year in math at the meets level. <b>Root Cause:</b> Differentiation and interventions are not being implemented with fidelity. |

## Goal 1: Student Achievement and Post-Secondary Success

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

**Performance Objective 5:** Increase percentage of students who meet their growth measure goal on STAAR from 57% to 69%.

| Strategy 1 Details   | Formative Reviews  |     |      |
|--|--|-----|------|
| <b>Strategy 1:</b> With the support of teachers, students will use individual student data trackers to set goals and monitor progress.<br><b>Strategy's Expected Result/Impact:</b> Students will have an intrinsic motivation to improve their skills and increase STAAR scores.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal,, ELA instructional coach, Math instructional coach<br><br><b>Title I:</b><br>2.4, 2.6<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Achievement 5 | Formative  |     |      |
|  | Dec  | Mar | June |
|  |   |     |      |
| Strategy 2 Details   | Formative Reviews  |     |      |
| <b>Strategy 2:</b> Staff will utilize the Longitudinal Data Tracker to plan for interventions/enrichment and monitor growth.<br><b>Strategy's Expected Result/Impact:</b> Students will experience growth throughout the year.<br><b>Staff Responsible for Monitoring:</b> Principal. Assistant Principal, ELA instructional coach, Math instructional coach, Grade level teachers<br><br><b>Title I:</b><br>2.4, 2.6<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Achievement 5                               | Formative  |     |      |
|  | Dec  | Mar | June |
|  |  |     |      |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>  |  |     |      |

Performance Objective 5 Problem Statements:

| Student Achievement  |
|--|
| <b>Problem Statement 5:</b> Fourth grade students did not meet their expected growth measure on Math STAAR. <b>Root Cause:</b> Data driven instruction in order to differentiate small group instruction was not used with fidelity. |



## 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 Benchmark Assessment Systems (BAS) levels for K-2 students so that 75% leave their current grade reading on grade level.

### HB3 Goal

**Evaluation Data Sources:** BAS testing

| Strategy 1 Details   | Formative Reviews   |     |      |
|--|---|-----|------|
| <b>Strategy 1:</b> Implement Benchmark Phonics to improve foundational reading skills.<br><b>Strategy's Expected Result/Impact:</b> Improve Benchmark Assessment Systems levels.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, ELA campus coach<br><br><b>Title I:</b><br>2.4, 2.5, 2.6<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Achievement 6  | Formative   |     |      |
|  | Dec   | Mar | June |
|  |    |     |      |
| Strategy 2 Details   | Formative Reviews   |     |      |
| <b>Strategy 2:</b> Implement small group instruction with fidelity in grades K-2 to increase number of students reading on grade level.<br><b>Strategy's Expected Result/Impact:</b> Improve Benchmark Assessment Systems levels.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, ELA campus coach<br><br><b>Title I:</b><br>2.4, 2.5, 2.6<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Achievement 6<br><b>Funding Sources:</b> Resources for small group instruction - State Comp Ed - \$2,024.60 | Formative   |     |      |
|  | Dec   | Mar | June |
|  |  |     |      |



| Strategy 3 Details   | Formative Reviews   |     |      |
|--|---|-----|------|
| <b>Strategy 3:</b> Implement small group pull out to fill in learning gaps.<br><b>Strategy's Expected Result/Impact:</b> Improve Benchmark Assessment Systems levels.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, ELA instructional coach<br><br><b>Title I:</b><br>2.4, 2.6<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Achievement 6 | Formative   |     |      |
|  | Dec   | Mar | June |
|  |  70% |     |      |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>  |   |     |      |

Performance Objective 6 Problem Statements:






| Student Achievement  |
|--|
| <b>Problem Statement 6:</b> K-2 students did not leave current grade level on district expected Benchmark Assessment Systems (BAS) level. <b>Root Cause:</b> Reading instruction was not specifically targeted to meet the needs of the individual students in order to move them. |

**Goal 2:** School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

**Performance Objective 1:** Maintain efficient and effective fiscal management of resource operations.

**Evaluation Data Sources:** End of year evaluation of how money was spent.






| Strategy 1 Details  | Formative Reviews   |     |      |
|---|---|-----|------|
| <b>Strategy 1:</b> Work together with school secretary and core team to ensure that funds are spent in such a way that they benefit students, staff and school.<br><b>Strategy's Expected Result/Impact:</b> Items bought will positively impact our school.<br><b>Staff Responsible for Monitoring:</b> Core Team, School secretary<br><br><b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments | Formative   |     |      |
|   | Dec   | Mar | June |
|   |  |     |      |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                            |   |     |      |

**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:** Maintain a successfully run school through positive relations and successful leadership.

**Evaluation Data Sources:** Organizational Health Inventory scores will increase and turnover rate of staff will decrease.







| Strategy 1 Details  | Formative Reviews   |     |      |
|---|---|-----|------|
| <b>Strategy 1:</b> Utilize a variety of strategies to enhance communication with all staff.<br><b>Strategy's Expected Result/Impact:</b> Increase communication as shown on Organizational Health Inventory results.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Math instructional coach, ELA instructional coach<br><br><b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture | Formative   |     |      |
|   | Dec   | Mar | June |
|   |  |     |      |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>  |   |     |      |

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: We will work to recruit, develop, and retain high quality staff.

Evaluation Data Sources: Increase percentage of staff retention each year.

| Strategy 1 Details   | Formative Reviews  |     |      |
|--|--|-----|------|
| <b>Strategy 1:</b> Create staff development opportunities for our new teachers to acclimate to our campus and learn expectations of Conroe Independent School District.<br><b>Strategy's Expected Result/Impact:</b> Increase retention percentage of new teachers.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, ELA instructional coach, Math instructional coach<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br><b>- ESF Levers:</b><br>Lever 2: Strategic Staffing<br><b>Problem Statements:</b> Culture and Climate 2   | Formative  |     |      |
|  | Dec  | Mar | June |
|  |   |     |      |
| Strategy 2 Details   | Formative Reviews  |     |      |
| <b>Strategy 2:</b> Teachers Learning on Tuesdays - Second Tuesday of every month we will offer professional development for staff and on the fourth Tuesday we will transform our faculty meeting into staff development incorporating Marzano's New Art and Science of Teaching and Lead4Ward resources.<br><b>Strategy's Expected Result/Impact:</b> Develop knowledge and performance level of teachers.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, ELA instructional coach, Math instructional coach<br><br><b>Title I:</b><br>2.6<br><b>- ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Achievement 6 | Formative  |     |      |
|  | Dec  | Mar | June |
|  |  |     |      |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>   |  |     |      |

Performance Objective 1 Problem Statements:



|  |
|--|
| <b>Student Achievement</b>   |
| <b>Problem Statement 6:</b> K-2 students did not leave current grade level on district expected Benchmark Assessment Systems (BAS) level. <b>Root Cause:</b> Reading instruction was not specifically targeted to meet the needs of the individual students in order to move them. |
| <b>Culture and Climate</b>   |
| <b>Problem Statement 2:</b> Inappropriate student behaviors have increased in unsupervised locations, i.e. restrooms. <b>Root Cause:</b> Schoolwide expectations are not continually reviewed and enforced by all staff. Staff positive interactions have decreased.               |






#### 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:** Decrease number of corrections from staff in unstructured settings, i.e. restroom, recess.

**Evaluation Data Sources:** Review referrals from View-It.

| Strategy 1 Details   | Formative Reviews   |     |      |
|--|---|-----|------|
| <b>Strategy 1:</b> Staff will ensure that all areas are actively monitored and all school expectations are upheld.<br><b>Strategy's Expected Result/Impact:</b> Decrease the number of referrals.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, ELA instructional coach, Math instructional coach, Counselor, Behavior coach<br><br><b>ESF Levers:</b><br>Lever 3: Positive School Culture, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Culture and Climate 2 | Formative   |     |      |
|  | Dec   | Mar | June |
|  |    |     |      |
| Strategy 2 Details   | Formative Reviews   |     |      |
| <b>Strategy 2:</b> Staff will improve student engagement and positive relationships with students..<br><b>Strategy's Expected Result/Impact:</b> Reduced misbehavior in unstructured settings.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, ELA instructional coach, Math instructional coach, Counselor, Behavior coach<br><br><b>ESF Levers:</b><br>Lever 3: Positive School Culture, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Culture and Climate 2    | Formative   |     |      |
|  | Dec   | Mar | June |
|  |  |     |      |

| Strategy 3 Details  | Formative Reviews   |     |      |
|---|---|-----|------|
| <b>Strategy 3:</b> Teachers will weekly review expectations in unstructured settings.<br><b>Strategy's Expected Result/Impact:</b> Decrease the number of times staff intervenes in unexpected behaviors.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Behavior coach<br><br><b>Problem Statements:</b> Culture and Climate 2  | Formative   |     |      |
|   | Dec   | Mar | June |
|   |  |     |      |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> |   |     |      |

Performance Objective 1 Problem Statements:



| Culture and Climate  |
|--|
| <b>Problem Statement 2:</b> Inappropriate student behaviors have increased in unsupervised locations, i.e. restrooms. <b>Root Cause:</b> Schoolwide expectations are not continually reviewed and enforced by all staff. Staff positive interactions have decreased. |

#### 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:** Increase parent communication and parent involvement.

**Evaluation Data Sources:** Sign in sheets from various school programs.

| Strategy 1 Details  | Formative Reviews   |     |      |
|---|---|-----|------|
| <b>Strategy 1:</b> Utilize our Parent Liaison to ensure parents are adequately informed in their preferred language.<br><b>Strategy's Expected Result/Impact:</b> Parent feedback and involvement will increase.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Parent Liaison<br><br><b>Title I:</b><br>4.1, 4.2<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> Parent and Community Engagement 2<br><b>Funding Sources:</b> Parent Involvement Liaison - Title I - \$29,586 | Formative   |     |      |
|   | Dec   | Mar | June |
|   |    |     |      |
| Strategy 2 Details  | Formative Reviews   |     |      |
| <b>Strategy 2:</b> Implement Watch D.O.G.S. for parents to volunteer and support our school.<br><b>Strategy's Expected Result/Impact:</b> Parent involvement will increase.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Parent Liaison<br><br><b>Title I:</b><br>4.1, 4.2<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> Parent and Community Engagement 2   | Formative   |     |      |
|   | Dec   | Mar | June |
|   |  |     |      |



| Strategy 3 Details  | Formative Reviews  |     |      |
|---|--|-----|------|
| <b>Strategy 3:</b> Implement mentor program partnering with Oak Ridge High School to support students.<br><b>Strategy's Expected Result/Impact:</b> Students will focus on strategies to increase self awareness and self confidence in an effort to increase their academic performance.<br><b>Staff Responsible for Monitoring:</b> Counselor, Principal, Assistant Principal<br><br><b>Title I:</b><br>2.5<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> Parent and Community Engagement 2 | Formative  |     |      |
|   | Dec  | Mar | June |
|   |   |     |      |
| Strategy 4 Details  | Formative Reviews  |     |      |
| <b>Strategy 4:</b> Increase average daily attendance to 96%.<br><b>Strategy's Expected Result/Impact:</b> Higher percentage of daily average attendance.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Registrar<br><br><b>Title I:</b><br>2.5<br><b>Problem Statements:</b> Parent and Community Engagement 1  | Formative  |     |      |
|   | Dec  | Mar | June |
|   |   |     |      |
| Strategy 5 Details  | Formative Reviews  |     |      |
| <b>Strategy 5:</b> Increase parent involvement in school activities, including parent conferences.<br><b>Strategy's Expected Result/Impact:</b> Increase percentage from last school year.<br><br><b>Title I:</b><br>4.1, 4.2<br><b>Problem Statements:</b> Parent and Community Engagement 2<br><b>Funding Sources:</b> Parent and Family Engagement Initiatives Healthy Snacks and Materials - Title I - \$3,573  | Formative  |     |      |
|   | Dec  | Mar | June |
|   |  |     |      |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>   |  |     |      |

### Performance Objective 2 Problem Statements:

| Parent and Community Engagement  |
|--|
| <b>Problem Statement 1:</b> Attendance has decreased which impacted student achievement. <b>Root Cause:</b> Illness has impacted attendance as well as teacher follow up with parents. |



|  |
|--|
| <b>Parent and Community Engagement</b>   |
| <b>Problem Statement 2:</b> Parent and community engagement for academic support is low. <b>Root Cause:</b> Lack of engagement in parent and community activities due to socio-economics, language barriers, and lack of knowledge on how to help. |






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: Build a safe school environment for all.

Evaluation Data Sources: Safety reports and surveys to staff, students, and parents.

| Strategy 1 Details   | Formative Reviews   |     |      |
|--|---|-----|------|
| <b>Strategy 1:</b> Address safety issues and concerns in a timely manner.<br><b>Strategy's Expected Result/Impact:</b> Staff and students will be safe in the building.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, ELA instructional coach, Math instructional coach, Counselor, Behavior coach<br><br><b>ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> Culture and Climate 2 | Formative   |     |      |
|  | Dec   | Mar | June |
|  |    |     |      |
| Strategy 2 Details   | Formative Reviews   |     |      |
| <b>Strategy 2:</b> Implement weekly exterior door checks and daily interior door checks to ensure the building remains secure.<br><b>Strategy's Expected Result/Impact:</b> Doors will function appropriately<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, ELA instructional coach, Math instructional coach, Counselor, Behavior coach<br><br><b>ESF Levers:</b><br>Lever 3: Positive School Culture               | Formative   |     |      |
|  | Dec   | Mar | June |
|  |  |     |      |

| Strategy 3 Details  | Formative Reviews   |     |      |
|---|---|-----|------|
| <b>Strategy 3:</b> Practice fire drill monthly and other drills once a semester to ensure students know expectations.<br><b>Strategy's Expected Result/Impact:</b> Students will know and understand how to respond in an emergency.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, ELA instructional coach, Math instructional coach, Counselor, Behavior coach<br><br><b>ESF Levers:</b><br>Lever 3: Positive School Culture | Formative   |     |      |
|   | Dec   | Mar | June |
|   |  |     |      |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>   |   |     |      |







**Performance Objective 3 Problem Statements:**

| Culture and Climate  |
|--|
| <b>Problem Statement 2:</b> Inappropriate student behaviors have increased in unsupervised locations, i.e. restrooms. <b>Root Cause:</b> Schoolwide expectations are not continually reviewed and enforced by all staff. Staff positive interactions have decreased. |

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 4: Establish a well rounded school curriculum that addresses STEM, Music, Art, and Physical Education.

| Strategy 1 Details   | Formative Reviews   |     |      |
|--|---|-----|------|
| <b>Strategy 1:</b> Acquire instructional aides to enhance learning opportunities.<br><br><b>Title I:</b><br>2.5<br><b>Problem Statements:</b> Student Achievement 6  | Formative   |     |      |
|  | Dec   | Mar | June |
|  |  |     |      |
| Strategy 2 Details   | Formative Reviews   |     |      |
| <b>Strategy 2:</b> Establish participating group/groups in Destination Imagination.<br><b>Strategy's Expected Result/Impact:</b> Provide opportunities to develop well rounded students.<br><b>Staff Responsible for Monitoring:</b> Assistant Principal, Destination Imagination coach<br><br><b>Title I:</b><br>2.5<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture  | Formative   |     |      |
|  | Dec   | Mar | June |
|  |  |     |      |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> |   |     |      |

Performance Objective 4 Problem Statements:






| Student Achievement  |
|--|
| <b>Problem Statement 6:</b> K-2 students did not leave current grade level on district expected Benchmark Assessment Systems (BAS) level. <b>Root Cause:</b> Reading instruction was not specifically targeted to meet the needs of the individual students in order to move them. |

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:** Utilize various technological systems/platforms to provide meaningful instruction and data for formative assessments.

**Evaluation Data Sources:** Analyze data from dreambox, SeeSaw and other platforms for Standards Based Report Cards as well as instruction planning.

| Strategy 1 Details  | Formative Reviews   |     |      |
|---|---|-----|------|
| <b>Strategy 1:</b> Coaches will support classroom teachers in utilizing different online modalities.<br><b>Strategy's Expected Result/Impact:</b> Increased scores on testing.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Math instructional coach<br><br><b>Title I:</b><br>2.4, 2.5<br><b>- ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Achievement 5 | 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:

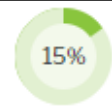




| Student Achievement  |
|--|
| <b>Problem Statement 5:</b> Fourth grade students did not meet their expected growth measure on Math STAAR. <b>Root Cause:</b> Data driven instruction in order to differentiate small group instruction was not used with fidelity. |

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: Strengthen Tier 1 Best practices used in the classroom through discussion of implementation during PLC and planning.

Evaluation Data Sources: Improved Tier 1 Instruction.

| Strategy 1 Details  | Formative Reviews   |     |      |
|---|---|-----|------|
| <b>Strategy 1:</b> Provide staff development on Tier 1 Best practices to improve instruction in the classroom.<br><b>Strategy's Expected Result/Impact:</b> Tier 1 best practices will be implemented with fidelity into the classroom.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, ELA instructional coach, Math instructional coach<br><br><b>Title I:</b><br>2.5<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Achievement 1, 2, 6<br><b>Funding Sources:</b> Instructional materials - Title I - \$8,445, Instructional Materials - Title III - \$1,250 | Formative   |     |      |
|   | Dec   | Mar | June |
|   |  |     |      |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>  |   |     |      |

Performance Objective 2 Problem Statements:

| Student Achievement   |
|---|
| <b>Problem Statement 1:</b> Students in the white subgroup have dropped consistently year to year in math at the meets level. <b>Root Cause:</b> Differentiation and interventions are not being implemented with fidelity.   |
| <b>Problem Statement 2:</b> Students in the special education subgroup have dropped consistently in reading at the meets and masters level. <b>Root Cause:</b> Continued need to close the collaboration gap between special education teachers and general education teacher in order to plan high rigor lessons for all students. |
| <b>Problem Statement 6:</b> K-2 students did not leave current grade level on district expected Benchmark Assessment Systems (BAS) level. <b>Root Cause:</b> Reading instruction was not specifically targeted to meet the needs of the individual students in order to move them.  |

# Title I

## 1.1: Comprehensive Needs Assessment

[Completed by Title One team and reviewed on October 4, 2023.](#)

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

[Completed by the Title One team and reviewed on October 4, 2023.](#)

## 2.2: Regular monitoring and revision

Campus will monitor the plan and meet 3 times throughout the year to review progress on goals and make adjustments as needed.

## 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
- Saturday tutorials
- Intervention period during the school day

## 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 will conduct an annual evaluation in April and the Title 1 committee will meet to review the findings.

## **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**

Oak Ridge will hold fall and spring parent/teacher conferences and record them in View It. We will also host an academic night in the fall and one in the spring where we will review Title 1 information with parents.

# Campus Funding Summary

| Title I                     |           |          |   |              |              |
|-----------------------------|-----------|----------|---|--------------|--------------|
| Goal                        | Objective | Strategy | Resources Needed  | Account Code | Amount       |
| 1                           | 1         | 1        | Staff Development for teacher   |              | \$19,500.00  |
| 1                           | 1         | 1        | Sub to support small group early intervention                         |              | \$5,000.00   |
| 1                           | 2         | 1        | Dreambox Online Program   |              | \$8,000.00   |
| 1                           | 2         | 2        | Materials   |              | \$2,257.00   |
| 1                           | 2         | 3        | Materials for small groups  |              | \$3,000.00   |
| 1                           | 2         | 4        | RtI Para  |              | \$30,332.00  |
| 1                           | 2         | 4        | Rti Para  |              | \$27,015.00  |
| 1                           | 3         | 1        | Behavior Coach  |              | \$90,000.00  |
| 4                           | 2         | 1        | Parent Involvement Liaison  |              | \$29,586.00  |
| 4                           | 2         | 5        | Parent and Family Engagement Initiatives Healthy Snacks and Materials |              | \$3,573.00   |
| 5                           | 2         | 1        | Instructional materials   |              | \$8,445.00   |
| Sub-Total                   |           |          |   |              | \$226,708.00 |
| Budgeted Fund Source Amount |           |          |   |              | \$226,708.00 |
| +/- Difference              |           |          |   |              | \$0.00       |
| Title III                   |           |          |   |              |              |
| Goal                        | Objective | Strategy | Resources Needed  | Account Code | Amount       |
| 1                           | 1         | 1        | Funding for Saturday tutorials  |              | \$1,398.00   |
| 1                           | 1         | 1        | Sub to support Title 3 students                                       |              | \$3,600.00   |
| 5                           | 2         | 1        | Instructional Materials   |              | \$1,250.00   |
| Sub-Total                   |           |          |   |              | \$6,248.00   |
| Budgeted Fund Source Amount |           |          |   |              | \$6,248.00   |
| +/- Difference              |           |          |   |              | \$0.00       |
| State Comp Ed               |           |          |   |              |              |
| Goal                        | Objective | Strategy | Resources Needed  | Account Code | Amount       |
| 1                           | 1         | 2        | ELA Coach   |              | \$79,019.40  |
| 1                           | 2         | 3        | Math Coach  |              | \$76,067.00  |

| State Comp Ed               |           |          |                                       |              |              |
|-----------------------------|-----------|----------|---------------------------------------|--------------|--------------|
| Goal                        | Objective | Strategy | Resources Needed                      | Account Code | Amount       |
| 1                           | 3         | 2        | Subs                                  |              | \$2,000.00   |
| 1                           | 6         | 2        | Resources for small group instruction |              | \$2,024.60   |
| Sub-Total                   |           |          |                                       |              | \$159,111.00 |
| Budgeted Fund Source Amount |           |          |                                       |              | \$159,111.00 |
| +/- Difference              |           |          |                                       |              | \$0.00       |
| Grand Total Budgeted        |           |          |                                       |              | \$392,067.00 |
| Grand Total Spent           |           |          |                                       |              | \$392,067.00 |
| +/- Difference              |           |          |                                       |              | \$0.00       |