

Conroe Independent School District
Peet Junior High School
2023-2024 Campus Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Peet Junior High School will maintain high-quality, rigorous instruction to ensure our students meet the standard of achievement needed to prepare them for graduation and post-secondary education. Our primary objective is to exceed state accountability standards for all of our students in all areas. Peet Junior High School had an overall rating of B (87) for the 2022-2023 school year.

The 2023 STAAR results show that most sub-pop categories showed gains in Approaches, Meets, and Masters in 8th grade Math, 8th grade Reading, and on the 8th grade Science test. When looking at the student growth in reading and math from 2022 to 2023 both subjects had gains in almost all meets and masters sub-pop categories.

Peet will offer enrichment classes for both 7th and 8th grade math and reading. We will continue to offer freedom of choice reading in our Reading Language Arts classes. All teachers will continue to use CISD Tier I Best Practices for instruction and supplement with online tools such as Zearn in math, NewsELA and No Red Ink in Language Arts, and Summit K12 in ESL classes. History will utilize information from Lowan consulting to better direct their instruction. Science will continue to evaluate current TEKS and scope and sequence mapping. All subjects will utilize Lead4ward information as well as campus and district-level instructional coaches to analyze student data, create meaningful lessons, and design rigorous assessments. Before and after-school tutorials will continue to be available for all students.

2023-2024 STAAR Meets Goals

7th Grade Reading Meets Percentage Goal: 60%

7th Grade African-American Meets Percentage Goal: 50%

7th Grade Asian Meets Percentage Goal: 79%

Two or More Races Meets Percentage Goal: 70%

Hispanic Meets Percentage Goal: 50%

7th Grade Math Meets Percentage Goal: 50%

7th Grade African-American Meets Percentage Goal: 25%

7th Grade Asian Meets Percentage Goal: 80%

Two or More Races Meets Percentage Goal: 12%

Hispanic Meets Percentage Goal: 20%

8th Grade Reading Meets Percentage Goal: 65%

8th Grade African-American Meets Percentage Goal: 55%

8th Grade Asian Meets Percentage Goal: 83%

8th Grade Two or More Races Meets Percentage Goal: 80%

8th Grade Hispanic Meets Percentage Goal: 55%

8th Grade Math Meets Percentage Goal: 62%

8th Grade African-American Meets Percentage Goal: 45%

8th Grade Asian Meets Percentage Goal: 95%

8th Grade Two or More Races Meets Percentage Goal: 80%

8th Grade Hispanic Meets Percentage Goal: 55%

8th Grade US History Meets Percentage Goal: 30%

8th Grade African-American Meets Percentage Goal: 25%

8th Grade Asian Meets Percentage Goal: 77%

8th Grade Two or More Races Meets Percentage Goal: 30%

8th Grade Hispanic Meets Percentage Goal: 23%

Student Achievement Strengths

- Campus overall rating – B (87)
- *Earned a Distinction for Postsecondary Readiness*
- Reading Enrichment classes for 7th grade students will be offered this school year
- After school homework help and tutorials offered for all students
- Zearn online program
- No Red Ink online program
- Summit K12 online program
- NewsELA online program
- Weekly department data focused PLCs for Science, Social Studies, Math, and ELA
- Monthly faculty meetings
- Instructional Coaches meetings once each month
- Department Chair / Team Leaders meetings twice each month
- Weekly Admin meetings
- Girls in Engineering Student Seminar
- Science Fair
- Quiz Bowl
- Academic UIL
- History Club
- National Junior Honor Society
- Student Council
- Chess Club
- Trades Club

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): US History STAAR results were sixth in the district in 2023 with 48% Approaches, 57% Meets, and 25% Masters rate. **Root Cause:** The need to address current targeted TEKS, lack of data used in PLCs to drive small group, remediation, and instruction.

Problem Statement 2 (Prioritized): 7th Grade Math STAAR results were fifth in the district in 2023 with 56% Approaches, 27% Meets, and 5% Masters rate. **Root Cause:** Lack of data used in PLCs to drive small group, remediation, and instruction.

Problem Statement 3 (Prioritized): Hispanic students declined in Approaches and Meets in 7th grade Reading (3% and 3%) and 7th grade Math (9% and 3%). **Root Cause:** Lack

of data used in PLCs to drive small group, remediation, and instruction.

Problem Statement 4 (Prioritized): 8th grade Economically Disadvantaged students declined in Percent Score, Approaches, Meets, and Masters areas on History STAAR by 7%, 5%, 3% and 1%. **Root Cause:** Lack of data used in PLCs to drive small group, remediation, and instruction.

Problem Statement 5 (Prioritized): African-American Students dropped in all categories for 7th grade Reading STAAR. Percent scores - down 11%, Approaches scores - down 3%, Meets scores - down 2%, and Masters scores down 7%. **Root Cause:** Lack of fidelity when looking at data for Small Group Instruction.

Problem Statement 6: Increase the percentage of students that are High School ready from 32% to 40%. **Root Cause:** Lack of students in Honors classes.

Culture and Climate

Culture and Climate Summary

Peet Junior High school is a culturally diverse campus representing many races, ethnic backgrounds, and views. At the beginning of the 2023-2024 school year, all staff will participate in the Small Group Instruction training and PLC refresher trainings. At Peet, our goal is for all students to feel loved, accepted, and grow academically every day.

Peet is committed to the social, emotional, behavioral, and academic success of all students. In Conroe ISD, students are taught to successfully manage their emotions, behaviors, and make responsible decisions.

In addition to efforts to improve social and emotional well being, we are also committed to the health and wellness of all students. Peet Junior High is proactive in keeping our campus, staff, and students safe, as well as taking a positive, proactive instructional approach to behavior by utilizing PBIS Foundations training.

Culture and Climate Strengths

Peet Campus Goal

Our Goal at Peet Junior High School is for all students to feel loved, accepted, and grow academically everyday.

- We hire staff with the need for diversity in mind to reflect our student population.
- We model and address behavior through PBIS Foundations instructional approach.
- The "All Means All" motto is carried throughout our campus, ensuring all students are cared for academically, socially, and emotionally.
- Students are able to earn Peet Pride tickets to encourage positive behavior and can earn rewards through raffles.
- Peet staff continue to complete Vector/Safe Schools training each year to promote and ensure a safe environment for students and staff.
- At Peet, we encourage regular communication between staff, students, and parents to form a positive partnership among all three stakeholders.
- Students are nominated and awarded Student of the Week each week, one from each grade level.
- Students nominate teachers monthly for the Teacher of the Month by writing essay recommendations.
- Teachers and Para-Professionals are awarded the Work Hard, Be Nice award which is voted on by the staff each month.
- PBIS Foundations Committee meets monthly to review campus-wide policies, procedures, and other concerns.
- Focus groups will be established to address any specific needs based on OHI feedback.

- Counselors will be available for student-initiated check-ins during lunches, they will host parent "Brown Bag Luncheons", and conduct small group sessions.
- Coffee with Kuempel for parents once a 9-weeks.
- Principal conducts Stay Interviews as well as scheduled monthly open conversations with staff - Conversations with Kuempel.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Large numbers of students in the hallways during class time. **Root Cause:** Lack of knowledge if students have left other classes during the school day.

Problem Statement 2: Increase of building security and safety. **Root Cause:** Continue to monitor exterior doors and monitor camera systems.

Problem Statement 3 (Prioritized): Purchase request paperwork not filled out correctly. **Root Cause:** Staff needs training on how to fill out paperwork correctly.

Parent and Community Engagement

Parent and Community Engagement Summary

Parent involvement is an essential component of our student and campus success. We work with parents to ensure they are able to be an active participant in their student's education. Parents receive campus information and updates weekly via campus email, text message, Facebook, Twitter, Instagram, School Messenger, and district announcements. Parents may contact any staff member via email or by phone when needed. We continually explore avenues to better meet the needs of our parents and community, to gain feedback, and encourage active engagement with our campus.

Parent and Community Engagement Strengths

- Weekly parent communication via email from campus and teachers.
- Open communication between campus, parent, and community.
- Peet has an active PTO which gives back to the students and staff.
- Academic/Elective Course night is held each Spring to introduce junior high courses to parents and students.
- As a Project Mentor campus, Peet serves approximately 50 mentor/mentee partnerships who meet weekly during lunch time.
- Fine Arts Performances
- Athletic Events
- Cub Express/Meet the Teacher - Schedule Pick-Up
- Social Media Presence
 - Counselor Parent Night

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): PTO membership declining. **Root Cause:** The need to secure reliable contact information and build positive parent/school relationships with school staff.

Problem Statement 2: Difficult to communicate with individual parents of some of our most struggling students.

Problem Statement 3: Lack of parent participation in Parent/Teacher conferences - 60% participation rate.

Priority Problem Statements

Problem Statement 1: US History STAAR results were sixth in the district in 2023 with 48% Approaches, 57% Meets, and 25% Masters rate.

Root Cause 1: The need to address current targeted TEKS, lack of data used in PLCs to drive small group, remediation, and instruction.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: 7th Grade Math STAAR results were fifth in the district in 2023 with 56% Approaches, 27% Meets, and 5% Masters rate.

Root Cause 2: Lack of data used in PLCs to drive small group, remediation, and instruction.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Hispanic students declined in Approaches and Meets in 7th grade Reading (3% and 3%) and 7th grade Math (9% and 3%).

Root Cause 3: Lack of data used in PLCs to drive small group, remediation, and instruction.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Large numbers of students in the hallways during class time.

Root Cause 4: Lack of knowledge if students have left other classes during the school day.

Problem Statement 4 Areas: Culture and Climate

Problem Statement 5: African-American Students dropped in all categories for 7th grade Reading STAAR. Percent scores - down 11%, Approaches scores - down 3%, Meets scores - down 2%, and Masters scores down 7%.

Root Cause 5: Lack of fidelity when looking at data for Small Group Instruction.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: PTO membership declining.

Root Cause 6: The need to secure reliable contact information and build positive parent/school relationships with school staff.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: 8th grade Economically Disadvantaged students declined in Percent Score, Approaches, Meets, and Masters areas on History STAAR by 7%, 5%, 3% and 1%.

Root Cause 7: Lack of data used in PLCs to drive small group, remediation, and instruction.

Problem Statement 7 Areas: Student Achievement

Problem Statement 8: Purchase request paperwork not filled out correctly.

Root Cause 8: Staff needs training on how to fill out paperwork correctly.

Problem Statement 8 Areas: Culture and Climate

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance 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
- 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
- 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 minority students in honors and high school credit courses to 50%

Evaluation Data Sources: Calculate minority students in all honors classes versus total students in honors classes.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Keep Goal.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus will promote honors level classes and encourage all students to participate. Campus will communicate with parents and guardians the framework and expectations of a honors level class.</p> <p>Strategy's Expected Result/Impact: Expected result will be an increase in minority populations in honors classes that better reflect our campus population.</p> <p>Staff Responsible for Monitoring: Administration, counselors, and teachers.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> <p>Problem Statements: Student Achievement 1, 2, 3, 4, 5</p>	Formative		
	Dec	Mar	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: US History STAAR results were sixth in the district in 2023 with 48% Approaches, 57% Meets, and 25% Masters rate. **Root Cause:** The need to address current targeted TEKS, lack of data used in PLCs to drive small group, remediation, and instruction.

Problem Statement 2: 7th Grade Math STAAR results were fifth in the district in 2023 with 56% Approaches, 27% Meets, and 5% Masters rate. **Root Cause:** Lack of data used in PLCs to drive small group, remediation, and instruction.

Problem Statement 3: Hispanic students declined in Approaches and Meets in 7th grade Reading (3% and 3%) and 7th grade Math (9% and 3%). **Root Cause:** Lack of data used in PLCs to drive small group, remediation, and instruction.

Problem Statement 4: 8th grade Economically Disadvantaged students declined in Percent Score, Approaches, Meets, and Masters areas on History STAAR by 7%, 5%, 3% and 1%. **Root Cause:** Lack of data used in PLCs to drive small group, remediation, and instruction.

Problem Statement 5: African-American Students dropped in all categories for 7th grade Reading STAAR. Percent scores - down 11%, Approaches scores - down 3%, Meets scores - down 2%, and Masters scores down 7%. **Root Cause:** Lack of fidelity when looking at data for Small Group Instruction.

Goal 1: Student Achievement and Post-Secondary Success







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






Performance Objective 2: The African-American sub-population will increase their 7th grade Math score by 5% on the 2023 STAAR test.

High Priority

Evaluation Data Sources: District written CFA's, Campus Common Assessments, and STAAR Interim Assessments

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus will continue to review all population data from campus common assessments, Common Formative Assessments, and STAAR Interim assessments and use this information to create student groups for targeted after school tutorials and remediation for small groups.</p> <p>Strategy's Expected Result/Impact: African American students will improve in the area of Math and will perform at a higher rate on the math STAAR test.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Administrators.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2</p>	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Reduced class size to foster one-on-one and small-group instruction.</p> <p>Strategy's Expected Result/Impact: The African-American population will meet target of increase of 5%.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2, 3, 4, 5</p> <p>Funding Sources: Reduce Class Size - State Comp Ed - \$684,163</p>	Formative		
	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Para to work with small groups and fill instructional gaps.</p> <p>Strategy's Expected Result/Impact: African American students increase scores by 5%.</p> <p>Staff Responsible for Monitoring: RtI teacher, Assistant Principals, Associate Principal, and Principal.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Small Group Instruction - State Comp Ed - \$28,318</p>	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 1: US History STAAR results were sixth in the district in 2023 with 48% Approaches, 57% Meets, and 25% Masters rate. Root Cause: The need to address current targeted TEKS, lack of data used in PLCs to drive small group, remediation, and instruction.</p>
<p>Problem Statement 2: 7th Grade Math STAAR results were fifth in the district in 2023 with 56% Approaches, 27% Meets, and 5% Masters rate. Root Cause: Lack of data used in PLCs to drive small group, remediation, and instruction.</p>
<p>Problem Statement 3: Hispanic students declined in Approaches and Meets in 7th grade Reading (3% and 3%) and 7th grade Math (9% and 3%). Root Cause: Lack of data used in PLCs to drive small group, remediation, and instruction.</p>
<p>Problem Statement 4: 8th grade Economically Disadvantaged students declined in Percent Score, Approaches, Meets, and Masters areas on History STAAR by 7%, 5%, 3% and 1%. Root Cause: Lack of data used in PLCs to drive small group, remediation, and instruction.</p>
<p>Problem Statement 5: African-American Students dropped in all categories for 7th grade Reading STAAR. Percent scores - down 11%, Approaches scores - down 3%, Meets scores - down 2%, and Masters scores down 7%. Root Cause: Lack of fidelity when looking at data for Small Group Instruction.</p>






Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 3: The Hispanic sub-population will increase 5% in the Meets category on the 2023 STAAR US History exam.

High Priority

Evaluation Data Sources: District written CFA's, Campus Common Assessments, and STAAR Interim Assessments.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue to implement Total Participation Technique and review assessment data to create targeted groups for tutorials and small group instruction as well as utilize Lowman Consulting information to better drive instruction.</p> <p>Strategy's Expected Result/Impact: Student improvement in understanding of historical times and events, and an increase in STAAR performance</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administration.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> <p>Problem Statements: Student Achievement 1, 4</p>	Formative		
	Dec	Mar	June
			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 3 Problem Statements:

Student Achievement
<p>Problem Statement 1: US History STAAR results were sixth in the district in 2023 with 48% Approaches, 57% Meets, and 25% Masters rate. Root Cause: The need to address current targeted TEKS, lack of data used in PLCs to drive small group, remediation, and instruction.</p> <p>Problem Statement 4: 8th grade Economically Disadvantaged students declined in Percent Score, Approaches, Meets, and Masters areas on History STAAR by 7%, 5%, 3% and 1%. Root Cause: Lack of data used in PLCs to drive small group, remediation, and instruction.</p>






Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 4: The Economically Disadvantaged sub-population will increase 5% in the Meets category on the 2023 7th Grade STAAR Reading exam.

High Priority

Evaluation Data Sources: District written CFA's, Campus Assessments, and STAAR Interim Assessments.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue to review assessment data to create targeted groups for tutorials, small-group instruction, and drive remediation.</p> <p>Strategy's Expected Result/Impact: Increase in vocabulary understanding, reading comprehension, and show improved performance on the Reading STAAR test</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 3, 5</p>	Formative		
	Dec	Mar	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 4 Problem Statements:






Student Achievement
<p>Problem Statement 3: Hispanic students declined in Approaches and Meets in 7th grade Reading (3% and 3%) and 7th grade Math (9% and 3%). Root Cause: Lack of data used in PLCs to drive small group, remediation, and instruction.</p>
<p>Problem Statement 5: African-American Students dropped in all categories for 7th grade Reading STAAR. Percent scores - down 11%, Approaches scores - down 3%, Meets scores - down 2%, and Masters scores down 7%. Root Cause: Lack of fidelity when looking at data for Small Group Instruction.</p>

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 5: Use the Summit K12 program to supplement teaching and increase TELPAS to 38% proficiency.

Evaluation Data Sources: District written CFA's, Campus Common Assessments, STAAR Interim Assessments, and TELPAS Practice.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Use Summit K12 program to supplement teaching and fill educational gaps. Strategy's Expected Result/Impact: ESL student performance will increase to progress rate of 40%. Staff Responsible for Monitoring: Administration and Teacher</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 3, 4 Funding Sources: Summit K12 - Title III - \$1,865, Materials - Title III - \$3,000, Tutorials - Title III - \$3,250</p>	Formative		
	Dec	Mar	June
			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 5 Problem Statements:






Student Achievement
<p>Problem Statement 3: Hispanic students declined in Approaches and Meets in 7th grade Reading (3% and 3%) and 7th grade Math (9% and 3%). Root Cause: Lack of data used in PLCs to drive small group, remediation, and instruction.</p>
<p>Problem Statement 4: 8th grade Economically Disadvantaged students declined in Percent Score, Approaches, Meets, and Masters areas on History STAAR by 7%, 5%, 3% and 1%. Root Cause: Lack of data used in PLCs to drive small group, remediation, and instruction.</p>

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: Administrators will meet with the campus financial secretary to review campus expenses and budget status.

Evaluation Data Sources: Annual audits

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus administrators, department chairs, and athletic coaches will meet with the campus financial secretary to better understand the purchasing process and how the budget works.</p> <p>Strategy's Expected Result/Impact: No discrepancies will be found when finances are audited.</p> <p>Staff Responsible for Monitoring: Principal and Financial Secretary</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Culture and Climate 3</p>	Formative		
	Dec	Mar	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:






Culture and Climate
<p>Problem Statement 3: Purchase request paperwork not filled out correctly. Root Cause: Staff needs training on how to fill out paperwork correctly.</p>

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: OHI results will improve in the area of Goal Focus by 10 percentile points. This domain continues to be the lowest.

Evaluation Data Sources: OHI Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All departments will be required to create and review their departmental goal before each PLC. Principal will review campus goal before each faculty meeting.</p> <p>Strategy's Expected Result/Impact: Staff will be able to communicate the department and campus goals leading to better decision making for our students.</p> <p>Staff Responsible for Monitoring: Department chairs, team leads, Instructional Coaches, and Administration.</p> <p>Problem Statements: Student Achievement 1, 2, 3, 4, 5</p>	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:






Student Achievement
<p>Problem Statement 1: US History STAAR results were sixth in the district in 2023 with 48% Approaches, 57% Meets, and 25% Masters rate. Root Cause: The need to address current targeted TEKS, lack of data used in PLCs to drive small group, remediation, and instruction.</p>
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<p>Problem Statement 5: African-American Students dropped in all categories for 7th grade Reading STAAR. Percent scores - down 11%, Approaches scores - down 3%, Meets scores - down 2%, and Masters scores down 7%. Root Cause: Lack of fidelity when looking at data for Small Group Instruction.</p>

Goal 3: Recruitment, Development, and Retention of Staff

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

Performance Objective 1: To recruit, retain, and develop highly qualified teachers and staff for all students.

Evaluation Data Sources: Monitor teacher and staff turn over each year.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: To seek out and retain highly qualified, effective teachers.</p> <p>Strategy's Expected Result/Impact: To keep top quality, effective teachers that have the ability to reach the needs of all students.</p> <p>Staff Responsible for Monitoring: Administration.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Student Achievement 1, 2, 3, 4, 5</p>	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:







Student Achievement
<p>Problem Statement 1: US History STAAR results were sixth in the district in 2023 with 48% Approaches, 57% Meets, and 25% Masters rate. Root Cause: The need to address current targeted TEKS, lack of data used in PLCs to drive small group, remediation, and instruction.</p>
<p>Problem Statement 2: 7th Grade Math STAAR results were fifth in the district in 2023 with 56% Approaches, 27% Meets, and 5% Masters rate. Root Cause: Lack of data used in PLCs to drive small group, remediation, and instruction.</p>
<p>Problem Statement 3: Hispanic students declined in Approaches and Meets in 7th grade Reading (3% and 3%) and 7th grade Math (9% and 3%). Root Cause: Lack of data used in PLCs to drive small group, remediation, and instruction.</p>
<p>Problem Statement 4: 8th grade Economically Disadvantaged students declined in Percent Score, Approaches, Meets, and Masters areas on History STAAR by 7%, 5%, 3% and 1%. Root Cause: Lack of data used in PLCs to drive small group, remediation, and instruction.</p>
<p>Problem Statement 5: African-American Students dropped in all categories for 7th grade Reading STAAR. Percent scores - down 11%, Approaches scores - down 3%, Meets scores - down 2%, and Masters scores down 7%. Root Cause: Lack of fidelity when looking at data for Small Group Instruction.</p>

Goal 4: Safe and Collaborative School Culture

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

Performance Objective 1: Work jointly with parents and guardians in the community to encourage communication about student success.

Evaluation Data Sources: Monitor parent participation with sign in sheets, Google forms for feedback, etc.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Counselors will host parent nights inviting parents and guardians to trainings and presentations concerning kids today and how to foster academic success at home.</p> <p>Strategy's Expected Result/Impact: Students will be better supported at home and parents will learn additional strategies to help and listen to their children.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Parent and Community Engagement 1</p>	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Meet with students weekly to monitor grades, attendance, and mental well-being.</p> <p>Strategy's Expected Result/Impact: Grades, attendance and mental well-being improve</p> <p>Staff Responsible for Monitoring: Counselors, Assistant Principals, and Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Achievement 1, 2, 3, 4, 5</p>	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: US History STAAR results were sixth in the district in 2023 with 48% Approaches, 57% Meets, and 25% Masters rate. **Root Cause:** The need to address current targeted TEKS, lack of data used in PLCs to drive small group, remediation, and instruction.

Problem Statement 2: 7th Grade Math STAAR results were fifth in the district in 2023 with 56% Approaches, 27% Meets, and 5% Masters rate. **Root Cause:** Lack of data used in PLCs to drive small group, remediation, and instruction.

Problem Statement 3: Hispanic students declined in Approaches and Meets in 7th grade Reading (3% and 3%) and 7th grade Math (9% and 3%). **Root Cause:** Lack of data used in PLCs to drive small group, remediation, and instruction.

Problem Statement 4: 8th grade Economically Disadvantaged students declined in Percent Score, Approaches, Meets, and Masters areas on History STAAR by 7%, 5%, 3% and 1%. **Root Cause:** Lack of data used in PLCs to drive small group, remediation, and instruction.

Problem Statement 5: African-American Students dropped in all categories for 7th grade Reading STAAR. Percent scores - down 11%, Approaches scores - down 3%, Meets scores - down 2%, and Masters scores down 7%. **Root Cause:** Lack of fidelity when looking at data for Small Group Instruction.

Parent and Community Engagement






Problem Statement 1: PTO membership declining. **Root Cause:** The need to secure reliable contact information and build positive parent/school relationships with school staff.

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: Foster relationships between parents, guardians, and teachers by encouraging PTO membership and participation.

Evaluation Data Sources: Monitor parent participation with sign in sheets, Google forms for feedback, etc.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Promote campus PTO at all school functions such as Meet the Teacher, Athletic Events, Fine Arts Events, weekly parent communication, and social media.</p> <p>Strategy's Expected Result/Impact: Increase participation in PTO by parents and guardians</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Parent and Community Engagement 1</p>	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:






Parent and Community Engagement
<p>Problem Statement 1: PTO membership declining. Root Cause: The need to secure reliable contact information and build positive parent/school relationships with school staff.</p>

Goal 4: Safe and Collaborative School Culture

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

Performance Objective 3: To provide a safe and orderly school environment conducive to learning for all students and staff.

Evaluation Data Sources: Monitor hallway traffic and flow.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus will implement additional structures to increase campus safety and efficient movement. Students will remain in classroom as much as possible.</p> <p>Strategy's Expected Result/Impact: Students are able move about campus safely and in an orderly fashion between classes. Students know who to contact with safety concerns. We will not have an excessive number students out of class during class time.</p> <p>Staff Responsible for Monitoring: Foundations Committee, Teachers, Counselors, Hall Monitor, and Administration.</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Culture and Climate 1</p>	Formative		
	Dec	Mar	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 3 Problem Statements:






Culture and Climate
<p>Problem Statement 1: Large numbers of students in the hallways during class time. Root Cause: Lack of knowledge if students have left other classes during the school day.</p>

Goal 5: Effective Instruction

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

Performance Objective 1: Ensure that technology is utilized to enhance the educational practices of teachers in order to maximize learning for all students.

Evaluation Data Sources: Monitor student effectiveness with technology.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will be able to utilize and effectively navigate a Chromebook and various computer programs to extend learning and be prepared for online testing.</p> <p>Strategy's Expected Result/Impact: Students will have a strong understanding of how to use computers effectively and navigate various programs.</p> <p>Staff Responsible for Monitoring: Teachers and Administration</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2, 3, 4, 5</p> <p>Funding Sources: Purchase of Technology - State Comp Ed - \$5,000</p>	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: US History STAAR results were sixth in the district in 2023 with 48% Approaches, 57% Meets, and 25% Masters rate. Root Cause: The need to address current targeted TEKS, lack of data used in PLCs to drive small group, remediation, and instruction.</p>
<p>Problem Statement 2: 7th Grade Math STAAR results were fifth in the district in 2023 with 56% Approaches, 27% Meets, and 5% Masters rate. Root Cause: Lack of data used in PLCs to drive small group, remediation, and instruction.</p>
<p>Problem Statement 3: Hispanic students declined in Approaches and Meets in 7th grade Reading (3% and 3%) and 7th grade Math (9% and 3%). Root Cause: Lack of data used in PLCs to drive small group, remediation, and instruction.</p>

Student Achievement

Problem Statement 4: 8th grade Economically Disadvantaged students declined in Percent Score, Approaches, Meets, and Masters areas on History STAAR by 7%, 5%, 3% and 1%. **Root Cause:** Lack of data used in PLCs to drive small group, remediation, and instruction.






Problem Statement 5: African-American Students dropped in all categories for 7th grade Reading STAAR. Percent scores - down 11%, Approaches scores - down 3%, Meets scores - down 2%, and Masters scores down 7%. **Root Cause:** Lack of fidelity when looking at data for Small Group Instruction.

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 student engagement in classroom lessons and activities through the frequent use of Small Group Instruction.

Evaluation Data Sources: District written CFA's, Campus Common Assessments, and STAAR Interim Assessments.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will be trained and refreshed on tier 1 best practices using data in the classroom.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to quickly evaluate students to determine the level of understanding in order to reteach if necessary. Student understanding will increase.</p> <p>Staff Responsible for Monitoring: Teachers and Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2, 3, 4, 5</p> <p>Funding Sources: Student Success Manager - State Comp Ed - \$78,532, On Campus Instructional Coaches - State Comp Ed - \$158,039</p>	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 1: US History STAAR results were sixth in the district in 2023 with 48% Approaches, 57% Meets, and 25% Masters rate. Root Cause: The need to address current targeted TEKS, lack of data used in PLCs to drive small group, remediation, and instruction.</p>
<p>Problem Statement 2: 7th Grade Math STAAR results were fifth in the district in 2023 with 56% Approaches, 27% Meets, and 5% Masters rate. Root Cause: Lack of data used in PLCs to drive small group, remediation, and instruction.</p>
<p>Problem Statement 3: Hispanic students declined in Approaches and Meets in 7th grade Reading (3% and 3%) and 7th grade Math (9% and 3%). Root Cause: Lack of data used in PLCs to drive small group, remediation, and instruction.</p>
<p>Problem Statement 4: 8th grade Economically Disadvantaged students declined in Percent Score, Approaches, Meets, and Masters areas on History STAAR by 7%, 5%, 3% and 1%. Root Cause: Lack of data used in PLCs to drive small group, remediation, and instruction.</p>

Student Achievement






Problem Statement 5: African-American Students dropped in all categories for 7th grade Reading STAAR. Percent scores - down 11%, Approaches scores - down 3%, Meets scores - down 2%, and Masters scores down 7%. **Root Cause:** Lack of fidelity when looking at data for Small Group Instruction.

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 3: Hold before and after school tutorials to work with struggling students in a smaller environment.

Evaluation Data Sources: District written CFA's, Campus Common Assessments, and STAAR Interim Assessments.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Meet with students in small-groups or one on one before and after school to work on struggling concepts.</p> <p>Strategy's Expected Result/Impact: Increase student understanding and performance</p> <p>Staff Responsible for Monitoring: Teachers and Administration</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2, 3, 4, 5</p> <p>Funding Sources: Before and After School Tutorials - State Comp Ed - \$5,623</p>	Formative		
	Dec	Mar	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 3 Problem Statements:

Student Achievement
<p>Problem Statement 1: US History STAAR results were sixth in the district in 2023 with 48% Approaches, 57% Meets, and 25% Masters rate. Root Cause: The need to address current targeted TEKS, lack of data used in PLCs to drive small group, remediation, and instruction.</p>
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Student Achievement

Problem Statement 5: African-American Students dropped in all categories for 7th grade Reading STAAR. Percent scores - down 11%, Approaches scores - down 3%, Meets scores - down 2%, and Masters scores down 7%. **Root Cause:** Lack of fidelity when looking at data for Small Group Instruction.

Campus Funding Summary

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Summit K12		\$1,865.00
1	5	1	Materials		\$3,000.00
1	5	1	Tutorials		\$3,250.00
Sub-Total					\$8,115.00
Budgeted Fund Source Amount					\$8,115.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Reduce Class Size		\$684,163.00
1	2	3	Small Group Instruction		\$28,318.00
5	1	1	Purchase of Technology		\$5,000.00
5	2	1	On Campus Instructional Coaches		\$158,039.00
5	2	1	Student Success Manager		\$78,532.00
5	3	1	Before and After School Tutorials		\$5,623.00
Sub-Total					\$959,675.00
Budgeted Fund Source Amount					\$959,675.00
+/- Difference					\$0.00
Grand Total Budgeted					\$967,790.00
Grand Total Spent					\$967,790.00
+/- Difference					\$0.00