

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



Table of Contents

Comprehensive Needs Assessment	3
Student Achievement	3
Culture and Climate	5
Parent and Community Engagement	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	10
Goals	13
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.	13
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.	23
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.	25
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.	27
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.	30
Campus Funding Summary	35

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Powell Elementary met standards in all three state accountability areas for the 2022-2023 school year on STAAR.

Domain 1 Student Achievement: 92

Domain 2a Academic Growth: 65

Domain 2b Relative Performance: 84

Domain 3 Closing the Gaps: 63

On the 2022-2023 STAAR assessment, the following scores for all grades show the percentage of Meets and Masters Level:

3rd Grade Reading- 70%

3rd Grade Math- 77%

4th Grade Reading- 71%

4th Grade Math- 72%

Over the past year, one of our focus areas was increasing the number of students that are on level for reading in grades Kindergarten - 2nd. The percentage of students on reading level at the end of year are as follows:

Kindergarten: 82% (District 71%)

1st grade: 71% (District 67%)

2nd grade: 66% (District 67%)

Over the past year, increasing the number of students performing on level in math has been a focus. The percentage of students performing at or above grade level expectations in grades K-2 on the early math assessment are as follows:

Kindergarten: 81% (District 76%)

1st grade: 69% (District 67%)

2nd grade: 71% (District 75%)

Student Achievement Strengths

Powell 3rd and 4th graders scored 92% in Domain 1 for Student Achievement.

One of Powell Elementary's strengths, based on summative data, is our performance in math. Using comparative data, our student scores in math, particularly 3rd grade math, are strong.

On the 2022-2023 STAAR assessment, 47% of students scored at the Masters level on the 3rd grade math assessment.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): HB3-2nd grade BAS reading levels shows 34% of students are reading below grade level at EOY. **Root Cause:** Phonics lessons weren't explicitly taught in a way that struggling learners needed.

Problem Statement 2 (Prioritized): HB3-1st grade Early Math Assessment shows 31% of students are below grade level at EOY. **Root Cause:** Some academic vocabulary was not explicitly taught and caused students to struggle with certain questions.

Problem Statement 3 (Prioritized): 38% of 4th grade students did not make expected growth on the STAAR RLA test. **Root Cause:** Some academic vocabulary was not explicitly taught and caused students to struggle with certain questions.

Problem Statement 4 (Prioritized): 31% of 4th grade grade students did not make expected growth on the STAAR Math test. **Root Cause:** Students do not have automaticity with their math facts and struggle to add, subtract, and multiply in a timely manner.

Problem Statement 5 (Prioritized): 36% of 3rd and 4th grade students scored a zero on an extended constructed response on the STAAR RLA test. **Root Cause:** Students had only practiced fiction extended constructed responses and the test presented an informational extended constructed response.

Culture and Climate

Culture and Climate Summary

Powell Elementary is committed to the behavioral and academic success of all students. In Conroe ISD, students are taught to successfully manage their behaviors and make responsible decisions. We utilize Morning Meetings and the district SEL resources to help encourage students to show good character in their everyday actions. Teachers host a morning meeting daily. We have also implemented celebrations on campus including Shout Outs to staff, TAEs, SAEs, weekly awards in P.E., and PAW-sitive awards for students that reach their goals in math and reading, as well as, for displaying positive character traits given monthly.

Foundations/Safety: Powell Elementary is committed to the safety, health, and wellness of all students and staff. Conroe ISD is proactive in keeping campuses, staff, and students safe, and as a campus, we make sure to follow the same protocol that is expected from the school district. Our campus has also taken a positive, proactive instructional approach to behavior in utilizing PBIS Foundations training. We are currently in our 8th year of Foundations, and have successfully implemented policies and procedures that have ensured the safety of our staff and students, along with setting expectations for behavior.

Culture and Climate Strengths

Powell Elementary earned Level 1 Certification status with High Reliability Schools during the 2022-2023 school year.

Hiring campus personnel to reflect the cultural and diverse student body is a priority at Powell Elementary.

“All Means All” in Conroe ISD. Every students’ academic, social and emotional needs are a priority.

Powell Elementary utilizes all available resources, including colleges, universities, Regional Service Centers, education-related professional organizations, job fairs, and Alternative Certification Programs, to recruit a quality, diverse applicant pool, particularly in identified shortage areas.

Our Foundations team strives to ensure a safe and orderly environment, conducive to learning for all students and staff.

At Powell Elementary, students will develop a healthy sense of self and social awareness, respect for others, successfully manage their emotions, behaviors, and make responsible decisions.

Our staff continues to promote safety through Safe Schools trainings and utilizes mitigation strategies to keep our schools, students, and staff safe.

We engage students, families, and our community as authentic partners.

Powell Elementary provides professional development on a campus-wide positive, proactive instructional approach to behavior through implementation of PBIS Foundations.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Staff does not feel they have the time and autonomy to fulfill their roles and responsibilities. **Root Cause:** Teachers were required to participate in additional walkthroughs and extra meetings during the 22-23 school year.

Problem Statement 2 (Prioritized): Staff members do not feel there is an optimal power equalization between the leader and team members. **Root Cause:** Some team leaders did not get information and feedback from teams when participating in school-wide decisions.

Problem Statement 3 (Prioritized): Our campus does not implement Foundations procedures in the cafeteria with fidelity. **Root Cause:** Staff needs more training on Foundations procedures.

Parent and Community Engagement

Parent and Community Engagement Summary

Powell Elementary values parent and family involvement, which is evident in our many campus activities that invite family participation, including Parent Information Night, Fun Run, Jingle Jam, 2nd grade Family Folk Dance, Writer's Cafe, Kindergarten Plymouth Day, Rodeo Day, and student performances. We have a very strong Parent-Teacher Organization that supports our campus in many ways including fund-raising, faculty lunches, student field trips, technology, parent volunteers, and so much more. Our partnership with parents and community is evident in all that we do. Parents visit our campus each day for a variety of reasons including volunteering, conferences, reading to classes and lunch with students.

Our staff feels valued and supported by our community as is evident in the Teacher Achieving Excellence messages and positive emails they receive each day.

Communication between the campus and community is extremely important and occurs on a regular basis. Powell Elementary maintains our website with helpful and up-to-date information. We also provide a weekly campus newsletter, The Powell Publisher, that includes grade level newsletters and school information. Social media is updated regularly. Reminder emails and text messages are sent to inform parents of important events. Parents are able to make suggestions anonymously through our website in the Powell Suggestion Box, or by emailing contactpowell@conroeisd.net.

Parent and Community Engagement Strengths

Our PTO is very supportive of our campus including teacher and student needs.

Parents have knowledge of what is happening around the school from week to week by reading the Powell Publisher. The Publisher has over 1000 views each week.

Powell Elementary has several corporate sponsors that support our teachers and students throughout the year.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Formal and informal communication lines are not effective for communicating campus information. **Root Cause:** There were new positions within the parent and campus leadership teams and those changes were not adequately communicated to stakeholders.

Problem Statement 2 (Prioritized): Fourth grade parents do not feel they have enough opportunities to be involved during their child's last year of elementary school. **Root Cause:** Fourth grade parents were not able to volunteer as much when their children were in the lower grades due to COVID.

Priority Problem Statements

Problem Statement 1: 36% of 3rd and 4th grade students scored a zero on an extended constructed response on the STAAR RLA test.

Root Cause 1: Students had only practiced fiction extended constructed responses and the test presented an informational extended constructed response.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: 31% of 4th grade grade students did not make expected growth on the STAAR Math test.

Root Cause 2: Students do not have automaticity with their math facts and struggle to add, subtract, and multiply in a timely manner.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: 38% of 4th grade students did not make expected growth on the STAAR RLA test.

Root Cause 3: Some academic vocabulary was not explicitly taught and caused students to struggle with certain questions.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: HB3-1st grade Early Math Assessment shows 31% of students are below grade level at EOY.

Root Cause 4: Some academic vocabulary was not explicitly taught and caused students to struggle with certain questions.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: HB3-2nd grade BAS reading levels shows 34% of students are reading below grade level at EOY.

Root Cause 5: Phonics lessons weren't explicitly taught in a way that struggling learners needed.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Staff does not feel they have the time and autonomy to fulfill their roles and responsibilities.

Root Cause 6: Teachers were required to participate in additional walkthroughs and extra meetings during the 22-23 school year.

Problem Statement 6 Areas: Culture and Climate

Problem Statement 7: Formal and informal communication lines are not effective for communicating campus information.

Root Cause 7: There were new positions within the parent and campus leadership teams and those changes were not adequately communicated to stakeholders.

Problem Statement 7 Areas: Parent and Community Engagement

Problem Statement 8: Fourth grade parents do not feel they have enough opportunities to be involved during their child's last year of elementary school.

Root Cause 8: Fourth grade parents were not able to volunteer as much when their children were in the lower grades due to COVID.

Problem Statement 8 Areas: Parent and Community Engagement

Problem Statement 9: Our campus does not implement Foundations procedures in the cafeteria with fidelity.

Root Cause 9: Staff needs more training on Foundations procedures.

Problem Statement 9 Areas: Culture and Climate

Problem Statement 10: Staff members do not feel there is an optimal power equalization between the leader and team members.

Root Cause 10: Some team leaders did not get information and feedback from teams when participating in school-wide decisions.

Problem Statement 10 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
- 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
- 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
- Annual dropout rate 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
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

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

- Study of best practices

Goals


Goal 1: Student Achievement and Post-Secondary Success






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

Performance Objective 1: Increase the percentage of 2nd grade students who are reading on grade level as measured by the Benchmark Assessment System (BAS) from 66% to 71%.

HB3 Goal

Evaluation Data Sources: Benchmark Assessment System

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will conduct Guided Reading groups with fidelity using the Fountas and Pinnell leveled library. Outlying student groups that are well-below grade level and well-above grade level will be collectively grouped and targeted instruction will be implemented four times per week for well-below and two times per week for well-above.</p> <p>Strategy's Expected Result/Impact: BAS on grade-level students will increase from 66% to 71% by the end of the year</p> <p>Staff Responsible for Monitoring: 2nd Grade Teachers and RLA Instructional Coach</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>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Additional books for Emergent Bilingual Students - Title III - \$1,250, ELA Campus Instructional Coach - State Comp Ed - \$24,400</p>	Formative		
	Dec	Mar	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 2nd Grade teachers will implement "PAWS time" (Intervention and Enrichment) with fidelity four days per week.</p> <p>Strategy's Expected Result/Impact: BAS on grade-level students will increase from 66% to 71% by the end of the year</p> <p>Staff Responsible for Monitoring: 2nd Grade Teachers and RLA Instructional Coach</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>Problem Statements: Student Achievement 1</p>	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: HB3-2nd grade BAS reading levels shows 34% of students are reading below grade level at EOY. Root Cause: Phonics lessons weren't explicitly taught in a way that struggling learners needed.</p>






Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 2: Increase the percentage of 1st grade students who met expectations on the end of year Early Math Assessment from 69% to 74%.

HB3 Goal

Evaluation Data Sources: End of year Early Math Assessment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 1st Grade teachers will implement "PAWS time" (Intervention and Enrichment) two days per week.</p> <p>Strategy's Expected Result/Impact: End of year Early Math Assessment student performance will increase from 69% to 74%.</p> <p>Staff Responsible for Monitoring: 1st Grade teachers and Math Instructional Coach.</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>Problem Statements: Student Achievement 2</p>	Formative		
	Dec	Mar	June
	N/A		
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 1st Grade teachers will implement effective instruction through the CISD Solves Instructional Model which includes Math Review/Mental Math, Fact Fluency, and Poster Method.</p> <p>Strategy's Expected Result/Impact: EOY Early Math Assessment student performance will increase from 69% to 74%.</p> <p>Staff Responsible for Monitoring: 1st Grade teachers and Instructional Coach.</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>Problem Statements: Student Achievement 2</p>	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Student Achievement







Problem Statement 2: HB3-1st grade Early Math Assessment shows 31% of students are below grade level at EOY. **Root Cause:** Some academic vocabulary was not explicitly taught and caused students to struggle with certain questions.

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 3: Increase the percentage of 4th grade students who made expected growth on the 2023 STAAR Reading Assessment from 62% to 67%.

Evaluation Data Sources: STAAR Reading Assessment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers and students will maintain grade-level electronic data walls and student data folders.</p> <p>Strategy's Expected Result/Impact: Increased growth on the STAAR Reading assessment due to a greater understanding of goal setting, goal conferences, and grade tracking</p> <p>Staff Responsible for Monitoring: Administration, 4th Grade teachers, RLA Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Achievement 3</p>	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 4th grade teachers will implement "PAWS time" (Intervention and Enrichment) two times per week and progress monitor all students. Students will be grouped according to their 3rd grade STAAR results. Instruction will be targeted towards the needs of each group.</p> <p>Strategy's Expected Result/Impact: Increased student growth</p> <p>Staff Responsible for Monitoring: Administration, 4th grade teachers, RLA Instructional Coach</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>Problem Statements: Student Achievement 3</p> <p>Funding Sources: ELA Instructional Campus Coach - State Comp Ed - \$24,400</p>	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

Student Achievement







Problem Statement 3: 38% of 4th grade students did not make expected growth on the STAAR RLA test. Root Cause: Some academic vocabulary was not explicitly taught and caused students to struggle with certain questions.

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 4: Increase the percentage of 4th grade students who made expected growth on the 2023 STAAR Math Assessment from 69% to 74%.

Evaluation Data Sources: STAAR Math Assessment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers and students will be held accountable for maintaining the grade level data wall and student data folders.</p> <p>Strategy's Expected Result/Impact: Students will understand their grades, create goals for themselves, and take ownership of their growth by participating in goal conferences. This will be reflected in the growth of their 3rd grade Math STAAR scores to their 4th grade Math STAAR scores</p> <p>Staff Responsible for Monitoring: Administration, 4th grade teachers, Math Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Achievement 4</p>	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 4th grade teachers will implement "PAWS time" (Intervention and Enrichment) two times per week and progress monitor all students. Students will be grouped according to 3rd grade STAAR results. Instruction will be targeted towards the needs of each group.</p> <p>Strategy's Expected Result/Impact: Students will show growth through exit tickets, CAs, CFAs, Interim Assessments, and STAAR</p> <p>Staff Responsible for Monitoring: Administration, 4th grade teachers, Math Instructional Coach</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>Problem Statements: Student Achievement 4</p>	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 4 Problem Statements:


Student Achievement
Problem Statement 4: 31% of 4th grade students did not make expected growth on the STAAR Math test. Root Cause: Students do not have automaticity with their math facts and struggle to add, subtract, and multiply in a timely manner.

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 5: Increase the average score of 3rd grade students on 2024 STAAR Reading Extended Constructed Response questions from 2.77 to 3.2.

Evaluation Data Sources: 2024 STAAR Reading Assessment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will participate in an Extended Constructed Response (ECR) professional development covering TEA ECR guidelines. Teachers will explicitly teach the two types of rubrics that could possibly be tested on the STAAR exam for ECR. Students will use the rubrics when writing ECRs in class. Teachers will score using rubrics and conduct conferences with students.</p> <p>Strategy's Expected Result/Impact: Increased student growth and knowledge of ECRs</p> <p>Staff Responsible for Monitoring: 3rd grade RLA teachers and RLA Instructional Coach</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>Problem Statements: Student Achievement 5</p> <p>Funding Sources: Tutoring - Title III - \$3,000, Summit K-12 - Title III - \$655, ELA Instructional Campus Coach - State Comp Ed - \$24,400</p>	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will calibrate scoring ECRs using the TEA rubric. Students will then be regrouped for "PAWS time" (Intervention and Enrichment) according to their score for one cycle of "PAWS time."</p> <p>Strategy's Expected Result/Impact: Increased student scores on the 2024 STAAR Assessments.</p> <p>Staff Responsible for Monitoring: 3rd grade RLA teachers and RLA Instructional Coach</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>Problem Statements: Student Achievement 5</p>	Formative		
	Dec	Mar	June
	N/A		



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 5 Problem Statements:

Student Achievement






Problem Statement 5: 36% of 3rd and 4th grade students scored a zero on an extended constructed response on the STAAR RLA test. **Root Cause:** Students had only practiced fiction extended constructed responses and the test presented an informational extended constructed response.

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: We will accurately use funds to support instruction and campus growth on purchases that support learning for this school year.

Evaluation Data Sources: Curriculum resource inventory, school budget

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus secretary will meet with the principal weekly to review the budget and ensure deadlines are met. Strategy's Expected Result/Impact: Campus funds will have been used in a timely manner to support this year's student population. Staff Responsible for Monitoring: Principal, Campus Secretary</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Culture and Climate 1</p>	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:






Culture and Climate
<p>Problem Statement 1: Staff does not feel they have the time and autonomy to fulfill their roles and responsibilities. Root Cause: Teachers were required to participate in additional walkthroughs and extra meetings during the 22-23 school year.</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: Give staff members opportunities to serve in leadership roles that impact the campus.

Evaluation Data Sources: Staff Surveys, OHI

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Staff will have the opportunities to volunteer to lead committees and organizations throughout the school year.</p> <p>Strategy's Expected Result/Impact: A greater sense of staff ownership and decision making influence within the school</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p>Problem Statements: Culture and Climate 2</p>	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:






Culture and Climate
<p>Problem Statement 2: Staff members do not feel there is an optimal power equalization between the leader and team members. Root Cause: Some team leaders did not get information and feedback from teams when participating in school-wide decisions.</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: We will grow and establish programs to develop teacher efficacy.

Evaluation Data Sources: Instructional Rounds reflections, Coaching cycles, Academic committee agendas and sign in sheets

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Instructional Rounds will occur 3 times this school year with a focus on Tier1 best practices. Strategy's Expected Result/Impact: Increased use of Tier 1 instructional practices in classrooms Staff Responsible for Monitoring: Rounds leaders, Administration, RLA and Math Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Culture and Climate 1</p>	Formative		
	Dec	Mar	June
	N/A		
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Academic Committees will meet at least 5 times this year to discuss instructional practices, content vocabulary, and assessment data/alignment. Strategy's Expected Result/Impact: More vertically aligned instructional practices and strengthened student outcomes Staff Responsible for Monitoring: Administration, RLA and Math Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 3, 4, 5 - Culture and Climate 2</p>	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: HB3-2nd grade BAS reading levels shows 34% of students are reading below grade level at EOY. **Root Cause:** Phonics lessons weren't explicitly taught in a way that struggling learners needed.

Problem Statement 2: HB3-1st grade Early Math Assessment shows 31% of students are below grade level at EOY. **Root Cause:** Some academic vocabulary was not explicitly taught and caused students to struggle with certain questions.

Problem Statement 3: 38% of 4th grade students did not make expected growth on the STAAR RLA test. **Root Cause:** Some academic vocabulary was not explicitly taught and caused students to struggle with certain questions.

Problem Statement 4: 31% of 4th grade grade students did not make expected growth on the STAAR Math test. **Root Cause:** Students do not have automaticity with their math facts and struggle to add, subtract, and multiply in a timely manner.

Problem Statement 5: 36% of 3rd and 4th grade students scored a zero on an extended constructed response on the STAAR RLA test. **Root Cause:** Students had only practiced fiction extended constructed responses and the test presented an informational extended constructed response.

Culture and Climate

Problem Statement 1: Staff does not feel they have the time and autonomy to fulfill their roles and responsibilities. **Root Cause:** Teachers were required to participate in additional walkthroughs and extra meetings during the 22-23 school year.






Problem Statement 2: Staff members do not feel there is an optimal power equalization between the leader and team members. **Root Cause:** Some team leaders did not get information and feedback from teams when participating in school-wide decisions.

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: Teachers will be knowledgeable and competent in CISD best practices in order to effectively fulfill their roles.

Evaluation Data Sources: Quarterly Staff surveys

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide teachers time for big picture planning prior to each grading period.</p> <p>Strategy's Expected Result/Impact: A shared understanding of content and how to present it effectively to their students</p> <p>Staff Responsible for Monitoring: Administration, RLA and Math Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, 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: Culture and Climate 1</p> <p>Funding Sources: Substitutes for Big Picture Planning - State Comp Ed - \$3,579</p>	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:






Culture and Climate
<p>Problem Statement 1: Staff does not feel they have the time and autonomy to fulfill their roles and responsibilities. Root Cause: Teachers were required to participate in additional walkthroughs and extra meetings during the 22-23 school year.</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 2: Staff will participate in academic committees and campus enhancement committees to ensure they feel able to contribute and influence change.

Evaluation Data Sources: Quarterly Staff Surveys

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The Foundations Committee will conduct observations in the cafeteria and develop a plan to improve student behavior in the cafeteria.</p> <p>Strategy's Expected Result/Impact: Improved student behavior in the cafeteria</p> <p>Staff Responsible for Monitoring: Administration, Foundations Committee</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</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 2 Problem Statements:






Culture and Climate
<p>Problem Statement 3: Our campus does not implement Foundations procedures in the cafeteria with fidelity. Root Cause: Staff needs more training on Foundations procedures.</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: 4th grade parents will be invited to participate and/or attend several 4th grade events throughout the year.

Evaluation Data Sources: End of year parent survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Invite 4th grade parents to attend field trips, programs, book fairs, GT exposition, and choir concerts.</p> <p>Strategy's Expected Result/Impact: Increased parent participation and engagement for their 4th graders' last year of elementary school</p> <p>Staff Responsible for Monitoring: Administration, 4th grade teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Parent and Community Engagement 1, 2</p>	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:






Parent and Community Engagement
<p>Problem Statement 1: Formal and informal communication lines are not effective for communicating campus information. Root Cause: There were new positions within the parent and campus leadership teams and those changes were not adequately communicated to stakeholders.</p>
<p>Problem Statement 2: Fourth grade parents do not feel they have enough opportunities to be involved during their child's last year of elementary school. Root Cause: Fourth grade parents were not able to volunteer as much when their children were in the lower grades due to COVID.</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: Professional Learning Teams will meet weekly and at least one meeting a month will focus around data from CFAs, Universal Screeners and campus made assessments.

Evaluation Data Sources: PLT Agendas

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: A pre-planned schedule will be utilized to prioritize district data meetings. Campus coaches will lead PLT meetings to support data driven discussions.</p> <p>Strategy's Expected Result/Impact: Increased rigor in small groups and "PAWS time" (Intervention and Enrichment) based on student strengths and weaknesses shown on data analysis tools</p> <p>Staff Responsible for Monitoring: Administration, RLA and Math Instructional Coaches, Classroom Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, 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>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: HB3-2nd grade BAS reading levels shows 34% of students are reading below grade level at EOY. Root Cause: Phonics lessons weren't explicitly taught in a way that struggling learners needed.</p>
<p>Problem Statement 2: HB3-1st grade Early Math Assessment shows 31% of students are below grade level at EOY. Root Cause: Some academic vocabulary was not explicitly taught and caused students to struggle with certain questions.</p>
<p>Problem Statement 3: 38% of 4th grade students did not make expected growth on the STAAR RLA test. Root Cause: Some academic vocabulary was not explicitly taught and caused students to struggle with certain questions.</p>

Student Achievement

Problem Statement 4: 31% of 4th grade students did not make expected growth on the STAAR Math test. **Root Cause:** Students do not have automaticity with their math facts and struggle to add, subtract, and multiply in a timely manner.






Problem Statement 5: 36% of 3rd and 4th grade students scored a zero on an extended constructed response on the STAAR RLA test. **Root Cause:** Students had only practiced fiction extended constructed responses and the test presented an informational extended constructed response.

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: Increase the amount of instructional technology utilized in each kindergarten and first grade classroom.

Evaluation Data Sources: SeeSaw analytics, Dreambox analytics, campus analytics

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Professional development will occur quarterly with grade levels and the district technology coach.</p> <p>Strategy's Expected Result/Impact: Increased evidence of learning through SeeSaw</p> <p>Staff Responsible for Monitoring: Administration, RLA and Math Instructional Coaches</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Achievement 2 - Culture and Climate 1</p>	Formative		
	Dec	Mar	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 2 Problem Statements:






Student Achievement
<p>Problem Statement 2: HB3-1st grade Early Math Assessment shows 31% of students are below grade level at EOY. Root Cause: Some academic vocabulary was not explicitly taught and caused students to struggle with certain questions.</p>
Culture and Climate
<p>Problem Statement 1: Staff does not feel they have the time and autonomy to fulfill their roles and responsibilities. Root Cause: Teachers were required to participate in additional walkthroughs and extra meetings during the 22-23 school year.</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 3: Improve the effectiveness of the MTSS process on campus.

Evaluation Data Sources: RtI Tier II and Tier III data, Staff surveys, Universal screening data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: MTSS discussions will be held during PLT times bimonthly with grade level teachers, campus coaches, and support staff in attendance.</p> <p>Strategy's Expected Result/Impact: A greater sense of staff ownership regarding the students in their grade level as they work to find ways to support them throughout the year</p> <p>Staff Responsible for Monitoring: Administration, RLA and Math Instructional Coaches, Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Achievement 1, 2, 3, 4, 5 - Culture and Climate 2</p>	Formative		
	Dec	Mar	June
			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 3 Problem Statements:

Student Achievement
<p>Problem Statement 1: HB3-2nd grade BAS reading levels shows 34% of students are reading below grade level at EOY. Root Cause: Phonics lessons weren't explicitly taught in a way that struggling learners needed.</p>
<p>Problem Statement 2: HB3-1st grade Early Math Assessment shows 31% of students are below grade level at EOY. Root Cause: Some academic vocabulary was not explicitly taught and caused students to struggle with certain questions.</p>
<p>Problem Statement 3: 38% of 4th grade students did not make expected growth on the STAAR RLA test. Root Cause: Some academic vocabulary was not explicitly taught and caused students to struggle with certain questions.</p>
<p>Problem Statement 4: 31% of 4th grade grade students did not make expected growth on the STAAR Math test. Root Cause: Students do not have automaticity with their math facts and struggle to add, subtract, and multiply in a timely manner.</p>

Student Achievement

Problem Statement 5: 36% of 3rd and 4th grade students scored a zero on an extended constructed response on the STAAR RLA test. **Root Cause:** Students had only practiced fiction extended constructed responses and the test presented an informational extended constructed response.

Culture and Climate

Problem Statement 2: Staff members do not feel there is an optimal power equalization between the leader and team members. **Root Cause:** Some team leaders did not get information and feedback from teams when participating in school-wide decisions.

Campus Funding Summary

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Additional books for Emergent Bilingual Students		\$1,250.00
1	5	1	Tutoring		\$3,000.00
1	5	1	Summit K-12		\$655.00
Sub-Total					\$4,905.00
Budgeted Fund Source Amount					\$4,905.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	ELA Campus Instructional Coach		\$24,400.00
1	3	2	ELA Instructional Campus Coach		\$24,400.00
1	5	1	ELA Instructional Campus Coach		\$24,400.00
4	1	1	Substitutes for Big Picture Planning		\$3,579.00
Sub-Total					\$76,779.00
Budgeted Fund Source Amount					\$76,779.00
+/- Difference					\$0.00
Grand Total Budgeted					\$81,684.00
Grand Total Spent					\$81,684.00
+/- Difference					\$0.00