

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



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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

At Coulson Tough Elementary our mission is guaranteed exceptional learning and growth for all students. We are committed to implementing best practices in all classrooms to ensure we are meeting the needs of all students.

For the 2022-2023 school year, Coulson Tough Elementary is predicted to receive an overall rating of an 'A', with the following target area ratings:

- Student Achievement Score: A (95)
- School Progress Score: B (86)
- Closing the Gaps Score: A (95)

The following represents the campus's STAAR scores for 2023:

	Approaches	Meets	Masters
3rd Grade Reading	95%	81%	39%
3rd Grade Math	95%	82%	53%
4th Grade Reading	94%	79%	49%
4th Grade Math	91%	79%	51%
5th Grade Reading	95%	84%	61%
5th Grade Math	98%	84%	53%
5th Grade Science	93%	79%	52%
6th Grade Reading	94%	83%	50%
6th Grade Math	94%	84%	64%

The overall performance scores for our 3 primary sub groups for 2023 STAAR are as follows:

	Approaches	Meets	Masters
SPED Reading	76%	32%	2%
SPED Math	71%	49%	12%

	Approaches	Meets	Masters
SPED Science	73%	55%	18%
EB Reading	87%	69%	29%
EB Math	86%	72%	41%
EB Science	86%	64%	33%
Eco Dis Reading	89%	70%	28%
Eco Dis Math	89%	63%	28%
Eco Dis Science	82%	55%	18%

### Student Achievement Strengths

The staff and students at Coulson Tough Elementary are proud of the work we do every day and that is reflected in the success of our students:

- In Reading, Writing, Math and Science we continue to outperform the state and district at the Approaches, Meets and Masters levels.
- Our 4th Grade made gains at the Approaches, Meets and Masters levels on the Math STAAR test and maintained strong performance levels on the Reading STAAR test.
- Our 6th Grade made gains at the Approaches and Meets levels on the Reading STAAR test.
- Our Kindergarten and 1st and 2nd Grade students made significant gains from Beginning of Year to End of Year on the Early Math Assessment and BAS assessment.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** The percentage of students scoring at the Meets level or above on 3rd grade STAAR Reading is below that of our comparative campuses. **Root Cause:** The components of Reading Workshop (including strategy groups and conferences) were not always implemented with fidelity.

**Problem Statement 2 (Prioritized):** The percentage of students scoring at the Meets level or above on 3rd grade STAAR Math is below that of our comparative campuses. **Root Cause:** Lack of exposure to and understanding of new item types and students have a difficult time extracting key information from a problem (knowing what to us to answer the question presented).

**Problem Statement 3 (Prioritized):** There is a dip in our Reading and Math Masters level performance from 3rd Grade to 4th Grade. **Root Cause:** Not all components of CISD Solves and CISD Reads were implemented with fidelity or with the rigor that encouraged high levels of growth.

**Problem Statement 4 (Prioritized):** About 32% of 3rd and 4th Grade students taking the 2023 STAAR Reading Language Arts assessment scored a 0 on the extended constructed response. **Root Cause:** Student responses were incomplete or did not properly address the prompt provided.

**Problem Statement 5 (Prioritized):** Our Economically Disadvantaged students are performing below their peers in all subjects. **Root Cause:** Not all staff have received training in trauma-informed care or other support strategies for economically disadvantaged students.

**Problem Statement 6:** Our Special Education students are performing below their peers in all subjects. **Root Cause:** Our Special Education students need exposure to grade level content and staff needs more support on how to scaffold instruction for this population.

**Problem Statement 7:** The percentage of Kindergarten, 1st Grade and 2nd Grade students reading below benchmark on the end-of-year BAS is 17%, 23% and 22%. **Root Cause:** We have seen an increase in our EB population and deficits in prerequisite reading skills in English.

**Problem Statement 8:** Our Masters level performance dropped in all grades and subjects tested except one (4th Grade Math). **Root Cause:** Students need additional exposure and practice with questions presented in multiple formats that match the rigor of new item types on STAAR.

# Culture and Climate

## Culture and Climate Summary

Our campus's vision is to be globally recognized as a professional learning community that provides excellence in academic, cultural and character education and prepares K-6 students to be positive leaders in a 21st century world. Our staff is committed to collaborating through the Professional Learning Community framework. We regularly collaborate as grade level teams, content teams, vertical teams, etc. to ensure that we are meeting the needs of all students.

We believe the social and emotional development of our students is just as important as their academic development. This starts with our culture of character which has been in place since the campus opened in 2002. Our staff attends annual staff development sessions which include:

- Nine pillars of character - Respect, Responsibility, Fairness, Generosity, Courage, Kindness, Honesty, Resilience and Citizenship
- Morning meetings
- Social contracts
- Student Ambassadors in 1st-6th Grades
- Pledge of Kindness
- Guidance lessons
- Student leadership committees in 5th & 6th Grades

We have also implemented Positive Behavioral Interventions and Supports (PBIS) systems across campus including school-wide procedures and terminology for common areas in our building such as the cafeteria, hallways and playgrounds. We have a Foundations Committee that continually reviews the effectiveness of these procedures and makes recommendations for improvements when needed. Our classroom teachers have also been trained to utilize the STOIC model and CHAMPS in their classrooms to promote positive student behaviors and foster strong student-teacher relationships.

We are continuing to find new ways to promote cultural awareness on our campus. We are recognizing diverse populations in our community through a family spotlight board in our hallways, and we are excited to continue our Family Geography Night where we highlight the various cultures around the world. We embrace the diversity of our campus and want to empower all students to embrace each other and our unique cultures.

## Culture and Climate Strengths

Coulson Tough Elementary has demonstrated their commitment to academic, cultural and character education in the following ways:

- Certified as a Level 1 (Safe and Collaborative Culture) High Reliability School
- Certified as a Level 2 (Effective Teaching in Every Classroom) High Reliability School
- Certified as a Model PLC Campus
- Recognizing a Spotlight on Character student from each homeroom each month
- Recognizing a Spotlight on Character teacher for the month
- Connecting kids to the campus through various clubs, organizations and student leadership opportunities such as our student ambassadors and 5th & 6th Grade committees (Library, Titan Book Share, Beautification, Safety, etc.).
- Recognizing student achievements through Students Achieving Excellence Awards and staff achievements through Teachers Achieving Excellence Awards.
- Utilizing survey data (from students, staff and parents) to drive campus decisions
- Campus Organizational Health data remains high and indicates that Goal Focus, Communication Adequacy, Cohesiveness, and Adaptation are areas of strength on campus

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

**Problem Statement 1 (Prioritized):** Although our campus attendance data is among the highest in the district, our daily attendance rate is still below pre-COVID numbers (96.15% for 2022-2023) . Around 17% of our students had 11 or more absences for the year. **Root Cause:** Our community has the means to travel throughout the school year, and many have extended periods of time when they need to return to home countries to address Visa issues. Extracurricular activities are seen as being of equal importance to in-school experiences.

**Problem Statement 2 (Prioritized):** More students are exhibiting difficulty with regulating their own emotions and meeting campus and classroom behavior expectations. **Root Cause:** We continue to see the impact the pandemic had on our children due to decreased social opportunities during the early stages of social development.

**Problem Statement 3:** The 2022-2023 OHI survey indicates there is a need to address the area of Resource Utilization. **Root Cause:** Not all staff members feel their talents are viewed as resources that can and will be used to help improve the overall effectiveness of the school.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Coulson Tough Elementary recognizes the importance of all stakeholders being involved in the activities of our campus. We have a very involved parent community which volunteers their time in so many ways - Friday classroom reading opportunities, Library volunteer hours, etc. We also have an active PTO that supports our campus financially and through various outreach projects such as our book fairs and Spring Fling. It is essential that our students, teachers, and parents collaborate regularly to promote student success. We will continue to provide content and student club/organization presentations at each PTO meeting, which helps us solidify this partnership and gives our parents a glimpse at the learning that occurs in our classrooms each day.

In an effort to keep two-way communication going between home and school, our teachers host parent curriculum nights, parent-teacher conferences, provide weekly grade level newsletters and send Student Achieving Excellence emails. As a campus we send out our monthly Titan Tribune newsletter and additional emails as necessary to update everyone on current events. Our parents regularly reach out through emails and phone calls when questions or concerns arise, showing that they trust us to listen and take any appropriate or necessary action.

In our efforts to reach Level 1 and Level 2 certification through High Reliability Schools we have learned the value of utilizing surveys and round table meetings to get feedback on various practices, procedures and events on our campus. It is our goal to continue these practices to ensure we are continuing to meet the needs of all stakeholders.

## Parent and Community Engagement Strengths

- Host family events such as Family Math Night, Family Geography Night and Family Science Night.
- Families invited to campus events such as grade level musicals, concerts, recitals, art shows, reading and writing celebrations, parades, PE Expo, Kindergarten Graduation, 6th Grade Clap-out, etc.
- Communication of campus events through monthly Titan Tribune newsletter, weekly grade level newsletters, emails and social media accounts.
- Family attendance at monthly Spotlight ceremonies.
- Ongoing community partnership with HEB - Indian Springs.
- We host a Coulson Tough 101 in the Fall and Spring semester for our new families.
- We hosted an in-person Meet the Teacher event.
- Grade level surveys to students and parents at the end-of-the-year.
- Campus surveys and round table discussions with students, parents and staff.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1 (Prioritized):** We have a strong volunteer base that does not include many fathers or other male figures. **Root Cause:** Many of our fathers and other male role models work during the day and are unsure of how they can contribute to the school community.

**Problem Statement 2 (Prioritized):** There is a need to engage and involve families of diverse backgrounds in everyday school activities. **Root Cause:** Parents that are new to the campus hesitate to volunteer on campus - for some it may be their comfort with speaking or understanding English, for others it may be that they are new to the US public school system.



**Problem Statement 3:** Growing the attendance at our campus PTO meetings across all grade levels to include new families of all backgrounds. **Root Cause:** Parents that are new to the campus hesitate to attend activities on campus - for some it may be their comfort with speaking or understanding English, for others it may be that they are new to the US public school system.

# Priority Problem Statements

**Problem Statement 1:** The percentage of students scoring at the Meets level or above on 3rd grade STAAR Math is below that of our comparative campuses.

**Root Cause 1:** Lack of exposure to and understanding of new item types and students have a difficult time extracting key information from a problem (knowing what to use to answer the question presented).

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** About 32% of 3rd and 4th Grade students taking the 2023 STAAR Reading Language Arts assessment scored a 0 on the extended constructed response.

**Root Cause 2:** Student responses were incomplete or did not properly address the prompt provided.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** The percentage of students scoring at the Meets level or above on 3rd grade STAAR Reading is below that of our comparative campuses.

**Root Cause 3:** The components of Reading Workshop (including strategy groups and conferences) were not always implemented with fidelity.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 4:** Our Economically Disadvantaged students are performing below their peers in all subjects.

**Root Cause 4:** Not all staff have received training in trauma-informed care or other support strategies for economically disadvantaged students.

**Problem Statement 4 Areas:** Student Achievement

**Problem Statement 5:** There is a dip in our Reading and Math Masters level performance from 3rd Grade to 4th Grade.

**Root Cause 5:** Not all components of CISD Solves and CISD Reads were implemented with fidelity or with the rigor that encouraged high levels of growth.

**Problem Statement 5 Areas:** Student Achievement

**Problem Statement 6:** We have a strong volunteer base that does not include many fathers or other male figures.

**Root Cause 6:** Many of our fathers and other male role models work during the day and are unsure of how they can contribute to the school community.

**Problem Statement 6 Areas:** Parent and Community Engagement

**Problem Statement 7:** Although our campus attendance data is among the highest in the district, our daily attendance rate is still below pre-COVID numbers (96.15% for 2022-2023). Around 17% of our students had 11 or more absences for the year.

**Root Cause 7:** Our community has the means to travel throughout the school year, and many have extended periods of time when they need to return to home countries to address Visa issues. Extracurricular activities are seen as being of equal importance to in-school experiences.

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

**Problem Statement 8:** More students are exhibiting difficulty with regulating their own emotions and meeting campus and classroom behavior expectations.

**Root Cause 8:** We continue to see the impact the pandemic had on our children due to decreased social opportunities during the early stages of social development.

**Problem Statement 8 Areas:** Culture and Climate

**Problem Statement 9:** There is a need to engage and involve families of diverse backgrounds in everyday school activities.

**Root Cause 9:** Parents that are new to the campus hesitate to volunteer on campus - for some it may be their comfort with speaking or understanding English, for others it may be that they are new to the US public school system.

**Problem Statement 9 Areas:** Parent and Community Engagement

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved 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
- Special education/non-special education population including discipline, progress and participation data

- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

#### **Employee Data**

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

#### **Parent/Community Data**

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

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

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

# Goals



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

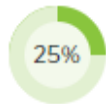





CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

**Performance Objective 1:** Increase the percent of 3rd grade students that score at the meets grade level or above on 2024 STAAR Reading from 83% to 85%.

### HB3 Goal

**Evaluation Data Sources:** Common Formative Assessments, Interim Assessments, STAAR

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Increase the percent of Kindergarten and 1st Grade students whose mClass composite score is at benchmark from 83% to 88%, and the percentage of 2nd Grade students reading at or above benchmark from 78% to 80%. <b>Strategy's Expected Result/Impact:</b> Increasing the number of students that are at benchmark at the end of their Kinder, 1st and 2nd Grade years will help performance on assessments such as STAAR in future years. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Coaches, Teachers  <b>Problem Statements:</b> Student Achievement 1, 3, 5	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide teachers opportunities to big picture plan with campus instructional coach throughout the school year and monitor the implementation of CISD Reads and Writes best practices. <b>Strategy's Expected Result/Impact:</b> Teachers have more time to analyze data and connect instructional strategies for upcoming units to specific student needs. Student assessment data shows growth throughout the year. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, Teachers  <b>Problem Statements:</b> Student Achievement 1, 3, 4, 5 <b>Funding Sources:</b> Campus ELA Instructional Coach - State Comp Ed - \$41,827	Formative		
	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Identify and meet with targeted small groups to strengthen identified areas for growth. <b>Strategy's Expected Result/Impact:</b> Increase in number of students at the Meets level on STAAR. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Achievement 1, 3, 4, 5 <b>Funding Sources:</b> Campus ELA Instructional Coach - State Comp Ed - \$41,827, Imagine Learning Licenses - Title III - \$3,000, Summit K12 Licenses - Title III - \$270, Extra Duty Pay for Before/After School Lab - Title III - \$1,980	Formative		
	Dec	Mar	June
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Increase the percent of 3rd and 4th Grade students that score a 4 or higher on the extended constructed response on the 2024 STAAR Reading Language Arts assessment from 56% to 61%. <b>Strategy's Expected Result/Impact:</b> Students will gain a better understanding of how to formulate an extended constructed response which will lead to higher overall STAAR scores. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Coach, Teachers  <b>Problem Statements:</b> Student Achievement 1, 3, 4, 5	Formative		
	Dec	Mar	June
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

### Performance Objective 1 Problem Statements:

Student Achievement
<b>Problem Statement 1:</b> The percentage of students scoring at the Meets level or above on 3rd grade STAAR Reading is below that of our comparative campuses. <b>Root Cause:</b> The components of Reading Workshop (including strategy groups and conferences) were not always implemented with fidelity.
<b>Problem Statement 3:</b> There is a dip in our Reading and Math Masters level performance from 3rd Grade to 4th Grade. <b>Root Cause:</b> Not all components of CISD Solves and CISD Reads were implemented with fidelity or with the rigor that encouraged high levels of growth.
<b>Problem Statement 4:</b> About 32% of 3rd and 4th Grade students taking the 2023 STAAR Reading Language Arts assessment scored a 0 on the extended constructed response. <b>Root Cause:</b> Student responses were incomplete or did not properly address the prompt provided.
<b>Problem Statement 5:</b> Our Economically Disadvantaged students are performing below their peers in all subjects. <b>Root Cause:</b> Not all staff have received training in trauma-informed care or other support strategies for economically disadvantaged students.

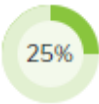


## Goal 1: Student Achievement and Post-Secondary Success

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

**Performance Objective 2:** Increase the percent of 3rd grade students that score meets grade level or above on 2024 STAAR Math from 84% to 86%.

### HB3 Goal

**Evaluation Data Sources:** Common Formative Assessments, Interim Assessments, STAAR

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Increase the percent of Kindergarten-2nd Grade students whose end-of-year early math assessment is on target from 87% to 90%. <b>Strategy's Expected Result/Impact:</b> Increasing the number of students that are at target in math at the end of their Kinder, 1st and 2nd Grade years will help performance on assessments such as STAAR in future years. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Coach, Teachers  <b>Problem Statements:</b> Student Achievement 2, 3, 5	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide teachers opportunities to big picture plan with campus instructional coach throughout the school year and monitor the implementation of CISD Solves best practices. <b>Strategy's Expected Result/Impact:</b> Teachers have more time to analyze data and connect instructional strategies for upcoming units to specific student needs. Student assessment data shows growth throughout the year. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, Teachers  <b>Problem Statements:</b> Student Achievement 2, 3, 5 <b>Funding Sources:</b> Campus Math Instructional Coach - State Comp Ed - \$25,356	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Identify and meet with targeted small groups to strengthen identified areas for growth. <b>Strategy's Expected Result/Impact:</b> Increase in number of students at the Meets level on STAAR. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, Teachers  <b>Problem Statements:</b> Student Achievement 2, 3, 5 <b>Funding Sources:</b> Campus Math Instructional Coach - State Comp Ed - \$25,356	Formative		
	Dec	Mar	June
			





No Progress



Accomplished



Continue/Modify



Discontinue

## Performance Objective 2 Problem Statements:

### Student Achievement

**Problem Statement 2:** The percentage of students scoring at the Meets level or above on 3rd grade STAAR Math is below that of our comparative campuses. **Root Cause:** Lack of exposure to and understanding of new item types and students have a difficult time extracting key information from a problem (knowing what to use to answer the question presented).

**Problem Statement 3:** There is a dip in our Reading and Math Masters level performance from 3rd Grade to 4th Grade. **Root Cause:** Not all components of CISD Solves and CISD Reads were implemented with fidelity or with the rigor that encouraged high levels of growth.

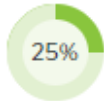




**Problem Statement 5:** Our Economically Disadvantaged students are performing below their peers in all subjects. **Root Cause:** Not all staff have received training in trauma-informed care or other support strategies for economically disadvantaged students.

Goal 1: Student Achievement and Post-Secondary Success

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

**Performance Objective 3:** Increase the percent of 6th Grade students that score masters on the 2024 STAAR Reading Language Arts assessment from 50% to 55%.

**Evaluation Data Sources:** Common Formative Assessments, Interim Assessments, STAAR

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Identify and meet with targeted small groups to strengthen identified areas for growth. <b>Strategy's Expected Result/Impact:</b> Increase in the number of students at the masters level on STAAR. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Coach, Teachers  <b>Problem Statements:</b> Student Achievement 5 <b>Funding Sources:</b> Instructional Resources - State Comp Ed - \$1,233	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 3 Problem Statements:

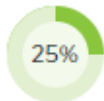
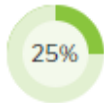




Student Achievement
<b>Problem Statement 5:</b> Our Economically Disadvantaged students are performing below their peers in all subjects. <b>Root Cause:</b> Not all staff have received training in trauma-informed care or other support strategies for economically disadvantaged students.

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 4: Increase the percent of 4th grade students that score Meets on 2024 STAAR Math from 78% to 82%.

Evaluation Data Sources: Common Assessments, Interim Assessments, STAAR

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide additional small group instruction to strengthen identified areas for growth for students at the Meets and Masters levels. <b>Strategy's Expected Result/Impact:</b> Increase in students scoring at the Meets and Masters level on STAAR. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Coaches, Teachers  <b>Problem Statements:</b> Student Achievement 3, 5 <b>Funding Sources:</b> Extra Duty for Before/After School Tutoring - State Comp Ed - \$1,233	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> 3rd-6th Grade Math teachers will participate in ongoing, embedded professional development and feedback with our campus instructional coach. <b>Strategy's Expected Result/Impact:</b> Increase the capacity of teachers and increase the percentage of students scoring at Meets level or above on STAAR. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, Teachers  <b>Problem Statements:</b> Student Achievement 3, 5 <b>Funding Sources:</b> Campus Math Instructional Coach - State Comp Ed - \$25,356	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 4 Problem Statements:

Student Achievement
<b>Problem Statement 3:</b> There is a dip in our Reading and Math Masters level performance from 3rd Grade to 4th Grade. <b>Root Cause:</b> Not all components of CISD Solves and CISD Reads were implemented with fidelity or with the rigor that encouraged high levels of growth.

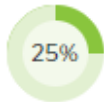




<b>Student Achievement</b>
<b>Problem Statement 5:</b> Our Economically Disadvantaged students are performing below their peers in all subjects. <b>Root Cause:</b> Not all staff have received training in trauma-informed care or other support strategies for economically disadvantaged students.

Goal 1: Student Achievement and Post-Secondary Success

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

**Performance Objective 5:** Increase the percentage of Economically Disadvantaged students that score Meets or above on all 2024 STAAR assessments from 63% to 68%.

**Evaluation Data Sources:** Common Assessments, Interim Assessments, STAAR

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide additional small group instruction to strengthen identified areas for growth for students at the Meets and Masters levels. <b>Strategy's Expected Result/Impact:</b> Increase in students scoring at the Meets and Masters level on STAAR. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Coaches, Teachers  <b>Problem Statements:</b> Student Achievement 5	Formative		
	Dec	Mar	June
			
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 5 Problem Statements:






Student Achievement
<b>Problem Statement 5:</b> Our Economically Disadvantaged students are performing below their peers in all subjects. <b>Root Cause:</b> Not all staff have received training in trauma-informed care or other support strategies for economically disadvantaged students.

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

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

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

**Evaluation Data Sources:** Financial Reports






Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Principal and secretary will meet weekly to review the budget and reconcile expenditures in all budget and activity accounts. <b>Strategy's Expected Result/Impact:</b> Campus funds will be utilized responsibly to meet campus goals. <b>Staff Responsible for Monitoring:</b> Principal, Financial Secretary	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

## Goal 2: School Leadership and Fiscal Responsibility

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

**Performance Objective 2:** Foster the development of successful and dynamic leaders on campus by providing increased opportunities to serve on campus teams such as Team Leader, Core Team, Foundations Team, and various campus committees.

**Evaluation Data Sources:** Meeting rosters and agendas

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Increase the number of staff members that hold leadership positions on campus and provide training on collaborative decision-making and planning and effective communication strategies. <b>Strategy's Expected Result/Impact:</b> Increased leadership capacity on campus and more effective communication vertically and horizontally across campus. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals  <b>Problem Statements:</b> Student Achievement 1, 2, 3, 4, 5	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

### Performance Objective 2 Problem Statements:







Student Achievement
<b>Problem Statement 1:</b> The percentage of students scoring at the Meets level or above on 3rd grade STAAR Reading is below that of our comparative campuses. <b>Root Cause:</b> The components of Reading Workshop (including strategy groups and conferences) were not always implemented with fidelity.
<b>Problem Statement 2:</b> The percentage of students scoring at the Meets level or above on 3rd grade STAAR Math is below that of our comparative campuses. <b>Root Cause:</b> Lack of exposure to and understanding of new item types and students have a difficult time extracting key information from a problem (knowing what to us to answer the question presented).
<b>Problem Statement 3:</b> There is a dip in our Reading and Math Masters level performance from 3rd Grade to 4th Grade. <b>Root Cause:</b> Not all components of CISD Solves and CISD Reads were implemented with fidelity or with the rigor that encouraged high levels of growth.
<b>Problem Statement 4:</b> About 32% of 3rd and 4th Grade students taking the 2023 STAAR Reading Language Arts assessment scored a 0 on the extended constructed response. <b>Root Cause:</b> Student responses were incomplete or did not properly address the prompt provided.
<b>Problem Statement 5:</b> Our Economically Disadvantaged students are performing below their peers in all subjects. <b>Root Cause:</b> Not all staff have received training in trauma-informed care or other support strategies for economically disadvantaged students.

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: Recruit, develop, and retain a highly-qualified and diverse staff to ensure effective instruction for all students.

Evaluation Data Sources: Hiring and Retention Data, T-TESS Evaluations

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Recruit staff to serve on the campus Selection and Welcome Committee to assist in screening resumes, preparing for and conducting interviews, and attending district job fairs. <b>Strategy's Expected Result/Impact:</b> Development of a strategic campus plan that will lead to the hiring and retention of staff members that align with the campus mission and vision. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals and Committee Members  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Implement a redesigned teacher mentor program for staff new to our campus. <b>Strategy's Expected Result/Impact:</b> Increase retention of new and current staff. <b>Staff Responsible for Monitoring:</b> Principal, Instructional Coaches  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			









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:** Provide a safe and orderly school environment that promotes high levels of academic and social growth for all students.

**Evaluation Data Sources:** Student, Parent and Staff Survey Data; Discipline Data; Observations

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Continue to develop the foundational knowledge and decision-making capacity of our campus Foundations Team to support the evaluation and maintenance of campus procedures to maintain safe practices and a positive culture for all students and staff. <b>Strategy's Expected Result/Impact:</b> Increase the efficiency of campus procedures. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Foundations Team  <b>Problem Statements:</b> Culture and Climate 2	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Continue to utilize campus problem solving teams and train staff on updated processes for referring students when there are concerns related to academics, behavior and social/emotional well-being. <b>Strategy's Expected Result/Impact:</b> Open lines of communication between teachers, administrators, counselors and parents, and appropriate interventions put in place for students as necessary in a timely manner. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Coach, Teachers  <b>Problem Statements:</b> Student Achievement 1, 2, 3, 4, 5 - Culture and Climate 2	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 1 Problem Statements:

Student Achievement
<b>Problem Statement 1:</b> The percentage of students scoring at the Meets level or above on 3rd grade STAAR Reading is below that of our comparative campuses. <b>Root Cause:</b> The components of Reading Workshop (including strategy groups and conferences) were not always implemented with fidelity.

### Student Achievement

**Problem Statement 2:** The percentage of students scoring at the Meets level or above on 3rd grade STAAR Math is below that of our comparative campuses. **Root Cause:** Lack of exposure to and understanding of new item types and students have a difficult time extracting key information from a problem (knowing what to use to answer the question presented).

**Problem Statement 3:** There is a dip in our Reading and Math Masters level performance from 3rd Grade to 4th Grade. **Root Cause:** Not all components of CISD Solves and CISD Reads were implemented with fidelity or with the rigor that encouraged high levels of growth.

**Problem Statement 4:** About 32% of 3rd and 4th Grade students taking the 2023 STAAR Reading Language Arts assessment scored a 0 on the extended constructed response. **Root Cause:** Student responses were incomplete or did not properly address the prompt provided.

**Problem Statement 5:** Our Economically Disadvantaged students are performing below their peers in all subjects. **Root Cause:** Not all staff have received training in trauma-informed care or other support strategies for economically disadvantaged students.

### Culture and Climate

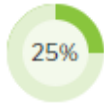





**Problem Statement 2:** More students are exhibiting difficulty with regulating their own emotions and meeting campus and classroom behavior expectations. **Root Cause:** We continue to see the impact the pandemic had on our children due to decreased social opportunities during the early stages of social development.

Goal 4: Safe and Collaborative School Culture

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

**Performance Objective 2:** Increase the level of engagement of families of diverse backgrounds in school activities and volunteer opportunities.

**Evaluation Data Sources:** Volunteer sign-ups & attendance at family events

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide all parents with opportunities to sign up for volunteer roles such as room parents, library assistants, Friday readers, etc. <b>Strategy's Expected Result/Impact:</b> More parents volunteer and are engaged around campus <b>Staff Responsible for Monitoring:</b> Principal, PTO  <b>Problem Statements:</b> Parent and Community Engagement 1, 2	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Develop and promote the CT Champions program to increase the presence of male volunteers and role models on campus. <b>Strategy's Expected Result/Impact:</b> An increase in male volunteers and presence on campus will add another level of security and positive male role models for students. <b>Staff Responsible for Monitoring:</b> Counselors  <b>Problem Statements:</b> Parent and Community Engagement 1	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 2 Problem Statements:



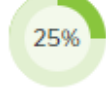
Parent and Community Engagement
<b>Problem Statement 1:</b> We have a strong volunteer base that does not include many fathers or other male figures. <b>Root Cause:</b> Many of our fathers and other male role models work during the day and are unsure of how they can contribute to the school community.
<b>Problem Statement 2:</b> There is a need to engage and involve families of diverse backgrounds in everyday school activities. <b>Root Cause:</b> Parents that are new to the campus hesitate to volunteer on campus - for some it may be their comfort with speaking or understanding English, for others it may be that they are new to the US public school system.

#### 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:** Provide multiple modes of communicating campus procedures, expectations, learning experiences and events to staff and parents.

**Evaluation Data Sources:** Staff and parent feedback and survey data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Send weekly comprehensive staff newsletters (emailed), notes from Core Team, Foundations Team, and Team Leader meetings, and monthly Titan Tribune parent newsletters (emailed and posted to campus website). <b>Strategy's Expected Result/Impact:</b> Increase in awareness of events and activities taking place throughout the campus. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors, Instructional Coaches  <b>Problem Statements:</b> Parent and Community Engagement 2	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Each grade level team (Kindergarten-6th Grade) will provide parents with a weekly newsletter that contains content covered in the next week, important dates, and strategies to support student learning at home. Our Fine Arts and PE team and Counselors will provide a monthly newsletter that will be distributed through the Titan Tribune. <b>Strategy's Expected Result/Impact:</b> Increased communication with parents; increased awareness of campus and classroom activities and ways to foster school/home connections. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Team Leaders, Counselors  <b>Problem Statements:</b> Parent and Community Engagement 2	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Promote and post campus activities on campus Facebook account at least 2-3 times per week. <b>Strategy's Expected Result/Impact:</b> Increased community awareness of the learning that is happening in classrooms every day. <b>Staff Responsible for Monitoring:</b> Principal, Campus Communication Liaison  <b>Problem Statements:</b> Culture and Climate 1 - Parent and Community Engagement 1, 2	Formative		
	Dec	Mar	June
			



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 3 Problem Statements:

#### Culture and Climate

**Problem Statement 1:** Although our campus attendance data is among the highest in the district, our daily attendance rate is still below pre-COVID numbers (96.15% for 2022-2023) . Around 17% of our students had 11 or more absences for the year. **Root Cause:** Our community has the means to travel throughout the school year, and many have extended periods of time when they need to return to home countries to address Visa issues. Extracurricular activities are seen as being of equal importance to in-school experiences.

#### Parent and Community Engagement

**Problem Statement 1:** We have a strong volunteer base that does not include many fathers or other male figures. **Root Cause:** Many of our fathers and other male role models work during the day and are unsure of how they can contribute to the school community.


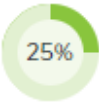




**Problem Statement 2:** There is a need to engage and involve families of diverse backgrounds in everyday school activities. **Root Cause:** Parents that are new to the campus hesitate to volunteer on campus - for some it may be their comfort with speaking or understanding English, for others it may be that they are new to the US public school system.

Goal 4: Safe and Collaborative School Culture

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

Performance Objective 4: Increase student leadership opportunities on campus.

Evaluation Data Sources: List of student leadership groups and their attendance rosters.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop and maintain various 5th and 6th grade student committees including Safety, Library, Titan Book Share, KTUF (morning announcements) and Beautification.  <b>Strategy's Expected Result/Impact:</b> Increasing the leadership opportunities and involvement of students around campus will promote better attendance and engagement in classroom learning. This will also help build student resumes and increase student involvement in junior high and high school.  <b>Staff Responsible for Monitoring:</b> Principal, Counselors  <b>Problem Statements:</b> Culture and Climate 1	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Continue to develop young leaders through the Student Ambassador program for 1st-6th Grade students.  <b>Strategy's Expected Result/Impact:</b> Increasing the leadership opportunities and involvement of students around campus will promote better attendance and engagement in classroom learning. Upstander/bullying prevention training provided by counselors will promote a positive school culture.  <b>Staff Responsible for Monitoring:</b> Principal, Counselors  <b>Problem Statements:</b> Culture and Climate 1	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 4 Problem Statements:

## Culture and Climate






**Problem Statement 1:** Although our campus attendance data is among the highest in the district, our daily attendance rate is still below pre-COVID numbers (96.15% for 2022-2023) . Around 17% of our students had 11 or more absences for the year. **Root Cause:** Our community has the means to travel throughout the school year, and many have extended periods of time when they need to return to home countries to address Visa issues. Extracurricular activities are seen as being of equal importance to in-school experiences.

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:** Teachers will utilize ongoing data collection and analysis to drive decisions related to best practices such as small group instruction (Guided Math, Guided Reading, individual conference, etc.).

**Evaluation Data Sources:** Collaborative Team Agendas, Data Meetings Notes, Lesson Plans

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Data analysis review with district data coach at the beginning of the year and ongoing data meetings as a part of grade level and vertical content collaborative planning meetings. <b>Strategy's Expected Result/Impact:</b> Staff will develop an increased knowledge of where students are in their learning which will drive instructional decisions. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches  <b>Problem Statements:</b> Student Achievement 1, 2, 3, 4, 5	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 1 Problem Statements:

Student Achievement
<b>Problem Statement 1:</b> The percentage of students scoring at the Meets level or above on 3rd grade STAAR Reading is below that of our comparative campuses. <b>Root Cause:</b> The components of Reading Workshop (including strategy groups and conferences) were not always implemented with fidelity.
<b>Problem Statement 2:</b> The percentage of students scoring at the Meets level or above on 3rd grade STAAR Math is below that of our comparative campuses. <b>Root Cause:</b> Lack of exposure to and understanding of new item types and students have a difficult time extracting key information from a problem (knowing what to us to answer the question presented).
<b>Problem Statement 3:</b> There is a dip in our Reading and Math Masters level performance from 3rd Grade to 4th Grade. <b>Root Cause:</b> Not all components of CISD Solves and CISD Reads were implemented with fidelity or with the rigor that encouraged high levels of growth.
<b>Problem Statement 4:</b> About 32% of 3rd and 4th Grade students taking the 2023 STAAR Reading Language Arts assessment scored a 0 on the extended constructed response. <b>Root Cause:</b> Student responses were incomplete or did not properly address the prompt provided.
<b>Problem Statement 5:</b> Our Economically Disadvantaged students are performing below their peers in all subjects. <b>Root Cause:</b> Not all staff have received training in trauma-informed care or other support strategies for economically disadvantaged students.








## 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: Integrate technology into all content area instruction.

**Evaluation Data Sources:** Lesson Plans, Observations, Training Schedules

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Our Technology teacher will provide bi-weekly technology lessons in all grade level classrooms to help build the capacity for students and staff to safely utilize technology strategies and resources regularly in classroom lessons and activities. <b>Strategy's Expected Result/Impact:</b> Teacher and student comfort with technology increases and thus the level of integration increases. Students utilize technology resources appropriately. <b>Staff Responsible for Monitoring:</b> Technology teacher, Classroom teachers, Principal  <b>Problem Statements:</b> Student Achievement 1, 2, 3, 4, 5 - Culture and Climate 1	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

### Performance Objective 2 Problem Statements:

Student Achievement
<b>Problem Statement 1:</b> The percentage of students scoring at the Meets level or above on 3rd grade STAAR Reading is below that of our comparative campuses. <b>Root Cause:</b> The components of Reading Workshop (including strategy groups and conferences) were not always implemented with fidelity.
<b>Problem Statement 2:</b> The percentage of students scoring at the Meets level or above on 3rd grade STAAR Math is below that of our comparative campuses. <b>Root Cause:</b> Lack of exposure to and understanding of new item types and students have a difficult time extracting key information from a problem (knowing what to us to answer the question presented).
<b>Problem Statement 3:</b> There is a dip in our Reading and Math Masters level performance from 3rd Grade to 4th Grade. <b>Root Cause:</b> Not all components of CISD Solves and CISD Reads were implemented with fidelity or with the rigor that encouraged high levels of growth.
<b>Problem Statement 4:</b> About 32% of 3rd and 4th Grade students taking the 2023 STAAR Reading Language Arts assessment scored a 0 on the extended constructed response. <b>Root Cause:</b> Student responses were incomplete or did not properly address the prompt provided.
<b>Problem Statement 5:</b> Our Economically Disadvantaged students are performing below their peers in all subjects. <b>Root Cause:</b> Not all staff have received training in trauma-informed care or other support strategies for economically disadvantaged students.

Culture and Climate

**Problem Statement 1:** Although our campus attendance data is among the highest in the district, our daily attendance rate is still below pre-COVID numbers (96.15% for 2022-2023) . Around 17% of our students had 11 or more absences for the year. **Root Cause:** Our community has the means to travel throughout the school year, and many have extended periods of time when they need to return to home countries to address Visa issues. Extracurricular activities are seen as being of equal importance to in-school experiences.

# State Compensatory

## Budget for Tough Elementary

**Total SCE Funds:** \$162,188.00

**Total FTEs Funded by SCE:** 2

**Brief Description of SCE Services and/or Programs**

We are utilizing a large portion of these funds to fund 2 instructional coach positions. These coaches are working directly with at-risk students in ELA and Math to ensure they are making progress towards their individual academic goals. Resources, such as books, small group materials, and manipulatives, will be purchased to utilize during small group instruction and tutoring. We will also provide extra duty pay to teachers that work with students before and after school.

## Personnel for Tough Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Haekyung Young	Campus Math Instructional Coach	1
Rebecca Harrison	Campus ELA Instructional Coach	1

# Campus Funding Summary

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Imagine Learning Licenses		\$3,000.00
1	1	3	Summit K12 Licenses		\$270.00
1	1	3	Extra Duty Pay for Before/After School Lab		\$1,980.00
Sub-Total					\$5,250.00
Budgeted Fund Source Amount					\$5,250.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Campus ELA Instructional Coach		\$41,827.00
1	1	3	Campus ELA Instructional Coach		\$41,827.00
1	2	2	Campus Math Instructional Coach		\$25,356.00
1	2	3	Campus Math Instructional Coach		\$25,356.00
1	3	1	Instructional Resources		\$1,233.00
1	4	1	Extra Duty for Before/After School Tutoring		\$1,233.00
1	4	2	Campus Math Instructional Coach		\$25,356.00
Sub-Total					\$162,188.00
Budgeted Fund Source Amount					\$162,188.00
+/- Difference					\$0.00
Grand Total Budgeted					\$167,438.00
Grand Total Spent					\$167,438.00
+/- Difference					\$0.00