

**Conroe Independent School District  
Veterans Memorial Intermediate  
2023-2024 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

#### Overall Academic Achievement 2023-2024 STAAR Raw Scores

5th Language Arts: 27

5th Math:20

5th Science: 19

6th Language Arts:25

6th Math: 19

#### Areas of Deficits:

5th Language Arts: 27

5th Math:20

5th Science: 19

6th Language Arts:25

6th Math: 19

#### 2022 Grangerland Data: (Waiting on 2023 Data)

		Veterans Memorial Preliminary Data--High Focus						
		Pivot tables are hidden to the left <<<						

	-	<b><u>2022 STAAR Reading</u></b>	Total Students	Did Not Meet	Approaches	Meets	Masters	Performance
		Not High Focus	84	12%	88%	67%	48%	67%
		High Focus	544	35%	65%	40%	19%	41%
		Campus Total	628	32%	68%	43%	22%	45%
	-	<b><u>2022 STAAR Math</u></b>	Total Students	Did Not Meet	Approaches	Meets	Masters	Performance
		Not High Focus	84	18%	82%	58%	37%	59%
		High Focus	545	35%	65%	38%	16%	39%
		Campus Total	629	33%	67%	40%	19%	42%
		<b><u>Reading Level</u></b>	Total Students	Below	Approaching	On/Above		
		Not High Focus	92	25%	11%	64%		
		High Focus	580	56%	11%	33%		
		Campus Total	672	52%	11%	38%		
		<b><u>2023 STAAR RLA Prediction</u></b>	Total Students	Did Not Meet	Approaches	Meets	Masters	Performance
		Not High Focus	87	17%	83%	64%	40%	62%
		High Focus	547	34%	66%	38%	17%	40%
		Campus Total	634	32%	68%	41%	21%	43%

		<b><u>2023 STAAR Math Prediction</u></b>	Total Students	Did Not Meet	Approaches	Meets	Masters	Performance
		Not High Focus	87	18%	82%	51%	28%	53%
		High Focus	546	37%	63%	29%	12%	35%
		Campus Total	633	35%	65%	32%	14%	37%

#### Student Achievement Strengths

**Scores in Reading increased in Approaches, Meets, and Masters. Math increased in Masters, but decreased in Approaches and Meets. Science decreased in Approaches and Meets, however stayed the same in Masters.**

Sub Category	2021	2022	Gain/Loss
AA	25	42	+17
H	32	31	-1
W	38	38	0
Eco Dis	32	31	-1
SPED	16	17	+1
EL	28	28	0

## **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1 (Prioritized):** A large percentage of 5th and 6th grade students are struggling to grow one Reading Level from the BOY BAS Reading test to the EOY BAS Reading testing. **Root Cause:** Students are demonstrating reading deficits in comprehension and fluency.

**Problem Statement 2 (Prioritized):** Students are performing below average on the Science STAAR test in comparison to students attending a comparison school. **Root Cause:** Students are demonstrating deficits in academic vocabulary and reading comprehension.

**Problem Statement 3 (Prioritized):** Students are performing below average on the Math STAAR test in comparison to students attending a comparison school. **Root Cause:** Students are demonstrating deficits in problem solving and basic math skills.

**Problem Statement 4 (Prioritized):** Students are performing below average on the Reading STAAR test in comparison to students attending a comparison school. **Root Cause:** Students are demonstrating deficits in reading fluency, comprehension, and writing for the constructive response essays.

**Problem Statement 5 (Prioritized):** The current PLC model at Grangerland failed to create an opportunity for teachers to properly plan and discuss the 4 PLC questions in order to improve overall student achievement. **Root Cause:** The campus master schedule didn't include a common PLC for content teachers to plan and review over data as a collective team.

**Problem Statement 6 (Prioritized):** The overall attendance percentage for the campus is well below 95%. **Root Cause:** Lack of systems and procedures to track student attendance.

**Problem Statement 7 (Prioritized):** Students receiving LEP services are under-performing in comparison to students not served by those programs. **Root Cause:** Lack of Tier 1 Best Practices and Small Group Instruction.

**Problem Statement 8 (Prioritized):** Emergent Bilingual students are under-performing on TELPAS in comparison to LEP students. **Root Cause:** Lack of exposure to Reading, Writing, and Speaking.

**Problem Statement 9 (Prioritized):** Since Veterans Memorial is a new campus, we don't have a history or experience with our current parents or community. It is going to take time for us to build positive relationships with all community stakeholders. **Root Cause:** New Campus

**Problem Statement 10 (Prioritized):** As a new campus, we don't have experience with parent involvement and how to get more parents involved who weren't previously involved at Grangerland. **Root Cause:** The need to identify and communicate common expectations regarding the role of families and the school in educating students.

**Problem Statement 11 (Prioritized):** As a new campus, we don't know the best form of communication to ensure that are parents feel informed, involved and welcomed on campus. **Root Cause:** Need to identify communication preferences among families at Veterans Memorial.

# Culture and Climate

## Culture and Climate Summary

### Veterans Memorial Intermediate Culture and Climate Summary

Veterans Memorial Intermediate is a school invested in the growth of each student, academically, socially, and emotionally. This will be performed by creating a positive school culture where every student is seen, noticed, and valued. This culture of mutual respect will be driven by our vision, mission, and goals. Several different facets are used to develop this culture.

- MTSS/RtI is utilized to provide different levels of support and interventions for students who may be struggling academically, behaviorally, and socially. Our Problem Solving Team, comprised of diagnosticians, admin, counselors, intervention teachers, and student behavior coaches, meet weekly to review data regarding student behavior, academic progress, interventions, and next steps. Plans are created to support students with the consultation of teachers. We will implement an academic intervention program focused on Reading, Math and Science. We will have an Interventionist along with paraprofessionals to service students for Tier 2 and Tier 3 Math and Reading interventions.
- Foundations Cohort for PBIS.... Our Foundations Team will be known as the E (Empowering). A (All and). G (Growing a). L (Legacy of). E(Eagles). Team. The E.A.G.L.E. Team will help our campus set up school-wide procedures to create a safe school environment. This year, the E.A.G.L.E. Team will focus on hallway transitions and restrooms. Teachers will be trained on the STOIC Checklist and CHAMPS to establish clear classroom behavior expectations and procedures, as well as develop a common language about behaviors among the staff. Discipline data will be reviewed monthly to identify patterns, areas of concerns, and areas for improvement. PLC times have been established so teachers can collaborate, share best practices, and review student data. PLCs will offer an opportunity for shared knowledge, creation and sharing of resources, and opportunities for growth.
- In accordance with the guidelines and recommendations from the Texas Education Agency (TEA), Veterans Memorial Intermediate will follow the measures to mitigate the spread of COVID-19.
- Veterans Memorial Intermediate will be proactive in keeping the campus, staff, and students safe, as well as, taking a positive proactive instructional approach to behavior in utilizing PBIS Foundations training.

## Culture and Climate Strengths

### Culture and Climate Strengths:

Veterans Memorial Intermediate will have a healthy, supportive culture. Teachers will have many opportunities to participate in decision making processes through PLC, committees, team leadership opportunities, and surveys for opinions.

1. Veterans Memorial Intermediate staff will reflect and work to learn more about working with students who live in poverty.
2. At Veterans Memorial Intermediate, hiring campus personnel to reflect the cultural and diverse student body is a priority.
3. "All Means All" at Veterans Memorial Intermediate. Every students' academic, social and emotional needs are a priority.
4. At Veterans Memorial Intermediate, students will develop a healthy sense of self and social awareness, embrace diversity with empathy and respect for others, successfully manage their emotions, behaviors, and make responsible decisions. We will utilize Conroe Cares to ensure our Eagles are given the tools to be socially responsible in their words and actions.
5. Veterans Memorial Intermediate will promote Safe Schools through Safe Schools training and will utilize mitigation strategies to keep our schools, students, and staff safe.
6. We will implement a campus wide reward system that rewards learning communities for exceptional hallway behavior during transitions, clean lunch area, 80% of students meeting their expected growth on common assessments, no discipline referrals for a week and going above and beyond expectations. Our purpose is to recognize our students for their academic, social-emotional and character growth.

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

**Problem Statement 1 (Prioritized):** Veterans Memorial Intermediate is a new campus that is establishing new systems, climate, and culture. **Root Cause:** As a new team and building, we have not had the opportunity to build cohesiveness yet.

**Problem Statement 2 (Prioritized):** Students are coming to us with a high level of social-emotional needs due to outside circumstances, which causes teachers to struggle with classroom management. **Root Cause:** Teachers lack understanding or experience to use varied classroom management skills to manage the needs of students who struggle with academic and social/emotional needs.

**Problem Statement 3 (Prioritized):** Students exhibit a lack of coping skills. **Root Cause:** Teachers lack understanding or experience to use varied social skills to assist in the development of the students' ability to cope with negative peer interactions and/or tough situations.

**Problem Statement 4 (Prioritized):** Retention of high quality staff. **Root Cause:** Administration needs to be consistent with support and feedback.

**Problem Statement 5 (Prioritized):** As a new campus, we don't have experience with parent involvement and how to get more parents involved who weren't previously involved at Grangerland. **Root Cause:** The need to identify and communicate common expectations regarding the role of families and the school in educating students.

**Problem Statement 6 (Prioritized):** As a new campus, we don't know the best form of communication to ensure that are parents feel informed, involved and welcomed on campus. **Root Cause:** Need to identify communication preferences among families at Veterans Memorial.



# Parent and Community Engagement

## Parent and Community Engagement Summary

A focus area of Veterans Memorial Intermediate is to ensure that our parents and community are involved on campus daily. We are committed to having a positive and collaborative partnership with the community.

We will strive to have effective and timely communication with our community. Monthly newsletters, school messenger for announcements and reminders, and social media are used to share information. Parent Nights are held to inform families of community resources and instructional strategies they can use at home to help their students. Bilingual Night, GT Night, Title 1 Parent Night are all provided to share program information and resources. We also have concerts from our Fine Arts students to share their learning with families.

We have a PTO board who has already started helping with school activities and has been involved in activities including our Meet the Eagle Night on May 17. PTO Board and Parent Meetings will take place on the first Friday of each month.

## Parent and Community Engagement Strengths

At Veterans Memorial, we plan to create a partnership with our community by planning ahead and communicating all of our campus activities well in advance in order to create a campus environment where all community members feel welcomed and informed.

### We will communicate using the following platforms:

1. School Messenger
2. Monthly Parent Newsletters (E.A.G.L.E. Express)
3. Monthly Learning Community Newsletters
4. Social Media Accounts: Facebook, Instagram, and Twitter
5. PTO Parent Meetings
6. Parent Panels and Surveys

### We will also invite parents to attend the following yearly activities and programs:

1. Meet the Teacher

2. Open House
3. Fall Academic Night
4. Spring Academic Night
5. Pastries with Parents
6. Hispanic Heritage Month Night
7. Black History Month Night
8. Eagle Dad Events
9. Eagle Extravaganza Nights

#### **Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1 (Prioritized):** Since Veterans Memorial is a new campus, we don't have a history or experience with our current parents or community. It is going to take time for us to build positive relationships with all community stakeholders. **Root Cause:** New Campus

**Problem Statement 2 (Prioritized):** As a new campus, we don't have experience with parent involvement and how to get more parents involved who weren't previously involved at Grangerland. **Root Cause:** The need to identify and communicate common expectations regarding the role of families and the school in educating students.

**Problem Statement 3 (Prioritized):** As a new campus, we don't know the best form of communication to ensure that are parents feel informed, involved and welcomed on campus. **Root Cause:** Need to identify communication preferences among families at Veterans Memorial.

# Priority Problem Statements

**Problem Statement 1:** The current PLC model at Grangerland failed to create an opportunity for teachers to properly plan and discuss the 4 PLC questions in order to improve overall student achievement.

**Root Cause 1:** The campus master schedule didn't include a common PLC for content teachers to plan and review over data as a collective team.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** Students are performing below average on the Reading STAAR test in comparison to students attending a comparison school.

**Root Cause 2:** Students are demonstrating deficits in reading fluency, comprehension, and writing for the constructive response essays.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** Students are performing below average on the Math STAAR test in comparison to students attending a comparison school.

**Root Cause 3:** Students are demonstrating deficits in problem solving and basic math skills.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 4:** Students are performing below average on the Science STAAR test in comparison to students attending a comparison school.

**Root Cause 4:** Students are demonstrating deficits in academic vocabulary and reading comprehension.

**Problem Statement 4 Areas:** Student Achievement

**Problem Statement 5:** A large percentage of 5th and 6th grade students are struggling to grow one Reading Level from the BOY BAS Reading test to the EOY BAS Reading testing.

**Root Cause 5:** Students are demonstrating reading deficits in comprehension and fluency.

**Problem Statement 5 Areas:** Student Achievement

**Problem Statement 6:** The overall attendance percentage for the campus is well below 95%.

**Root Cause 6:** Lack of systems and procedures to track student attendance.

**Problem Statement 6 Areas:** Student Achievement

**Problem Statement 7:** Veterans Memorial Intermediate is a new campus that is establishing new systems, climate, and culture.

**Root Cause 7:** As a new team and building, we have not had the opportunity to build cohesiveness yet.

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

**Problem Statement 8:** Students are coming to us with a high level of social-emotional needs due to outside circumstances, which causes teachers to struggle with classroom management.

**Root Cause 8:** Teachers lack understanding or experience to use varied classroom management skills to manage the needs of students who struggle with academic and social/emotional needs.

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

**Problem Statement 9:** Retention of high quality staff.

**Root Cause 9:** Administration needs to be consistent with support and feedback.

**Problem Statement 9 Areas:** Culture and Climate

**Problem Statement 10:** Since Veterans Memorial is a new campus, we don't have a history or experience with our current parents or community. It is going to take time for us to build positive relationships with all community stakeholders.

**Root Cause 10:** New Campus

**Problem Statement 10 Areas:** Student Achievement - Parent and Community Engagement

**Problem Statement 11:** As a new campus, we don't have experience with parent involvement and how to get more parents involved who weren't previously involved at Grangerland.

**Root Cause 11:** The need to identify and communicate common expectations regarding the role of families and the school in educating students.

**Problem Statement 11 Areas:** Student Achievement - Culture and Climate - Parent and Community Engagement

**Problem Statement 12:** As a new campus, we don't know the best form of communication to ensure that are parents feel informed, involved and welcomed on campus.

**Root Cause 12:** Need to identify communication preferences among families at Veterans Memorial.

**Problem Statement 12 Areas:** Student Achievement - Culture and Climate - Parent and Community Engagement

**Problem Statement 13:** Emergent Bilingual students are under-performing on TELPAS in comparison to LEP students.

**Root Cause 13:** Lack of exposure to Reading, Writing, and Speaking.

**Problem Statement 13 Areas:** Student Achievement

**Problem Statement 14:** Students receiving LEP services are under-performing in comparison to students not served by those programs.

**Root Cause 14:** Lack of Tier 1 Best Practices and Small Group Instruction.

**Problem Statement 14 Areas:** Student Achievement

**Problem Statement 15:** Students exhibit a lack of coping skills.

**Root Cause 15:** Teachers lack understanding or experience to use varied social skills to assist in the development of the students' ability to cope with negative peer interactions and/or tough situations.

**Problem Statement 15 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- 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
- 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by 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**

- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- School safety data
- Enrollment trends

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

**Parent/Community Data**

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

**Support Systems and Other Data**

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

# Goals

Revised/Approved: September 29, 2023


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





**Performance Objective 1:** Veterans Memorial will increase the overall scale score in both Reading and Math on the 2023-2024 STAAR tests to the following percentages:  
Approaches: 75%  
Meets: 45%  
Masters: 25%

Veterans Memorial will increase the overall scale score in Science on the 2023-2024 STAAR test to the following percentages:  
Approaches: 60%  
Meets: 25%  
Masters: 15%







**High Priority**

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide staff development on small grouping, hands on labs, differentiation, Science Success, and monitor implementation with walk-throughs and feedback conversations.  <b>Problem Statements:</b> Student Achievement 2, 6 <b>Funding Sources:</b> Science Coach - Title I - \$79,438	Formative		
	Dec	Mar	June
			

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide staff development on mini-lessons, guided reading, conferring, independent reading, and differentiated small group instruction. Implementation will be monitored through walk-throughs and feedback conversations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher capacity in Reading Tier 1 Best Practices, Reading and Writer's workshop, Guided Reading, Strategy groups, and implementation of small group instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin, Campus Coaches, District Coaches and Coordinators.</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Achievement 1, 4</p> <p><b>Funding Sources:</b> Extra Subs - Title I - \$5,155, Campus Literacy Instructional Coach - State Comp Ed - \$82,197</p>	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide staff development on Daily Math Review, guided math structures, and utilizing Formative Assessments to guide learning. Implementation will be monitored through walk-throughs and feedback conversations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher capacity in Math Tier 1 Best Practices, content knowledge, and implementation of small group instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin, Campus Coaches, District Coaches and Coordinators.</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Achievement 3 - Culture and Climate 2</p> <p><b>Funding Sources:</b> Campus Math Instructional Coach - State Comp Ed - \$79,868</p>	Formative		
	Dec	Mar	June
			



Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Consistent Implementation of Dreambox during W.I.N.G. Time and Guided Math anchor stations. <b>Strategy's Expected Result/Impact:</b> Increase in student math knowledge and student growth on all assessments. <b>Staff Responsible for Monitoring:</b> Math Teachers and Campus Instructional Math Coach  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>Problem Statements:</b> Student Achievement 3 <b>Funding Sources:</b> Dreambox - Title I - \$8,000	Formative		
	Dec	Mar	June
			
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Implement a campus-wide tutoring program from Reading, Math, Science, and TELPAS starting on October 10. <b>Strategy's Expected Result/Impact:</b> Increase in overall campus student academic achievement and growth. <b>Staff Responsible for Monitoring:</b> Teacher, Instructional Coaches, and Admin  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments <b>Problem Statements:</b> Student Achievement 1, 2, 3, 4, 5, 6 <b>Funding Sources:</b> Supplies for Tutoring - Title I - \$18,874, Supplies for Tutoring - State Comp Ed - \$2,328	Formative		
	Dec	Mar	June
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

### Performance Objective 1 Problem Statements:

Student Achievement
<b>Problem Statement 1:</b> A large percentage of 5th and 6th grade students are struggling to grow one Reading Level from the BOY BAS Reading test to the EOY BAS Reading testing. <b>Root Cause:</b> Students are demonstrating reading deficits in comprehension and fluency.
<b>Problem Statement 2:</b> Students are performing below average on the Science STAAR test in comparison to students attending a comparison school. <b>Root Cause:</b> Students are demonstrating deficits in academic vocabulary and reading comprehension.
<b>Problem Statement 3:</b> Students are performing below average on the Math STAAR test in comparison to students attending a comparison school. <b>Root Cause:</b> Students are demonstrating deficits in problem solving and basic math skills.

### Student Achievement

**Problem Statement 4:** Students are performing below average on the Reading STAAR test in comparison to students attending a comparison school. **Root Cause:** Students are demonstrating deficits in reading fluency, comprehension, and writing for the constructive response essays.

**Problem Statement 5:** The current PLC model at Grangerland failed to create an opportunity for teachers to properly plan and discuss the 4 PLC questions in order to improve overall student achievement. **Root Cause:** The campus master schedule didn't include a common PLC for content teachers to plan and review over data as a collective team.

**Problem Statement 6:** The overall attendance percentage for the campus is well below 95%. **Root Cause:** Lack of systems and procedures to track student attendance.






### Culture and Climate

**Problem Statement 2:** Students are coming to us with a high level of social-emotional needs due to outside circumstances, which causes teachers to struggle with classroom management. **Root Cause:** Teachers lack understanding or experience to use varied classroom management skills to manage the needs of students who struggle with academic and social/emotional needs.

Goal 1: Student Achievement and Post-Secondary Success

**Performance Objective 2:** Through consistent utilization of Summit K-12 and use of academic vocabulary across all subjects, Veterans Memorial will increase the overall growth percentage of the 2023-2024 TELPAS to 51% for all Emergent Bilingual students.

**High Priority**  
**HB3 Goal**  
**Evaluation Data Sources:** Summit K12, Tutoring and TELOAS

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> All Emergent Bilingual and ESL students will access Summit K12 60 minutes per week and attending tutoring two days a week starting on November 13 and ending at the end of January. <b>Strategy's Expected Result/Impact:</b> Increase in overall TELPAS and Reading STAAR performance. <b>Staff Responsible for Monitoring:</b> Bilingual and ESL teachers, Instructional coaches, and Admin.  <b>Problem Statements:</b> Student Achievement 7, 8 <b>Funding Sources:</b> Tutoring and Summit K12 Program - Title III - \$12,968	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 7:</b> Students receiving LEP services are under-performing in comparison to students not served by those programs. <b>Root Cause:</b> Lack of Tier 1 Best Practices and Small Group Instruction.
<b>Problem Statement 8:</b> Emergent Bilingual students are under-performing on TELPAS in comparison to LEP students. <b>Root Cause:</b> Lack of exposure to Reading, Writing, and Speaking.

Goal 1: Student Achievement and Post-Secondary Success

**Performance Objective 3:** Veterans Memorial will consistently track all student subgroup performances on Common Assessments, Distinct CFA, and STAAR Interims. The following will be the Met Standard Performance goal for each sub group. For example, 35% of all Hispanic students will perform Met Standard on the 2023-2024 5th Grade Reading STAAR Test.

5th and 6th Grade Reading:

- AA: 32%
- Hispanic: 35%
- Eco Dis. 31%
- EB: 28%
- SPED: 19%


5th and 6th Grade Math:

- AA: 32%
- Hispanic: 39%
- Eco Dis. 35%
- EB: 36%
- SPED: 21%

High Priority

HB3 Goal

Evaluation Data Sources: Common Assessments, District Common Formative Assessments, STAAR Interim, and STAAR

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> All students subpops will be tracked and individual feedback will be provided to teachers for all campus, district, and state testing. <b>Staff Responsible for Monitoring:</b> Admin and Campus Instructional Coaches  <b>Title I:</b> 2.4 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments <b>Problem Statements:</b> Student Achievement 1, 2, 3	Formative		
	Dec	Mar	June
			



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 3 Problem Statements:

#### Student Achievement

**Problem Statement 1:** A large percentage of 5th and 6th grade students are struggling to grow one Reading Level from the BOY BAS Reading test to the EOY BAS Reading testing. **Root Cause:** Students are demonstrating reading deficits in comprehension and fluency.

**Problem Statement 2:** Students are performing below average on the Science STAAR test in comparison to students attending a comparison school. **Root Cause:** Students are demonstrating deficits in academic vocabulary and reading comprehension.


**Problem Statement 3:** Students are performing below average on the Math STAAR test in comparison to students attending a comparison school. **Root Cause:** Students are demonstrating deficits in problem solving and basic math skills.

Goal 2: School Leadership and Fiscal Responsibility

Performance Objective 1: To maintain efficient and effective fiscal management of resources and operations.

High Priority

Evaluation Data Sources: Campus Budget Report

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Veterans Memorial will utilize the budget in all departments effectively. <b>Strategy's Expected Result/Impact:</b> Veterans Memorial will have an efficiently used budget as appropriate. <b>Staff Responsible for Monitoring:</b> Principal and Campus Secretary  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Problem Statements:</b> Culture and Climate 1	Formative		
	Dec	Mar	June
			
<div><div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div></div></div>			






Performance Objective 1 Problem Statements:

Culture and Climate
<b>Problem Statement 1:</b> Veterans Memorial Intermediate is a new campus that is establishing new systems, climate, and culture. <b>Root Cause:</b> As a new team and building, we have not had the opportunity to build cohesiveness yet.

Goal 3: Recruitment, Development, and Retention of Staff

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

Evaluation Data Sources: Campus Mentor and Mentee Program, PLC, Planning, and Intentional Check-Ins with all staff

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> To develop staff, we will provide quality staff development, opportunities for growth and campus leadership. <b>Strategy's Expected Result/Impact:</b> Quality instruction in all classrooms, teacher autonomy, and teacher satisfaction. <b>Staff Responsible for Monitoring:</b> Campus Admin and Campus Instructional Coaches  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> Culture and Climate 1, 4	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:



Culture and Climate
<b>Problem Statement 1:</b> Veterans Memorial Intermediate is a new campus that is establishing new systems, climate, and culture. <b>Root Cause:</b> As a new team and building, we have not had the opportunity to build cohesiveness yet.
<b>Problem Statement 4:</b> Retention of high quality staff. <b>Root Cause:</b> Administration needs to be consistent with support and feedback.

#### Goal 4: Safe and Collaborative School Culture




**Performance Objective 1:** To establish and maintain safe and positive school climate by implementing CHAMPS and Foundations with fidelity throughout classrooms and the school.

**High Priority**

**Evaluation Data Sources:** View-It Reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide monthly staff development over PBIS Foundations and make necessary changes based on data and feedback. <b>Strategy's Expected Result/Impact:</b> A decrease in total number of student incident referrals each month in comparison to the discipline data for the 2022-2023 school year. <b>Staff Responsible for Monitoring:</b> Campus Admin and Behavior Coach  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture <b>Problem Statements:</b> Student Achievement 10, 11 - Culture and Climate 1, 2, 3, 4, 5, 6 - Parent and Community Engagement 2, 3 <b>Funding Sources:</b> Campus Behavior Coach - Title I - \$81,912	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose. <b>Strategy's Expected Result/Impact:</b> Increase overall attendance and participation in community events. <b>Staff Responsible for Monitoring:</b> Campus Admin and Leadership Team  <b>Title I:</b> 4.1, 4.2 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> Student Achievement 9 - Parent and Community Engagement 1	Formative		
	Dec	Mar	June
			



Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Increase participation in school related activities such as Title 1 night, parent conferences, open house, etc <b>Strategy's Expected Result/Impact:</b> Strengthened partnership between school and families. <b>Staff Responsible for Monitoring:</b> All Staff  <b>Title I:</b> 4.1 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> Student Achievement 9, 10, 11 - Culture and Climate 5, 6 - Parent and Community Engagement 1, 2, 3 <b>Funding Sources:</b> Parent and Family Engagement - Title I - \$3,573	Formative		
	Dec	Mar	June
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Consistently track student attendance by implementing weekly check in meeting with campus parent liaison, attendance clerk and admin team. <b>Strategy's Expected Result/Impact:</b> Increase in overall campus attendance which will result in an increase in academic performance. <b>Staff Responsible for Monitoring:</b> Campus Admin, Parent Liaison, and Attendance Clerk  <b>Title I:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture <b>Problem Statements:</b> Student Achievement 6 <b>Funding Sources:</b> Parent Involvement Instructional Aide - Title I - \$33,923	Formative		
	Dec	Mar	June
			
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Implement daily Conroe Cares SEL lessons during daily master scheduled morning meeting time. <b>Strategy's Expected Result/Impact:</b> Decrease the total amount of outcries and threat assessments. <b>Staff Responsible for Monitoring:</b> Teachers and Counselors  <b>Title I:</b> 2.6 <b>Problem Statements:</b> Culture and Climate 2	Formative		
	Dec	Mar	June
			



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:****Student Achievement**

**Problem Statement 6:** The overall attendance percentage for the campus is well below 95%. **Root Cause:** Lack of systems and procedures to track student attendance.

**Problem Statement 9:** Since Veterans Memorial is a new campus, we don't have a history or experience with our current parents or community. It is going to take time for us to build positive relationships with all community stakeholders. **Root Cause:** New Campus

**Problem Statement 10:** As a new campus, we don't have experience with parent involvement and how to get more parents involved who weren't previously involved at Grangerland. **Root Cause:** The need to identify and communicate common expectations regarding the role of families and the school in educating students.

**Problem Statement 11:** As a new campus, we don't know the best form of communication to ensure that are parents feel informed, involved and welcomed on campus. **Root Cause:** Need to identify communication preferences among families at Veterans Memorial.

**Culture and Climate**

**Problem Statement 1:** Veterans Memorial Intermediate is a new campus that is establishing new systems, climate, and culture. **Root Cause:** As a new team and building, we have not had the opportunity to build cohesiveness yet.

**Problem Statement 2:** Students are coming to us with a high level of social-emotional needs due to outside circumstances, which causes teachers to struggle with classroom management. **Root Cause:** Teachers lack understanding or experience to use varied classroom management skills to manage the needs of students who struggle with academic and social/emotional needs.

**Problem Statement 3:** Students exhibit a lack of coping skills. **Root Cause:** Teachers lack understanding or experience to use varied social skills to assist in the development of the students' ability to cope with negative peer interactions and/or tough situations.

**Problem Statement 4:** Retention of high quality staff. **Root Cause:** Administration needs to be consistent with support and feedback.

**Problem Statement 5:** As a new campus, we don't have experience with parent involvement and how to get more parents involved who weren't previously involved at Grangerland. **Root Cause:** The need to identify and communicate common expectations regarding the role of families and the school in educating students.

**Problem Statement 6:** As a new campus, we don't know the best form of communication to ensure that are parents feel informed, involved and welcomed on campus. **Root Cause** : Need to identify communication preferences among families at Veterans Memorial.

**Parent and Community Engagement**

**Problem Statement 1:** Since Veterans Memorial is a new campus, we don't have a history or experience with our current parents or community. It is going to take time for us to build positive relationships with all community stakeholders. **Root Cause:** New Campus

**Problem Statement 2:** As a new campus, we don't have experience with parent involvement and how to get more parents involved who weren't previously involved at Grangerland. **Root Cause:** The need to identify and communicate common expectations regarding the role of families and the school in educating students.






**Problem Statement 3:** As a new campus, we don't know the best form of communication to ensure that are parents feel informed, involved and welcomed on campus. **Root Cause** : Need to identify communication preferences among families at Veterans Memorial.

Goal 5: Effective Instruction

**Performance Objective 1:** Through consistent implementation of student-led instructional resources to increase overall learning and Math and Reading interventions, 75% of all students will meet their personal; growth goal determined by the State, on both the Reading and Math STAAR exam (Domain 2: Academic Growth)

High Priority

Evaluation Data Sources: Common Assessments, District Common Formative Assessments, STAAR Interim, and STAAR

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> We will provide Tier 2 and Tier 3 Intervention based on all campus, district, and state assessments. These groups will be implemented through the campus daily W.I.N.G. (What I need to grow) time, classroom instructional time, and after school tutoring (starts in October 2023).  <b>Strategy's Expected Result/Impact:</b> Students will meet personal growth and the campus will see an increase in Approaches, Meets and Masters percentages on all testing. <b>Staff Responsible for Monitoring:</b> Campus admin team, Instructional Coaches, and Academic Interventionists  <b>Title I:</b> 2.4 <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 2, 3, 4 <b>Funding Sources:</b> Academic Interventionists - Title I - \$81,463	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 2:</b> Students are performing below average on the Science STAAR test in comparison to students attending a comparison school. <b>Root Cause:</b> Students are demonstrating deficits in academic vocabulary and reading comprehension.
<b>Problem Statement 3:</b> Students are performing below average on the Math STAAR test in comparison to students attending a comparison school. <b>Root Cause:</b> Students are demonstrating deficits in problem solving and basic math skills.
<b>Problem Statement 4:</b> Students are performing below average on the Reading STAAR test in comparison to students attending a comparison school. <b>Root Cause:</b> Students are demonstrating deficits in reading fluency, comprehension, and writing for the constructive response essays.

# State Compensatory

## Budget for Veterans Memorial Intermediate

**Total SCE Funds:** \$164,393.00

**Total FTEs Funded by SCE:** 2

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

Our current State Comp Ed Budget is budgeted for campus Literacy and Math coaches in order to properly intervene on students and grow teachers professionally in these assigned content areas.

## Personnel for Veterans Memorial Intermediate

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Dana Schultz	Campus Math Instructional Coach	1
Kimberly Crawford	Campus Literacy Instructional Coach	1

# Title I

## 1.1: Comprehensive Needs Assessment

[Veterans CNA](#)

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

[Veterans CNA](#)

## 2.2: Regular monitoring and revision

[Veterans CNA](#)

## 2.3: Available to parents and community in an understandable format and language

[Veterans CNA](#)

## 2.4: Opportunities for all children to meet State standards

[Veterans CNA](#)

## 2.5: Increased learning time and well-rounded education

[Veterans CNA](#)

## 2.6: Address needs of all students, particularly at-risk

<https://docs.google.com/spreadsheets/d/1gmbFBcqVdx7QeegA5bWKyINpa1fIHhN/edit?usp=sharing&ouid=116482010964669286690&rtpof=true&sd=true>

## 3.1: Annually evaluate the schoolwide plan

<https://docs.google.com/spreadsheets/d/1gmbFBcqVdx7QeegA5bWKyINpa1fIHhN/edit?usp=sharing&ouid=116482010964669286690&rtpof=true&sd=true>

## 4.1: Develop and distribute Parent and Family Engagement Policy

<https://docs.google.com/spreadsheets/d/1gmbFBcqVdx7QeegA5bWKyINpa1fIHhN/edit?usp=sharing&ouid=116482010964669286690&rtpof=true&sd=true>

## **4.2: Offer flexible number of parent involvement meetings**

<https://docs.google.com/spreadsheets/d/1gmbFBcqVdx7QeegA5bWKyINpa1fIHhN/edit?usp=sharing&ouid=116482010964669286690&rtpof=true&sd=true>

## **5.1: Determine which students will be served by following local policy**

<https://docs.google.com/spreadsheets/d/1gmbFBcqVdx7QeegA5bWKyINpa1fIHhN/edit?usp=sharing&ouid=116482010964669286690&rtpof=true&sd=true>

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alex Tu'Akalau	Campus Science Instructional Coach		1
Jesynia Rondina	Campus Academic Interventionists		1
Noe Hernandez	Campus Behavior Coach		1
Sara Barrera	Parent Involvement Instructional Aide		1

# Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Science Coach		\$79,438.00
1	1	2	Extra Subs		\$5,155.00
1	1	4	Dreambox		\$8,000.00
1	1	5	Supplies for Tutoring		\$18,874.00
4	1	1	Campus Behavior Coach		\$81,912.00
4	1	3	Parent and Family Engagement		\$3,573.00
4	1	4	Parent Involvement Instructional Aide		\$33,923.00
5	1	1	Academic Interventionists		\$81,463.00
Sub-Total					\$312,338.00
Budgeted Fund Source Amount					\$312,338.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Tutoring and Summit K12 Program		\$12,968.00
Sub-Total					\$12,968.00
Budgeted Fund Source Amount					\$12,968.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Campus Literacy Instructional Coach		\$82,197.00
1	1	3	Campus Math Instructional Coach		\$79,868.00
1	1	5	Supplies for Tutoring		\$2,328.00
Sub-Total					\$164,393.00
Budgeted Fund Source Amount					\$164,393.00
+/- Difference					\$0.00
Grand Total Budgeted					\$489,699.00



State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Grand Total Spent					\$489,699.00
+/- Difference					\$0.00