

Conroe Independent School District

Bozman Intermediate

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Table of Contents

Comprehensive Needs Assessment	3
Student Achievement	3
Culture and Climate	5
Parent and Community Engagement	7
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	11
Goals	14
Goal 1: Student Achievement and Post-Secondary Success: CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.	14
Goal 2: Fiscal Responsibility: CISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.	20
Goal 3: Recruitment, Development, and Retention of Staff: CISD will employ, develop, and retain highly qualified staff to maximize learning for all students.	21
Goal 4: Parents and Community: CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.	22
Goal 5: Safe Schools: CISD will strive to ensure a safe and orderly environment conducive to learning for all students and staff.	23
Goal 6: Technology: CISD will provide technology infrastructure, tools, and solutions to meet the administrative requirements of the District and to maximize learning for all students.	24
Goal 7: Communication: CISD will promote and enhance two-way communication among our staff and our community to maximize the success of all students.	25
State Compensatory	27
Personnel for Bozman Intermediate	27
Title I Schoolwide Elements	28
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	28
1.1: Comprehensive Needs Assessment	28
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	28
2.1: Campus Improvement Plan developed with appropriate stakeholders	28
2.2: Regular monitoring and revision	28
2.3: Available to parents and community in an understandable format and language	29
2.4: Opportunities for all children to meet State standards	29
2.5: Increased learning time and well-rounded education	29
2.6: Address needs of all students, particularly at-risk	30
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	30
3.1: Develop and distribute Parent and Family Engagement Policy	30
3.2: Offer flexible number of parent involvement meetings	30
Title I Personnel	31
Plan Notes	32
Campus Funding Summary	33
Addendums	34

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Student Achievement:

Domain 1- Student Achievement: Bozman Intermediate Score 81/B

Domain 2- Student Progress: Bozman Intermediate Score 86/B

Domain 3: Closing Performance Gap: Bozman Intermediate 73/C

The following domain scores were consistent in their B rating from 2018 to 2019:

Overall Score 2019: 82 Overall Score 2018: 85

Student Achievement Score 2019: 81 2018: 83

School Progress Score 2019: 86 2018: 87

These scores resulted in Bozman Intermediate receiving a 2019 Accountability Rating of B.

On the 2019 STAAR, the following scores for all grades show the percentage for Meets Grade Level:

All Subjects: 48%

Reading: 41%

Math: 50%

Science: 56%/ Increased 14% from 2018

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Student Achievement Strengths

Bozman Intermediate Strengths:

Academic Achievement (Rating B):

In Academic Achievement, we met Target for Math in all subgroups except for White and Special Education.

Academic Growth (Rating D):

We met growth standard in Math Special Education (62%).

Closing the Gaps (Rating: C):

In trending data, from 2017-2019, we have met standard on Student Domain Score for all students and all subgroups except our Asian subgroup in 2017.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Need to increase Academic Growth Rating for Campus from a D to a B. Focus specifically on Subgroups EL, SPED and Economically Disadvantage). EL and Economically Disadvantaged Students are scoring significantly lower in Academic Growth for Reading and Math. EL Math (58%) Reading (55%) Economically Disadvantage Math (60%) Reading (60%). SPED Reading (54%) **Root Cause:** There is a need to discuss data at a more in depth level during PLC. While growth is being tracked, there needs to be discussion and creation of plans to intervene on these specific student groups who aren't meeting growth on Common Assessments, Benchmarks, DCC's and STAAR.

Problem Statement 2 (Prioritized): The overall Meets Standards Percentage for all students in Math decreased from 59%(2018) to 50% (2019). The student groups that fell below the Campus Meets % are as follows: Hispanic (45%), SPED (18%), Eco Dis (40%) and EL (42%). **Root Cause:** There is a need to discuss data at a more in depth level during PLC and to create plans based on the four PLC questions for students who aren't grasping the concepts taught. As a campus, we also need to differentiate more in our activities to meet the needs of all students.

Problem Statement 3 (Prioritized): The overall Meets Standards Percentage for all students in Reading decreased from 45% (2018) to 41% (2019). The student groups that fell below the Campus Meets % are as follows: Hispanic (33%), SPED (19%), Eco Dis (32%) and EL (26%). **Root Cause:** There is a lack of differentiation within the classroom and meeting the needs of lower level readers (SPED and EL).

Problem Statement 4: Students receiving Special Education and ELL services are under-performing in comparison to students not served by these programs. **Root Cause:** Lack of consistency with implementation of differentiation and 7 Steps to meet the needs of lower performing students.

Problem Statement 5 (Prioritized): Closing the Gaps overall performance percentage decreased from a 80 (2018) to 73 (2019). Bozman Intermediate's overall rating dropped from a B to a C. **Root Cause:** Lack of focus on student groups and planning to close the gaps for our Hispanic, ELL, SPED and Eco Dis student groups.

Culture and Climate

Culture and Climate Summary

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

RtI is utilized to provide different levels of support and interventions for students who are struggling academically and behaviorally. We have added a Math Interventionist and Reading Interventionist to help with Tier 2 and Tier 3 Math and Reading support.

We have been a part of the Foundations Cohort for PBIS for two years. This has helped us set up school-wide procedures to create a safe school environment with a specific focus on hallway transitions. Teachers were trained with CHAMPS and STOIC to establish clear classroom behavior expectations and procedures, as well as develop a common language about behaviors among the staff.

Discipline data is reviewed quarterly to identify patterns, areas of concerns, and areas for improvement. We also discuss our highest need students as a collective group which consist of administration, RTI, campus behavior coach and counselors.

At Bozman we have established PLC times so teachers can collaborate, share best practices, and review student data. Our PLC offers 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), Bozman follows the measures to mitigate the spread of COVID-19. Bozman is proactive in keeping campuses, staff, and students safe, as well as, taking a positive proactive instructional approach to behavior in utilizing PBIS Foundations training.

Culture and Climate Strengths

On the 2019 OHI, we increased our Goal Focus from 29% to 36%. Our additional strengths on our OHI were Optimal Power Equalization (28%) and Autonomy (19%).

Teachers have many opportunities to participate in decision making processes through PLC, Campus Committees, Faculty Advisory Committee, Team Leadership opportunities, and surveys for opinions.

1. Bozman staff underwent Cultural and Diversity Awareness training.
2. Bozman's Campus Math Instructional Coach created a Staff Diversity Committee to ensure that all staff, students and community members were being recognized throughout the school year.
3. At Bozman, hiring campus personnel to reflect the cultural and diverse student body is a priority.
4. We believe and model with our actions and words our school motto, "Every minute of Everyday, Every Bronco Counts."
5. We have implemented 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.

6. At Bozman, social emotional learning functions are an integral part of the total school environment. We are consistent in our implementation of Positivity Project which is Social-Emotional Character Program that is taught daily in our homeroom classes.

7. Bozman continues to promote Safe Schools through Safe Schools training and utilizes mitigation strategies to keep our schools, students, and staff safe.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): As a campus, our staff morale is a consistent concern. OHI 2020 (13%) and OHI 2019 (26%) **Root Cause:** There is a lack of trust among teachers, instructional coaches and administration.

Problem Statement 2: As a campus, our problem solving ability is a consistent concern. OHI 2020 (15%) and OHI 2019 (17%). **Root Cause:** Lack of training and opportunities for teacher voice during the problem solving cycle.

Problem Statement 3 (Prioritized): In 2019, as of March 5, we had 496 total referrals. Discipline has been an area of concern and is one of the reasons that we added a Behavior Coach and Implemented Foundations Discipline Leveling System. **Root Cause:** Lack of consistent campus wide implementation of CHAMPS, STOIC and Classrooms systems and procedures.

Parent and Community Engagement

Parent and Community Engagement Summary

At Bozman Intermediate, we utilize many modes of communication and community engagement activities which are listed below:

Social Media Accounts

School Messenger

Academic Night Curbside

Bilingual Parent Night

Student of the Month Celebration Day every month

Learning Community Monthly Newsletter

Bronco Parent Campus Bi-Monthly Newsletter

Virtual Meet the Teacher

Virtual Meet the Bronco Night

Parent Informational Webinar

Communities in School

PTO

Parent and Community Engagement Strengths

At Bozman Intermediate, we utilize many modes of communication: Facebook, Twitter, school messenger, parent night, bilingual night, and Smores newsletters.

When we have events at school, we have a strong turnout of families and students in attendance.

Our PTO is able to put on large events and garner support and volunteers from the Community.

We have a Communities in Schools partnership that supports our students and families.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): There is a lack of parent participation at hosted nightly events such as Math Night. **Root Cause:** We have not been effective in communicating our family nights to the parents of our most at-risk students.

Priority Problem Statements

Problem Statement 1: Need to increase Academic Growth Rating for Campus from a D to a B. Focus specifically on Subgroups EL, SPED and Economically Disadvantage). EL and Economically Disadvantaged Students are scoring significantly lower in Academic Growth for Reading and Math. EL Math (58%) Reading (55%) Economically Disadvantage Math (60%) Reading (60%). SPED Reading (54%)

Root Cause 1: There is a need to discuss data at a more in depth level during PLC. While growth is being tracked, there needs to be discussion and creation of plans to intervene on these specific student groups who aren't meeting growth on Common Assessments, Benchmarks, DCC's and STAAR.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: The overall Meets Standards Percentage for all students in Math decreased from 59%(2018) to 50% (2019). The student groups that fell below the Campus Meets % are as follows: Hispanic (45%), SPED (18%), Eco Dis (40%) and EL (42%).

Root Cause 2: There is a need to discuss data at a more in depth level during PLC and to create plans based on the four PLC questions for students who aren't grasping the concepts taught. As a campus, we also need to differentiate more in our activities to meet the needs of all students.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: The overall Meets Standards Percentage for all students in Reading decreased from 45% (2018) to 41% (2019). The student groups that fell below the Campus Meets % are as follows: Hispanic (33%), SPED (19%), Eco Dis (32%) and EL (26%).

Root Cause 3: There is a lack of differentiation within the classroom and meeting the needs of lower level readers (SPED and EL).

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: As a campus, our staff morale is a consistent concern. OHI 2020 (13%) and OHI 2019 (26%)

Root Cause 4: There is a lack of trust among teachers, instructional coaches and administration.

Problem Statement 4 Areas: Culture and Climate

Problem Statement 5: Closing the Gaps overall performance percentage decreased from a 80 (2018) to 73 (2019). Bozman Intermediate's overall rating dropped from a B to a C.

Root Cause 5: Lack of focus on student groups and planning to close the gaps for our Hispanic, ELL, SPED and Eco Dis student groups.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: There is a lack of parent participation at hosted nightly events such as Math Night.

Root Cause 6: We have not been effective in communicating our family nights to the parents of our most at-risk students.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: In 2019, as of March 5, we had 496 total referrals. Discipline has been an area of concern and is one of the reasons that we added a Behavior Coach and

Implemented Foundations Discipline Leveling System.

Root Cause 7: Lack of consistent campus wide implementation of CHAMPS, STOIC and Classrooms systems and procedures.

Problem Statement 7 Areas: Culture and Climate

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- 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
- Race and ethnicity 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Migrant population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

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

Goals

Goal 1: Student Achievement and Post-Secondary Success:

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 1: Through consistent data discussions in PLC and Math and Reading Interventions, Bozman will increase the overall scale score in Academic Growth on the 2020-2021 STAAR test by 10% to an overall score of a 76 on the 2021 STAAR.

Targeted or ESF High Priority

Evaluation Data Sources: Common Assessments, District Benchmarks, DCC's, STAAR

Summative Evaluation: None

<p>Strategy 1: Effectively utilize the PLC process and the four questions within the PLC structure to determine the individual needs of students who need additional interventions and students who need enrichment. Once students are identified, quality interventions and enrichment will be developed and conducted to meet the needs of each learner.</p> <p>Strategy's Expected Result/Impact: By addressing the needs of individual learners based on data, teachers can develop more targeted instruction to close gaps and to extend learning which will enhance the amount of academic progress made within the school year.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 5</p> <p>Funding Sources: Language Arts and Math Instructional Coach - State Comp Ed - \$139,759</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: Need to increase Academic Growth Rating for Campus from a D to a B. Focus specifically on Subgroups EL, SPED and Economically Disadvantage). EL and Economically Disadvantaged Students are scoring significantly lower in Academic Growth for Reading and Math. EL Math (58%) Reading (55%) Economically Disadvantage Math (60%) Reading (60%). SPED Reading (54%) Root Cause: There is a need to discuss data at a more in depth level during PLC. While growth is being tracked, there needs to be discussion and creation of plans to intervene on these specific student groups who aren't meeting growth on Common Assessments, Benchmarks, DCC's and STAAR.</p>
<p>Problem Statement 5: Closing the Gaps overall performance percentage decreased from a 80 (2018) to 73 (2019). Bozman Intermediate's overall rating dropped from a B to a C. Root Cause: Lack of focus on student groups and planning to close the gaps for our Hispanic, ELL, SPED and Eco Dis student groups.</p>

Goal 1: Student Achievement and Post-Secondary Success:





CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 2: Through consistent data discussions in PLC and Math and Reading Interventions, Bozman will increase the overall scale score in Reading Met Standard on the 2020-2021 STAAR test by 10% to an overall percentage of 45% on the 2021 STAAR.

Targeted or ESF High Priority

Evaluation Data Sources: Common Assessments, District Benchmarks, DCC's, STAAR

Summative Evaluation: None

<p>Strategy 1: Effectively utilize the PLC process and the four questions within the PLC structure to determine the individual needs of students who need additional interventions and students who need enrichment. Once students are identified, quality interventions and enrichment will be developed and conducted by teachers to meet the needs of each learner.</p> <p>Strategy's Expected Result/Impact: By addressing the needs of individual learners based on data, teachers can develop more targeted instruction to close gaps and to extend learning which will enhance the amount of academic progress made within the school year.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals and Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 3, 5</p> <p>Funding Sources: General Education Teachers for At-Risk Students - State Comp Ed - \$2,271,390</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Through consistent utilization of Summit K-12, Bozman will increase the overall scale score in Reading LEP Met Standard on the 2020-2021 STAAR test by 10% to an overall percentage of 30% on the 2021 STAAR.</p> <p>Strategy's Expected Result/Impact: By addressing the needs of individual learners based on data, teachers can develop more targeted instruction to close gaps and to extend learning which will enhance the amount of academic progress made within the school year.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals and Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 3, 5</p> <p>Funding Sources: Summit K-12 Program - Title III - \$5,500</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 3: The overall Meets Standards Percentage for all students in Reading decreased from 45% (2018) to 41% (2019). The student groups that fell below the Campus Meets % are as follows: Hispanic (33%), SPED (19%), Eco Dis (32%) and EL (26%). Root Cause: There is a lack of differentiation within the classroom and meeting Bozman Intermediate</p>

the needs of lower level readers (SPED and EL).

Problem Statement 5: Closing the Gaps overall performance percentage decreased from a 80 (2018) to 73 (2019). Bozman Intermediate's overall rating dropped from a B to a C. **Root Cause:** Lack of focus on student groups and planning to close the gaps for our Hispanic, ELL, SPED and Eco Dis student groups.

Goal 1: Student Achievement and Post-Secondary Success:

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 3: Through consistent data discussions in PLC and Math and Reading Interventions, Bozman will increase the overall scale score in Math Met Standard on the 2020-2021 STAAR test by 10% to an overall percentage of 55% on the 2021 STAAR.

Targeted or ESF High Priority

Evaluation Data Sources: Common Assessments, District Benchmarks, DCC's, STAAR

Summative Evaluation: None

<p>Strategy 1: Effectively utilize the PLC process and the four questions within the PLC structure to determine the individual needs of students who need additional interventions and students who need enrichment. Once students are identified, quality interventions and enrichment will be developed and conducted by teachers to meet the needs of each learner.</p> <p>Strategy's Expected Result/Impact: By addressing the needs of individual learners based on data, teachers can develop more targeted instruction to close gaps and to extend learning which will enhance the amount of academic progress made within the school year.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals and Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2, 5</p> <p>Funding Sources: Tutoring - Title I - \$405,777</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
<p>Problem Statement 2: The overall Meets Standards Percentage for all students in Math decreased from 59%(2018) to 50% (2019). The student groups that fell below the Campus Meets % are as follows: Hispanic (45%), SPED (18%), Eco Dis (40%) and EL (42%). Root Cause: There is a need to discuss data at a more in depth level during PLC and to create plans based on the four PLC questions for students who aren't grasping the concepts taught. As a campus, we also need to differentiate more in our activities to meet the needs of all students.</p>
<p>Problem Statement 5: Closing the Gaps overall performance percentage decreased from a 80 (2018) to 73 (2019). Bozman Intermediate's overall rating dropped from a B to a C. Root Cause: Lack of focus on student groups and planning to close the gaps for our Hispanic, ELL, SPED and Eco Dis student groups.</p>

Goal 1: Student Achievement and Post-Secondary Success:

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.


Performance Objective 4: Through consistent data discussions in PLC and Math and Reading Interventions, Bozman will increase the overall scale score in Math SPED Met Standard Percentage by 10% to an overall percentage of 20% on the 2020-2021 STAAR.

Targeted or ESF High Priority

Evaluation Data Sources: Common Assessments, District Benchmarks, DCC's, STAAR

Summative Evaluation: None

<p>Strategy 1: Effectively utilize the PLC process and the four questions within the PLC structure to determine the individual needs of students who need additional interventions and students who need enrichment. Once students are identified, quality interventions and enrichment will be developed to meet the needs of each learner.</p> <p>Strategy's Expected Result/Impact: By addressing the needs of individual learners based on data, teachers can develop more targeted instruction to close gaps and to extend learning which will enhance the amount of academic progress made within the school year.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals and Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2, 5</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4 Problem Statements:

Student Achievement
<p>Problem Statement 1: Need to increase Academic Growth Rating for Campus from a D to a B. Focus specifically on Subgroups EL, SPED and Economically Disadvantage). EL and Economically Disadvantaged Students are scoring significantly lower in Academic Growth for Reading and Math. EL Math (58%) Reading (55%) Economically Disadvantage Math (60%) Reading (60%). SPED Reading (54%) Root Cause: There is a need to discuss data at a more in depth level during PLC. While growth is being tracked, there needs to be discussion and creation of plans to intervene on these specific student groups who aren't meeting growth on Common Assessments, Benchmarks, DCC's and STAAR.</p>
<p>Problem Statement 2: The overall Meets Standards Percentage for all students in Math decreased from 59%(2018) to 50% (2019). The student groups that fell below the Campus Meets % are as follows: Hispanic (45%), SPED (18%), Eco Dis (40%) and EL (42%). Root Cause: There is a need to discuss data at a more in depth level during PLC and to create plans based on the four PLC questions for students who aren't grasping the concepts taught. As a campus, we also need to differentiate more in our activities to meet the needs of all students.</p>
<p>Problem Statement 5: Closing the Gaps overall performance percentage decreased from a 80 (2018) to 73 (2019). Bozman Intermediate's overall rating dropped from a B to a C. Root Cause: Lack of focus on student groups and planning to close the gaps for our Hispanic, ELL, SPED and Eco Dis student groups.</p>

Goal 1: Student Achievement and Post-Secondary Success:

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 5: Through consistent data discussions in PLC and Math and Reading Interventions, Bozman will increase the overall scale score in Reading SPED Met Standard Percentage by 10% to an overall percentage of 21% on the 2020-2021 STAAR.

Targeted or ESF High Priority

Evaluation Data Sources: Common Assessments, District Benchmarks, DCC's, STAAR

Summative Evaluation: None

<p>Strategy 1: Effectively utilize the PLC process and the four questions within the PLC structure to determine the individual needs of students who need additional interventions and students who need enrichment. Once students are identified, quality interventions and enrichment will be developed to meet the needs of each learner.</p> <p>Strategy's Expected Result/Impact: By addressing the needs of individual learners based on data, teachers can develop more targeted instruction to close gaps and to extend learning which will enhance the amount of academic progress made within the school year.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals and Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 3, 5</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Performance Objective 5 Problem Statements:

Student Achievement
<p>Problem Statement 3: The overall Meets Standards Percentage for all students in Reading decreased from 45% (2018) to 41% (2019). The student groups that fell below the Campus Meets % are as follows: Hispanic (33%), SPED (19%), Eco Dis (32%) and EL (26%). Root Cause: There is a lack of differentiation within the classroom and meeting the needs of lower level readers (SPED and EL).</p>
<p>Problem Statement 5: Closing the Gaps overall performance percentage decreased from a 80 (2018) to 73 (2019). Bozman Intermediate's overall rating dropped from a B to a C. Root Cause: Lack of focus on student groups and planning to close the gaps for our Hispanic, ELL, SPED and Eco Dis student groups.</p>

Goal 2: Fiscal Responsibility:

CISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.





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

Strategy 1: Meet monthly with financial secretary and ensure we are properly managing all resources and operations. Strategy's Expected Result/Impact: Proper allocation of funds and fiscal responsibility. Staff Responsible for Monitoring: Financial Secretary and Campus Principal	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Recruitment, Development, and Retention of Staff:

CISD will employ, develop, and retain highly qualified staff to maximize learning for all students.


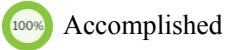
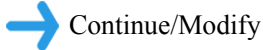

Performance Objective 1: To recruit, retain and develop highly qualified teachers and staff for all students.

Strategy 1: Hire effectively at CISD Job Fair and all Staff hiring Strategy's Expected Result/Impact: High Quality teachers to maximize classroom instruction Staff Responsible for Monitoring: Campus Administration Team ESF Levers: Lever 2: Effective, Well-Supported Teachers	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Parents and Community:

CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.





Performance Objective 1: To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.

Strategy 1: Communicate individual student progress with parents and plan for how school and home can work together in a personalized manner to support each student's success.	Reviews			
	Formative			Summative
	Feb	Apr	July	July
   				

Goal 5: Safe Schools:

CISD will strive to ensure a safe and orderly environment conducive to learning for all students and staff.





Performance Objective 1: To provide a safe and orderly school environment conducive to learning for all students and staff.

Strategy 1: Provide students with daily character education lessons through the homeroom classroom facilitation of P2 project. Strategy's Expected Result/Impact: Students will have an awareness of character traits and coping mechanisms based on daily P2 lessons. Staff Responsible for Monitoring: Counselors and Campus Teachers	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Technology:

CISD will provide technology infrastructure, tools, and solutions to meet the administrative requirements of the District and to maximize learning for all students.





Performance Objective 1: To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

<p>Strategy 1: Increase student opportunities to utilize technology to enhance their learning while strengthening their skills with technology.</p> <p>Strategy's Expected Result/Impact: Increased student achievement through the use of Learning Management Systems</p> <p>Staff Responsible for Monitoring: Teachers Technology Coach Principal Assistant Principals</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Provide on-going staff development with the support of district technology coach.</p> <p>Strategy's Expected Result/Impact: Increased teacher technology instruction knowledge</p> <p>Staff Responsible for Monitoring: Teachers Technology Coach Principal Assistant Principals</p> <p>ESF Levers: Lever 4: High-Quality Curriculum</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 7: Communication:

CISD will promote and enhance two-way communication among our staff and our community to maximize the success of all students.

Performance Objective 1: To ensure that all stakeholders receive effective internal and external communication.

<p>Strategy 1: Utilize the CISD and campus website and social media to promote campus and district events and information for families, community members, and local businesses.</p> <p>Strategy's Expected Result/Impact: Increased awareness of activities and parent understanding of upcoming school events</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Campus technology liaison</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Personnel for Bozman Intermediate

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gen Education	Teachers for At-Risk Students	State Comp Ed	33.12
Lindsey Norton	Instructional Coach	State Comp Ed	1.00
Taren Land	Instructional Coach	State Comp Ed	1.00

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

When working on the comprehensive needs assessment, many stakeholders were involved in the process. Teacher teams met to review data and determine the focus area for their subject area using the 10-5-5 protocol for determining root causes. Results from assessment data were used in the data review (STAAR, benchmark data, common assessment data, and discipline data). The meetings with teacher teams included Administrators, Campus Coaches, Counselors and instructional paraprofessionals.

We included our Leadership Team and Parent Representatives to review the Assessment and have our checkpoints set to monitor progress.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The plan begins with the Leadership Team (Admin, Counselors and Coaches) pulling together data and looking for strengths and weaknesses. We then get input from our Team Leaders and Parent Representatives.

Once the plan is complete, the Campus Improvement Plan is shared with staff, parents and our students.

2.2: Regular monitoring and revision

The campus will regularly monitor the CIP and revise strategies based on identified needs.

PLC Meetings

Data Review Meetings

Small Groups Sessions

Monitoring student grades and adjusting as necessary

Leadership Team Meetings

Team Leader Meetings

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

Campus Improvement Plans (CIPs) are available on the Conroe ISD website under Accountability. CIPs are available in English and Spanish based on student population.

2.4: Opportunities for all children to meet State standards

Staff and Administration closely monitor grades and assessments to ensure that students are on target to meet State standards. Students who are at risk for missing their target receive support and small group instruction, including:

- RtI Instruction
- In Class Small Group Instruction
- Pull Out support (Summit K-12, Dyslexia, Resource)
- Before/After School Tutorials

2.5: Increased learning time and well-rounded education

Our master schedule was reviewed and adjusted to ensure we maximize instructional time, intervention time and remediation.

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

Data analysis takes place regularly during PLC time. All students are closely monitored for strengths and weaknesses and intervention plans are developed implemented, and monitored for progress.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The campus jointly develops, with the input of parents, a written Family Engagement Policy and School Family Student Compact. Our Family Engagement Policy and School Family Student Compact are reviewed annually with our Parent Teacher Organization. They make any suggestions/edits to it each May.

We also use our Parent Survey at the end of each year to make any needed changes to our Family Engagement Policy and School Family Student Compact as well as facilitate parent panels for parent input.

3.2: Offer flexible number of parent involvement meetings

Although events right now are done over Zoom, we also schedule Zoom meetings for the evenings to accommodate schedules.

Many sessions we do are recorded so that parents can watch them at a time that best fits their schedule.

We send out notices to parents of events coming up by sending home flyers, emailing them and posting them on our web page and communicating the events through school messenger and the SMORE newsletter.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angela Rexford	Behavior Coach	Title I	1.00
Brandi Rhymes	RTI	Title I	1.00
Lauren Johnson	Student Success Teacher	Title I	.50
Shannon Brinsfield	Instructional Coach	Title I	1.00
Vasherie Brown	Student Success Teacher	Title I	1.00

Plan Notes

Row Labels	Sum of Amount	Sum of FTE
Bozman		
SCE		
Gen Education Teachers for At-Risk Students	\$2,256,337	33.12
General Supplies	\$5,052	0.00
Instructional Support for At-Risk-Students	\$139,759	2.00
Substitutes	\$10,001	0.18
SCE Total	\$2,411,149	35.30
Title I		
Books	\$2,000	0.00
Computer Equipment / AV Supplies	\$12,685	0.00
Extra Duty	\$11,110	0.20
Family Engagement	\$3,228	0.00
General Supplies	\$26,130	0.00
Professional	\$340,314	6.19
Substitutes	\$10,310	0.19
Title I Total	\$405,777	6.58
Title III EL		
Books	\$500	0.00
Extra Duty	\$3,500	0.06
General Supplies	\$1,500	0.00
Title III EL Total	\$5,500	0.06
Bozman Total	\$2,822,426	41.94

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Language Arts and Math Instructional Coach		\$139,759.00
1	2	1	General Education Teachers for At-Risk Students		\$2,271,390.00
Sub-Total					\$2,411,149.00
Budgeted Fund Source Amount					\$2,411,149.00
+/- Difference					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Tutoring		\$405,777.00
Sub-Total					\$405,777.00
Budgeted Fund Source Amount					\$405,777.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Summit K-12 Program		\$5,500.00
Sub-Total					\$5,500.00
Budgeted Fund Source Amount					\$5,500.00
+/- Difference					\$0.00
Grand Total					\$2,822,426.00

Addendums