

# Conroe Independent School District

## Bozman Intermediate

### 2021-2022 CIP Board Item



# Table of Contents

Comprehensive Needs Assessment	3
Student Achievement	3
Culture and Climate	5
Parent and Community Engagement	7
Priority Problem Statements	9
Goals	11
Goal 1: Student Achievement and Post-Secondary Success CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.	12
Goal 2: School Leadership and Fiscal Responsibility CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.	18
Goal 3: Recruitment, Development, and Retention of Staff CISD will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students.	20
Goal 4: Safe and Collaborative School Culture CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.	21
Goal 5: Effective Instruction CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.	23
Title I Schoolwide Elements	26
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	27
1.1: Comprehensive Needs Assessment	27
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	27
2.1: Campus Improvement Plan developed with appropriate stakeholders	27
2.2: Regular monitoring and revision	27
2.3: Available to parents and community in an understandable format and language	28
2.4: Opportunities for all children to meet State standards	28
2.5: Increased learning time and well-rounded education	28
2.6: Address needs of all students, particularly at-risk	28
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	29
3.1: Develop and distribute Parent and Family Engagement Policy	29
3.2: Offer flexible number of parent involvement meetings	29
Campus Funding Summary	29

# 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 2019 to 2021:**

**2019 Overall Math Rating:** C

**2021 Overall Math Rating:** B \*\*Increase from 2019 to 2021

**2019 Overall Reading Rating:** C

**2021 Overall Math Rating:** C

**2019 Overall Science Rating:** C

**2021 Overall Science Rating:** C

These scores resulted in Bozman Intermediate receiving a 2021 Accountability Rating of B.

**On the 2021 STAAR, the following scores for all grades show the percentage for Meets Grade Level:**

**All Subjects:** 40%

**Reading:** 39%

**Math:** 43%

**Science:** 35%

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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):** The overall Meets Standards Percentage for all students in Math decreased from 50%(2019) to 45% (2021). The student groups that fell below the Campus Meets % are as follows: Hispanic (68%), African American (56%) 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. 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. We need to specifically focus on data talks, reteach and reassess plans.

**Problem Statement 2 (Prioritized):** The overall Meets Standards Percentage for all students in Reading decreased from 41% (2019) to 40% (2021). The student groups that fell below the Campus Meets % are as follows: African American (38%), Hispanic (33%), SPED (18%), 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 3 (Prioritized):** 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 4 (Prioritized):** In 5th Grade Science, LEP Subgroup (107 students) is at 13% at the Meets levels which is 23% lower than the Campus Meets level at 36%.

In 5th Grade Science, SPED Subgroup (61 students) is at 5% at the Meets levels which is 31% lower than the Campus Meets level at 36%. / **Root Cause:** Campus needs to focus on Vocabulary and Reading Comprehension.

**Problem Statement 5 (Prioritized):** Closing the Gaps Overall Performance in Reading and Math dropped from 2019-2021. The target percentage for Reading was 44% and Bozman was 40%. The target percentage in Math was 46% and Bozman was 45%. The student success target was 47 and Bozman was 44. **Root Cause:** Campus needs to continue tracking growth by subgroups and creating reteach plans based on the performance of these subgroups.

**Problem Statement 6:** Need to increase Academic Growth Rating for Campus from a C to a B. Focus specifically on Subgroups EL, SPED, Economically Disadvantage and African American. Subject areas to specifically focus on are 5th Grade Math (42%), 5th Grade Science (40%) and 6th Grade Reading (39%). **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. We need to specifically focus on data talks, reteach and reassess plans.

**Problem Statement 7:** In 5th Grade Reading, Two or More Races Subgroup (15 students) is at 27% at the Meets levels which is 17% lower than the Campus Meets level at 44%. In 5th Grade Reading, African American Subgroup (21 students) is 33% at the Meets level which is 11% lower than the Campus Meets level at 44%. **Root Cause:** Campus needs to focus on Guided Reading and Strategy Groups.

**Problem Statement 8:** In 5th Grade Math, Two or More Races Subgroup (16 students) is 19% at the Meets level which is 21% lower than the Campus Meets level at 40%. In 5th Grade Math, African American Subgroup (21 students) is 24% at the Meets level which is 16% lower than the Campus Meets level at 40%. **Root Cause:** Campus needs to focus on Guided Math Instruction and Tier 1 Best Practices.

# 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 autonomy is a consistent concern. OHI 2021 (12%) and OHI 2020 (18%) **Root Cause:** Teacher autonomy decreased due to certain systems and procedures that were implemented due to being on a COVID Safety Level 4.

**Problem Statement 2 (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. In 2021, as of May 30, we had 407 referrals. **Root Cause:** Lack of consistent campus wide implementation of CHAMPS, STOIC and Classrooms systems and procedures.

**Problem Statement 3:** As a campus, our adaptation is a consistent concern. OHI 2021 (11%) and OHI 2019 (14%). **Root Cause:** Lack of ability to adapt and tolerate stress.

# 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 except when the events are held curbside. This provides parents with more



flexibility because it is a drive-thru event. **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:** The overall Meets Standards Percentage for all students in Math decreased from 50%(2019) to 45% (2021). The student groups that fell below the Campus Meets % are as follows: Hispanic (68%), African American (56%) SPED (18%), Eco Dis (40%) and EL (42%).

**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. We need to specifically focus on data talks, reteach and reassess plans.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** The overall Meets Standards Percentage for all students in Reading decreased from 41% (2019) to 40% (2021). The student groups that fell below the Campus Meets % are as follows: African American (38%), Hispanic (33%), SPED (18%), Eco Dis (32%) and EL (26%).

**Root Cause 2:** There is a lack of differentiation within the classroom and meeting the needs of lower level readers (SPED and EL).

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** There is a lack of parent participation at hosted nightly events except when the events are held curbside. This provides parents with more flexibility because it is a drive-thru event.

**Root Cause 3:** We have not been effective in communicating our family nights to the parents of our most at-risk students.

**Problem Statement 3 Areas:** Parent and Community Engagement

**Problem Statement 4:** 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. In 2021, as of May 30, we had 407 referrals.

**Root Cause 4:** Lack of consistent campus wide implementation of CHAMPS, STOIC and Classrooms systems and procedures.

**Problem Statement 4 Areas:** Culture and Climate

**Problem Statement 5:** In 5th Grade Science, LEP Subgroup (107 students) is at 13% at the Meets levels which is 23% lower than the Campus Meets level at 36%. In 5th Grade Science, SPED Subgroup (61 students) is at 5% at the Meets levels which is 31% lower than the Campus Meets level at 36%. /

**Root Cause 5:** Campus needs to focus on Vocabulary and Reading Comprehension.

**Problem Statement 5 Areas:** Student Achievement

**Problem Statement 6:** As a campus, our staff autonomy is a consistent concern. OHI 2021 (12%) and OHI 2020 (18%)

**Root Cause 6:** Teacher autonomy decreased due to certain systems and procedures that were implemented due to being on a COVID Safety Level 4.

**Problem Statement 6 Areas:** Culture and Climate

**Problem Statement 7:** Students receiving Special Education and ELL services are under-performing in comparison to students not served by these programs.

**Root Cause 7:** Lack of consistency with implementation of differentiation and 7 Steps to meet the needs of lower performing students.

**Problem Statement 7 Areas:** Student Achievement

**Problem Statement 8:** Closing the Gaps Overall Performance in Reading and Math dropped from 2019-2021. The target percentage for Reading was 44% and Bozman was 40%. The target percentage in Math was 46% and Bozman was 45%. The student success target was 47 and Bozman was 44.

**Root Cause 8:** Campus needs to continue tracking growth by subgroups and creating reteach plans based on the performance of these subgroups.

**Problem Statement 8 Areas:** Student Achievement

# Goals

Revised/Approved: December 10, 2021

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

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

**Performance Objective 1:** Through consistent data discussions in PLC and Math and Reading Interventions, Bozman will increase the overall Academic Growth on the 2021-2022 STAAR test by 10% to an overall score of a 76 on the 2022 STAAR.

### Targeted or ESF High Priority

**Evaluation Data Sources:** Common Assessments, District CFA's, DCC's, STAAR Interim Assessment and STAAR

#### Strategy 1 Details

**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.

**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.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches and Academic Interventionists

**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

**Problem Statements:** Student Achievement 2

**Funding Sources:** Lower Level Books - State Comp Ed - \$8,605, Tutoring - ESSER - \$18,441, Academic Interventionist - ESSER - \$144,881

## Performance Objective 1 Problem Statements:

#### Student Achievement

**Problem Statement 2:** The overall Meets Standards Percentage for all students in Reading decreased from 41% (2019) to 40% (2021). The student groups that fell below the Campus Meets % are as follows: African American (38%), Hispanic (33%), SPED (18%), 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).

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

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

**Performance Objective 2:** Through consistent data discussions in PLC and Math and Reading Interventions, Bozman will increase the overall scale score in Reading Met Standard on the 2021-2022 STAAR test by 10% to an overall percentage of 45% on the 2022 STAAR.

### Targeted or ESF High Priority

**Evaluation Data Sources:** Common Assessments, District CFA's, DCC's, STAAR Interim Assessment and STAAR

#### Strategy 1 Details

**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.

**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.

**Staff Responsible for Monitoring:** Principal, Assistant Principals and Instructional Coaches

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Problem Statements:** Student Achievement 1, 2, 4

**Funding Sources:** Math Coach: Taren Land - State Comp Ed - \$76,238, Literacy Coach - State Comp Ed - \$86,350, General Education Teachers for At-Risk Students - State Comp Ed - \$2,365,531, Staff, Tutors, and Resources - Title I - \$102,859

#### Strategy 2 Details

**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 2022 STAAR.

**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.

**Staff Responsible for Monitoring:** Principal, Assistant Principals and Instructional Coaches

**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

**Problem Statements:** Student Achievement 2, 4

**Funding Sources:** Student Success Teacher - Title I - \$39,250

### Performance Objective 2 Problem Statements:

## Student Achievement

**Problem Statement 1:** The overall Meets Standards Percentage for all students in Math decreased from 50%(2019) to 45% (2021). The student groups that fell below the Campus Meets % are as follows: Hispanic (68%), African American (56%) 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. 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. We need to specifically focus on data talks, reteach and reassess plans.

**Problem Statement 2:** The overall Meets Standards Percentage for all students in Reading decreased from 41% (2019) to 40% (2021). The student groups that fell below the Campus Meets % are as follows: African American (38%), Hispanic (33%), SPED (18%), 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:** In 5th Grade Science, LEP Subgroup (107 students) is at 13% at the Meets levels which is 23% lower than the Campus Meets level at 36%. In 5th Grade Science, SPED Subgroup (61 students) is at 5% at the Meets levels which is 31% lower than the Campus Meets level at 36%. / **Root Cause:** Campus needs to focus on Vocabulary and Reading Comprehension.

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

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

**Performance Objective 3:** Through consistent data discussions in PLC and Math and Reading Interventions, Bozman will increase the overall scale score in Math Met Standard on the 2021-2022 STAAR test by 10% to an overall percentage of 55% on the 2022 STAAR.

### Targeted or ESF High Priority

**Evaluation Data Sources:** Common Assessments, District CFA's, DCC's, STAAR Interim Assessment and STAAR

#### Strategy 1 Details

**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.

**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.

**Staff Responsible for Monitoring:** Principal, Assistant Principals and Instructional Coaches

**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

**Problem Statements:** Student Achievement 1, 2, 4

**Funding Sources:** Lower Leveled Books - Title I - \$3,175, RTI Academic Interventionist - Title I - \$77,369, Chromebook Cart - ESSER - \$11,147, Guided Math Consultant - ESSER - \$30,000, Dreambox - ESSER - \$16,000

### Performance Objective 3 Problem Statements:

#### Student Achievement

**Problem Statement 1:** The overall Meets Standards Percentage for all students in Math decreased from 50%(2019) to 45% (2021). The student groups that fell below the Campus Meets % are as follows: Hispanic (68%), African American (56%) 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. 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. We need to specifically focus on data talks, reteach and reassess plans.

**Problem Statement 2:** The overall Meets Standards Percentage for all students in Reading decreased from 41% (2019) to 40% (2021). The student groups that fell below the Campus Meets % are as follows: African American (38%), Hispanic (33%), SPED (18%), 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:** In 5th Grade Science, LEP Subgroup (107 students) is at 13% at the Meets levels which is 23% lower than the Campus Meets level at 36%. In 5th Grade Science, SPED Subgroup (61 students) is at 5% at the Meets levels which is 31% lower than the Campus Meets level at 36%. / **Root Cause:** Campus needs to focus on Vocabulary and Reading Comprehension.

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

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

**Performance Objective 4:** Through consistent data discussions in PLC and Math and Reading Interventions, Bozman will increase the overall scale score in Science Met Standard on the 2021-2022 STAAR test by 10% to an overall percentage of 55% on the 2022 STAAR.

### Targeted or ESF High Priority

**Evaluation Data Sources:** Common Assessments, District CFA's, DCC's, STAAR Interim Assessment and STAAR

#### Strategy 1 Details

**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.

**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.

**Staff Responsible for Monitoring:** Principal, Assistant Principals and Instructional Coaches

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Problem Statements:** Student Achievement 1, 2, 4

**Funding Sources:** Campus Science Coach - Title I - \$77,197

## Performance Objective 4 Problem Statements:

#### Student Achievement

**Problem Statement 1:** The overall Meets Standards Percentage for all students in Math decreased from 50%(2019) to 45% (2021). The student groups that fell below the Campus Meets % are as follows: Hispanic (68%), African American (56%) 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. 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. We need to specifically focus on data talks, reteach and reassess plans.

**Problem Statement 2:** The overall Meets Standards Percentage for all students in Reading decreased from 41% (2019) to 40% (2021). The student groups that fell below the Campus Meets % are as follows: African American (38%), Hispanic (33%), SPED (18%), 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:** In 5th Grade Science, LEP Subgroup (107 students) is at 13% at the Meets levels which is 23% lower than the Campus Meets level at 36%. In 5th Grade Science, SPED Subgroup (61 students) is at 5% at the Meets levels which is 31% lower than the Campus Meets level at 36%. / **Root Cause:** Campus needs to focus on Vocabulary and Reading Comprehension.



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

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

**Performance Objective 5:** Through consistent data discussions in PLC and Math and Reading Interventions, Bozman will increase the overall scale score in Reading, Math and Science 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 CFA's, DCC's, STAAR Interim Assessment and STAAR

#### Strategy 1 Details

**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.

**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.

**Staff Responsible for Monitoring:** Principal, Assistant Principals and Instructional Coaches

**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

**Problem Statements:** Student Achievement 1, 2, 4

## Performance Objective 5 Problem Statements:

#### Student Achievement

**Problem Statement 1:** The overall Meets Standards Percentage for all students in Math decreased from 50%(2019) to 45% (2021). The student groups that fell below the Campus Meets % are as follows: Hispanic (68%), African American (56%) 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. 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. We need to specifically focus on data talks, reteach and reassess plans.

**Problem Statement 2:** The overall Meets Standards Percentage for all students in Reading decreased from 41% (2019) to 40% (2021). The student groups that fell below the Campus Meets % are as follows: African American (38%), Hispanic (33%), SPED (18%), 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:** In 5th Grade Science, LEP Subgroup (107 students) is at 13% at the Meets levels which is 23% lower than the Campus Meets level at 36%. In 5th Grade Science, SPED Subgroup (61 students) is at 5% at the Meets levels which is 31% lower than the Campus Meets level at 36%. / **Root Cause:** Campus needs to focus on Vocabulary and Reading Comprehension.

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

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

**Performance Objective 6:** Through consistent data discussions in PLC and Math and Reading Interventions, Bozman will increase the overall scale score in Reading, Math and Science EL 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 CFA's, DCC's, STAAR Interim Assessment and STAAR

#### Strategy 1 Details

**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.

**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.

**Staff Responsible for Monitoring:** Principal, Assistant Principals and Instructional Coaches

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Problem Statements:** Student Achievement 1, 2, 4

**Funding Sources:** Bilingual Lower Level Books and Resources - ESSER - \$30,070, Bilingual Tutors - Title III - \$5,500

## Performance Objective 6 Problem Statements:

#### Student Achievement

**Problem Statement 1:** The overall Meets Standards Percentage for all students in Math decreased from 50%(2019) to 45% (2021). The student groups that fell below the Campus Meets % are as follows: Hispanic (68%), African American (56%) 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. 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. We need to specifically focus on data talks, reteach and reassess plans.

**Problem Statement 2:** The overall Meets Standards Percentage for all students in Reading decreased from 41% (2019) to 40% (2021). The student groups that fell below the Campus Meets % are as follows: African American (38%), Hispanic (33%), SPED (18%), 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:** In 5th Grade Science, LEP Subgroup (107 students) is at 13% at the Meets levels which is 23% lower than the Campus Meets level at 36%. In 5th Grade Science, SPED Subgroup (61 students) is at 5% at the Meets levels which is 31% lower than the Campus Meets level at 36%. / **Root Cause:** Campus needs to focus on Vocabulary and Reading Comprehension.

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

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

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

Strategy 1 Details
<p><b>Strategy 1:</b> Meet monthly with financial secretary and ensure we are properly managing all resources and operations.</p> <p><b>Strategy's Expected Result/Impact:</b> Proper allocation of funds and fiscal responsibility.</p> <p><b>Staff Responsible for Monitoring:</b> Financial Secretary and Campus Principal</p>

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

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

**Performance Objective 2:** Administration team will facilitate targeted focused walk throughs on all professional staff members.

**Evaluation Data Sources:** TTESS Observation Forms

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Administration will provide targeted action plans for individual teachers who are Developing or Improvement needed in multiple dimensions on observations.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher growth and retention</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1</p>

**Performance Objective 2 Problem Statements:**

<b>Student Achievement</b>
<p><b>Problem Statement 1:</b> The overall Meets Standards Percentage for all students in Math decreased from 50%(2019) to 45% (2021). The student groups that fell below the Campus Meets % are as follows: Hispanic (68%), African American (56%) SPED (18%), Eco Dis (40%) and EL (42%). <b>Root Cause:</b> 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. We need to specifically focus on data talks, reteach and reassess plans.</p>

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

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

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

**Evaluation Data Sources:** Compare campus turnover rate from 2021 to 2022.

Strategy 1 Details
<p><b>Strategy 1:</b> Hire effectively at CISD Job Fair and all Staff hiring</p> <p><b>Strategy's Expected Result/Impact:</b> High Quality teachers to maximize classroom instruction</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Team</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p>

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

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

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

**Evaluation Data Sources:** Consistent implementation of CHAMPS, STOIC and Foundations.

Strategy 1 Details
<p><b>Strategy 1:</b> Provide students with daily character education lessons through the homeroom classroom facilitation of P2 project.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have an awareness of character traits and coping mechanisms based on daily P2 lessons.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors and Campus Teachers</p> <p><b>Funding Sources:</b> Campus Behavior Coach - Title I - \$84,657</p>

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

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

**Performance Objective 2:** To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.

Strategy 1 Details
<p><b>Strategy 1:</b> Consistently communicate with parents by implementing learning community newsletters and school wide messages. Facilitate campus events each nine week grading period to collaborate with the community.</p> <p><b>Strategy's Expected Result/Impact:</b> All events, newsletter and school wide messages are on the calendar in advance.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>
Strategy 2 Details
<p><b>Strategy 2:</b> 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.</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>

**Goal 5: Effective Instruction**

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

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

**Evaluation Data Sources:** Data Protocol and Team Lesson Planning

Strategy 1 Details
<p><b>Strategy 1:</b> Ensure that campus is a 1 to 1 technology campus where all students have the opportunity to access technology when needed.</p> <p><b>Staff Responsible for Monitoring:</b> Technology Teacher and Administration Team</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>



**Goal 5: Effective Instruction**

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

**Performance Objective 2:** Through consistent data discussions in PLC and implementation of the campus wide data protocol, students will perform at a higher level on all campus, district and state assessments.

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

Strategy 1 Details
<p><b>Strategy 1:</b> Monitor implementation of data protocol and team lesson plans throughout the entire school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student performance and growth on all state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Team and Campus Instructional Coaches</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>

## Goal 5: Effective Instruction

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

**Performance Objective 3:** Every PLC will consist of data conversations based on the campus wide data protocol with a focus on the reteach and reassess plan.

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

Strategy 1 Details
<p><b>Strategy 1:</b> All common assessments, district and campus common formative assessments will be mapped out for the entire school year by November. Data conversations will be mapped out and every team will focus on the reteach and reassess piece of the data protocol. Reassess TEKS will be monitored for growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in Student Achievement and Growth on all state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Team and Instructional Coaches</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1</p>

## Performance Objective 3 Problem Statements:

Student Achievement
<p><b>Problem Statement 1:</b> The overall Meets Standards Percentage for all students in Math decreased from 50%(2019) to 45% (2021). The student groups that fell below the Campus Meets % are as follows: Hispanic (68%), African American (56%) SPED (18%), Eco Dis (40%) and EL (42%). <b>Root Cause:</b> 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. We need to specifically focus on data talks, reteach and reassess plans.</p>

# **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.

# Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Lower Level Books		\$8,605.00
1	2	1	Math Coach: Taren Land		\$76,238.00
1	2	1	Literacy Coach		\$86,350.00
1	2	1	General Education Teachers for At-Risk Students		\$2,365,531.00
<b>Sub-Total</b>					\$2,536,724.00
<b>Budgeted Fund Source Amount</b>					\$2,536,724.00
<b>+/- Difference</b>					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Staff , Tutors, and Resources		\$102,859.00
1	2	2	Student Success Teacher		\$39,250.00
1	3	1	Lower Leveled Books		\$3,175.00
1	3	1	RTI Academic Interventionist		\$77,369.00
1	4	1	Campus Science Coach		\$77,197.00
4	1	1	Campus Behavior Coach		\$84,657.00
<b>Sub-Total</b>					\$384,507.00
<b>Budgeted Fund Source Amount</b>					\$384,507.00
<b>+/- Difference</b>					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	Bilingual Tutors		\$5,500.00
<b>Sub-Total</b>					\$5,500.00
<b>Budgeted Fund Source Amount</b>					\$5,500.00
<b>+/- Difference</b>					\$0.00

ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Tutoring		\$18,441.00
1	1	1	Academic Interventionist		\$144,881.00
1	3	1	Chromebook Cart		\$11,147.00
1	3	1	Guided Math Consultant		\$30,000.00
1	3	1	Dreambox		\$16,000.00
1	6	1	Bilingual Lower Level Books and Resources		\$30,070.00
<b>Sub-Total</b>					\$250,539.00
<b>Budgeted Fund Source Amount</b>					\$250,539.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total</b>					\$3,177,270.00