

Conroe Independent School District
Bozman Intermediate
2023-2024 Improvement Plan



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Comprehensive Needs Assessment

Revised/Approved: August 2, 2023

Student Achievement

Student Achievement Summary

Student Achievement:

Domain 1- Student Achievement: Bozman Intermediate Score 78/C

Domain 2- Student Progress: Bozman Intermediate Score 85/B

Domain 3: Closing Performance Gap: Bozman Intermediate 82/B

Overall Campus Rating: B

On the 2023 STAAR, the following scores for all grades show the percentage for Meets Grade Level:

All Subjects: 48%

Reading: 52%

Math: 44%

Science: 32%

Student Achievement Strengths

Bozman Intermediate Strengths:

Bozman TELPAS growth scores went up from 19% to 62%.

5th Students scored 80% Approaches and 50% Meets in reading and math STAAR. Meeting our goal of 80% Approaches and close to our goal of 60% at Meets.

All domains increased compared to last year's scores.

ELA	Number of Students				Percent			
	Total Testers	Approaches	Meets	Masters	Approaches	Meets	Masters	Performance
5	473	379	260	133	80%	55%	28%	54%
6	460	363	232	93	79%	50%	20%	50%
Grand Total	933	742	492	226	80%	53%	24%	52%
	Number of Students	Total Points Earned						
Accelerated Instruction Bonus	229	22.75						
Assessments with 0 Points	278	0						
Assessments with 0.5 Points	85	42.5						
Assessments with 1 Point	530	530						
Total	893	595.25	67					

Math	Number of Students				Percent			
	Total Testers	Approaches	Meets	Masters	Approaches	Meets	Masters	Performance
5	473	382	245	93	81%	52%	20%	51%
6	462	346	170	70	75%	37%	15%	42%
Grand Total	935	728	415	163	78%	44%	17%	47%
	Number of Students	Total Points Earned						
Accelerated Instruction Bonus	217	19.25						
Assessments with 0 Points	270	0						
Assessments with 0.5 Points	133	66.5						
Assessments with 1 Point	491	491						
Total	894	576.75	65					

Science	Number of Students				Percent			
	Total Testers	Approaches	Meets	Masters	Approaches	Meets	Masters	Performance
5	471	312	152	50	66%	32%	11%	36%
Grand Total	471	312	152	50	66%	32%	11%	36%

Image Caption

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): The overall Meets Standards percentage on the 2023 Math, Reading and Science STAAR tests is consistently in the 44-54% range. Our goal is

to have a 5%-15% increase in each subject in 2023-2024. 5th Math: 2023 (52%)/ needed gain of 8% 5th Language Arts: 2023 (55%)/ needed gain of 5% 5th Science: 2023 (32%)/ needed gain of 10% 6th Math: 2023 (37%)/needed gain of 23% 6th LA: 2023 (50%)/need gain 10% **Root Cause:** We need to review our PLC and team planning procedures to increase the rigor in our instruction to grow students. We have increased the growth compared to last year, but discussions of plans are needed to intervene on specific student groups (EB and SPED) and advanced students who aren't meeting growth on Common Assessments, Benchmarks, DCC's, and STAAR.

Problem Statement 2 (Prioritized): Need to increase Academic Growth Rating for Campus from a B to A. We need our overall growth to be at 75% in 5th and 6th Reading and Math. The current growth percentage is 67% (Reading) and 65% (Math) **Root Cause:** Lack of training on Tier 1 Best Practices, Consistent Instructional Rounds, Targeted walkthroughs, new-to-campus teacher training, and mentor-to-mentee support.

Problem Statement 3 (Prioritized): The overall targeted growth for Reading and Math has increased, but we are still below our targeted percentage of 80% growth on 6th Math and Reading. **Root Cause:** We need to continue to implement student data tracking on individual goals by students to create student efficacy and ownership of their learning. We need to train staff new to Bozman on the campus data protocol and data growth matrix.

Problem Statement 4 (Prioritized): Students receiving Special Education and ELL services are under-performing compared to students not served by these programs. **Root Cause:** Campus needs to focus on Vocabulary, proper implementation of language objectives, and Reading Comprehension.

Problem Statement 5 (Prioritized): Domain 2-A was a 70-component score, and we needed a 80 in order to earn a B. **Root Cause:** Lowered performance on Domain 2 Academic achievement caused the lower overall scale score.

Culture and Climate

Culture and Climate Summary

Bozman is a school that invests in the growth of each student academically, socially, and emotionally. This creates a positive school culture where every student is seen, noticed, and valued. Our vision, mission, and goals drive this culture of mutual respect. Several different facets are used to develop this culture.

RTI provides different support and interventions for students 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 four years. This has helped us set up school-wide procedures to create a safe school environment, specifically focusing on hallway transitions. Teachers were trained with CHAMPS and STOIC to establish clear classroom behavior expectations and methods and develop a common language about behaviors among the staff.

Discipline data is reviewed quarterly to identify patterns, areas of concern, and areas for improvement. We also discuss our highest-need students as a collective group: 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 growth opportunities. We have implemented an academic intervention program focused on Reading, Math, and Science.

By 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 and taking a positive, proactive instructional approach to behavior utilizing PBIS Foundations training.

Culture and Climate Strengths

On the 2023 OHI, we increased our overall score from 58 to 87.

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

1. At Bozman, hiring campus personnel to reflect the cultural and diverse student body is a priority.
2. We believe and model with our actions and words our school motto, "Every minute of every day, Every Bronco Counts."

3. We have implemented a campus-wide reward system that rewards learning communities for exceptional hallway behavior during transitions, a 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. We aim to recognize our students for their academic, social-emotional, and character growth.
4. We are consistent in our implementation of the Positivity Project that is taught daily in our homeroom classes.
5. Bozman continues to promote Safe Schools through Safe Schools training and utilizes mitigation strategies to keep our schools, students, and staff safe.
6. We have implemented a campus-wide student data tracker with built-in rewards for students based on meeting Academic Student growth.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): In May 2023, our total number of discipline referrals was 1022 compared to May 2022 which was 668. Discipline has been an area of concern and is one of the reasons we continued our work with the Foundations Discipline leveling system. **Root Cause:** We have seen increased impulsivity and emotional outbursts due to students being at home during COVID and 5th-grade students transitioning from elementary to a different disciplinary system at the intermediate level.

Problem Statement 2 (Prioritized): As a campus, on the 2023 OHI report, our goal cohesiveness was an overall 79, an increase of 19 points from the 2022(59) OHI report. However, according to the OHI model, cohesiveness needs to be in your TOP 3 on the OHI report in order for student achievement to be at its' highest success level. **Root Cause:** We had a top focus on including everyone in the goals and the goal-setting process. Cohesiveness comes from providing resources and helping remove barriers that limit progress.

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

Campus Parent Newsletter

Academic Night in the Fall Semester

Academic Night in the Spring Semester

Student of the Month Celebration Day every month

Learning Community Monthly Newsletter

Bronco Parent Campus Bi-Monthly Newsletter

Meet the Teacher

Bronco Town Hall

Communities in School

PTO

Scheduled Bozman Spirit Nights

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): A lack of consistent parent involvement at after-school nightly community events. Our overall participation has improved, but it is still an area we are working on as a campus. **Root Cause:** Due to parents not having to attend many school events on-site at a campus the last few years, they're used to not being on campus to support their child's educational experience. We need to continue to promote campus activities through all communication platforms.

Priority Problem Statements

Problem Statement 1: The overall Meets Standards percentage on the 2023 Math, Reading and Science STAAR tests is consistently in the 44-54% range. Our goal is to have a 5%-15% increase in each subject in 2023-2024. 5th Math: 2023 (52%)/ needed gain of 8% 5th Language Arts: 2023 (55%)/ needed gain of 5% 5th Science: 2023 (32%)/ needed gain of 10% 6th Math: 2023 (37%)/needed gain of 23% 6th LA: 2023 (50%)/need gain 10%

Root Cause 1: We need to review our PLC and team planning procedures to increase the rigor in our instruction to grow students. We have increased the growth compared to last year, but discussions of plans are needed to intervene on specific student groups (EB and SPED) and advanced students who aren't meeting growth on Common Assessments, Benchmarks, DCC's, and STAAR.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: The overall targeted growth for Reading and Math has increased, but we are still below our targeted percentage of 80% growth on 6th Math and Reading.

Root Cause 2: We need to continue to implement student data tracking on individual goals by students to create student efficacy and ownership of their learning. We need to train staff new to Bozman on the campus data protocol and data growth matrix.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Need to increase Academic Growth Rating for Campus from a B to A. We need our overall growth to be at 75% in 5th and 6th Reading and Math. The current growth percentage is 67% (Reading) and 65% (Math)

Root Cause 3: Lack of training on Tier 1 Best Practices, Consistent Instructional Rounds, Targeted walkthroughs, new-to-campus teacher training, and mentor-to-mentee support.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: In May 2023, our total number of discipline referrals was 1022 compared to May 2022 which was 668. Discipline has been an area of concern and is one of the reasons we continued our work with the Foundations Discipline leveling system.

Root Cause 4: We have seen increased impulsivity and emotional outbursts due to students being at home during COVID and 5th-grade students transitioning from elementary to a different disciplinary system at the intermediate level.

Problem Statement 4 Areas: Culture and Climate

Problem Statement 5: Students receiving Special Education and ELL services are under-performing compared to students not served by these programs.

Root Cause 5: Campus needs to focus on Vocabulary, proper implementation of language objectives, and Reading Comprehension.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Domain 2-A was a 70-component score, and we needed a 80 in order to earn a B.

Root Cause 6: Lowered performance on Domain 2 Academic achievement caused the lower overall scale score.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: A lack of consistent parent involvement at after-school nightly community events. Our overall participation has improved, but it is still an area we are working on as a campus.

Root Cause 7: Due to parents not having to attend many school events on-site at a campus the last few years, they're used to not being on campus to support their child's educational experience. We need to continue to promote campus activities through all communication platforms.

Problem Statement 7 Areas: Parent and Community Engagement

Problem Statement 8: As a campus, on the 2023 OHI report, our goal cohesiveness was an overall 79, an increase of 19 points from the 2022(59) OHI report. However, according to the OHI model, cohesiveness needs to be in your TOP 3 on the OHI report in order for student achievement to be at its' highest success level.

Root Cause 8: We had a top focus on including everyone in the goals and the goal-setting process. Cohesiveness comes from providing resources and helping remove barriers that limit progress.

Problem Statement 8 Areas: Culture and Climate

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: October 13, 2023

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 implementation of tier 1 practices, interventions, and student self data tracking, Bozman will increase the overall growth percentage to 75% in 6th grade Reading and 6th grade Math

High Priority

Evaluation Data Sources: Common Assessments, District CFA's, Campus CFA's, Fall and Spring STAAR Interim and STAAR

Strategy 1 Details	Formative Reviews		
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. We will intervene on all RTI Tier 2 and Tier 3 students as well as HB1416 students and Meets/Masters students who are struggling to grow. 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: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 Funding Sources: RTI Math Interventionist - Title I - \$39,906.50, Substitutes for Professional Development - State Comp Ed - \$2,576.40	Formative		
	Dec	Mar	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: We will use formal and informal assessments throughout the 2023-2024 school year to drive instruction in order to focus on individual student growth. Implementing student data trackers to drive student progress through student ownership of learning. Instructional coaches will help teachers create differentiated small-group interventions that are pre-planned to address students' needs based on TEK/ Standard mastery.</p> <p>Strategy's Expected Result/Impact: Increase overall Academic Growth in Domain 2 (80%).</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches and Academic Interventionists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2, 5</p> <p>Funding Sources: RTI Math Interventionist - Title I - \$39,906.50, Tutoring, Subs, and Professional Development - Title I - \$28,479, Dreambox - Title I - \$8,000, Campus Literacy Coach - State Comp Ed - \$75,457</p>	Formative		
	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: The overall Meets Standards percentage on the 2023 Math, Reading and Science STAAR tests is consistently in the 44-54% range. Our goal is to have a 5%-15% increase in each subject in 2023-2024. 5th Math: 2023 (52%)/ needed gain of 8% 5th Language Arts: 2023 (55%)/ needed gain of 5% 5th Science: 2023 (32%)/ needed gain of 10% 6th Math: 2023 (37%)/needed gain of 23% 6th LA: 2023 (50%)/need gain 10% Root Cause: We need to review our PLC and team planning procedures to increase the rigor in our instruction to grow students. We have increased the growth compared to last year, but discussions of plans are needed to intervene on specific student groups (EB and SPED) and advanced students who aren't meeting growth on Common Assessments, Benchmarks, DCC's, and STAAR.</p> <p>Problem Statement 2: Need to increase Academic Growth Rating for Campus from a B to A. We need our overall growth to be at 75% in 5th and 6th Reading and Math. The current growth percentage is 67% (Reading) and 65% (Math) Root Cause: Lack of training on Tier 1 Best Practices, Consistent Instructional Rounds, Targeted walkthroughs, new-to-campus teacher training, and mentor-to-mentee support.</p> <p>Problem Statement 5: Domain 2-A was a 70-component score, and we needed a 80 in order to earn a B. Root Cause: Lowered performance on Domain 2 Academic achievement caused the lower overall scale score.</p>

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 2: Bozman will increase the overall Met Standard in Reading, Math, and Science to 60%. This will be an increase by the following percentages. Our goal is 5-7% increase from 2023 overall Met performance.

5th Math: 2023 (52%)

5th Language Arts: 2023 (50%)

5th Science: 2023 (32%)





6th Math: 2023 (37%)

6th LA: 2023 (50%)

High Priority

Evaluation Data Sources: Common Assessments, District CFA's, Campus CFA's, Fall and Spring STAAR Interim and STAAR

Strategy 1 Details	Formative Reviews		
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: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 5 Funding Sources: Science Coach - Title I - \$39,406.50	Formative		
	Dec	Mar	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Implementation of five campus visits with the Jennifer Saravallo Guided Reading Consultant Strategy's Expected Result/Impact: Professional Development and Feedback will help all ELA teachers with Guided Reading Instruction and increase their knowledge of Tier 1 Best Practices. Staff Responsible for Monitoring: Principal, Instructional ELA Coach, and Interventionists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 1, 2, 3	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Collaborate monthly as a campus PLC (grade level subject), Learning Communities, Campus Leadership Team, and Campus team leaders to create student enrichment and interventions to close student learning gaps. Bozman will use Summit K-12, Dream Box, and other campus/district resources to support student learning. Strategy's Expected Result/Impact: Increase in Domain 1: Academic Performance Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Math Coach and Interventionists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Culture and Climate 1 Funding Sources: Science Coach - Title I - \$39,406.50, Behavior Coach - Title I - \$79,813, Campus Math Instructional Coach - State Comp Ed - \$74,298	Formative		
	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: The overall Meets Standards percentage on the 2023 Math, Reading and Science STAAR tests is consistently in the 44-54% range. Our goal is to have a 5%-15% increase in each subject in 2023-2024. 5th Math: 2023 (52%)/ needed gain of 8% 5th Language Arts: 2023 (55%)/ needed gain of 5% 5th Science: 2023 (32%)/ needed gain of 10% 6th Math: 2023 (37%)/needed gain of 23% 6th LA: 2023 (50%)/need gain 10% **Root Cause:** We need to review our PLC and team planning procedures to increase the rigor in our instruction to grow students. We have increased the growth compared to last year, but discussions of plans are needed to intervene on specific student groups (EB and SPED) and advanced students who aren't meeting growth on Common Assessments, Benchmarks, DCC's, and STAAR.

Problem Statement 2: Need to increase Academic Growth Rating for Campus from a B to A. We need our overall growth to be at 75% in 5th and 6th Reading and Math. The current growth percentage is 67% (Reading) and 65% (Math) **Root Cause:** Lack of training on Tier 1 Best Practices, Consistent Instructional Rounds, Targeted walkthroughs, new-to-campus teacher training, and mentor-to-mentee support.

Problem Statement 3: The overall targeted growth for Reading and Math has increased, but we are still below our targeted percentage of 80% growth on 6th Math and Reading.

Root Cause: We need to continue to implement student data tracking on individual goals by students to create student efficacy and ownership of their learning. We need to train staff new to Bozman on the campus data protocol and data growth matrix.

Problem Statement 5: Domain 2-A was a 70-component score, and we needed a 80 in order to earn a B. **Root Cause:** Lowered performance on Domain 2 Academic achievement caused the lower overall scale score.

Culture and Climate

Problem Statement 1: In May 2023, our total number of discipline referrals was 1022 compared to May 2022 which was 668. Discipline has been an area of concern and is one of the reasons we continued our work with the Foundations Discipline leveling system. **Root Cause:** We have seen increased impulsivity and emotional outbursts due to students being at home during COVID and 5th-grade students transitioning from elementary to a different disciplinary system at the intermediate level.

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 utilization of Summit K-12, Imagine Learning, and use of academic vocabulary across all subjects, Bozman will increase the overall TELPAS growth percentage for all Emergent Bilingual students to 55%.

High Priority

Evaluation Data Sources: MOY BAS and EOY BAS, Common Assessments, Campus and District CFA's, Summit K-12 and Imagine Learning progress and TELPAS.

Strategy 1 Details	Formative Reviews		
Strategy 1: Implementation of strategic utilizing Summit K-12, Language Objectives, Tiered Vocabulary, Imagine Learning and Consistent monitoring by teachers and student success manager. Strategy's Expected Result/Impact: Increase in BAS Reading levels from BOY to MOY testing and overall growth on TELPAS to 55% Staff Responsible for Monitoring: Student Success Manager, LPAC Chair Assistant Principal, Bilingual and Monolingual teachers. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 4, 5 Funding Sources: Purchase of Summit K-12 - Title III - \$6,250	Formative		
	Dec	Mar	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Implementation of strategic utilizing Summit K-12, Language Objectives, Tiered Vocabulary, Imagine Learning and Consistent monitoring by teachers and student success manager. Strategy's Expected Result/Impact: Increase in BAS Reading levels from BOY to MOY testing and overall growth on TELPAS to 55% Staff Responsible for Monitoring: Student Success Manager, LPAC Chair Assistant Principal, Bilingual and Monolingual teachers. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 4 Funding Sources: Extra Duty (Tutorials) - Title I - \$5,100	Formative		
	Dec	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 4: Students receiving Special Education and ELL services are under-performing compared to students not served by these programs. Root Cause: Campus needs to focus on Vocabulary, proper implementation of language objectives, and Reading Comprehension. Problem Statement 5: Domain 2-A was a 70-component score, and we needed a 80 in order to earn a B. Root Cause: Lowered performance on Domain 2 Academic achievement caused the lower overall scale score.

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 PLC and Intervention, Bozman will increase the overall Met Standard in Reading, Math, and Science for all Special Education students by 10% to an overall percentage of 25%.

5th Math SPED Met Standard: 2023 (11%), 2024 goal 22%
5th LA SPED Met Standard: 2023 (15%), 2024 goal 25%
5th Science Met Standard: 2023 (8%), 2024 goal 20%

6th LA SPED Met Standard: 2023 (13%), 2024 goal 24%
6th Math SPED Met Standard: 2023 (10%), 2024 goal 21%

High Priority
Evaluation Data Sources: Common Assessments, District CFA's, Campus CFA's, Fall and Spring STAAR Interim and STAAR

Strategy 1 Details	Formative Reviews		
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: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

Performance Objective 4 Problem Statements:

Student Achievement

Problem Statement 1: The overall Meets Standards percentage on the 2023 Math, Reading and Science STAAR tests is consistently in the 44-54% range. Our goal is to have a 5%-15% increase in each subject in 2023-2024. 5th Math: 2023 (52%)/ needed gain of 8% 5th Language Arts: 2023 (55%)/ needed gain of 5% 5th Science: 2023 (32%)/ needed gain of 10% 6th Math: 2023 (37%)/needed gain of 23% 6th LA: 2023 (50%)/need gain 10% **Root Cause:** We need to review our PLC and team planning procedures to increase the rigor in our instruction to grow students. We have increased the growth compared to last year, but discussions of plans are needed to intervene on specific student groups (EB and SPED) and advanced students who aren't meeting growth on Common Assessments, Benchmarks, DCC's, and STAAR.

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 implementation of student-led instructional resources, use of academic vocabulary across all subjects, data discussions in PLC, and Intervention, Bozman will increase the overall Met Standard in Reading, Math, and Science for all Emergent Bilingual students by 10%- 15% to an overall percentage of 50%

5th Math EB Met Standard: 2023 (46%), 2024 goal 50%

5th LA EB Met Standard: 2023 (37%), 2024 goal 50%





5th Science EB Met Standard: 2023 (19%), 2024 goal 35%

6th LA EB Met Standard: 2023 (35%), 2024 goal 50%

6th Math EB Met Standard: 2023 (18%), 2024 goal 35%

High Priority

Evaluation Data Sources: Common Assessments, District CFA's, Campus CFA's, Fall and Spring STAAR Interim and STAAR

Strategy 1 Details		Formative Reviews		
Strategy 1: Bozman will increase overall student performance for Emergent Bilingual students by using resources in the Summit K-12 enrichment program, creating cultural connections through culturally relevant instruction, use of higher academic vocabulary, and tracking emergent bilingual students' academic growth/assessment performance. Strategy's Expected Result/Impact: Overall increase on STAAR Performance and TELPAS Staff Responsible for Monitoring: Principal, Assistant Principal, Student Success Manager, Instructional Coaches and General Education teachers. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 4, 5 Funding Sources: Computer Equipment - Title I - \$8,219		Formative		
		Dec	Mar	June
 No Progress		 Accomplished		 Continue/Modify
				 Discontinue

Performance Objective 5 Problem Statements:





Student Achievement
<p>Problem Statement 4: Students receiving Special Education and ELL services are under-performing compared to students not served by these programs. Root Cause: Campus needs to focus on Vocabulary, proper implementation of language objectives, and Reading Comprehension.</p> <p>Problem Statement 5: Domain 2-A was a 70-component score, and we needed a 80 in order to earn a B. Root Cause: Lowered performance on Domain 2 Academic achievement caused the lower overall scale score.</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 1: To maintain efficient and effective fiscal management of resources and operations.

Evaluation Data Sources: Online Financial budgeting and weekly check-in meetings with the campus secretary and financial secretary.

Strategy 1 Details	Formative Reviews		
Strategy 1: Weekly meetings with my financial secretaries for financial updates Strategy's Expected Result/Impact: Strong fiscal management Staff Responsible for Monitoring: Principal Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Culture and Climate 2	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Culture and Climate
Problem Statement 2: As a campus, on the 2023 OHI report, our goal cohesiveness was an overall 79, an increase of 19 points from the 2022(59) OHI report. However, according to the OHI model, cohesiveness needs to be in your TOP 3 on the OHI report in order for student achievement to be at its' highest success level. Root Cause: We had a top focus on including everyone in the goals and the goal-setting process. Cohesiveness comes from providing resources and helping remove barriers that limit progress.

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: Increase cohesiveness based on the 2022-2023 OHI campus report.

Evaluation Data Sources: 2023-2024 OHI Report

Strategy 1 Details	Formative Reviews		
Strategy 1: Properly plan and train the leadership team to help manage teacher efficacy and student support in a cohesive manner. Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Culture and Climate 2	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

Performance Objective 2 Problem Statements:

Culture and Climate
Problem Statement 2: As a campus, on the 2023 OHI report, our goal cohesiveness was an overall 79, an increase of 19 points from the 2022(59) OHI report. However, according to the OHI model, cohesiveness needs to be in your TOP 3 on the OHI report in order for student achievement to be at its' highest success level. Root Cause: We had a top focus on including everyone in the goals and the goal-setting process. Cohesiveness comes from providing resources and helping remove barriers that limit progress.

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 create a novice, intermediate, and aspiring teacher academy that meets once a month with a specific focus on their individual needs.

High Priority

Evaluation Data Sources: Teacher Check-In Meetings, Teacher Surveys, Teacher Panels, and Teacher Retention Rate from 2023 to 2024.

Strategy 1 Details	Formative Reviews		
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 Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Achievement 2 Funding Sources: Training and Development - Title I - \$18,000	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Implementation of Consistent Targeted Walk throughs, instructional rounds and teacher mentor program. Strategy's Expected Result/Impact: Teacher retention will increase from 2022 to 2023. Staff Responsible for Monitoring: Principal and Assistant Principals	Formative		
	Dec	Mar	June

<p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Supplies for Bozman Leadership University - Title I - \$5,500</p>			
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: The overall Meets Standards percentage on the 2023 Math, Reading and Science STAAR tests is consistently in the 44-54% range. Our goal is to have a 5%-15% increase in each subject in 2023-2024. 5th Math: 2023 (52%)/ needed gain of 8% 5th Language Arts: 2023 (55%)/ needed gain of 5% 5th Science: 2023 (32%)/ needed gain of 10% 6th Math: 2023 (37%)/needed gain of 23% 6th LA: 2023 (50%)/need gain 10% Root Cause: We need to review our PLC and team planning procedures to increase the rigor in our instruction to grow students. We have increased the growth compared to last year, but discussions of plans are needed to intervene on specific student groups (EB and SPED) and advanced students who aren't meeting growth on Common Assessments, Benchmarks, DCC's, and STAAR.</p> <p>Problem Statement 2: Need to increase Academic Growth Rating for Campus from a B to A. We need our overall growth to be at 75% in 5th and 6th Reading and Math. The current growth percentage is 67% (Reading) and 65% (Math) Root Cause: Lack of training on Tier 1 Best Practices, Consistent Instructional Rounds, Targeted walkthroughs, new-to-campus teacher training, and mentor-to-mentee support.</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 through the implementation of Foundations, PBIS, STOIC and CHAMPS.

High Priority

Evaluation Data Sources: Teacher Walk Throughs for Domains 2 and 3, Instructional Rounds, Coaching Cycles, and Coaching Domain 3 feedback forms

Strategy 1 Details		Formative Reviews		
Strategy 1: Provide teachers with classroom management, implementation of CHAMPS, PBIS, STOIC and foundations training and coaching. Strategy's Expected Result/Impact: Teachers will consistently perform at proficient or higher on TTESS due to the support and training provided by the campus behavior coach. Staff Responsible for Monitoring: Campus Behavior Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Culture and Climate 1 Funding Sources: Supplies to Promote CHAMPS - State Comp Ed - \$2,575		Formative		
		Dec	Mar	June
 No Progress		 Accomplished		 Continue/Modify
		 Discontinue		

Performance Objective 1 Problem Statements:

Culture and Climate
Problem Statement 1: In May 2023, our total number of discipline referrals was 1022 compared to May 2022 which was 668. Discipline has been an area of concern and is one of the reasons we continued our work with the Foundations Discipline leveling system. Root Cause: We have seen increased impulsivity and emotional outbursts due to students being at home during COVID and 5th-grade students transitioning from elementary to a different disciplinary system at the intermediate level.

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.

High Priority

Evaluation Data Sources: Campus Newsletter Participation, Bronco Town Hall, Academic Night Participation, Community Events Participation, Feedback from PTO, and Community Involvement.

Strategy 1 Details	Formative Reviews		
Strategy 1: We will continue to implement family Academic Nights, Parent Panels, Parent University Nights, Open House, Campus Newsletter, Learning Community Newsletter, and Community events on campus. Strategy's Expected Result/Impact: Increase in parent involvement and student level of success Staff Responsible for Monitoring: Leadership team Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Parent and Community Engagement 1 Funding Sources: PFE Activities - Title I - \$3,573	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

Performance Objective 2 Problem Statements:

Parent and Community Engagement
Problem Statement 1: A lack of consistent parent involvement at after-school nightly community events. Our overall participation has improved, but it is still an area we are working on as a campus. Root Cause: Due to parents not having to attend many school events on-site at a campus the last few years, they're used to not being on campus to support their child's educational experience. We need to continue to promote campus activities through all communication platforms.

Goal 4: Safe and Collaborative School Culture

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

Performance Objective 3: Implement MTSS Problem solving team to properly track student progress and include both teachers and parents in the process to connect the school to the community.

High Priority

Evaluation Data Sources: MTSS Problem Solving Meetings and Student Progress

Strategy 1 Details	Formative Reviews		
Strategy 1: Track students referred to MTSS to determine if the problem solving team is effective with their solutions. Continue communication with teachers and parents on student progress both academically and behaviorally. Strategy's Expected Result/Impact: Academic Progress and Behavior Data Staff Responsible for Monitoring: MTSS Problem Solving Team and General Education Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: Culture and Climate 1 Funding Sources: Extra Duty Planning - Title I - \$10,358	Formative		
	Dec	Mar	June
<div><div><div></div><div>0%</div></div>No Progress</div> <div><div><div></div><div>100%</div></div>Accomplished</div> <div><div></div><div>Continue/Modify</div></div> <div><div></div><div>Discontinue</div></div>			

Performance Objective 3 Problem Statements:

Culture and Climate
Problem Statement 1: In May 2023, our total number of discipline referrals was 1022 compared to May 2022 which was 668. Discipline has been an area of concern and is one of the reasons we continued our work with the Foundations Discipline leveling system. Root Cause: We have seen increased impulsivity and emotional outbursts due to students being at home during COVID and 5th-grade students transitioning from elementary to a different disciplinary system at the intermediate level.

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: Common Assessments, Campus and District CFA's, Fall and Spring STAAR Interim, TELPAS, STAAR, and Technology trainings with Instructional Technology Coach.

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue to ensure that all students have access to technology in order to drive instruction and prepare students for online testing as well as open ended responses. Strategy's Expected Result/Impact: Increase on Common Assessments, Common Formative Assessments, STAAR Interim and STAAR test. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Technology Coach, Instructional Coaches, and General Education Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 5 Funding Sources: Extra Duty Planning - Title I - \$10,000, Math Teacher - State Comp Ed - \$73,200, Math Teacher - State Comp Ed - \$7,356.60	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Continue to use the Summit K-12 program to raise the growth of our EB students on the TELPAS assessment. Strategy's Expected Result/Impact: Weekly implementation of the Summit K-12 program. Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Student Success Manager Problem Statements: Student Achievement 4	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: The overall Meets Standards percentage on the 2023 Math, Reading and Science STAAR tests is consistently in the 44-54% range. Our goal is to have a 5%-15% increase in each subject in 2023-2024. 5th Math: 2023 (52%)/ needed gain of 8% 5th Language Arts: 2023 (55%)/ needed gain of 5% 5th Science: 2023 (32%)/ needed gain of 10% 6th Math: 2023 (37%)/needed gain of 23% 6th LA: 2023 (50%)/need gain 10% Root Cause: We need to review our PLC and team planning procedures to increase the rigor in our instruction to grow students. We have increased the growth compared to last year, but discussions of plans are needed to intervene on specific student groups (EB and SPED) and advanced students who aren't meeting growth on Common Assessments, Benchmarks, DCC's, and STAAR.</p> <p>Problem Statement 4: Students receiving Special Education and ELL services are under-performing compared to students not served by these programs. Root Cause: Campus needs to focus on Vocabulary, proper implementation of language objectives, and Reading Comprehension.</p> <p>Problem Statement 5: Domain 2-A was a 70-component score, and we needed a 80 in order to earn a B. Root Cause: Lowered performance on Domain 2 Academic achievement caused the lower overall scale score.</p>

Title I

1.1: Comprehensive Needs Assessment

The campus conducted an annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus developed a CIP involving parents and other stakeholders such as teachers, the campus principal, paraprofessionals, and community stakeholders.

2.2: Regular monitoring and revision

The campus will regularly monitor the CIP and revise strategies based on our identified needs. Our core team will monitor the plan, including administrators, campus coaches, student support services coaches, RTI interventionists, and counselors. Once the Campus Improvement plan is complete, we will share it with staff and parents.

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

The campus ensures our Campus Improvement plan is publicly available to parents and the community (English and Spanish) on the CISD Website under Accountability and available upon request in hard copy.

2.4: Opportunities for all children to meet State standards

The campus implements reform strategies to address school needs, including opportunities for all students and student subgroups to exceed academic standards. Staff and administration closely monitor grades and assessments to ensure students are on target to meet State standards. Students who are at risk of missing their targeted benchmarks receive support and small group instruction, including:

- RTI Instruction
- In Class Small Group Instruction
- Pull Out Support
- Push In Support

2.5: Increased learning time and well-rounded education

The campus executes strategies to increase the quality and amount of learning time available to strengthen the academic program in the school and provides students with an enriched and accelerated curriculum.

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

The campus will address all students' needs, particularly those at risk of not meeting academic standards. We closely monitor our at-risk students and work to ensure we are meeting their educational needs through:

- RTI Instruction
- Small Group Instruction
- Guided Math
- In Class Support

3.1: Annually evaluate the schoolwide plan

The campus conducted an annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students. Data included academic, social, and emotional reviews by stakeholders, including teachers (general and special education), administration, student support, and families. In addition, the campus explored the intent, use of funds, and available school resources. During formative reviews, the core team will evaluate the Title I Schoolwide Plan annually and throughout the school year.

4.1: Develop and distribute Parent and Family Engagement Policy

With parents' input, the campus jointly developed a written Family Engagement Policy and School Family Student Compact. We also used our Parent Survey at the end of the year to make any needed changes to our Family Engagement Policy and School Family Student Compact.

4.2: Offer flexible number of parent involvement meetings

The campus offers various family engagement activities, including flexible times and days of the week. In addition, the campus sends home information regarding family engagement opportunities and required notices in a format and language that families can understand. (English and Spanish).

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	RTI Math Interventionist		\$39,906.50
1	1	2	Tutoring, Subs, and Professional Development		\$28,479.00
1	1	2	Dreambox		\$8,000.00
1	1	2	RTI Math Interventionist		\$39,906.50
1	2	1	Science Coach		\$39,406.50
1	2	3	Science Coach		\$39,406.50
1	2	3	Behavior Coach		\$79,813.00
1	3	2	Extra Duty (Tutorials)		\$5,100.00
1	5	1	Computer Equipment		\$8,219.00
3	1	1	Training and Development		\$18,000.00
3	1	2	Supplies for Bozman Leadership University		\$5,500.00
4	2	1	PFE Activities		\$3,573.00
4	3	1	Extra Duty Planning		\$10,358.00
5	1	1	Extra Duty Planning		\$10,000.00
Sub-Total					\$335,668.00
Budgeted Fund Source Amount					\$335,668.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Purchase of Summit K-12		\$6,250.00
Sub-Total					\$6,250.00
Budgeted Fund Source Amount					\$6,250.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Substitutes for Professional Development		\$2,576.40

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Campus Literacy Coach		\$75,457.00
1	2	3	Campus Math Instructional Coach		\$74,298.00
4	1	1	Supplies to Promote CHAMPS		\$2,575.00
5	1	1	Math Teacher		\$73,200.00
5	1	1	Math Teacher		\$7,356.60
Sub-Total					\$235,463.00
Budgeted Fund Source Amount					\$235,463.00
+/- Difference					\$0.00
Grand Total Budgeted					\$577,381.00
Grand Total Spent					\$577,381.00
+/- Difference					\$0.00