

Conroe Independent School District
Bozman Intermediate
2022-2023 Campus Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Student Achievement:

Domain 1- Student Achievement: Bozman Intermediate Score 76/C

Domain 2- Student Progress: Bozman Intermediate Score 83/B

Domain 3: Closing Performance Gap: Bozman Intermediate 79/C

Overall Campus Rating: B

On the 2022 STAAR, the following scores for all grades show the percentage for Meets Grade Level:

All Subjects: 40%

Reading: 47%

Math: 42%

Science: 32%

Student Achievement Strengths

Bozman Intermediate Strengths:

Academic Growth (Rating B):

Increased 17% from previous growth accountability STAAR year. (66 to a 83). Letter grade changed from a D to a B.

Closing Gaps:

Increased from a D to a C and missed a B rating by 1 point.

Increase in 6th grade Reading on all sub pops and overall performance. Met all targeted sub pops growth across 6th grade Reading.

Growth Status															
ELA/Reading Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%	
Target Met	Yes	Yes	Yes	Yes				Yes	Yes	Yes	Yes		Yes	Yes	
Academic Growth Score	75%	80%	75%	74%	80%	50%	-	85%	75%	79%	67%	73%	74%	78%	
Growth Points	597.5	33.0	329.5	205.0	4.0	4.0	-	22.0	359.0	190.0	76.5	16.0	453.5	144.0	
Total Tests	794	41	437	277	5	8	-	26	478	242	115	22	610	184	

Texas Education Agency
2022 Accountability Ratings Overall Summary
BOZMAN INT (170902078) - CONROE ISD - MONTGOMERY COUNTY

* Confidential *

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		82	B
Student Achievement		76	C
STAAR Performance	45	76	
College, Career and Military Readiness			
Graduation Rate			
School Progress		83	B
Academic Growth	74	83	B
Relative Performance (Eco Dis: 60.5%)	45	80	B
Closing the Gaps	64	79	C

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): The overall Meets Standards percentage on the 2022 Math, Reading and Science STAAR tests are consistently in the 40% range when our campus goal is to be at a 60% met standard on all state testing. 5th Math: 2022 (38%)/ needed gain of 22% 5th Language Arts: 2022 (43%)/ needed gain of 17% 5th Science: 2022 (33%)/ needed gain of 27% 6th Math: 2022 (44%) needed gain of 16% 6th LA: 2022 (49%)/ gain 11% **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 targeted growth for Reading and Math has increased but we are still below our targeted percentage of 80% growth on 5th and 6th Math and Reading. **Root Cause:** There needs to be more student data tracking on individual goals by students in order to create student efficacy and ownership of their learning.

Problem Statement 3 (Prioritized): Need to increase Academic Growth Rating for Campus from a B to A. We need our overall growth to be at an 80% in 5th and 6th Reading and

Math. **Root Cause:** Lack of training on Tier 1 Best Practices, Consistent Instructional Rounds, Targeted walkthroughs, and Detailed New Teacher Campus training program.

Problem Statement 4 (Prioritized): Students receiving Special Education, White sub pop, and ELL services are under-performing in comparison 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): Closing the Gaps Overall Performance was a 64 component score and we needed a 65 in order to earn a B. **Root Cause:** Lowered performance on Domain 1 Academic achievement caused the lower overall scale score.

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 three 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. We have implemented an academic intervention program focused on Reading, Math and Science.

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 2022 OHI, we increased our overall score from a 23 to a 58.

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'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.
2. At Bozman, hiring campus personnel to reflect the cultural and diverse student body is a priority.

3. We believe and model with our actions and words our school motto, "Every minute of Everyday, Every Bronco Counts."
4. 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.
5. We are consistent in our implementation of Positivity Project that is taught daily in our homeroom classes.
6. Bozman continues to promote Safe Schools through Safe Schools training and utilizes mitigation strategies to keep our schools, students, and staff safe.
7. 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: As a campus, on the 2022 OHI report, our goal focus was an overall 48 which was an increase of 18 points from the 2021(30) OHI report. However, according to the OHI model, Goal Focus 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 created campus goals as a leadership team before teachers arrived back on campus in August 2021. Although, we presented the goals to the staff, there wasn't as much buy in due to the staff not being part of the campus goal setting process.

Problem Statement 2 (Prioritized): In May 2022, our total number of discipline referrals was 668 in comparison to May 2021 which was 407. 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 an increase with impulsivity and emotional outburst due to students being at home during COVID.

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

Meet the Bronco Night

September Hispanic Heritage month

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 a lot of 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.

Priority Problem Statements

Problem Statement 1: The overall Meets Standards percentage on the 2022 Math, Reading and Science STAAR tests are consistently in the 40% range when our campus goal is to be at a 60% met standard on all state testing. 5th Math: 2022 (38%)/ needed gain of 22% 5th Language Arts: 2022 (43%)/ needed gain of 17% 5th Science: 2022 (33%)/ needed gain of 27% 6th Math: 2022 (44%) needed gain of 16% 6th LA: 2022 (49%)/ gain 11%

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 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 a lot of 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.

Problem Statement 7 Areas: Parent and Community Engagement

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 5th and 6th Math and Reading.

Root Cause 2: There needs to be more student data tracking on individual goals by students in order to create student efficacy and ownership of their learning.

Problem Statement 2 Areas: Student Achievement

Problem Statement 4: In May 2022, our total number of discipline referrals was 668 in comparison to May 2021 which was 407. 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 an increase with impulsivity and emotional outburst due to students being at home during COVID.

Problem Statement 4 Areas: Culture and Climate

Problem Statement 3: Need to increase Academic Growth Rating for Campus from a B to A. We need our overall growth to be at an 80% in 5th and 6th Reading and Math.

Root Cause 3: Lack of training on Tier 1 Best Practices, Consistent Instructional Rounds, Targeted walkthroughs, and Detailed New Teacher Campus training program.

Problem Statement 3 Areas: Student Achievement

Problem Statement 5: Students receiving Special Education, White sub pop, and ELL services are under-performing in comparison 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: Closing the Gaps Overall Performance was a 64 component score and we needed a 65 in order to earn a B.

Root Cause 6: Lowered performance on Domain 1 Academic achievement caused the lower overall scale score.

Problem Statement 6 Areas: Student Achievement

Goals

Goal 1: Student Achievement and Post-Secondary Success





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

Performance Objective 1: Through consistent implementation of student-led instructional resources to increase overall learning and Math and Reading interventions, Bozman will increase the overall academic growth on the Reading and Math test by 7% to an overall score of 80% growth on the 2023 Reading and Math STAAR.

High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Effectively utilize the PLC process and the four questions within the PLC structure to determine the individual needs of students who need additional interventions and students who need enrichment. Once students are identified, quality interventions and enrichment will be developed and conducted to meet the needs of each learner. We will intervene on all RTI Tier 2 and Tier 3 students as well as HB4545 students and Meets/Masters students who are struggling to grow.</p> <p>Strategy's Expected Result/Impact: By addressing the needs of individual learners based on data, teachers can develop more targeted instruction to close gaps and to extend learning which will enhance the amount of academic progress made within the school year.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches and Academic Interventionists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2, 3, 5</p> <p>Funding Sources: Reading and Math Academic Interventionists - ESSER III - \$183,523, Math Interventionists - Title I - \$63,970</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
<p>Strategy 2: We will use formal and informal assessments throughout the 2022-2023 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 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2</p> <p>Funding Sources: Campus Literacy Coach - State Comp Ed - \$63,270, Campus Math Coach - State Comp Ed</p>				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: The overall Meets Standards percentage on the 2022 Math, Reading and Science STAAR tests are consistently in the 40% range when our campus goal is to be at a 60% met standard on all state testing. 5th Math: 2022 (38%)/ needed gain of 22% 5th Language Arts: 2022 (43%)/ needed gain of 17% 5th Science: 2022 (33%)/ needed gain of 27% 6th Math: 2022 (44%) needed gain of 16% 6th LA: 2022 (49%)/ gain 11% 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.</p> <p>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 5th and 6th Math and Reading. Root Cause: There needs to be more student data tracking on individual goals by students in order to create student efficacy and ownership of their learning.</p> <p>Problem Statement 3: Need to increase Academic Growth Rating for Campus from a B to A. We need our overall growth to be at an 80% in 5th and 6th Reading and Math. Root Cause: Lack of training on Tier 1 Best Practices, Consistent Instructional Rounds, Targeted walkthroughs, and Detailed New Teacher Campus training program.</p> <p>Problem Statement 5: Closing the Gaps Overall Performance was a 64 component score and we needed a 65 in order to earn a B. Root Cause: Lowered performance on Domain 1 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 scale score in Reading, Math and Science Met standard on the 2022-2023 STAAR test 60%. This will be an increase by the following percentages. Our goal is 5-7% increase from 2022 over Met performance.

5th Math: 2022 (38%)

5th Language Arts: 2022 (43%)

5th Science: 2022 (33%)





6th Math: 2022 (44%)

6th LA: 2022 (49%)

High Priority

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
<p>Strategy 1: Effectively utilize the PLC process and the four questions within the PLC structure to determine the individual needs of students who need additional interventions and students who need enrichment. Once students are identified, quality interventions and enrichment will be developed and conducted to meet the needs of each learner.</p> <p>Strategy's Expected Result/Impact: By addressing the needs of individual learners based on data, teachers can develop more targeted instruction to close gaps and to extend learning which will enhance the amount of academic progress made within the school year.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches and Academic Interventionists</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Campus Science Coach - Title I - \$74,726, Tutoring, Subs and Professional Development - Title I - \$28,479, Dreambox - Title I - \$8,000</p>				

Strategy 2 Details	Reviews			
Strategy 2: Implementation of ten campus visits with the ERG Guided Math Consultant Strategy's Expected Result/Impact: Professional Development and Feedback will help all Math teachers with Guided Math Instruction and increase a knowledge of Tier 1 Best Practices. Staff Responsible for Monitoring: Principal, Instructional Math Coach and Interventionists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 3, 5 Funding Sources: Guided Math Consultant - ESSER III - \$30,000	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Collaborate as a campus PLC (grade level subject), Learning Communities, Campus Leadership Team, and Campus team leaders monthly to create student enrichment and interventions to close student learning gaps. Bozman will use education galaxy, 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 5: Effective Instruction Problem Statements: Student Achievement 1, 2 Funding Sources: Campus Math Instructional Coach - State Comp Ed - \$78,034	Formative			Summative
	Oct	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 2022 Math, Reading and Science STAAR tests are consistently in the 40% range when our campus goal is to be at a 60% met standard on all state testing. 5th Math: 2022 (38%)/ needed gain of 22% 5th Language Arts: 2022 (43%)/ needed gain of 17% 5th Science: 2022 (33%)/ needed gain of 27% 6th Math: 2022 (44%) needed gain of 16% 6th LA: 2022 (49%)/ gain 11% **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 targeted growth for Reading and Math has increased but we are still below our targeted percentage of 80% growth on 5th and 6th Math and Reading. **Root Cause:** There needs to be more student data tracking on individual goals by students in order to create student efficacy and ownership of their learning.

Problem Statement 3: Need to increase Academic Growth Rating for Campus from a B to A. We need our overall growth to be at an 80% in 5th and 6th Reading and Math. **Root Cause:** Lack of training on Tier 1 Best Practices, Consistent Instructional Rounds, Targeted walkthroughs, and Detailed New Teacher Campus training program.

Problem Statement 5: Closing the Gaps Overall Performance was a 64 component score and we needed a 65 in order to earn a B. **Root Cause:** Lowered performance on Domain 1 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 3: Through consistent utilization of Summit K-12 and Imagine Learning, use of academic vocabulary across all subjects, Bozman will increase the overall growth percentage of 2022-2023 TELPAS from 19% to 37% for all Emergent Bilingual students.

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	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
<p>Strategy 1: Implementation of strategic utilizing Summit K-12, Language Objectives, Tiered Vocabulary, Imagine Learning and Consistent monitoring by teachers and student success manager.</p> <p>Strategy's Expected Result/Impact: Increase in BAS Reading levels from BOY to MOY testing and overall growth on Telpas to 37%</p> <p>Staff Responsible for Monitoring: Student Success Manager, LPAC Chair Assistant Principal, Bilingual and Monolingual teachers.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 4</p> <p>Funding Sources: Tutorials/TELPAS Resources - ESSER III - \$2,738, Student Success Manager - Title I - \$32,985, Student Success Manager - State Comp Ed - \$32,985</p>				

Strategy 2 Details	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. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 4 Funding Sources: Bilingual Tutors - Title III - \$6,000	Formative			Summative
	Oct	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 4: Students receiving Special Education, White sub pop, and ELL services are under-performing in comparison to students not served by these programs. Root Cause: Campus needs to focus on Vocabulary, proper implementation of language objectives, 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 Reading, Math and Science SPED Met by 10% to the following percentages.

5th Math SPED Met Standard: 2022 (12%), 2023 goal 22%

5th LA SPED Met Standard: 2022 (11%), 2023 goal 21%





5th Science Met Standard: 2022 (8%), 2023 goal 20%

6th LA SPED Met Standard: 2022 (11%), 2023 goal 21%

6th Math SPED Met Standard: 2022 (9%), 2023 goal 20%

High Priority

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
<p>Strategy 1: Effectively utilize the PLC process and the four questions within the PLC structure to determine the individual needs of students who need additional interventions and students who need enrichment. Once students are identified, quality interventions and enrichment will be developed to meet the needs of each learner.</p> <p>Strategy's Expected Result/Impact: By addressing the needs of individual learners based on data, teachers can develop more targeted instruction to close gaps and to extend learning which will enhance the amount of academic progress made within the school year.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals and Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 3, 5 Funding Sources: Tutoring and Resources - Title I - \$20,474</p>				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 4 Problem Statements:

Student Achievement

Problem Statement 1: The overall Meets Standards percentage on the 2022 Math, Reading and Science STAAR tests are consistently in the 40% range when our campus goal is to be at a 60% met standard on all state testing. 5th Math: 2022 (38%)/ needed gain of 22% 5th Language Arts: 2022 (43%)/ needed gain of 17% 5th Science: 2022 (33%)/ needed gain of 27% 6th Math: 2022 (44%) needed gain of 16% 6th LA: 2022 (49%)/ gain 11% **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 targeted growth for Reading and Math has increased but we are still below our targeted percentage of 80% growth on 5th and 6th Math and Reading. **Root Cause:** There needs to be more student data tracking on individual goals by students in order to create student efficacy and ownership of their learning.

Problem Statement 3: Need to increase Academic Growth Rating for Campus from a B to A. We need our overall growth to be at an 80% in 5th and 6th Reading and Math. **Root Cause:** Lack of training on Tier 1 Best Practices, Consistent Instructional Rounds, Targeted walkthroughs, and Detailed New Teacher Campus training program.

Problem Statement 5: Closing the Gaps Overall Performance was a 64 component score and we needed a 65 in order to earn a B. **Root Cause:** Lowered performance on Domain 1 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 5: Through consistent implementation of student-led instructional resources, use of academic vocabulary across all subjects, data discussions in PLC and Math and Reading Interventions, Bozman will increase the overall scale score in Reading, Math and Science Emergent Bilingual Met standard by 10%. Overall Met Standard performance for all subjects will be 35%.

5th Math EB Met Standard: 2022 (31%), 2023 goal 35%

5th LA EB Met Standard: 2022 (30%), 2023 goal 35%





5th EB Met Standard: 2022 (19%), 2023 goal 35%

6th LA EB Met Standard: 2022 (25%), 2023 goal 35%

6th Math EB Met Standard: 2022 (30%), 2023 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	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
<p>Strategy 1: Bozman will increase overall student performance for Emergent Bilingual students through the use of seven steps to a language-rich classroom, creating cultural connections through culturally relevant instruction, use of higher academic vocabulary, and tracking emergent bilingual student academic-growth/assessment performance.</p> <p>Strategy's Expected Result/Impact: Overall increase on STAAR Performance and TELPAS</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Student Success Manager, Instructional Coaches and General Education teachers.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: School Leadership and Fiscal Responsibility

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

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

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

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: Implementation of Instructional Material Purchase Request form. This form has been created for teachers to request instructional materials for their classroom. All items must directly support a campus goal.

Evaluation Data Sources: Request Form and Data

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 teacher academy that meets once a month with specific focus on their individual needs and a New to Bozman Experience teacher academy that meets once a month to focus on their specific needs.

High Priority

Evaluation Data Sources: Teacher Check In Meetings, Teacher Surveys, Teacher Panels, and Teacher Retention Rate form 2022 to 2023.

Strategy 1 Details	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	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	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 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, Lever 3: Positive School Culture	Formative			Summative
	Oct	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>				

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, Instructional Rounds, Coaching Cycles, and Coaching Domain 3 feedback forms

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
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 2 Funding Sources: Campus Behavior Coach - Title I - \$87,322				
<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:

Culture and Climate
Problem Statement 2: In May 2022, our total number of discipline referrals was 668 in comparison to May 2021 which was 407. 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 an increase with impulsivity and emotional outburst due to students being at home during COVID.

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, Academic Night Participation, Community Events Participation, Feedback from PTO and Community Involvement.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
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: Title 1 Parent Nights - Title I - \$3,520				
<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 a lot of 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.





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	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
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 3: Positive School Culture Problem Statements: Culture and Climate 2				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:





Culture and Climate
Problem Statement 2: In May 2022, our total number of discipline referrals was 668 in comparison to May 2021 which was 407. 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 an increase with impulsivity and emotional outburst due to students being at home during COVID.

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, STAAR and Technology Tuesdays with Instructional Technology Coach.

Strategy 1 Details	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 5: Effective Instruction Funding Sources: Chromebook Carts - Title I - \$22,294	Formative			Summative
	Oct	Dec	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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, Campus and District CFA's, Fall and Spring STAAR Interim, STAAR and Input from Data Committee

Title I

1. Comprehensive Needs Assessment (CNA)

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. Campus Improvement Plan

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. Annual Evaluation

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. Parent and Family Engagement (PFE)

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).

5. Targeted Assistance Schools Only

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Math Interventionists		\$63,970.00
1	2	1	Campus Science Coach		\$74,726.00
1	2	1	Tutoring, Subs and Professional Development		\$28,479.00
1	2	1	Dreambox		\$8,000.00
1	3	1	Student Success Manager		\$32,985.00
1	4	1	Tutoring and Resources		\$20,474.00
4	1	1	Campus Behavior Coach		\$87,322.00
4	2	1	Title 1 Parent Nights		\$3,520.00
5	1	1	Chromebook Carts		\$22,294.00
Sub-Total					\$341,770.00
Budgeted Fund Source Amount					\$341,770.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Bilingual Tutors		\$6,000.00
Sub-Total					\$6,000.00
Budgeted Fund Source Amount					\$6,000.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Campus Math Coach		\$0.00
1	1	2	Campus Literacy Coach		\$63,270.00
1	2	3	Campus Math Instructional Coach		\$78,034.00
1	3	1	Student Success Manager		\$32,985.00
Sub-Total					\$174,289.00
Budgeted Fund Source Amount					\$174,289.00
+/- Difference					\$0.00

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Reading and Math Academic Interventionists		\$183,523.00
1	2	2	Guided Math Consultant		\$30,000.00
1	3	1	Tutorials/TELPAS Resources		\$2,738.00
Sub-Total					\$216,261.00
Budgeted Fund Source Amount					\$216,261.00
+/- Difference					\$0.00
Grand Total Budgeted					\$738,320.00
Grand Total Spent					\$738,320.00
+/- Difference					\$0.00