

Conroe Independent School District

Bush Elementary

2021-2022 CIP Board Item



Table of Contents

Comprehensive Needs Assessment	3
Student Achievement	3
Culture and Climate	5
Parent and Community Engagement	6
Priority Problem Statements	7
Goals	8
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.	9
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.	13
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.	15
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.	16
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.	19
Title I Schoolwide Elements	21
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	22
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	22
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	22
Campus Funding Summary	22

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

State testing data from the 2020-2021 school year is described as part of the achievement summary. Current assessment data is compared (in terms of percent change) to 2018-2019 state assessments. No state assessments were administered during the 2019-2020 school year. Based on the 2018-2019 TAPR, Bush Elementary received an "A" accountability rating for 2019. In addition, the school earned distinction designations in ELA/Reading, Mathematics, Top 25: Comparative Closing the Gaps, and Postsecondary Readiness. No state accountability ratings resulted from the 2020-2021 state assessment administrations. Summary data for state testing is reported in the table below at the all student level and for various identified groups of students.

Test	All Student Percentage	Percent Change from Previous Year	Hispanic %	% Change	White %	%Change	Asian %	%Change	Black %	% Change	Special Ed %	%Change	LEP %	% Change
Grade 3 Reading														
At Approaches Grade Level or Above	85	-5	81	+4	84	-11	100	0	79	-1	41	+8	85	+5
At Meets Grade Level or Above	60	-11	46	-8	66	-10	56	-24	43	-17	29	+4	30	+10
At Masters Grade Level	37	-17	31	-9	39	-18	39	-21	29	-11	18	-7	20	+10
Grade 3 Mathematics														
At Approaches Grade Level or Above	84	-10	77	-12	86	-10	100	0	57	-26	50	-8	85	-5
At Meets Grade Level or Above	62	-13	50	-14	65	-16	78	+18	43	+10	33	0	65	+5
At Masters Grade Level	38	-19	27	-17	42	-24	39	-1	14	-3	11	-6	50	+40
Grade 4 Reading														
At Approaches Grade Level or Above	84	-12	82	-7	84	-13	92	-8	75	-8	47	-24	83	-17
At Meets Grade Level or Above	57	-19	55	+1	57	-22	62	-38	75	+25	29	-14	42	+17
At Masters Grade Level	36	-14	37	+8	36	-16	38	-48	75	+42	0	-29	33	+20
Grade 4 Mathematics														
At Approaches Grade Level or Above	93	-5	95	-1	94	-4	92	-8	75	-25	65	-6	100	+12
At Meets Grade Level or Above	78	-3	63	-5	82	-3	85	-1	75	+25	41	-2	75	+12

Test	All Student Percentage	Percent Change from Previous Year	Hispanic %	% Change	White %	%Change	Asian %	%Change	Black %	% Change	Special Ed %	%Change	LEP %	% Change
At Masters Grade Level	62	-2	42	-4	67	0	85	+6	75	+42	35	-8	58	+20
Grade 4 Writing														
At Approaches Grade Level or Above	79	-13	76	-10	78	-16	85	-15	75	+25	35	-8	83	+16
At Meets Grade Level or Above	49	-13	38	-3	48	-16	77	-16	50	+33	12	-17	50	+39
At Masters Grade Level	19	0	16	+2	18	-1	38	-12	0	0	0	0	25	+25

While the overall results of state testing are good when looking at all students at *Approaches Grade Level or Above*, more work is indicated when looking at assessment data at a more granular level. For example, 2020-2021 STAAR data shows a general grade level decrease in achievement in both reading and math from the previous year at *Approaches Grade Level or Above*. Having said that, there are significant growth areas (i.e., among Black and Limited English Proficient students) demonstrated in the data. Specifically with regard to fourth grade mathematics, Black students saw a 25% gain in *Meets Grade Level or Above* and a 42% gain in *Masters Grade Level*. Moreover, Limited English Proficient students demonstrated gains in almost all areas of STAAR performance. In third grade reading, Limited English Proficient students saw 5%, 10%, and 10% gains in *Approaches Grade Level or Above*, *Meets Grade Level or Above*, and *Masters Grade Level* respectively. Significant percentage gains were also seen at the Meets and Masters levels on all tests for Limited English Proficient students. In terms of *Masters Grade Level*, Limited English Proficient students saw percentage gains of 20%, 20%, and 25% on the math, reading, and writing tests respectively.

In addition to STAAR data, first grade Benchmark Assessment System (BAS) results for beginning of the 2020-2021 school year are summarized below. BAS provides a key insight into early literacy, and beginning of the year first grade results provide information both on prior year kindergarten literacy work and early first grade literacy work for the current school year. BAS level expectations appear in grade level bands. The typical kindergarten reading level band is A-D, and first grade is typically in the E-J band. In each case, the final letter in the band (e.g., D and J) indicate the end of grade level expectation. The authors of the BAS, indicate in additional literature that beginning of the year levels of D or E are considered to meet expectations for first grade. Data below are reported in two ways: 1) with E as the on-grade-level expectation for first grade, and 2) with D or E qualifying as the on-grade-level expectation for first grade.

Beginning of the Year 2021-2022 First Grade Benchmark Assessment System (BAS) Levels

	Number	Percent		Num
Below Expected Level (A-C)	51	30.18	Below Expected Level (A-D)	82
At Expected Grade Level (D-E)	48	28.40	At Expected Level (E)	17
Above Expected Level (F-Z)	70	41.42	Above Expected Level (F-Z)	70
Total	169		Total	169

Student Achievement Strengths

After reviewing state testing data for the 2020-2021 school year, mathematics appears as a relative strength to reading. This is often true when looking across student groups as well. In the areas of reading and writing, percentage increases in performance are seen for students identified as Limited English Proficient. In addition, there is a significant portion of our current first grade cohort that entered first grade at or above the expected BAS level.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): In 2021, 60% of third graders met expectations on STAAR Reading compared to 2019 met expectations of 71% in third grade. **Root Cause:** Shift to online instruction in 2019; Late start to small group instruction; Multiple homeroom changes (due to COVID and shifts in online vs. in-person instruction)

Problem Statement 2 (Prioritized): In 2021, 62% of third graders met expectations on STAAR Mathematics compared to 2019 met expectations of 75% in third grade. **Root Cause:** Lack of STAAR Boot Camp; Lack of Small Groups; Loss of instruction (related to COVID) led to many gaps

Problem Statement 3: In 2021, 29% of third and fourth grade students served through special education met expectations on STAAR Reading compared to 2019 met expectations of 31% in third and fourth grade. **Root Cause:** Lack of appropriate leveled texts in classroom libraries; Increase in student-to-teacher ratio in resource classes; Lack of paraprofessional training

Culture and Climate

Culture and Climate Summary

Bush Elementary continues to review common area procedures through the Foundations process. Consistent routines and procedures for common areas work to ensure a climate characterized by common understandings. We continue to implement our hallway procedures and have begun work on our cafeteria procedures. Through continuous observation, reflection, and review, we are assessing and formalizing our cafeteria routines and procedures. In addition to the work of Foundations, we established dismissal procedures last school year that have remained in place. These procedures have significantly streamlined our dismissal processes and allow us to finish dismissal safely in approximately 20 minutes even as we grow in student population.

As a professional learning community, we are committed to continuous improvement. Our Organizational Health Inventory (OHI) results indicate that Goal Focus is a priority area for improvement. Specific academic and climate focus areas have been identified. Professional learning efforts have been aligned to those focus areas, and focus areas are highlighted at least weekly in our staff newsletter. Focus areas are: 1) literacy instruction, 2) special education, 3) cultural responsiveness, and 4) Guided Math. In terms of professional learning, significant funding has been dedicated to work in the areas of reading/writing workshop and Guided Math. In addition, one special education staff member has been identified for training on dyslexia intervention within the special education setting. Additional professional learning will be undertaken in all focus areas as well.

Culture and Climate Strengths

In our efforts to hone in on Goal Focus, professional learning and academic goals are purposefully and specifically aligned. The work of Foundations continues with a specific focus on ensure the voices of all staff members are included in the process. In addition, our focus areas are consistently reiterated through conversation and regular staff publications.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): As identified through the OHI process, Goal Focus is a top priority among the dimensions of organizational health. Goal Focus measures the degree to which the faculty has clarity, acceptance, support, internalization, and advocacy of school-wide goals and initiatives. We are in the seeking clarity stage as defined by the Organizational Health Inventory. **Root Cause:** Need more specific, clear, and detailed information; Zoom rather than in-person meetings; Need more input in decision-making

Parent and Community Engagement

Parent and Community Engagement Summary

During the 2020-2021 school year, there was a significant disruption in parent and community engagement due to COVID. In-person events were limited, and many traditional school activities did not happen. As a school community, we are working to find ways to have additional events in which parents and community can participate. At the beginning of the school year, the Bush PTO sponsoring a back-to-school kick-off event in conjunction with our Meet The Teacher Night. In addition, we are working with PTO to host an outdoor family game night and to bring back traditional events (i.e., PTO Movie Night). Working within the continuing COVID safety protocols, we are carefully doing more as we bring back opportunities for volunteers, lunch visitors, and events. In addition to bringing back events, we have created Parent University sessions each month. The initial session focused on sharing with parents what they should expect from classroom instruction. Our next session will focus on both the Gifted and Talented (GT) Program and the GT identification process. To date, these have been virtual events.

Parent and Community Engagement Strengths

With the creation of our Parent University, we have the opportunity to share information with parents about how schools work. The initial session about what to expect from classroom instruction was well attended. Continuing to work with the Bush PTO, we are also hosting community building events to provide opportunities for members of the Bush Community to get to know each other and to share in common experiences.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): In the 2020-2021 school year, parent involvement decreased. Parents have reported feeling disconnected from the school, and research indicates this can ultimately have a negative affect on student achievement. **Root Cause:** Lack of volunteer opportunities, in-person conferences, and community involvement nights; Lack of social outings outside of school (i.e., student birthday parties)

Priority Problem Statements

Problem Statement 1: In 2021, 60% of third graders met expectations on STAAR Reading compared to 2019 met expectations of 71% in third grade.

Root Cause 1: Shift to online instruction in 2019; Late start to small group instruction; Multiple homeroom changes (due to COVID and shifts in online vs. in-person instruction)

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: As identified through the OHI process, Goal Focus is a top priority among the dimensions of organizational health. Goal Focus measures the degree to which the faculty has clarity, acceptance, support, internalization, and advocacy of school-wide goals and initiatives. We are in the seeking clarity stage as defined by the Organizational Health Inventory.

Root Cause 2: Need more specific, clear, and detailed information; Zoom rather than in-person meetings; Need more input in decision-making

Problem Statement 2 Areas: Culture and Climate

Problem Statement 3: In the 2020-2021 school year, parent involvement decreased. Parents have reported feeling disconnected from the school, and research indicates this can ultimately have a negative affect on student achievement.

Root Cause 3: Lack of volunteer opportunities, in-person conferences, and community involvement nights; Lack of social outings outside of school (i.e., student birthday parties)

Problem Statement 3 Areas: Parent and Community Engagement

Problem Statement 4: In 2021, 62% of third graders met expectations on STAAR Mathematics compared to 2019 met expectations of 75% in third grade.

Root Cause 4: Lack of STAAR Boot Camp; Lack of Small Groups; Loss of instruction (related to COVID) led to many gaps

Problem Statement 4 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: Increase the percent of 3rd grade students that score at the meets grade level or above on STAAR Reading from 60% to 75%.

HB3 Goal

Evaluation Data Sources: 2022 STAAR Reading

Strategy 1 Details
<p>Strategy 1: Academic Interventionist will provide targeted intervention. (Funding Note: Funding noted for this strategy includes two-year commitment for ESSER funding and includes all funds for the Academic Interventionist.)</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Interventionist (2 years) - ESSER - \$145,000</p>
Strategy 2 Details
<p>Strategy 2: Provide additional books for classroom libraries and resources for interactive read alouds.</p> <p>Staff Responsible for Monitoring: Principal; Instructional Coach</p> <p>Funding Sources: Instructional Materials for At-Risk Students - State Comp Ed - \$7,078, Classroom Libraries - ESSER - \$6,382</p>
Strategy 3 Details
<p>Strategy 3: Use Imagine Learning with English Learners to aide in the acquisition of English. The school will purchase licenses in addition to those provided by the District. Imagine Learning will be used regularly by students who have accounts.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Funding Sources: Instructional Materials for EL Students - Title III - \$3,500</p>
Strategy 4 Details
<p>Strategy 4: Additional small group instruction (i.e., Guided Reading) will be provided as a targeted intervention for students in need of additional support in reading. This support will be provided as "tutoring" by certified substitutes during the regular school day or before/after the regular school day by current teaching staff.</p> <p>Staff Responsible for Monitoring: Principal; Assistant Principals</p> <p>Funding Sources: Substitutes or Extra Duty Pay - State Comp Ed - \$3,000</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: Increase the percent of 3rd grade students that score meets grade level or above on STAAR Math from 62% to 80%.

HB3 Goal

Evaluation Data Sources: 2022 STAAR Mathematics

Strategy 1 Details
Strategy 1: Academic Interventionist will provide targeted intervention.
Strategy 2 Details
Strategy 2: Students will regularly work in Dreambox to support learning in mathematics. (Funding Note: ESSER funding includes the two-year commitment of funding for Dreambox.) Staff Responsible for Monitoring: Assistant Principals Funding Sources: Dreambox (2 years) - ESSER - \$16,000
Strategy 3 Details
Strategy 3: Additional small group instruction (i.e., Guided Math) will be provided as a targeted intervention for students in need of additional support in reading. This support will be provided as "tutoring" by certified substitutes during the regular school day or before/after the regular school day by current teaching staff. Staff Responsible for Monitoring: Principal; Assistant Principals Funding Sources: Substitutes or Extra Duty Pay - State Comp Ed - \$2,000

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: Increase the percent of 4th grade students that score at the meets grade level or above on STAAR Reading from 57% to 75%.

Evaluation Data Sources: 2022 STAAR Reading

Strategy 1 Details
Strategy 1: Academic Interventionist will provide targeted intervention. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Additional small group instruction (i.e., Guided Reading) will be provided as a targeted intervention for students in need of additional support in reading. This support will be provided as "tutoring" by certified substitutes during the regular school day or before/after the regular school day by current teaching staff. Staff Responsible for Monitoring: Principal

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: Increase the percent of 4th grade students that score at the meets grade level or above on STAAR Math from 78% to 80%.

Evaluation Data Sources: 2022 STAAR Math

Strategy 1 Details
Strategy 1: Students will regularly work in Dreambox to support learning in mathematics. Staff Responsible for Monitoring: Assistant Principals
Strategy 2 Details
Strategy 2: Additional small group instruction (i.e., Guided Math) will be provided as a targeted intervention for students in need of additional support in reading. This support will be provided as "tutoring" by certified substitutes during the regular school day or before/after the regular school day by current teaching staff. Staff Responsible for Monitoring: Principal

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: Increase the percent of 3rd and 4th grade students receiving special education services that score meets grade level or above on STAAR Reading from 29% to 35%.

Evaluation Data Sources: 2022 STAAR Reading

Strategy 1 Details
<p>Strategy 1: Paraprofessional staff supporting students served through resource and in-class support will be trained in Guided Reading and Guided Math. Paraprofessional staff will be supported in using this training to provide small group instruction within the general and special education settings.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 5: Effective Instruction</p>
Strategy 2 Details
<p>Strategy 2: General education teachers, special education teachers, and instructional paraprofessionals will receive on-going professional development in collaborative work to support students receiving special education services in the general education classroom.</p> <p>Staff Responsible for Monitoring: Principal</p>

Goal 2: School Leadership and Fiscal Responsibility

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

Performance Objective 1: Bush school leaders (including team leaders) will engage in on-going professional learning and regular collaborative meetings.

Evaluation Data Sources: Calendar of meeting dates; Meeting agendas; Record of professional learning

Strategy 1 Details
Strategy 1: Team Leader (including school administration) book study of Jim Knight's Better Conversations Staff Responsible for Monitoring: Principal ESF Levers: Lever 1: Strong School Leadership and Planning

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

Strategy 1 Details
Strategy 1: Maintain documentation of all purchases made using budget funds, grant funds, and activity funds. Staff Responsible for Monitoring: Principal; Campus Secretary
Strategy 2 Details
Strategy 2: Use awarded vendors (with the exception of specialty items approved in advance by purchasing) for all purchases. Staff Responsible for Monitoring: Principal; Campus Secretary

Goal 3: Recruitment, Development, and Retention of Staff

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

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

Strategy 1 Details
<p>Strategy 1: Attend job fairs (in-person and virtual) as available. Strategy's Expected Result/Impact: Principal TEA Priorities: Recruit, support, retain teachers and principals</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: In an effort to improve school culture and climate, move from clarity to acceptance in the Goal Focus dimension on the OHI.

Evaluation Data Sources: 2021-2022 Organizational Health Inventory (OHI)

Strategy 1 Details
<p>Strategy 1: Every time yearly goals are discussed (i.e., at faculty meetings, in team meetings, or in the Staff Update), begin by sharing the why behind the goals.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>

Goal 4: Safe and Collaborative School Culture

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

Performance Objective 2: Offer in-person parent engagement opportunities sponsored by the school.

Evaluation Data Sources: School Calendar Showing Opportunities Each Month

Strategy 1 Details
Strategy 1: Offer Meet the Teacher Nights and Parent Information Nights at the beginning of the school year. Staff Responsible for Monitoring: Principal; Team Leader
Strategy 2 Details
Strategy 2: Offer in-person Parent-Teacher Conferences. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Offer community-wide STEM night. Staff Responsible for Monitoring: Assistant Principal
Strategy 4 Details
Strategy 4: Offer community-wide Literacy Night. Staff Responsible for Monitoring: Assistant Principal
Strategy 5 Details
Strategy 5: Offer and publicize volunteer opportunities. Staff Responsible for Monitoring: Principal; Counselor

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: Expand opportunities of online and in-person communication between parents and school staff.

Strategy 1 Details
<p>Strategy 1: Use social media as a means of sharing information about the school. Publish the school newsletter electronically to share information with parents. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals</p>
Strategy 2 Details
<p>Strategy 2: Offer monthly Parent University sessions beginning in September. Staff Responsible for Monitoring: Counselor</p>

Goal 5: Effective Instruction

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

Performance Objective 1: Teachers will implement the components of CISD Reads during literacy instruction and will implement of Guided Math as part of daily math instruction.

Evaluation Data Sources: Lesson Plans; Observation

Strategy 1 Details
<p>Strategy 1: Teachers, instructional coach, and administrators will participate in on-going, tailored professional learning with Teachers College Reading and Writing Project staff developers. (Note regarding funding: ESSER funding reflects two-year funding commitment.)</p> <p>Staff Responsible for Monitoring: Principal; Instructional Coach</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: Teacher's College (2 years) - ESSER - \$40,000</p>
Strategy 2 Details
<p>Strategy 2: Provide resources (i.e., Conventions and Craft) to support writing instruction with the balanced literacy framework.</p> <p>Funding Sources: Conventions and Craft (K-2) - ESSER - \$2,700</p>
Strategy 3 Details
<p>Strategy 3: Teachers, instructional coach, and administrators will participate in the Guided Math Project led by Education Resource Group and the CISD Math Department.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coach</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: Guided Math Staff Development - ESSER - \$30,000</p>

Goal 5: Effective Instruction

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

Performance Objective 2: We will explore ways to increase the number of technology devices available both for instruction and online testing.

Evaluation Data Sources: Lesson Plans; Observation

Strategy 1 Details
Strategy 1: Collaborate with Bush PTO to identify funding sources to increase the number of technology devices on campus. Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Materials for At-Risk Students		\$7,078.00
1	1	4	Substitutes or Extra Duty Pay		\$3,000.00
1	2	3	Substitutes or Extra Duty Pay		\$2,000.00
Sub-Total					\$12,078.00
Budgeted Fund Source Amount					\$12,078.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Instructional Materials for EL Students		\$3,500.00
Sub-Total					\$3,500.00
Budgeted Fund Source Amount					\$3,500.00
+/- Difference					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Interventionist (2 years)		\$145,000.00
1	1	2	Classroom Libraries		\$6,382.00
1	2	2	Dreambox (2 years)		\$16,000.00
5	1	1	Teacher's College (2 years)		\$40,000.00
5	1	2	Conventions and Craft (K-2)		\$2,700.00
5	1	3	Guided Math Staff Development		\$30,000.00
Sub-Total					\$240,082.00
Budgeted Fund Source Amount					\$240,082.00
+/- Difference					\$0.00
Grand Total					\$255,660.00