

# Conroe Independent School District

## Clark Intermediate

### 2021-2022 CIP Board Item



# Mission Statement

At Clark, we will create a safe and highly engaged and intellectual working environment, to create life-long learners and problem solvers to improve the future of our world.

## Vision

We are committed to creating a safe, loving, and innovative learning environment by working and collaborating interdependently to promote courageous actions, giving back to the community, dreaming of the future and building positive, healthy, life-long relationships.

# Table of Contents

Comprehensive Needs Assessment	4
Student Achievement	4
Culture and Climate	6
Parent and Community Engagement	8
Priority Problem Statements	9
Goals	10
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.	11
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

For the 2020-2021 school year, Katherine Johnson Clark Intermediate did not receive domain ratings.

In the 2018-19 school year, Clark Intermediate received an Accountability A Rating. Additionally, Clark Intermediate received Distinction Designations in the following areas:

Academic Achievement in ELA/Reading  
Academic Achievement in Science  
Postsecondary Readiness

On the 2021 STAAR, the following scores for all grades show the percentage of Meets and Masters Level:

Reading-Meets: 64%; Reading-Masters: 46%  
Math-Meets: 76%; Math-Masters: 56%  
Science-Meets: 65% ; Science-Masters: 34%

While the campus shows overall strong scores in comparison to district averages, there are still some gaps in student groups within our campus. These groups include Special Ed, Economically Disadvantaged, and African American. These areas need to be targeted for more personalized learning in order to meet said targets. Compared to the campus percentage of Meets Grade Level, the following summarizes the areas in need:

Special Ed Meets Grade Level in Reading: 20% (Campus 64%)  
Special Ed Meets Grade Level in Math: 30% (Campus 76%)

Economically Disadvantaged Meets Grade Level in Reading: 37% (Campus 64%)  
Economically Disadvantaged Meets Grade Level in Science: 42% (Campus 65%)

African American Meets Grade Level in Reading: 42% (Campus 64%)  
African American Meets Grade Level in Math: 61% (Campus 76%)

African American Meets Grade Level in Science: 43% (Campus 65%)

## Student Achievement Strengths

Looking back at the 2020-21 school year, there are many achievements and strengths at Clark Intermediate School. This includes a dedicated and highly qualified staff who possess innovative teaching practices and positive collaborative relationships to develop high thinking strategies for students. The campus is proud of many different achievement strengths, including:

- \* High percentage of Meets and Masters Level in all subjects
- \* Earning three Academic Distinctions in our first year
- \* An overall environment of positive campus climate and culture
- \* Numerous activities for students to become involved and develop positive relationships
- \* Opportunities for students to give back to the community

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** Although most students on our campus have shown high achievement in Reading, there seems to be limited achievement within special education (20% Meets). **Root Cause:** Varied and individualized academic strategies that have proven to increase student achievement have not been implemented across content areas with fidelity.

**Problem Statement 2 (Prioritized):** Student achievement in Science at the Meets level from 80% in 2019 to 65% in 2021. **Root Cause:** Tier one best practices are not being implemented with fidelity; collaboration within the PLC is not consistent or implemented with fidelity.

**Problem Statement 3 (Prioritized):** Our Economically Disadvantaged students are performing well below the rest of the campus in both Reading 37% (Campus 64%) and Science 42% (Campus 65%). **Root Cause:** Identification of economically disadvantaged students with the intent to provide targeted interventions have not been implemented with fidelity.

**Problem Statement 4 (Prioritized):** Although most students on our campus have shown high achievement in Math, there seems to be limited achievement within special education (30% Meets). **Root Cause:** Varied and individualized academic strategies have not been implemented with fidelity to fully support the needs of special education students.

**Problem Statement 5 (Prioritized):** African American students are performing below the campus average in Reading (42% Meets) as compared to other subgroups. **Root Cause:** Targeted instructional interventions have not been implemented with fidelity.

**Problem Statement 6:** African American students are performing below the campus average in Science (43% Meets) as compared to other subgroups. **Root Cause:** Targeted instructional interventions have not been implemented with fidelity.

**Problem Statement 7:** In Reading, our African American students are performing well below the rest of the subgroups at Masters level (28% for AA, 46% campus). **Root Cause:** Targeted instructional enrichment opportunities have not been implemented with fidelity.

**Problem Statement 8:** In Math, our African American students are performing well below the rest of the subgroups at Masters level (41% for AA, 56% campus). **Root Cause:** Targeted instructional enrichment opportunities have not been implemented with fidelity.

# Culture and Climate

## Culture and Climate Summary

At Clark Intermediate, the campus staff has undergone Cultural and Diversity Awareness training. We strive to hire campus personnel that reflects the cultural and diverse student body. Teachers work to encourage, promote, and plan lessons to ensure all cultural backgrounds are valued and represented. At Clark Intermediate, every student matters.

Students' academic, social and emotional needs are a priority. Clark Intermediate strives to ensure a safe and orderly environment conducive to learning for all students and staff. The campus provides many opportunities for staff to collaborate, connect, and network with one another, through the use of social media for sharing ideas. Students develop a sense of self and social awareness, appreciation of one another's differences, and successfully manage their emotions and behaviors. Clark Intermediate strives to ensure a safe and orderly environment conducive to learning for all students and staff through Positive Behavior Intervention Systems (PBIS), such as Foundations and CHAMPS. Our students develop a healthy sense of self and social awareness, embrace diversity with empathy and respect for others, successfully manage their emotions, behaviors, and make responsible decisions.

In addition, our efforts to improve not only the social and emotional well-being, we are committed to the health and wellness of all students. In accordance with the guidelines and recommendations from TEA, Clark Intermediate follows the measures to mitigate the spread of COVID-19. The following measures have been taken: social distancing strategies in the classroom and common areas, requiring face coverings throughout the school day, use of hand sanitizer and proper cleaning techniques, and common classroom disinfecting practices.

## Culture and Climate Strengths

At Clark Intermediate, we are proud that Cultural and Diversity training took place during the 2019 school year. We continue to learn and train throughout the year, to ensure our staff is aware of the needs of our community. Because the climate and culture of Clark Intermediate remains at a high level of support, the campus experienced zero turnover of staff for the 19-20 school year.

All Clark students and staff are a part of one of four houses representing courage, selflessness, friendship, and innovation. The Clark House System promotes student relationships, friendships, and a sense of belonging. It brings acceptance for all students, regardless of their cultural and economic background.

Students at Clark Intermediate are celebrated each month through Cub Cause Awards for Character. Students who have gone above and beyond to show random acts of kindness, leadership, friendship, and dedication to the school are recognized in a ceremony.

Counselors offer daily support through guidance lessons, problem-solving techniques, individual support, lunch bunches, virtual social hours, and anti-bullying strategies. They also offer a school wide mentor program in which students who need a connection for self-confidence and academic needs are given time to build relationships with the adults on campus.

The Clark Essential 25 was created for students to be explicitly taught a set of foundational procedures and soft skills. Each week, a new expectation is taught, practiced, modeled and highlighted to allow students opportunities to build on their own character in order to ready them for adulthood.

A variety of student clubs are offered at Clark to allow students a chance to build on their individual strengths and skills. This allows students to connect with one another, outside their classroom. Clubs include Broadcast Club, Robotics, Cubs Connection Student Newspaper, Student Council Leadership, Ambassador Club, and UIL+ Academics competition.

Clark Intermediate staff continues to promote a safe and healthy campus for all. Continued trainings and "Wellness Wednesday" help ensure a safe environment during COVID-19.

### **Problem Statements Identifying Culture and Climate Needs**

**Problem Statement 1:** There is a need to actively support the emotional well-being and mental health of all students. **Root Cause:** COVID-19 decreased the number of opportunities for staff development on supporting the social emotional needs of students that increased during the spring of 2020-21 when students were remote learners.

**Problem Statement 2 (Prioritized):** Incident referrals involving Special Education students made up over half of the total referrals. This was a 10% increase from the previous school year. **Root Cause:** Additional training is needed for staff in dealing with Special Education students including Foundations, CHAMPS, and dealing with high needs students.

**Problem Statement 3:** There is a need to actively recruit high quality teachers to be more reflective of our student population. **Root Cause:** There was not a systemic approach to training staff recruiters to identify a more diversified group of highly qualified candidates.



# Parent and Community Engagement

## Parent and Community Engagement Summary

Parents and communities are essential components to a child's successful educational experience. Clark Intermediate is committed to strengthening the partnership between schools and home. Parents are encouraged to be an active participant in the education of their child.

Families are encouraged to keep in close two-way communication with the school. Some examples include reading newsletters and notices from the school, checking social media outlets, and following the Cubs Web Series videos. Parents are encouraged to contact the teacher or the school office when questions arise.

Our campus has great success, due to the partnerships created with families and the community. We will continue to explore opportunities to better meet the needs of students through gaining these key partners by providing opportunities for input, shared decision making, and active engagement within schools.

## Parent and Community Engagement Strengths

Clark Intermediate has an involved Parent Teacher Organization. They work closely with the administration and teachers on campus to develop school wide supports for all students. These include Spirit Nights which support local community business, the Clark Family Fiesta, purchasing classroom tools to increase innovative instruction, student awards, supporting field trips, and giving back to the staff.

Clark Intermediate has expanded communication outlets such as Facebook, Twitter, YouTube, School Messenger, emails, text, marquee announcements, and student-led newspaper. Additionally, Clark has honored first responders and veterans through a special ceremony presented by students.

Nearby community businesses and non-profit organizations have engaged with the Clark community to bring supplies and resources to families in need.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** There is a need to engage parents in training over technological and digital resources to support student learning. **Root Cause:** Lack of opportunities to support parent learning because of the demands of teaching students to access remote learning.

**Problem Statement 2 (Prioritized):** There is a need to provide training for parents who are seeking solutions to reduce stress and anxiety in their children and find ways to promote a positive and healthy environment. **Root Cause:** External/internal pressures and exposure to nonstop access to news and social media outlets, is creating escalating cycles of stress inducers.

**Problem Statement 3:** There is a need to more actively engage our surrounding community in regards celebrating local community members and heroes.

# Priority Problem Statements

**Problem Statement 1:** Although most students on our campus have shown high achievement in Reading, there seems to be limited achievement within special education (20% Meets).

**Root Cause 1:** Varied and individualized academic strategies that have proven to increase student achievement have not been implemented across content areas with fidelity.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** Our Economically Disadvantaged students are performing well below the rest of the campus in both Reading 37% (Campus 64%) and Science 42% (Campus 65%).

**Root Cause 2:** Identification of economically disadvantaged students with the intent to provide targeted interventions have not been implemented with fidelity.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** There is a need to provide training for parents who are seeking solutions to reduce stress and anxiety in their children and find ways to promote a positive and healthy environment.

**Root Cause 3:** External/internal pressures and exposure to nonstop access to news and social media outlets, is creating escalating cycles of stress inducers.

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

**Problem Statement 4:** Student achievement in Science at the Meets level from 80% in 2019 to 65% in 2021.

**Root Cause 4:** Tier one best practices are not being implemented with fidelity; collaboration within the PLC is not consistent or implemented with fidelity.

**Problem Statement 4 Areas:** Student Achievement

**Problem Statement 5:** Although most students on our campus have shown high achievement in Math, there seems to be limited achievement within special education (30% Meets).

**Root Cause 5:** Varied and individualized academic strategies have not been implemented with fidelity to fully support the needs of special education students.

**Problem Statement 5 Areas:** Student Achievement

**Problem Statement 6:** African American students are performing below the campus average in Reading (42% Meets) as compared to other subgroups.

**Root Cause 6:** Targeted instructional interventions have not been implemented with fidelity.

**Problem Statement 6 Areas:** Student Achievement

**Problem Statement 7:** Incident referrals involving Special Education students made up over half of the total referrals. This was a 10% increase from the previous school year.

**Root Cause 7:** Additional training is needed for staff in dealing with Special Education students including Foundations, CHAMPS, and dealing with high needs students.

**Problem Statement 7 Areas:** Culture and Climate

# 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 this year's 5th and 6th grade Reading STAAR Meets Performance from 20% to 25% with Special Education students.

**Evaluation Data Sources:** Common Formative Assessments, Interim Assessments, STAAR data

### Strategy 1 Details

**Strategy 1:** Utilize the Jennifer Serravallo on-campus coaching to support teachers in implementing Tier I best practices, accommodations, small group instruction, and scaffolded instruction to meet the individual needs of our Special Education population.

**Strategy's Expected Result/Impact:** More targeted instruction to close achievement gaps in reading with all student groups.

**Staff Responsible for Monitoring:** Admin, Coaches, Special Education Teachers, Teachers

**TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Problem Statements:** Student Achievement 1, 5

**Funding Sources:** Instructional Materials- Jennifer Serravallo - ESSER - \$1,880, Jennifer Serravallo Coaching - ESSER - \$48,500, Instructional Materials - Title III - \$3,000

## Performance Objective 1 Problem Statements:

### Student Achievement

**Problem Statement 1:** Although most students on our campus have shown high achievement in Reading, there seems to be limited achievement within special education (20% Meets). **Root Cause:** Varied and individualized academic strategies that have proven to increase student achievement have not been implemented across content areas with fidelity.

**Problem Statement 5:** African American students are performing below the campus average in Reading (42% Meets) as compared to other subgroups. **Root Cause:** Targeted instructional interventions have not been implemented with fidelity.

**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 this year's STAAR performance by 5% in the Economically Disadvantaged student groups within all subjects.

**Evaluation Data Sources:** Common Formative Assessments, Interim Assessments, STAAR Data

Strategy 1 Details
<p><b>Strategy 1:</b> Utilize high quality intervention for at-risk students through RtI, campus tutoring and Tier I best practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the overall performance of Economically Disadvantaged students.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Coaches, RtI teacher, General Ed teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 3</p> <p><b>Funding Sources:</b> Intervention Teacher - ESSER - \$142,570, Tutoring - State Comp Ed - \$13,985</p>

**Performance Objective 2 Problem Statements:**

Student Achievement
<p><b>Problem Statement 3:</b> Our Economically Disadvantaged students are performing well below the rest of the campus in both Reading 37% (Campus 64%) and Science 42% (Campus 65%). <b>Root Cause:</b> Identification of economically disadvantaged students with the intent to provide targeted interventions have not been implemented with fidelity.</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 3:** Increase this year's 5th and 6th grade Math STAAR Meets Performance by 5% in all student groups.

**Evaluation Data Sources:** Common Formative Assessments, Interim Assessments, STAAR Data

Strategy 1 Details
<p><b>Strategy 1:</b> Implement on-campus Guided Math consulting to support teachers in small group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet the individual needs of students in a more effective manner, and increase the overall math performance.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Coaches, Math teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 4</p> <p><b>Funding Sources:</b> Guided Math Consulting - ESSER - \$35,000, Teach Transform Math - Instructional Materials - ESSER - \$1,000</p>

**Performance Objective 3 Problem Statements:**

Student Achievement
<p><b>Problem Statement 4:</b> Although most students on our campus have shown high achievement in Math, there seems to be limited achievement within special education (30% Meets). <b>Root Cause:</b> Varied and individualized academic strategies have not been implemented with fidelity to fully support the needs of special education students.</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.

Strategy 1 Details
<p><b>Strategy 1:</b> Utilize daily meetings with principal and secretary to discuss upcoming financial needs and ensure budgets are being met.</p> <p><b>Strategy's Expected Result/Impact:</b> Using financial resources accordingly</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Secretary</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>

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

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

**Performance Objective 2:** Clark Intermediate leadership teams will work to communicate effectively for student and campus needs.

Strategy 1 Details
<p><b>Strategy 1:</b> Weekly professional learning communities will work to plan and serve students according to school objectives, the accelerated learning committee will meet weekly to discuss academic progress, the Foundations team will meet monthly to work towards having a safe and civil school, and the admin team will meet weekly to discuss urgent matters of the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> High quality communication with staff, homegrown leadership</p> <p><b>Staff Responsible for Monitoring:</b> Admin team, coaches, teacher leaders</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>

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

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

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

Strategy 1 Details
<p><b>Strategy 1:</b> Clark Intermediate will actively participate in the CISD Job Fair and recruit from nearby universities and colleges.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhance the diversity of staff</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Counselors, Coaches, Teacher Leaders</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, 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 1:** Decrease the overall percentage of discipline referrals by 10%.

**Evaluation Data Sources:** Discipline records, View It Data

Strategy 1 Details
<p><b>Strategy 1:</b> Provide campus training to all staff to better reinforce strategies involving CHAMPS and Foundations.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce discipline referrals</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Counselors, Foundations Team</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Culture and Climate 2</p> <p><b>Funding Sources:</b> Tough Kid Book - ESSER - \$480</p>

#### Performance Objective 1 Problem Statements:

Culture and Climate
<p><b>Problem Statement 2:</b> Incident referrals involving Special Education students made up over half of the total referrals. This was a 10% increase from the previous school year.</p> <p><b>Root Cause:</b> Additional training is needed for staff in dealing with Special Education students including Foundations, CHAMPS, and dealing with high needs students.</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:** Provide resources to parents through a book study with the counseling department that will teach skills and strategies to raise resilient children.

Strategy 1 Details
<p><b>Strategy 1:</b> Counselors will offer a Resilient Child book study for all Clark parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Providing skills to parents</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Counselors</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Parent and Community Engagement 2</p>

#### Performance Objective 2 Problem Statements:

Parent and Community Engagement
<p><b>Problem Statement 2:</b> There is a need to provide training for parents who are seeking solutions to reduce stress and anxiety in their children and find ways to promote a positive and healthy environment. <b>Root Cause:</b> External/internal pressures and exposure to nonstop access to news and social media outlets, is creating escalating cycles of stress inducers.</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 3:** Send weekly emails to parents about upcoming events and needs of the campus, along with utilizing social media platforms to share school celebrations.

Strategy 1 Details
<p><b>Strategy 1:</b> Have campus-wide training on the use of Twitter to share school celebrations.</p> <p><b>Strategy's Expected Result/Impact:</b> High morale and support from community and nearby constituents</p> <p><b>Staff Responsible for Monitoring:</b> Admin team</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>

**Goal 5: Effective Instruction**

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

**Performance Objective 1:** Increase overall Tier I best practices, small group instruction, and high quality anchor stations to increase the overall student performance in all subjects.

**Evaluation Data Sources:** Common Formative Assessments, Interim Assessments, Universal Screeners, Campus Intervention Data

Strategy 1 Details
<p><b>Strategy 1:</b> Provide targeted interventions for students during the school day.</p> <p><b>Strategy's Expected Result/Impact:</b> Close gaps among students groups; increase overall student performance</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Coaches, Intervention Teacher, Classroom Teachers</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> iPad/Technology - ESSER - \$4,224, Campus Instructional Coach - State Comp Ed - \$78,000</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:** Support teachers with technology as a resource, including Chromebooks, Mimio, iPads, and Apple TV.

Strategy 1 Details
<p><b>Strategy 1:</b> Utilize Technology Coach in weekly PLCs to help with supporting teachers with technology in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Tech Coach will help to develop new and innovative lessons with teachers</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team, Tech Coach</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>

# **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	2	1	Tutoring		\$13,985.00
5	1	1	Campus Instructional Coach		\$78,000.00
<b>Sub-Total</b>					\$91,985.00
<b>Budgeted Fund Source Amount</b>					\$91,985.00
<b>+/- Difference</b>					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Materials		\$3,000.00
<b>Sub-Total</b>					\$3,000.00
<b>Budgeted Fund Source Amount</b>					\$3,000.00
<b>+/- Difference</b>					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Materials- Jennifer Serravallo		\$1,880.00
1	1	1	Jennifer Serravallo Coaching		\$48,500.00
1	2	1	Intervention Teacher		\$142,570.00
1	3	1	Guided Math Consulting		\$35,000.00
1	3	1	Teach Transform Math - Instructional Materials		\$1,000.00
4	1	1	Tough Kid Book		\$480.00
5	1	1	iPad/Technology		\$4,224.00
<b>Sub-Total</b>					\$233,654.00
<b>Budgeted Fund Source Amount</b>					\$233,654.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total</b>					\$328,639.00