

Conroe Independent School District

Collins Intermediate

2021-2022 CIP Board Item



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Collins STAAR Result History - STAAR 2021 reflects pandemic year in which STAAR was optional and virtual learning was in place.

5th Grade Reading

	Approaches	% to Pass	Met Standard	% to Meet Standard	Masters	% to Masters
2017	94%	58%	82%	76%	58%	87%
2018	93%	55%	83%	74%	56%	87%
2019	93%	58%	80%	76%	57%	87%
2021	93%	55%	79%	76%	63%	84%

5th Grade Math

	Approaches	% to Pass	Met Standard	% to Meet Standard	Masters	% to Masters
2017	98%	47%	87%	72%	62%	86%
2018	97%	47%	83%	69%	58%	83%
2019	97%	50%	80%	72%	63%	83%
2021	95%	47%	79%	69%	59%	83%

5th Grade Science

	Approaches	% to Pass	Met Standard	% to Meet Standard	Masters	% to Masters
2017	96%	58%	79%	78%	51%	89%
2018	94%	61%	77%	78%	50%	89%
2019	95%	61%	80%	78%	62%	89%
2021	93%	56%	73%	78%	44%	89%

6th Grade Reading

	Approaches	% to Pass	Met Standard	% to Meet Standard	Masters	% to Masters
2017	95%	58%	81%	78%	53%	88%

	Approaches	% to Pass	Met Standard	% to Meet Standard	Masters	% to Masters
2018	92%	58%	73%	78%	48%	88%
2019	95%	58%	74%	78%	48%	88%
2021	93%	58%	74%	78%	42%	88%

6th Grade Math

	Approaches	% to Pass	Met Standard	% to Meet Standard	Masters	% to Masters
2017	98%	34%	85%	61%	65%	82%
2018	97%	37%	81%	63%	56%	82%
2019	96%	37%	81%	61%	59%	79%
2021	95%	39%	84%	61%	55%	79%

Collins Intermediate continues to provide valuable and rigorous curriculum based on state standards providing opportunities for differentiated instruction to meet student needs. Professional Learning Communities (PLC) meet a minimum of three times a week to collaborate and ensure that all teachers are implementing the curriculum, incorporating best practices, reviewing instructional strategies and creating a variety of assessments. Assessment data is also analyzed and used to drive instruction and through utilization of district and campus coaches and research, finding new ways to differentiate instruction to meet the needs and grow all learners.

Collins

All Grades All Subjects At Masters Level

2021	53%	-6%
2019	59%	4%
2018	55%	

All Grades ELA/Reading At Masters Level

2021	53%	0%
2019	53%	-1%
2018	54%	

All Grades Mathematics At Masters Level

2020	57%	-5%
2019	62%	4%
2018	58%	

All Grades Science At Masters Level

2021	44%	-19%
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Collins		
2019	63%	11%
2018	52%	

Student Achievement Strengths

Collins continues our work with students by making decisions based on our school vision “Every Child, Every Day, Receiving Our Best”. Our professional learning communities have been provided time during the school day to meet and plan instruction and utilize data to make ongoing adjustments to the instructional plans.

Our results, as compared with Conroe ISD, demonstrates our commitment to the instructional integrity that is directed by our district scope and sequence.

2021 RESULTS BY SUBJECT MASTERS

	Collins	Conroe ISD
Reading	52%	36%
Math	57%	39%
Science	45%	26%

RESULTS BY SUBJECT MEETS

	Collins	Conroe ISD
Reading	76%	53%
Math	81%	62%
Science	73%	51%

RESULTS BY SUBJECT APPROACHES

	Collins	Conroe ISD
Reading	93%	79%
Math	95%	85%
Science	94%	79%

Collins continues to set high goals for all students and provides them with a rigorous curriculum that is aligned with state standards. We strive to push our students to meet their maximum potential thus student achievement has been consistently maintained for several years. When looking at the academic growth of all students, Collins exceeds the district STAAR scores in the approaches, meets and masters categories. Collins also works hard to grow our special education student thorough ongoing data analysis, training, and

implementation of meaningful instructional strategies. These gains were evident in the comparison of the 2019 and 2021 STAAR data results. Collins is proud that even during a pandemic year, we succeeded in maintaining a high level of academic achievement while also keeping our students and staff safe and healthy.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Our Economically Disadvantaged students are performing well below the rest of the campus in both reading at 55% (Campus 79%) and math at 54% (Campus 81%) at the meets level. **Root Cause:** The need to close academic gaps that students have with differentiated and small group instruction.

Problem Statement 2 (Prioritized): Our African American Students are performing well below the rest of the campus in both reading at 57% (campus 79%) and math at 58% (campus 81%) **Root Cause:** The need to close academic gaps that students have with differentiated and small group instruction.

Problem Statement 3 (Prioritized): In 5th grade math, our special ed population is scoring 28% below the campus average of 95% in approaches. (Sped is 67% and Campus is 95%) **Root Cause:** Not all special education students have consistent access to grade level appropriate curriculum.

Problem Statement 4 (Prioritized): In 6th grade reading, our special education population is scoring 47% below the campus average of 92% in approaches (Sped is 45% and campus is 92%), **Root Cause:** Students receiving Special Education services have lower Benchmark Assessment System (BAS) reading levels causing students the inability to navigate grade level reading material successfully.

Problem Statement 5 (Prioritized): Although students have shown growth in various content areas, based on the past 4 years of STAAR data, there still seems to be limited or stagnant growth in Meets Grade Level and Masters students overall in Math and Reading. **Root Cause:** Tiering instruction to reach student's individual academic needs has not been consistently planned and implemented.

Problem Statement 6: In 5th Grade Social Studies, our economically disadvantaged students performed at 58% approaches on the end of the year benchmark. **Root Cause:** Making connections and building background knowledge. Scaffolding on an as needed basis.

Problem Statement 7: Based on the 5th Grade SS American History DCC #4, our 6th grade social studies African American students are performing 12% below the Collins average of 89% at the meets level. (77% for AA and 89% for campus) **Root Cause:** Targeted and differentiated instructional interventions and small group instruction to close academic gaps have not been implemented with fidelity.

Problem Statement 8: In 5th grade science our Hispanic students are performing 16% below the campus average in the master's level. (Campus- 33%, Hispanic-17%) **Root Cause:** Inconsistencies with enrichment opportunities.

Culture and Climate

Culture and Climate Summary

2021

Our school invests in building connections and, as a result, Collins Intermediate enjoys a warm, inviting culture where all students feel supported and accepted. Expectations for student behavior are high and our students have the continued support and encouragement of every staff member in the building. This culture of respect also exists between staff and parents.

Collins Intermediate is deeply invested in growing a community that values deepening awareness and relationships with our staff, students, and families as we work together to build a support system that acknowledges and protects every person's need to be respected and valued.

Discipline records are reviewed quarterly, including student conflicts, all forms of verbal and physical aggression, harassment and bullying. School staff is surveyed by our Collins Foundations Team multiple times a year. This data along with the review of referrals help guide our foundations team as well as our counseling staff on how we can best support the students and classroom teachers.

Collins has established our Problem Solving Team that will focus on Safe and Collaborative Culture, High Quality Instruction, Strategic Use of Data, Professional Teaching and Learning. The committee will meet twice a month and will work to support students academic and emotional needs as well as supplying teachers with useful strategies in both of these areas.

Collins Intermediate School has very few problems discipline issues. We have been a CHAMPS campus for five years. There have been no significant increases in discipline, indicating that proactive communication with parents and counseling staff early on has been successful. Collins has added the use of restorative practices on campus and it has shown to increase student problem solving and reduced ongoing conflict that can often lead to disciplinary issues.

As part of a focus on health and wellness and an effort to provide coordinated school health activities, students' academic performance the following data is reviewed; fitness assessments, attendance, participating in physical education, curriculum, incidents requiring intervention from the clinic, etc.

The campus follows recommendations provided by the district school health advisory council. All campus personnel make an effort to recognize and promote healthy lifestyles through good nutrition, appropriate rest, stress reduction time for studying and time for active, physical activity.

In accordance with the guidelines and recommendations from the Texas Education Agency (TEA), Collins Intermediate follows the measures to mitigate the spread of COVID-19. Our campus has utilized our Foundations team to create process and protocols to keep all of our school community safe and healthy.

Culture and Climate Strengths

- Each month the counselors celebrate a different character trait. They provide classroom guidance lessons associated with this trait. Teachers nominate students from each homeroom, both in person and virtual, that exemplify the trait and are acknowledge at a monthly Colossal Cobra Celebration.
- Our Sunshine Club is made up of a group of teachers wishing to find ways to celebrate one another and build a stronger sense of community. This team celebrates every staff member's birthday in a special way. During COVID-19, the team has found fun and safe ways to deliver treats and celebrate different events.
- Provide student education in Safe Schools and personal safety/wellness through the implementation of programs on character development including:
 - Conflict resolution – teacher and administrative redirection
 - Restorative Practice – counselor (with parental approval) conducts “restorative chats” with students after a conflict has been deescalated to focus on mending the relationship
 - Life/Coping Skills – mentoring, counseling
 - Appropriate Online Behavior and the dangers of Social Media
 - Drug, Alcohol, Vaping, and Tobacco awareness
 - Red Ribbon Week – Focus on Student Health
- Implement a positive, proactive, and instructional approach to classroom management through CHAMPS.
- Implement a campus wide positive, proactive, and instructional approach to behavior through the implementation of PBIS Foundations.
- Promote clubs and organizations in areas of interest to promote student involvement in school.
- Foundations, Core Leader, Team Leader, Problem Solving Team, GT Committee, meetings held monthly to provide leadership opportunities, planning, data review, and problem solving opportunities in all areas of the running of Collins.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): There is a need to actively support the emotional well-being and mental health of all students. **Root Cause:** COVID-19 decreased number of opportunities for staff development on supporting social emotional and academic needs of students due to COVID restrictions.

Problem Statement 2: There is a need to actively recruit high quality teachers to be more reflective or 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.

Problem Statement 3: Autonomy was indicated as a priority area on the 2021 Organizational Health Inventory. **Root Cause:** Staying similar across the building can be difficult. The need for online learning to be consistent across the school has taken autonomy out of the teacher's hands.

Parent and Community Engagement

Parent and Community Engagement Summary

2021

Collins Intermediate's top priority is the relationship and connection we work to build with our families and community. We strive to communicate early and often with all components of school life. Our teachers' use of CANVAS to provide access to current notes, lessons and assignments not only insures our students and those absent access to quality instruction and support they need throughout the year.

Our teachers work to create fun and engaging classrooms and activities such as Decimal Diner, Digital Citizenship week, PE Night at the Museum, Monster Math, Día de los Muertos project/celebration, and various room transformations throughout the year.

Collins provides a bi-monthly newsletter, Collins Cadence, to all families. The communication includes information from a variety of areas within the school including; PTO, counselors, school nurse, librarian, technology coach and others as needed. Our website is kept up to date and has information about events as well as our helpful resources for parents. Social Media is another way that Collins shares the fun events and activities. Twitter and Facebook gives families a glimpse into the activities such as Red Ribbon Week, Generation Texas Week, and other fun activities taking place around campus.

Our fine arts programs are integral part of our school community. Our students work so hard and learn so much in their two years in our band, orchestra, and choir programs the students find themselves very well prepared for the wonderful junior high school programs they will join after leaving us.

Collins has been very lucky to have a very caring and involved PTO. Through the commitment and dedication of our parents, we have collaborated to create events and field trips for the students as well as funds donated to the school to assist in the purchase of technology for the students and staff.

Utilization of an end of year survey helps to determine needs and collect feedback on different areas of school. We hope to expand this survey to the students so that we can continue to create a school climate that addresses the needs of all.

Parent and Community Engagement Strengths

- Engaged and successful PTO and PTO Board with successful fundraising and student sponsored activities.
- Active Facebook and Twitter updates that keep parents and community updated.
- Successful implementation of COVID process and procedures to ensure the health and safety of staff and students.
- Safe and creative academic activities throughout the year to engage students in learning.
- Ongoing support and problem solving of technical issues from the Collins Technology Instructional Coach assists parents in navigating large amounts of technology they are encountering.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: 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 2 (Prioritized): Our fine arts response rate average for parent communication is 56.5% across both grade levels. **Root Cause:** Lack of face to face interaction when selecting instruments and for general informational meetings. Parents are inundated with communication.

Problem Statement 3: Engaging new parents **Root Cause:** Due to COVID protocols parents cannot come on campus for activities or teacher conferences.

Priority Problem Statements

Problem Statement 1: Although students have shown growth in various content areas, based on the past 4 years of STAAR data, there still seems to be limited or stagnant growth in Meets Grade Level and Masters students overall in Math and Reading.

Root Cause 1: Tiering instruction to reach student's individual academic needs has not been consistently planned and implemented.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: In 5th grade math, our special ed population is scoring 28% below the campus average of 95% in approaches. (Sped is 67% and Campus is 95%)

Root Cause 2: Not all special education students have consistent access to grade level appropriate curriculum.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: In 6th grade reading, our special education population is scoring 47% below the campus average of 92% in approaches (Sped is 45% and campus is 92%),

Root Cause 3: Students receiving Special Education services have lower Benchmark Assessment System (BAS) reading levels causing students the inability to navigate grade level reading material successfully.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Our African American Students are performing well below the rest of the campus in both reading at 57% (campus 79%) and math at 58% (campus 81%)

Root Cause 4: The need to close academic gaps that students have with differentiated and small group instruction.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Our Economically Disadvantaged students are performing well below the rest of the campus in both reading at 55% (Campus 79%) and math at 54% (Campus 81%) at the meets level.

Root Cause 5: The need to close academic gaps that students have with differentiated and small group instruction.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Our fine arts response rate average for parent communication is 56.5% across both grade levels.

Root Cause 6: Lack of face to face interaction when selecting instruments and for general informational meetings. Parents are inundated with communication.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: There is a need to actively support the emotional well-being and mental health of all students.

Root Cause 7: COVID-19 decreased number of opportunities for staff development on supporting social emotional and academic needs of students due to COVID restrictions.

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 both 5th and 6th grade STAAR reading and math performance in meets and masters by at least 3%.

Evaluation Data Sources: Classroom Common Assessments, District Common Formative Assessments, Interim Assessments, STAAR.

Strategy 1 Details
<p>Strategy 1: Provide ongoing support and training for teachers in all content areas with evidence based instructional strategies, universal design for enriched learning opportunities to address unique needs of all learners.</p> <p>Strategy's Expected Result/Impact: Training students to think at a deeper level and growing their ability to analyze and infer thinking in all subject areas and building more independent thinkers.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Core Team leaders, Instructional Coaches, Teachers.</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 5</p> <p>Funding Sources: Instructional Coach - State Comp Ed - \$77,746</p>

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 5: Although students have shown growth in various content areas, based on the past 4 years of STAAR data, there still seems to be limited or stagnant growth in Meets Grade Level and Masters students overall in Math and Reading. Root Cause: Tiering instruction to reach student's individual academic needs has not been consistently planned and implemented.</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 5th grade Math Special Education performance on STAAR in the approaches category from 67% to 70%.

Evaluation Data Sources: Classroom Common Assessments, District Common Assessments, Interim Assessments, STAAR

Strategy 1 Details
<p>Strategy 1: Provide ongoing support and training for teachers in all content areas with evidence based instructional strategies, universal design for learning and positive behavior supports to address unique need of students with disabilities.</p> <p>Strategy's Expected Result/Impact: A more individualized approach to instruction will provide students the opportunity to fill gaps in learning and increase overall performance of Special Education students in math.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Core Lead Teachers, Instructional Coaches, Case Managers, Teachers.</p> <p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: Chromebooks - ESSER - \$3,938, Dreambox - ESSER - \$8,287</p>

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 3: In 5th grade math, our special ed population is scoring 28% below the campus average of 95% in approaches. (Sped is 67% and Campus is 95%) Root Cause: Not all special education students have consistent access to grade level appropriate curriculum.</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 6th grade Reading Special Education performance on STAAR in the approaches category from 47% to 50%.

Evaluation Data Sources: Classroom Common Assessments, District Common Formative Assessments, Interim Assessments, STAAR.

Strategy 1 Details

Strategy 1: Provide ongoing support and training for teachers in all content areas with evidence based instructional strategies, universal design for learning and positive behavior supports to address unique need of students with disabilities.

Strategy's Expected Result/Impact: A more individualized approach to instruction will provide students the opportunity to fill gaps in learning and increase overall performance of Special Education students in reading.

Staff Responsible for Monitoring: Principal, Assistant Principal, Core Lead Teachers, Instructional Coaches, Case Managers, Teachers.

TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Problem Statements: Student Achievement 4

Funding Sources: Substitutes - State Comp Ed - \$4,922, Teacher College Project School - ESSER - \$40,000, Multi Level Books - State Comp Ed - \$4,922, Teacher College Staff Development - ESSER - \$13,000

Performance Objective 3 Problem Statements:

Student Achievement

Problem Statement 4: In 6th grade reading, our special education population is scoring 47% below the campus average of 92% in approaches (Sped is 45% and campus is 92%), **Root Cause:** Students receiving Special Education services have lower Benchmark Assessment System (BAS) reading levels causing students the inability to navigate grade level reading material successfully.

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 African American student STAAR performance for 5th and 6th grade Reading and Math in the Meets category by 3%.

Evaluation Data Sources: Classroom Common Assessments, District Common Formative Assessments, Interim Assessments, STAAR.

Strategy 1 Details
<p>Strategy 1: Utilize interventions such as small groups, differentiated instruction, and individualized goals of students.</p> <p>Strategy's Expected Result/Impact: A more individualized approach to instruction will provide students the opportunity to fill gaps in learning and/or extend learning.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Core Lead Teachers, Instructional Coaches, RTI, Interventionist, Teachers.</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: Interventionist - ESSER - \$144,881</p>
Strategy 2 Details
<p>Strategy 2: Providing access to rigorous and meaningful reading instruction through workshop model, including a wide range of high quality, high interest multi-leveled books showcasing positive role models.</p> <p>Strategy's Expected Result/Impact: Fostering a love of reading to build comprehension, background knowledge and to grow reading levels training students to read critically by analyzing, synthesizing, inferring, and making connections with text.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Core Lead Teachers, Instructional Coaches, RTI, Interventionist, Teachers.</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2</p>
Strategy 3 Details
<p>Strategy 3: Making connections and building background knowledge. Scaffolding and reviewing concepts on an as needed basis. Providing student choice on assessment and activities based on interest.</p> <p>Strategy's Expected Result/Impact: Create a safe and positive environment where lessons and activities are tailored to students interest increasing engagement closing the achievement gap while also meeting the emotional needs of the students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Core Lead Teachers, Instructional Coaches, RTI, Interventionist, Teachers, Counselors</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2</p>

Performance Objective 4 Problem Statements:

Student Achievement

Problem Statement 2: Our African American Students are performing well below the rest of the campus in both reading at 57% (campus 79%) and math at 58% (campus 81%)

Root Cause: The need to close academic gaps that students have with differentiated and small group instruction.

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 Economically Disadvantaged student STAAR performance for 5th and 6th grade Reading and Math in the Meets category by 3%.

Evaluation Data Sources: Classroom Common Assessments, District Common Assessments, Interim Assessments, STAAR

Strategy 1 Details
<p>Strategy 1: Utilize interventions such as small groups, differentiated instruction, and individualized goals of students.</p> <p>Strategy's Expected Result/Impact: A more individualized approach to instruction will provide students the opportunity to fill gaps in learning and/or extend learning.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Core Lead Teachers, Instructional Coaches, RTI, Interventionist, Teachers.</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Headphones for Summit K12 and TELPAS - Title III - \$1,500</p>
Strategy 2 Details
<p>Strategy 2: Providing access to rigorous and meaningful reading instruction through workshop model, including a wide range of high quality, high interest multi-leveled books showcasing positive role models.</p> <p>Strategy's Expected Result/Impact: Fostering a love of reading to build comprehension, background knowledge and to grow reading levels training students to read critically by analyzing, synthesizing, inferring, and making connections with text.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Core Lead Teachers, Instructional Coaches, RTI, Interventionist, Teachers.</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: High Interest Multicultural Leveled Books - Title III - \$1,500</p>
Strategy 3 Details
<p>Strategy 3: Making connections and building background knowledge. Scaffolding and reviewing concepts on an as needed basis. Providing student choice on assessment and activities based on interest.</p> <p>Strategy's Expected Result/Impact: Create a safe and positive environment where lessons and activities are tailored to students interest increasing engagement closing the achievement gap while also meeting the emotional needs of the students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Core Lead Teachers, Instructional Coaches, RTI, Interventionist, Teachers, Counselors</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p>

Performance Objective 5 Problem Statements:

Student Achievement

Problem Statement 1: Our Economically Disadvantaged students are performing well below the rest of the campus in both reading at 55% (Campus 79%) and math at 54% (Campus 81%) at the meets level. **Root Cause:** The need to close academic gaps that students have with differentiated and small group instruction.

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: Maintain efficient and effective fiscal management of resources and operations.

Evaluation Data Sources: School budget, activity fund budget.

Strategy 1 Details
<p>Strategy 1: Utilize daily meetings with principal and secretary to discuss upcoming financial needs and ensure budgets are being met.</p> <p>Strategy's Expected Result/Impact: Following all procedures and ensure financial resources are used accordingly.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Secretary.</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: Increase opportunities for teachers to take on more leadership roles on campus.

Evaluation Data Sources: Events and activities on campus that are led by staff

Strategy 1 Details
<p>Strategy 1: Create a list of events that needed to be organized and allow teacher leaders to choose activities they felt connected to. Give teachers opportunities to attend trainings and come back to train staff.</p> <p>Strategy's Expected Result/Impact: Teachers are gaining organizational and ownership skill of projects and events across campus.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches.</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 staff for all students.

Evaluation Data Sources: HQ data from Human Resources.

Strategy 1 Details
<p>Strategy 1: Attend job fairs as available, staff members attend professional development opportunities to promote continued growth.</p> <p>Strategy's Expected Result/Impact: Recruit highly effective teachers and increase the knowledge and instructional strategies of staff.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, 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: Support the emotional well-being and mental health of all students.

Strategy 1 Details
<p>Strategy 1: Teachers and Counselors will work with students on stress management coping skills, anxiety coping mechanisms, and building a growth mindset.</p> <p>Strategy's Expected Result/Impact: Students are able to self monitor stress and anxiety levels and utilize appropriate tools to support good mental health.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Culture and Climate 1</p>

Performance Objective 1 Problem Statements:

Culture and Climate
<p>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 number of opportunities for staff development on supporting social emotional and academic needs of students due to COVID restrictions.</p>

Goal 4: Safe and Collaborative School Culture

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

Performance Objective 2: to ensure that all stakeholders receive effective internal and external communication.

Evaluation Data Sources: Parent newsletter, staff newsletter, website, social media

Strategy 1 Details
<p>Strategy 1: Provide newsletters, web videos for families and community to assist in communicating instructional requirements, technology assistance, procedures and expectations for Collins Intermediate.</p> <p>Strategy's Expected Result/Impact: To give parents easy to access information regarding classroom and school activities so they can actively partner with the school .</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, Instructional Technology Coach</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: To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships, and unity of purpose.

Evaluation Data Sources: PTO minutes and budget, record of attendance to parent meetings online and in person.

Strategy 1 Details
<p>Strategy 1: To utilize procedures that promote health and safety for in person meetings to the greatest extent possible.</p> <p>Strategy's Expected Result/Impact: Increased parent participation in meetings hosted by special programs such as fine arts and general school meetings.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Fine Arts Team</p> <p>Problem Statements: Parent and Community Engagement 2</p>

Performance Objective 3 Problem Statements:

Parent and Community Engagement
<p>Problem Statement 2: Our fine arts response rate average for parent communication is 56.5% across both grade levels. Root Cause: Lack of face to face interaction when selecting instruments and for general informational meetings. Parents are inundated with communication.</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: Provide ongoing support and professional development training for all teachers in all content areas with evidence based instructional strategies, data collection and reports, with a special focus on Marzano's "New Art and Science of Teaching" elements to be incorporated into daily classroom instruction.

Evaluation Data Sources: T-Tess, coaching, on campus professional development

Strategy 1 Details

Strategy 1: Collaborate with District and Campus Instructional Coaches to provide professional development including but not limited to modeling of instructional practices, instructional rounds, on campus lab sites, campus visits.

Strategy's Expected Result/Impact: Increasing staff knowledge and use of effective instructional strategies.

Staff Responsible for Monitoring: Principal, Assistant Principal, District and Campus Coaches

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Problem Statements: Student Achievement 1, 2, 3, 4, 5

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: Our Economically Disadvantaged students are performing well below the rest of the campus in both reading at 55% (Campus 79%) and math at 54% (Campus 81%) at the meets level. **Root Cause:** The need to close academic gaps that students have with differentiated and small group instruction.

Problem Statement 2: Our African American Students are performing well below the rest of the campus in both reading at 57% (campus 79%) and math at 58% (campus 81%) **Root Cause:** The need to close academic gaps that students have with differentiated and small group instruction.

Problem Statement 3: In 5th grade math, our special ed population is scoring 28% below the campus average of 95% in approaches. (Sped is 67% and Campus is 95%) **Root Cause:** Not all special education students have consistent access to grade level appropriate curriculum.

Problem Statement 4: In 6th grade reading, our special education population is scoring 47% below the campus average of 92% in approaches (Sped is 45% and campus is 92%), **Root Cause:** Students receiving Special Education services have lower Benchmark Assessment System (BAS) reading levels causing students the inability to navigate grade level reading material successfully.

Problem Statement 5: Although students have shown growth in various content areas, based on the past 4 years of STAAR data, there still seems to be limited or stagnant growth in Meets Grade Level and Masters students overall in Math and Reading. **Root Cause:** Tiering instruction to reach student's individual academic needs has not been consistently planned and implemented.

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: 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: Observation, T-Tess, Technology Coach Campus Development

Strategy 1 Details
<p>Strategy 1: Collaborate with District and Campus technology coaches to provide professional development for instructional relevant technology and model lessons to enhance student learning and engagement.</p> <p>Strategy's Expected Result/Impact: Teacher's increased use of meaningful and engaging technology to support their subject followed by student interest and academic growth.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, District and Campus Coaches</p> <p>ESF Levers: 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	1	1	Instructional Coach		\$77,746.00
1	3	1	Substitutes		\$4,922.00
1	3	1	Multi Level Books		\$4,922.00
Sub-Total					\$87,590.00
Budgeted Fund Source Amount					\$87,590.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Headphones for Summit K12 and TELPAS		\$1,500.00
1	5	2	High Interest Multicultural Leveled Books		\$1,500.00
Sub-Total					\$3,000.00
Budgeted Fund Source Amount					\$3,000.00
+/- Difference					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Chromebooks		\$3,938.00
1	2	1	Dreambox		\$8,287.00
1	3	1	Teacher College Project School		\$40,000.00
1	3	1	Teacher College Staff Development		\$13,000.00
1	4	1	Interventionist		\$144,881.00
Sub-Total					\$210,106.00
Budgeted Fund Source Amount					\$210,106.00
+/- Difference					\$0.00
Grand Total					\$300,696.00