

**Conroe Independent School District**  
**Collins Intermediate**  
**2022-2023 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

Collins STAAR Result History - STAAR 2022 reflects 100% of the students taking STAAR online for the first time.

#### 5<sup>th</sup> Grade Reading

	<b>Approaches</b>	<b>% to Pass</b>	<b>Met Standard</b>	<b>% to Meet Standard</b>	<b>Masters</b>	<b>% to Masters</b>
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%
2022	96%	31%	86%	60%	64%	76%

#### 5<sup>th</sup> Grade Math

	<b>Approaches</b>	<b>% to Pass</b>	<b>Met Standard</b>	<b>% to Meet Standard</b>	<b>Masters</b>	<b>% to Masters</b>
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%
2022	96%	34%	82%	61%	57%	79%

#### 5<sup>th</sup> Grade Science

	<b>Approaches</b>	<b>% to Pass</b>	<b>Met Standard</b>	<b>% to Meet Standard</b>	<b>Masters</b>	<b>% to Masters</b>
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%
2022	93%	43%	77%	75%	52%	92%

#### 6<sup>th</sup> Grade Reading

	<b>Approaches</b>	<b>% to Pass</b>	<b>Met Standard</b>	<b>% to Meet Standard</b>	<b>Masters</b>	<b>% to Masters</b>
2017	95%	58%	81%	78%	53%	88%
2018	92%	58%	73%	78%	48%	88%
2019	95%	58%	74%	78%	48%	88%
2021	93%	58%	74%	78%	42%	88%
2022	94%	42%	79%	73%	56%	90%

#### 6<sup>th</sup> Grade Math

	<b>Approaches</b>	<b>% to Pass</b>	<b>Met Standard</b>	<b>% to Meet Standard</b>	<b>Masters</b>	<b>% to Masters</b>
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%
2022	96%	38%	81%	69%	55%	88%

Collins Intermediate continues to provide valuable and rigorous curriculum based on state standards providing opportunities for differentiated instruction to meet student needs. Professional Learning Team (PLT) 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

2022	58%	+5%
2021	53%	-6%
2019	59%	4%
2018	55%	

##### All Grades ELA/Reading At Masters Level

2022	61%	+8%
2021	53%	0%
2019	53%	-1%
2018	54%	

##### All Grades Mathematics At Masters Level

2022	57%	+13%
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**Collins**

2021	57%	-5%
2019	62%	4%
2018	58%	

All Grades Science At Masters Level

2022	53%	+9%
2021	44%	-19%
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.

**2022 RESULTS BY SUBJECT MASTERS**

	Collins	Conroe ISD
Reading	61%	34%
Math	57%	32%
Science	53%	34%

**RESULTS BY SUBJECT MEETS**

	Collins	Conroe ISD
Reading	83%	63%
Math	82%	57%
Science	78%	63%

**RESULTS BY SUBJECT APPROACHES**

	Collins	Conroe ISD
Reading	94%	82%
Math	96%	82%
Science	53%	85%

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 guide 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 2021 and 2022 STAAR data results. Collins is proud that even during the past few unconventional years, we have 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):** Based on the campus meets levels of 61% in reading and 61% in math, Collins economically disadvantaged students are underperforming in reading at 22% and math at 21%. **Root Cause:** The need to close academic gaps that students have with differentiated and small group instruction.

**Problem Statement 2 (Prioritized):** In 5th grade math, our special education population had an approaches score of 64%, which was below the campus average approaches score of 95%. **Root Cause:** Not all special education students have consistent access to grade level appropriate curriculum.

**Problem Statement 3 (Prioritized):** In 6th grade reading, our special education population had an approaches score of 36%, which was below the campus average approaches score of 93%. **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 4 (Prioritized):** Collins either decreased or maintained performance levels in both the 5th and 6th grade math masters scores. **Root Cause:** Tiering instruction to reach student's individual academic needs and/or enrichment has not been consistently planned and implemented.

**Problem Statement 5 (Prioritized):** In Domain 2b, Collins received a grade of B regarding the relative performance of schools with similar economically disadvantaged percentages in measuring overall progress of student growth. **Root Cause:** Inconsistencies with classroom interventions.

**Problem Statement 6:** Based on the overall campus performance levels for reading at 80% and math at 82%, our African American students are underperforming in both reading at 14% and math at 14%. **Root Cause:** The need to close academic gaps that students have with differentiated and small group instruction.

**Problem Statement 7:** Students are not consistently utilizing Summit K-12 with fidelity to help increase language acquisition. **Root Cause:** Lack of time and program is not user friendly.

**Problem Statement 8:** In 5th grade science, our Hispanic population had a masters score of 45%, which was below the campus masters score of 52%. **Root Cause:** Inconsistencies with enrichment opportunities.

# Culture and Climate

## Culture and Climate Summary

2022

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 a 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 six 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.

## 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, that exemplify the trait and are acknowledge at a monthly Colossal Cobra Celebration in which parents are invited.
- Once every 9 weeks, student who have shown growth in either academics, attendance, or behavior will be recognized and receive a reward hosted by the counselors.
  - At the end of the year, the overall top Cobras that have demonstrated the best of the academic and citizenship character traits in 5th and 6th grade will be recognized with an award and a medal.
  - 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, they deliver treats throughout the year to boost morale 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:** Students still have gaps in social and emotional learning due to the lack of socialization and classroom interaction due to COVID-19 restrictions.

**Problem Statement 2:** 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 training staff recruiters to identify a more diversified group of highly qualified candidates.

**Problem Statement 3:** Adaptation was indicated as a priority area on the 2022 Organizational Health Inventory. **Root Cause:** The implementation of state mandated initiatives increased staff work load and stress levels.



# Parent and Community Engagement

## Parent and Community Engagement Summary

2022

Collins Intermediate's top priority is the relationship and the connections 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 have access to quality instruction but to support their needs 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 the 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 updated policies 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 (Prioritized):** There is a need to provide training for parents who are seeking solutions to reduce stress 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:** Engaging new parents. **Root Cause:** Due to past COVID protocols, parents have been used to having limited access to the campus for activities or teacher conferences.

**Problem Statement 3:** Parents have not been as engaged looking at Parent Access and Canvas. **Root Cause:** Lack of training and understanding have caused parents to hesitate to learn new programs and lack clarity on the importance.

**Problem Statement 4:** Our PTO has seen a decline in fundraising efforts over the past couple of years. **Root Cause:** Parents have students in multiple schools and this can be cost prohibitive to participate in multiple PTO's at one time.

# Priority Problem Statements

**Problem Statement 1:** Based on the campus meets levels of 61% in reading and 61% in math, Collins economically disadvantaged students are underperforming in reading at 22% and math at 21%.

**Root Cause 1:** The need to close academic gaps that students have with differentiated and small group instruction.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 6:** There is a need to actively support the emotional well-being and mental health of all students.

**Root Cause 6:** Students still have gaps in social and emotional learning due to the lack of socialization and classroom interaction due to COVID-19 restrictions.

**Problem Statement 6 Areas:** Culture and Climate

**Problem Statement 7:** There is a need to provide training for parents who are seeking solutions to reduce stress stress and anxiety in their children and find ways to promote a positive and healthy environment.

**Root Cause 7:** External/internal pressures and exposure to nonstop access to news and social media outlets, is creating escalating cycles of stress inducers.

**Problem Statement 7 Areas:** Parent and Community Engagement

**Problem Statement 2:** In 5th grade math, our special education population had an approaches score of 64%, which was below the campus average approaches score of 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 had an approaches score of 36%, which was below the campus average approaches score of 93%.

**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:** Collins either decreased or maintained performance levels in both the 5th and 6th grade math masters scores.

**Root Cause 4:** Tiering instruction to reach student's individual academic needs and/or enrichment has not been consistently planned and implemented.

**Problem Statement 4 Areas:** Student Achievement

**Problem Statement 5:** In Domain 2b, Collins received a grade of B regarding the relative performance of schools with similar economically disadvantaged percentages in measuring overall progress of student growth.

**Root Cause 5:** Inconsistencies with classroom interventions.

**Problem Statement 5 Areas:** Student Achievement

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- State-developed online interim assessments

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Equity data

### **Parent/Community Data**

- Parent engagement rate

### **Support Systems and Other Data**

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

# 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 and Math STAAR performance by 3% for the economically disadvantaged student group.

**Evaluation Data Sources:** 2023 STAAR results, Common Assessments, Student Daily Work, Exit Tickets, Classroom Observations, Branching Minds documentation, District CFA, Interim Assessments, Running Records, Fluency, Dreambox data, Universal Screener, Words their Way

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize intervention time, incorporate more small groups, differentiated instruction, and individualized goals of students.</p> <p><b>Strategy's Expected Result/Impact:</b> A more individualized approach to instruction presented in a small setting like intervention time, will provide students the opportunity to fill gaps in learning and/or extend learning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Core Lead Teachers, Instructional Coaches, Interventionist, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1</p> <p><b>Funding Sources:</b> Instructional Materials - ESSER III - \$30,355, Instructional Coach - State Comp Ed - \$64,070, Academic Interventionist - Reading - ESSER III - \$66,169, Summit K12 - Title III - \$1,500, Academic Interventionist - Math - ESSER III - \$70,000, Books - Title III - \$250, Instructional Materials - State Comp Ed - \$4,932</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide access to rigorous and meaningful instruction through professional development on Marzano's New Art and Science of Teaching Best Practices and strategic curriculum writing throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> High quality instruction that results in an increase in overall student performance. An increase in 2023 STAAR results</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Core Lead Teachers, Instructional Coaches, District Coaches, Interventionists, Teachers</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1</p> <p><b>Funding Sources:</b> Extra Duty Tutorials - State Comp Ed - \$4,932</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Before and after school tutorials in all content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase STAAR overall performance in all tested areas.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Core Lead Teachers, Instructional Coaches, Interventionists, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1</p> <p><b>Funding Sources:</b> Extra Duty Pay - ESSER III - \$13,657</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

Student Achievement
<p><b>Problem Statement 1:</b> Based on the campus meets levels of 61% in reading and 61% in math, Collins economically disadvantaged students are underperforming in reading at 22% and math at 21%. <b>Root Cause:</b> The need to close academic gaps that students have with differentiated and small group instruction.</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 this year's 5th grade Math STAAR performance by 3% for the Special Education student group.**

**Evaluation Data Sources:** 2023 STAAR results, Common Assessments, Student Daily Work, Exit Tickets, Classroom Observations, Branching Minds documentation, District CFA, Interim Assessments, Dreambox data, Universal Screener

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> During school wide intervention time, teachers will work with students on math pre-requisite skills to decrease learning gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> The small group setting will allow for a more individualized approach to instruction and more consistent formative assessments to target specific learning needs.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Core Lead Teachers, Instructional Coaches, Case Managers, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Achievement 2</p> <p><b>Funding Sources:</b> Chromebooks for Interventions - ESSER III - \$3,590, Instructional Paraprofessional - ESSER III - \$10,742</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Problem Statements:**

Student Achievement
<p><b>Problem Statement 2:</b> In 5th grade math, our special education population had an approaches score of 64%, which was below the campus average approaches score of 95%. <b>Root Cause:</b> 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 this year's 6th grade Reading STAAR performance by 3% for the Special Education student group.**

**Evaluation Data Sources:** 2023 STAAR results, Common Assessments, Student Daily Work, Exit Tickets, Classroom Observations, Branching Minds documentation, District CFA, Interim Assessments, Universal Screener, Fluency, Words their Way, Running Records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> During school wide intervention time, teachers will work with students on word study, fluency and basic comprehension skills to decrease learning gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> The small group setting will allow for a more individualized approach to instruction and more consistent formative assessments to target specific learning needs.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Core Lead Teachers, Instructional Coaches, Case Managers, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 3</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 3 Problem Statements:**





Student Achievement
<p><b>Problem Statement 3:</b> In 6th grade reading, our special education population had an approaches score of 36%, which was below the campus average approaches score of 93%.</p> <p><b>Root Cause:</b> Students receiving Special Education services have lower Benchmark Assessment System (BAS) reading levels causing students the inability to navigate grade level reading material successfully.</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 4:** Increase this year's 5th and 6th grade Math STAAR performance by 2% for students at the Masters level.

**Evaluation Data Sources:** 2023 STAAR results, Common Assessments, Student Daily Work, Exit Tickets, Classroom Observations, Branching Minds documentation, District CFA, Interim Assessments, Dreambox data, Universal Screener

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers and instructional coaches will work with the district GT coach on increasing the level of rigor and incorporating more high level questioning in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase math STAAR masters performance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Core Lead Teachers, Instructional Coaches, District GT Coach, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 4</p> <p><b>Funding Sources:</b> Technology - Title III - \$500</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 4 Problem Statements:**





Student Achievement
<p><b>Problem Statement 4:</b> Collins either decreased or maintained performance levels in both the 5th and 6th grade math masters scores. <b>Root Cause:</b> Tiering instruction to reach student's individual academic needs and/or enrichment has not been consistently planned and implemented.</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:** Maintain efficient and effective fiscal management of resources and operations.

**Evaluation Data Sources:** School budget, activity fund budget





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Complete a needs assessment quarterly with Core Leaders to review budget items and campus needs.  <b>Strategy's Expected Result/Impact:</b> Following all procedures and ensure financial resources are used accordingly and responsibly.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Secretary, Core Leads, Instructional Coaches, Teachers</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

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

**Performance Objective 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	Reviews			
<p><b>Strategy 1:</b> Create a list of events that need to be organized and allow teacher leaders to choose activities they feel connected to. Give teachers opportunities to attend trainings and come back to train staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers are gaining organizational and ownership skills of projects and events across campus.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches.</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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, learning walks, lab sites, teacher led trainings.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Attend job fairs as available, staff members attend professional development opportunities to promote continued growth through ongoing campus learning walks, instructional rounds, and lab site trainings.</p> <p><b>Strategy's Expected Result/Impact:</b> Recruit highly effective teachers and increase the knowledge and instructional strategies of staff.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, instructional Coaches, Campus Teacher Leaders</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Create a strong mentor program to support new teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Give support to new teachers on campus who are getting to know campus rules, procedures, and instructional practices.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, Mentors</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Subs for New Teacher Instructional Rounds Quarterly - ESSER III - \$18,850</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 4: Safe and Collaborative School Culture**

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

**Performance Objective 1: Support the emotional well-being and mental health of all students.**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers and counselors will work with students and incorporate district created lessons to work with students on stress management coping skills, anger management, anxiety coping mechanisms and building a growth mindset.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are able to self regulate stress, anger, and anxiety levels and utilize appropriate tools to support good mental health.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselors, Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Culture and Climate 1</p> <p><b>Funding Sources:</b> Health Services Support - ESSER III - \$22,958</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**





Culture and Climate
<p><b>Problem Statement 1:</b> There is a need to actively support the emotional well-being and mental health of all students. <b>Root Cause:</b> Students still have gaps in social and emotional learning due to the lack of socialization and classroom interaction due to COVID-19 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:** Ensure that all stakeholders receive effective internal and external communication.

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





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide newsletters, videos for families and community to assist in communicating instructional requirements, technology assistance, procedures and expectations for Collins Intermediate.</p> <p><b>Strategy's Expected Result/Impact:</b> To give parents easy access information regarding classroom and school activities so they can actively partner with the school.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselors, Instructional Technology Coach</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </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.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Promote in person participation to the greatest extent possible.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent participation in meetings hosted by special programs such as fine arts and general school meetings and events.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Fine Arts Team</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </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 focus on Marzano's New Art and Science of Teaching elements to be incorporated into daily classroom instruction.

**Evaluation Data Sources:** T-Tess, coaching, lab sites, instructional rounds, on campus professional development

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Collaborate with district and campus instructional coaches to provide professional development including but not limited to modeling of instructional practices, instructional rounds, campus lab sites, campus visits.</p> <p><b>Strategy's Expected Result/Impact:</b> Increasing staff knowledge and use of effective instructional strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, District and Campus Instructional Coaches</p> <p><b>Problem Statements:</b> Student Achievement 1, 2, 3, 4</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

Student Achievement
<p><b>Problem Statement 1:</b> Based on the campus meets levels of 61% in reading and 61% in math, Collins economically disadvantaged students are underperforming in reading at 22% and math at 21%. <b>Root Cause:</b> The need to close academic gaps that students have with differentiated and small group instruction.</p>
<p><b>Problem Statement 2:</b> In 5th grade math, our special education population had an approaches score of 64%, which was below the campus average approaches score of 95%. <b>Root Cause:</b> Not all special education students have consistent access to grade level appropriate curriculum.</p>
<p><b>Problem Statement 3:</b> In 6th grade reading, our special education population had an approaches score of 36%, which was below the campus average approaches score of 93%. <b>Root Cause:</b> Students receiving Special Education services have lower Benchmark Assessment System (BAS) reading levels causing students the inability to navigate grade level reading material successfully.</p>
<p><b>Problem Statement 4:</b> Collins either decreased or maintained performance levels in both the 5th and 6th grade math masters scores. <b>Root Cause:</b> Tiering instruction to reach student's individual academic needs and/or enrichment has not been consistently planned and implemented.</p>

# State Compensatory

## Budget for Collins Intermediate

**Total SCE Funds:**

**Total FTEs Funded by SCE: 1**

**Brief Description of SCE Services and/or Programs**

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## Personnel for Collins Intermediate

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Bonnie Szalmasagi	Instructional Coach	1

# Campus Funding Summary

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Books		\$250.00
1	1	1	Summit K12		\$1,500.00
1	4	1	Technology		\$500.00
<b>Sub-Total</b>					\$2,250.00
<b>Budgeted Fund Source Amount</b>					\$2,250.00
<b>+/- Difference</b>					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Coach		\$64,070.00
1	1	1	Instructional Materials		\$4,932.00
1	1	2	Extra Duty Tutorials		\$4,932.00
<b>Sub-Total</b>					\$73,934.00
<b>Budgeted Fund Source Amount</b>					\$73,934.00
<b>+/- Difference</b>					\$0.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Materials		\$30,355.00
1	1	1	Academic Interventionist - Math		\$70,000.00
1	1	1	Academic Interventionist - Reading		\$66,169.00
1	1	3	Extra Duty Pay		\$13,657.00
1	2	1	Chromebooks for Interventions		\$3,590.00
1	2	1	Instructional Paraprofessional		\$10,742.00
3	1	2	Subs for New Teacher Instructional Rounds Quarterly		\$18,850.00
4	1	1	Health Services Support		\$22,958.00
<b>Sub-Total</b>					\$236,321.00
<b>Budgeted Fund Source Amount</b>					\$236,321.00
<b>+/- Difference</b>					\$0.00

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				<b>Grand Total Budgeted</b>	\$312,505.00
				<b>Grand Total Spent</b>	\$312,505.00
				<b>+/- Difference</b>	\$0.00