

Conroe Independent School District

Cox Intermediate

2021-2022 CIP Board Item



Table of Contents

Comprehensive Needs Assessment	3
Student Achievement	3
Culture and Climate	4
Parent and Community Engagement	6
Priority Problem Statements	7
Goals	8
Goal 1: Student Achievement and Post-Secondary Success CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.	9
Goal 2: School Leadership and Fiscal Responsibility CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.	12
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.	14
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.	15
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.	18
Title I Schoolwide Elements	20
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	21
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	21
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	21
Campus Funding Summary	21

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Students began the 2020/2021 school year in a virtual format through Canvas. Students were then offered the option of in-person learning or virtual format. Teachers were expected to teach in both formats which was challenging. BAS screening of all students indicated around 75% of students were reading below grade level. Best practices such as small group instruction was implemented later in the school year and some not until January 2021.

Results of STAAR:

All Subjects:

- Approaches 87% 20/21
- Meets 62% 20/21
- Masters 41% 20/21

All Reading

- Approaches 84% 20/21
- Meets 58%
- Masters 39%

All Math

- Approaches 90%
- Meets 68%
- Masters 41%

Student Achievement Strengths

5th grade Math students performed at 87% Approaches with 71% at Meets and 37% at Masters. 6th grade: 92% for Approaches with Meets at 60% and Masters at 37%. Eco Dis: 84%, Meets 49%.

5th grade Reading students performed at 87% Approaches with 63% at Meets and 49% at Masters.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): BAS Assessment in January 2021 showed approximately 75% of 5th grade students reading below grade Level. **Root Cause:** Gaps in reading created do to lack of instruction and materials due to COVID absences.

Problem Statement 2 (Prioritized): 81% of 6th grade students in English Language Arts performed at Approaches or above. **Root Cause:** Small group instruction for students was implemented later in the school year from previous years. Teachers struggled to divide their time between virtual and in-person learners. New teachers to the Professional Learning Community needed professional development to increase their understanding of small group instruction (Guided Reading)

Problem Statement 3 (Prioritized): 37% of Special Education students scored Approaches or above in Reading on the 2021 STAAR Test **Root Cause:** Teachers divided time between virtual and in-person learning. Teachers struggle to identify strategies that support special education learners and meet them at their level to close gaps in learning.

Culture and Climate

Culture and Climate Summary

Our top priority at Cox Intermediate is to create a climate where students and staff feel safe, and welcome. We are located in a community where parents are visible and involved in their child's education. Many students live within close proximity to Cox and they walk or ride a bike to school, or are transported to and from school by car.

We believe in providing students with opportunities in and outside the classroom. We have many clubs and activities on campus to help grow the whole child. We continue to establish a culture of readers by emphasizing the importance of reading, giving students choice in what they read and providing resources to support their reading.

Cox Intermediate is in year 3 of "Foundations" and has taken a proactive and positive stance on behavior. We have continued to see a decrease in discipline referrals.

2020 results of OHI identified Cohesiveness, Innovation, and adaptation as top three strengths and Autonomy, Communication, and Optimal Power Equalization as our priorities. Equalization and Goal Focus as our priorities.

We consistently worked to establish Professional Learning Communities that collaborated and worked toward student and staff success.

Culture and Climate Strengths

Implemented practices from "Foundations" and "CHAMPS" has helped develop a school culture where teacher, students, and parents use the same language and protocols to maintain a positive and supportive environment.

Established committees like Faculty Advisory Committee and Campus Site Base Committee to give teachers a voice in the decision making process.

Administration and Staff work together to provide opportunities to students to help them succeed; clubs, fine arts, assemblies, and enrichment.

We continue to work on establishing a culture where taking calculated risks are seen as a positive and staff are willing to implement new ideas to grow the campus.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Autonomy and Communication was indicated as a priority area on the 2020 Organizational Health Inventory. **Root Cause:** Limitations and restrictions implemented by administration due to COVID may have led to teachers feeling lack of freedom to fulfill their roles and responsibilities. Communication is not always clear or sends mixed messages.

Problem Statement 2 (Prioritized): Campus committees have been identified and implemented but some committees are not effective and have minimal impact. **Root Cause:** Expectations and Purpose of Campus Committees are not clear and have led to complacency.

Problem Statement 3: Members of Professional Learning Communities (PLC) change from year to year and may include the leader. New members may not understand the purpose and functions of a PLC.. **Root Cause:** Lack of professional development for new leaders and staff members in learning the PLC Process.

Parent and Community Engagement

Parent and Community Engagement Summary

Parents and Community are welcome on our campus and we offer many opportunities for them to be involved and engage with students and staff (PTO volunteers, parents volunteers, Career Day, Veteran's Day Assembly, Coffee with Counselors, Site Base Committee, Family Academic Nights! Parent and community perceptions of our campus are important and we strive to communicate information and maintain positive relationships. When hiring for individuals to work in our front office area consider individuals who are welcoming, helpful, have a positive attitude and who will do a good job representing our school.

Parent and Community Engagement Strengths

We have many opportunities for parents and the community to volunteer and be involved on the campus. Opportunities include Parent Teacher Organization, Library Helpers, Girls on the Run, Destination Imagination, and Lego League. We use different formats of communication (monthly newsletter, video newsletters, campus facebook, twitter, marquee, and campus website).

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Community Business Partners have not been identified for Tom Cox Intermediate. **Root Cause:** Building relationships with with the community and local businesses for support has been minimal.

Problem Statement 2 (Prioritized): Communication and presence of parents on campus has been interrupted due to COVID. It has been difficult to identify families in need of resources and information. Volunteers and visitors have been limited on campus which has made an impact on how we communicate and provide resources. **Root Cause:** Protocols in place due to COVID. Communication in person has been limited and has been difficult to reach identify and reach families in need of resources.

Priority Problem Statements

Problem Statement 1: BAS Assessment in January 2021 showed approximately 75% of 5th grade students reading below grade Level.

Root Cause 1: Gaps in reading created do to lack of instruction and materials due to COVID absences.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: 37% of Special Education students scored Approaches or above in Reading on the 2021 STAAR Test

Root Cause 2: Teachers divided time between virtual and in-person learning. Teachers struggle to identify strategies that support special education learners and meet them at their level to close gaps in learning.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: 81% of 6th grade students in English Language Arts performed at Approaches or above.

Root Cause 3: Small group instruction for students was implemented later in the school year from previous years. Teachers struggled to divide their time between virtual and in-person learners. New teachers to the Professional Learning Community needed professional development to increase their understanding of small group instruction (Guided Reading)

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Communication and presence of parents on campus has been interrupted due to COVID. It has been difficult to identify families in need of resources and information. Volunteers and visitors have been limited on campus which has made an impact on how we communicate and provide resources.

Root Cause 4: Protocols in place due to COVID. Communication in person has been limited and has been difficult to reach identify and reach families in need of resources.

Problem Statement 4 Areas: Parent and Community Engagement

Problem Statement 5: Autonomy and Communication was indicated as a priority area on the 2020 Organizational Health Inventory.

Root Cause 5: Limitations and restrictions implemented by administration due to COVID may have led to teachers feeling lack of freedom to fulfill their roles and responsibilities. Communication is not always clear or sends mixed messages.

Problem Statement 5 Areas: Culture and Climate

Problem Statement 6: Campus committees have been identified and implemented but some committees are not effective and have minimal impact.

Root Cause 6: Expectations and Purpose of Campus Committees are not clear and have led to complacency.

Problem Statement 6 Areas: Culture and Climate

Problem Statement 7: Community Business Partners have not been identified for Tom Cox Intermediate.

Root Cause 7: Building relationships with with the community and local businesses for support has been minimal.

Problem Statement 7 Areas: Parent and Community Engagement

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: 93% of All Students in All subjects will score Approaches grade level or higher on the 2022 STAAR.

Evaluation Data Sources: Common Assessments, STAAR, Universal Screeners, BAS

Strategy 1 Details

Strategy 1: Provide small group instruction to All students in All subject areas tracking individual progress through observation, conferencing, and documentation.

Strategy's Expected Result/Impact: Identify area of student strengths and weaknesses create small group instruction based on the individuals needs of the student resulting in students growth.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Coach, Teachers

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

Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy

Problem Statements: Student Achievement 1, 2

Funding Sources: Materials, Resources, Chrome Books - ESSER - \$32,506, Campus Instructional Coach, Instructional Materials, Tutorials - State Comp Ed - \$3,800, Materials and Resources - Title III - \$3,000

Strategy 2 Details

Strategy 2: Build into the daily schedule an intervention/enrichment time to meet the needs of all students in the core content areas of English Language Arts, Math, Science, and Social Studies. Provide individualized, Intensive instructional tutorial programs for at-risk students before, during, and after school hours in the English Language Arts and Math.

Strategy's Expected Result/Impact: Meet the needs of all student which will result in student academic progress.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, District and Campus Instructional Coaches, Teachers

Problem Statements: Student Achievement 2, 3

Funding Sources: Academic Interventionist, Materials, Resources - ESSER - \$130,900, Materials - State Comp Ed - \$6,800

Strategy 3 Details

Strategy 3: Provide ongoing support and professional development training for teachers in all content areas with evidence based instructional strategies to address needs of all students.

Strategy's Expected Result/Impact: Increase in all Student's Academic Achievement

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Student Achievement 1, 3

Funding Sources: Professional Development, Substitutes - ESSER - \$35,000, Campus Instructional Coach, Materials - State Comp Ed - \$67,700

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: BAS Assessment in January 2021 showed approximately 75% of 5th grade students reading below grade Level. **Root Cause:** Gaps in reading created do to lack of instruction and materials due to COVID absences.

Problem Statement 2: 81% of 6th grade students in English Language Arts performed at Approaches or above. **Root Cause:** Small group instruction for students was implemented later in the school year from previous years. Teachers struggled to divide their time between virtual and in-person learners. New teachers to the Professional Learning Community needed professional development to increase their understanding of small group instruction (Guided Reading)

Problem Statement 3: 37% of Special Education students scored Approaches or above in Reading on the 2021 STAAR Test **Root Cause:** Teachers divided time between virtual and in-person learning. Teachers struggle to identify strategies that support special education learners and meet them at their level to close gaps in learning.

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: 60% of Special Education Students will score Approaches or above on the 2022 Reading and Math STAAR.

Evaluation Data Sources: Common Assessments, STAAR, Universal Screeners, Math Fluency

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/or extend learning.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, District and Campus Instructional Coaches, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: Campus Instructional Coach Materials, Tutorials, Computer Based Programs - State Comp Ed - \$8,054, Materials, Resources - ESSER - \$8,000</p>

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 3: 37% of Special Education students scored Approaches or above in Reading on the 2021 STAAR Test Root Cause: Teachers divided time between virtual and in-person learning. Teachers struggle to identify strategies that support special education learners and meet them at their level to close gaps in learning.</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: 80% of economically disadvantaged students will score Approaches or above on the 2022 Reading STAAR.

Evaluation Data Sources: Common Assessments, STAAR, Universal Screeners, Math Fluency

Strategy 1 Details
<p>Strategy 1: Provide small group instruction to All students in All subject areas tracking individual progress through observation, conferencing, and documentation.</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 Principals, Campus Leaders, Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</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: Manage School Budget and Operations of Facilities that maximize learning for all students and staff.

Strategy 1 Details

Strategy 1: Attend staff development provided by CISD on school budget to increase understanding of procedures, district and state funds, and budget codes.
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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: Develop Campus Leaders by providing ongoing professional development, support, and resources.

Evaluation Data Sources: None

Strategy 1 Details
<p>Strategy 1: Provide professional development and ongoing support to administrators, PLC Leaders, and instructional coach using "Learning by Doing".</p> <p>Strategy's Expected Result/Impact: Build capacity of leaders so they may better support teams</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Comprehensive Support Strategy</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: Utilize HR for Principals, which provides immediate access to information such as staffing, funding sources, and pertinent documents relating to T-Tess, Eduphoria Appraise/Strive, Absence Management, recruiting, interviewing, Bilingual Pool, and other resources essential to streamlining HR's role as it relates to the principals.</p> <p>Strategy's Expected Result/Impact: Hire and develop highly qualified teachers.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy</p>
Strategy 2 Details
<p>Strategy 2: Participate and recruit from CISD Teacher Job Fair.</p> <p>Strategy's Expected Result/Impact: Hiring highly qualified teachers will result in academic growth of students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy</p>
Strategy 3 Details
<p>Strategy 3: Provide a campus mentor, support, and staff development to teachers who are in their first three years of teaching, first year in CISD, or first year to Tom Cox Intermediate.</p> <p>Strategy's Expected Result/Impact: Retain highly qualified staff</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Mentors</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy</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: Establish a safe and positive school culture that ensures the highest level of student learning.

Evaluation Data Sources: Record of Safe School Training, fire and safety drill reports.

Strategy 1 Details
<p>Strategy 1: Establish Safety Committee to oversee the implementation of the Safe School Plan. Provide training to all employees on safety, hazardous materials, blood-borne pathogen, sexual harassment, and pest management training. Conduct fire, disaster, lock-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations.</p> <p>Strategy's Expected Result/Impact: Increase awareness of safety protocols for prevention and maintenance. Know procedures before, during and after an emergency.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Safety Committee</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Comprehensive Support Strategy</p>
Strategy 2 Details
<p>Strategy 2: Provide parent education in safe schools and personal safety and wellness by offering informational meetings on students in crisis, conflict resolution, cyber safety and offer resources on community supports, food and clothing assistance, and counseling services.</p> <p>Strategy's Expected Result/Impact: Meeting needs of students and parents and connecting them to information and resources.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy</p> <p>Problem Statements: Parent and Community Engagement 2</p>

Performance Objective 1 Problem Statements:

Parent and Community Engagement
<p>Problem Statement 2: Communication and presence of parents on campus has been interrupted due to COVID. It has been difficult to identify families in need of resources and information. Volunteers and visitors have been limited on campus which has made an impact on how we communicate and provide resources. Root Cause: Protocols in place due to COVID. Communication in person has been limited and has been difficult to reach identify and reach families in need of resources.</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 work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.

Evaluation Data Sources: Parent and Community Surveys

Strategy 1 Details
<p>Strategy 1: Develop and distribute surveys to parents and community in regards to students learning and parent support and resources.</p> <p>Strategy's Expected Result/Impact: Positive relationships with parents and community resulting in support</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Staff, Campus Webmaster</p> <p>ESF Levers: Lever 3: Positive School Culture</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: Provide timely communications about campus initiatives, programs, meetings, and activities through a variety of media sources (Campus Newsletter, Messaging System, emails, marquis, Campus Website, Social Media).

Evaluation Data Sources: Parent and Community Surveys

Strategy 1 Details
<p>Strategy 1: Communicate with parents and stakeholders through a variety of media sources (Campus Newsletter, Messaging System, emails, marquis, Campus Website, Social Media).</p> <p>Strategy's Expected Result/Impact: Increased support of parents and community.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Web Master</p> <p>ESF Levers: 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: Provide ongoing support and professional development training for teachers in all content areas with evidence based instructional strategies, data collection and reports, and integration of technology as a tool to support instruction.

Evaluation Data Sources: Offer professional development based on staff survey. Attendance rosters for professional development. Lesson plans, data protocol forms.

Strategy 1 Details
<p>Strategy 1: Survey all staff members to determine what professional development is needed in content areas, data collection, and technology. Provide professional development based on need.</p> <p>Strategy's Expected Result/Impact: Identify purposeful professional development to develop staff member.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Technology Instructor</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy</p> <p>Problem Statements: Culture and Climate 1</p> <p>Funding Sources: Substitutes, Materials - ESSER - \$4,900</p>
Strategy 2 Details
<p>Strategy 2: Collaborate with District and Campus Instructional Coaches to provide professional development which includes modeling of instructional practices, lab sites, and offering instructional rounds.</p> <p>Strategy's Expected Result/Impact: Building knowledge base and capacity of staff.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: Books for Classroom Libraries, Supplies and Materials - ESSER - \$18,000</p>

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 2: 81% of 6th grade students in English Language Arts performed at Approaches or above. Root Cause: Small group instruction for students was implemented later in the school year from previous years. Teachers struggled to divide their time between virtual and in-person learners. New teachers to the Professional Learning Community needed professional development to increase their understanding of small group instruction (Guided Reading)</p>
Culture and Climate
<p>Problem Statement 1: Autonomy and Communication was indicated as a priority area on the 2020 Organizational Health Inventory. Root Cause: Limitations and restrictions implemented by administration due to COVID may have led to teachers feeling lack of freedom to fulfill their roles and responsibilities. Communication is not always clear or sends mixed messages.</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: 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: Checkout system for chrome books and carts. Reflected in Lesson Plans

Strategy 1 Details
<p>Strategy 1: Provide staff development on integration of technology across the curriculum. Provide support for staff and students to utilize technology as a tool and resource for curriculum and assessment. Build teacher capacity to fully implement technology in instruction.</p> <p>Strategy's Expected Result/Impact: Students and Staff using technology daily as a tool for learning.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, PLC Leaders, Technology Teacher</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	Campus Instructional Coach, Instructional Materials, Tutorials		\$3,800.00
1	1	2	Materials		\$6,800.00
1	1	3	Campus Instructional Coach, Materials		\$67,700.00
1	2	1	Campus Instructional Coach Materials, Tutorials, Computer Based Programs		\$8,054.00
Sub-Total					\$86,354.00
Budgeted Fund Source Amount					\$86,354.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Materials and Resources		\$3,000.00
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	1	1	Materials, Resources, Chrome Books		\$32,506.00
1	1	2	Academic Interventionist, Materials, Resources		\$130,900.00
1	1	3	Professional Development, Substitutes		\$35,000.00
1	2	1	Materials, Resources		\$8,000.00
5	1	1	Substitutes, Materials		\$4,900.00
5	1	2	Books for Classroom Libraries, Supplies and Materials		\$18,000.00
Sub-Total					\$229,306.00
Budgeted Fund Source Amount					\$229,306.00
+/- Difference					\$0.00
Grand Total					\$318,660.00