

Conroe Independent School District

Cox Intermediate

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Table of Contents

Comprehensive Needs Assessment	3
Student Achievement	3
Culture and Climate	4
Parent and Community Engagement	6
Priority Problem Statements	7
Comprehensive Needs Assessment Data Documentation	8
Goals	10
Goal 1: Student Achievement and Post-Secondary Success: CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.	10
Goal 2: Fiscal Responsibility: CISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.	14
Goal 3: Recruitment, Development, and Retention of Staff: CISD will employ, develop, and retain highly qualified staff to maximize learning for all students.	15
Goal 4: Parents and Community: CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.	16
Goal 5: Safe Schools: CISD will strive to ensure a safe and orderly environment conducive to learning for all students and staff.	17
Goal 6: Technology: CISD will provide technology infrastructure, tools, and solutions to meet the administrative requirements of the District and to maximize learning for all students.	18
Goal 7: Communication: CISD will promote and enhance two-way communication among our staff and our community to maximize the success of all students.	19
Comprehensive Support Strategies	21
Targeted Support Strategies	22
State Compensatory	23
Personnel for Cox Intermediate	23
Plan Notes	24
Campus Funding Summary	25
Addendums	26

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Due to disruption of COVID-19, the last STAAR testing results were utilized from the 2018/2019 school year. Cox Intermediate received a Met Standard Accountability Rating for the 2018/2019 school year and an overall rating of a B. Although Cox received an A rating on Student Achievement the school received a D rating for Academic Growth and a C rating for Closing the Gap. Cox did not earn any distinctions for the 2018/2029 school year.

Student Achievement Strengths

Groups (All students, AA, Hispanic, White Two or more races, Eco Dis, ELL, Special Ed) met target for Index 1, Student Achievement, giving us an overall rating of an A for Index 1.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Although we received a Met Standard on the last 2019 STAAR test we have a D rating for Academic Growth and earned no Distinctions for that year.

Root Cause: In 2019 our staff and students were split with another campus reducing the number of students and changing the demographics. Training and embedded professional development was needed for new staff members and to allow for the new staff to collaborate more effectively as a team.

Problem Statement 2: Student Groups; AA, Hispanic, White, Asian, Eco Dis, ELL, Special Ed did not hit target growth for in ELA. **Root Cause:** Lack of academic vocabulary alignment with the piloted Units of Study in Reading which did not include STAAR language and teachers had to adjust to a new way of presenting information.

Problem Statement 3 (Prioritized): Student Groups; Hispanic, White, Eco Dis, ELL, and Spec Ed did not hit targeted growth for Math. **Root Cause:** The need to use and implement student data to organize and pull small groups for intervention/enrichment. Identify students need interventions through RTI and develop an individualize intensive plan.

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 2 of "Foundations" and has taken a proactive and positive stance on behavior. Discipline referrals dramatically decreased after the first year of implementation of "Foundations."

An Organizational Health Inventory is conducted annually and the 2019/20 results indicated, Cohesiveness, Innovation, and Resource Utilization as our top three strengths and Communication, Optimal Power 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: Communication was indicated as a priority area on the 2019/2020 OHI. **Root Cause:** Communication is not always clear or sends mixed messages.

Problem Statement 2: Build a school culture that includes culture and diversity and awareness. **Root Cause:** We have have not made it a priority to celebrate the diversity on our campus and promote awareness.

Problem Statement 3: Professional Learning Communities change from year to year including many times the Leader. New members may bring with them an idea of what a PLC should look like that may not be our practice. This sometimes can cause problems within the 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. Parent and community perceptions of our campus are important and we strive to communicate information and maintain positive relationships. When hiring we look for individuals to work in our front office area who are welcoming, helpful, have a positive attitude and know that they will represent 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 The W.A.T.C.H. Dog program, Parent Teacher Organization, Library Helpers, Girls on the Run, Destination Imagination, and Lego League. Communication with parents is done through Newsletters, marquees, email, Facebook, and campus website.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Presence of parents on our campus is strong but many times we lack the volunteers for special events and participation in our Parent Teacher Organization. **Root Cause:** Many of our parents have students at the elementary level also and they volunteer on those campuses. Students are only on our campuses for 2 years so their is a quick turn around of PTO members and families.

Problem Statement 2 (Prioritized): We communicate with parents through a monthly newsletter, school messenger system, marquis, and informational meetings and school events. Social media is not often kept up to date or used as a tool for communication. **Root Cause:** Lack of professional development on using social media for communication has prevented valuable information and promotion of all good things we do at our school from going out to our community.

Priority Problem Statements

Problem Statement 1: Student Groups; Hispanic, White, Eco Dis, ELL, and Spec Ed did not hit targeted growth for Math.

Root Cause 1: The need to use and implement student data to organize and pull small groups for intervention/enrichment. Identify students need interventions through RTI and develop an individualize intensive plan.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: We communicate with parents through a monthly newsletter, school messenger system, marquis, and informational meetings and school events. Social media is not often kept up to date or used as a tool for communication.

Root Cause 2: Lack of professional development on using social media for communication has prevented valuable information and promotion of all good things we do at our school from going out to our community.

Problem Statement 2 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Grades that measure student performance based on the TEKS

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
- Race and ethnicity 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent Involvement 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
- Other additional data

Goals

Revised/Approved: November 20, 2020





Goal 1: Student Achievement and Post-Secondary Success:

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 1: 93% of All students/All subjects will score Approaches grade level or above on the 2021 STAAR.

Evaluation Data Sources: CISD Benchmarks, STAAR, Universal Screeners, BAS

Summative Evaluation: None

<p>Strategy 1: Provide on-going support and training for teachers with evidence based instructional strategies, universal design for learning and positive behavior supports to address the unique academic needs of students with disabilities in all content areas.</p> <p>Strategy's Expected Result/Impact: A more individualized approach to instruction will provide students the opportunity to fill in more gaps that may exist because of being out of school last spring due to COVID-19 as well as enrich any areas of strength.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Instructional Coaches, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: ELL Instructional Materials - Title III - \$500, Tutoring - State Comp Ed - \$7,236, Instructional Coach Support - State Comp Ed - \$66,729</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Continue emphasis on small group instruction tracking individual progress through documentation using anecdotal notes and implementation of effective best practices and interventions.</p> <p>Strategy's Expected Result/Impact: A heavier focus on small group instruction will allow teachers to build relationships with students and have a better understanding of their individual needs which will in turn build their academic knowledge.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: ELL Instructional Materials - Title III - \$1,500, Technology Devices - State Comp Ed - \$1,300</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 3: Student Groups; Hispanic, White, Eco Dis, ELL, and Spec Ed did not hit targeted growth for Math. Root Cause: The need to use and implement student data to organize and pull small groups for intervention/enrichment. Identify students need interventions through RTI and develop an individualize intensive plan.





Goal 1: Student Achievement and Post-Secondary Success:

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 2: 45% of economically disadvantaged students will score meets grade level standards or above on the 2021 Reading STAAR.

Evaluation Data Sources: CISD Benchmarks, STAAR, Universal Screeners, BAS.

Summative Evaluation: None

<p>Strategy 1: Use data from BAS and other district literacy assessments to guide small group Guided Reading Instruction.</p> <p>Strategy's Expected Result/Impact: Using data from local assessments and classroom formative assessments will allow teachers to better group students for Guided Reading and Strategy groups. It will also allow teachers to better diagnose students who struggle with reading behaviors versus those who struggle with specific TEKS. 45% Economically Disadvantaged students will score Meets Grade Level, 40 percent of Special Education students will score Meets Grade level, and 50% percent of African American will score Meets Grade Level Standards for Reading/ELA.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Campus Leaders</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 3</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Provide training on components of CISD Read and Writes, including Read Aloud, Think Together, Shared Reading, Guided Reading, and Independent Reading.</p> <p>Strategy's Expected Result/Impact: Teachers will have a better understanding of where students are struggling with a solid foundation and understanding of CISD Reads and Writes. 45% Economically Disadvantaged students will score Meets Grade Level, 40 percent of Special Education students will score Meets Grade level, and 50% percent of African American will score Meets Grade Level Standards for Reading/ELA.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Campus Leaders</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 3</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 3: Student Groups; Hispanic, White, Eco Dis, ELL, and Spec Ed did not hit targeted growth for Math. Root Cause: The need to use and implement student data to organize and pull small groups for intervention/enrichment. Identify students need interventions through RTI and develop an individualize intensive plan.</p>





Goal 1: Student Achievement and Post-Secondary Success:

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 3: 51% of Economically Disadvantaged students will score meets grade level or above on the 2021 Math STAAR.

Evaluation Data Sources: CISD Benchmarks, STAAR, Universal Screeners, Fact Fluency Checks

Summative Evaluation: None

<p>Strategy 1: Utilize vocabulary strategies using graphic organizers, math center for anchor activities, and use of technology to improve skills, fact fluency, and problem-solving.</p> <p>Strategy's Expected Result/Impact: A focus on foundational skills such as math fluency will enable students to have a better understanding of more complex math concepts. 90% will score Approaches Grade Level Standards, 50% will score Meets Grade Level Standards, 25% will score Masters Grade Level Standards</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Campus Leaders</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: Technology Devices - Title III - \$1,000</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Focus on emphasis of small group instruction such as guided math, tracking individual progress through documentation using anecdotal notes and implementation of effective intervention/enrichment time for students.</p> <p>Strategy's Expected Result/Impact: Students will have the ability to monitor their own progress and speak to the needs in their own learning. Teachers will also be able to communicate individual students needs to parents. Teachers will also be able to correct mistakes in math much quicker through the guided math model which provides first time instruction within a small group setting. 90% will score Approaches Grade Level Standards, 50% will score Meets Grade Level Standards, 25% will score Masters Grade Level Standards</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Campus Leaders</p> <p>Problem Statements: Student Achievement 3</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Achievement
<p>Problem Statement 3: Student Groups; Hispanic, White, Eco Dis, ELL, and Spec Ed did not hit targeted growth for Math. Root Cause: The need to use and implement student data to organize and pull small groups for intervention/enrichment. Identify students need interventions through RTI and develop an individualize intensive plan.</p>

Goal 1: Student Achievement and Post-Secondary Success:





CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 4: 55% of Economically Disadvantaged students will score meets grade level or above on the 2021 Science STAAR.

Evaluation Data Sources: CISD Benchmarks, STAAR, Campus Assessments

Summative Evaluation: None

<p>Strategy 1: Provide professional learning opportunities on science best practices including: Science Interactive Notebooks, Designing and Building SE Lessons, Quality Questioning, and small group instruction.</p> <p>Strategy's Expected Result/Impact: 85% will score Approaches Grade Level Standards, 60% will score Meets Grade Level Standards, 25% will score Masters Grade Level Standards.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Campus Leaders.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Achievement 3</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 4 Problem Statements:

Student Achievement
<p>Problem Statement 3: Student Groups; Hispanic, White, Eco Dis, ELL, and Spec Ed did not hit targeted growth for Math. Root Cause: The need to use and implement student data to organize and pull small groups for intervention/enrichment. Identify students need interventions through RTI and develop an individualize intensive plan.</p>

Goal 2: Fiscal Responsibility:

CISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.

Performance Objective 1: To maintain efficient and effective fiscal management of resources and operations.

Evaluation Data Sources: School Budget and Financial Reports

Summative Evaluation: None





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

CISD will employ, develop, and retain highly qualified staff to maximize learning for all students.

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

Evaluation Data Sources: HQ data from Human Resources

Summative Evaluation: None

<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. Strategy's Expected Result/Impact: Hire and develop highly qualified teachers and staff. Staff Responsible for Monitoring: Principal, Assistant Principals TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Participate and recruit from CISD Teacher Job Fair. Strategy's Expected Result/Impact: Hire and develop highly qualified teachers and staff. Staff Responsible for Monitoring: Principal, Assistant Principal, TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 4: Parents and Community:

CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.

Performance Objective 1: 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: Records of contact and communication

Summative Evaluation: None

<p>Strategy 1: 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).</p> <p>Strategy's Expected Result/Impact: Build positive relationships with 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> <p>Problem Statements: Parent and Community Engagement 2</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Parent and Community Engagement
<p>Problem Statement 2: We communicate with parents through a monthly newsletter, school messenger system, marquis, and informational meetings and school events. Social media is not often kept up to date or used as a tool for communication. Root Cause: Lack of professional development on using social media for communication has prevented valuable information and promotion of all good things we do at our school from going out to our community.</p>





Goal 5: Safe Schools:

CISD will strive to ensure a safe and orderly environment conducive to learning for all students and staff.

Performance Objective 1: To provide a safe and orderly school environment conducive to learning for all students and staff.

Evaluation Data Sources: Record of programs/presentation/training for students and staff, Quarterly reports of police activity and safety drills for campus.





Summative Evaluation: None

<p>Strategy 1: Provide parent education in safe schools and personal safety/wellness through programs on students in crisis; conflict resolution; parent skills and life/coping skills. Strategy's Expected Result/Impact: Increase parent, staff and student awareness of social and emotional concerns. Staff Responsible for Monitoring: Principal, Assistant Principal. Safety Committee ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Conduct safety, hazardous materials, blood-borne pathogen, sexual harassment, and integrated pest management training to all staff members. Conduct fire, disaster, lock-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans and the district and campus level. Maintain campus Safety Committee to oversee the implementation of the Safe School Plan. Strategy's Expected Result/Impact: Heighten awareness of safety on campus. Clean Safety Audit Staff Responsible for Monitoring: Principal, Assistant Principal. Safety Committee ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Technology:

CISD will provide technology infrastructure, tools, and solutions to meet the administrative requirements of the District and to maximize learning for all students.

Performance Objective 1: To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

<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 withing curriculum and assessment. Build teacher capacity to fully implement technology in instruction.</p> <p>Strategy's Expected Result/Impact: Increase knowledge and engagement of technology tools to support instruction</p> <p>Staff Responsible for Monitoring: Principal, Assistant principal, Technology instructional Coach</p> <p>ESF Levers: Lever 4: High-Quality Curriculum</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 7: Communication:

CISD will promote and enhance two-way communication among our staff and our community to maximize the success of all students.

Performance Objective 1: To ensure that all stakeholders receive effective internal and external communication.

Evaluation Data Sources: Records of communication. Website information is current and accurate.

Summative Evaluation: None

Strategy 1: Provide timely communications, in a language parents can understand, about campus initiatives, programs, meetings, and activities through a variety of media sources (Campus Newsletter, Messaging System, emails, marquees, Campus Website, Social Media). Strategy's Expected Result/Impact: Meet Performance Indicators for Campus Staff Responsible for Monitoring: Principal, Assistant Principal, Web Master ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 2	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 2: We communicate with parents through a monthly newsletter, school messenger system, marquis, and informational meetings and school events. Social media is not often kept up to date or used as a tool for communication. Root Cause: Lack of professional development on using social media for communication has prevented valuable information and promotion of all good things we do at our school from going out to our community.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	2	Provide training on components of CISD Read and Writes, including Read Aloud, Think Together, Shared Reading, Guided Reading, and Independent Reading.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	2	2	Provide training on components of CISD Read and Writes, including Read Aloud, Think Together, Shared Reading, Guided Reading, and Independent Reading.

State Compensatory

Personnel for Cox Intermediate

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Allyson Tackett	Instructional Coach	State Comp Ed	1.00

Plan Notes

Row Labels	Sum of Amount	Sum of FTE
Cox		
SCE		
Computer Equipment / AV Supplies	\$1,300	0.00
Extra Duty	\$2,088	0.04
General Supplies	\$2,086	0.00
Instructional Support for At-Risk-Students	\$66,729	1.00
Student Travel	\$1,000	0.00
Substitutes	\$2,062	0.04
SCE Total	\$75,265	1.08
Title III EL		
Books	\$500	0.00
Computer Equipment / AV Supplies	\$500	0.00
Extra Duty	\$1,500	0.03
General Supplies	\$500	0.00
Title III EL Total	\$3,000	0.03
Cox Total	\$78,265	1.10

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Tutoring		\$7,236.00
1	1	1	Instructional Coach Support		\$66,729.00
1	1	2	Technology Devices		\$1,300.00
Sub-Total					\$75,265.00
Budgeted Fund Source Amount					\$75,265.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	ELL Instructional Materials		\$500.00
1	1	2	ELL Instructional Materials		\$1,500.00
1	3	1	Technology Devices		\$1,000.00
Sub-Total					\$3,000.00
Budgeted Fund Source Amount					\$3,000.00
+/- Difference					\$0.00
Grand Total					\$78,265.00

Addendums