Conroe Independent School District

Cox Intermediate

2023-2024 Improvement Plan

Table of Contents

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Results of STAAR:

Domain I: 92

Domain II: 85

Domain III: 93

School Rating for 22/23 school year is an A

All Subjects:

- Approaches 90% 22/23
- Meets 69% 22/23
- Masters 39% 22/23

All Reading

- Approaches 93% 22/23
- Meets 76% 22/23
- Masters 46% 22/23

All Math

- Approaches 91% 22/23
- Meets 69% 22/23
- Masters 37% 22/23

5th Grade Science

- Approaches 84% 22/23
- Meets 54% 22/23
- Masters 25% 22/23

Student Achievement Strengths

Reading:

5th grade students increased from 92% in 2021/22 to 93% Approaches 2022/23, from 75% to 81% Meets and 53% Masters in Reading.

6th grade students increased from 84% in 2021/22 to 91% Approaches in 2022/23.

Reading: Student performance in the following groups are below:

Hispanic 92% Approaches, 75% Meets and 38% Masters,

Eco Dis 83% Approaches, 50% Meets, 21% Masters

Special Education Students increased in Reading from 52% Approaches in 21/22 to 71% Approaches in 22/23.

Math:

All Math: Increase from 87% in 2021/22 to 91% Approaches in 2022/23, 59% to 69% and maintained 37%

5th grade students increased from 85% in 2021/22 to 94% Approaches in 2022/23, 57% to 69% Meets, 34 to 40% Masters

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Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 6th grade Math students performed at 87% Approaches, 63% Meets, and 34% Masters compared to 5th Grade Math students who performed at 94% Approaches, 74% Meets, 40% Masters.   **Root Cause:** 3 out of the 6 teachers in 6th grade struggled with classroom management and behaviors which disrupted instructional time. Small group instruction was difficult to implement due to the disruption of student behaviors.

Problem Statement 2 (Prioritized): 5th and 6th grade students identified as Economically Disadvantaged scored 79% Approaches, 44% Meets and 17% Masters on the 2023 Math STAAR.   **Root Cause:** Struggle with identifying barriers to learning for Economically Disadvantaged students and creating individualized plans.

Problem Statement 3 (Prioritized): In Domain III Closing the Gaps, Academic Achievement: African Americans scored 87% Approaches, 65% Meets, and 31% Masters in Reading vs. 82% Approaches, 45% Meets, and 17% in Math.   **Root Cause:** Reviewing data as a whole grade or class and not identifying individual student needs and planning for instruction to meet their needs.

Problem Statement 4: Domain III Closing the Gaps, Growth Status: Small groups size, Pacific Islander performed at 29% Approaches, 14% Meets, 0% Masters.   **Root Cause:** Identifying students in all groups and developing a plan for support for students.

Problem Statement 5 (Prioritized): 84% of students scored at Approaches, 54% Meets, and 25% Masters in Science. Low percentage of student groups scored Masters on the Science STAAR: African American 8%, Hispanic 12%, 8% Eco Dis, 15%, Special Education.   **Root Cause:** 4 out of 6 teachers in PLC new to teaching Science. PLC needed time and support on how to review data and develop plans to meet the needs of students. Struggled with implementing small group instruction in a timely manner.

Problem Statement 6 (Prioritized): Special Education Students performed at 71% Approaches in Reading compared to 77% in Math.   **Root Cause:** Identify students reading level and develop a plan to meet students where they are and grow them using best practices.

Problem Statement 7 (Prioritized): Students Identified in High Focus Group scored 81% Approaches in Math, 49% in Meets, and 20% Masters.   **Root Cause:** Sufficient time was not spent identifying students in the High Focus Group and developing plans to meet the needs of the students.

Problem Statement 8 (Prioritized): Economically Disadvantaged students overall scored 79% Approaches, 47% Meets, 21% Masters.   **Root Cause:** Some students in this group struggle in one or more areas and small group time was split to serve students in both areas.

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 it's fifth year of "Foundations". The staff has taken a proactive and positive stance on behavior. Guidelines for Success has been established along with a common language know has "One Liners". Tier Levels of Behaviors have been established and implemented within the school.

We consistently work to establish Professional Learning Communities that are collaborative and work 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. Also established Face to Face Committee to promote our school and find ways to involve parents and community. Formed the Cultural Awareness and Diversity Committee to help promote and celebrate cultures and unique differences.

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

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

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1: Optimal Power Equalization was identified as a priority area on the 2023 OHI. **Root Cause:** Individuals may have felt that their input was not considered when making decisions that impact the campus. Allow leaders on campus outside of admin to facilitate professional development and other activities for staff.

Problem Statement 2 (Prioritized): Turnover and adding of staff each year means change that can cause strain on PLCs and school. **Root Cause:** Teachers need time to adjust to

new staff members. New teachers need time to learn and implement best practices, review data, and begin implementing small group instruction.

Problem Statement 3 (Prioritized): Cox Intermediate is in it's fifth year of "Foundations". Training of new students and staff each year takes time and there is always an adjustment period. This can cause a disruption to the environment. **Root Cause:** Intermediates have students for only two years. Each year a new group comes in and students along with new staff must be trained on guidelines of "Foundations" and what it looks like at Cox (one-liners, Guidelines for Success, discipline, and student and staff handbooks).

Problem Statement 4: Adjusting to lack of space in school for all staff and students. Two portables added this school year. Finding adequate furniture for students and staff has been a struggle. **Root Cause:** Increase in number of students and additional staff due to rezoning of local intermediate.

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 an 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.

We established a committee, Face to Face to support Family and Community Engagement. They work to identify businesses and community leaders to support our students, staff and parents.

We use various forms of communication to reach parents and community: Monthly Newsletter, marquis, school messenger, Facebook, twitter.

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, Destination Imagination, Lego League, WatchDog Dads, Mentors. We use different formats of communication (monthly newsletter, video newsletters, campus Facebook, twitter, marquis, and campus website).

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Identifying business partners to help support the school, staff, parents and students.   **Root Cause:** Takes time to build relationships with the community and local businesses. Many businesses support other schools within the community.

Problem Statement 2 (Prioritized): Identifying best forms for communication that can reach all parents. Sending out communication to families that is timely, genuine, and accurate but continues to maintain confidentiality.   **Root Cause:** Not all parents use the same form of communication to receive messages from teachers and school. Information not sent out in a timely manner.

Problem Statement 3: Need Parent and Community Volunteers to support school with PTO, Watchdog Dads, library, mentor for students.   **Root Cause:** We are an intermediate campus that serves only two grades. Therefore we have a turn over of volunteers every year or two.

Priority Problem Statements

Problem Statement 1: 6th grade Math students performed at 87% Approaches, 63% Meets, and 34% Masters compared to 5th Grade Math students who performed at 94% Approaches, 74% Meets, 40% Masters.

Root Cause 1: 3 out of the 6 teachers in 6th grade struggled with classroom management and behaviors which disrupted instructional time. Small group instruction was difficult to implement due to the disruption of student behaviors.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: 5th and 6th grade students identified as Economically Disadvantaged scored 79% Approaches, 44% Meets and 17% Masters on the 2023 Math STAAR.

Root Cause 2: Struggle with identifying barriers to learning for Economically Disadvantaged students and creating individualized plans.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: 84% of students scored at Approaches, 54% Meets, and 25% Masters in Science. Low percentage of student groups scored Masters on the Science STAAR: African American 8%, Hispanic 12%, 8% Eco Dis, 15%, Special Education.

Root Cause 3: 4 out of 6 teachers in PLC new to teaching Science. PLC needed time and support on how to review data and develop plans to meet the needs of students. Struggled with implementing small group instruction in a timely manner.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Turnover and adding of staff each year means change that can cause strain on PLCs and school.

Root Cause 4: Teachers need time to adjust to new staff members. New teachers need time to learn and implement best practices, review data, and begin implementing small group instruction.

Problem Statement 4 Areas: Culture and Climate

Problem Statement 5: In Domain III Closing the Gaps, Academic Achievement: African Americans scored 87% Approaches, 65% Meets, and 31% Masters in Reading vs. 82% Approaches, 45% Meets, and 17% in Math.

Root Cause 5: Reviewing data as a whole grade or class and not identifying individual student needs and planning for instruction to meet their needs.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Identifying best forms for communication that can reach all parents. Sending out communication to families that is timely, genuine, and accurate but continues to maintain confidentiality.

Root Cause 6: Not all parents use the same form of communication to receive messages from teachers and school. Information not sent out in a timely manner.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: Students Identified in High Focus Group scored 81% Approaches in Math, 49% in Meets, and 20% Masters.

Root Cause 7: Sufficient time was not spent identifying students in the High Focus Group and developing plans to meet the needs of the students.

Problem Statement 7 Areas: Student Achievement

Problem Statement 8: Economically Disadvantaged students overall scored 79% Approaches, 47% Meets, 21% Masters.

Root Cause 8: Some students in this group struggle in one or more areas and small group time was split to serve students in both areas.

Problem Statement 8 Areas: Student Achievement

Problem Statement 9: Cox Intermediate is in it's fifth year of "Foundations". Training of new students and staff each year takes time and there is always an adjustment period. This can cause a disruption to the environment.

Root Cause 9: Intermediates have students for only two years. Each year a new group comes in and students along with new staff must be trained on guidelines of "Foundations" and what it looks like at Cox (one-liners, Guidelines for Success, discipline, and student and staff handbooks).

Problem Statement 9 Areas: Culture and Climate

Problem Statement 10: Special Education Students performed at 71% Approaches in Reading compared to 77% in Math.

Root Cause 10: Identify students reading level and develop a plan to meet students where they are and grow them using best practices.

Problem Statement 10 Areas: Student Achievement

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: 95% of All students in all subjects will score Meets or higher on the 2023 STAAR.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide small group instruction with flexible grouping in all subject areas, tracking individual progress through observation, conferencing, formative assessments, and students goal setting.	**Formative**		
	Dec	Mar	June
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 Coaches, Teachers, Academic Interventionist **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Achievement 1, 2, 5, 7 **Funding Sources:** Instructional Materials, Tutorials - State Comp Ed - $500, Materials and Resources - Title III - $500			

Strategy 2 Details	Formative Reviews		
Strategy 2: Continue to implement a daily schedule that includes 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 students before, during, and after school hours in the English Language Arts, Math, and Science.	Formative		
	Dec	Mar	June
Strategy's Expected Result/Impact: Provide several opportunities to 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, Interventionist			
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			
Problem Statements: Student Achievement 1, 2			
Funding Sources: Tutorials, Resources, Instructional Coaches - State Comp Ed - $10,000, Tutorials - Title III - $1,300			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide ongoing support and current, research-based professional development training for teachers through instructional rounds, teacher modeling, and workshops to address the needs of all students.	Formative		
	Dec	Mar	June
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 3: Positive School Culture, Lever 5: Effective Instruction			
Problem Statements: Student Achievement 1, 2			
Funding Sources: Campus Instructional Coach, Materials - State Comp Ed - $47,000			

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: 6th grade Math students performed at 87% Approaches, 63% Meets, and 34% Masters compared to 5th Grade Math students who performed at 94% Approaches, 74% Meets, 40% Masters. **Root Cause**: 3 out of the 6 teachers in 6th grade struggled with classroom management and behaviors which disrupted instructional time. Small group instruction was difficult to implement due to the disruption of student behaviors.
Problem Statement 2: 5th and 6th grade students identified as Economically Disadvantaged scored 79% Approaches, 44% Meets and 17% Masters on the 2023 Math STAAR. **Root Cause**: Struggle with identifying barriers to learning for Economically Disadvantaged students and creating individualized plans.
Problem Statement 5: 84% of students scored at Approaches, 54% Meets, and 25% Masters in Science. Low percentage of student groups scored Masters on the Science STAAR: African American 8%, Hispanic 12%, 8% Eco Dis, 15%, Special Education. **Root Cause**: 4 out of 6 teachers in PLC new to teaching Science. PLC needed time and support on how to review data and develop plans to meet the needs of students. Struggled with implementing small group instruction in a timely manner.

Student Achievement

Problem Statement 7: Students Identified in High Focus Group scored 81% Approaches in Math, 49% in Meets, and 20% Masters. **Root Cause**: Sufficient time was not spent identifying students in the High Focus Group and developing plans to meet the needs of the students.

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 Meets or above on the 2023 Reading and Math STAAR.

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

Strategy 1 Details	Formative Reviews		
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.	**Formative**		
	Dec	**Mar**	**June**

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.
    Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, District and Campus Instructional Coaches, Teachers
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 5: Effective Instruction
 - **Targeted Support Strategy**
Problem Statements: Student Achievement 5, 6
Funding Sources: Materials, Tutorials, Computer Based Programs - State Comp Ed - $1,000			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 5: 84% of students scored at Approaches, 54% Meets, and 25% Masters in Science. Low percentage of student groups scored Masters on the Science STAAR: African American 8%, Hispanic 12%, 8% Eco Dis, 15%, Special Education. **Root Cause**: 4 out of 6 teachers in PLC new to teaching Science. PLC needed time and support on how to review data and develop plans to meet the needs of students. Struggled with implementing small group instruction in a timely manner.
Problem Statement 6: Special Education Students performed at 71% Approaches in Reading compared to 77% in Math. **Root Cause**: Identify students reading level and develop a plan to meet students where they are and grow them using best practices.

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 Meets or above on the 2023 Reading and Math STAAR Tests.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide small group instruction to All students in All subject areas tracking individual progress through observation, conferencing, and documentation.	**Formative**		
	Dec	**Mar**	**June**

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.
    Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Leaders, Instructional Coaches
 	
    TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction
 - **Targeted Support Strategy**
    Problem Statements: Student Achievement 2
    Funding Sources: Instructional Materials - State Comp Ed - $3,000, Materials - Title III - $1,300			

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 2: 5th and 6th grade students identified as Economically Disadvantaged scored 79% Approaches, 44% Meets and 17% Masters on the 2023 Math STAAR. **Root Cause**: Struggle with identifying barriers to learning for Economically Disadvantaged students and creating individualized plans.

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: All identified student groups will meet target percentage in ELA and Math in Domain III Closing the Gaps in the areas of Academic Achievement and Growth Status.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide ongoing support and professional development training for teachers in all content areas with evidence based instructional strategies to address needs of all students.	**Formative**		
	Dec	**Mar**	**June**

Strategy's Expected Result/Impact: Individualized instruction will result in student achievement and student growth in Domain III, Closing the Gaps
    Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, District and Campus Instructional Coaches, Teachers, Interventionist
 	
    TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
    Problem Statements: Student Achievement 2, 3, 7
    Funding Sources: Instructional Coaches, Professional Development - State Comp Ed - $30,000			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 2: 5th and 6th grade students identified as Economically Disadvantaged scored 79% Approaches, 44% Meets and 17% Masters on the 2023 Math STAAR. **Root Cause**: Struggle with identifying barriers to learning for Economically Disadvantaged students and creating individualized plans.
Problem Statement 3: In Domain III Closing the Gaps, Academic Achievement: African Americans scored 87% Approaches, 65% Meets, and 31% Masters in Reading vs. 82% Approaches, 45% Meets, and 17% in Math. **Root Cause**: Reviewing data as a whole grade or class and not identifying individual student needs and planning for instruction to meet their needs.
Problem Statement 7: Students Identified in High Focus Group scored 81% Approaches in Math, 49% in Meets, and 20% Masters. **Root Cause**: Sufficient time was not spent identifying students in the High Focus Group and developing plans to meet the needs of the students.

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 5: 95% of All 5th Grade students and student groups will perform Meets or above on the 2023 Science STAAR test.

Evaluation Data Sources: Common Assessments, STAAR, Classroom Observations

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide ongoing support and professional development training for teachers in Science with evidence based instructional strategies to address needs of all students.	**Formative**		
	Dec	Mar	June
Strategy's Expected Result/Impact: Build knowledge and vocabulary in science resulting in students growth. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Campus Leaders, Instructional Coaches, Teachers **Problem Statements:** Student Achievement 5 **Funding Sources:** Tutorials, Materials, Resources - State Comp Ed - $2,000			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 5: 84% of students scored at Approaches, 54% Meets, and 25% Masters in Science. Low percentage of student groups scored Masters on the Science STAAR: African American 8%, Hispanic 12%, 8% Eco Dis, 15%, Special Education.   **Root Cause**: 4 out of 6 teachers in PLC new to teaching Science. PLC needed time and support on how to review data and develop plans to meet the needs of students. Struggled with implementing small group instruction in a timely manner.

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.

    Evaluation Data Sources: Budget Audit, financial records, work orders, reports.

Strategy 1 Details	Formative Reviews		
Strategy 1: Prioritize spending and funding from school budget based on the needs of the students, staff, and campus that maximize the learning environment.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Responsible spending that enhances the learning environments and meets needs of the campus.			
Staff Responsible for Monitoring: Principal, Administration, School Secretaries, Team Leaders, SITE Base Committee			
TEA Priorities: Recruit, support, retain teachers and principals **Problem Statements:** Culture and Climate 2			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Performance Objective 1 Problem Statements:

Culture and Climate
Problem Statement 2: Turnover and adding of staff each year means change that can cause strain on PLCs and school.   **Root Cause**: Teachers need time to adjust to new staff members. New teachers need time to learn and implement best practices, review data, and begin implementing small group instruction.

Goal 2: School Leadership and Fiscal Responsibility

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

Performance Objective 2: Develop Campus Leaders by providing ongoing professional development, support, and resources.

Evaluation Data Sources: Calendar of meetings, Sign-in sheets, evidence of Professional Development, purchase of resources and distribution.

Strategy 1 Details	Formative Reviews		
Strategy 1: Support campus administrators and teacher leaders by encouraging them to attend professional developments and identify roles and responsibilities that will help them grow in their current position and any future positions they may seek.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Build capacity of leaders so they may better support teams **Staff Responsible for Monitoring:** Principal, Assistant Principals, Campus Leaders **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Culture and Climate 2 **Funding Sources:** Instructional Materials - State Comp Ed - $1,000			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Performance Objective 2 Problem Statements:

Culture and Climate
Problem Statement 2: Turnover and adding of staff each year means change that can cause strain on PLCs and school.   **Root Cause**: Teachers need time to adjust to new staff members. New teachers need time to learn and implement best practices, review data, and begin implementing small group instruction.

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	Formative Reviews		
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.	**Formative**		
	Dec	**Mar**	**June**

Strategy's Expected Result/Impact: Hire and develop highly qualified teachers.
    Staff Responsible for Monitoring: Principal, Assistant Principals
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning
    Problem Statements: Culture and Climate 2			

Strategy 2 Details	Formative Reviews		
Strategy 2: Participate and recruit from CISD Teacher Job Fair for 2023/2024 school year.	**Formative**		
Strategy's Expected Result/Impact: Hiring highly qualified teachers will result in academic growth of students.	**Dec**	**Mar**	**June**

Staff Responsible for Monitoring: Principal, Assistant Principals
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning
    Problem Statements: Culture and Climate 2			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide support to teachers in their first three years of teaching by assigning a mentor and providing scheduled opportunities to meet with mentor. Assign a mentor to teachers who are in their first year in CISD and/or first year at Tom Cox first year in CISD, or first year to Tom Cox Intermediate.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Retain highly qualified staff **Staff Responsible for Monitoring:** Principal, Assistant Principal, Mentors **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Culture and Climate 2			

0% **No Progress**   100% **Accomplished**   → **Continue/Modify**   ✕ **Discontinue**

Performance Objective 1 Problem Statements:

Culture and Climate
Problem Statement 2: Turnover and adding of staff each year means change that can cause strain on PLCs and school.   **Root Cause**: Teachers need time to adjust to new staff members. New teachers need time to learn and implement best practices, review data, and begin implementing small group instruction.

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	Formative Reviews		
Strategy 1: Establish Safety Committee to oversee the implementation of the Safe School Plan. Provide training to all employees on safety, hazardous materials, blood-born pathogen, sexual harassment, and pest management training. Conduct fire, disaster, lock-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations.	**Formative**		
	Dec	Mar	June

Strategy's Expected Result/Impact: Increase awareness of safety protocols for prevention and maintenance.   Review procedures before, during and after an emergency.
    Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Safety Committee
 	
    Problem Statements: Parent and Community Engagement 2			

Strategy 2 Details	Formative Reviews		
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.	**Formative**		
	Dec	Mar	June

Strategy's Expected Result/Impact: Meeting needs of students and parents and connecting them to information and resources.
    Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors
 	
    ESF Levers:
Lever 3: Positive School Culture
    Problem Statements: Culture and Climate 3			

Strategy 3 Details	Formative Reviews		
Strategy 3: Continue Foundations Committee and train new staff on CHAMPS, One-Liners, and Tiered Level of Behavior Supports., and Guidelines for Success. Foundations team continue to provide supports and survey staff to get feedback on what is working and what needs work.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Establishing a positive behavior support system that supports students and teachers and reduces the amount of behaviors that are disruptive to the school environment. **Staff Responsible for Monitoring:** Foundations Team, Principal, Assistant Principals, Leaders, Staff **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Culture and Climate 3			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Culture and Climate
Problem Statement 3: Cox Intermediate is in it's fifth year of "Foundations". Training of new students and staff each year takes time and there is always an adjustment period. This can cause a disruption to the environment.   **Root Cause**: Intermediates have students for only two years. Each year a new group comes in and students along with new staff must be trained on guidelines of "Foundations" and what it looks like at Cox (one-liners, Guidelines for Success, discipline, and student and staff handbooks).

Parent and Community Engagement
Problem Statement 2: Identifying best forms for communication that can reach all parents. Sending out communication to families that is timely, genuine, and accurate but continues to maintain confidentiality.   **Root Cause**: Not all parents use the same form of communication to receive messages from teachers and school. Information not sent out in a timely manner.

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			Formative Reviews		
Strategy 1: Develop and distribute surveys to parents and community in regards to students learning and parent support and resources.			**Formative**		
Strategy's Expected Result/Impact: Positive relationships with parents and community resulting in support			**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Staff, Campus Webmaster **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Parent and Community Engagement 2					
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue					

Performance Objective 2 Problem Statements:

Parent and Community Engagement
Problem Statement 2: Identifying best forms for communication that can reach all parents. Sending out communication to families that is timely, genuine, and accurate but continues to maintain confidentiality. **Root Cause**: Not all parents use the same form of communication to receive messages from teachers and school. Information not sent out in a timely manner.

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	Formative Reviews		
Strategy 1: Communicate with parents and stakeholders through a variety of media sources (Campus Newsletter, Messaging System, emails, marquis, Campus Website, Social Media).	**Formative**		

Strategy's Expected Result/Impact: Increased support of parents and community.
    Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Web Master
 	
    ESF Levers:
    Lever 3: Positive School Culture
    Problem Statements: Parent and Community Engagement 2
	Dec	**Mar**	**June**

0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Performance Objective 3 Problem Statements:

Parent and Community Engagement
Problem Statement 2: Identifying best forms for communication that can reach all parents. Sending out communication to families that is timely, genuine, and accurate but continues to maintain confidentiality.   **Root Cause**: Not all parents use the same form of communication to receive messages from teachers and school. Information not sent out in a timely manner.

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	Formative Reviews		
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.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Identify purposeful professional development to develop staff members.			
Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Technology Instructor			
ESF Levers:			
Lever 5: Effective Instruction			
Problem Statements: Culture and Climate 2			
Funding Sources: Technology Equipment - State Comp Ed - $3,000			

Strategy 2 Details	Formative Reviews		
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.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Building knowledge base and capacity of staff.			
Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches			
TEA Priorities:			
Recruit, support, retain teachers and principals, Build a foundation of reading and math			
- **ESF Levers:**			
Lever 5: Effective Instruction			
Problem Statements: Culture and Climate 2			
Funding Sources: Campus Instructional Coaches, Math and Reading - State Comp Ed - $58,043			

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

Culture and Climate
Problem Statement 2: Turnover and adding of staff each year means change that can cause strain on PLCs and school.   **Root Cause**: Teachers need time to adjust to new staff members. New teachers need time to learn and implement best practices, review data, and begin implementing small group instruction.

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	Formative Reviews		
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 instruction.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Students and staff using technology daily as a tool for learning. **Staff Responsible for Monitoring:** Principal, Assistant Principals, PLC Leaders, Technology Teacher **Problem Statements:** Student Achievement 3, 8 **Funding Sources:** Instructional Materials, technology - State Comp Ed - $2,000			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 3: In Domain III Closing the Gaps, Academic Achievement: African Americans scored 87% Approaches, 65% Meets, and 31% Masters in Reading vs. 82% Approaches, 45% Meets, and 17% in Math. **Root Cause**: Reviewing data as a whole grade or class and not identifying individual student needs and planning for instruction to meet their needs.
Problem Statement 8: Economically Disadvantaged students overall scored 79% Approaches, 47% Meets, 21% Masters. **Root Cause**: Some students in this group struggle in one or more areas and small group time was split to serve students in both areas.

State Compensatory

Budget for Cox Intermediate

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 2
Brief Description of SCE Services and/or Programs

Personnel for Cox Intermediate

Name	Position	FTE
Angela Swisher	Campus Instructional Coach	1
Sara Widelski	Campus Instructional Coach	1

Campus Funding Summary

			Title III		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Materials and Resources		$500.00
1	1	2	Tutorials		$1,300.00
1	3	1	Materials		$1,300.00
				Sub-Total	$3,100.00
				Budgeted Fund Source Amount	$3,100.00
				+/- Difference	$0.00
			State Comp Ed		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Materials, Tutorials		$500.00
1	1	2	Tutorials, Resources, Instructional Coaches		$10,000.00
1	1	3	Campus Instructional Coach, Materials		$47,000.00
1	2	1	Materials, Tutorials, Computer Based Programs		$1,000.00
1	3	1	Instructional Materials		$3,000.00
1	4	1	Instructional Coaches, Professional Development		$30,000.00
1	5	1	Tutorials, Materials, Resources		$2,000.00
2	2	1	Instructional Materials		$1,000.00
5	1	1	Technology Equipment		$3,000.00
5	1	2	Campus Instructional Coaches, Math and Reading		$58,043.00
5	2	1	Instructional Materials, technology		$2,000.00
				Sub-Total	$157,543.00
				Budgeted Fund Source Amount	$157,543.00
				+/- Difference	$0.00
				Grand Total Budgeted	$160,643.00
				Grand Total Spent	$160,643.00
				+/- Difference	$0.00