

Conroe Independent School District
Cryar Intermediate
2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

All schools in Texas must meet standards set in three state accountability areas. For the 2018-2019 school year, Cryar Intermediate met all three target areas:

Domain 1- Student Achievement: Cryar Intermediate Score 82

Domain 2- Student Progress: Cryar Intermediate Score 85

Domain 3- Closing Performance Gaps: Cryar Intermediate 72

These scores resulted in Cryar Intermediate receiving a 2019 Accountability B rating. While we are very proud of our scores, we recognize that there is still work to be done.

On the 2019 STAAR, the following scores for all grades show the percentage for Meets/Masters:

All Subjects 48%

Reading 45%

Math 48%

Science 54%

A deep analysis shows that sub group scores increased in 38 areas but decreased in 7 areas. The performance for our White and American Indian students dropped in reading, Two or More Races and Special Education decreased in Math, and American Indian, Asian, and Special Education decreased in Science. Intervention strategies will be implemented to reduce the performance gaps in these areas. The performance for our Special Education and Limited English Learners students increased in reading, math, and science. However, their scores remain lower than our all student scores.

Student Achievement Strengths

Cryar Intermediate's scores are a reflection of the hard-working staff and student population found on our campus. We are very proud of the achievement our students show including:

Reading: Approaches- 78% (+4%), Meets Expectations 45% (+3%), Masters- 21%(+1%)

Math: Approaches- 84% (-1%), Meets Expectations-48% (+3%), Masters- 24% (+6%)

Science: Approaches- 81% (+6%), Meets Expectations- 54%(+5%), Masters- 25%(+9%)

Additional Improvements:

African American Meets- Reading +1%, Math +8%, Science +15%

Economic Disadvantaged Meets- Reading +2%, Math- +3%, Science +15%

Current Special Education Meets- Reading +3%, Math- +5%, Science +18%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): In reading, only 49% of met students are reaching their growth goal on the 2019 STAAR. **Root Cause:** Tiering assignments to reach these student's individual academic needs has not been consistently planned and implemented.

Problem Statement 2 (Prioritized): In math, only 31% of meets students are reaching their growth goal on the 2019 STAAR. **Root Cause:** Tiering assignments to reach these student's individual academic needs has not been consistently planned and implemented.

Problem Statement 3 (Prioritized): In reading, only 27% of Masters students are reaching their growth goal on the 2019 STAAR. **Root Cause:** Tiering assignments to reach these student's individual academic needs has not been consistently planned and implemented.

Problem Statement 4 (Prioritized): In math, only 15% of Master students are reaching their growth goal on the 2019 STAAR. **Root Cause:** Tiering assignments to reach these student's individual academic needs has not been consistently planned and implemented.

Culture and Climate

Culture and Climate Summary

Our school invests in building connections and, as a result, Cryar Intermediate enjoys a warm, inviting culture where all students feel supported and accepted. Expectations for student behavior are high and we are blessed to have respectful, confident students. This culture of respect also exists between staff and parents. An annual review is conducted of the discipline records, including student conflicts, all forms of violence, bullying, drug offenses and DAEP placements. Cryar Intermediate School has very few problems with discipline as compared with other intermediate schools. There have been no significant increases, indicating that resolution programs and interventions are typically successful. Therefore, conflict resolution, drug and violence prevention and intervention will not be included as needs in this year's improvement plan. These areas will be carefully re-evaluated each year. Additionally, while bullying is not considered a problem, the campus feels that it is important not to be complacent about bullying and will include this as a need for the campus. As part of a focus on health and wellness and an effort to provide coordinated school health activities, students' academic performance data is compared with other data, such as fitness assessments, attendance, participation in physical education, etc. The campus stays tuned to recommendations provided by the district school health advisory council. All campus personnel make an effort to recognize and promote healthy lifestyles through good nutrition, appropriate rest, stress reduction time for studying and time for active, physical activity.

Culture and Climate Strengths

Cryar Intermediate School celebrates a healthy, supportive culture.

- Students report that they feel safe at school.
- Students are accepting of students new to Cryar and CISD.
- Students value each other and respect the variety of cultures of our diverse student population.
- Teachers feel empowered and valued. They report that Cryar is a great place to work.
- Administrators work closely with faculty and staff in decision making.
- Teachers feel that they have a voice in the decisions that are made.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1: Discipline referrals are generated because of student issues that occur in class. **Root Cause:** Need for consistent procedures and expectations from classroom to classroom.

Problem Statement 2: Cultural awareness and understanding needs improvement among staff and students. **Root Cause:** Lack of direct professional learning opportunities for staff.

Parent and Community Engagement

Parent and Community Engagement Summary

Family involvement is an area we have seen great improvements at our campus. Our families' perception of our school and its effectiveness is becoming one of a positive nature. They report feeling very welcome when they come into the school due to reception they receive in our front office and the warm, welcoming attitude of our staff. We have positive comments that are made referencing how well the school is doing in educating all students and how we take care of the various needs of our families. Additionally, we view customer service as a priority. In addition to the website, the campus administration sends a weekly newsletter with shout outs and important information. Each Learning Community also sends out weekly electronic newsletters.

Cryar values the partnership with our PTO. This relationship is supported throughout the year and campus administration utilizes PTO to assist with different events that we have for the students and their families. We appreciate working with other district and community organizations. Cryar Intermediate enjoys a warm, inviting culture where students feel welcome, supported and accepted. Expectations for student behavior are high for all students. This culture of respect also exists between staff and parents.

An annual review is conducted of discipline records. There has been a significant decrease in referrals over the last several years indicating that resolution to programs and interventions are successful. Therefore, conflict resolution will be maintained as a continual focus. As part of focus on health and wellness and an effort to provide coordinated school health activities, students' academic performance data is compared with other data, such as fitness assessments, attendance, participation in physical education, etc. The campus stays tuned to recommendations provided by the district school health advisory council. All campus personnel make an effort to recognize and promote healthy lifestyles through good nutrition, appropriate rest, stress reduction time for studying and time for active, physical activity.

Parent and Community Engagement Strengths

Cryar Intermediate School enjoyed an increase in involved family and community environment. When events occur, our campus has increased attendance each year. It is uncommon for us to not have enough seating and/or parking which is a wonderful problem to have. Cryar Intermediate's success is largely due to the support, participation and cooperation of our families and communities.

Cryar Intermediate celebrates a healthy, supportive culture. Students are accepting of students new to Cryar and CISD. Teachers feel empowered and valued. They report that Cryar is a great place to work. Administrators work closely with faculty, staff, and parents in decision-making. Teachers feel that they have a voice in the decisions that are made.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: PTO membership percentages do not mirror that of the student population. **Root Cause:** Lack of opportunities for parents to easily engage.

Problem Statement 2: Parents are overwhelmed with transition to intermediate school and the differences that come away from elementary. **Root Cause:** Lack of opportunities and time to adjust to the transitional period between intermediate and junior high.

Priority Problem Statements

Problem Statement 1: In reading, only 49% of met students are reaching their growth goal on the 2019 STAAR.

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

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: In math, only 31% of meets students are reaching their growth goal on the 2019 STAAR.

Root Cause 2: Tiering assignments to reach these student's individual academic needs has not been consistently planned and implemented.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: In reading, only 27% of Masters students are reaching their growth goal on the 2019 STAAR.

Root Cause 3: Tiering assignments to reach these student's individual academic needs has not been consistently planned and implemented.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: In math, only 15% of Master students are reaching their growth goal on the 2019 STAAR.

Root Cause 4: Tiering assignments to reach these student's individual academic needs has not been consistently planned and implemented.

Problem Statement 4 Areas: Student Achievement

Goals

Revised/Approved: February 1, 2021

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: Increase meets students meeting their growth goal to 54% in reading on the 2021 STAAR assessment.

Evaluation Data Sources: Common Assessments
 Benchmarks
 STAAR

Summative Evaluation: None

<p>Strategy 1: Teachers will use data protocols to identify students not meeting their growth goal and the specific promise standards at the mastery level.</p> <p>Strategy's Expected Result/Impact: Students will meet their growth goal.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Achievement 1, 3</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Teachers will plan for guided reading groups for students at or below grade level and strategy groups for students who did not master the TEK. Teachers will also participate in lab sites to grow their pedagogy in these areas.</p> <p>Strategy's Expected Result/Impact: Students will meet their academic growth goal and teachers will develop their own professional knowledge on how to adjust their instruction so that students are meeting their growth goals.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Achievement 1, 3</p> <p>Funding Sources: Books for EL learners - Title III - \$500, Guided Reading Books - Title I - \$10,000</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July

<p>Strategy 3: Staff development will include offerings that target BAS data talks to understand each component of the assessment which will allow teachers to target each individual student's instructional needs.</p> <p>Strategy's Expected Result/Impact: Students BAS levels will grow and support student's overall academic growth.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Achievement 1, 3</p> <p>Funding Sources: Extra Duty for EL students - Title III - \$2,600</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: In reading, only 49% of met students are reaching their growth goal on the 2019 STAAR. Root Cause: Tiering assignments to reach these student's individual academic needs has not been consistently planned and implemented.</p>
<p>Problem Statement 3: In reading, only 27% of Masters students are reaching their growth goal on the 2019 STAAR. Root Cause: Tiering assignments to reach these student's individual academic needs has not been consistently planned and implemented.</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 2: Increase meets students meeting their growth goal to 36% in math on the 2021 STAAR.


Evaluation Data Sources: Common Assessments
Benchmarks
STAAR

Summative Evaluation: None

<p>Strategy 1: Teachers will use data protocols to identify students not meeting their growth goal and the specific promise standard those students have not mastered.</p> <p>Strategy's Expected Result/Impact: Students will meet their growth goal and master their promise standards.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Achievement 2, 4</p> <p>Funding Sources: RTI Teacher - Title I - \$77,800.50</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Teachers will intentionally plan lessons to target "meets" students through questioning and tiered assignments.</p> <p>Strategy's Expected Result/Impact: Students will master promise standard and meet growth goal.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Achievement 2, 4</p> <p>Funding Sources: General Education Teachers for at-risk students - State Comp Ed - \$1,172,040.50, Computers - Title III - \$300, Supplies for Small Group Lessons - Title I - \$18,360.50</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 3: Lab sites will include instructional strategies and lesson framework to ensure differentiation and tiering are happening each day.</p> <p>Strategy's Expected Result/Impact: Students will master promise standard and meet growth goal.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Achievement 2, 4</p> <p>Funding Sources: Instructional Coach - Title I - \$77,800.50, Supplies for EL learners - Title III - \$500</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 2: In math, only 31% of meets students are reaching their growth goal on the 2019 STAAR. **Root Cause:** Tiering assignments to reach these student's individual academic needs has not been consistently planned and implemented.

Problem Statement 4: In math, only 15% of Master students are reaching their growth goal on the 2019 STAAR. **Root Cause:** Tiering assignments to reach these student's individual academic needs has not been consistently planned and implemented.

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: Increase masters students meeting their growth goal to 32% in reading on the 2021 STAAR.

Evaluation Data Sources: Common Assessments


Benchmarks


STAAR

Summative Evaluation: None

<p>Strategy 1: Teachers will use data protocols to identify students not meeting their growth goal and the specific promise standard those students have not mastered.</p> <p>Strategy's Expected Result/Impact: Students will grow reading level, master promise standard, and meet growth goal.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Achievement 1, 3</p> <p>Funding Sources: Substitutes for Planning Days - State Comp Ed - \$5,155</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Teachers will add book clubs to their instructional practices and have them led by students which will deepen their students understanding of text.</p> <p>Strategy's Expected Result/Impact: Students will grow reading level, master promise standard, and meet growth goal.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Achievement 1, 3</p> <p>Funding Sources: Book Club Books - Title I - \$5,000, Parent Engagement Activities for G/T students - Title I - \$3,228</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 3: Teachers will participate in a multiple sessions of staff development to have a better their understanding of when to use guided reading and when to use strategy groups.</p> <p>Strategy's Expected Result/Impact: Students will grow reading level by refining reading behaviors, master promise standard, and meet growth goal.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Achievement 1, 3</p> <p>Funding Sources: Instructional Coach - State Comp Ed - \$57,384.33</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

Student Achievement





Problem Statement 1: In reading, only 49% of met students are reaching their growth goal on the 2019 STAAR. **Root Cause:** Tiering assignments to reach these student's individual academic needs has not been consistently planned and implemented.

Problem Statement 3: In reading, only 27% of Masters students are reaching their growth goal on the 2019 STAAR. **Root Cause:** Tiering assignments to reach these student's individual academic needs has not been consistently planned and implemented.

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: Increase masters students meeting their growth goal to 20% in math on the 2021 STAAR.

<p>Strategy 1: Teachers will use data protocols to identify student not meeting growth goal and the specific promise standard those students have not mastered.</p> <p>Strategy's Expected Result/Impact: Students will master promise standard, and meet growth goal.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Achievement 2, 4</p> <p>Funding Sources: Technology for tiered stations - Title I - \$24,000, General Education Teachers for At-Risk Students - State Comp Ed - \$1,172,040.50</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Teacher will intentionally plan lessons to target masters students through questioning and tiered assignments.</p> <p>Strategy's Expected Result/Impact: Students will grow reading level, master promise standard, and meet growth goal.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Achievement 2, 4</p> <p>Funding Sources: Supplies for small group lessons - Title I - \$18,360.50, Supplies for small groups - State Comp Ed - \$5,827</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 3: Lab sites will include instructional strategies and lesson framework to ensure differentiation and tiering are happening each day.</p> <p>Strategy's Expected Result/Impact: Students will grow reading level, master promise standard, and meet growth goal.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Achievement 2, 4</p> <p>Funding Sources: Instructional Coaches - State Comp Ed - \$114,768.67</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Student Achievement





Problem Statement 2: In math, only 31% of meets students are reaching their growth goal on the 2019 STAAR. **Root Cause:** Tiering assignments to reach these student's individual academic needs has not been consistently planned and implemented.

Problem Statement 4: In math, only 15% of Master students are reaching their growth goal on the 2019 STAAR. **Root Cause:** Tiering assignments to reach these student's individual academic needs has not been consistently planned and implemented.

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.

Strategy 1: The principal will meet with the campus secretary weekly to review budget expenditures and needs. Strategy's Expected Result/Impact: Campus will maintain responsible spending and reporting Staff Responsible for Monitoring: Principal and Secretary	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

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.

Strategy 1: Partner with local universities to facilitate teacher preparation program and work with assigned student teachers. Strategy's Expected Result/Impact: To obtain highly qualified and diverse applicants. Staff Responsible for Monitoring: None	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.

<p>Strategy 1: Implement active outreach to families and provide two-way communication through surveys, monthly newsletters, shared curriculum updates, parents participating in the school decision making committee, and virtual parent forums.</p> <p>Strategy's Expected Result/Impact: Shared ownership in learning outcomes for families and students.</p> <p>Staff Responsible for Monitoring: Administrators and teachers</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

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.

Strategy 1: Adapt campus structures to include COVID 19 mitigation practices and procedures. Strategy's Expected Result/Impact: Limit the impact of COVID 19. Staff Responsible for Monitoring: Administrators, teachers, and staff.	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Safe Schools:





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

Performance Objective 2: School wide staff development series focuses on classroom management, structures, and CHAMPS systems. This series includes, direct teach, collaborative team time, and instructional rounds.

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.

Strategy 1: Campus based staff development on integration of instructional technology. Strategy's Expected Result/Impact: Increased student engagement and proficiency. Staff Responsible for Monitoring: Technology coach	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.

Strategy 1: Continue to advertise and promote the Superintendent's FaceBook Live, Road to Reopening Dashboard, and various district and campus communication platforms. Strategy's Expected Result/Impact: Keep parents and community connected and updated with ongoing communication. Staff Responsible for Monitoring: Administrators	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Personnel for Cryar Intermediate

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gen Education	Teachers for At-Risk Students	State Comp Ed	34.12
Jessica Carter	Student Success Teacher	State Comp Ed	.50
Leah Brown	Instructional Coach	State Comp Ed	1.00
Monica Hoang	Instructional Coach	State Comp Ed	1.00

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The campus conducts an annual comprehensive needs assessment, looking at every aspect of the school and analyzing the academic achievement of all students and sub groups of students.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

A Title 1 parent survey is used to drive decision making. Parents, staff members, and community stakeholders collaborate to develop the campus improvement plan.

2.2: Regular monitoring and revision

The campus will regularly monitor the CIP and revise strategies based on our identified needs. The plan will be monitored by our core team which includes administrators and campus coaches with input from our leadership team and classroom teachers when revisions are needed.

2.3: Available to parents and community in an understandable format and language

The campus ensures that the CIP is publicly available to parents and community members in both English and Spanish. The CIP can be accessed on the CISD website under accountability.

2.4: Opportunities for all children to meet State standards

The campus implements strategies for addressing school wide needs including opportunities for all students and student sub groups to meet and exceed academic standards. Teachers meet with instructional coaches to develop progress monitoring intervention plans for all students who are performing below grade level. Students who are not making progress, receive additional interventions through RTI, small group instruction, guided reading, LLI, in class support, and tutorials.

2.5: Increased learning time and well-rounded education

Schedule was adjusted to maximize instructional time and intervention time and remediation. The curriculum includes Fine Arts, PE, SEL, and core content.

2.6: Address needs of all students, particularly at-risk

Data analysis takes place regularly during PLC time. All students are closely monitored for strengths and weaknesses and intervention plans are developed implemented, and

monitored for progress.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The school counselor and our Community In Schools department shared a weekly newsletter with parents. We also sent surveys and collected information and needs from our community. The information is sent in English and Spanish.

3.2: Offer flexible number of parent involvement meetings

Our family engagement policy is reviewed through PTO meetings. Paper copies are distributed annually to students in English and Spanish. Title 1 parent surveys are done to create a needs assessment in the Spring of each year.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Annabelle Steed	RTI	Title I	1.00

Plan Notes

Row Labels	Sum of Amount	Sum of FTE
Cryar		
SCE		
Gen Education Teachers for At-Risk Students	\$2,344,081	34.12
General Supplies	\$5,827	0.00
Instructional Support for At-Risk-Students	\$172,153	2.50
Substitutes	\$5,155	0.09
SCE Total	\$2,527,216	36.71
Title I		
Books	\$15,000	0.00
Computer Equipment / AV Supplies	\$24,000	0.00
Family Engagement	\$3,228	0.00
General Supplies	\$36,721	0.00
Professional	\$155,601	2.83
Title I Total	\$234,550	2.83
Title III EL		
Books	\$500	0.00
Computer Equipment / AV Supplies	\$300	0.00
Extra Duty	\$2,600	0.05
General Supplies	\$500	0.00
Title III EL Total	\$3,900	0.05
Cryar Total	\$2,765,666	39.59

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	General Education Teachers for at-risk students		\$1,172,040.50
1	3	1	Substitutes for Planning Days		\$5,155.00
1	3	3	Instructional Coach		\$57,384.33
1	4	1	General Education Teachers for At-Risk Students		\$1,172,040.50
1	4	2	Supplies for small groups		\$5,827.00
1	4	3	Instructional Coaches		\$114,768.67
Sub-Total					\$2,527,216.00
Budgeted Fund Source Amount					\$2,527,216.00
+/- Difference					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Guided Reading Books		\$10,000.00
1	2	1	RTI Teacher		\$77,800.50
1	2	2	Supplies for Small Group Lessons		\$18,360.50
1	2	3	Instructional Coach		\$77,800.50
1	3	2	Book Club Books		\$5,000.00
1	3	2	Parent Engagement Activities for G/T students		\$3,228.00
1	4	1	Technology for tiered stations		\$24,000.00
1	4	2	Supplies for small group lessons		\$18,360.50
Sub-Total					\$234,550.00
Budgeted Fund Source Amount					\$234,550.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Books for EL learners		\$500.00
1	1	3	Extra Duty for EL students		\$2,600.00

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Computers		\$300.00
1	2	3	Supplies for EL learners		\$500.00
Sub-Total					\$3,900.00
Budgeted Fund Source Amount					\$3,900.00
+/- Difference					\$0.00
Grand Total					\$2,765,666.00

Addendums