

Conroe Independent School District

DAEP/JDC/JJAEP

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



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Comprehensive Needs Assessment

Revised/Approved: October 9, 2020

Student Achievement

Student Achievement Summary

DAEP, JDC, and JJAEP students remain on campus for a short period of time during the school year. Students' Standardized scores for DAEP, JDC, and JJAEP are not rated by the state. Regardless of a student's At Risk status, socio-economic status, or reason for being at DAEP, JDC, and JJAEP, each staff member's goal is for all students to demonstrate sustained growth in student academic, and behavioral areas. The Discipline Alternative's programs (DAEP, JDC, and JJAEP) are used as district wide programs, which provide academic services to students across the entire district. The programs do not receive any state assessment scores in any academic area. The best approach is for the Discipline Alternative programs to use the overall District State Assessment scores to develop their plan of accountability in the development of the Campus Improvement Plan.

Student Achievement Strengths

- Conroe ISD has a graduation rate of 95.3% compared to 90.0% at the state level.
- The dropout rate is lower in Conroe than compared to the state with 0.2% dropout rate at the district level compared to 0.4% at the state level.
- In each content area, the district's STAAR scores outperform the state at the approaches, meets, and masters grade level standards.
- The district College, Career, and Military Ready rates in Conroe increased from 65.3% to 70.9%. This also exceeds the states CCMR rate of 65.5%
- Our percentage of College Ready graduates exceeds the state at 62% compared to 50%. This includes meeting the criteria for TSI, Dual Credit, and AP courses at a higher rate than the state average.
- In 5th grade science, the percentage of students scoring at or above the meets grade level standard has increased, as well as performing higher than the state average.
- All high end-of-course assessments, English I and II, Algebra, Biology, and US History out perform the state at the approaches, meets, and masters, grade level standards with steady scores or gains in each area.
- All race and ethnicity groups out perform the state STAAR scores by 7 to 13 percentage points when looking across all tests and all grade levels.

Conroe ISD outperforms the state in school progress by 73 to 69 when looking across mathematics and ELA/Reading exams at all

grade levels. English II EOC saw the largest gain from 2018 to 2019 with an increase in progress from 57 to 65.

- The attendance rate in Conroe ISD exceeds the state average comparing Tx.. 63.2% to CISD 95.4%. All race and ethnicity groups as well as all special population groups also exceed the state average for their group.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): The number of students reading below grade level (approaches or below), specifically those identified as Economically Disadvantaged and as English Learners. **Root Cause:** Students served in bilingual and ESL programs need to be exposed to more academic language and demonstrate their language proficiency in an academic setting.

Problem Statement 2 (Prioritized): The learning gaps in mathematics for 7th through Algebra for all students, especially for Economically Disadvantaged and Special Education. **Root Cause:** The lack of focus on promoting reasoning and problem solving in teaching Pre-Algebra and Algebra 1.

Problem Statement 3 (Prioritized): The number of students performing below expected progress in the area of Writing (approaches or below), specifically those identified as Economically Disadvantaged and as English Learners. **Root Cause:** High yield academic strategies that have been proven to increase student achievement have not been implemented across classrooms with fidelity.

Culture and Climate

Culture and Climate Summary

All three Programs DAEP, JJAEP and JDC, will recognize and appreciate cultural differences as part of the whole child approach, which ensures that each student is healthy, safe, engaged, supported, and challenged. All students and personnel are valued members of our unique family, each playing a significant role in our success. All three Programs DAEP, JJAEP, and JDC will encourage staff and students to embrace that which makes us different. By supporting an environment that facilitates and encourages safe and open dialogue on diversity and by empowering our students to embrace their diversity, we are striving to ensure that our students will be sincerely open and equipped to work and live in a diverse world.

All three Programs DAEP, JJAEP, and JDC will commit to the social, emotional, behavioral, and academic success of all students. In all three Programs DAEP, JJAEP, and JDC students are taught to successfully manage their emotions, behaviors, and make responsible decisions.

In our efforts to improve not only the social and emotional well being, we are committed to the health and wellness of all students. In accordance with the guidelines and recommendations from the Texas Education Agency (TEA), All three Programs DAEP, JJAEP and JDC, will follow the measures to mitigate the spread of COVID-19. All three Programs DAEP, JJAEP and JDC, will be proactive in keeping campuses, staff, and students safe, as well as, taking a positive proactive instructional approach to behavior in utilizing PBIS Foundations training.

Culture and Climate Strengths

The staff at all three Programs DAEP, JJAEP and JDC will undergo Cultural and Diversity Awareness training.

All three Programs DAEP, JJAEP and JDC will hire campus personnel to reflect the cultural and diverse student body.

“All Means All” in Conroe ISD especially in all three Programs DAEP, JJAEP and JDC . Every students’ academic, social and emotional needs are a priority.

All three Programs DAEP, JJAEP and JDC will utilize all available resources, including Colleges, Universities, Regional Service Centers, education-related professional organizations, job fairs, and Alternative Certification Programs, to recruit a quality, diverse applicant pools, particularly in identified shortage areas.

All three Programs DAEP, JJAEP and JDC will strive to ensure a safe and orderly environment conducive to learning for all students and

staff.

In all three Programs DAEP, JJAEP and JDC, students will develop a healthy sense of self and social awareness, embrace diversity with empathy and respect for others, successfully manage their emotions, behaviors, and make responsible decisions.

In all three Programs DAEP, JJAEP and JDC, social emotional learning functions as an integral part of the total school environment.

All three Programs DAEP, JJAEP and JDC will continue to promote Safe Schools through Safe Schools trainings and utilizes mitigation strategies to keep our schools, students, and staff safe.

All three Programs DAEP, JJAEP and JDC, we engage students, families, and our community as authentic partners in social and emotional development.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): There is a need to actively support the emotional well-being and mental health of all students **Root Cause:** Teachers have not learned how to be aware that some students come to school with learned behaviors and other triggers. Teachers have not learned how to develop de-escalation strategies for our students. Teachers lack the ability to identify high-need students.

Problem Statement 2 (Prioritized): There is a need to improve teacher capacity and the quality of PBIS and foundational behavior management strategies to successfully address the needs of a changing student population. **Root Cause:** Teachers have not learned how to be aware that some students come to school with learned behaviors and other triggers. Teachers have not learned how to develop de-escalation strategies for our students. Teachers lack the ability to identify high-need students.

Problem Statement 3: There is a need to actively recruit high quality teachers to be more reflective of our student population.

Problem Statement 4: OHI has areas that have decreased over the past few years at JJAEP and DAEP, while maintaining a high result at JDC.

Problem Statement 5: Teachers do not know how to address complex behaviors exhibited by students. There is a lack of awareness of student characteristics to actively support the emotional well-being of all students.

Parent and Community Engagement

Parent and Community Engagement Summary

Parents and communities are essential components to a child's successful educational experience. All three Programs DAEP, JJAEP and JDC, are committed to strengthening the partnership between all three Programs DAEP, JJAEP and JDC and home. Parents are encouraged to be an active participant in the education of their child.

Families are encouraged to keep in close two-way communication with the all three Programs DAEP, JJAEP and JDC. Some examples include reviewing a child's schoolwork coming home and reading newsletters and notices from the all three Programs DAEP, JJAEP and JDC. Parents are encouraged to contact the teacher of all three Programs DAEP, JJAEP and JDC office when questions arise.

All three Programs DAEP, JJAEP and JDC thrive due to partnerships created with families and the community. All three Programs DAEP, JJAEP and JDC will continue to explore opportunities to better meet the needs of students through gaining these key partners by providing opportunities for input, shared decision making, and active engagement within all three Programs DAEP, JJAEP and JDC.

Parent and Community Engagement Strengths

Increase in Parent and Community Engagement in all three Programs DAEP, JJAEP and JDC.

Increase in dynamic communication including surveys, parent committees, and School-Parent-Community Partnerships

All three Programs DAEP, JJAEP and JDC will expand communication to include a variety of forums such as live video feeds, recorded videos, twitter, Facebook, email, texts, school newsletters, marquees, and phone messages

Community resource systems have embraced all three Programs DAEP, JJAEP and JDC to address identified needs of students

All three Programs DAEP, JJAEP and JDC will provide emergency communications to families in English and Spanish

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): There is a need to engage parents in training over technological and digital resources to support student learning. **Root Cause:** The majority

of the campuses do not require uniform templates for Canvas, so parents struggle to navigate all of the teacher's Canvas assignments for their students.

Problem Statement 2 (Prioritized): There is a need to provide training for parents who are seeking solutions to reduce stress and anxiety in their children and find ways to promote a positive and healthy environment. **Root Cause:** The lack of communication between the campus and student's home creates a lack of cooperation between the campus and parents. This lack of involvement creates the lack of the student engagement in all areas at the campus.

Priority Problem Statements

Problem Statement 1: The number of students reading below grade level (approaches or below), specifically those identified as Economically Disadvantaged and as English Learners.

Root Cause 1: Students served in bilingual and ESL programs need to be exposed to more academic language and demonstrate their language proficiency in an academic setting.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: The learning gaps in mathematics for 7th through Algebra for all students, especially for Economically Disadvantaged and Special Education.

Root Cause 2: The lack of focus on promoting reasoning and problem solving in teaching Pre-Algebra and Algebra 1.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: The number of students performing below expected progress in the area of Writing (approaches or below), specifically those identified as Economically Disadvantaged and as English Learners.

Root Cause 3: High yield academic strategies that have been proven to increase student achievement have not been implemented across classrooms with fidelity.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: There is a need to actively support the emotional well-being and mental health of all students

Root Cause 4: Teachers have not learned how to be aware that some students come to school with learned behaviors and other triggers. Teachers have not learned how to develop de-escalation strategies for our students. Teachers lack the ability to identify high-need students.

Problem Statement 4 Areas: Culture and Climate

Problem Statement 5: There is a need to improve teacher capacity and the quality of PBIS and foundational behavior management strategies to successfully address the needs of a changing student population.

Root Cause 5: Teachers have not learned how to be aware that some students come to school with learned behaviors and other triggers. Teachers have not learned how to develop de-escalation strategies for our students. Teachers lack the ability to identify high-need students.

Problem Statement 5 Areas: Culture and Climate

Problem Statement 6: There is a need to engage parents in training over technological and digital resources to support student learning.

Root Cause 6: The majority of the campuses do not require uniform templates for Canvas, so parents struggle to navigate all of the teacher's Canvas assignments for their students.

Problem Statement 6 Areas: Parent and Community Engagement

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

and healthy environment.

Root Cause 7: The lack of communication between the campus and student's home creates a lack of cooperation between the campus and parents. This lack of involvement creates the lack of the student engagement in all areas at the campus.

Problem Statement 7 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
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Closing the Gaps Domain

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education population, including performance, discipline, attendance, and mobility

Student Data: Behavior and Other Indicators

- Attendance data
- Violence and/or violence prevention records

Employee Data

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data

Support Systems and Other Data

- Study of best practices

Goals

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 Grade Level on the STAAR Assessment for students identified as Limited English Proficient by 10% and by 5% for all other student groups.

Evaluation Data Sources: District STAAR scores

Summative Evaluation: None

<p>Strategy 1: Implement strategies for all students in all academic to increase student achievement on STAAR assessments, while focusing more on language and vocabulary for our LEP students</p> <p>Strategy's Expected Result/Impact: Increase in student achievement on STAAR assessments</p> <p>Staff Responsible for Monitoring: Teachers and Principal</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: General Ed. Teachers for At-Risk Students - State Comp Ed - \$1,206,099, Instructional Materials, Books - Title III - \$2,000</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Provide staff development in components of CISD Best Practices and look for the use of these strategies during classroom observations.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement on STAAR assessments</p> <p>Staff Responsible for Monitoring: Principal and teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Instructional Materials, Books - Title I D - \$15,000</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 3: Provide extended school tutorials, focusing on our at-risk and struggling learners.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement on STAAR assessments</p> <p>Staff Responsible for Monitoring: Teachers and Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Computer equipment, software - Title I D - \$22,000</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: The number of students reading below grade level (approaches or below), specifically those identified as Economically Disadvantaged and as English Learners. Root Cause: Students served in bilingual and ESL programs need to be exposed to more academic language and demonstrate their language proficiency in an academic setting.</p>
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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: To close gaps in mathematics for grades 7 through Algebra that will result in at least 5% growth in Math for the following groups: All Students, American Indian, Economically Disadvantaged, and Special Education.

Evaluation Data Sources: District STAAR, District Benchmarks and IR student data

Summative Evaluation: None

<p>Strategy 1: Junior High and High School teachers that teach Pre-Algebra and Algebra 1 will focus on the same three topics listed</p> <p>1) generalize patterns using explicitly defined and recursively defined functions;</p> <p>2) understand relations and functions and select, convert flexibly among, and use various representations for them;</p> <p>3) analyze functions of one variable by investigating rates of change, intercepts, zeros, asymptotic, and local and global behavior..</p> <p>Strategy's Expected Result/Impact: Increased reading assessment results</p> <p>Staff Responsible for Monitoring: Principal and teachers</p> <p>Problem Statements: Student Achievement 2</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Geometry and Algebra 2 will focus on NCTM Teaching Practice #1: Establish mathematics goals to focus learning (help teachers establish clear goals for the mathematics that students are learning, situating goals within learning progressions, and use the goals to guide instructional details).</p> <p>Strategy's Expected Result/Impact: Increased reading assessment results</p> <p>Staff Responsible for Monitoring: Principal and teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Student Achievement 2</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 2: The learning gaps in mathematics for 7th through Algebra for all students, especially for Economically Disadvantaged and Special Education. Root Cause: The lack of focus on promoting reasoning and problem solving in teaching Pre-Algebra and Algebra 1.</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: The number of students performing below expected progress in the area of Writing (approaches or below), specifically those identified as Economically Disadvantaged and as English Learners.

<p>Strategy 1: Within the structure of Writer's Workshop, independent writing time must be gradually increased to build stamina and volume.</p> <p>Strategy's Expected Result/Impact: Increase quality of student writing.</p> <p>Staff Responsible for Monitoring: ELA teacher</p> <p>Problem Statements: Student Achievement 3</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Develop targeted writing instruction through the regular use of on-demand writing samples as well as thin slicing and by studying progressions of those samples.</p> <p>Strategy's Expected Result/Impact: Increase quality of student writing</p> <p>Staff Responsible for Monitoring: ELA teacher</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: The number of students performing below expected progress in the area of Writing (approaches or below), specifically those identified as Economically Disadvantaged and as English Learners. Root Cause: High yield academic strategies that have been proven to increase student achievement have not been implemented across classrooms with fidelity.</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.

<p>Strategy 1: Develop a system to evaluate effective utilization of funds/resources appropriated to staffing needs and increasing the performance of students in each program. Strategy's Expected Result/Impact: Increase in student assessment results. Staff Responsible for Monitoring: Principal Problem Statements: Student Achievement 1, 2, 3</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Provide essential positions needed to accommodate growth in student population and to address unique program needs. Strategy's Expected Result/Impact: Increase in student assessment results. Staff Responsible for Monitoring: Principal and teachers Funding Sources: Instructional Para. - Title I D - \$27,800</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: The number of students reading below grade level (approaches or below), specifically those identified as Economically Disadvantaged and as English Learners. Root Cause: Students served in bilingual and ESL programs need to be exposed to more academic language and demonstrate their language proficiency in an academic setting.</p>
<p>Problem Statement 2: The learning gaps in mathematics for 7th through Algebra for all students, especially for Economically Disadvantaged and Special Education. Root Cause: The lack of focus on promoting reasoning and problem solving in teaching Pre-Algebra and Algebra 1.</p>
<p>Problem Statement 3: The number of students performing below expected progress in the area of Writing (approaches or below), specifically those identified as Economically Disadvantaged and as English Learners. Root Cause: High yield academic strategies that have been proven to increase student achievement have not been implemented across classrooms with fidelity.</p>





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: Attend CISD Job Fairs. Strategy's Expected Result/Impact: : To recruit highly qualified teachers and staff for all students. Staff Responsible for Monitoring: Principal and teachers TEA Priorities: Recruit, support, retain teachers and principals</p>	Reviews			
<p>Strategy 2: Attend and recruit from the CISD Teacher Job Fair and university job fairs. Strategy's Expected Result/Impact: To recruit, retain and develop highly qualified teachers and staff for all students. Staff Responsible for Monitoring: Principal and teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p>	Formative			Summative
<p>Strategy 3: Utilize HR for Principals for principals and supervisors, 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. Continue to create instructional guides and training presentations for principals regarding frequently used programs such as Eduphoria, Winocular, and Absence Management. Strategy's Expected Result/Impact: To recruit, retain and develop highly qualified teachers and staff for all students. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Feb	Apr	July	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	0%	0%	0%	
	0%	0%	0%	
	0%	0%	0%	

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: Provide timely communications, in a language parents can understand, about campus initiatives, programs, meetings, and activities through a variety of media sources.</p> <p>Strategy's Expected Result/Impact: Parents will have effective communications in a timely manner.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Feb 	Apr 	July 	July
<p>Strategy 2: Provide information about the Parent Resource Center for parents of students with disabilities.</p> <p>Strategy's Expected Result/Impact: Parents will be informed of the resources needed for their child to be successful.</p> <p>Staff Responsible for Monitoring: Principal and teaching staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Parent and Community Engagement 1</p>	Reviews			
	Formative			Summative
	Feb 	Apr 	July 	July
<p>Strategy 3: Develop and maintain a campus communication plan that addresses procedures and practices for communicating with staff, the CISD Communications Office, and patrons/media regarding daily campus activities, special events, urgent non-life-threatening situations, disaster/life threatening situations.</p> <p>Strategy's Expected Result/Impact: Effective communication with parents in regards to current events and activities within each program.</p> <p>Staff Responsible for Monitoring: Principal</p>	Reviews			
	Formative			Summative
	Feb 	Apr 	July 	July
<p>Strategy 4: Utilize the CISD and campus website to promote campus and district events and information for parents, families, communities and businesses.</p> <p>Strategy's Expected Result/Impact: Parents will be informed on the resources needed for their child to be successful.</p> <p>Staff Responsible for Monitoring: Principal and teacher</p>	Reviews			
	Formative			Summative
	Feb 	Apr 	July 	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:




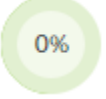


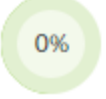





Parent and Community Engagement











Problem Statement 1: There is a need to engage parents in training over technological and digital resources to support student learning. **Root Cause:** The majority of the campuses do not require uniform templates for Canvas, so parents struggle to navigate all of the teacher's Canvas assignments for their students.

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.

<p>Strategy 1: Conduct fire, disaster, lock-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level.</p> <p>Strategy's Expected Result/Impact: Staff and students will be prepared to function properly during any emergency that may rise during the school day.</p> <p>Staff Responsible for Monitoring: Principal and Staff</p>	Reviews			
	Formative			Summative
	Feb 	Apr 	July 	July
<p>Strategy 2: Ensure the safety of students by requiring all visitors to sign in with a valid, government issued ID and wear visitor badges in the school</p> <p>Strategy's Expected Result/Impact: Will limit possible threats to the campus during the school day.</p> <p>Staff Responsible for Monitoring: Principal and staff</p>	Reviews			
	Formative			Summative
	Feb 	Apr 	July 	July
<p>Strategy 3: Implement a positive, proactive, instructional approach to classroom management through CHAMPS.</p> <p>Strategy's Expected Result/Impact: Reduction of student disruptions in the learning environment.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Culture and Climate 1, 2</p>	Reviews			
	Formative			Summative
	Feb 	Apr 	July 	July
<p>Strategy 4: Implement a campus wide positive, proactive instructional approach to behavior through implementation of PBIS Foundations</p> <p>Strategy's Expected Result/Impact: Reduce the number of student disruptions during instruction time of the school day.</p> <p>Staff Responsible for Monitoring: Principal and Staff</p>	Reviews			
	Formative			Summative
	Feb 	Apr 	July 	July

<p>Strategy 5: Provide student education in safe schools and personal safety/wellness through implementation of programs on character development; conflict resolution; drug, alcohol, and tobacco resistance; and life/coping skills.</p> <p>Strategy's Expected Result/Impact: Reduce the number of students involved in the use of drugs and alcohol at school.</p> <p>Staff Responsible for Monitoring: Principal and Staff</p>	Reviews			
	Formative			Summative
	Feb 	Apr 	July 	July
<p>Strategy 6: Ensure the EOP addresses the areas of safety control, crisis management, facilities management and health services.</p> <p>Strategy's Expected Result/Impact: Campus will be prepare to address the areas of crisis and emergency during the school day,</p> <p>Staff Responsible for Monitoring: Principal and Staff</p>	Reviews			
	Formative			Summative
	Feb 	Apr 	July 	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 1 Problem Statements:

Culture and Climate
<p>Problem Statement 1: There is a need to actively support the emotional well-being and mental health of all students Root Cause: Teachers have not learned how to be aware that some students come to school with learned behaviors and other triggers. Teachers have not learned how to develop de-escalation strategies for our students. Teachers lack the ability to identify high-need students.</p>
<p>Problem Statement 2: There is a need to improve teacher capacity and the quality of PBIS and foundational behavior management strategies to successfully address the needs of a changing student population. Root Cause: Teachers have not learned how to be aware that some students come to school with learned behaviors and other triggers. Teachers have not learned how to develop of de-escalation strategies for our students. Teachers lack the ability to identify high-need students.</p>

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: Increase student opportunities for utilizing technology across the curriculum areas while providing students meaningful opportunities to increase their learning.</p> <p>Strategy's Expected Result/Impact: Student will increase their content knowledge with the use of technology within each of their core subjects.</p> <p>Staff Responsible for Monitoring: Principal and Staff</p> <p>Funding Sources: Computers, IPADS - Title I D - \$20,000</p>	<p align="center">Reviews</p>			
<p>Strategy 2: Provide support for meeting the Technology Applications TEKS across content areas.</p> <p>Strategy's Expected Result/Impact: Teachers will have the technology needed to meet the TEKS goals.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Document Cameras, Interactive Panels - Title I D - \$5,000</p>	<p align="center">Formative</p>			<p align="center">Summative</p>
<p>Strategy 3: Provide hands-on training in use of new technology hardware and software that is related to staff development for specific instructional objectives.</p> <p>Strategy's Expected Result/Impact: Increase student learning through edgenuity.</p> <p>Staff Responsible for Monitoring: Principal Teachers</p> <p>Funding Sources: Software, educational materials, staff development - Title I D - \$20,000</p>	<p align="center">Feb</p> <p align="center">0%</p>	<p align="center">Apr</p> <p align="center">0%</p>	<p align="center">July</p> <p align="center">0%</p>	<p align="center">July</p>
<p>Strategy 4: Relate technology staff development to specific instructional objectives while enabling teachers to build full capacity to implement technology in instruction. This will provide support for staff and students to utilize technology as a tool and resource within curriculum and assessment.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase in their grade level.</p> <p>Staff Responsible for Monitoring: Principal Teachers</p> <p>Funding Sources: Interactive Panels, Software - Title I D - \$10,858</p>	<p align="center">Reviews</p>			
<p align="center">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	<p align="center">Formative</p>	<p align="center">Summative</p>		
	<p align="center">Feb</p> <p align="center">0%</p>	<p align="center">Apr</p> <p align="center">0%</p>	<p align="center">July</p> <p align="center">0%</p>	<p align="center">July</p>

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.

<p>Strategy 1: Provide communications regarding District initiatives, programs, meetings, activities, operations, and leadership within all three programs through a variety of media. This includes the CISD website, newsletters, email announcements, campus/District meetings, and social media.</p> <p>Strategy's Expected Result/Impact: More effective communication with our community.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Mail-outs, Posters, Banners, Mitigation Information - Title I D - \$5,000</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Feb</th> <th>Apr</th> <th>July</th> <th>July</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Feb	Apr	July	July				
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<p>Strategy 2: All three programs will provide CIPs and parent notices to parents in English and Spanish.</p> <p>Strategy's Expected Result/Impact: Parents will be fully informed about our programs.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Mail-outs, Informational Pamphlets, Website maintenance - Title I D - \$5,000</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Feb</th> <th>Apr</th> <th>July</th> <th>July</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Feb	Apr	July	July				
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Feb	Apr	July	July														
<p>Strategy 3: All three programs will involve stakeholders in determining programs and activities needed to address the learning needs of students, staff, and community.</p> <p>Strategy's Expected Result/Impact: Will increase community, students and parents understanding of the objective and purpose for each of the three programs</p> <p>Staff Responsible for Monitoring: Principal and Staff</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Feb</th> <th>Apr</th> <th>July</th> <th>July</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Feb	Apr	July	July				
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<p>Strategy 4: To the extent possible, that all three programs will make all communications, regardless of the medium, relating to student safety available in both English and Spanish.</p> <p>Strategy's Expected Result/Impact: Will increase the level of communication with the community.</p> <p>Staff Responsible for Monitoring: Principal and Staff</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Feb</th> <th>Apr</th> <th>July</th> <th>July</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Feb	Apr	July	July				
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State Compensatory

Personnel for DAEP/JDC/JJAEP

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gen Education	Teachers for At-Risk Students	State Comp Ed	4.00
Instructional	Support for At-Risk Students	State Comp Ed	13.50

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Margot Pivaral	Paraprofessional	Title ID	1.00

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Ed. Teachers for At-Risk Students		\$1,206,099.00
Sub-Total					\$1,206,099.00
Budgeted Fund Source Amount					\$1,206,099.00
+/- Difference					\$0.00
Title I D					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Materials, Books		\$15,000.00
1	1	3	Computer equipment, software		\$22,000.00
2	1	2	Instructional Para.		\$27,800.00
6	1	1	Computers, IPADS		\$20,000.00
6	1	2	Document Cameras, Interactive Panels		\$5,000.00
6	1	3	Software, educational materials, staff development		\$20,000.00
6	1	4	Interactive Panels, Software		\$10,858.00
7	1	1	Mail-outs, Posters, Banners, Mitigation Information		\$5,000.00
7	1	2	Mail-outs, Informational Pamphlets, Website maintenance		\$5,000.00
Sub-Total					\$130,658.00
Budgeted Fund Source Amount					\$130,658.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Materials, Books		\$2,000.00
Sub-Total					\$2,000.00
Budgeted Fund Source Amount					\$2,000.00
+/- Difference					\$0.00
Grand Total					\$1,338,757.00

Addendums