

Conroe Independent School District

David Elementary

2021-2022 CIP Board Item



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

mCLASS/Fluency Data Summary

Letter Naming Fluency (LNF) Improved 40% or greater in kindergarten and grade one students from the beginning of the year to the end of the year data.

Phonemic Segmentation Fluency (PSF) Decreased 6% from the beginning of the year to the end of the kindergarten year. First-grade students made a 52% increase from the beginning of the year to the end of the year data.

Letter sounds through Nonsense Word Fluency (NWF) Improved on an average of 18% in kindergarten through third grade from beginning to end of year data.

Decoding through Nonsense Word Fluency (NWF) Improved on average 32% in kindergarten through third grade from beginning to end of the school year.

Word Reading Fluency (WRF) kindergarten students Improved 80% from the beginning of the year to the end. In grades one through three there had zero growth from the beginning of the school year to the end. WRF is reading high frequency words.

Oral Reading Fluency (ORF) showed an Improvement in first (8%) and second grade (22%) from the beginning of the school year to the end. Third grade had a 1% Increase. Fourth grade showed a Decrease of 25% from the beginning of the year to the middle of the year using the Fluency Probe.

STAAR Data Summary

Third Grade STAAR Mathematics 2019 to 2021 overall campus; Approaches remained the same at 94%, Meets Decreased by 2%, Masters Increased by 3%. Economically Disadvantaged students Increased their performance in Approaches (19%), Meets (3%) and Masters (31%).

Third Grade STAAR Reading data 2019 to 2021; Approaches Increased by 1%, Meets Increased by 5%, Masters Increased by 2%. Economically Disadvantaged students (2019 13 students qualified and 2021 10 students) Decreased in Approaches (6%), Meets remained the same as 2019 at 80%, and Masters Decreased by 7%.

Fourth Grade STAAR Mathematics 2019 to 2021; approaches decreased by 4%, Meets decreased by 3%, Masters improved by 7%. Economically disadvantaged students decreased by 16%, Meets increased by 3%, and Masters increased by 13%.

Fourth Grade STAAR Reading 2019 to 2021; Approaches Decreased by 4%, Meets Decreased by 10% and Masters Decreased by 7%. Economically Disadvantaged students (2019 16 students qualified and 2021 10 students) Decreased Approaches by 26%, Meets Increased by 6%, and Masters Decreased by 16%.

Student Achievement Strengths

Student Achievement Strengths

Letter Naming Fluency improved in kindergarten and first grade. LNF is an important skill in learning to associate a letter to its phoneme in beginning reading.

Phonemic segmentation improved in first grade. Segmenting words into phonemes supports students in encoding.

There was an increase in letter sound awareness and decoding nonsense words in grades kindergarten through third grade.

There was an increase in Oral Reading Fluency in first and second grade, which focuses on the number of words read in a minute.

The campus third grade Mathematics STAAR Masters score Improved.

The campus fourth grade STAAR Mathematics Increased Masters score.

The campus third grade Reading STAAR Increased in Approaches, Meets and Masters.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Students in kindergarten showed a lack of growth in phonemic segmentation fluency. Beginning of the year, 67% of students achieved benchmark standards on mCLASS. At the end of the year, 63% of students achieved benchmark standards. **Root Cause:** Due to lack of small group focused instruction in phonological awareness.

Problem Statement 2 (Prioritized): There was a decrease in Approaches and Meets in fourth grade STAAR Reading. 2019 Approaches was 94% and 2021 Approaches was 88%. 2019 Meets was 81% and 2021 was 75%. **Root Cause:** Lack of targeted small group instruction.

Problem Statement 3: Fourth grade fluency rate decreased by 30% from the beginning of the year to the middle of the year. The words per minute goal was 87, and the middle of the year goal was 121. There is a direct correlation between rate and comprehension. **Root Cause:** Lack of targeted instruction in decoding and fluency practice.

Problem Statement 4: Second grade Word Reading Fluency decreased by 2% from the beginning of the year to the end of year. **Root Cause:** Lack of instruction in showing sight words as decodable parts.

Problem Statement 5: First grade Word Reading Fluency showed no growth from the beginning of the year to the end. **Root Cause:** Lack of instruction in showing sight words as decodable parts.

Problem Statement 6: Third grade Word Reading Fluency showed a 1% growth from beginning to the end of the year. **Root Cause:** Lack of instruction in showing sight words as decodable parts.

Problem Statement 7: Third grade Oral Reading Fluency showed a 1% increase from beginning of the year to the end. **Root Cause:** Lack of targeted small group instruction what would determine decoding issues versus rate issues.

Problem Statement 8: Third grade MAZE (Reading Comprehension) had 0% growth from the beginning of the year to the end. **Root Cause:** Lack of targeted small group

instruction.

Culture and Climate

Culture and Climate Summary

It is the mission of David's School to inspire through education, to educate toward courage, and in however humble a manner, to help each child to "touch the world."

David Elementary values the relationships with each students and staff member. We are committed to each child feeling safe, engaged, supported and challenged. All students and staff are valued members and play a significant role in the success of our school.

David Elementary is continuing to grow and learn through PBIS (Foundations). In 2019, a committee was developed to help support our students and staff. The committee collects/analyzes data, evaluates campus wide procedures, receives input from staff and develops plans to set clear procedures and expectations within the building. The Foundations committee worked throughout the summer of 2021 to develop and train staff on procedures to help mitigate the spread of COVID-19. The committee and staff continue to analyze and look for ways to improve the health and well-being of our students.

At David Elementary, we recognize and appreciate cultural differences. All staff, students, and families are important members of our school. David Elementary is committed to the academic, social and emotional growth of all students and staff. We strive to educate and celebrate diversity, helping prepare students who will be successful in a diverse world.

The 2021 OHI data revealed that one of the ten dimensions scored at the Interdependent level (Cohesiveness). These results show a campus with nine of ten categories in the Independent range. The three highest dimensions were Cohesiveness, Adaptation, and Communication. The three lowest dimensions were Optimal Power Equalization, Autonomy, and Innovativeness.

Culture and Climate Strengths

- David Elementary builds leadership through Foundations, the Campus Improvement Team, and Team Leaders.
- Administration works closely with teachers, staff, and the community in decision making.
- Teachers meet in committees, grade level teams, PLCs, and attend district training's to help support in the decision-making process for our campus.
- Students and staff value each other and respect cultural differences within our diverse population.
- Teams trust and support each other.
- Staff is cohesive.
- All staff at David will participate in Cultural and Diversity Awareness training.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Decrease in the ability of persons, groups, or organizations to have clarity, acceptance, support, and advocacy of organization-wide goals and objectives. (Goal Focus) **Root Cause:** Lack of consistency in school wide goals while teaching in-person and virtual instruction.

Problem Statement 2 (Prioritized): Decrease in the ability to maintain a relatively equitable distribution of influence between the leader and team members. (Optimal Power Equalization) **Root Cause:** Lack of consistency in school wide procedures.

Problem Statement 3: Need to support the emotional well-being of all staff.

Problem Statement 4: Need to support the emotional well-being of all students.

Parent and Community Engagement

Parent and Community Engagement Summary

David Elementary is greatly supported with strong parent and community engagement. Our parent volunteers serve in many different capacities, including the classrooms, library, workroom and during special student events. Parents report feeling very welcomed entering school due to attention, professionalism, and kindness they encounter in our front office staff. In addition, they report a welcoming and inviting attitude from our staff. Most parents actively attend school activities such as open house, parent conferences, grade level programs, parent involvement days, David Dream Run, school fundraisers and school carnivals.

Our website, marquee, and social media is kept up to date and has information about upcoming events as well as resources for the parents to assist their students at home. Our staff websites are also kept up to date with events, resources, and classroom information. In addition to the website, the campus administration sends a weekly newsletter called the "David News" with all information surrounding events and updates from our campus and district.

David Elementary is blessed with a supportive PTO that works to meet the academic and social/emotional needs of all students. The PTO sponsors and supports David in areas such as fund raising for instructional resources, volunteering for school activities, providing a school carnival, supporting grade level music performances, holiday celebrations, David Dream Run and end of year activities. This support and dedication the PTO provides with different events greatly strengthens the relationship among school, parents and community.

While we were unable to participate in some of these activities for the 2020-2021 school year, we look forward to these activities for the 2021-2022 school year.

Parent and Community Engagement Strengths

A key component to the success of David Elementary is the support, participation and cooperation of our families and community.

*PTO helps support new families into our school with a school shirt, welcome bag, school information, and information on how to get involved.

*PTO hosts spirit nights at local restaurants and retail shops to connect parents and school, and build partnerships with neighboring businesses.

*School fundraiser: Donation Drive

*David Dream Run: (Virtual for 2020-2021) This event is one our largest turnouts with people from many different communities in our area (and beyond) supporting Texas Children's Hospital.

*Annual community service projects or donation drives include: coat drive, food drive, toy drive and blanket donations. All donations and proceeds go to our local community and partnering schools.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Families not feeling connected to school. **Root Cause:** Lack of in person activities.

Problem Statement 2: The PTO and school partnership is not as strong as in previous years. **Root Cause:** Lack of in person meetings and PTO sponsored events.

Problem Statement 3: Reduced number of opportunities for parents to volunteer on campus. **Root Cause:** The need to limit the number of people on campus due to COVID.

Priority Problem Statements

Problem Statement 1: Students in kindergarten showed a lack of growth in phonemic segmentation fluency. Beginning of the year, 67% of students achieved benchmark standards on mCLASS. At the end of the year, 63% of students achieved benchmark standards.

Root Cause 1: Due to lack of small group focused instruction in phonological awareness.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: There was a decrease in Approaches and Meets in fourth grade STAAR Reading. 2019 Approaches was 94% and 2021 Approaches was 88%. 2019 Meets was 81% and 2021 was 75%.

Root Cause 2: Lack of targeted small group instruction.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Decrease in the ability of persons, groups, or organizations to have clarity, acceptance, support, and advocacy of organization-wide goals and objectives. (Goal Focus)

Root Cause 3: Lack of consistency in school wide goals while teaching in-person and virtual instruction.

Problem Statement 3 Areas: Culture and Climate

Problem Statement 4: Decrease in the ability to maintain a relatively equitable distribution of influence between the leader and team members. (Optimal Power Equalization)

Root Cause 4: Lack of consistency in school wide procedures.

Problem Statement 4 Areas: Culture and Climate

Problem Statement 5: Families not feeling connected to school.

Root Cause 5: Lack of in person activities.

Problem Statement 5 Areas: Parent and Community Engagement

Goals

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 1: Increase the percent of 3rd grade students that score at the meets grade level or above on STAAR Reading from 83% to 85%. Increase the percent of 4th grade students at meets grade level or above on STAAR Reading from 75% to 77%.

HB3 Goal

Evaluation Data Sources: mCLASS, BAS, CFAs, Interim STAAR Assessments, STAAR

Strategy 1 Details
<p>Strategy 1: Establishing a coaching cycle on targeted small group instruction in phonological awareness, phonics, guided reading, and strategy groups.</p> <p>Strategy's Expected Result/Impact: Increase teacher knowledge in reading development and targeting the needs of students. Improve mCLASS data, BAS instructional levels, and interim STAAR assessments.</p> <p>Staff Responsible for Monitoring: Principal, assistant principal, instructional coach, academic interventionist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Achievement 1, 2</p> <p>Funding Sources: Guided Reading Books - ESSER - \$7,500, Academic Interventionist - ESSER - \$144,881</p>
Strategy 2 Details
<p>Strategy 2: Grade level specific training in teaching the Units of Study in Reading which includes delivering the mini-lesson, small group instruction, and monitoring student achievement. This training provided by a staff developer with the Teachers College Reading and Writing Project.</p> <p>Strategy's Expected Result/Impact: Increase teacher knowledge of a district instructional resource and increase in students' reading performance K-4.</p> <p>Staff Responsible for Monitoring: Principal, assistant principal, instructional coach, academic interventionist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Staff Developer from Teachers College - ESSER - \$27,800, Substitutes - ESSER - \$4,600</p>
Strategy 3 Details
<p>Strategy 3: Planning a unit of study in reading, writing, phonics (k-2) which focuses on unit progressions, instructional supports, and assessments.</p> <p>Strategy's Expected Result/Impact: Increase teachers' knowledge of how the units of study progress in difficulties and ways to provide support for students throughout the unit.</p> <p>Staff Responsible for Monitoring: Principal, assistant principal, instructional coach, instructional interventionist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Achievement 1</p>

Strategy 4 Details

Strategy 4: ESL students utilize Imagine Learning to support language development.

Strategy's Expected Result/Impact: Increased meets and masters

Staff Responsible for Monitoring: Principal, assistant principal, instructional coach, academic interventionist

TEA Priorities: Build a foundation of reading and math

Funding Sources: Instructional Materials - Title III - \$3,000

Strategy 5 Details

Strategy 5: Increase the time students are able to independently read by providing them with highly engaging level appropriate books.

Strategy's Expected Result/Impact: Students will read independently for longer periods of time.

Staff Responsible for Monitoring: Principal, instructional coach, and teachers

Funding Sources: Leveled Classroom Libraries - ESSER - \$17,786

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: Students in kindergarten showed a lack of growth in phonemic segmentation fluency. Beginning of the year, 67% of students achieved benchmark standards on mCLASS. At the end of the year, 63% of students achieved benchmark standards. **Root Cause:** Due to lack of small group focused instruction in phonological awareness.

Problem Statement 2: There was a decrease in Approaches and Meets in fourth grade STAAR Reading. 2019 Approaches was 94% and 2021 Approaches was 88%. 2019 Meets was 81% and 2021 was 75%. **Root Cause:** Lack of targeted small group instruction.

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: Increase the percent of 3rd grade students that score meets grade level or above on STAAR Math from 84% to 86%. Increase the percent of 4th grade students that score meets grade level or above on STAAR Math from 83 to 85%.

HB3 Goal

Strategy 1 Details
<p>Strategy 1: Big picture planning of units with district math coach that targets TEKS, tiered instructional activities for stations, guided math instruction, and assessments.</p> <p>Strategy's Expected Result/Impact: Increase teachers' instructional knowledge in guided math to support students' needs.</p> <p>Staff Responsible for Monitoring: Principal, assistant principal, instructional coach, academic interventionist, district math coach.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Achievement 2</p>

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 2: There was a decrease in Approaches and Meets in fourth grade STAAR Reading. 2019 Approaches was 94% and 2021 Approaches was 88%. 2019 Meets was 81% and 2021 was 75%. Root Cause: Lack of targeted small group instruction.</p>

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 3: Increase Phonemic Segmentation in Kindergarten from -6% to 5% from beginning to the end of year.

HB3 Goal

Evaluation Data Sources: mCLASS Phonemic Segmentation (PSF)

Strategy 1 Details
<p>Strategy 1: Analyzing data in PLC and creating student goals that focus on phonological awareness skills for students well below and below in mCLASS composite score. Training in Heggerty Phonemic Awareness.</p> <p>Strategy's Expected Result/Impact: An increase in the number of words kindergarten students can segment into phonemes.</p> <p>Staff Responsible for Monitoring: Principal, assistant principal, instructional coach, academic interventionist</p> <p>TEA Priorities: Build a foundation of reading and math</p>

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 4: Increase Word Reading Fluency in First Grade from 0% to 5% from the beginning to the end of the year.

HB3 Goal

Evaluation Data Sources: mCLASS Word Reading Fluency (WRF)

Strategy 1 Details
<p>Strategy 1: Professional development on teaching high frequency words teaching vowel patterns.</p> <p>Strategy's Expected Result/Impact: Increase is students decoding parts of high frequency words to determine the whole word.</p> <p>Staff Responsible for Monitoring: Instructional coach, academic interventionist.</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 5: Increase Second Grade Word Reading Fluency from -2% to 5% from the beginning of the year to the end.

HB3 Goal

Evaluation Data Sources: mCLASS Word Reading Fluency (WRF)

Strategy 1 Details
<p>Strategy 1: Professional development on teaching high frequency words teaching vowel patterns.</p> <p>Strategy's Expected Result/Impact: Increase is students decoding parts of high frequency words to determine the whole word.</p> <p>Staff Responsible for Monitoring: Instructional coach, academic interventionist.</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>

Goal 2: School Leadership and Fiscal Responsibility

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

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

Evaluation Data Sources: Monthly financial reports

Strategy 1 Details
Strategy 1: Principal and Secretary will reconcile bank statements monthly. Strategy's Expected Result/Impact: Audit will show reconciled bank statements. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: The Principal, PTO president and treasurer will review monthly bank statement and spending for the previous month. Strategy's Expected Result/Impact: All bank statements and spending are in alignment with the approved budget. Staff Responsible for Monitoring: Principal

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: To increase campus communication both vertically and horizontally and collaborative decision-making by increasing the leadership roles of the Campus Improvement Team, Foundations Team and Committee Leaders.

Strategy 1 Details
<p>Strategy 1: To grow the committee members knowledge of the roles and responsibilities of their committee.</p> <p>Strategy's Expected Result/Impact: The Organizational Health Individualized (OHI) Report will move from the Independent zone to the Interdependent zone.</p>

Goal 3: Recruitment, Development, and Retention of Staff

CISD will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students.

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

Evaluation Data Sources: Highly Qualified certification report, T-TESS evaluations

Strategy 1 Details
Strategy 1: Recruit highly qualified staff by participating in the CISD job fair. Strategy's Expected Result/Impact: Highly qualified teachers will support academic growth. Staff Responsible for Monitoring: Administration and Campus Improvement Team
Strategy 2 Details
Strategy 2: Provide mentor support for beginning teachers. Strategy's Expected Result/Impact: Increased understanding of curriculum and classroom management. Staff Responsible for Monitoring: Administration

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

Evaluation Data Sources: Discipline data, Student/Parent surveys, teacher surveys, Observation, Safety and Security Team

Strategy 1 Details
<p>Strategy 1: Develop the capacity of teachers to evaluate and plan school safety measures through implementation of a campus Safety and Security Team.</p> <p>Strategy's Expected Result/Impact: Increased awareness and structures regarding school safety.</p> <p>Staff Responsible for Monitoring: Administration, Safety and Security Team, Teachers</p>

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 2: To create and sustain a school environment that makes all parents feel welcomed and valued.

Evaluation Data Sources: Foundation Committee minutes, staff training agenda, surveys

Strategy 1 Details
<p>Strategy 1: Provide training and implement Foundations Module C: Conscious Construction of an Inviting School Climate.</p> <p>Strategy's Expected Result/Impact: Increase in students, parents and staff being connected to school.</p> <p>Staff Responsible for Monitoring: Principal, Foundations Committee</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 3: Provide multiple modes of communicating campus procedures, expectations, learning experiences and events to staff and parents.

Evaluation Data Sources: Increased parent and community awareness measured by attendance and participation at school events.

Strategy 1 Details
<p>Strategy 1: Provide opportunities for families to be engaged in academic and social events. Strategy's Expected Result/Impact: Increased student success and parent engagement. Staff Responsible for Monitoring: Administration, Teachers, Counselor</p>

Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 1: Cultivate teacher collaboration with a focus on planning an engaging curriculum, analysis of student performance, and next steps towards growth across all capabilities.

Evaluation Data Sources: BAS, mCLASS, CFAs

Strategy 1 Details
<p>Strategy 1: Building structures in the PLC process with grade-level teams.</p> <p>Strategy's Expected Result/Impact: Maintaining student-focused instructional practices in each content area.</p> <p>Staff Responsible for Monitoring: Principal, assistant principal, instructional coach, academic interventionist</p> <p>Problem Statements: Student Achievement 1, 2</p>
Strategy 2 Details
<p>Strategy 2: Provide training on collaborative planning sessions that are effective, purposeful, and student-driven.</p> <p>Strategy's Expected Result/Impact: Effective purposeful student-driven planning sessions.</p> <p>Staff Responsible for Monitoring: Principal, assistant principal, instructional coach, district math coach, teachers, and academic interventionist.</p>

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: Students in kindergarten showed a lack of growth in phonemic segmentation fluency. Beginning of the year, 67% of students achieved benchmark standards on mCLASS. At the end of the year, 63% of students achieved benchmark standards. Root Cause: Due to lack of small group focused instruction in phonological awareness.</p> <p>Problem Statement 2: There was a decrease in Approaches and Meets in fourth grade STAAR Reading. 2019 Approaches was 94% and 2021 Approaches was 88%. 2019 Meets was 81% and 2021 was 75%. Root Cause: Lack of targeted small group instruction.</p>

Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 2: To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

Evaluation Data Sources: Through lesson plans, walk-throughs, and observations

Strategy 1 Details
<p>Strategy 1: Purchase technology devices for At-Risk students. Strategy's Expected Result/Impact: Increase in students' scoring meets on STAAR will increase by 5%. Staff Responsible for Monitoring: Principal, campus coach, academic interventionist Funding Sources: Tutorials - State Comp Ed - \$9,070</p>
Strategy 2 Details
<p>Strategy 2: Instructional Technology coach will be utilized to assist teachers in the planning and modeling of technology integration. Strategy's Expected Result/Impact: Instructional technology integration will increase student performance. Staff Responsible for Monitoring: Principal, district technology coach.</p>
Strategy 3 Details
<p>Strategy 3: Students will utilize Dreambox, and teachers will monitor the usage and progress of each student to determine TEKS strengths and weaknesses. Strategy's Expected Result/Impact: Teachers will have a greater knowledge of students' needs and increase in mastery of TEKS. Staff Responsible for Monitoring: Principal, academic interventionist, instructional coach. Funding Sources: Dreambox - ESSER - \$8,000</p>

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	Tutorials		\$9,070.00
Sub-Total					\$9,070.00
Budgeted Fund Source Amount					\$9,070.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Instructional Materials		\$3,000.00
Sub-Total					\$3,000.00
Budgeted Fund Source Amount					\$3,000.00
+/- Difference					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Guided Reading Books		\$7,500.00
1	1	1	Academic Interventionist		\$144,881.00
1	1	2	Staff Developer from Teachers College		\$27,800.00
1	1	2	Substitutes		\$4,600.00
1	1	5	Leveled Classroom Libraries		\$17,786.00
5	2	3	Dreambox		\$8,000.00
Sub-Total					\$210,567.00
Budgeted Fund Source Amount					\$210,567.00
+/- Difference					\$0.00
Grand Total					\$222,637.00