

Conroe Independent School District

David Elementary

2023-2024 Improvement Plan



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| 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. | 14 |
| 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. | 24 |
| 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. | 26 |
| 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. | 27 |
| 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. | 30 |
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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

The following is a summary of David's student achievement:

STAAR

The following chart compares the third-grade Reading STAAR scores from 2022 to 2023. There was an 8% increase in approaches, an 8% increase in meets, and a 5% increase in masters.

| Third Grade Reading | 2022 | 2023 |
|---------------------|------|------|
| Approaches | 90 | 98 |
| Meets | 76 | 84 |
| Masters | 52 | 57 |

The following chart compares third-grade math STAAR scores from 2022-2023. There was a 5% increase in approaches, an 11% increase in meets, and an 11% increase in masters.

| Third Grade Math | 2022 | 2023 |
|------------------|------|------|
| Approaches | 90 | 95 |
| Meets | 76 | 87 |
| Masters | 53 | 64 |

The following chart compares Fourth-grade reading STAAR scores from 2022 to 2023. The comparison shows a decrease in approaches by 2%, meets by 13%, and masters by 28%.

| Fourth Grade Reading | 2022 | 2023 |
|----------------------|------|------|
| Approaches | 96 | 94 |
| Meets | 84 | 71 |
| Masters | 64 | 36 |

The following chart compares Math STAAR scores from 2022 to 2023. There was growth at meets at 2%, and a decrease in masters and approaches by 1%.

| Fourth Grade Math | 2022 | 2023 |
|--------------------------|-------------|-------------|
| Approaches | 97 | 96 |
| Meets | 88 | 90 |
| Masters | 63 | 62 |

Foundational Reading Skills

Decoding (Nonsense Word Fluency)

This table indicates the percentage of students at the benchmark level in decoding nonsense words. This is one of the foundational reading skills.

| Grade | BOY | EOY |
|--------------|------------|------------|
| Kindergarten | 45% | 92% |
| First | 79% | 80% |
| Second | 84% | 87% |
| Third | 68% | 78% |

Phonemic Awareness (Phonemic Segmentation Fluency)

Phonemic awareness skills are another important component of foundational reading and are a leading indicator of reading proficiency.

| Grade | BOY | EOY |
|--------------|------------|------------|
| Kindergarten | 73% | 70% |
| First | 73% | 84% |

Benchmark Assessment System (BAS)

The Benchmark Assessment System assesses students' reading level, through accuracy, comprehension, and fluency.

| Grade | Percentage of Students At/ Above BOY | Percentage of Students At/Above EOY |
|--------------|---|--|
| Kindergarten | n/a | 92% |
| First | 75% | 62% |
| Second | 55% | 74% |
| Third | 82% | 79% |
| Fourth | 80% | 65% |

Early Math Screener- Kindergarten

The following chart compares the Early Math Screener from the middle to the end of the year. This assessment assesses the foundational skills of counting sets of objects, one-to-one correspondence, cardinality and conservation of numbers, comparing sets of objects, and reciting numbers. Kindergarten students grew on each early math skill.

| | MOY | EOY |
|---------|-----|-----|
| Task #1 | 89% | 98% |
| Task #2 | 73% | 86% |
| Task #3 | 64% | 90% |
| Task #4 | 62% | 86% |

Early Math Screener- First Grade

The following chart compares the Early Math Screener from the middle to the end of the year. This assessment assesses the foundational skills of representing numbers with objects, expanded form, standard form, comparing numbers using comparative language, ordering numbers using open number lines, and composing 10 in multiple ways. First-grade students grew on each early math skill.

| | MOY | EOY |
|---------|-----|-----|
| Task #1 | 14% | 56% |
| Task #2 | 38% | 67% |
| Task #3 | 51% | 69% |
| Task #4 | 56% | 81% |

Early Math Screener- Second Grade

The following chart compares the Early Math Screener from the middle to the end of the year. This assessment assesses the foundational skills of representing numbers with objects, expanded form, standard form, comparing numbers using symbols, ordering numbers using open number lines, and recalling basic facts to 20 with automaticity. Second-grade students decreased on task #2 from 51% middle of the year to 48% at the end of the year.

| | MOY | EOY |
|---------|-----|-----|
| Task #1 | 37% | 76% |
| Task #2 | 51% | 48% |
| Task #3 | 41% | 74% |
| Task #4 | 50% | 69% |

Student Achievement Strengths

Early Reading Skills in Nonsense Word Fluency (NWF):

Students in Kindergarten had to read 7 nonsense words in a one-minute time frame and 92% of our students met or exceeded that expectation at the end of the year.

Students in First Grade had to read 15 nonsense words in a one-minute time frame and 80% of our students met or exceeded that expectation at the end of the year.

Students in Second Grade had to read 22 nonsense words in a one-minute time frame and 87% of our students met or exceeded that expectation at the end of the year.

Early Reading Skills in Phonemic Awareness:

Students in First Grade had to segment 45 phonemes in single syllable words in one minute and 84% of our students met or exceeded expectations by the end of the year.

Early Math Screener Data in Kindergarten:

The middle-of-the-year data indicated that 72% of the students were able to master one-to-one correspondence, cardinality, and conservation of numbers and by the end of the year, 86% of the students were able to master the skills. The also grew in comparing sets of objects with MOY indicating that 64% of students could compare sets of objects and explain how they knew using comparative language and by the end of the year 90% were able to master the skill and used comparative language to explain their thinking.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 39% of our third grade students who scored masters level on STAAR in Reading did not maintain growth measures on fourth grade STAAR.

Root Cause: Limited small group instruction with masters-level readers.

Problem Statement 2 (Prioritized): 70% of Kindergarten students were able to segment words into phonemes on mCLASS screener. **Root Cause:** Limited small group instruction supporting students on the continuum of phonological awareness skills from words in a sentence, to syllables in a word, and finally phonemes in a word.

Problem Statement 3 (Prioritized): 48% of second graders at the end of the year were able to use the correct comparative language to compare three-digit numbers and correctly justify by demonstrating an understanding of the value of the digits on the Early Math Screener. **Root Cause:** Limited knowledge of vocabulary. Limited math talk for justifying . More focus needed on the concrete level before moving to the abstract.

Problem Statement 4 (Prioritized): mCLASS Composite scores showed a 0% growth from the beginning to the end of the year in third grade. **Root Cause:** Limited small group instruction based on student needs.

Problem Statement 5: 55% of the third grade students were unable to solve one step and two step problems with addition and subtraction and multiplication and division. **Root Cause:** Lack of reading comprehension and low foundational skills from primary grades.

Problem Statement 6 (Prioritized): 56% of first graders, on the Early Math Screener, were able to master composing and decomposing a three-digit number up to 120 and represent the number with objects, expanded form and standard form. . **Root Cause:** Lack of knowledge of vocabulary. Limited small group instruction focused on students' specific needs based on data from K-2 screener.

Culture and Climate

Culture and Climate Summary

It is the vision of David Elementary to inspire each child to "touch the world" through impactful learning, character development, and service to the community.

David Elementary values the relationships with each student 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). David Elementary created a Foundations committee 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 again throughout the summer of 2023 to develop and train staff. The committee also reviewed the vision and mission statement in order to have alignment with our Guidelines for Success. 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 academic learning, character development, and service to the community. We strive to educate and celebrate all students, helping prepare them to be successful in an ever changing world.

The 2022-2023 OHI data revealed that one of the ten dimensions scored at the Interdependent level (Cohesiveness). These results show a campus with eight of ten categories in the Independent range, and one out of ten in the dependent range. The three highest dimensions were Cohesiveness, Goal Focus, and Adaptation. The three lowest dimensions were Communication, Optimal Power Equalization, and Innovativeness.

Culture and Climate Strengths

- David Elementary builds leadership through Foundations, the Campus Improvement Team, and Team Leaders.
- Teachers meet in committees, grade-level teams, PLCs, and attend district trainings 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.
- The staff is cohesive.
- All staff implement Guidelines for Success (S-spread kindness, P-problem solve, L-lead by example, A-always try, S-show respect, and H-help others).

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Lack of consistency in communication among staff. **Root Cause:** Some staff have limited awareness of the level of importance of the topic and there may be some miscommunication.

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 staff and admin working closely with each other and the community in decision making.

Problem Statement 3 (Prioritized): Staff was unclear on Standard Response Protocol. **Root Cause:** Lack of staff training on school wide procedures

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, car rider support 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. 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 are kept up to date and have information about upcoming events, as well as resources for the parents, to assist their students at home. Our staff communicates events, resources, and classroom information through weekly newsletters. 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 help each child through impactful learning, character development, and service to the community. The PTO sponsors and supports David in areas such as fundraising 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.

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: Splash's Epic Adventure

- *David Dream Run: This event is one our largest turnouts with approximately 900 people from many different communities in our area (and beyond) supporting Texas Children's Hospital. In 2022, the David Elementary PTO donated \$32,012.49 to 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): New families do not feel connected to the school. **Root Cause:** Limited opportunities to engage with staff

Priority Problem Statements

Problem Statement 1: 39% of our third grade students who scored masters level on STAAR in Reading did not maintain growth measures on fourth grade STAAR.

Root Cause 1: Limited small group instruction with masters-level readers.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: 70% of Kindergarten students were able to segment words into phonemes on mCLASS screener.

Root Cause 2: Limited small group instruction supporting students on the continuum of phonological awareness skills from words in a sentence, to syllables in a word, and finally phonemes in a word.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: 48% of second graders at the end of the year were able to use the correct comparative language to compare three-digit numbers and correctly justify by demonstrating an understanding of the value of the digits on the Early Math Screener.

Root Cause 3: Limited knowledge of vocabulary. Limited math talk for justifying . More focus needed on the concrete level before moving to the abstract.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: mCLASS Composite scores showed a 0% growth from the beginning to the end of the year in third grade.

Root Cause 4: Limited small group instruction based on student needs.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: 56% of first graders, on the Early Math Screener, were able to master composing and decomposing a three-digit number up to 120 and represent the number with objects, expanded form and standard form. .

Root Cause 5: Lack of knowledge of vocabulary. Limited small group instruction focused on students' specific needs based on data from K-2 screener.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Lack of consistency in communication among staff.

Root Cause 6: Some staff have limited awareness of the level of importance of the topic and there may be some miscommunication.

Problem Statement 6 Areas: Culture and Climate

Problem Statement 7: Staff was unclear on Standard Response Protocol.

Root Cause 7: Lack of staff training on school wide procedures

Problem Statement 7 Areas: Culture and Climate

Problem Statement 8: Decrease in the ability to maintain a relatively equitable distribution of influence between the leader and team members. (Optimal Power Equalization)

Root Cause 8: Lack of staff and admin working closely with each other and the community in decision making.

Problem Statement 8 Areas: Culture and Climate

Problem Statement 9: New families do not feel connected to the school.

Root Cause 9: Limited opportunities to engage with staff

Problem Statement 9 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Other additional data

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 percentage of 3rd-grade students that score at the meets grade level on STAAR Reading from 84% to 85%. Increase the percentage of 3rd Grade Masters from 57% to 59%. Increase the percent of 4th-grade students that scored at the meets on 3rd grade STAAR Reading from 71% to 75% and Masters 57% to 60%.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR data
Interim assessments
Eduphoria
CFAs

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|------|
| Strategy 1: Coaching into small group instructions that encompass phonological awareness, phonics, and reading. Strategy's Expected Result/Impact: This strategy's expected result is an increase in the phonemic segmentation fluency (PSF) on kindergarten end-of-year mCLASS data. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach - ELA Kindergarten Team TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy Problem Statements: Student Achievement 2, 4 Funding Sources: Instructional Coach - State Comp Ed - \$13,251.23 | Formative | | |
| | Dec | Mar | June |
| | | | |

| Strategy 2 Details | Formative Reviews | | |
|---|-------------------|-----|------|
| Strategy 2: Planning a unit of study in reading and planning specific student responses in an open-ended format. Using the student responses to form small groups to accelerate student growth. In addition, increasing the classroom library collections to accommodate all readers. Strategy's Expected Result/Impact: To improve students' written responses to open-ended questions to create deeper comprehension. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach - ELA Problem Statements: Student Achievement 1 Funding Sources: Instructional Coach - State Comp Ed - \$13,251.23 | Formative | | |
| | Dec | Mar | June |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Planning purposeful read-aloud that can be carried over into small group strategy lessons that focus on deeper comprehension. Strategy's Expected Result/Impact: With this focused instruction students will improve student comprehension of the mCLASS assessment as well as overall comprehension of independent reading texts. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach - ELA Problem Statements: Student Achievement 1 Funding Sources: Instructional Coach - State Comp Ed - \$13,251.23 | Formative | | |
| | Dec | Mar | June |
| | | | |
| <div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div> | | | |

Performance Objective 1 Problem Statements:

| Student Achievement |
|--|
| Problem Statement 1: 39% of our third grade students who scored masters level on STAAR in Reading did not maintain growth measures on fourth grade STAAR. Root Cause: Limited small group instruction with masters-level readers. |
| Problem Statement 2: 70% of Kindergarten students were able to segment words into phonemes on mCLASS screener. Root Cause: Limited small group instruction supporting students on the continuum of phonological awareness skills from words in a sentence, to syllables in a word, and finally phonemes in a word. |
| Problem Statement 4: mCLASS Composite scores showed a 0% growth from the beginning to the end of the year in third grade. Root Cause: Limited small group instruction based on student needs. |

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 percentage of 3rd-grade students that score at the meets grade level on STAAR Math from 87% to 88%. Increase the percentage of 3rd-grade students that score at the masters grade level on STAAR Math from 64% to 65%.

Increase the percent of 4th-grade students that score at the meets grade level on STAAR Math from 87% on the third-grade math STAAR to 88% on the 4th-grade math STAAR. Increase the percent of 4th-grade students that score at the masters' grade level on STAAR Math from 64% on third-grade STAAR to 65% on 4th-grade math STAAR.

High Priority

HB3 Goal

Evaluation Data Sources: CFA

Exit Tickets

Interim Assessments

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|------|
| Strategy 1: Big picture planning of units with math coach that targets TEKS, problem solving, guided math tiered instruction, and assessments based on students' data. Strategy's Expected Result/Impact: Increase the percentage of meets and masters students on STAAR and interim assessments and increase in the overall percentage of students foundational skills on the K-2 screener. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach - Math District Math Coach TEA Priorities: Build a foundation of reading and math - Results Driven Accountability Problem Statements: Student Achievement 3, 6 Funding Sources: Instructional Coach - State Comp Ed - \$11,427.91 | Formative | | |
| | Dec | Mar | June |
| | | | |

| Strategy 2 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| Strategy 2: Increase the student achievement by focusing on process standards for problem solving through the district best practices of ongoing review and poster method. Strategy's Expected Result/Impact: Interim Assessments CFA's STAAR Classroom Assessments Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach - Math District Math Coach TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - Results Driven Accountability Problem Statements: Student Achievement 3, 6 Funding Sources: Instructional Coach - State Comp Ed - \$11,427.91 | Formative | | |
| | Dec | Mar | June |
| | | | |

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

Performance Objective 2 Problem Statements:

| Student Achievement |
|---|
| <p>Problem Statement 3: 48% of second graders at the end of the year were able to use the correct comparative language to compare three-digit numbers and correctly justify by demonstrating an understanding of the value of the digits on the Early Math Screener. Root Cause: Limited knowledge of vocabulary. Limited math talk for justifying . More focus needed on the concrete level before moving to the abstract.</p> <p>Problem Statement 6: 56% of first graders, on the Early Math Screener, were able to master composing and decomposing a three-digit number up to 120 an represent the number with objects, expanded form and standard form. . Root Cause: Lack of knowledge of vocabulary. Limited small group instruction focused on students' specific needs based on data from K-2 screener.</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: Maintain the percentage of Meets and Masters STAAR Reading Students from third to fourth grade.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR,
Interim assessments
CFAs

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|------|
| Strategy 1: Increase small-group instruction in reading with all students using Interim STAAR Data, Common Formative Assessments, Teacher created assessments, and Exit Tickets. Strategy's Expected Result/Impact: CFA, Teacher Created Assessments, BAS, QPS, Fluency Probe Help maintain the number of students in meets in masters from third grade STAAR to fourth grade STAAR. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach - ELA Problem Statements: Student Achievement 1 Funding Sources: Instructional Coach - State Comp Ed - \$13,251.23 | Formative | | |
| | Dec | Mar | June |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Teacher-created longitudinal data trackers that highlight students maintaining or improving scores in meets and masters. Strategy's Expected Result/Impact: To maintain students that met grade-level standards and master grade-level standards. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach - ELA District Data Coach Problem Statements: Student Achievement 1 Funding Sources: Instructional Coach - State Comp Ed - \$13,251.23 | Formative | | |
| | Dec | Mar | June |
| | | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | |

Performance Objective 3 Problem Statements:

| Student Achievement |
|---|
| Problem Statement 1: 39% of our third grade students who scored masters level on STAAR in Reading did not maintain growth measures on fourth grade STAAR. Root Cause: Limited small group instruction with masters-level readers. |

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 the percentage of first graders understanding on how to represent numbers with objects, expanded form, and standard form from 56% to 75%.

High Priority

HB3 Goal

Evaluation Data Sources: Early Math Screener

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|------|
| Strategy 1: Small group tiered instruction in guided math that includes concrete learning experiences that build upon students' strength and addresses areas for growth in order to improve students' achievement. Strategy's Expected Result/Impact: Improve student academic growth in math on foundational math skills. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach - Math Problem Statements: Student Achievement 6 Funding Sources: Instructional Coach - State Comp Ed - \$11,427.91 | Formative | | |
| | Dec | Mar | June |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Specific focus on academic vocabulary during math planning. Strategy's Expected Result/Impact: Improve overall scores on Early Math Screeners with a focus on questioning using math vocabulary during instruction. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach - Math TEA Priorities: Build a foundation of reading and math Problem Statements: Student Achievement 6 Funding Sources: Instructional Coach - State Comp Ed - \$11,427.91 | Formative | | |
| | Dec | Mar | June |
| | | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | |

Performance Objective 4 Problem Statements:

| Student Achievement |
|--|
| Problem Statement 6: 56% of first graders, on the Early Math Screener, were able to master composing and decomposing a three-digit number up to 120 an represent the number with objects, expanded form and standard form. . Root Cause: Lack of knowledge of vocabulary. Limited small group instruction focused on students' specific needs based on data from K-2 screener. |

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 the number of second-grade students understanding of comparing numbers using symbols and justifying their comparison from 48% to 70%.

High Priority

HB3 Goal

Evaluation Data Sources: Early Math Screener

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| Strategy 1: Hands on math experiences in small group that leads from concrete to abstract in order for students to have the background knowledge to justify their reasoning. Strategy's Expected Result/Impact: This strategy will improve students' performance on the Math screener by focusing on support and reteaching when necessary. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach - Math Problem Statements: Student Achievement 3 Funding Sources: Instructional Coach - State Comp Ed - \$11,427.91 | Formative | | |
| | Dec | Mar | June |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Specific focus on academic vocabulary during math planning. Strategy's Expected Result/Impact: Improve overall scores on Early Math Screeners with a focus on questioning using math vocabulary during instruction. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach - Math District Math Coach Problem Statements: Student Achievement 3 Funding Sources: Instructional Coach - State Comp Ed - \$11,427.91 | Formative | | |
| | Dec | Mar | June |
| | | | |
| <div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | |

Performance Objective 5 Problem Statements:





| Student Achievement |
|--|
| Problem Statement 3: 48% of second graders at the end of the year were able to use the correct comparative language to compare three-digit numbers and correctly justify by demonstrating an understanding of the value of the digits on the Early Math Screener. Root Cause: Limited knowledge of vocabulary. Limited math talk for justifying . More focus needed on the concrete level before moving to the abstract. |

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 | Formative Reviews | | |
|--|-------------------|-----|------|
| 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 | Formative | | |
| | Dec | Mar | June |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| 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 | Formative | | |
| | Dec | Mar | June |
| | | | |
| <div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | |

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 make collaborative decisions by increasing the leadership roles of the Campus Improvement Team, Foundations Team, and Committee Leaders.

Evaluation Data Sources: OHI report

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| Strategy 1: To grow the committee members' knowledge of the roles and responsibilities of their committee. Strategy's Expected Result/Impact: The Organizational Health Individualized (OHI) Report will move from the Independent zone to the Interdependent zone. Staff Responsible for Monitoring: Principal Problem Statements: Culture and Climate 1 | Formative | | |
| | Dec | Mar | June |
| | | | |
| <div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div> | | | |

Performance Objective 2 Problem Statements:





| Culture and Climate |
|--|
| Problem Statement 1: Lack of consistency in communication among staff. Root Cause: Some staff have limited awareness of the level of importance of the topic and there may be some miscommunication. |

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 | Formative Reviews | | |
|--|-------------------|-----|------|
| 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 | Formative | | |
| | Dec | Mar | June |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| 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 | Formative | | |
| | Dec | Mar | June |
| | | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | |

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 | Formative Reviews | | |
|--|-------------------|-----|------|
| Strategy 1: Create uniformity in our standard response protocol of all safety drills, including monthly fire drills, bi-yearly lockdowns, yearly lockout, evacuations, and shelter-in-place. These will all be based on the procedures laid out in our campus MEOP. Strategy's Expected Result/Impact: Increased awareness and structures regarding school safety. Staff Responsible for Monitoring: Administration, Safety and Security Team, Teachers Problem Statements: Culture and Climate 3 | Formative | | |
| | Dec | Mar | June |
| | | | |
| <div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div> | | | |

Performance Objective 1 Problem Statements:

| Culture and Climate |
|--|
| Problem Statement 3: Staff was unclear on Standard Response Protocol. Root Cause: Lack of staff training on school wide procedures |

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 and Committee meeting minutes, staff training agenda, surveys

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| 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 Problem Statements: Parent and Community Engagement 1 | Formative | | |
| | Dec | Mar | June |
| | | | |
| <div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div> | | | |

Performance Objective 2 Problem Statements:

| Parent and Community Engagement |
|---|
| Problem Statement 1: New families do not feel connected to the school. Root Cause: Limited opportunities to engage with staff |

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 | Formative Reviews | | |
|---|-------------------|-----|------|
| Strategy 1: Update and add to the David Staff Share Drive with all school information in a centralized area where staff can access it. Strategy's Expected Result/Impact: Increase in communication school structures and protocols Staff Responsible for Monitoring: Principal Assistant Principal Counselor Problem Statements: Culture and Climate 1, 2 | Formative | | |
| | Dec | Mar | June |
| | | | |
| <div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div> | | | |

Performance Objective 3 Problem Statements:

| Culture and Climate |
|--|
| Problem Statement 1: Lack of consistency in communication among staff. Root Cause: Some staff have limited awareness of the level of importance of the topic and there may be some miscommunication. |
| Problem Statement 2: 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 staff and admin working closely with each other and the community in decision making. |

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: To ensure that all students and staff utilize technology to maximize learning.

Evaluation Data Sources: mClass

Branching Minds





Interim Assessment

Eduphoria

Canvas

Dreambox

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|------|
| Strategy 1: Purchase technology resources and 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 Problem Statements: Student Achievement 1 Funding Sources: Chromebooks, iPads - State Comp Ed - \$2,411.25 | Formative | | |
| | Dec | Mar | June |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Utilizing technology in order to increase performance related to STAAR and TELPAS new item types, such as drag and drop, hot spots, extended constructed response, etc. Strategy's Expected Result/Impact: Instructional technology integration will increase student performance. Staff Responsible for Monitoring: Principal Problem Statements: Student Achievement 1 | Formative | | |
| | Dec | Mar | June |
| | | | |

| Strategy 3 Details | Formative Reviews | | |
|---|-------------------|-----|------|
| 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 understanding of mastery of TEKS. Staff Responsible for Monitoring: Principal Instructional Coach - Math Problem Statements: Student Achievement 3 Funding Sources: Instructional Coach - State Comp Ed - \$11,427.91 | Formative | | |
| | Dec | Mar | June |
| | | | |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: English Language Learners will utilize Imagine Learning to support language development. Strategy's Expected Result/Impact: Improve TELPAS rating and increase meets and masters. Staff Responsible for Monitoring: Principal Assistant Principal Teachers Problem Statements: Student Achievement 1 Funding Sources: Imagine Learning - Title III - \$2,500 | Formative | | |
| | Dec | Mar | June |
| | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Performance Objective 1 Problem Statements:

| Student Achievement |
|--|
| Problem Statement 1: 39% of our third grade students who scored masters level on STAAR in Reading did not maintain growth measures on fourth grade STAAR. Root Cause: Limited small group instruction with masters-level readers. |
| Problem Statement 3: 48% of second graders at the end of the year were able to use the correct comparative language to compare three-digit numbers and correctly justify by demonstrating an understanding of the value of the digits on the Early Math Screener. Root Cause: Limited knowledge of vocabulary. Limited math talk for justifying . More focus needed on the concrete level before moving to the abstract. |

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: Cultivate teacher collaboration with a focus on planning an engaging curriculum, analysis of student performance, and next steps towards growth based on student performance.

High Priority

HB3 Goal

Evaluation Data Sources: BAS, mCLASS, CFAs

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| Strategy 1: Within a planning session, incorporate support for at-risk students using guided reading books and decodable readers aligned to students' targeted phonics skills. Strategy's Expected Result/Impact: Improvement in student decoding nonsense word fluency on mCLASS as well as increased accuracy on BAS. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach - ELA Problem Statements: Student Achievement 1, 2 Funding Sources: Instructional Coach - State Comp Ed - \$13,251.23 | Formative | | |
| | Dec | Mar | June |
| | | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | |

Performance Objective 2 Problem Statements:

| Student Achievement |
|--|
| Problem Statement 1: 39% of our third grade students who scored masters level on STAAR in Reading did not maintain growth measures on fourth grade STAAR. Root Cause: Limited small group instruction with masters-level readers. |
| Problem Statement 2: 70% of Kindergarten students were able to segment words into phonemes on mCLASS screener. Root Cause: Limited small group instruction supporting students on the continuum of phonological awareness skills from words in a sentence, to syllables in a word, and finally phonemes in a word. |

State Compensatory

Budget for David Elementary

Total SCE Funds: \$161,914.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

Campus instructional coaches will review data, plan professional development, and provide instructional support in reading and math to tier 3 students. Instructional coaches will also attend bi-monthly coaching meetings to help develop staff in district initiatives.

Personnel for David Elementary

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|-------------------|---------------------|------------|
| Lindsay Andrews | Instructional Coach | 1 |
| Stefanie Gernhard | Instructional Coach | 1 |

Campus Funding Summary

| Title III | | | | | |
|-----------------------------|-----------|----------|---------------------|--------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 5 | 1 | 4 | Imagine Learning | | \$2,500.00 |
| Sub-Total | | | | | \$2,500.00 |
| Budgeted Fund Source Amount | | | | | \$2,500.00 |
| +/- Difference | | | | | \$0.00 |
| State Comp Ed | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Instructional Coach | | \$13,251.23 |
| 1 | 1 | 2 | Instructional Coach | | \$13,251.23 |
| 1 | 1 | 3 | Instructional Coach | | \$13,251.23 |
| 1 | 2 | 1 | Instructional Coach | | \$11,427.91 |
| 1 | 2 | 2 | Instructional Coach | | \$11,427.91 |
| 1 | 3 | 1 | Instructional Coach | | \$13,251.23 |
| 1 | 3 | 2 | Instructional Coach | | \$13,251.23 |
| 1 | 4 | 1 | Instructional Coach | | \$11,427.91 |
| 1 | 4 | 2 | Instructional Coach | | \$11,427.91 |
| 1 | 5 | 1 | Instructional Coach | | \$11,427.91 |
| 1 | 5 | 2 | Instructional Coach | | \$11,427.91 |
| 5 | 1 | 1 | Chromebooks, iPads | | \$2,411.25 |
| 5 | 1 | 3 | Instructional Coach | | \$11,427.91 |
| 5 | 2 | 1 | Instructional Coach | | \$13,251.23 |
| Sub-Total | | | | | \$161,914.00 |
| Budgeted Fund Source Amount | | | | | \$161,914.00 |
| +/- Difference | | | | | \$0.00 |
| Grand Total Budgeted | | | | | \$164,414.00 |
| Grand Total Spent | | | | | \$164,414.00 |
| +/- Difference | | | | | \$0.00 |