

Conroe Independent School District

Deretchin Elementary

2021-2022 CIP Board Item



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

The teachers at Deretchin Elementary meet in collaborative teams and plan utilizing the district's scope and sequences, which are aligned with the TEKS. Teachers strive to ensure lessons are planned that are meaningful, engaging, and rigorous. Teachers are continuing to work on analyzing data from common assessments and district assessments to help drive instruction and intervention needs for our students.

Summary of 2020-2021 Campus STAAR Results:

STAAR Tests	Approaches	Meets	Masters
3 rd Grade Reading	92.31%	69.23%	48.08%
3 rd Grade Math	89.42%	63.46%	42.31%
4 th Grade Reading	86.61%	62.99%	38.58%
4 th Grade Math	90.55%	67.72%	48.82%
4 th Grade Writing	78.57%	47.62%	25.4%
5 th Grade Reading	95%	85%	68.33%
5 th Grade Math	94.96%	82.35%	70.59%
5 th Grade Science	95.76%	74.58%	42.37%
6 th Grade Reading	93.63%	78.34%	50.96%
6 th Grade Math	96.82%	89.81%	71.34%

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	481	482	117	113		1,193	
Approaches GL or Above	442	449	92	109		1,092	92%
Meets GL or Above	354	379	56	83		872	73%
Masters GL	252	289	31	49		621	52%
Total Percentage Points							217%
Component Score							72

Student Achievement Strengths

On the 2020-2021 STAAR tests combined, 51% of all students scored "Masters Grade Level".

Mathematics continues to be a strength for our campus with 58% of our student population scoring "Masters Grade level."

The percentage of 3rd grade students scoring at the Masters Level in math was 42%; Grade 4 masters level was 49%; Grade 5 masters level was 71%; and Grade 6 was 71%.

The percentage of students who scored at the Meets Level in 5th grade Math increased from 83% to 85%.

The percentage of students who scored at the Meets Level in 5th grade Reading increased from 81% to 82% and the Masters Level increased from 59% to 71%.

The percentage of students who scored at the Approaches level in 5th grade Science increased from 93% to 96%.

The percentage of students who scored at the Approaches level in 6th grade Math increased from 95% to 97%, the percentage of Meets Level increased from 84% to 90%, and the Masters Level increased from 59% to 71%.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): HB3- 3rd grade Reading STAAR scores need to increase from 69% to 74% at the Meets Level. **Root Cause:** Guided Reading was not implemented with fidelity.

Problem Statement 2 (Prioritized): HB3-3rd grade Math STAAR scores need to increase from 63% to 68% at the Meets Level. **Root Cause:** Guided Math was not implemented with fidelity.

Problem Statement 3 (Prioritized): Only 46% of Economically Disadvantaged students at the Meets Level on the 2021 Math STAAR in grades 3-6. **Root Cause:** Staff needs more strategies to related to the needs of these students. Guided Math/Differentiated instruction was not done with fidelity.

Problem Statement 4 (Prioritized): 30% of all students in K-6 scored Below Grade Level on EOY BAS. **Root Cause:** Guided Reading was delayed due to Covid-19 restrictions and was not implemented with fidelity.

Problem Statement 5 (Prioritized): On the 2021 Reading STAAR, 6th grade Limited English Proficient students scored 30% and 3rd grade Limited English Proficient students scored 37.5 % at the Meets Level. **Root Cause:** Lack of appropriate and frequent use of ELPS in everyday instruction.

Problem Statement 6: On the 2021 Reading STAAR, 6th grade Special Education students scored 16.67% and 4th grade Special Education students scored 13.13% at the Meets level. **Root Cause:** Lack of effective first-time instruction and test-taking strategies.

Problem Statement 7: On the 2021 Reading, Math, Science and Writing tests in grades 3-6, Economically Disadvantaged students scored 10% or more below all of student groups. **Root Cause:** Lack of differentiated instruction for students. Lack of motivational strategies for students.

Problem Statement 8: EOY mClass scores reflect 9% of students in K-3 at the Well Below level. **Root Cause:** Inconsistency of Word Study/Phonics programs used in grades K-3.

Culture and Climate

Culture and Climate Summary

Our Mission Statement at Deretchin is as follows:

Deretchin Elementary School is a school for the community, promoting a safe and nurturing learning environment while developing the whole child and encouraging excellence in all we do.

Our Shared Vision at Deretchin is as follows:

Deretchin Elementary is a community that builds on best practices in order to help our students reach high academic, social, and emotional goals. Our school collaborates with our parents and community to provide a safe and positive culture that embraces the diversity on our campus where everyone is equal and achievements are celebrated.

Student learning is consistently the highest priority of collaborative teams at Deretchin. The list of collective commitments we generated include:

- We commit to upholding of high standards of professionalism by being respectful and kind to one another and always choosing positivity.
- We commit to collaborate as teams, by being flexible, open-minded and interdependent.
- We commit to being passionate and dedicated educators who continually put children first.
- We commit to impacting students by cultivating an authentic and nurturing learning community.
- We commit to staying loyal to the Deretchin Family by resolving issues through honest conversation and moving on.
- We commit to finding the fun in the hard work we do each and every day.

During the 2020 school year, Deretchin took on the challenge of becoming a High Reliability Certified School. During the year, we obtained Level 2 certification which indicates the effective teaching and learning is occurring in every classroom. The campus conducted surveys of parents, students, staff, and administration regarding the perception of Deretchin Elementary's learning environment. The results of the survey indicated that the following are viewed in a predominantly positive manner:

- The school leader communicates a clear vision as to how instruction should be addressed in the school.
- Support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans.
- Predominant instructional practices throughout the school are known and monitored.
- Teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.
- Teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.
- Teachers have opportunities to observe and discuss effective teaching.

At Deretchin Elementary, we say that we are "Better Together" because we believe that we are a true team. We are proud that we have great relationships with our students, families, and each other. Teachers collaborate as teams and take part in the campus-level decision making that impacts our campus. As a Professional Learning Community, our teams work together to strive for continuous improvement of teaching and learning.

The results from our 2021 staff survey show some of our strongest areas and areas to improve/support:

Areas of Strength:

- Teachers are proud to tell others that they work at Deretchin - 95.8% Agree or Strongly Agree
- Students are safe in our school - 95.7% Agree or Strongly Agree
- Teachers look forward to coming to work each day - 95.7% Agree or Strongly Agree
- Teachers feel that they are respected as educators. - 93.6% Agree or Strongly Agree

Areas to Improve/Support:

- Teachers spend a large amount of time dealing with students' social and emotional needs - 61.7% Strongly Agree, Agree, or Neutral
- Teachers spend too much time disciplining students - 31.8% Strongly Agree, Agree, or Neutral
- The best teachers/staff are retained at Deretchin - 38.4% Strongly Disagree, Disagree, or Neutral

This is Deretchin's sixth year to be a Foundations Campus in CISD. We have worked hard to set school-wide expectations in areas such as our cafeteria, hallways, and our playgrounds. Our Foundations team has helped create common language and behavior expectations across the campus. In addition, our Foundations team has helped build a positive environment that focuses on building relationships with our students and by bringing awareness to their social and emotional needs.

Deretchin Elementary has committed to conducting Morning Meetings daily in all homeroom classes. During Morning Meetings, teachers are able to incorporate whole group social-emotional lessons into their day and provide students with time to share celebrations and struggles.

Deretchin is committed to preserving the health and wellness of all students and staff members. In accordance with the guidelines and recommendations from TEA, Deretchin Elementary follows the measures to mitigate the spread of COVID-19. The following measures have been taken: social distancing strategies in the classroom and common areas, encouraging face coverings throughout the school day, use of hand sanitizer and proper cleaning techniques, and common classroom disinfecting practices.

Culture and Climate Strengths

Culture and Climate Strengths

- Teachers and staff are involved in campus decision-making and are able to ensure their voice is heard.
- Deretchin Elementary fosters a family atmosphere among its students, staff, and the community.
- Deretchin Elementary upholds the CISD belief that "All Means All."
- Deretchin Elementary continues to promote a safe learning and teaching environment through Foundations, Professional Learning Communities, and the High Reliability Schools Framework.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1: There is a need to actively support the emotional well-being of all students. **Root Cause:** Students have undergone unprecedented events in the wake of COVID-19 and will need constant reinforcement and normalcy in their day-to-day activities.

Problem Statement 2 (Prioritized): Teachers feel they spend too much of their teaching time on disciplining students. **Root Cause:** New protocols and COVID mitigation strategies required many Foundations procedures to be changed or removed. Staff needs to rebuild and reset some common language and expectations for various activities and areas of the building.

Problem Statement 3: Teachers feel that the best teachers are not retained at our school. **Root Cause:** Demands of profession during Covid-19 for staff both professionally and personally.

Parent and Community Engagement

Parent and Community Engagement Summary

Our Deretchin Elementary parents and our community members are critical stakeholders and partners in our students' overall success. Deretchin Elementary strives to have positive partnerships with our families and encourage them to be very involved in their child's educational journey.

Communication with our Deretchin families is very important to keep everyone connected. We communicate with our families through email notices called "Deretchin Updates", a monthly newsletter called "The Dragon's Den", social media outlets such as Twitter and Facebook, and our teachers communicate with their families with phone calls, Zoom meetings, emails and newsletters.

Parents meet with the teachers at least once a year for a parent conference. This time is spent identifying areas of strength and areas of opportunity for all children. Throughout these conversations, the staff members not only share about their academic successes and opportunities, they share about their social and emotional strengths and opportunities as well.

Deretchin Elementary has an active Parent Teacher Organization that works continuously to support our students and staff. Our PTO helps promote fundraisers that help provide learning materials for our school. Our PTO strives to help our staff know how much they are appreciated by providing them with monthly treats. We are very appreciative of our Deretchin PTO.

Parent and Community Engagement Strengths

*Parents and students feel safe at our school.

*Parents feel informed about pertinent school-related information.

*Parents have open lines of communicating with all teachers and staff.

*Parents feel that we have made positive efforts to keep students safe while on campus with our Covid-19 mitigation strategies.

*Our PTO is very active in supporting our campus.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): There is a need to engage parents in training using instructional strategies demonstrating ways to support student success. **Root Cause:** Lack of opportunities to have face-to-face conferences, Academic Night, or other opportunities that would allow parents to gain a greater insight on how to support their child's academic needs. This is the result of Covid-19.

Problem Statement 2: Parents are seeking solutions to continue a sense of community in the school and find ways to support the school. **Root Cause:** Due to Covid-19 restrictions, parents have limited opportunities to participate in school-related events.

Problem Statement 3: There is a need to solicit more input from parents regarding safety, academics, and communication. **Root Cause:** Parents have not been provided with consistent surveys to gather information to support decision making.

Priority Problem Statements

Problem Statement 1: HB3- 3rd grade Reading STAAR scores need to increase from 69% to 74% at the Meets Level.

Root Cause 1: Guided Reading was not implemented with fidelity.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: HB3-3rd grade Math STAAR scores need to increase from 63% to 68% at the Meets Level.

Root Cause 2: Guided Math was not implemented with fidelity.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Only 46% of Economically Disadvantaged students at the Meets Level on the 2021 Math STAAR in grades 3-6.

Root Cause 3: Staff needs more strategies to related to the needs of these students. Guided Math/Differentiated instruction was not done with fidelity.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: 30% of all students in K-6 scored Below Grade Level on EOY BAS.

Root Cause 4: Guided Reading was delayed due to Covid-19 restrictions and was not implemented with fidelity.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: On the 2021 Reading STAAR, 6th grade Limited English Proficient students scored 30% and 3rd grade Limited English Proficient students scored 37.5 % at the Meets Level.

Root Cause 5: Lack of appropriate and frequent use of ELPS in everyday instruction.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Teachers feel they spend too much of their teaching time on disciplining students.

Root Cause 6: New protocols and COVID mitigation strategies required many Foundations procedures to be changed or removed. Staff needs to rebuild and reset some common language and expectations for various activities and areas of the building.

Problem Statement 6 Areas: Culture and Climate

Problem Statement 7: There is a need to engage parents in training using instructional strategies demonstrating ways to support student success.

Root Cause 7: Lack of opportunities to have face-to-face conferences, Academic Night, or other opportunities that would allow parents to gain a greater insight on how to support their child's academic needs. This is the result of Covid-19.

Problem Statement 7 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 Level or above on STAAR Reading from 69% to 74%.

HB3 Goal

Evaluation Data Sources: Informal Assessments, Common Formative Assessments, Interim Assessments, STAAR Test

Strategy 1 Details
<p>Strategy 1: Campus reading coach will assist teams with "big picture planning" with a focus on balanced literacy, targeted instruction, frequent assessments, and data disaggregation to closely monitor student growth.</p> <p>Strategy's Expected Result/Impact: Increase percentage of students performing at the Meets Level on STAAR.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Reading Coach</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Campus Coach - State Comp Ed - \$76,992</p>
Strategy 2 Details
<p>Strategy 2: Provide reading tutoring for struggling students during the school day and after school by tutors.</p> <p>Strategy's Expected Result/Impact: Increase percentage of students scoring at the Meets Level on Reading STAAR.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Coaches</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Tutoring - ESSER - \$3,221, Tutoring - State Comp Ed - \$7,880</p>

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: HB3- 3rd grade Reading STAAR scores need to increase from 69% to 74% at the Meets Level. Root Cause: Guided Reading was not implemented with fidelity.</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 2: Increase the percent of 3rd grade students that score Meets Level or above on STAAR Math from 63% to 68% .

HB3 Goal

Evaluation Data Sources: Informal Assessments, Common Formative Assessments, Interim Assessments, STAAR Test

Strategy 1 Details
<p>Strategy 1: All staff will receive ongoing professional development and feedback from Guided Math consultant and campus math coach.</p> <p>Strategy's Expected Result/Impact: Increase of percentage of students scoring at the Meets Level on Math STAAR.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Math Coach</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: Teach Transform Books - ESSER - \$2,000, Consultant - ESSER - \$30,000, Developing Number Concepts Kits - ESSER - \$7,230</p>
Strategy 2 Details
<p>Strategy 2: Provide math tutoring for struggling students during the school day and after school by tutors.</p> <p>Strategy's Expected Result/Impact: Increase of percentage of students scoring at the Meets Level on Reading STAAR.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Coaches</p> <p>Funding Sources: Tutoring - Title III - \$2,700</p>

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 2: HB3-3rd grade Math STAAR scores need to increase from 63% to 68% at the Meets Level. Root Cause: Guided Math was not implemented with fidelity.</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 the percentage of Economically Disadvantaged students scoring at the Meets Level on the STAAR Math tests in grades 3-6 from 46% to 51%.

Strategy 1 Details
<p>Strategy 1: Provide staff with "Growth Mindset" training to help better understand the social, emotional, and academic needs of LSE students.</p> <p>Strategy's Expected Result/Impact: Increase in the overall percentage of students in grades 3-6 on Math STAAR at the Meets Level.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselors Teachers</p> <p>Problem Statements: Student Achievement 3</p>
Strategy 2 Details
<p>Strategy 2: Allow students to utilize Dreambox to help increase their individual math skills.</p> <p>Strategy's Expected Result/Impact: Increase percentage of students scoring at the Meets Level.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Coach Teachers</p> <p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: Dreambox Computer Program (2 years) - ESSER - \$16,000</p>

Performance Objective 3 Problem Statements:

Student Achievement
<p>Problem Statement 3: Only 46% of Economically Disadvantaged students at the Meets Level on the 2021 Math STAAR in grades 3-6. Root Cause: Staff needs more strategies to related to the needs of these students. Guided Math/Differentiated instruction was not done with fidelity.</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: Decrease the percentage of all students scoring Below Grade Level on EOY BAS from 30% to 25%.

Strategy 1 Details
<p>Strategy 1: Provide teachers with professional developments such as Fountas and Pinnell's "When Readers Struggle" to help teachers with strategies to support the needs of struggling readers.</p> <p>Strategy's Expected Result/Impact: Decrease in the percentage of students scoring Below Grade Level on EOY BAS.</p> <p>Problem Statements: Student Achievement 4</p>
Strategy 2 Details
<p>Strategy 2: Provide all teachers with professional development and ongoing support and strategies for effectively utilizing Guided Reading.</p> <p>Strategy's Expected Result/Impact: Decrease in the percentage of students scoring Below Grade Level on EOY BAS.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Coach</p> <p>Problem Statements: Student Achievement 4</p> <p>Funding Sources: A Teacher's Guide to Reading Conferences book-16 copies - ESSER - \$313, Hameray 2021 Big Book Collection - ESSER - \$3,750, Classroom books - State Comp Ed - \$3,500</p>

Performance Objective 4 Problem Statements:

Student Achievement
<p>Problem Statement 4: 30% of all students in K-6 scored Below Grade Level on EOY BAS. Root Cause: Guided Reading was delayed due to Covid-19 restrictions and was not implemented with fidelity.</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 6th grade Limited English Proficient score to 35% and 3rd grade Limited English Proficient students to 43 % at the Meets Level on Reading STAAR.

Evaluation Data Sources: State and local data

Strategy 1 Details
<p>Strategy 1: Staff will receive a professional development on how to effectively incorporate ELPs and language objectives into daily instruction.</p> <p>Strategy's Expected Result/Impact: Increase of the percentage of students performing at the Meets Level.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Coach Teachers</p> <p>Problem Statements: Student Achievement 5</p> <p>Funding Sources: ELPS Materials - Title III - \$500</p>
Strategy 2 Details
<p>Strategy 2: Selected students in grades 3 and 6 will participate in Imagine Learning to help support their English language acquisition.</p> <p>Strategy's Expected Result/Impact: Improvement of English language acquisition that will be assessed by the LAS test at EOY.</p> <p>Staff Responsible for Monitoring: Assistant Principal Classroom Teachers</p> <p>Problem Statements: Student Achievement 5</p> <p>Funding Sources: Licenses for program - Title III - \$1,300</p>

Performance Objective 5 Problem Statements:

Student Achievement
<p>Problem Statement 5: On the 2021 Reading STAAR, 6th grade Limited English Proficient students scored 30% and 3rd grade Limited English Proficient students scored 37.5 % at the Meets Level. Root Cause: Lack of appropriate and frequent use of ELPS in everyday instruction.</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: Campus budget

Strategy 1 Details
<p>Strategy 1: Have a monthly meeting with campus secretary to review monthly records of campus spending.</p> <p>Strategy's Expected Result/Impact: Appropriate spending of campus funds.</p> <p>Staff Responsible for Monitoring: Principal Campus Secretary</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 2: To increase the leadership among staff members including Team Leaders, Core Team Leaders, and Foundations Team Leaders to help increase collaborative decision-making and expand campus communication.

Strategy 1 Details
<p>Strategy 1: Provide opportunities for leadership teams to collaborate through scheduled team meetings with a focused agenda and decision-making protocols.</p> <p>Strategy's Expected Result/Impact: Increased decision-making and communication.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</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: Teacher retention

Strategy 1 Details
<p>Strategy 1: Provide mentor support for beginning teachers.</p> <p>Strategy's Expected Result/Impact: Beginning teachers feel supported and are successful through the support of their mentor, campus New Teacher Liaison, and administrative/coaching team.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Campus Coach</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 1: Increase behavior support strategies for teachers when they feel they spend too much of their teaching time on disciplining students.

Evaluation Data Sources: Teacher feedback, discipline data

Strategy 1 Details
<p>Strategy 1: Provide teachers with behavior strategies through PBIS "CHAMPS" training as well as strategies and on-going support provided by district and campus behavior coaches.</p> <p>Strategy's Expected Result/Impact: Improved overall student behavior</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselors District Student Support Services Coach Campus Behavior Coach</p> <p>Problem Statements: Culture and Climate 2</p> <p>Funding Sources: Campus Behavior Coach/Interventionist (2 years) - ESSER - \$144,881</p>

Performance Objective 1 Problem Statements:

Culture and Climate
<p>Problem Statement 2: Teachers feel they spend too much of their teaching time on disciplining students. Root Cause: New protocols and COVID mitigation strategies required many Foundations procedures to be changed or removed. Staff needs to rebuild and reset some common language and expectations for various activities and areas of the building.</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: Engage parents in informational sessions to help them remain connected to the campus.

Evaluation Data Sources: Teacher feedback, parent feedback

Strategy 1 Details
<p>Strategy 1: Share information with parents through events such as Parent Information Night, GT Information Night, Destination Imagination Information Night, and Academic Night.</p> <p>Strategy's Expected Result/Impact: Increased knowledge about special programs and to increase knowledge for parents to help support their children at home.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Classroom teachers Campus coaches</p> <p>Problem Statements: Parent and Community Engagement 1</p>

Performance Objective 2 Problem Statements:

Parent and Community Engagement
<p>Problem Statement 1: There is a need to engage parents in training using instructional strategies demonstrating ways to support student success. Root Cause: Lack of opportunities to have face-to-face conferences, Academic Night, or other opportunities that would allow parents to gain a greater insight on how to support their child's academic needs. This is the result of Covid-19.</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: Increase parent communication through district and social media platforms to help them feel connected to the campus and informed while seeking their input through surveys and/ or questionnaires.

Strategy 1 Details
<p>Strategy 1: Communicate with parents through updates through School Messenger, newsletters, post on Twitter and Facebook at least 3 times a week, and provide parents with a survey and/or questionnaire in the fall and the spring semesters.</p> <p>Strategy's Expected Result/Impact: Increased parent awareness of campus information and increased parent feedback to help assist with school improvement.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</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: Increase effective data analysis to help guide effective CISD Best Practices within classrooms.

Evaluation Data Sources: PLC meetings, planning meetings, teacher and coach feedback, walk-throughs, local and STAAR assessments

Strategy 1 Details
<p>Strategy 1: Review data from BOY, EOY, and MOY literacy and math assessments as well as Common Formative Assessments and Interim Assessments.</p> <p>Strategy's Expected Result/Impact: Consistent analysis of data.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Campus Coaches Teachers</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: Utilize technology to support effective classroom instruction.

Evaluation Data Sources: Walk-throughs, teacher feedback

Strategy 1 Details
<p>Strategy 1: Provide teachers with professional developments that focus on increasing their knowledge of technology with grade appropriate technology tools.</p> <p>Strategy's Expected Result/Impact: Increased use of technology tools within classrooms.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Technology Coach</p> <p>Funding Sources: Ipads - ESSER - \$34,497</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
1	1	1	Campus Coach		\$76,992.00
1	1	2	Tutoring		\$7,880.00
1	4	2	Classroom books		\$3,500.00
Sub-Total					\$88,372.00
Budgeted Fund Source Amount					\$88,372.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Tutoring		\$2,700.00
1	5	1	ELPS Materials		\$500.00
1	5	2	Licenses for program		\$1,300.00
Sub-Total					\$4,500.00
Budgeted Fund Source Amount					\$4,500.00
+/- Difference					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Tutoring		\$3,221.00
1	2	1	Teach Transform Books		\$2,000.00
1	2	1	Consultant		\$30,000.00
1	2	1	Developing Number Concepts Kits		\$7,230.00
1	3	2	Dreambox Computer Program (2 years)		\$16,000.00
1	4	2	A Teacher's Guide to Reading Conferences book-16 copies		\$313.00
1	4	2	Hameray 2021 Big Book Collection		\$3,750.00
4	1	1	Campus Behavior Coach/Interventionist (2 years)		\$144,881.00
5	2	1	Ipads		\$34,497.00
Sub-Total					\$241,892.00

ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Budgeted Fund Source Amount	\$241,892.00
				+/- Difference	\$0.00
				Grand Total	\$334,764.00