

# **Conroe Independent School District**

## **District Improvement Plan**

### **2020-2021**

**Accountability Rating: Not Rated: Declared State of Disaster**



# Mission Statement

Conroe ISD is a community of individuals working together to achieve the best for students. The District is proud of the accomplishments of the students, teachers, and administrators who have helped make it a great place to be! All Means ALL.

## Vision

Conroe ISD is a learning community united in its commitment to ensuring all students graduate with confidence and competence. The schools and communities work together to provide performance standards that can be applied to the real world. This is achieved through the implementation of quality instruction, operations, and leadership.

## Value Statement

Conroe Independent School District 2020-2021 Strategic Plan

### Overview

Conroe Independent School District has developed a District plan that serves to guide District and campus staff in the attainment of the District's vision and goals through a continuous cycle of improvement. This plan encompasses the goals of the District, the annual performance objectives, the improvement strategies to achieve each objective, the project manager(s) responsible for the oversight of each strategy, a timeline for ongoing monitoring of the strategies, the resources needed to implement the identified strategies, the formative evaluation of each strategy, and the summative indicator for each performance objective.

As part of the continuous improvement cycle, a comprehensive performance evaluation is conducted annually to study multiple types of data on student performance and targeted outcomes, to analyze trends and patterns within and across the data, and to identify causal factors. The results of the Annual Performance Report are used in the development of the annual performance objectives and strategies that will ensure the attainment of the District's goals.

Student performance data on the State of Texas Assessment of Academic Readiness (STAAR), the Texas Academic Performance Reports (TAPR), Every Student Succeeds Act (ESSA), Education Resources Group Report (ERG), FIRST Rating, Texas Smart Schools, and Results Driven Accountability (RDA) provided the preponderance of data for the annual District performance evaluation. Other sources of information include the input of parents, community, business leaders, administrators and teachers through the District-Level Planning and Decision-Making Committee, the PTO and PTA Presidents' Council, the campus principals and teachers, the curriculum and instruction teams, and the superintendent's cabinet. A comprehensive demographic study conducted by Population and Survey Analysts (PASA) also provided strategic planning information for our student enrollment projections.

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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

Conroe ISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success. Our overarching objective is to achieve or exceed state accountability standards for all students in all subject areas. Conroe ISD achieved an overall B rating in 2018-19. Within Conroe ISD in 2019, 21 campuses received an A rating, 24 received a B, 10 received a C, and 2 campuses received a D. No campuses received an F rating. In College Career, and Military Readiness, 71% of graduates met criteria. Conroe ISD has a graduation rate of 95.3% for the class of 2018. In 2019 36% of English Learners taking TELPAS met progress. The district will continue to focus on meeting these needs. Data is disaggregated after each local assessment by every program and student group and is accessible to campus and district leaders via a data management system.

### Student Achievement Strengths

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

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

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

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

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1 (Prioritized):** English Learners (ELs) served in a Bilingual or English as a Second Language (ESL) program did not grow one language proficiency level in English as measured by the TELPAS assessment which has resulted in the district not meeting this indicator in Domain III of the 2019 Accountability Report. **Root Cause:** Lack of appropriate instructional strategies to ensure that students served in Bilingual and ESL programs have access to relevant academic language and opportunities to assess their language proficiency .

**Problem Statement 2 (Prioritized):** CISD students identified as Bilingual, ESL, and special education continue to not meet standards on state assessments which has resulted in a RDA score of a 3 on the 2019 report for writing in 4th and 7th grade. **Root Cause:** Lack of fidelity and alignment in implementing the Writer's Workshop model K-12.

**Problem Statement 3:** Targeted student groups (American Indian, Economically Disadvantaged, Special Education Current) have not met standards on the Math Target indicator of the 2019 State Accountability Report.

**Problem Statement 4:** Targeted student groups (CTE LEP, CTE SpEd, SpEd, LEP) have not met standards on the English I & II, Mathematics EOC's which has resulted in a RDA performance level of a 3 on the 2019 report.

**Problem Statement 5:** Targeted student groups (Hispanic, White, Economically Disadvantaged, EL Current and Monitored, and Special Education Current) have not met standards on the Graduation Rate Status indicator of the 2019 State Accountability Report.

**Problem Statement 6:** Targeted student groups (ESL, SpEd) have not met standards on the 8th grade Social Studies STAAR which has resulted in a RDA performance level of a 3 on the 2019 report.

**Problem Statement 7:** Homeless Annual Dropouts in grades 7th - 12th performed under the state rate on the 2019 RDA report.

**Problem Statement 8:** The Bilingual student group in grades 3rd - 8th performed below the state passing rate in the areas of Mathematics, Reading, Science and Writing which has resulted in an overall RDA performance level of a 1 on the 2019 report.

**Problem Statement 9:** CCMR targeted student groups (Hispanic, Economically Disadvantaged, African American, American Indian, EL Current and Monitored, and Special Education Current) performed below the state passing rate on the Texas Academic Performance Report for the 2018-2019 school year.

**Problem Statement 10 (Prioritized):** The Total Disciplinary Removal Rate for African American students in our district is higher than other subgroups. **Root Cause:** Lack of awareness and training to support the social and emotional learning needs of diverse and vulnerable student groups.

**Problem Statement 11:** Students in Tier 2 and Tier 3 are staying in interventions longer periods at a time without consistent progress monitoring. **Root Cause:** There is a need to establish a consistent structure for RtI and monitor implementation and effectiveness.

**Problem Statement 12:** Less than 35% of our student population utilized online testing methods. **Root Cause:** There is a need to increase technology access and usage effectiveness across the District both in instruction and assessment application.

**Problem Statement 13:** There is a need to increase overall approaches, meets, and master's performance on STAAR 3-8 and end-of-course exams while closing the achievement gap in the economically disadvantaged group.

**Problem Statement 14 (Prioritized):** In the 2019-2020 school year 52% of first grade students are unable to read at grade level. **Root Cause:** Lack of embedded professional development opportunities to assist teacher in providing interventions to students with significant gaps in foundational literacy skills.

**Problem Statement 15:** The Total Disciplinary Removal Rate for Special Education students ages 3 - 21 is 36.3% which resulted in a performance level of 2 on the 2019 report while the target is less than 19%.

## **Culture and Climate**

### **Culture and Climate Summary**

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

Conroe ISD is committed to the social, emotional, behavioral, and academic success of all students. In Conroe ISD, students are taught to successfully manage their emotions, behaviors, and make responsible decisions.

In our efforts to improve not only the social and emotional wellbeing, we are committed to the health and wellness of all students. In accordance with the guidelines and recommendations from the Texas Education Agency (TEA), Conroe ISD follows the measures to mitigate the spread of COVID-19. Conroe ISD is proactive in keeping campuses, staff, and students safe, as well as, taking a positive proactive instructional approach to behavior in utilizing PBIS Foundations training.

### **Culture and Climate Strengths**

In Conroe ISD, all campuses and staff will undergo Cultural and Diversity Awareness training.

In Conroe ISD, hiring campus personnel to reflect the cultural and diverse student body is a priority.

“All Means All” in Conroe ISD. Every students’ academic, social and emotional needs are a priority.

Conroe ISD utilizes all available resources, including Colleges, Universities, Regional Service Centers, education-related professional organizations, job fairs, and Alternative Certification Programs, to recruit a quality, diverse applicant pools, particularly in identified shortage areas.

Conroe ISD strives to ensure a safe and orderly environment conducive to learning for all students and staff.

In Conroe ISD, students will develop a healthy sense of self and social awareness, embrace diversity with empathy and respect for others, successfully manage their emotions, behaviors, and make responsible decisions.

In Conroe ISD, social emotional learning functions as an integral part of the total school environment.

Conroe ISD continues to promote Safe Schools through annual Safe Schools trainings and utilizes mitigation strategies to keep our schools, students, and staff safe.

In Conroe ISD, we engage students, families, and our community as authentic partners in social and emotional development.

Conroe ISD provides professional development on a campus wide positive, proactive instructional approach to behavior through implementation of PBIS Foundations.

#### **Problem Statements Identifying Culture and Climate Needs**

**Problem Statement 1:** There is a need to increase the number of Hispanic administrators to be more reflective of the student population.

**Problem Statement 2:** There is a need to actively recruit high quality teachers throughout the District including a focus on High poverty and high Minority campuses.

**Problem Statement 3:** There is a need to improve understanding and awareness of cultural and disability differences to increase ownership of students and effectiveness of instructional practice.

**Problem Statement 4:** There is a leadership training regarding how to respond to the data, to develop an action plan, and improve instructional practice.

**Problem Statement 5:** There is a need to identify more Minority/Eco Dis GT students (underrepresented).

**Problem Statement 6:** There is a need to actively support the emotional well-being of all students.

**Problem Statement 7:** There is a need to improve the quality of Functional Behavior Assessments and implementation of Behavior Intervention plans to successfully address the needs of a changing student population.

**Problem Statement 8:** There is a need for a District expectation for Faculty Advisory Councils as part of the campus PBIS Foundations Team (to improve school-wide communications by providing structure for involving the faculty in the decision making process) .



# Parent and Community Engagement

## Parent and Community Engagement Summary

Parents and communities are essential components to a child's successful educational experience. Conroe ISD is committed to strengthening the partnership between schools and home. Parents are encouraged to be an active participant in the education of their child.

Families are encouraged to keep in close two-way communication with the school. Some examples include reviewing a child's school work coming home and reading newsletters and notices from the school. Parents are encouraged to contact the teacher or the school office when questions arise.

Schools and the District thrive due to partnerships created with families and the community. Conroe ISD will continue to explore opportunities to better meet the needs of students through gaining these key partners by providing opportunities for input, shared decision making, and active engagement within schools.

## Parent and Community Engagement Strengths

Increase in Parent and Community Engagement in Schools and throughout the District

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

Conroe ISD has expanded communication to include a variety of forums such as live video feeds, recorded videos, twitter, Facebook, email, texts, school newsletters, marquees, and phone messages

Community resource systems have embraced schools to address identified needs of students

Conroe ISD provides emergency communications to families in English and Spanish

### **Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1:** There is a need for additional involvement in instructional partnership between the school and parents.

**Problem Statement 2 (Prioritized):** There is a need to create opportunities for parents to provide feedback and engage in decision making. **Root Cause:** Lack of varied opportunities for parents and students to provide meaningful feedback .

**Problem Statement 3:** There is a need to engage parents in training using instructional strategies demonstrating ways to support student success.

**Problem Statement 4:** There is a need for additional training for parents in the Learning Management System for virtual learning.

**Problem Statement 5:** There is a need to identify and overcome barriers of low parent participation.

# Priority Problem Statements

**Problem Statement 1:** CISD students identified as Bilingual, ESL, and special education continue to not meet standards on state assessments which has resulted in a RDA score of a 3 on the 2019 report for writing in 4th and 7th grade.

**Root Cause 1:** Lack of fidelity and alignment in implementing the Writer's Workshop model K-12.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** English Learners (ELs) served in a Bilingual or English as a Second Language (ESL) program did not grow one language proficiency level in English as measured by the TELPAS assessment which has resulted in the district not meeting this indicator in Domain III of the 2019 Accountability Report.

**Root Cause 2:** Lack of appropriate instructional strategies to ensure that students served in Bilingual and ESL programs have access to relevant academic language and opportunities to assess their language proficiency .

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** In the 2019-2020 school year 52% of first grade students are unable to read at grade level.

**Root Cause 3:** Lack of embedded professional development opportunities to assist teacher in providing interventions to students with significant gaps in foundational literacy skills.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 4:** The Total Disciplinary Removal Rate for African American students in our district is higher than other subgroups.

**Root Cause 4:** Lack of awareness and training to support the social and emotional learning needs of diverse and vulnerable student groups.

**Problem Statement 4 Areas:** Student Achievement

**Problem Statement 5:** There is a need to create opportunities for parents to provide feedback and engage in decision making.

**Root Cause 5:** Lack of varied opportunities for parents and students to provide meaningful feedback .

**Problem Statement 5 Areas:** Parent and Community Engagement

# Goals

## Goal 1: Student Achievement and Post-Secondary Success

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

**Performance Objective 1:** Identify students reading below grade level (approaches or below), specifically those identified as Economically Disadvantaged, and provide targeted reading instruction with the goal of increasing all student groups by at least 5%.

<b>Strategy 1:</b> Teachers will guide students to build volume and stamina by increasing independent reading time while targeting individual students through conferences or in guided reading and strategy small groups to address specific reading skills. <b>Strategy's Expected Result/Impact:</b> By increasing the independent reading time that students read an accessible text, students will be able to read for longer periods of time. When students have more time to read, they will read a variety of texts, be exposed to more vocabulary, see different types of text structure, practice word study and comprehension strategies, set personal goals for time, page quantity, and build an enjoyment for reading. When in small groups, teachers will target those reading behaviors that are inhibiting students from increasing their volume/stamina. <b>Staff Responsible for Monitoring:</b> ELA Coordinators <b>Results Driven Accountability</b> <b>Problem Statements:</b> Student Achievement 14 <b>Funding Sources:</b> ELA Instructional Coaches - Title I - \$163,215	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 2:</b> Develop and deepen students' ability to visualize, infer, self-correct, and synthesize increasingly complex text through the Guided Reading process. <b>Strategy's Expected Result/Impact:</b> Increase exposure to vocabulary and author's purpose through a variety of genres. <b>Staff Responsible for Monitoring:</b> ELA Coordinator <b>Problem Statements:</b> Student Achievement 14 <b>Funding Sources:</b> Elementary ELA Staff Development - Title II - \$40,000, Secondary Language Arts Instructional Coach - Title II - \$83,448, Secondary Language Arts Staff Development - Title II - \$40,000	Reviews			
	Formative			Summative
	Feb	Apr	July	July

<b>Strategy 3:</b> Comprehension -Develop and deepen students' ability to visualize, infer, self-correct, and synthesize increasingly complex text through small group instruction that enables students to understand new and unseen material. <b>Strategy's Expected Result/Impact:</b> By teaching these comprehension strategies, students will be able to understand the author's intent by thinking within the text, beyond the text, and about the text. This thinking and processing allows students the opportunity to grow in both knowledge and appreciation of all literary forms. <b>Staff Responsible for Monitoring:</b> ELA Coordinators <b>Results Driven Accountability</b> <b>Problem Statements:</b> Student Achievement 14 <b>Funding Sources:</b> Elementary ELA Staff Development - Title II - \$40,000	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 4:</b> Assist students in choosing accessible text selections in order to increase fluency and deepen comprehension. <b>Strategy's Expected Result/Impact:</b> Assist students in choosing accessible text selections in order to increase fluency and deepen comprehension (book shopping, book talks). <b>Staff Responsible for Monitoring:</b> ELA Coordinators	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





### Performance Objective 1 Problem Statements:

Student Achievement
<b>Problem Statement 14:</b> In the 2019-2020 school year 52% of first grade students are unable to read at grade level. <b>Root Cause:</b> Lack of embedded professional development opportunities to assist teacher in providing interventions to students with significant gaps in foundational literacy skills.

**Goal 1: Student Achievement and Post-Secondary Success**

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.





**Performance Objective 2:** Increase students' level of writing, 5% or greater, by utilizing specific instructional practices for the explicit teaching of writing.

<b>Strategy 1:</b> Through individual conferences and/or small groups, provide students targeted feedback that contains what they have begun to do that works and provide practical next steps to progress their writing. <b>Strategy's Expected Result/Impact:</b> Increase quality of student writing. <b>Staff Responsible for Monitoring:</b> ELA Coordinators <b>Results Driven Accountability</b>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 2:</b> Within the structure of Writer's Workshop, independent writing time must be gradually increased to build stamina and volume. <b>Strategy's Expected Result/Impact:</b> Within the structure of Writer's Workshop, gradually increase independent writing time to build stamina and volume (example: writing independently from 15 minutes to 20 minutes, etc.) <b>Staff Responsible for Monitoring:</b> ELA Coordinators <b>Results Driven Accountability</b>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 3:</b> Develop targeted writing instruction through the regular use of on-demand writing samples as well as thin slicing and by studying progressions of those samples. <b>Strategy's Expected Result/Impact:</b> Increase quality of student writing and calibrate teacher expectations for levels of writing. <b>Staff Responsible for Monitoring:</b> ELA Coordinators <b>Results Driven Accountability</b>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1: Student Achievement and Post-Secondary Success**

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.





**Performance Objective 3:** Instructional resources and guidance will be provided by the CISD Mathematics Department to close learning gaps in grades 3 through Algebra 1. The target is to improve student performance in the Economically Disadvantaged and Special Education subgroups by at least 5%.

<b>Strategy 1:</b> Through professional development, the math department will provide Math in Action trainings that integrate technology with best practice focusing on instructional strategies to improve student mastery of the content TEKS. Professional development will be offered in the fall and spring semesters. <b>Strategy's Expected Result/Impact:</b> Increase in math assessment results. <b>Staff Responsible for Monitoring:</b> Math Coordinator <b>Results Driven Accountability</b> <b>Funding Sources:</b> Math Instructional Coaches - Title II - \$116,218, Elementary Math Staff Development - Title II - \$45,000, Math Instructional Coaches - Title I - \$226,000	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 2:</b> Campus coaches will collaborate with CISD Mathematics coordinators and district math coaches to grow their content and coaching capacity in planning, formative assessment tools, and mathematics pedagogy to differentiate instruction for Economically Disadvantaged and Special Education subgroups. <b>Strategy's Expected Result/Impact:</b> Growth in math assessment results. <b>Staff Responsible for Monitoring:</b> Math Coordinator <b>Results Driven Accountability</b> <b>Funding Sources:</b> Secondary Math Staff Development - Title II - \$40,000	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1: Student Achievement and Post-Secondary Success**

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

**Performance Objective 4:** To meet or exceed our 2018-2019 goals on the 8th grade U.S. History STAAR assessment at the Approaches scores level. The categories of focus will be for: All Students, Economically Disadvantaged, and English Learners. In addition, a goal is to exceed our Masters scores from the 2018-2019 8th grade U.S. History STAAR assessment.

<b>Strategy 1:</b> Professional development will be conducted with 4th, 5th and 6th grade Social Studies teachers with the goal of vertically aligning the skills to be mastered at both 7th and 8th grade. Eighth grade teachers will receive campus targeted instruction directed at meeting the established goals for 2020-2021. <b>Strategy's Expected Result/Impact:</b> Increase in math assessment results. <b>Staff Responsible for Monitoring:</b> Social Studies Coordinator <b>Funding Sources:</b> Social Studies Staff Development - Title II - \$42,500	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 2:</b> All 7th and 8th Grade PreAP teachers will be invited to participate in a one curriculum alignment planning day to establish agreed upon instructional expectations. The session is designed to prepare students for success at the PreAP level and their eventual success in future AP courses. This is a continuation of professional learning from 2019-2020. <b>Strategy's Expected Result/Impact:</b> Increase in AP results. <b>Staff Responsible for Monitoring:</b> Social Studies Coordinator <b>Funding Sources:</b> Social Studies Staff Development - Title II - \$15,000	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



**Goal 1: Student Achievement and Post-Secondary Success**

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

**Performance Objective 5:** To exceed our 2018-2019 performance at the Meets passing standard by 3% in grades 5th, 8th and Biology for English Learners and Special Education students.





<b>Strategy 1:</b> Provide in person and virtual professional learning opportunities for all science teachers. During each of these professional learning opportunities, instructional emphasis will be placed on grade level priority standards, the 5E Instructional Model, and best practices to support English Learners and Special Education students. <b>Strategy's Expected Result/Impact:</b> Increase in student assessment results. <b>Staff Responsible for Monitoring:</b> Science Coordinator <b>Results Driven Accountability</b> <b>Funding Sources:</b> Science Professional Development - Title II - \$50,000, Science Instructional Coaches - Title II - \$83,447, Science Instructional Coaches - Title I - \$83,000	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 2:</b> Provide advanced learning structures by exposing students to extended learning opportunities through a Robotic program. <b>Strategy's Expected Result/Impact:</b> More students are exposed to hands on learning techniques in the field of science and technology. <b>Staff Responsible for Monitoring:</b> Science Coordinator <b>Funding Sources:</b> Robotics Staff Development - Title II - \$45,000	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 1: Student Achievement and Post-Secondary Success**

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

**Performance Objective 6:** English Learners served in Bilingual and ESL will advance one TELPAS proficiency level over the previous year.





<b>Strategy 1:</b> Provide teachers with instructional strategies/accommodations to scaffold instruction according to the various language proficiencies and language domains. <b>Strategy's Expected Result/Impact:</b> Increase the TELPAS composite scores at advanced high by 1% or higher. <b>Staff Responsible for Monitoring:</b> Bilingual Director, Assistant Superintendents, Campus Principals <b>Results Driven Accountability</b>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 2:</b> Provide professional development on the 7 Steps to an Interactive Language-Rich Classroom to support English language development of long-term ELs. <b>Strategy's Expected Result/Impact:</b> Increase the TELPAS composite scores at advanced high by 1% or higher. <b>Staff Responsible for Monitoring:</b> Bilingual Director <b>Results Driven Accountability</b> <b>Funding Sources:</b> Staff Development - Title III - \$46,413	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 3:</b> Provide professional development on Sheltered Instruction in the Content Areas to support English language development of newcomer ELs. <b>Strategy's Expected Result/Impact:</b> Increase the TELPAS composite scores at advanced high by 1% or higher. <b>Staff Responsible for Monitoring:</b> Bilingual Director <b>Results Driven Accountability</b>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 4:</b> Provide professional development on TELPAS Proficiency Level Descriptors (PLDs) and how to create student language learning goals. <b>Strategy's Expected Result/Impact:</b> Increase the TELPAS composite scores at advanced high by 1% or higher. <b>Staff Responsible for Monitoring:</b> Bilingual Director <b>Results Driven Accountability</b>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 5:</b> District instructional coach support focused on targeted instructional planning, use of English Language Proficiency Standards (ELPS) and familiarity with PLDs to provide students increased opportunities to develop the skills they lack in each language domain. <b>Strategy's Expected Result/Impact:</b> Increase the TELPAS composite scores at advanced high by 1% or higher. <b>Staff Responsible for Monitoring:</b> Bilingual Director <b>Results Driven Accountability</b> <b>Funding Sources:</b> Administrative Support - Title III - \$18,009, Summer School Title III - Title III - \$207,005, ESL/Bilingual Instructional Coach Support - Title III - \$52,539	Reviews			
	Formative			Summative
	Feb	Apr	July	July

<b>Strategy 6:</b> Interdisciplinary approach to teaching English language skills to ELs in the context of each area of study. <b>Strategy's Expected Result/Impact:</b> Increase the TELPAS composite scores at advanced high by 1% or higher. <b>Staff Responsible for Monitoring:</b> Bilingual Director <b>Results Driven Accountability</b> <b>Funding Sources:</b> Instructional Support for Students - Title III - \$278,300, Instructional Materials - Title III - \$271,749	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 7:</b> Instructional technology integration to ensure ELs have multiple opportunities across content areas to practice language skills on a recording platform <b>Strategy's Expected Result/Impact:</b> Increase the TELPAS composite scores at advanced high by 1% or higher. <b>Staff Responsible for Monitoring:</b> Bilingual Director <b>Results Driven Accountability</b>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Goal 1: Student Achievement and Post-Secondary Success**

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

**Performance Objective 7:** Implement a district dyslexia instructional program that meets the requirements in State Board of Education (SBOE) rule and to identify student access to the services of a teacher(s) trained in dyslexia and related disorders.

<b>Strategy 1:</b> Continue to train and implement with fidelity the dyslexia instructional program, Reading by Design, to current and new Reading Interventionists. <b>Strategy's Expected Result/Impact:</b> Increase in the number of trained staff. <b>Staff Responsible for Monitoring:</b> Dyslexia Coordinator <b>Problem Statements:</b> Student Achievement 14 <b>Funding Sources:</b> Dyslexia Staff Development - Title II - \$25,000	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 2:</b> Allocate additional Reading Interventionists to serve students an additional day a week (5 days a week) and to provide smaller group sizes. <b>Strategy's Expected Result/Impact:</b> Increase in student mastery. <b>Staff Responsible for Monitoring:</b> Dyslexia Coordinator	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 3:</b> Provide intensive, explicit, systematic, research-based reading instruction to identified dyslexic at-risk students. <b>Strategy's Expected Result/Impact:</b> Increase in student mastery. <b>Staff Responsible for Monitoring:</b> Dyslexia Coordinator	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 4:</b> Promote an understanding of Dyslexia and Related Disorders through training of multisensory instruction and classroom support for teachers and parents. <b>Strategy's Expected Result/Impact:</b> Increase in knowledge of proven instructional strategies. <b>Staff Responsible for Monitoring:</b> Dyslexia Coordinator	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





**Performance Objective 7 Problem Statements:**

Student Achievement
<b>Problem Statement 14:</b> In the 2019-2020 school year 52% of first grade students are unable to read at grade level. <b>Root Cause:</b> Lack of embedded professional development opportunities to assist teacher in providing interventions to students with significant gaps in foundational literacy skills.

**Goal 1: Student Achievement and Post-Secondary Success**

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

**Performance Objective 8:** To increase the performance of Gifted students Mastering Grade Level Standards on the state assessments 5%. To increase the identified Gifted student population to mirror the District's population by 3%.

<b>Strategy 1:</b> Provide pull-out service to 800 students in two high school feeder zones. <b>Strategy's Expected Result/Impact:</b> Increase acceleration of student learning. <b>Staff Responsible for Monitoring:</b> GT Specialist	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 2:</b> Provide targeted professional development on differentiation for gifted students. <b>Strategy's Expected Result/Impact:</b> Increase in awareness of unique characteristics and proven instructional strategies. <b>Staff Responsible for Monitoring:</b> GT Specialist <b>Funding Sources:</b> GT Instructional Coach - Title IV - \$42,762, GT Instructional Supplies - Title IV - \$4,000	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 3:</b> Provide professional development on characteristics of gifted students from poverty. <b>Strategy's Expected Result/Impact:</b> Increase the awareness of unique characteristics and proven instructional strategies. <b>Staff Responsible for Monitoring:</b> GT Specialist <b>Funding Sources:</b> GT Instructional Coach - Title IV - \$42,762	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 4:</b> Use of Local Norms as part of identification of GT students from Title I campuses. <b>Strategy's Expected Result/Impact:</b> Increase the number of students identified and served. <b>Staff Responsible for Monitoring:</b> GT Specialist	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 5:</b> Hold a parent night for Title I parents during the nomination window for GT services. <b>Strategy's Expected Result/Impact:</b> Increase the number of students identified and served. <b>Staff Responsible for Monitoring:</b> GT Specialist	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
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**Goal 1: Student Achievement and Post-Secondary Success**

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

**Performance Objective 9: Achieve or exceed state accountability standards for all students in all subject areas.**

Increase the percent of students in all student groups scoring Approaches, Meets and Masters on STAAR over the previous year.

Provide quality professional development designed to increase educator expertise in differentiating the curriculum to meet the needs of diverse student populations and incorporate effective measures of learner skill acquisition.

<b>Strategy 1:</b> Collaborate with content areas in the Teaching and Learning Department to provide support and professional learning to all teachers on removing instructional obstacles for students receiving special ed services. <b>Strategy's Expected Result/Impact:</b> Increase grade level exposure to core content for all students. <b>Staff Responsible for Monitoring:</b> Curriculum and Special Education Coordinators <b>Results Driven Accountability</b>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 2:</b> Identify and provide professional learning for teachers who have not been trained in literacy instruction for students with disabilities. <b>Strategy's Expected Result/Impact:</b> Increase exposure to proven literacy instructional strategies. <b>Staff Responsible for Monitoring:</b> Curriculum and Special Education Coordinators <b>Results Driven Accountability</b>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 3:</b> Special education teachers will complete campus based professional development for Writer's Workshop. <b>Strategy's Expected Result/Impact:</b> Increase exposure to proven literacy instructional strategies. <b>Staff Responsible for Monitoring:</b> Campus Principals, ELA and Special Education Coordinators <b>Results Driven Accountability</b>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





**Goal 1: Student Achievement and Post-Secondary Success**

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

**Performance Objective 10: High School - Dropout Prevention Program**

The best of the 4-year, 5-year or 6-year State Graduation rates is used for Domain I: All students, 7 race/ethnic groups, SpEd, and EL. The best of these graduation rates for the 2019 graduates was the 5-year rate at 97.3%.

Goal for 2021 graduates: The best of the 3 rates will increase from 97.4% to 97.5%

<b>Strategy 1:</b> Monitor EL, Special Education, and CTE 4-year graduation plans. Provide increased awareness of CTE Endorsements and Career Pathways for all students. <b>Strategy's Expected Result/Impact:</b> Increase in completion rates and certificates. <b>Staff Responsible for Monitoring:</b> SpEd Director, CTE Director, Bilingual Director <b>Results Driven Accountability</b>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 2:</b> Provide intensive, systematic tutoring and instructional support for identified at-risk students during the day, after school, and during the summer. <b>Strategy's Expected Result/Impact:</b> Increase assessment results <b>Staff Responsible for Monitoring:</b> Assistant Superintendents, Accountability, Principals <b>Results Driven Accountability - Equity Plan</b> <b>Funding Sources:</b> Instructional Support - State Comp Ed - \$9,496,660, Title I Summer School - Title I - \$506,125, Response to Intervention Staff Development - Title II - \$50,000, Private School for Eligible Title I Students - Title I - \$16,000, Tutoring - State Comp Ed - \$692,659, Instructional Coaches - State Comp Ed - \$585,252	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 3:</b> Provide additional support to students who are pregnant/parents, homeless, juvenile placements, foster, immigrant, and migrant students to ensure access to needed community resources. <b>Strategy's Expected Result/Impact:</b> Increase in graduation rate for at-risk students <b>Staff Responsible for Monitoring:</b> Assistant Superintendents, Dropout Prevention, Principals <b>Results Driven Accountability - Equity Plan</b> <b>Funding Sources:</b> Immigrant Instructional Support - Title III - IMM - \$268,745, Juvenile Detention Instructional Support - Title I D - \$130,658, Computer Software and Intervention Materials - State Comp Ed - \$106,713, Homeless and Foster Care Student Support - Title I - \$11,100, Migrant Support - Title I C - \$37,887	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 4:</b> Provide additional general education teachers to campuses serving a large percentage of at-risk students. <b>Strategy's Expected Result/Impact:</b> Increase in assessment results <b>Staff Responsible for Monitoring:</b> Assistant Superintendents, Directors, Principals <b>Equity Plan</b> <b>Funding Sources:</b> General Education Teachers to Support At-Risk Students - State Comp Ed - \$33,733,251, General Education Teachers to Support At-Risk Students - ESSER - \$6,273,813	Reviews			
	Formative			Summative
	Feb	Apr	July	July
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**Goal 1: Student Achievement and Post-Secondary Success**

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

**Performance Objective 11: High School-Meet Eligible Post-secondary Readiness Distinction Designations**

<b>Strategy 1:</b> Satisfy the TSI requirement on TSIA, SAT or ACT in both ELA and Math or successfully completing and earning credit for a college prep course as defined. <b>Strategy's Expected Result/Impact:</b> Increase in successful completion. <b>Staff Responsible for Monitoring:</b> Readiness Specialist	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 2:</b> Met criterion score on an AP-exam in any subject (3, 4 or 5). <b>Strategy's Expected Result/Impact:</b> Increase in assessment results. <b>Staff Responsible for Monitoring:</b> Readiness Specialist	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 3:</b> Earned dual course credits for at least 3 hours in ELA and Mathematics or 9 hours in any subject. <b>Strategy's Expected Result/Impact:</b> Increase in credit completions. <b>Staff Responsible for Monitoring:</b> Readiness Specialist	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 4:</b> Earned an industry-based certification from approved list. <b>Strategy's Expected Result/Impact:</b> Increase in certifications. <b>Staff Responsible for Monitoring:</b> CTE Director	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 5:</b> Earned an associate's degree while in high school <b>Strategy's Expected Result/Impact:</b> Increase in degrees earned. <b>Staff Responsible for Monitoring:</b> Readiness Specialist	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 6:</b> Graduated with completed IEP and Workforce Readiness (graduation type code 04, 05, 54, or 55). <b>Strategy's Expected Result/Impact:</b> Increase in completions. <b>Staff Responsible for Monitoring:</b> CTE Director <b>Results Driven Accountability</b>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 7:</b> Enlisted in the U.S. Armed Forces. <b>Strategy's Expected Result/Impact:</b> Increase in the number of students successfully enlisting in the armed forces. <b>Staff Responsible for Monitoring:</b> College Readiness Specialist	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>



<b>Strategy 8:</b> Increase college readiness awareness and CCR course enrollment in junior high schools. <b>Strategy's Expected Result/Impact:</b> Increase in course enrollments. <b>Staff Responsible for Monitoring:</b> CTE Director	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
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**Goal 1: Student Achievement and Post-Secondary Success**

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.





**Performance Objective 12:** Increase dual course offerings in ELA and Mathematics to provide opportunities on every high school campus.

<b>Strategy 1:</b> Promote and monitor enrollment progress in dual credit courses through a collaborative agreement with Lone Star College Montgomery. <b>Strategy's Expected Result/Impact:</b> Increase in the number of successful completions of dual credit courses. <b>Staff Responsible for Monitoring:</b> Readiness Specialist	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 2:</b> Provide information to eighth grade students about associate degree co-enrollment opportunities. <b>Strategy's Expected Result/Impact:</b> Increase in the number of students enrolled. <b>Staff Responsible for Monitoring:</b> Readiness Specialist	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
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**Goal 1: Student Achievement and Post-Secondary Success**

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

**Performance Objective 13:** Increase the number of students taking AP Exams by 1%.

<b>Strategy 1:</b> Ensure Advanced Placement and Honors (Pre-Advanced) Placement course offerings are available and communicated to all students and student groups annually. <b>Strategy's Expected Result/Impact:</b> Increase in the number of students enrolled in advanced classes. <b>Staff Responsible for Monitoring:</b> Readiness Specialist	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 2:</b> Utilize the AP Potential Report in annual student registration meeting to recruit under-represented student groups for AP courses. <b>Strategy's Expected Result/Impact:</b> Increase in the number of students enrolled in advanced classes. <b>Staff Responsible for Monitoring:</b> Readiness Specialist	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 3:</b> Provide instructional support and free tutoring for all Advanced Placement students prior to exams. <b>Strategy's Expected Result/Impact:</b> Increase in the number of successful completions of AP exams. <b>Staff Responsible for Monitoring:</b> Readiness Specialist	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
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**Goal 1: Student Achievement and Post-Secondary Success**

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.





**Performance Objective 14: Increase CTE coherent sequence completers from 13.82% to 15%**

<b>Strategy 1:</b> Build teacher capacity to fully implement certification options within the instructional setting. <b>Strategy's Expected Result/Impact:</b> Increase exposure to certification content for students. <b>Staff Responsible for Monitoring:</b> CTE Director	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 2:</b> Provide staff development on certification testing across the curriculum. <b>Strategy's Expected Result/Impact:</b> Increase teacher understanding of certification requirements. <b>Staff Responsible for Monitoring:</b> CTE Director	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 3:</b> Provide hands-on training in use of industry standard hardware and software and equipment on all campuses. <b>Strategy's Expected Result/Impact:</b> Increase in student mastery demonstrated. <b>Staff Responsible for Monitoring:</b> CTE Director	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
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**Goal 2: Fiscal Responsibility**

CISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.

**Performance Objective 1:** Develop a district-wide system to evaluate effective utilization of funds/resources appropriated to staffing needs and increasing the performance of student sub populations.

<b>Strategy 1:</b> Maintain high academic results in a cost-effective manner. <b>Strategy's Expected Result/Impact:</b> Develop and adopt fiscally responsible budget to meet Board and instructional goals. <b>Staff Responsible for Monitoring:</b> Chief Financial Officer	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 2:</b> Implement long-range revenue and budget plans. <b>Strategy's Expected Result/Impact:</b> Long range financial plans are used by the district as a tool to prevent financial challenges; to stimulate long-term and strategic thinking and serves as a tool for communication with internal and external stakeholders. <b>Staff Responsible for Monitoring:</b> Chief Financial Officer	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 3:</b> Maintain a fund balance of 20-25% of budget. <b>Strategy's Expected Result/Impact:</b> Maintain a strong fund balance to ensure the district is prepared for future financial challenges that may arise. <b>Staff Responsible for Monitoring:</b> Chief Financial Officer	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 4:</b> Provide essential positions needed to accommodate growth in student population and to address unique campus needs. <b>Strategy's Expected Result/Impact:</b> Provide the necessary resources to allow the District to recruit and hire the most qualified candidates. <b>Staff Responsible for Monitoring:</b> Chief Financial Officer <b>Funding Sources:</b> Federal Program Administration - Title I - \$146,000	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 5:</b> Provide competitive compensation to attract and maintain quality personnel. <b>Strategy's Expected Result/Impact:</b> Offering a competitive compensation plan will allow the district to not only recruit highly qualified candidates but also retain them once they are hired. <b>Staff Responsible for Monitoring:</b> Chief Financial Officer	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 6:</b> Monitor and Evaluate possible bond refunding opportunities. <b>Strategy's Expected Result/Impact:</b> Save the district and ultimately our taxpayers money by taking advantage of refunding opportunities. <b>Staff Responsible for Monitoring:</b> Chief Financial Officer	Reviews			
	Formative			Summative
	Feb	Apr	July	July
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**Goal 2: Fiscal Responsibility**

CISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.





**Performance Objective 2:** Department and campus leaders will implement a systematic prioritization process to align programs and priorities with available resources.

<b>Strategy 1:</b> Conduct Bond Program Board Workshop. <b>Strategy's Expected Result/Impact:</b> Develop a bond program to meet Board and instructional goals. <b>Staff Responsible for Monitoring:</b> Chief Financial Officer	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 2:</b> Continue to monitor student growth and adjust implementation timeline for capital projects, as appropriate. <b>Strategy's Expected Result/Impact:</b> Meet the changing needs of our district by allocating facility resources to achieve the district's goals and objectives as well as planning for future facility needs to accommodate enrollment growth. <b>Staff Responsible for Monitoring:</b> Chief Financial Officer	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 3:</b> Working with the CISD Board of Trustees. <b>Strategy's Expected Result/Impact:</b> Continue to keep the Board of Trustees educated on the future facility needs of the districts so they can make the most informed decisions. <b>Staff Responsible for Monitoring:</b> Continue to keep the Board of Trustees educated on the future facility needs of the districts so they can make the most informed decisions.	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
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**Goal 2: Fiscal Responsibility**

CISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.

**Performance Objective 3:** Develop and monitor an operating budget that reflects the objectives of the District Improvement Plan while maintaining an appropriate fund balance.

<b>Strategy 1:</b> Continue implementation of energy management program. <b>Strategy's Expected Result/Impact:</b> Reduce energy costs. <b>Staff Responsible for Monitoring:</b> Chief Financial Officer	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 2:</b> Continue implementation of operations improvement plans. <b>Strategy's Expected Result/Impact:</b> Provide the necessary operational support to all areas of the district in the most efficient manner. <b>Staff Responsible for Monitoring:</b> Chief Financial Officer	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 3:</b> Continue to optimize campus allocations. <b>Strategy's Expected Result/Impact:</b> Provide the necessary resources to allow the District to recruit and hire the most qualified candidates. <b>Staff Responsible for Monitoring:</b> Chief Financial Officer	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
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### Goal 3: Recruitment, Development, and Retention of Staff

CISD will employ, develop, and retain highly qualified staff to maximize learning for all students.

**Performance Objective 1:** Implement a plan to attract and retain highly effective teachers to work at hard to staff campuses.

<b>Strategy 1:</b> Utilize all available resources, including colleges, universities, regional education service centers, education-related professional organizations, job fairs, and alternative certification programs, to recruit quality, diverse applicant pools, particularly in identified shortage areas and for high need campuses.  <b>Strategy's Expected Result/Impact:</b> Build/enhance partnerships with said resources to recruit quality, diverse applicant pools, particularly in identified shortage areas and for high needs campuses. <b>Staff Responsible for Monitoring:</b> Director of HR, Asst. Dir. HR, HR Coordinator, Recruiter <b>Equity Plan</b> <b>Funding Sources:</b> Recruitment - Title II - \$40,000	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 2:</b> Continue to enhance the use of technology, including Indeed, LinkedIn, Facebook, Twitter, and electronic job boards, to attract and source quality applicants in an efficient and effective manner.  <b>Strategy's Expected Result/Impact:</b> Utilize all electronic resources to attract and source quality applicants in an efficient and effective manner. <b>Staff Responsible for Monitoring:</b> Director of HR, Asst. Dir. HR, HR Coordinator, Recruiter	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<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>				







**Goal 3: Recruitment, Development, and Retention of Staff**

CISD will employ, develop, and retain highly qualified staff to maximize learning for all students.

**Performance Objective 2:** Implement a recruitment plan focused on recruiting a diverse leadership staff reflective of student demographics.

<b>Strategy 1:</b> Provide professional learning opportunities and support for beginning teachers through The Novice Teacher Academy (NTA) for novice teachers with 0-1 years of experience. <b>Strategy's Expected Result/Impact:</b> Teachers will complete requirements for the Novice Teacher Academy. <b>Staff Responsible for Monitoring:</b> Director of CIA, Gifted & Talented/NTA Specialist <b>Equity Plan</b> <b>Funding Sources:</b> Novice Teacher Academy - Title II - \$15,000	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 2:</b> Support cohorts with universities to develop Master of Education and Doctoral programs for professional staff members. <b>Strategy's Expected Result/Impact:</b> Programs available and information for cohorts with universities for graduate information are posted in the Teaching & Learning Newsletter. <b>Staff Responsible for Monitoring:</b> Director of CIA, Gifted & Talented/NTA Specialist	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 3:</b> Continue to create and enhance professional learning modules that can be completed online to reduce the amount of time taken away from instruction on campuses. <b>Strategy's Expected Result/Impact:</b> Staff development opportunities will be available by e-courses & virtual learning which will be advertised in our Teaching & Learning Newsletters. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of T & L, Director of CIA, Content Coordinators and Specialists	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 4:</b> Provide additional support to targeted campus administrators related to staff performance issues. <b>Strategy's Expected Result/Impact:</b> Campus administrators will have the ability to identify, support, and document staff performance concerns to improve instruction and campus performance. <b>Staff Responsible for Monitoring:</b> Director of HR, Asst. Dir. HR, HR Coordinator	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 5:</b> The Early Childhood Instructional Coach will provide on the job support that focuses on the development of specific early childhood education knowledge, skills and practices for PreK and K teachers to meet the teacher qualification requirements as per the High-quality Prekindergarten Program. <b>Strategy's Expected Result/Impact:</b> PreK Institute offered for all PreK teachers, continued ongoing support in person and virtual for successful implementation of full day PreK. <b>Staff Responsible for Monitoring:</b> Director of CIA, Early Childhood Coordinator, Early Childhood Coach <b>Funding Sources:</b> Early Childhood Staff Development - Title II - \$25,000, Early Childhood Instructional Coach - Title II - \$46,293, Early Childhood Instructional Coach - Title I - \$86,000	Reviews			
	Formative			Summative
	Feb	Apr	July	July

<b>Strategy 6:</b> Provide job embedded staff development to address required TEKS for each grade level and content area. <b>Strategy's Expected Result/Impact:</b> District Staff Development Comprehensive Plan with over 1,000 opportunities is provided throughout the school year. District and campus Instructional Coaches provide the job embedded PD. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of T & L, Director of CIA, Content Coordinators and Specialists, District Instructional Coaches	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>





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**Goal 3: Recruitment, Development, and Retention of Staff**

CISD will employ, develop, and retain highly qualified staff to maximize learning for all students.

**Performance Objective 3:** Develop/implement district leadership training that addresses how to use data effectively to drive student achievement.

<b>Strategy 1:</b> Retention of Novice Teacher Academy participants ranges 90% or above. <b>Strategy's Expected Result/Impact:</b> Identify trends over time and assess each campus' effectiveness in retaining novice teachers. <b>Staff Responsible for Monitoring:</b> Director of HR, Asst. Dir. HR, HR Coordinator, Recruiter	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 2:</b> Create exit and/or satisfaction surveys, which will be designed to help the District recognize patterns in turnover and retention in order to make positive changes to reduce attrition, especially among Bilingual teachers and other hard-to-retain positions. <b>Strategy's Expected Result/Impact:</b> Create and utilize surveys to make positive changes to reduce attrition, especially among Bilingual teachers and other hard-to-retain positions. <b>Staff Responsible for Monitoring:</b> Director of HR, Asst. Dir. HR, HR Coordinator, Recruiter	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 3:</b> Provide screening assistance with administrator applicants to support campus efforts to recruit diverse leadership with the intended result of increasing the percentage of Hispanic Administrators by up to 2%. <b>Strategy's Expected Result/Impact:</b> Increase the percentage of Hispanic Administrators by up to 2%. <b>Staff Responsible for Monitoring:</b> Director of HR, Asst. Dir. HR, HR Coordinator, Recruiter	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 4:</b> Build the capacity of current and potential future leaders by providing research based training opportunities that address effective leadership practices. <b>Strategy's Expected Result/Impact:</b> Create a pipeline of future leaders. <b>Staff Responsible for Monitoring:</b> Directors of School Improvement <b>Equity Plan</b> <b>Funding Sources:</b> Leadership Development - Title II - \$75,000	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 5:</b> Provide staff development to fine arts teachers on effective ways to integrate fine arts into instructional practices in all content areas. <b>Strategy's Expected Result/Impact:</b> Increase alignment between fine arts and content connections. <b>Staff Responsible for Monitoring:</b> Director of Fine Arts <b>Funding Sources:</b> Integrating Fine Arts in the Classroom - Title IV - \$16,873, Fine Arts Staff Development - Title II - \$25,000	Reviews			
	Formative			Summative
	Feb	Apr	July	July

<b>Strategy 6:</b> Build capacity of district and campus staff by providing instructional coaching, feedback, and training to address identified areas of need. <b>Strategy's Expected Result/Impact:</b> Increase in student assessment outcomes <b>Staff Responsible for Monitoring:</b> Assistant Superintendents <b>Equity Plan</b> <b>Funding Sources:</b> Teaching and Learning Staff Development - Title II - \$278,043, Private School Staff Development - Title II - \$16,000, Foreign Language Staff Development - Title II - \$8,000, Identified Needs of Eligible Private School - ESSER - \$49,811, Staff Development Administration - Title II - \$65,049	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
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#### Goal 4: Parents and Community

CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.





**Performance Objective 1:** Provide staff development for school leadership addressing the diversity and unique needs of students.

<b>Strategy 1:</b> Facilitate education sessions for parents at various community/campus locations, and/or through virtual platforms, in order to address mental health awareness, prevention, and connection to mental health services. <b>Strategy's Expected Result/Impact:</b> Increased parent and community awareness measured by attendance and participation at education sessions. <b>Staff Responsible for Monitoring:</b> District Coordinator of Guidance and Counseling <b>Funding Sources:</b> Private School STEM Instructional Materials - Title IV - \$8,500	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 2:</b> Create adult learning that focuses on the unconscious bias that exist within our society to create a better understanding and a more empathetic way to address families of color and/or are underrepresented. <b>Strategy's Expected Result/Impact:</b> Gain a better understanding and awareness that unconscious bias exists within our schools and community. <b>Staff Responsible for Monitoring:</b> Student Support Director, Executive Director of School Improvement	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 3:</b> Expand partnership with Lone Star Family Health Services to provide dental care at the Grangerland clinic. <b>Strategy's Expected Result/Impact:</b> Improved dental care as measured by the number of students receiving services <b>Staff Responsible for Monitoring:</b> Director of Health Services	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 4:</b> Continue the partnership with Tri-County Behavioral Healthcare to provide mental health and crisis services on eligible campuses. <b>Strategy's Expected Result/Impact:</b> Improved access to mental health services as measured by the number of students accessing services <b>Staff Responsible for Monitoring:</b> Director of Guidance and Counseling	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 5:</b> Develop and expand CISD CTE partnerships with community agencies, businesses, industry organizations, and governmental agencies to increase job shadowing and internship opportunities for CISD students. <b>Strategy's Expected Result/Impact:</b> Increased number of students that are provided with job shadowing opportunities and internships. <b>Staff Responsible for Monitoring:</b> Director of CTE	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 6:</b> Partner with local community organizations such as Texas AgriLife, Oscar Johnson and the YMCA to promote healthy choices and the lifelong love of physical fitness. <b>Strategy's Expected Result/Impact:</b> Programs will offer sessions to parents and students that focus on healthy lifestyle choices. Outcomes will be measured through session attendance. <b>Staff Responsible for Monitoring:</b> Director of Physical Education	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
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**Goal 4: Parents and Community**

CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.

**Performance Objective 2:** Increase the percentage of minority students identified as GT by 5%.

<b>Strategy 1:</b> Increase parent awareness of advanced academic opportunities including GT and advanced courses in secondary through various platforms such as social media, campus parent information meetings, individual counseling on course selection and parent meetings on the social/emotional health and well-being of gifted students and various resources including scholarship opportunities. <b>Strategy's Expected Result/Impact:</b> Increased participation by minority students in advanced academic programs resulting in college opportunities as evidenced by social media posts, number of parent sessions and the number of students receiving scholarship opportunities. <b>Staff Responsible for Monitoring:</b> Coordinator of GT and College and Career Readiness Counselor	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 2:</b> Provide staff development on various avenues to qualify students under the GT umbrella including alternative testing opportunities (ie. RIST, Logramos, etc), use of local of norms on standardized tests and reviewing student profiles. <b>Strategy's Expected Result/Impact:</b> Increase the number of minority students participating the GT program. <b>Staff Responsible for Monitoring:</b> Coordinator of GT	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 4: Parents and Community**

CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.

**Performance Objective 3:** Implement active outreach to families of every student providing two way communication at least annually through surveys, participation in school decision making committees, and parent forums.

<b>Strategy 1:</b> Facilitate education sessions for parents to promote safety, including: social media, digital responsibility and awareness of human trafficking trauma. <b>Strategy's Expected Result/Impact:</b> Increased parent feedback to inform decisions related to school operations measured by surveys, social media posts and community forums. <b>Staff Responsible for Monitoring:</b> Director of Communications	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 2:</b> Provide opportunities for parents to participate in shared decision making at the campus level and district level. <b>Strategy's Expected Result/Impact:</b> Increased parent input in the decision-making process evidenced by participation on district and campus committees. <b>Staff Responsible for Monitoring:</b> Assistant Superintendents	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 3:</b> Create an opportunity for students, parents and community members to voice their concerns or areas of need in the District regarding unconscious bias that may exist through surveys, panels, etc. <b>Strategy's Expected Result/Impact:</b> Information provided by stakeholders from focus groups will be used to develop training for staff, students and parents regarding unconscious bias. <b>Staff Responsible for Monitoring:</b> Executive Director of School Improvement <b>Title I Schoolwide Elements:</b> 3.1, 3.2 <b>Problem Statements:</b> Parent and Community Engagement 2	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 4:</b> Work in collaboration with Texas Children's Hospital to form the Behavioral Health and Suicide Prevention Community Taskforce in order to educate the community on mental health and suicide prevention and connect residents to support services. <b>Strategy's Expected Result/Impact:</b> Increased community awareness through suicide presentations as measured by the number of sessions and participants. <b>Staff Responsible for Monitoring:</b> Coordinator of Guidance and Counseling Services <b>Results Driven Accountability</b> <b>Funding Sources:</b> Counseling Support for Schools - Title IV - \$36,847	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 5:</b> Provide a connection between student, home, school, and community to ensure families new to the country are able to access school and community resources. <b>Strategy's Expected Result/Impact:</b> Increase in graduation rate and student assessment results. <b>Staff Responsible for Monitoring:</b> Director of Dropout Prevention <b>Results Driven Accountability - Equity Plan</b> <b>Funding Sources:</b> NewComer Student Support - Title III - \$49,004	Reviews			
	Formative			Summative
	Feb	Apr	July	July



No Progress



Accomplished



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### Performance Objective 3 Problem Statements:

#### Parent and Community Engagement





**Problem Statement 2:** There is a need to create opportunities for parents to provide feedback and engage in decision making. **Root Cause:** Lack of varied opportunities for parents and students to provide meaningful feedback .



## Goal 5: Safe Schools

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





### Performance Objective 1: Implement Safe Schools Plan

<b>Strategy 1:</b> Maintain the CISD Safe Schools Committee and the Campus/Departmental Emergency Operations Team to review and make recommendations for the Safe Schools Plan. <b>Strategy's Expected Result/Impact:</b> To ensure that campuses operate under guidelines that promote safe and secure campuses. <b>Staff Responsible for Monitoring:</b> Executive Director of Operations <b>Funding Sources:</b> Safety Staff Development - Title II - \$9,000, Health Services Materials Safe Schools - Title IV - \$19,220	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 2:</b> Expand District Threat Assessment procedures to the campus level using guiding information from the Texas State School Safety Center. <b>Strategy's Expected Result/Impact:</b> To ensure that campuses are able to identify threats effectively and follow safety protocols. <b>Staff Responsible for Monitoring:</b> Executive Director of Operations	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Goal 5: Safe Schools**

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





**Performance Objective 2: Provide Resources and Training for Safety and Security**

<b>Strategy 1:</b> Provide training to staff, but not limited to, emergency operations, stop the bleed, threat assessment, C.R.A.S.E., metal detector use, FEMA incident command, student health, and crisis prevention intervention. <b>Strategy's Expected Result/Impact:</b> To ensure that all district employees are trained in emergency operation procedures. <b>Staff Responsible for Monitoring:</b> Executive Director of Operations <b>Funding Sources:</b> Health Training - Title IV - \$10,000, Physical Education Staff Development - Title II - \$20,000	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 2:</b> Continue to promote KidChat and Anonymous Alerts to receive and react to information pertaining to school safety issues. <b>Strategy's Expected Result/Impact:</b> To provide an outlet for safe and secure reporting procedures. <b>Staff Responsible for Monitoring:</b> Executive Director of Operations	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 3:</b> Provide Threat Assessment/Crisis Response Team training and support on campuses to teachers, counselors, and administration regarding potential crisis situations with students and staff. <b>Strategy's Expected Result/Impact:</b> To keep campuses safe and secure while being able to assess potential threats as they arise. <b>Staff Responsible for Monitoring:</b> Executive Director of Operations	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 4:</b> Conduct fire, disaster, lock-downs, evacuation, reverse evacuation, table-top drills, intruder/active shooter drills, reunification and other emergency drills. <b>Strategy's Expected Result/Impact:</b> To ensure the effectiveness of Emergency Operations Plans at the district and campus level. <b>Staff Responsible for Monitoring:</b> Executive Director of Operations	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 5: Safe Schools**

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

**Performance Objective 3:** Establish Multi-Tiered Systems of Support and monitor fidelity of implementation on campuses.

<b>Strategy 1:</b> Establish a system that proactively supports Social Emotional Learning. <b>Strategy's Expected Result/Impact:</b> Establish a student support model to include prevention and intervention components for supporting students' academic and behavioral success. <b>Staff Responsible for Monitoring:</b> Director of Student Support Services <b>Results Driven Accountability</b>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 2:</b> Build a team of trained staff who are prepared to recognize and respond to social emotional needs of all learners. <b>Strategy's Expected Result/Impact:</b> Increased number of personnel certified as trauma practitioners. <b>Staff Responsible for Monitoring:</b> Director of Student Support Services <b>Results Driven Accountability</b> <b>Funding Sources:</b> Intervention Tracking and Support - Title IV - \$51,850, Student Support Instructional Coaches - Title I - \$167,000	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 3:</b> Present how to address emotional well-being into the classroom at the Novice Teacher Academy and Administrative Leadership Conference. <b>Strategy's Expected Result/Impact:</b> Prepare newly hired employees to address emotional well-being. <b>Staff Responsible for Monitoring:</b> Director of Student Support Services	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 4:</b> Monitor the fidelity of CHAMPS implementation and provide support to identified areas of need. <b>Strategy's Expected Result/Impact:</b> Discipline incidents will decrease on campuses. <b>Staff Responsible for Monitoring:</b> Director of Student Support Services <b>Results Driven Accountability</b>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 5: Safe Schools**

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

**Performance Objective 4:** Increase quality instructional time by decreasing the incidents of students removed from the classroom for ISS or OSS.

<b>Strategy 1:</b> Address out of placement rates of African American students by providing training and support to teachers. <b>Strategy's Expected Result/Impact:</b> Removal rates for African American students will be proportionate to other district subgroups. <b>Staff Responsible for Monitoring:</b> Director of Student Support Services <b>Results Driven Accountability</b>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
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## Goal 6: Technology

CISD will provide technology infrastructure, tools, and solutions to meet the administrative requirements of the District and to maximize learning for all students.





**Performance Objective 1:** Increase secondary student access to devices and wireless infrastructure.

<b>Strategy 1:</b> Investigate options for moving campuses to 1:1 device ratio. <b>Strategy's Expected Result/Impact:</b> Increase equitable access of technology for all students. <b>Staff Responsible for Monitoring:</b> Technology Directors <b>Funding Sources:</b> Technology - Title IV - \$182,566	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 2:</b> Focus staff development on students creating digital products and promoting digital citizenship <b>Strategy's Expected Result/Impact:</b> Increase the skills of students to become more tech savvy and access remote learning more fluidly. <b>Staff Responsible for Monitoring:</b> Technology Coaches	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
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**Goal 6: Technology**

CISD will provide technology infrastructure, tools, and solutions to meet the administrative requirements of the District and to maximize learning for all students.





**Performance Objective 2:** Support and further enhance all stakeholder's knowledge of effective utilization digital resources.

<b>Strategy 1:</b> Replace Teacher PCs and move those Windows 10 PCs to replace campus Win 7 PCs. <b>Strategy's Expected Result/Impact:</b> Update technology to increase teacher effectiveness. <b>Staff Responsible for Monitoring:</b> Technology Department	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 2:</b> Establish redundant network and internet connections at key locations to limit outages. <b>Strategy's Expected Result/Impact:</b> Increase access in those areas with limited bandwidth. <b>Staff Responsible for Monitoring:</b> Technology Department	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 3:</b> Configure internal and external systems to prevent security intrusions. <b>Strategy's Expected Result/Impact:</b> Decrease viruses and phishing opportunities. <b>Staff Responsible for Monitoring:</b> Technology Department	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 4:</b> Focus staff development on how teachers can increase engagement in online learning. <b>Strategy's Expected Result/Impact:</b> Increase student use of Canvas in grades 3-6 through staff development, modeling, and coaching. <b>Staff Responsible for Monitoring:</b> Technology Coaches <b>Funding Sources:</b> Technology Devices Staff Development - Title IV - \$162,122	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 5:</b> Infuse campuses with technology devices to ensure instructional access to online and in person learning and integrating technology tools to address identified learning needs for all students. <b>Strategy's Expected Result/Impact:</b> Increase efficiency in students' ability to access and use technology effectively. <b>Staff Responsible for Monitoring:</b> Technology Department <b>Funding Sources:</b> Technology Devices - Remote Learning Operation Connectivity - CV19 - \$1,366,000	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
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## Goal 7: Communication

CISD will promote and enhance two-way communication among our staff and our community to maximize the success of all students.

**Performance Objective 1:** Create multiple opportunities for families/community stakeholders to provide feedback regarding district and campus communication, improve campus climate and identify barriers to parent engagement.

<b>Strategy 1:</b> Provide communications regarding District initiatives, programs, meetings, activities, operations, and leadership within and among all departments and schools through a variety of media. This includes the CISD website, newsletters, email announcements, campus/District meetings, newspaper, radio, television, and social media. <b>Strategy's Expected Result/Impact:</b> Increased knowledge about the District and its programs; increased engagement <b>Staff Responsible for Monitoring:</b> Director of Communications	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 2:</b> Title I campuses will provide CIPs, Family Engagement Policy, and parent notices to parents in English and Spanish. <b>Strategy's Expected Result/Impact:</b> Increased parental engagement <b>Staff Responsible for Monitoring:</b> Director of Communications	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 3:</b> Conroe ISD will involve stakeholders in determining programs and activities needed to address the learning needs of students, staff, and community. <b>Strategy's Expected Result/Impact:</b> Increased stakeholder engagement and program/activity participation <b>Staff Responsible for Monitoring:</b> Director of Communications	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 4:</b> To the extent possible, the district will make all communications, regardless of the medium, relating to student safety available in both English and Spanish. <b>Strategy's Expected Result/Impact:</b> Increased knowledge about the District and its programs; increased engagement <b>Staff Responsible for Monitoring:</b> Director of Communications	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
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**Goal 7: Communication**

CISD will promote and enhance two-way communication among our staff and our community to maximize the success of all students.

**Performance Objective 2:** Implement district expectations for a Faculty Advisory Committee with clear objectives and guidelines to improve school-wide communication.

<b>Strategy 1:</b> Provide factual, relevant information about District programs and initiatives to both the public and the District employees through a variety of media (print, website, newsletters, social media, campus meetings, social networks, etc.). <b>Strategy's Expected Result/Impact:</b> Increased knowledge about the District and its programs; increased engagement <b>Staff Responsible for Monitoring:</b> Director of Communications	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 2:</b> Elicit comments, suggestions, and questions from parents/families/communities/businesses through CISD website, social media, and e-mail. <b>Strategy's Expected Result/Impact:</b> Increased engagement <b>Staff Responsible for Monitoring:</b> Director of Communications	Reviews			
	Formative			Summative
	Feb	Apr	July	July
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# District Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	10	2	Instructional Support		\$9,496,660.00
1	10	2	Tutoring		\$692,659.00
1	10	2	Instructional Coaches		\$585,252.00
1	10	3	Computer Software and Intervention Materials		\$106,713.00
1	10	4	General Education Teachers to Support At-Risk Students		\$33,733,251.00
Sub-Total					\$44,614,535.00
Budgeted Fund Source Amount					\$44,614,535.00
+/- Difference					\$0.00
Title I C					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	10	3	Migrant Support		\$37,887.00
Sub-Total					\$37,887.00
Budgeted Fund Source Amount					\$37,887.00
+/- Difference					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	ELA Instructional Coaches		\$163,215.00
1	3	1	Math Instructional Coaches		\$226,000.00
1	5	1	Science Instructional Coaches		\$83,000.00
1	10	2	Title I Summer School		\$506,125.00
1	10	2	Private School for Eligible Title I Students		\$16,000.00
1	10	3	Homeless and Foster Care Student Support		\$11,100.00
2	1	4	Federal Program Administration		\$146,000.00
3	2	5	Early Childhood Instructional Coach		\$86,000.00
5	3	2	Student Support Instructional Coaches		\$167,000.00
Sub-Total					\$1,404,440.00

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$1,404,440.00
+/- Difference					\$0.00
Title I D					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	10	3	Juvenile Detention Instructional Support		\$130,658.00
Sub-Total					\$130,658.00
Budgeted Fund Source Amount					\$130,658.00
+/- Difference					\$0.00
Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Elementary ELA Staff Development		\$40,000.00
1	1	2	Secondary Language Arts Instructional Coach		\$83,448.00
1	1	2	Secondary Language Arts Staff Development		\$40,000.00
1	1	3	Elementary ELA Staff Development		\$40,000.00
1	3	1	Math Instructional Coaches		\$116,218.00
1	3	1	Elementary Math Staff Development		\$45,000.00
1	3	2	Secondary Math Staff Development		\$40,000.00
1	4	1	Social Studies Staff Development		\$42,500.00
1	4	2	Social Studies Staff Development		\$15,000.00
1	5	1	Science Professional Development		\$50,000.00
1	5	1	Science Instructional Coaches		\$83,447.00
1	5	2	Robotics Staff Development		\$45,000.00
1	7	1	Dyslexia Staff Development		\$25,000.00
1	10	2	Response to Intervention Staff Development		\$50,000.00
3	1	1	Recruitment		\$40,000.00
3	2	1	Novice Teacher Academy		\$15,000.00
3	2	5	Early Childhood Staff Development		\$25,000.00
3	2	5	Early Childhood Instructional Coach		\$46,293.00
3	3	4	Leadership Development		\$75,000.00

Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	5	Fine Arts Staff Development		\$25,000.00
3	3	6	Teaching and Learning Staff Development		\$278,043.00
3	3	6	Private School Staff Development		\$16,000.00
3	3	6	Foreign Language Staff Development		\$8,000.00
3	3	6	Staff Development Administration		\$65,049.00
5	1	1	Safety Staff Development		\$9,000.00
5	2	1	Physcial Education Staff Development		\$20,000.00
Sub-Total					\$1,337,998.00
Budgeted Fund Source Amount					\$1,337,998.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	2	Staff Development		\$46,413.00
1	6	5	Administrative Support		\$18,009.00
1	6	5	Summer School Title III		\$207,005.00
1	6	5	ESL/Bilingual Instructional Coach Support		\$52,539.00
1	6	6	Instructional Support for Students		\$278,300.00
1	6	6	Instructional Materials		\$271,749.00
4	3	5	NewComer Student Support		\$49,004.00
Sub-Total					\$923,019.00
Budgeted Fund Source Amount					\$923,019.00
+/- Difference					\$0.00
Title III - IMM					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	10	3	Immigrant Instructional Support		\$268,745.00
Sub-Total					\$268,745.00
Budgeted Fund Source Amount					\$268,745.00
+/- Difference					\$0.00

Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	2	GT Instructional Coach		\$42,762.00
1	8	2	GT Instructional Supplies		\$4,000.00
1	8	3	GT Instructional Coach		\$42,762.00
3	3	5	Integrating Fine Arts in the Classroom		\$16,873.00
4	1	1	Private School STEM Instructional Materials		\$8,500.00
4	3	4	Counseling Support for Schools		\$36,847.00
5	1	1	Health Services Materials Safe Schools		\$19,220.00
5	2	1	Health Training		\$10,000.00
5	3	2	Intervention Tracking and Support		\$51,850.00
6	1	1	Technology		\$182,566.00
6	2	4	Technology Devices Staff Development		\$162,122.00
Sub-Total					\$577,502.00
Budgeted Fund Source Amount					\$577,502.00
+/- Difference					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	10	4	General Education Teachers to Support At-Risk Students		\$6,273,813.00
3	3	6	Identified Needs of Eligible Private School		\$49,811.00
Sub-Total					\$6,323,624.00
Budgeted Fund Source Amount					\$6,323,624.00
+/- Difference					\$0.00
Remote Learning Operation Connectivity - CV19					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	2	5	Technology Devices		\$1,366,000.00
Sub-Total					\$1,366,000.00
Budgeted Fund Source Amount					\$1,366,000.00
+/- Difference					\$0.00
Grand Total					\$56,984,408.00

# Addendums