

# Conroe Independent School District

## Ford Elementary

### 2021-2022 CIP Board Item



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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

Below is a graph showing the longitudinal data for the past four years at Ford Elementary. This data demonstrates a decline in student scores in both reading and math.

Ford Elementary STAAR Performance												
	Approaching				Meets				Masters			
Grade Level	2017	2018	2019	2021	2017	2018	2019	2021	2017	2018	2019	2021
3rd Math	93	93	78	68	67	73	48	31	32	37	27	14
4th Math	88	91	78	58	62	63	51	32	38	31	26	19
3 <sup>rd</sup> Reading	80	90	78	67	53	53	44	29	32	30	26	20
4 <sup>th</sup> Reading	84	78	81	67	55	58	50	44	29	25	26	20

### Student Achievement Strengths

Special Education scores went up 13% in the STAAR reading assessments in both third and fourth grade combined.

Fourth grade Writing scores went up for our Special Education students by 13% point for Approaches and 13% points for Meets.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** In the 2020-2021 school year, students in third and fourth grade scored 31 % meets expectations in the area of Math. **Root Cause:** Guided Math instruction was not implemented across all grade levels with fidelity.

**Problem Statement 2 (Prioritized):** In the 2020-2021 school year, students in third and fourth grade scored 36% meets expectations in the area of Reading. **Root Cause:** Teachers

lacking strategies to confer with students using higher order thinking through questioning while students are reading independently.

**Problem Statement 3 (Prioritized):** At the end of the 2020-2021 school year, only 38% of students achieved the required end of the school year expectations on their BAS scores.

**Root Cause:** Guided Reading instruction was not implemented across all grade levels with fidelity.

**Problem Statement 4 (Prioritized):** Professional Learning Communities (PLC) looked at data but did not analyze the data in depth. **Root Cause:** Teachers not knowing how to analyze their class data and be able to create re-teach plans.

**Problem Statement 5 (Prioritized):** The lack of teachers tracking student progress in their classrooms. **Root Cause:** Teacher did not track with fidelity the progress that students made in their classrooms after an assessment was given.

# Culture and Climate

## Culture and Climate Summary

Ford Elementary is dedicated to building a community that encourages students and staff to realize his or her full social and academic potential. Our teachers and staff are committed to addressing the social emotional learning (SEL) for all students by incorporating Conroe ISD's SEL Playbook, Positivity Project, and S.O.A.R. They know that a student's social emotional health is priority because it allows them to learn "how to understand and manage their emotions, set goals, show empathy to others, establish positive relationships, and make responsible decisions." This commitment has resulted in teachers acquiring further support and training to meet the challenges of our students through this pandemic. Our campus has worked hard to establish a culture that believes that learning starts with a caring heart.

Ford Elementary embraces a culture in which personal and academic goals are achieved by all students. We celebrate our diversity and the various social and cultural aspects that make us unique. Through our Students in Need of a Pat or Push (SNAPP) program we build relationships with our students and improve the climate of the school.

## Culture and Climate Strengths

Strengths include:

\*Weekly recognition for students and staff via social and tangible recognition.

\*We strive to foster strong community relationships through school wide spirit nights and campus wide extra curricular activities that are virtual and in person.

\*We address social emotional learning goals through our campus SEL program utilizing Conroe ISD's SEL Playbook and the Positivity Project and other programs to support our students in this difficult time.

At Ford, 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. Ford encourages staff and students to embrace that which makes us different. By supporting an environment that facilitates and encourages safe and open dialogue and 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.

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

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

Our top priorities

- Safety for COVID-19
- Initiative for Diversity
- SEL (Social Emotional Learning)

- PBIS – Foundations

At Ford Elementary, staff will undergo Cultural and Diversity Awareness training.

At Ford Elementary, hiring campus personnel will reflect the cultural and diverse student body is a priority.

“All Means All” in Conroe ISD and “All Means All” at Ford Elementary. Every students’ academic, social and emotion needs are a priority.

Ford Elementary 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 poos, particularly in identified shortage areas.

Ford Elementary strives to ensure a safe and orderly environment conducive to learning for all students and staff.

At Ford Elementary, 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.

At Ford Elementary, social emotional learning functions as an integral part of the total school environment.

Ford Elementary continues to promote safe schools through Vector trainings and utilizes mitigation strategies to keep our schools, students, and staff safe.

At Ford Elementary, we engage students, families, and our community as authentic partners in social and emotional development.

Ford Elementary provides professional development on a campus wide positive, proactive instructional approach to behavior through implementations of PBIS Foundations.

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

**Problem Statement 1 (Prioritized):** Students have missed an unprecedented amount of school and virtual schooling did not meet the students' academic and emotional needs. **Root Cause:** Due to the COVID-19 pandemic our world has come to a halt with the closure of schools and businesses. Students need help adjusting to the new normal and filling in the academic and social gaps caused by the closure of schools.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Raising the next generation is a shared responsibility. It is proven, that when families, communities, and schools work together, students are more successful. Not only are our students more successful, but our entire community, as well. We highly believe that parent involvement is an integral part of our students' education and a forte at our school. At Ford Elementary we understand that parental engagement is a priority. Our own community members have stepped up to sponsor our school and hold fund raisers in support of Ford Elementary. Milstead Automotive held a gathering to support our school, and a Gullo Ford has offered our students incentives for academic success through their reading program. These positive community relationships show how much involved our community is with our school. Through social media we actively communicate school happenings and allow parents to participate virtually to maintain safe COVID-19 procedures. We also have had Family Spirit Nights at various different restaurants allowing teachers and community members to volunteer and build relationships while raising money for our school. Quality partnerships require a shared commitment from staff and families to work together to improve student learning and well-being.

## Parent and Community Engagement Strengths

The school's Facebook page is kept up to date with daily happenings, upcoming events, and specific resources that can help benefit our students and their families. In addition, our PTO also actively maintains their page. A school newsletter is sent out at the beginning of each month to introduce and inform our families of the curriculum plans for each grade level, goals, events, and teacher information. The partnership between our parents and our school has promoted student learning and anticipated high expectations for student success. Communication is a very important factor in order to maintain these partnerships. One great example of communication is our Friday Folders, which serve as a communication tool among teachers and parents, which are sent home weekly. We truly cherish the partnership we have with our families. Overall, Ford Elementary School enjoys an involved family and community environment. This year we have received several donations of backpacks and school supplies to allow all our students to have the tools they need to be successful. These donations are largely due to the support, participation and engagement of our families and nearby communities. It is very important to us, for our families to know, that they can voice their feelings and ideas. Our teachers and staff bring focus to the needs of our students and help them reach their full potential. But our families, partners in education and volunteers help us reach above and beyond.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1 (Prioritized):** Due to the COVID-19 Pandemic our students and families have not been able to enjoy a lot of the normal school functions as they once were.

**Root Cause:** Safety protocols have prevented non-essential personal from entering our building limiting who is allowed on campus.

# Priority Problem Statements

**Problem Statement 3:** In the 2020-2021 school year, students in third and fourth grade scored 31 % meets expectations in the area of Math.

**Root Cause 3:** Guided Math instruction was not implemented across all grade levels with fidelity.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 4:** Students have missed an unprecedented amount of school and virtual schooling did not meet the students' academic and emotional needs.

**Root Cause 4:** Due to the COVID-19 pandemic our world has come to a halt with the closure of schools and businesses. Students need help adjusting to the new normal and filling in the academic and social gaps caused by the closure of schools.

**Problem Statement 4 Areas:** Culture and Climate

**Problem Statement 6:** Due to the COVID-19 Pandemic our students and families have not been able to enjoy a lot of the normal school functions as they once were.

**Root Cause 6:** Safety protocols have prevented non-essential personal from entering our building limiting who is allowed on campus.

**Problem Statement 6 Areas:** Parent and Community Engagement

**Problem Statement 2:** In the 2020-2021 school year, students in third and fourth grade scored 36% meets expectations in the area of Reading.

**Root Cause 2:** Teachers lacking strategies to confer with students using higher order thinking through questioning while students are reading independently.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 1:** At the end of the 2020-2021 school year, only 38% of students achieved the required end of the school year expectations on their BAS scores.

**Root Cause 1:** Guided Reading instruction was not implemented across all grade levels with fidelity.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 5:** Professional Learning Communities (PLC) looked at data but did not analyze the data in depth.

**Root Cause 5:** Teachers not knowing how to analyze their class data and be able to create re-teach plans.

**Problem Statement 5 Areas:** Student Achievement

**Problem Statement 7:** The lack of teachers tracking student progress in their classrooms.

**Root Cause 7:** Teacher did not track with fidelity the progress that students made in their classrooms after an assessment was given.

**Problem Statement 7 Areas:** Student Achievement



# Goals

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

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

**Performance Objective 1:** At Ford Elementary, 42% of students taking the STAAR Reading State Assessment will score Meets Grade Level or above in 3rd grade.

### HB3 Goal

**Evaluation Data Sources:** School and District Common Assessments, Literacy Assessments,

Strategy 1 Details
<p><b>Strategy 1:</b> District and Campus Reading Instructional Coaches will train all teachers and interventionist on ways to support struggling readers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase reading levels, and close achievement gaps</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Campus Instructional Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 3</p> <p><b>Funding Sources:</b> Paraprofessionals - Title I - \$18,186, Spanish Shared Reading-Steps to Literacy - ESSER - \$5,606</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Utilize district and campus reading coaches to train, model, and support teachers in implementing guided reading with fidelity with particular emphasis on k-2 teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Instruction will be differentiated based on students' individual readiness levels.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, District Instructional Coaches, Campus Coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Achievement 3</p> <p><b>Funding Sources:</b> Guided Reading Books - Title III - \$5,000, Additional Books for Guided Reading and Classroom Libraries - Title I - \$20,000</p>
Strategy 3 Details
<p><b>Strategy 3:</b> A Reading Consultant will train, model and support our teachers in conferring with students to increase higher order thinking in reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will use higher order thinking skills to comprehend the information that they are reading.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Campus Instructional Coach</p> <p><b>Problem Statements:</b> Student Achievement 2</p> <p><b>Funding Sources:</b> Reading Teacher Resources - ESSER - \$10,000, Jennifer Serravallo Group Campus Coaching - ESSER - \$35,000</p>

#### Strategy 4 Details

**Strategy 4:** At-Risk 3rd and 4th grade students will have the opportunity for tutorials, in school and after school, in the area of Reading.

**Strategy's Expected Result/Impact:** Close the achievement gap for at-risk students.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Campus Instructional Coach

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Problem Statements:** Student Achievement 2

**Funding Sources:** Staff for Tutorials - State Comp Ed - \$5,478, Instructional Resources - Title III - \$500, Instructional Resources - Title I - \$38,189, Instructional Resources - State Comp Ed - \$5,478, Staff for Tutorials - Title I - \$30,640

#### Performance Objective 1 Problem Statements:

#### Student Achievement

**Problem Statement 2:** In the 2020-2021 school year, students in third and fourth grade scored 36% meets expectations in the area of Reading. **Root Cause:** Teachers lacking strategies to confer with students using higher order thinking through questioning while students are reading independently.

**Problem Statement 3:** At the end of the 2020-2021 school year, only 38% of students achieved the required end of the school year expectations on their BAS scores. **Root Cause:** Guided Reading instruction was not implemented across all grade levels with fidelity.

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

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

**Performance Objective 2:** At Ford Elementary, 40% of students taking the STAAR Math State Assessment will score Meets Grade Level or above in 3rd grade.

### HB3 Goal

**Evaluation Data Sources:** District Common Assessments, STAAR Math Assessment

Strategy 1 Details
<p><b>Strategy 1:</b> Utilize Guided Math Consultant, district and campus math coaches to train, model, and support teachers in implementing guided math with fidelity with particular emphasis on k-2 teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Math Instruction will be differentiated based on students' individual levels.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Campus Instructional Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Achievement 1</p> <p><b>Funding Sources:</b> Guided Math Consultant - ESSER - \$30,000</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Utilize Dreambox adaptive learning platform to develop foundational math skills and close mathematical gaps from previous grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will develop the number sense and computational skills necessary to correctly solve word problems.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Campus Instructional Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1</p> <p><b>Funding Sources:</b> Dreambox and Math in Practice - ESSER - \$13,000</p>
Strategy 3 Details
<p><b>Strategy 3:</b> At-Risk 3rd and 4th grade students will have the opportunity for tutorials, in school and after school, in the area of Math.</p> <p><b>Strategy's Expected Result/Impact:</b> Close the achievement gap for at-risk students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Coach, and Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum</p> <p><b>Problem Statements:</b> Student Achievement 1</p> <p><b>Funding Sources:</b> Staff for Tutorials - Title I - \$30,640, Staff for Tutorials - State Comp Ed - \$5,478, Instructional Materials - Title I - \$38,189, Instructional Materials - State Comp Ed - \$5,478</p>

#### Strategy 4 Details

**Strategy 4:** Purchase and utilize math campus resources, such as Math in Practice and Tunstall Guided Math Kits, that will help teachers differentiate math instruction in their classrooms.

**Strategy's Expected Result/Impact:** Teachers provide differentiated instruction in their math classrooms.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Campus Instructional Coach

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum

**Problem Statements:** Student Achievement 1

#### Performance Objective 2 Problem Statements:

#### Student Achievement

**Problem Statement 1:** In the 2020-2021 school year, students in third and fourth grade scored 31 % meets expectations in the area of Math. **Root Cause:** Guided Math instruction was not implemented across all grade levels with fidelity.

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

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

**Performance Objective 3:** At Ford Elementary, 90% of students will meet or exceed their expected yearly progress, in their dominant language, when measured with the BAS assessment at the end of the school year.

**HB3 Goal**

**Evaluation Data Sources:** District reading assessments, mClass, BAS

Strategy 1 Details
<p><b>Strategy 1:</b> Increase the number of fiction and nonfiction books for classroom teacher libraries- both in English and Spanish.</p> <p><b>Strategy's Expected Result/Impact:</b> More student choice when book shopping which will support the development of life-long readers.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Campus Instructional Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Achievement 3</p>
Strategy 2 Details
<p><b>Strategy 2:</b> All teachers at Ford Elementary will be trained in the Reading Academy.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be trained in the how to better support readers.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Campus Instructional Coach, District Instructional Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 3</p>

**Performance Objective 3 Problem Statements:**

Student Achievement
<p><b>Problem Statement 3:</b> At the end of the 2020-2021 school year, only 38% of students achieved the required end of the school year expectations on their BAS scores. <b>Root Cause:</b> Guided Reading instruction was not implemented across all grade levels with fidelity.</p>

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

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

**Performance Objective 4:** Teachers will analyze data in a timely manner in order to make instructional decisions.

**Evaluation Data Sources:** PLCs, Exit Tickets

Strategy 1 Details
<p><b>Strategy 1:</b> Teachers will use their data to create re-teach plans that will support student growth based on the data indicated through their assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student outcomes</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Instructional Coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 4</p>

**Performance Objective 4 Problem Statements:**

Student Achievement
<p><b>Problem Statement 4:</b> Professional Learning Communities (PLC) looked at data but did not analyze the data in depth. <b>Root Cause:</b> Teachers not knowing how to analyze their class data and be able to create re-teach plans.</p>

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

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

**Performance Objective 5:** Teachers will use reading assessment data during their PLCs to collaboratively discuss where students are in the literacy continuum and what reading behaviors are need for the student to progress to the next level.

**Evaluation Data Sources:** mClass, Running Records, BAS

Strategy 1 Details
<p><b>Strategy 1:</b> During PLCs teachers will work together to look at different student data and create goals for students.</p> <p><b>Strategy's Expected Result/Impact:</b> mClass, Running Records, BAS</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and ELA Instructional Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 5</p>

**Performance Objective 5 Problem Statements:**

Student Achievement
<p><b>Problem Statement 5:</b> The lack of teachers tracking student progress in their classrooms. <b>Root Cause:</b> Teacher did not track with fidelity the progress that students made in their classrooms after an assessment was given.</p>

**Goal 2: School Leadership and Fiscal Responsibility**

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

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

**Evaluation Data Sources:** Documentation of purchases and orders.

Strategy 1 Details
<p><b>Strategy 1:</b> At Ford Elementary, we will evaluate educational priorities that are based on students academics need and provide resources within each budget needed to ensure the most effective instruction in the classroom. We will inventory materials and provide staff development opportunities that align with standards-based instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation of purchase and orders.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Secretary</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>



**Goal 2: School Leadership and Fiscal Responsibility**

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

**Performance Objective 2:** To maintain a collaborative environment focused on learning through our professional learning communities and successful leadership.

**Evaluation Data Sources:** PLC agendas

Strategy 1 Details
<p><b>Strategy 1:</b> Team leaders, instructional coaches and administrators will work together to build a collaborative culture through high-performing teams.</p> <p><b>Strategy's Expected Result/Impact:</b> To empower our teams to make decisions that focus on learning.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 4</p>

**Performance Objective 2 Problem Statements:**

Student Achievement
<p><b>Problem Statement 4:</b> Professional Learning Communities (PLC) looked at data but did not analyze the data in depth. <b>Root Cause:</b> Teachers not knowing how to analyze their class data and be able to create re-teach plans.</p>

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

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

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

**Evaluation Data Sources:** Teacher surveys

Strategy 1 Details
<p><b>Strategy 1:</b> We will recruit highly qualified candidates for teaching positions by attending University and Conroe ISD job fairs. In order to retain highly qualified staff, we will ensure a measure of training and campus support for teachers that will encompass Conroe ISD Best Practices, social/emotional support system, and campus mentors.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers' feeling support and provided with the necessary instructional tools. Teacher mentors. New Teacher Monthly Meetings.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals and Campus Instructional Coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>

#### Goal 4: Safe and Collaborative School Culture

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

**Performance Objective 1:** At Ford Elementary, we will work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.

**Evaluation Data Sources:** Build partnerships through community partners and our PTO to maximize learning.

Strategy 1 Details
<p><b>Strategy 1:</b> Provide timely communications, in a language parents can understand, about campus initiatives, programs, meetings, curriculum, and activities through a variety of media sources.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parental support in bridging the learning gap between home and school.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselor, Campus Instructional Coaches</p> <p><b>Title I Schoolwide Elements:</b> 3.1</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Offer parent programs that provide tools and strategies for families so that they are able to better support their students at home. Latino Family Literacy Project, Reading Nights, Math Nights, and</p> <p><b>Strategy's Expected Result/Impact:</b> To provide parents with resources to help their students at home.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors, Campus Instructional Coaches</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p> <p><b>Problem Statements:</b> Culture and Climate 1</p> <p><b>Funding Sources:</b> Instructional Materials - Title I - \$1,000</p>

#### Performance Objective 1 Problem Statements:

Culture and Climate
<p><b>Problem Statement 1:</b> Students have missed an unprecedented amount of school and virtual schooling did not meet the students' academic and emotional needs. <b>Root Cause:</b> Due to the COVID-19 pandemic our world has come to a halt with the closure of schools and businesses. Students need help adjusting to the new normal and filling in the academic and social gaps caused by the closure of schools.</p>

#### Goal 4: Safe and Collaborative School Culture

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

**Performance Objective 2:** At Ford Elementary, students will use social-awareness and interpersonal skills to establish and maintain positive relationships.

**Evaluation Data Sources:** Teacher observations, reduction in administrators call log

Strategy 1 Details
<p><b>Strategy 1:</b> Provide students with social emotional lessons and character lessons that will help them work through their emotions.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide students with coping skills that they can use when they get upset or angry.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Culture and Climate 1</p> <p><b>Funding Sources:</b> Counselor - ESSER - \$71,000, Instructional Materials - ESSER - \$500</p>
Strategy 2 Details
<p><b>Strategy 2:</b> The counselors will build interpersonal skills while promoting the Positivity Project by providing teachers with resources for Social Emotional Lessons in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to self-assess and use appropriate strategies when they get upset.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Culture and Climate 1</p> <p><b>Funding Sources:</b> Counselor - ESSER - \$73,310</p>

#### Performance Objective 2 Problem Statements:

Culture and Climate
<p><b>Problem Statement 1:</b> Students have missed an unprecedented amount of school and virtual schooling did not meet the students' academic and emotional needs. <b>Root Cause:</b> Due to the COVID-19 pandemic our world has come to a halt with the closure of schools and businesses. Students need help adjusting to the new normal and filling in the academic and social gaps caused by the closure of schools.</p>

#### Goal 4: Safe and Collaborative School Culture

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

**Performance Objective 3:** At Ford Elementary, we will hold a variety of family nights to provide educational resource for parents to better support students at home.

**Evaluation Data Sources:** Parent Involvement in the Educational Nights

Strategy 1 Details
<p><b>Strategy 1:</b> Due to COVID, we will plan and hold educational events, like Reading Night and Math Night, that are held outside.</p> <p><b>Strategy's Expected Result/Impact:</b> Allow parents to be able to attend our educational nights in person.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors, Instructional Coaches</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p> <p><b>Problem Statements:</b> Parent and Community Engagement 1</p> <p><b>Funding Sources:</b> Materials for Parent Involvement Nights - Title I - \$2,175</p>

#### Performance Objective 3 Problem Statements:

Parent and Community Engagement
<p><b>Problem Statement 1:</b> Due to the COVID-19 Pandemic our students and families have not been able to enjoy a lot of the normal school functions as they once were. <b>Root Cause:</b> Safety protocols have prevented non-essential personal from entering our building limiting who is allowed on campus.</p>

**Goal 5: Effective Instruction**

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

**Performance Objective 1:** Effectively use data analysis to plan and implement reteach lessons.

**Evaluation Data Sources:** Teachers will analyze data to design and implement reteach lessons.

Strategy 1 Details
<p><b>Strategy 1:</b> Utilize district and campus coaches to train, model, and support teachers as they analyze data and create re-teach plans and implement the plans that were created to increase learning outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase learning outcomes through the implementation of re-teaching.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Campus Instructional Coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Achievement 4</p> <p><b>Funding Sources:</b> Instructional Coaches - Title I - \$126,620, Teachers for At-Risk Students - State Comp Ed - \$1,736,953, Instructional Materials - ESSER - \$31,029</p>

**Performance Objective 1 Problem Statements:**

Student Achievement
<p><b>Problem Statement 4:</b> Professional Learning Communities (PLC) looked at data but did not analyze the data in depth. <b>Root Cause:</b> Teachers not knowing how to analyze their class data and be able to create re-teach plans.</p>

**Goal 5: Effective Instruction**

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

**Performance Objective 2:** At Ford Elementary, we strive to be a one-to-one technology campus.

**Evaluation Data Sources:** Technology on campus.

# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

The Foundations team meets to desegregate data from EOY STAAR, campus benchmarks, BAS reading levels, TELPAS, TAPR Report, Behavior reports (across the grade levels and by subgroups) and OHI to conduct a needs assessment to analyze all areas and subgroups of the school.

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

Site Based Committee Members Include:

Alexis Becerra - PreK

Norma Felker - Kindergarten

Maricela Pena - Parent Representative

LaShonda Henderson - 1st Grade

Azucena Lafuente - 2nd Grade

Tanya Cobden - 3rd Grade

Amber Cooke - 4th Grade

Arturo Gutierrez - Specials Team

Nicole Piepler - Special Education

MyKedria Young - Math Instructional Coach

Alicia Drake - ELA Instructional Coach

Erik Marter- Counselor

Janeia Biggens- Counselor

Stacey Sebesta - Assistant Principal

Mandi Hess- Assistant Principal



## **2.2: Regular monitoring and revision**

We will monitor the strategy implementation during monthly Foundations committee meeting and make any necessary adjustments.

## **2.3: Available to parents and community in an understandable format and language**

Our CIP will be publicly available through our campus website in English and in Spanish and a link to access will be sent through School Messenger.

## **2.4: Opportunities for all children to meet State standards**

All grade levels will create intervention plans for enrichment and intervention for all students in all subgroups performing below grade level expectations.

If students are not able to demonstrate progress additional interventions will be provided through in-class support, guided reading and math, tutoring, small group, and RTI.

## **2.5: Increased learning time and well-rounded education**

Administrators closely monitor the implementation of research based strategies in the classroom that increase student achievement.

## **2.6: Address needs of all students, particularly at-risk**

At risk students will be closely monitored to ensure academic progress and their needs are being met both socially emotionally and academically. Support will be provided through RTI and classroom best practices.

# **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

## **3.1: Develop and distribute Parent and Family Engagement Policy**

Parent and Family Engagement Policy was sent home in September to parents in Tuesday folders and it was sent electronically to parents of virtual students. We will send a survey at the end of the year. The results will be used for our Needs Assessment in the areas of Parent and Family Engagement as well as Climate and Culture.

## **3.2: Offer flexible number of parent involvement meetings**

PTO meetings are held via zoom and recorded for parents who aren't able to attend to ensure all parents receive the information. We provide electronic copies via social media communication to ensure all parents receive important information in a timely manor.

# Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Staff for Tutorials		\$5,478.00
1	1	4	Instructional Resources		\$5,478.00
1	2	3	Staff for Tutorials		\$5,478.00
1	2	3	Instructional Materials		\$5,478.00
5	1	1	Teachers for At-Risk Students		\$1,736,953.00
<b>Sub-Total</b>					\$1,758,865.00
<b>Budgeted Fund Source Amount</b>					\$1,758,865.00
<b>+/- Difference</b>					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Paraprofessionals		\$18,186.00
1	1	2	Additional Books for Guided Reading and Classroom Libraries		\$20,000.00
1	1	4	Instructional Resources		\$38,189.00
1	1	4	Staff for Tutorials		\$30,640.00
1	2	3	Staff for Tutorials		\$30,640.00
1	2	3	Instructional Materials		\$38,189.00
4	1	2	Instructional Materials		\$1,000.00
4	3	1	Materials for Parent Involvement Nights		\$2,175.00
5	1	1	Instructional Coaches		\$126,620.00
<b>Sub-Total</b>					\$305,639.00
<b>Budgeted Fund Source Amount</b>					\$305,639.00
<b>+/- Difference</b>					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Guided Reading Books		\$5,000.00
1	1	4	Instructional Resources		\$500.00
<b>Sub-Total</b>					\$5,500.00

<b>Title III</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
<b>Budgeted Fund Source Amount</b>					\$5,500.00
<b>+/- Difference</b>					\$0.00
<b>ESSER</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Spanish Shared Reading-Steps to Literacy		\$5,606.00
1	1	3	Reading Teacher Resources		\$10,000.00
1	1	3	Jennifer Serravallo Group Campus Coaching		\$35,000.00
1	2	1	Guided Math Consultant		\$30,000.00
1	2	2	Dreambox and Math in Practice		\$13,000.00
4	2	1	Counselor		\$71,000.00
4	2	1	Instructional Materials		\$500.00
4	2	2	Counselor		\$73,310.00
5	1	1	Instructional Materials		\$31,029.00
<b>Sub-Total</b>					\$269,445.00
<b>Budgeted Fund Source Amount</b>					\$269,445.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total</b>					\$2,339,449.00