

Conroe Independent School District
Ford Elementary
2022-2023 Campus Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Below is a graph showing the longitudinal data for the past three years at Ford Elementary. Scores increased in Meets and Masters for both Reading and Math.

All Grades ELA	2019	2021	2022	All Grades Math	2019	2021	2022
Approaches	80%	70%	75%	Approaches	79%	66%	64%
Meets	47%	38%	49%	Meets	52%	34%	38%
Masters	26%	21%	28%	Masters	27%	17%	29%

In Domain 3, we achieved the Meets Target in 8 out of 9 areas in ELA. In Math, 3 out of 9 targets were met. We continue to work on the learning gap in reading and math for all students.

Student Achievement Strengths

Ford Elementary's continued focus is to push students to the Meets and Masters level. In 2022, Grade 4 ELA Math Meets and Masters improved over the 2019 school year by 2% respectively. We also increased our Masters level in Math overall by 2% over the 2019 school year.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 54% of students are reading on grade level. **Root Cause:** Teachers were not able to identify specific reading behaviors to move students from one level to the next.

Problem Statement 2 (Prioritized): 38% students achieved Meets grade level on the Math STAAR. **Root Cause:** Student misconceptions were not used to drive instruction and intervene to meet specific skills deficits.

Problem Statement 3 (Prioritized): Only 61% of students met expected progress the area of Math. **Root Cause:** Action Steps for analyzing data were not immediately implemented to address or monitor student needs for progress.

Problem Statement 4 (Prioritized): 57% of 1st grade students met expectations on the K-2 Math assessment. **Root Cause:** Student misconception analysis was not used to drive instruction and intervene to meet specific skills deficits.

Problem Statement 5 (Prioritized): 52% of 1st grade students met expectations on the K-2 Reading assessment. **Root Cause:** Teachers did not identify specific reading behaviors to move students from one BAS level to the next.

Problem Statement 6: 58% of students made one year's growth in the area of Reading. **Root Cause:** Teachers were not able to identify specific reading behaviors to move students from one level to the next.

Problem Statement 7: 41% of students taking TELPAS made at least one proficiency level growth. **Root Cause:** Action Steps for analyzing data were not immediately implemented to address or monitor student needs for progress.

Problem Statement 8: 75% of students met the expected Reading Academic Growth Score. **Root Cause:** Teachers were not able to identify specific reading behaviors to move students from one level to the next.

Culture and Climate

Culture and Climate Summary

Ford Elementary is dedicated to building community that encourages students and staff to realize their full potential. Our teachers and staff are committed to addressing the health and wellness of all students. Our campus theme of S.O.A.R. (Safe, Organized, Accountable, Respectful) strengthens students by building skills related to managing emotions, establishing and maintaining positive relationships, and responsible decision making. This commitment has resulted in teachers acquiring further support and training to meet the challenges of our students as we go back to our Positive Behavior Interventions & Supports (PBIS) model. Our campus has worked hard to become a learning community that strives to ensure that all students internalize the Ford Falcon S.O.A.R., establish a solid foundation, foster self-esteem, and positively impact the community.

Ford Elementary embraces a belief in which personal and academic goals are achieved by all students. We recognize and develop a climate of acceptance. Through our Students in Need of a Pat or Push (S.N.A.P.P.) program, we build relationships with our students and improve the climate of the school. Ford Elementary is dedicated to developing a climate that supports a well-rounded student with our new Counseling Center.

Ford Elementary also emphasizes the importance of the future. Students take their first look at future careers and begin to hear about post-secondary opportunities. This is emphasized through College Monday, Generation Texas Week and the College and Career Research Center and the Counseling Center.

Culture and Climate Strengths

Strengths include:

- Weekly recognition for students and staff through the use of SAE's and TAE's (students and teachers achieving excellence) as well as social and tangible recognition.
- We strive to foster strong community relationships through school wide spirit nights and campus wide extra-curricular activities that are in person. We welcome community support and parental involvement through volunteer opportunities.

At Ford, recognizing and appreciating 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 through morning meetings where all are encouraged to openly discuss their emotions and build community within their class and by supporting an environment that facilitates and encourages safe

and open dialogue.

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 safety measures to maintain a safe and educational environment. Ford Elementary is proactive in keeping our students, campus, and staff safe, as well as taking a positive proactive instructional approach to behavior in utilizing PBIS Foundations training.

Our top priorities

- Safety!
- PBIS – Foundations

“All Means All” in Conroe ISD and “All Means All” at Ford Elementary. We actively create a safe and positive learning environment for every student and staff member.

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 pool, particularly in identified shortage areas.

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

Ford Elementary continues to promote safe schools through Vector training 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.

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 lacked certain social experiences of life growing up during the time of the pandemic; therefore, creating a gap in their social, emotional, and academic needs. **Root Cause:** Our students were raised during the time of the COVID-19 pandemic and have missed an essential part of their social and emotional

development. Students need assistance with filling in those gaps and learning how to be out in the world and work with others.

Problem Statement 2: The importance of attending school in person has not been instilled in parents of elementary-aged students causing poor attendance percentages. **Root Cause:** Parents were keeping students home from school due to concerns with Covid.

Parent and Community Engagement

Parent and Community Engagement Summary

At Ford Elementary, communication with our families and community members is an important focus. Our campus sends a bi-weekly e-newsletter containing functional information about our school and messages from our Principal, Counselor, and additional support staff. We also post important dates and events through social media. Our front office is welcoming, warm, and bilingual to ensure that our visitors feel welcomed.

Parent & Community Engagement:

Summary:

- Teacher Meet & Greet
- Parent Engagement and Informational Nights
- STAAR Parent Informational Night
- Monthly PTO Meetings
- PTO Holiday Breakfast
- Field Day
- Choir Concerts
- Music Programs
- Art Clubs
- PTO Parent Volunteers
- Parent Portal
- LMS – Canvas & SeeSaw
- Parent Smore Newsletter
- School Website
- Holiday Parties
- Career Day Presentations (by our parents and community members)
- Read for a Better Life
- SNAAP Mentoring Program
- Monthly Ford Nights at Local Restaurants or Outdoor Vendors
- Family Assistance Programs
- Gullo Ford Reading Incentive Program

Parent and Community Engagement Strengths

At Ford Elementary, we have an active PTO that involves stakeholders throughout the community. They have organized numerous events such as, Trunk or Treat, Young Rembrandts, and the Winter Social Dance. Through our social media and bi-weekly newsletters, we communicate with our parents and our community. In addition, we are always recruiting volunteers to serve at events in classrooms throughout the school year.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Diversity among our parental and community volunteers does not represent the diversity of our student population. Having diversity within our volunteers will allow all students see themselves represented and build community within our diverse population. **Root Cause:** Lack of parental opportunities to volunteer due to Covid restrictions.

Problem Statement 2: There has been a lack of volunteers in the school and the students have been unable to see community support through helpers in the school. **Root Cause:** Health regulations preventing parents/community members from entering campuses has caused the decline and/or inability to volunteer.

Problem Statement 3: Family engagement nights have been impacted due to COVID and safety protocols due to COVID. Events had to be canceled or limited in the amount of parent attending. **Root Cause:** Family Engagement nights have been unavailable due to COVID restrictions therefore lacking in participation and attendance has returned to normal.

Priority Problem Statements

Problem Statement 1: 54% of students are reading on grade level.

Root Cause 1: Teachers were not able to identify specific reading behaviors to move students from one level to the next.

Problem Statement 1 Areas: Student Achievement

Problem Statement 6: Students have lacked certain social experiences of life growing up during the time of the pandemic; therefore, creating a gap in their social, emotional, and academic needs.

Root Cause 6: Our students were raised during the time of the COVID-19 pandemic and have missed an essential part of their social and emotional development. Students need assistance with filling in those gaps and learning how to be out in the world and work with others.

Problem Statement 6 Areas: Culture and Climate

Problem Statement 7: Diversity among our parental and community volunteers does not represent the diversity of our student population. Having diversity within our volunteers will allow all students see themselves represented and build community within our diverse population.

Root Cause 7: Lack of parental opportunities to volunteer due to Covid restrictions.

Problem Statement 7 Areas: Parent and Community Engagement

Problem Statement 2: 38% students achieved Meets grade level on the Math STAAR.

Root Cause 2: Student misconceptions were not used to drive instruction and intervene to meet specific skills deficits.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Only 61% of students met expected progress the area of Math.

Root Cause 3: Action Steps for analyzing data were not immediately implemented to address or monitor student needs for progress.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: 57% of 1st grade students met expectations on the K-2 Math assessment.

Root Cause 4: Student misconception analysis was not used to drive instruction and intervene to meet specific skills deficits.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: 52% of 1st grade students met expectations on the K-2 Reading assessment.

Root Cause 5: Teachers did not identify specific reading behaviors to move students from one BAS level to the next.

Problem Statement 5 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Student Achievement and Post-Secondary Success

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





Performance Objective 1: Increase the percent of 3rd grade students that score at the meets grade level or above on STAAR Reading from 44 % to 54%.

HB3 Goal

Evaluation Data Sources: Running records, BAS assessments, and Common Formative Assessments, exit tickets, and Interim assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Essential Standard focus through data driven PLCs, collaborative execution of reteach plan throughout grade level, utilizing backwards planning design through Big Picture Planning.</p> <p>Strategy's Expected Result/Impact: The expected result and impact will increase students meets percentage to 54% by May 2023.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Grade level teachers and administration.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Extra Duty - Title I - \$16,905</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Guided Reading focus will be to utilize the data collected to grow students through specific reading behaviors to maximize learner.</p> <p>Strategy's Expected Result/Impact: Teachers will use the Literacy Continuum to identify gaps and implement the strategies presented to increase on level reading behaviors.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Grade level teachers and administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 5</p> <p>Funding Sources: Books - Title III - \$500, Instructional Para Professional - ESSER III - \$11,854, Instructional Para Professional - Title I - \$51,938</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: At-Risk 3rd and 4th grade students will have the opportunity for tutorials, in school and Saturday school, in the area of Reading and Math.</p> <p>Strategy's Expected Result/Impact: Close the achievement gap for at-risk students.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Tutorial teachers, and administration.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2, 3</p> <p>Funding Sources: Extra Duty Tutorials - State Comp Ed - \$10,241, Extra Duty Pay - ESSER III - \$2,478, Extra Duty Tutorials - State Comp Ed - \$10,241, Extra Duty Pay - Title III - \$4,000</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Utilize Dreambox adaptive learning platform to develop foundational math skills and close mathematical gaps from previous grade levels.</p> <p>Strategy's Expected Result/Impact: Students will develop the number sense and computational skills necessary to correctly solve word problems.</p> <p>Staff Responsible for Monitoring: Math Instructional Coach, Grade level teachers, administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2, 3</p> <p>Funding Sources: Instructional Materials - Title I - \$8,000, Technology - Title III - \$1,000</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will use differentiated instruction in guide math groups and anchor stations.</p> <p>Strategy's Expected Result/Impact: Improve number sense, Common Formative Assessments and STAAR math scores.</p> <p>Staff Responsible for Monitoring: Math Instructional Coach, Grade level teachers, administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2, 4</p>	Formative			Summative
	Oct	Dec	Mar	June
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Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: 54% of students are reading on grade level. Root Cause: Teachers were not able to identify specific reading behaviors to move students from one level to the next.</p>
<p>Problem Statement 2: 38% students achieved Meets grade level on the Math STAAR. Root Cause: Student misconceptions were not used to drive instruction and intervene to meet specific skills deficits.</p>

Student Achievement

Problem Statement 3: Only 61% of students met expected progress the area of Math. **Root Cause:** Action Steps for analyzing data were not immediately implemented to address or monitor student needs for progress.

Problem Statement 4: 57% of 1st grade students met expectations on the K-2 Math assessment. **Root Cause:** Student misconception analysis was not used to drive instruction and intervene to meet specific skills deficits.

Problem Statement 5: 52% of 1st grade students met expectations on the K-2 Reading assessment. **Root Cause:** Teachers did not identify specific reading behaviors to move students from one BAS level to the next.





Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 2: Increase the percent of 3rd grade students that score meets grade level or above on STAAR Math from 37% to 53%.

HB3 Goal

Evaluation Data Sources: Common Formative Assessments, Math Review, Interim assessments, exit tickets.

Strategy 1 Details	Reviews			
<p>Strategy 1: Essential Standard focus through data driven PLCs, collaborative execution of reteach plan throughout grade level, utilizing backwards planning design through Big Picture Planning.</p> <p>Strategy's Expected Result/Impact: Increase the percent of 3rd grade students that score meets grade level or above on STAAR Math from 37% to 53%.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Grade level teachers and administration.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Mar	June
		<p>Strategy 2 Details</p> <p>Strategy 2: Identify learning gaps through pre-assessment to ensure mastery of prerequisite skills prior to new instruction.</p> <p>Strategy's Expected Result/Impact: The strategy's expected result and impact would provide students with a solid foundation of math skills increasing mastery of current grade level.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Grade level teachers, and administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2, 3, 4</p>	Reviews	
Formative			Summative	
Oct	Dec		Mar	June
	<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 2: 38% students achieved Meets grade level on the Math STAAR. **Root Cause:** Student misconceptions were not used to drive instruction and intervene to meet specific skills deficits.

Problem Statement 3: Only 61% of students met expected progress the area of Math. **Root Cause:** Action Steps for analyzing data were not immediately implemented to address or monitor student needs for progress.





Problem Statement 4: 57% of 1st grade students met expectations on the K-2 Math assessment. **Root Cause:** Student misconception analysis was not used to drive instruction and intervene to meet specific skills deficits.

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 purchase orders.

Strategy 1 Details	Reviews			
<p>Strategy 1: At Ford Elementary, we will evaluate educational priorities on our campus and provide resources within 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>Strategy's Expected Result/Impact: Documentation of purchase and orders.</p> <p>Staff Responsible for Monitoring: Principal, Campus Secretary</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Dec	Mar	June
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



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, re-teach plans, Organizational Health Inventory, parent and teacher surveys.

Strategy 1 Details	Reviews			
<p>Strategy 1: At Ford Elementary, teachers, team leaders, instructional coaches and administrators will work together to build a collaborative culture through high-performing teams.</p> <p>Strategy's Expected Result/Impact: To empower teachers to make informed decision based on their data that closes learning gaps.</p> <p>Staff Responsible for Monitoring: Instructional Coaches and Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2, 3, 4, 5</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 1: 54% of students are reading on grade level. Root Cause: Teachers were not able to identify specific reading behaviors to move students from one level to the next.</p>
<p>Problem Statement 2: 38% students achieved Meets grade level on the Math STAAR. Root Cause: Student misconceptions were not used to drive instruction and intervene to meet specific skills deficits.</p>
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Student Achievement





Problem Statement 5: 52% of 1st grade students met expectations on the K-2 Reading assessment. **Root Cause:** Teachers did not identify specific reading behaviors to move students from one BAS level to the next.

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 and Faculty Newsletters

Strategy 1 Details	Reviews			
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Teacher's feeling support and provided with the necessary instructional tools.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, and Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Safe and Collaborative School Culture





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

Performance Objective 1: 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, volunteers and our our PTO to maximize learning.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide timely communication, in a language parents can understand, about campus initiatives, programs, meetings, curriculum, and activities through a variety of media sources.</p> <p>Strategy's Expected Result/Impact: Increase parental support in bridging the learning gap between home and school.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor and Instructional Coaches</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Offer parent programs that provide tools and strategies for families in order to better support their students at home.</p> <p>Strategy's Expected Result/Impact: To provide parents with resources to better assist their students at home.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Campus Instructional Coaches</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Culture and Climate 1 - Parent and Community Engagement 1</p> <p>Funding Sources: Healthy Snacks for Family Engagement - Title I - \$1,000, Instructional Materials - Title I - \$2,520</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:





Culture and Climate
<p>Problem Statement 1: Students have lacked certain social experiences of life growing up during the time of the pandemic; therefore, creating a gap in their social, emotional, and academic needs. Root Cause: Our students were raised during the time of the COVID-19 pandemic and have missed an essential part of their social and emotional development. Students need assistance with filling in those gaps and learning how to be out in the world and work with others.</p>
Parent and Community Engagement
<p>Problem Statement 1: Diversity among our parental and community volunteers does not represent the diversity of our student population. Having diversity within our volunteers will allow all students see themselves represented and build community within our diverse population. Root Cause: Lack of parental opportunities to volunteer due to Covid restrictions.</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: Build a safe school environment for all.

Evaluation Data Sources: Safety reports and surveys to staff, students and parents

Strategy 1 Details	Reviews			
<p>Strategy 1: Address safety issues and concerns in a timely manner. Strategy's Expected Result/Impact: Staff and students will be safe in the building. Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement weekly exterior door checks and daily interior door checks to ensure the building remains secure. Strategy's Expected Result/Impact: Doors will function appropriately and remain locked at all times. Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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, in collaborations with instructional coaches, will analyze data to design and implement reteach lessons.

Strategy 1 Details	Reviews			
<p>Strategy 1: New Teacher focus across reading and math to ensure CISD Best Practices are known and implemented with fidelity.</p> <p>Strategy's Expected Result/Impact: The strategy's expected result and impact will empower and support new teachers in effectively implementing instruction.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Grade level teachers, and administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 4, 5</p> <p>Funding Sources: Instructional Materials - ESSER III - \$1,826, Instructional Materials - Title III - \$500</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Campus reboot of PLC practices following Learning By Doing and Data Driven Instruction in 3-4.</p> <p>Strategy's Expected Result/Impact: The strategy's expected result and impact will improve collaboration amongst teachers using the four critical PLC questions to improve student outcome.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Grade level teachers, and administration.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2, 3, 4, 5</p> <p>Funding Sources: Instructional Coaches - Title I - \$157,566, Teachers/Other Professional - ESSER III - \$216,237, Teacher/Other Professional - State Comp Ed - \$67,070, Instructional Materials - Title I - \$71,121, Teacher/Other Professional - Title I - \$11,270</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: 54% of students are reading on grade level. Root Cause: Teachers were not able to identify specific reading behaviors to move students from one level to the next.</p>
<p>Problem Statement 2: 38% students achieved Meets grade level on the Math STAAR. Root Cause: Student misconceptions were not used to drive instruction and intervene to meet specific skills deficits.</p>
<p>Problem Statement 3: Only 61% of students met expected progress the area of Math. Root Cause: Action Steps for analyzing data were not immediately implemented to address or monitor student needs for progress.</p>
<p>Problem Statement 4: 57% of 1st grade students met expectations on the K-2 Math assessment. Root Cause: Student misconception analysis was not used to drive instruction and intervene to meet specific skills deficits.</p>
<p>Problem Statement 5: 52% of 1st grade students met expectations on the K-2 Reading assessment. Root Cause: Teachers did not identify specific reading behaviors to move students from one BAS level to the next.</p>

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

The campus conducted an annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus developed a CIP involving parents and other stakeholders such as teachers, the campus principal, paraprofessionals, and community stakeholders.

2.2: Regular monitoring and revision

The campus will regularly monitor the CIP and revise strategies based on our identified needs. Our core team will monitor the plan, including administrators, campus coaches, student support services coaches, RTI interventionists, and counselors. Once the Campus Improvement plan is complete, we will share it with staff and parents.

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

The campus ensures our Campus Improvement plan is publicly available to parents and the community (English and Spanish) on the CISD Website under Accountability and available upon request in hard copy.

2.4: Opportunities for all children to meet State standards

The campus implements reform strategies to address school needs, including opportunities for all students and student subgroups to exceed academic standards. Staff and administration closely monitor grades and assessments to ensure students are on target to meet State standards. Students who are at risk of missing their targeted benchmarks receive support and small group instruction, including:

- RTI Instruction
- In Class Small Group Instruction
- Pull Out Support
- Push In Support

2.5: Increased learning time and well-rounded education

The campus executes strategies to increase the quality and amount of learning time available to strengthen the academic program in the school and provides students with an enriched and accelerated curriculum.

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

The campus will address all students' needs, particularly those at risk of not meeting academic standards. We closely monitor our at-risk students and work to ensure we are meeting their educational needs through:

- RTI Instruction
- Small Group Instruction
- Guided Math
- In Class Support

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The campus conducted an annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students. Data included academic, social, and emotional reviews by stakeholders, including teachers (general and special education), administration, student support, and families. In addition, the campus explored the intent, use of funds, and available school resources. During formative reviews, the core team will evaluate the Title I Schoolwide Plan annually and throughout the school year.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

With parents' input, the campus jointly developed a written Family Engagement Policy and School Family Student Compact. We also used our Parent Survey at the end of the year to make any needed changes to our Family Engagement Policy and School Family Student Compact.

4.2: Offer flexible number of parent involvement meetings

The campus offers various family engagement activities, including flexible times and days of the week. In addition, the campus sends home information regarding family engagement opportunities and required notices in a format and language that families can understand. (English and Spanish).

5. Targeted Assistance Schools Only

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Extra Duty		\$16,905.00
1	1	2	Instructional Para Professional		\$51,938.00
1	1	4	Instructional Materials		\$8,000.00
4	1	2	Healthy Snacks for Family Engagement		\$1,000.00
4	1	2	Instructional Materials		\$2,520.00
5	1	2	Instructional Coaches		\$157,566.00
5	1	2	Instructional Materials		\$71,121.00
5	1	2	Teacher/Other Professional		\$11,270.00
Sub-Total					\$320,320.00
Budgeted Fund Source Amount					\$320,320.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Books		\$500.00
1	1	3	Extra Duty Pay		\$4,000.00
1	1	4	Technology		\$1,000.00
5	1	1	Instructional Materials		\$500.00
Sub-Total					\$6,000.00
Budgeted Fund Source Amount					\$6,000.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Extra Duty Tutorials		\$10,241.00
1	1	3	Extra Duty Tutorials		\$10,241.00
5	1	2	Teacher/Other Professional		\$67,070.00
Sub-Total					\$87,552.00
Budgeted Fund Source Amount					\$87,552.00

State Comp Ed						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					+/- Difference	\$0.00
ESSER III						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	2	Instructional Para Professional		\$11,854.00	
1	1	3	Extra Duty Pay		\$2,478.00	
5	1	1	Instructional Materials		\$1,826.00	
5	1	2	Teachers/Other Professional		\$216,237.00	
					Sub-Total	\$232,395.00
					Budgeted Fund Source Amount	\$232,395.00
					+/- Difference	\$0.00
					Grand Total Budgeted	\$646,267.00
					Grand Total Spent	\$646,267.00
					+/- Difference	\$0.00