

Conroe Independent School District
Ford Elementary
2023-2024 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 for Domain 1: Student Achievement.

All Grades ELA	2021	2022	2023	All Grades Math	2021	2022	2023
Approaches	70%	75%	78%	Approaches	66%	64%	76%
Meets	38%	49%	46%	Meets	34%	38%	48%
Masters	21%	28%	19%	Masters	17%	29%	19%

In Domain 2: Student Growth, 7 out of 11 sub-groups hit the three-point target set by the state.

In Domain 3: Closing the Achievement Gaps, we achieved the three-point target, set by the state, in 7 out of 11 sub-groups in the area of reading and 5 out of 11 in the area of math.

Student Achievement Strengths

Our overall state rating on STAAR improved from a C to a projected B. We had higher percentage of students that at the meets grade level in the area of math.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 51% of 1st grade students did not meet measure 3 of House Bill 3, scoring on grade level or above in numeracy on the District's early math assessment. **Root Cause:** Students need more exposure to foundational mathematical skills/concepts and the use of academic language.

Problem Statement 2 (Prioritized): 21% of Kindergarten through 2nd grade special education students scored on or above the benchmark in foundational skills on the End-of-Year (EOY) literacy assessment. **Root Cause:** Not maintaining the academic expectation of having students engage in productive struggle.

Problem Statement 3 (Prioritized): 37% of 4th grade special education students met the growth target on Math STAAR. **Root Cause:** Lack of alignment in planning between the special education and general education teacher in order to scaffold student's IEP goals that align with the 4th grade general education curriculum.

Problem Statement 4 (Prioritized): 44% of Emergent Bilingual students met the growth target on Reading STAAR. **Root Cause:** The need to identify the phonological gaps to explicitly target the skills during small group instruction.

Problem Statement 5 (Prioritized): 3rd and 4th grade Hispanic students have missed their Closing The Gap target in the area of Math by 6 percentage points. **Root Cause:** Lack

of opportunity for students to engage in independent learning and extension activities at an in-depth level.

Problem Statement 6: Only 16% of students increased in proficiency rating on TELPAS in 4th Grade. **Root Cause:** Lack of opportunity for students to be exposed to the English language in order to develop their second language.

Problem Statement 7: 58% of students made one year's growth in the area of Reading. **Root Cause:** Need to identify the phonological gaps to explicitly target the skills during small group instruction.

Problem Statement 8: 41% of students taking TELPAS made at least one proficiency level growth. **Root Cause:** Action Steps to analyze data for language proficiency growth were not immediately implemented to address or monitor student needs.

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 at Ford Elementary include:

- Weekly recognition for students and staff through the use of SAEs and TAEs (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 Elementary encourages staff and students to embrace that which makes us different through morning meetings where all are encouraged to build community within their class 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 of our students, 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 Positive Behavior Interventions and Supports (PBIS) Foundations training.

Our top priorities are safety and PBIS Foundations.

- “All Means All” in Conroe ISD and 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.
- We strive 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.
- Students, families, and our community are engaged as authentic partners.

- Professional development is provided as a campus wide positive, proactive instructional approach to behavior through implementing PBIS Foundations.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): With a 22-23 enrollment of 879 students, teachers wrote 833 student referrals and only 92 Students Achieving Excellence (SAEs) last year.

Root Cause: Teachers need to prioritize a 3:1 ratio of positive to negative interactions and celebrating positive behaviors within the school setting.

Problem Statement 2: Teachers tend to focus on punishment when a student misbehaves rather than trying to understand the function to help change their behavior. **Root Cause:** Behavior resources are limited in comparison to academic content.

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 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 S'more 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
- Watch D.O.G.S. program

Parent and Community Engagement Strengths

Our PTO involves stakeholders throughout the community. They have organized numerous events such as, Trunk or Treat, Young Rembrandt, 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): The expansion of online media use such as parent newsletters, emails, and the Parent Portal has introduced a communication barrier between the campus and parents. **Root Cause:** Most of our parents are not familiar with navigating technology used at the campus.

Problem Statement 2 (Prioritized): Parents are not aware of the academic expectations at home and at the campus. **Root Cause:** Parents need to have additional opportunities to understand what students are being taught at school for each grade level and how to support that learning at home.

Problem Statement 3: Parental engagement from Spanish speaking families is not as high as English speaking families. **Root Cause:** Spanish speaking families need to have more opportunities to understand the elementary curriculum expectations and how to support their children at home.

Priority Problem Statements

Problem Statement 1: 21% of Kindergarten through 2nd grade special education students scored on or above the benchmark in foundational skills on the End-of-Year (EOY) literacy assessment.

Root Cause 1: Not maintaining the academic expectation of having students engage in productive struggle.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: 51% of 1st grade students did not meet measure 3 of House Bill 3, scoring on grade level or above in numeracy on the District's early math assessment.

Root Cause 2: Students need more exposure to foundational mathematical skills/concepts and the use of academic language.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: 37% of 4th grade special education students met the growth target on Math STAAR.

Root Cause 3: Lack of alignment in planning between the special education and general education teacher in order to scaffold student's IEP goals that align with the 4th grade general education curriculum.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: 44% of Emergent Bilingual students met the growth target on Reading STAAR.

Root Cause 4: The need to identify the phonological gaps to explicitly target the skills during small group instruction.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: The expansion of online media use such as parent newsletters, emails, and the Parent Portal has introduced a communication barrier between the campus and parents.

Root Cause 5: Most of our parents are not familiar with navigating technology used at the campus.

Problem Statement 5 Areas: Parent and Community Engagement

Problem Statement 6: 3rd and 4th grade Hispanic students have missed their Closing The Gap target in the area of Math by 6 percentage points.

Root Cause 6: Lack of opportunity for students to engage in independent learning and extension activities at an in-depth level.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: With a 22-23 enrollment of 879 students, teachers wrote 833 student referrals and only 92 Students Achieving Excellence (SAEs) last year.

Root Cause 7: Teachers need to prioritize a 3:1 ratio of positive to negative interactions and celebrating positive behaviors within the school setting.

Problem Statement 7 Areas: Culture and Climate

Problem Statement 8: Parents are not aware of the academic expectations at home and at the campus.

Root Cause 8: Parents need to have additional opportunities to understand what students are being taught at school for each grade level and how to support that learning at home.

Problem Statement 8 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- 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 student performance on HB3 Math in 1st grade from 49% to 55%.

HB3 Goal

Evaluation Data Sources: Early Math Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will big picture plan in order to fully understand the grade level TEKS and student expectations. Strategy's Expected Result/Impact: An increased understanding of student foundational knowledge and academic vocabulary needed to achieve the level of rigor needed to master the grade level TEKS. Staff Responsible for Monitoring: Math Instructional Coach, Grade level teachers, Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 Funding Sources: Instructional Materials - Title I - \$5,000, Substitutes for Planning - State Comp Ed - \$2,886, Instructional Coach - State Comp Ed - \$80,971	Formative		
	Dec	Mar	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Students will utilize Dreambox to work on individual gaps in learning. Strategy's Expected Result/Impact: Individualized instruction that will close achievement gaps.. Staff Responsible for Monitoring: Teachers, Math Instructional Coach Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 Funding Sources: Dream Box - Title I - \$4,000	Formative		
	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: 51% of 1st grade students did not meet measure 3 of House Bill 3, scoring on grade level or above in numeracy on the District's early math assessment. Root Cause: Students need more exposure to foundational mathematical skills/concepts and the use of academic language.

Goal 1: Student Achievement and Post-Secondary Success

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





Performance Objective 2: Increase the percentage of K-2 special education students meeting HB3 literacy targets from 21% to 26%.

HB3 Goal

Evaluation Data Sources: Early Literacy Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will utilize Amplify Reading to target and fill gaps in phonological awareness. Strategy's Expected Result/Impact: Systematic phonological skill building to fill special education student gaps in literacy. Staff Responsible for Monitoring: General Education teacher, Special Education case manager, Campus Literacy Coach, Administrators Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy Problem Statements: Student Achievement 2, 4 Funding Sources: Instructional Materials - Title I - \$5,000, Instructional Coach - State Comp Ed - \$76,433	Formative		
	Dec	Mar	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Training for General Education teachers to gain an increased knowledge of student special education paperwork (FIE, PLAAFP, Goals, Accommodations), and how to utilize this information to inform instructional decisions. Strategy's Expected Result/Impact: Close the gaps between present levels of performance and grade level expectations for K-2 Special Education students in the area of Reading. Staff Responsible for Monitoring: General Education teachers, Special Education teachers, Campus Literacy coach, Campus Administration Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2 Funding Sources: Instructional Resources - Title I - \$4,000	Formative		
	Dec	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: 21% of Kindergarten through 2nd grade special education students scored on or above the benchmark in foundational skills on the End-of-Year (EOY) literacy assessment. Root Cause: Not maintaining the academic expectation of having students engage in productive struggle.
Problem Statement 4: 44% of Emergent Bilingual students met the growth target on Reading STAAR. Root Cause: The need to identify the phonological gaps to explicitly target the skills during small group instruction.

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 3: Increase special education student growth performance on the Math STAAR from 37% to 44%.

Evaluation Data Sources: Common Formative Assessments (CFAs), STAAR Interim Assessments, Math Assessments, Campus Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: All teachers servicing SPED students will collaborate to meet the needs of their students by providing on grade level and scaffolded instruction in current grade level and the student's independent level. Strategy's Expected Result/Impact: Data will be used to identify the need of each student in order to provide specific and targeted interventions. Staff Responsible for Monitoring: Campus Math Coach, Administrators, Teachers Title I: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 3 Funding Sources: Instructional Materials - Title I - \$4,000	Formative		
	Dec	Mar	June
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Performance Objective 3 Problem Statements:





Student Achievement
Problem Statement 3: 37% of 4th grade special education students met the growth target on Math STAAR. Root Cause: Lack of alignment in planning between the special education and general education teacher in order to scaffold student's IEP goals that align with the 4th grade general education curriculum.

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 4: Increase Hispanic student performance in Domain III on the Math STAAR from 38% to 41%.

Evaluation Data Sources: CFAs, STAAR Interim Assessments, Early Math Assessments, Campus Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize Dreambox adaptive learning platform to develop foundational math skills and close mathematical gaps from previous grade levels. Strategy's Expected Result/Impact: Increased number sense and computational skills necessary to correctly solve word problems. Staff Responsible for Monitoring: Math Instructional Coach, Grade level teachers, Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 Funding Sources: Dream Box - Title I - \$4,000	Formative		
	Dec	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 1: 51% of 1st grade students did not meet measure 3 of House Bill 3, scoring on grade level or above in numeracy on the District's early math assessment. Root Cause: Students need more exposure to foundational mathematical skills/concepts and the use of academic language.

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 5: Increase Emergent Bilingual (EB) student growth performance on Reading STAAR from 44% to 51%.

Evaluation Data Sources: CFAs, STAAR Interim Assessments, Campus Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will use guided reading to target specific reading behaviors to help students improve in the area of reading both in English and in Spanish. Strategy's Expected Result/Impact: Increased student reading levels Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administration Title I: 2.4, 2.5, 2.6 Problem Statements: Student Achievement 4 Funding Sources: Reading materials - Title III - \$7,710	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

Performance Objective 5 Problem Statements:





Student Achievement
Problem Statement 4: 44% of Emergent Bilingual students met the growth target on Reading STAAR. Root Cause: The need to identify the phonological gaps to explicitly target the skills during small group instruction.

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	Formative Reviews		
Strategy 1: Evaluate educational priorities on our campus, and provide and inventory needed resources to ensure the most effective instruction in the classroom. Strategy's Expected Result/Impact: Documentation of purchase and orders. Staff Responsible for Monitoring: Principal, Campus Secretary Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Achievement 1, 2, 3, 4, 5	Formative		
	Dec	Mar	June
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>			

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: 51% of 1st grade students did not meet measure 3 of House Bill 3, scoring on grade level or above in numeracy on the District's early math assessment. Root Cause: Students need more exposure to foundational mathematical skills/concepts and the use of academic language.
Problem Statement 2: 21% of Kindergarten through 2nd grade special education students scored on or above the benchmark in foundational skills on the End-of-Year (EOY) literacy assessment. Root Cause: Not maintaining the academic expectation of having students engage in productive struggle.
Problem Statement 3: 37% of 4th grade special education students met the growth target on Math STAAR. Root Cause: Lack of alignment in planning between the special education and general education teacher in order to scaffold student's IEP goals that align with the 4th grade general education curriculum.
Problem Statement 4: 44% of Emergent Bilingual students met the growth target on Reading STAAR. Root Cause: The need to identify the phonological gaps to explicitly target the skills during small group instruction.
Problem Statement 5: 3rd and 4th grade Hispanic students have missed their Closing The Gap target in the area of Math by 6 percentage points. Root Cause: Lack of opportunity for students to engage in independent learning and extension activities at an in-depth level.

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	Formative Reviews		
Strategy 1: Teachers, team leaders, instructional coaches and administrators will work together to build a collaborative culture through high-performing teams. Strategy's Expected Result/Impact: Teachers making informed decisions based on their data that closes learning gaps. Staff Responsible for Monitoring: Instructional Coaches and Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Achievement 3, 5 Funding Sources: Consultant - Title I - \$10,000, Leadership Training - Title I - \$2,500, Instructional Materials - Title I - \$4,000	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 3: 37% of 4th grade special education students met the growth target on Math STAAR. Root Cause: Lack of alignment in planning between the special education and general education teacher in order to scaffold student's IEP goals that align with the 4th grade general education curriculum.
Problem Statement 5: 3rd and 4th grade Hispanic students have missed their Closing The Gap target in the area of Math by 6 percentage points. Root Cause: Lack of opportunity for students to engage in independent learning and extension activities at an in-depth level.

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	Formative Reviews		
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. Strategy's Expected Result/Impact: Supported teachers that are provided with the necessary instructional tools. Staff Responsible for Monitoring: Principal, Assistant Principals, and Instructional Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Culture and Climate 1	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

Performance Objective 1 Problem Statements:

Culture and Climate
Problem Statement 1: With a 22-23 enrollment of 879 students, teachers wrote 833 student referrals and only 92 Students Achieving Excellence (SAEs) last year. Root Cause: Teachers need to prioritize a 3:1 ratio of positive to negative interactions and celebrating positive behaviors within the school setting.

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: 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: Meeting agendas, Volunteer sign in sheets, Watch DOG calendars

Strategy 1 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Increased parental support in bridging the learning gap between home and school. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor and Instructional Coaches Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Offer parent programs that provide tools and strategies for families in order to better support their students at home. Strategy's Expected Result/Impact: Resources provided to parents to support their children at home. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Campus Instructional Coaches	Formative		
	Dec	Mar	June

<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: Parent and Community Engagement 2</p> <p>Funding Sources: Parent Engagement Liaison - Title I - \$82,750, Supplies - Title I - \$2,173, Healthy Snacks - Title I - \$1,400</p>			
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Performance Objective 1 Problem Statements:

Parent and Community Engagement
<p>Problem Statement 1: The expansion of online media use such as parent newsletters, emails, and the Parent Portal has introduced a communication barrier between the campus and parents. Root Cause: Most of our parents are not familiar with navigating technology used at the campus.</p> <p>Problem Statement 2: Parents are not aware of the academic expectations at home and at the campus. Root Cause: Parents need to have additional opportunities to understand what students are being taught at school for each grade level and how to support that learning at home.</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: Increase our 3 to 1 ratio of positive to negative interactions with students and staff.

High Priority

Evaluation Data Sources: Student referrals, Student Achieving Excellence (SAEs)

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide teachers with more Positive Behavior Interventions and Supports (PBIS). Strategy's Expected Result/Impact: Increased SAEs (Students Achieving Excellence) and TAEs (Teachers Achieving Excellence). Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, Behavior Coach, Counselors, Foundations Team Members Title I: 2.6 Problem Statements: Culture and Climate 1 Funding Sources: Behavior Instructional Coach - Title I - \$84,463	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

Performance Objective 2 Problem Statements:





Culture and Climate
Problem Statement 1: With a 22-23 enrollment of 879 students, teachers wrote 833 student referrals and only 92 Students Achieving Excellence (SAEs) last year. Root Cause: Teachers need to prioritize a 3:1 ratio of positive to negative interactions and celebrating positive behaviors within the school setting.

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 and interventions to close the achievement gap.

Evaluation Data Sources: CFAs, CAs, STAAR Interim Assessments, Reteach lesson plans

Strategy 1 Details	Formative Reviews		
Strategy 1: New Teacher focus on CISD Best Practices across reading and math are implemented with fidelity. Strategy's Expected Result/Impact: New teachers confident in effectively implementing rigorous instruction. Staff Responsible for Monitoring: Instructional Coaches, Grade level teachers, and Administration Title I: 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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 3, 4, 5 Funding Sources: Instructional Materials - Title I - \$6,000	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will use student data to create intervention groups to help close achievement gaps. Strategy's Expected Result/Impact: Teachers will implement interventions and track student learning. Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administration Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 5 Funding Sources: Intervention Teacher - Title I - \$81,963, Tutorials - Title I - \$9,048, Healthy Snacks for Tutorials - Title I - \$1,000, Instructional Materials - Title I - \$6,124, Instructional Materials - State Comp Ed - \$2,887	Formative		
	Dec	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: 51% of 1st grade students did not meet measure 3 of House Bill 3, scoring on grade level or above in numeracy on the District's early math assessment.

Root Cause: Students need more exposure to foundational mathematical skills/concepts and the use of academic language.

Problem Statement 2: 21% of Kindergarten through 2nd grade special education students scored on or above the benchmark in foundational skills on the End-of-Year (EOY) literacy assessment. **Root Cause:** Not maintaining the academic expectation of having students engage in productive struggle.

Problem Statement 3: 37% of 4th grade special education students met the growth target on Math STAAR. **Root Cause:** Lack of alignment in planning between the special education and general education teacher in order to scaffold student's IEP goals that align with the 4th grade general education curriculum.

Problem Statement 4: 44% of Emergent Bilingual students met the growth target on Reading STAAR. **Root Cause:** The need to identify the phonological gaps to explicitly target the skills during small group instruction.

Problem Statement 5: 3rd and 4th grade Hispanic students have missed their Closing The Gap target in the area of Math by 6 percentage points. **Root Cause:** Lack of opportunity for students to engage in independent learning and extension activities at an in-depth level.

Title I

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.

2.1: 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

3.1: 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.

4.1: 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).

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Materials		\$5,000.00
1	1	2	Dream Box		\$4,000.00
1	2	1	Instructional Materials		\$5,000.00
1	2	2	Instructional Resources		\$4,000.00
1	3	1	Instructional Materials		\$4,000.00
1	4	1	Dream Box		\$4,000.00
2	2	1	Instructional Materials		\$4,000.00
2	2	1	Leadership Training		\$2,500.00
2	2	1	Consultant		\$10,000.00
4	1	2	Parent Engagement Liaison		\$82,750.00
4	1	2	Supplies		\$2,173.00
4	1	2	Healthy Snacks		\$1,400.00
4	2	1	Behavior Instructional Coach		\$84,463.00
5	1	1	Instructional Materials		\$6,000.00
5	1	2	Instructional Materials		\$6,124.00
5	1	2	Healthy Snacks for Tutorials		\$1,000.00
5	1	2	Tutorials		\$9,048.00
5	1	2	Intervention Teacher		\$81,963.00
Sub-Total					\$317,421.00
Budgeted Fund Source Amount					\$317,421.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Reading materials		\$7,710.00
Sub-Total					\$7,710.00
Budgeted Fund Source Amount					\$7,710.00

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Substitutes for Planning		\$2,886.00
1	1	1	Instructional Coach		\$80,971.00
1	2	1	Instructional Coach		\$76,433.00
5	1	2	Instructional Materials		\$2,887.00
Sub-Total					\$163,177.00
Budgeted Fund Source Amount					\$163,177.00
+/- Difference					\$0.00
Grand Total Budgeted					\$488,308.00
Grand Total Spent					\$488,308.00
+/- Difference					\$0.00