

Conroe Independent School District

Giesinger Elementary

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

The mission of Giesinger Elementary is to ensure high levels of learning to facilitate continuous growth of the whole child.

Vision

We envision a school in which staff:

- Provide a safe, caring, and positive learning community for all children
- Create a collaborative culture among children, families and staff
- Establish high levels of learning by frequently monitoring student progress
- Demonstrate a personal commitment to the academic success and general well-being of each child

Table of Contents

Comprehensive Needs Assessment	4
Student Achievement	4
Culture and Climate	8
Parent and Community Engagement	10
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	12
Goals	15
Goal 1: Student Achievement and Post-Secondary Success: CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.	15
Goal 2: Fiscal Responsibility: CISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.	17
Goal 3: Recruitment, Development, and Retention of Staff: CISD will employ, develop, and retain highly qualified staff to maximize learning for all students.	18
Goal 4: Parents and Community: CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.	19
Goal 5: Safe Schools: CISD will strive to ensure a safe and orderly environment conducive to learning for all students and staff.	20
Goal 6: Technology: CISD will provide technology infrastructure, tools, and solutions to meet the administrative requirements of the District and to maximize learning for all students.	21
Goal 7: Communication: CISD will promote and enhance two-way communication among our staff and our community to maximize the success of all students.	22
Title I Schoolwide Elements	24
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	24
1.1: Comprehensive Needs Assessment	24
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	24
2.1: Campus Improvement Plan developed with appropriate stakeholders	24
2.2: Regular monitoring and revision	24
2.3: Available to parents and community in an understandable format and language	24
2.4: Opportunities for all children to meet State standards	24
2.5: Increased learning time and well-rounded education	25
2.6: Address needs of all students, particularly at-risk	25
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	25
3.1: Develop and distribute Parent and Family Engagement Policy	25
3.2: Offer flexible number of parent involvement meetings	26
Title I Personnel	27
Campus Funding Summary	28
Addendums	29

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

All schools in Texas must meet standards set in three state accountability areas. For the 2018-2019 school year, Giesinger Elementary met all three target areas:

- Domain 1- Student Achievement: Giesinger Elementary Score 86
- Domain 2 - Student Progress: Giesinger Elementary Score 80
- Domain 3 - Closing Performance Gaps: Giesinger Elementary 96

These scores result in Giesinger Elementary receiving a 2019 Accountability B (89) rating.

Giesinger Elementary earned four Distinction Designations:

- Academic Achievement in Mathematics
- Top 25 Percent: Comparative Academic Growth
- Top 25 Percent: Comparative Closing the Gaps
- Postsecondary Readiness

The summary below is a comparative analysis of our 2018 to 2019 STAAR campus results. Nine out of fifteen performance ratings increased from 2018 to 2019. The largest gains were percentage of students scoring at the Masters level in 3rd grade reading (14% increase), 3rd grade math (12% increase), and 4th grade math (12% increase). All gains are highlighted below.

The summary of the 2019 STAAR campus results are:

2019 3rd Grade Reading: 89% Approaches; 59% Meets and 39% Masters

2018 3rd Grade Reading: 86% Approaches; 49% Meets and 25% Masters

2019 3rd Grade Math: 85% Approaches; 63% Meets and 36% Masters

2018 3rd Grade Math: 87% Approaches; 53% Meets and 24% Masters

2019 4th Grade Reading: 86% Approaches; 53% Meets and 27% Masters

2018 4th Grade Reading: 89% Approaches; 60% Meets and 30% Masters

2019 4th Grade Math: 85% Approaches; 63% Meets and 45% Masters

2018 4th Grade Math: 84% Approaches; 59% Meets and 33% Masters

2019 4th Grade Writing: 77% Approaches; 37% Meets and 12% Masters

2018 4th Grade Writing: 73% Approaches; 44% Meets and 15% Masters

Although we are very proud of our distinctions and gains in performance ratings, we recognize there is still work to be done. Overall gains were made in the African American, Asian, and Economically Disadvantaged sub groups but need improvement with Hispanic, White and Special Education sub groups.

School Progress Domain - Academic Growth Score by Grade and Subject:

		State	District	Campus	AA	HISP	W	Asi.	PI	2+ Races	Sped (C)	Sped (F)	Cont. Enr	Non-Cont. Enr	ED	EL
Grade 4 ELA/Reading	2019	61	70	69	60	66	69	88	-	81	55	50	66	76	68	75
	2018	63	69	67	47	55	71	*	*	*	86	*	63	76	57	*
Grade 4 Mathematics	2019	65	76	78	75	79	77	100	-	63	50	83	80	74	71	100
	2018	65	72	72	44	82	74	75	*	*	55	50	69	77	54	81
All Grades Both Subjects	2019	69	73	74	68	72	73	94	-	72	52	67	73	75	70	88
	2018	69	73	69	45	71	73	75	*	75	68	56	66	76	56	86
All Grades ELA/Reading	2019	68	71	69	60	66	69	88	-	81	55	50	66	76	68	75
	2018	69	71	67	47	55	71	*	*	*	86	*	63	76	57	*
All Grades Mathematics	2019	70	74	78	75	79	77	100	-	63	50	83	80	74	71	100
	2018	70	75	72	44	82	74	75	*	*	55	50	69	77	54	81

Student Achievement Strengths

The four designated distinctions earned in 2019 are a reflection of the collaborative culture at Giesinger Elementary. Giesinger Elementary has journeyed on the Professional Learning Community continuum since 2015. Teachers and staff meet in Professional Learning Communities weekly to focus on student achievement. The four questions that drive every PLC are: What do we expect our students to learn (goals/expectations); How will we know they are learning? (assessment); How will we respond when they don't learn? (intervention); How will we respond if they already know it? (extension). We create formative assessments that drive our instruction and lesson planning. Grade level teachers share data from common assessments which drives targeted student intervention and enrichment groups.

Giesinger earned 96 out of 100 on Closing the Gaps, receiving the second highest score when compared to the 40 schools most like our campus.

School progress was made overall in 4th grade Reading and Math, both grades combined (3rd and 4th) in both subjects (reading and math), both grades (3rd and 4th) Reading, and both grades (3rd and 4th) Math.

	Campus
4th Grade Reading 2019	69
4th Grade Reading 2018	67
4th Grade Math 2019	78
4th Grade Math 2018	72
All Grades Both Subjects 2019	74
All Grades Both Subjects 2018	69
All Grades Reading 2019	69
All Grades Reading 2018	67
All Grades Math 2019	78
All Grades Math 2018	72

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Students receiving special education services performed significantly lower in fourth grade Reading, Writing, and Math in 2019 compared to 2018. **Root Cause:** Lack of collaboration between general education and special education teachers.

Problem Statement 2 (Prioritized): There is limited or stagnant progress in 4th grade reading and writing. **Root Cause:** In addition to building a new teacher team in fourth grade, high yield academic strategies that have proven to increase student achievement have not been implemented across the content areas with fidelity.

Problem Statement 3 (Prioritized): Mathematics dropped in Hispanic sub group in fourth grade and third/fourth grades combined. **Root Cause:** Teachers and staff need more training on how to meet the academic and cultural needs of Hispanic students.

Problem Statement 4: About 55% of our first grade students are reading below grade level at the beginning of the year which is an increase from years past. **Root Cause:** There

was a lack of strong and differentiated reading instruction for all students since March 2020 due to COVID-19.

Problem Statement 5: In the last 5 years, our campus has invested time and resources into staff development of growing our Professional Learning Communities, but it is a constant work in progress. **Root Cause:** Our campus has focused on what do we want students to learn and have lacked time to refine assessment tools and gather data to use in PLC meetings due to a focus on implementing new curriculum, growing new teachers, and the challenges grade level teams face when team dynamics change.

Culture and Climate

Culture and Climate Summary

Giesinger Elementary strives to create a positive learning environment in collaboration with the entire school community. The mission of Giesinger is to ensure high levels of learning to facilitate continuous growth of the whole child. We envision a school in which all staff provide a safe, caring, and positive learning community for all children; create a collaborative culture among children, families and staff; establish high levels of learning by frequently monitoring student progress; and demonstrate a personal commitment to the academic success and general well-being of each child.

As a staff, we collectively commit to:

- Provide positive, child-centered classrooms by implementing Positive Behavior Interventions and Supports (PBIS - Champs and Foundations) to encourage exemplary behavior with clear expectations, consistent consequences and specific articulated academic goals where all students are valued.
- Sustain and improve a positive learning experiences in collaboration with the entire Giesinger Elementary community through events such as Open House, parent-teacher conferences, PTO meetings, Academic Nights, Watch DOGS, school-wide carnivals and dances, field trips, and fun runs.
- Through our Professional Learning Community, we will collectively collaborate to utilize a variety of instructional strategies and assessments to promote success for all students.
- Work together as a positive team to be aware of all students through faculty meetings and other collaborative times.

Expectations for student behavior are high in our campus and in our community. Parent involvement is high and very supportive of our campus.

Our staff views our school as a family. Most of our staff live in the community and have children that attend or did attend Giesinger. Many of our staff are graduates of Conroe High School and feel pride and honor serving our students in the school feeder in which they were raised. Until the growth of our school exceeded the seat capacity of our building, Giesinger had over 70 student transfers, most of which were from staff at the middle school, junior high, and high school in the Conroe feeder.

We continue to hire qualified candidates who also help us match our diverse student population. In addition to be mindful of our diverse ethnicity, we are mindful of gender as well. We currently have 3 males on our campus serving in various roles.

2019 Student Diversity: 53% White; 12% Black; 24% Hispanic; 11% Other

2019 Staff Diversity: 85% White; 4% Black; 10% Hispanic; 1% Other

While our staff and student diversity do not match, we do represent various student groups with a goal to continue to hire to meet this need.

Culture and Climate Strengths

Giesinger Elementary first implemented Positive Behavior Intervention and Supports (PBIS) in 2014. A committee of teachers and staff serve on the behavior leadership team and lead our faculty in professional developments two to three times each year in order to re-evaluate school-wide procedures (by creating common language across all grade levels) and provide clear behavior expectations in all classrooms.

Giesinger continues to grow as a professional learning community since 2015. Our school mission statement, vision and collective commitments were revised to encompass

PBIS, PLC and RTI instructional and behavior models in 2016. More than half of our teachers have attended a PLC or RTI at Work Institute and continue to meet as a guided coalition to improve our staff teaching practices to be more targeted and instructional by student, by standard.

The Organization Health Survey (OHI) increased 6 points from the previous year (67 in 2018 to 73 in 2019). The comparison reveals that the composite organization health of Giesinger is in the "green zone". The composite profile indicates that the faculty views Goal Focus as their top strength, followed by Communication Adequacy and Innovativeness.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): The staff's ability to tolerate stress and maintain stability while coping with demands of the environment (Adaptation) is the lowest score on the OHI. **Root Cause:** The demands in education continue to grow and teachers/staff have more added to their workloads than taken off.

Problem Statement 2: While we have somewhat of a diverse staff, our staff does not yet mirror the demographics of our students. **Root Cause:** Our applicants still remain to be mostly white applicants.

Parent and Community Engagement

Parent and Community Engagement Summary

Giesinger engages parents and community in a variety of ways:

- Through social media (Facebook & Twitter)
- Through an updated website and school marquee
- School-wide weekly Smore newsletter (Giesinger Gazette) sent to families every Sunday
- Provide parents and students online access to weekly newsletters from each grade level virtual teacher to access lessons for virtual or remote learners
- Ongoing encouragement for parents to access Parent Access accounts to view student grades and attendance to increase communication
- Ongoing virtual General and Board PTO meetings

Parent and Community Engagement Strengths

-All staff have a goal of writing 9 Student Achieving Excellence awards (SAEs) every grading period. For the 20-21 school year, our campus has written 314 SAEs. These are "positive referrals" for our students and are enjoyed by their parents.

-School communication to families is documented View-It as "parent contacts". Currently, 675 parent contacts have been documented in View-It this year.

-Giesinger Elementary has an active Parent Teacher Organization that supports our students and staff. The Giesinger 5K fun run, Boosterthon fund-raising, spirit nights and the school carnival are a few of the activities supported through our PTO.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Increase family engagement from the 13 apartment complexes in our school zone. **Root Cause:** More parents in our community are two working households, single parent families or students living with grandparents.

Problem Statement 2: Although Giesinger Elementary had a high level of volunteers and parent involvement on our campus in previous years, due to COVID-19 restrictions, developing new ways to involve parents while limiting access to the building has been a challenge. **Root Cause:** COVID-19 restrictions limit parent involvement on campus and this decreases engagement.

Priority Problem Statements

Problem Statement 1: Students receiving special education services performed significantly lower in fourth grade Reading, Writing, and Math in 2019 compared to 2018.

Root Cause 1: Lack of collaboration between general education and special education teachers.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: There is limited or stagnant progress in 4th grade reading and writing.

Root Cause 2: In addition to building a new teacher team in fourth grade, high yield academic strategies that have proven to increase student achievement have not been implemented across the content areas with fidelity.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Mathematics dropped in Hispanic sub group in fourth grade and third/fourth grades combined.

Root Cause 3: Teachers and staff need more training on how to meet the academic and cultural needs of Hispanic students.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: The staff's ability to tolerate stress and maintain stability while coping with demands of the environment (Adaptation) is the lowest score on the OHI.

Root Cause 4: The demands in education continue to grow and teachers/staff have more added to their workloads than taken off.

Problem Statement 4 Areas: Culture and Climate

Problem Statement 5: Increase family engagement from the 13 apartment complexes in our school zone.

Root Cause 5: More parents in our community are two working households, single parent families or students living with grandparents.

Problem Statement 5 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
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Federal Report Card Data
- RDA data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- 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
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- 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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

- Study of best practices
- Other additional data

Goals





Goal 1: Student Achievement and Post-Secondary Success:

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

Performance Objective 1: Special Education student group will increase 5% in fourth grade Reading from 18% to 23%% Approaches grade level and Math from 45% to 50% Approaches grade level.

Evaluation Data Sources: STAAR, District Assessments, and Common Assessments

Summative Evaluation: None

Strategy 1: Special Education teachers will increase collaboration with general education teachers and utilize Reader's Workshop model and Guided Math with fidelity. Strategy's Expected Result/Impact: Students academic achievement will increase in reading and math. Staff Responsible for Monitoring: Teachers, Campus Instructional Coach, Assistant Principals, and Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1 Funding Sources: Tutorials - State Comp Ed - \$8,360	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 2: Provide Special Education teachers with opportunities to participate in grade level planning and PLC meetings. Strategy's Expected Result/Impact: Increased scored based on common language and fully understanding the expectations for the grade levels. Staff Responsible for Monitoring: Principal, Assistant Principals, Instruction campus coach, General and Special Education teachers. ESF Levers: Lever 1: Strong School Leadership and Planning	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Students receiving special education services performed significantly lower in fourth grade Reading, Writing, and Math in 2019 compared to 2018. Root Cause: Lack of collaboration between general education and special education teachers.

Goal 1: Student Achievement and Post-Secondary Success:

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

Performance Objective 2: Increase students academic achievement in fourth grade Reading by 5%: Approaches - 86% to 91%; Meets - 53% to 55%; Masters - 27% to 32%.

Evaluation Data Sources: STAAR scores, Benchmark data, Common Formative assessments.

Summative Evaluation: None

Strategy 1: Add fourth grade Reading common formative assessments to the campus calendar to increase intentional planning with the campus instructional coach and administration (assistant principals and/or principal). Strategy's Expected Result/Impact: Increase fourth grade Reading academic achievement by 5% across. Staff Responsible for Monitoring: Fourth grade teachers, Instructional campus coach, Assistant principals and Principal. ESF Levers: Lever 5: Effective Instruction Funding Sources: Instructional Coach - Title I - \$77,871	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 2: Consistently analyze data to track student progress to effectively plan differentiated lessons to meet the needs of all students. Strategy's Expected Result/Impact: Increase student achievement in fourth grade Reading by 5%. Staff Responsible for Monitoring: Teachers, Campus Instructional coach, Assistant Principals and Principal. ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: Instructional Materials and books, Professional Development. - Title I - \$33,548	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div></div><div>Continue/Modify</div></div><div><div></div><div>Discontinue</div></div></div>				





Goal 1: Student Achievement and Post-Secondary Success:

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

Performance Objective 3: Increase by 10% in the Masters grade level on STAAR for students identified as student group Hispanic.

Evaluation Data Sources: District Benchmarks, Common Formative assessments, STAAR

Summative Evaluation: None

Strategy 1: Consistently analyze data to track student progress to effectively plan differentiated lessons to meet the needs of all sub-population groups. Strategy's Expected Result/Impact: Students track their own progress through goal settings and meeting with teachers and administration after assessments. Staff Responsible for Monitoring: Teachers, Instructional Campus Coach, Assistant Principals, and Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: Instructional materials and books, Guided Reading books, Professional Development - Title I - \$30,000, Technology - Title III - \$3,500	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 2: Maintain and implement Tier 2 best practices to support learning for struggling learners through RtI Interventions. Strategy's Expected Result/Impact: Increased scores on district and state assessments Staff Responsible for Monitoring: RTI Interventionists, teachers, administration ESF Levers: Lever 4: High-Quality Curriculum Funding Sources: RTI paraprofessional - Title I - \$30,369	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Fiscal Responsibility:

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

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

Evaluation Data Sources: Monthly financial reports, Title I Summary Report, SCE Summary Report

Summative Evaluation: None

Strategy 1: Principal will calendar and hold a monthly meeting with secretary to review budget and needs. Strategy's Expected Result/Impact: Campus will maintain responsible spending and reporting. Staff Responsible for Monitoring: Campus secretary and principal Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 2: Principal will conduct monthly meetings with the PTO board to review financials for the previous month.	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

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

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

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

Evaluation Data Sources: HQ reporting, TTESS evaluations

Summative Evaluation: None

Strategy 1: Attend and recruit from CISD Teacher Job Fair and partner with local universities to facilitate teacher preparation program. Strategy's Expected Result/Impact: Obtain highly qualified and diverse applicants. Staff Responsible for Monitoring: Teachers, Instructional Coach, Assistant Principals and Principal Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div><div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div></div>				





Goal 4: Parents and Community:

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

Performance Objective 1: To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.

Evaluation Data Sources: Parent Surveys

Summative Evaluation: None

Strategy 1: To work jointly with parents and the community to maximize learning for all students through two way communication through at least one annual survey, weekly campus newsletters, weekly grade level "Week at a Glance" emails , collaborative partnerships and unity of purpose. Strategy's Expected Result/Impact: Increased parent engagement and increase student achievement. Staff Responsible for Monitoring: Teachers, Instructional Coach, Assistant Principals, and Principal Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Increase family engagement from the 13 apartment complexes in our school zone. Root Cause: More parents in our community are two working households, single parent families or students living with grandparents.

Goal 5: Safe Schools:

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

Performance Objective 1: To provide a safe and orderly learning-rich environment for all students and staff.

Evaluation Data Sources: Discipline data, Student/Parent surveys, Teacher Surveys, Observations by the Behavior Leadership Team, Safety Team Feedback

Summative Evaluation: None

Strategy 1: Meet with Behavior Leadership Team and Safety Team at least once each grading period to evaluate and plan safety measures. Strategy's Expected Result/Impact: Discipline data, Student/Parent surveys, Teacher Surveys, Observations by the Behavior Leadership Team, Safety Team Feedback Staff Responsible for Monitoring: Teachers, Counselor, Student Support Coach, Assistant Principals, Principal Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 2: Adapting campus structures to meet COVID-19 safety guidelines. Strategy's Expected Result/Impact: To keep all staff and students safe and in school. Staff Responsible for Monitoring: All staff Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Culture and Climate 1 Funding Sources: Table Dividers - Title I - \$2,000	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Culture and Climate
Problem Statement 1: The staff's ability to tolerate stress and maintain stability while coping with demands of the environment (Adaptation) is the lowest score on the OHI. Root Cause: The demands in education continue to grow and teachers/staff have more added to their workloads than taken off.





Goal 6: Technology:

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

Performance Objective 1: To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

Evaluation Data Sources: Teacher Surveys, Student/Parent Surveys

Summative Evaluation: None

Strategy 1: Campus based staff development on integration of instructional technology. Strategy's Expected Result/Impact: Increased student engagement and proficiency. Staff Responsible for Monitoring: All staff Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 2: Grade level collaboration with district instructional technology coach at least once a year. Strategy's Expected Result/Impact: Increased utilization of classroom technology in classroom instruction. Staff Responsible for Monitoring: All staff Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div> <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





Goal 7: Communication:

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

Performance Objective 1: To ensure that all stakeholders receive effective internal and external communication.

Evaluation Data Sources: Parent Surveys, Teacher Surveys

Summative Evaluation: None

Strategy 1: Increased use of social media to promote awareness of school events and student instruction. Strategy's Expected Result/Impact: Build a relationship between the school and community. Staff Responsible for Monitoring: Instructional coach, Counselor, Assistant principals, Principal. Title I Schoolwide Elements: 2.5, 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 2: Distribute daily and weekly communication through various modes; such as, text, email, and electronic newsletters. Strategy's Expected Result/Impact: Increased awareness of school events and important information. Staff Responsible for Monitoring: Teachers, Counselor, Assistant Principals, Principal Title I Schoolwide Elements: 2.6, 3.1 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Achievement 1, 2, 3	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Students receiving special education services performed significantly lower in fourth grade Reading, Writing, and Math in 2019 compared to 2018. Root Cause: Lack of collaboration between general education and special education teachers.
Problem Statement 2: There is limited or stagnant progress in 4th grade reading and writing. Root Cause: In addition to building a new teacher team in fourth grade, high yield academic strategies that have proven to increase student achievement have not been implemented across the content areas with fidelity.
Problem Statement 3: Mathematics dropped in Hispanic sub group in fourth grade and third/fourth grades combined. Root Cause: Teachers and staff need more training on how to meet the academic and cultural needs of Hispanic students.
Parent and Community Engagement
Problem Statement 1: Increase family engagement from the 13 apartment complexes in our school zone. Root Cause: More parents in our community are two working households, single parent families or students living with grandparents.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

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

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus develops a CIP with the involvement of parents and other stakeholders such as teachers, principal, paraprofessional, and community.

We looked through data collected from the 2 previous years, including benchmarks and STAAR test results. We look at it across grade levels and individually.

We included our Parent Teacher Organization, our Team Leaders and our Core team to review the Assessments and implement checkpoints to monitor progress.

2.2: Regular monitoring and revision

The campus will regularly monitor the CIP and revise strategies based on identified needs.

The plan begins with the Core team (Principal, Assistant Principals, Counselor, and Instructional Coach) pulling together data and looking for strengths and weaknesses. We then get input from Team Leaders, Teachers, and Parent Representatives.

Once the plan is complete, we share it with staff and parents.

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

The campus ensures the CIP is publicly available to parents and the community (English and Spanish).

Our Campus Improvement plan is publicly available to parents and the community (English and Spanish) on the CISD Website under Accountability.

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 that students are on target to meet State standards. Students who are at risk of missing their target

receive support and small group instruction, including:

- RtI Instruction
- In class small group instruction
- Pull out support (Dyslexia, Resource)
- Student Mentors
- Guided Reading
- LLI
- In Class 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 an enriched and accelerated curriculum.

Our campus opens our doors at 7:15 A.M. Students arriving before 7:30 A.M. go to the cafeteria to eat breakfast. For students not eating breakfast, they report to their classrooms at 7:30 A.M. to begin their day. Teachers are available to help students with previous lessons or provide Tier 2 interventions to fill in holes and gaps of content standards.

We say that "minutes are mighty" for the sense of urgency our campus must have to increase student achievement. We teach bell to bell, and we work to shorten transitions so that the maximum amount of time possible is spent on instruction.

The campus implements strategies that increase the amount of quality learning time in order to meet the needs of students.

- Teachers do not have any duty that interrupts instruction
- Teacher conference periods every Wednesday are designated for team planning. No meetings or conferences may be scheduled to keep one day a week clear for all teachers to collaboratively plan. Teachers continue their collaborative planning after school or during other planning periods.

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

The campus will address the needs of all students but particularly the needs of those students who are 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
- Guided reading, running records and reading level progress
- Small group instruction
- Guided math
- Progress monitoring
- IEP implementation and data collection

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The campus jointly develops, with the input of parents, a written Family Engagement Policy and School Family Student Compact.

Our Family Engagement Policy and School Family Student Compact are reviewed with our Parent Teacher Organization. They make suggestions/edits to it each summer.

We also use our Parent Survey at the end of the year to make any needed changes to our Family Engagement Policy and School Family Student Compact.

3.2: Offer flexible number of parent involvement meetings

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

- PTO meetings are available for parents during the evening via Zoom so that more parents can attend.
- Teachers conduct parent conferences via Zoom this year so that parents can be involved in learning and updated on their child's progress.
- We send out notices to parents of events coming up by sending home flyers, emailing them and posting them online.
- Many sessions we do are recorded so that parents can watch them at their leisure.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cheryl Satterfield	Paraprofessional	Title I	1.00
Nadia McCord	Instructional Coach	Title I	1.00

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Tutorials		\$8,360.00
Sub-Total					\$8,360.00
Budgeted Fund Source Amount					\$8,360.00
+/- Difference					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Instructional Coach		\$77,871.00
1	2	2	Instructional Materials and books, Professional Development.		\$33,548.00
1	3	1	Instructional materials and books, Guided Reading books, Professional Development		\$30,000.00
1	3	2	RTI paraprofessional		\$30,369.00
5	1	2	Table Dividers		\$2,000.00
Sub-Total					\$173,788.00
Budgeted Fund Source Amount					\$173,788.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Technology		\$3,500.00
Sub-Total					\$3,500.00
Budgeted Fund Source Amount					\$3,500.00
+/- Difference					\$0.00
Grand Total					\$185,648.00

Addendums