

Conroe Independent School District

Giesinger Elementary

2021-2022 CIP Board Item



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

The summary below is a comparative analysis of our 2019 to 2021 STAAR campus results. We had growth in the percentage of students scoring at the Masters level in 4th grade reading and math and at the Meets level in 4th grade math.

The summary of the 2021 STAAR campus results are:

2021 3rd Grade Reading: 84% Approaches; 52% Meets and 29% Masters

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

2021 3rd Grade Math: 83% Approaches; 56% Meets and 33% Masters

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

2021 4th Grade Reading: 76% Approaches; 51% Meets and 28% Masters

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

2021 4th Grade Math: 82% Approaches; 64% Meets and 47% Masters

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

2021 4th Grade Writing: 65% Approaches; 36% Meets and 12% Masters

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

Gains were made in the highlighted sub groups below. We are proud of the growth made in Special Education- reading overall and math in fourth grade had significant gains.

Subgroup Meets Percentages by Grade and Subject:

		AA	HISP	W	Asi.	PI	2+ Races	Sped	ED	EL
Grade 4 ELA/Reading	2019	29	43	62	63	-	38	10	39	-
	2021	39	56	56	33	-	25	22	33	11
Grade 4 Mathematics	2019	43	53	67	88	-	63	20	47	-
	2021	39	64	74	58	-	25	33	53	44
Grade 3 ELA/Reading	2019	50	27	68	63	-	50	24	37	17
	2021	37	34	66	67	-	-	27	35	14
Grade 3 Mathematics	2019	50	27	70	100	-	70	33	49	33
	2021	42	50	63	83	-	-	33	46	75

Student Achievement Strengths

Distinction designations were not awarded in 2021.

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.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Fifty-three percent of first grade students are reading below beginning of the year expectations; below BAS level D. **Root Cause:** Prior to

2020-2021, our campus did not have a phonemic/phonological awareness program. mClass was new and Heggerty was introduced. We had more students learning virtually in 2020-2021 compared to the number of first graders in the virtual program this year.

Problem Statement 2 (Prioritized): Fifty percent of Kindergarten students scored below or well benchmark benchmark on mClass beginning of year expectations. **Root Cause:** Majority of current Kindergarten students did not attend pre-school or daycare due to the pandemic of COVID-19.

Problem Statement 3 (Prioritized): Less than a quarter of students in Special Education did not meet Reading STAAR expectations. **Root Cause:** Special education teachers did not have common planning and PLC time with general education teachers.

Problem Statement 4 (Prioritized): Twenty-four percent of Fourth grade students did not meet standards on the 2021 Reading STAAR test. **Root Cause:** High yield academic strategies that have proven to increase student achievement have not been implemented across the content areas with fidelity.

Problem Statement 5 (Prioritized): Thirty percent of economically disadvantaged Third and Fourth grade students did not meet expectations on the Reading STAAR test. **Root Cause:** Not starting before and after school tutorials until the spring semester.

Problem Statement 6: 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 and 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.
- Teachers/Staff connect with all students through positive supports - SAEs, 10:2

Students commit to:

- Implementing Giesinger Guideline for Success on a daily basis.
- Committing to make our school a No Place for Hate recognized school.
- Select students commit to Ambassador duties (welcoming new students, various service projects with their grade levels and counselor, etc.)
- Principal Picnic - Students and Principal discuss areas of school improvement, needs, successes.

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.

2020 Student Diversity: 53% White; 13% Black; 24% Hispanic; 10% Other

2020 Staff Diversity: 86% White; 1% Black; 10% Hispanic; 3% 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.

Students are given opportunities to influence and support the climate and culture of the school. (Ambassadors - Welcoming new students, Safety Patrol - loading and unloading car riders, Principal Picnic)

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): The staff feels they are not able to make decisions that have a school wide effect (Autonomy) while coping with demands of the environment 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: Several of the same students are chosen for leadership rolls, achievements, and other accolades. **Root Cause:** Different expectations set by staff based on student's prior behavior or reputation. Explicit and consistent teaching of expectations, behaviors and character.

Problem Statement 3: 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
- Ongoing encouragement for parents to access Parent Access accounts to view student grades and attendance to increase communication
- Ongoing General and Board PTO meetings
- Community given opportunity to participate in Watch Dog program
- Weekly Backpack Buddy Program and October Food Drive that benefits Montgomery County Food Bank
- Bucks for Books Program (Spring Semester) benefiting Texas Children's Hospital
- Community 5K
- Community partner with West Conroe Baptist Church - teach support, school supplies, mentors

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 wrote 710 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". 2638 parent contacts were documented in 2020-2021
- 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.
- Giesinger partners with various groups to support our students and give back to the community (Montgomery County Food Bank, Texas Children's Hospital, West Conroe Baptist). Through these partnerships, needs are met for Giesinger and the partnering organization.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): There is a need to engage parents in using instructional strategies. **Root Cause:** Parents express frustration and lack of knowledge with how to help their students with new instructional strategies.

Problem Statement 2: Although Giesinger Elementary has a high level of volunteers and parent involvement on our campus, new ways of involving parents need to be developed. **Root Cause:** More opportunities should be given (various times of day, volunteer opportunities to take place at home, etc.)

Problem Statement 3 (Prioritized): Increase family engagement in our school zone. **Root Cause:** More parents in our community are two working households, single parent families or students living with grandparents.

Priority Problem Statements

Problem Statement 1: Fifty-three percent of first grade students are reading below beginning of the year expectations; below BAS level D.

Root Cause 1: Prior to 2020-2021, our campus did not have a phonemic/phonological awareness program. mClass was new and Heggerty was introduced. We had more students learning virtually in 2020-2021 compared to the number of first graders in the virtual program this year.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Fifty percent of Kindergarten students scored below or well benchmark benchmark on mClass beginning of year expectations.

Root Cause 2: Majority of current Kindergarten students did not attend pre-school or daycare due to the pandemic of COVID-19.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Thirty percent of economically disadvantaged Third and Fourth grade students did not meet expectations on the Reading STAAR test.

Root Cause 3: Not starting before and after school tutorials until the spring semester.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Twenty-four percent of Fourth grade students did not meet standards on the 2021 Reading STAAR test.

Root Cause 4: High yield academic strategies that have proven to increase student achievement have not been implemented across the content areas with fidelity.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Less than a quarter of students in Special Education did not meet Reading STAAR expectations.

Root Cause 5: Special education teachers did not have common planning and PLC time with general education teachers.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: The staff feels they are not able to make decisions that have a school wide effect (Autonomy) while coping with demands of the environment is the lowest score on the OHI.

Root Cause 6: The demands in education continue to grow and teachers/staff have more added to their workloads than taken off.

Problem Statement 6 Areas: Culture and Climate

Problem Statement 7: Increase family engagement in our school zone.

Root Cause 7: More parents in our community are two working households, single parent families or students living with grandparents.

Problem Statement 7 Areas: Parent and Community Engagement

Problem Statement 8: There is a need to engage parents in using instructional strategies.

Root Cause 8: Parents express frustration and lack of knowledge with how to help their students with new instructional strategies.

Problem Statement 8 Areas: Parent and Community Engagement

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 52% to 57% .

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Formative common assessments, STAAR Interim Data, BAS, mClass, teacher anecdotal notes from conferring and small groups.

Strategy 1 Details

Strategy 1: Using small group best practices to raise reading levels in k-2 classrooms.

Strategy's Expected Result/Impact: To increase the staff's knowledge of a well-balanced literacy program, through Reading Academy, in order to better meet the needs of our readers.

Staff Responsible for Monitoring: Admin and District and campus coaches

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

Funding Sources: Books for Classroom Libraries - Title I - \$5,415, Behavior Support Coach - ESSER - \$30,000, Tutorials: Before and After School - State Comp Ed - \$5,000, Jennifer Serravallo - Reader's Workshop Consultant; Campus Coaching K-4th - ESSER - \$7,000, ELA Instructional Coach - Title I - \$26,711

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 56% to 61% .

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Formative common assessments, STAAR Interim Data, teacher anecdotal notes from differentiated guided math groups.

Strategy 1 Details
<p>Strategy 1: Implement small group best practices for guided math in k-2 classrooms and bring the Education Resource Group (ERG) - Guided Math project for Third and Fourth grades.</p> <p>Strategy's Expected Result/Impact: To increase the staff's knowledge and understanding with the Guided Math framework, specifically small group and anchor stations.</p> <p>Staff Responsible for Monitoring: Administration, campus instructional coach, and district math coach</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Behavior Support Coach - ESSER - \$38,127, ERG Consulting Group - ESSER - \$15,000</p>

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 3: Increase the percent of 4th grade students that score at the meet grade level or above on STAAR Reading from 51% to 55%.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: To increase the staff's knowledge of a well-balanced literacy program in order to better meet the needs of our readers.

Strategy 1 Details
<p>Strategy 1: Using small group best practices to raise reading levels in K-4 classrooms and growing teachers' knowledge and skills through the participation of the Reading Academy.</p> <p>Strategy's Expected Result/Impact: To increase the staff's knowledge of a well-balanced literacy program in order to better meet the needs of our readers.</p> <p>Staff Responsible for Monitoring: Admin and District and campus coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Funding Sources: Books for Classroom Libraries - Title I - \$5,415, Jennifer Serravallo Reading Consultant; Campus Coaching - ESSER - \$7,000, ELA Instructional Coach - Title I - \$26,711</p>
Strategy 2 Details
<p>Strategy 2: Using language and literacy programs, such as Imagine Learning, to support English Language Learners.</p> <p>Strategy's Expected Result/Impact: Support English Language Learners</p> <p>Staff Responsible for Monitoring: Teachers, Coach, Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Imagine Learning - Title III - \$1,500</p>

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 4: Increase the percent of students receiving special education services that score at the meets grade level or above on Fourth grade STAAR Reading from 22% to 27%.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Formative common assessments, STAAR Interim Data, teacher anecdotal notes from differentiated guided reading groups.

Strategy 1 Details
<p>Strategy 1: Implement small group best practices for small group to raise reading levels and growing teachers' knowledge and skills through the participation of the Reading Academy.</p> <p>Strategy's Expected Result/Impact: To increase the staff's knowledge of a well-balanced literacy program in order to better meet the needs of our readers.</p> <p>Staff Responsible for Monitoring: Admin and District and campus coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Funding Sources: ELA Instructional Coach - Title I - \$26,711, Jennifer Serravallo Reading Consultant; Campus Coaching - ESSER - \$7,000</p>

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 5: Increase the percent of 3rd and 4th grade students in the Economically Disadvantaged sub group in Reading STAAR to 40%.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Formative common assessments, STAAR Interim Data, teacher anecdotal notes from differentiated guided math groups.

Strategy 1 Details
<p>Strategy 1: Begin before and after school interventions in the fall semester; utilize a student support teacher (new position) to intervene and progress monitor students.</p> <p>Strategy's Expected Result/Impact: To increase the percentage of students reading below grade levels and the percentage of students reaching "masters" on the Third and Fourth grade STAAR tests.</p> <p>Staff Responsible for Monitoring: Administration, campus and district coaches</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Technology: Chromebooks and iPads - ESSER - \$21,355, Tutorials: Before and After School - State Comp Ed - \$5,000, Professional Development for Teachers - Title I - \$25,000</p>

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 6: The percentage of First grade students that are at benchmark or higher in phonemic awareness at EOY will increase from 48% to 53%.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Formative common assessments, teacher anecdotal notes from differentiated reading groups, standards based report cards

Strategy 1 Details
<p>Strategy 1: Begin before and after school interventions in the fall semester; utilize a student support teacher (new position) to intervene and progress monitor students.</p> <p>Strategy's Expected Result/Impact: To increase the staff's knowledge of a well-balanced literacy program in order to better meet the needs of our readers.</p> <p>Staff Responsible for Monitoring: Admin and District and campus coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Jennifer Serravalla Reading Consultant; Campus Coaching - ESSER - \$7,000, Tutorials: Before and After school - State Comp Ed - \$3,366, Books for classroom libraries; interventions - Title I - \$13,366</p>
Strategy 2 Details
<p>Strategy 2: The campus behavior coach will support students with targeted behavior interventions.</p> <p>Strategy's Expected Result/Impact: Utilizing a campus behavior coach to support teachers with student behaviors, rules, and procedures.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Positive Behavior Instructional Coach - ESSER - \$50,000, Student Instructional Materials - Title I - \$10,000</p>
Strategy 3 Details
<p>Strategy 3: Begin before and after school interventions in the fall semester; utilize a student support teacher (new position) to intervene and progress monitor students.</p> <p>Strategy's Expected Result/Impact: Support English Language Learners</p> <p>Staff Responsible for Monitoring: Teachers, Campus coach, Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Imagine Learning - Title III - \$1,500</p>

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 7: The percentage of Kindergarten students that are at benchmark or higher in phonemic awareness at EOY will increase from 19% to 23%.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Formative common assessments, teacher anecdotal notes from differentiated reading groups, standards based report cards

Strategy 1 Details
<p>Strategy 1: Implement small group best practices for small group as soon as BOY assessments are complete.</p> <p>Strategy's Expected Result/Impact: To increase the staff's knowledge of a well-balanced literacy program in order to better meet the needs of our readers.</p> <p>Staff Responsible for Monitoring: Admin and District and campus coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Jennifer Serravallo Reading Consultant; Campus Coaching - ESSER - \$7,000, Professional Development for Teachers - Title I - \$12,500, Professional Development for Teachers - Title I - \$12,500, Books for Classroom Libraries; Interventions - Title I - \$13,366</p>
Strategy 2 Details
<p>Strategy 2: The campus behavior coach will support students with targeted behavior interventions.</p> <p>Strategy's Expected Result/Impact: Utilizing a campus behavior coach to support teachers with student behaviors, rules, and procedures.</p> <p>Staff Responsible for Monitoring: Administration, campus and district</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Behavior Coach - ESSER - \$50,000, Supplies, Rewards, Fidgets, etc - Title I - \$5,000</p>

Goal 2: School Leadership and Fiscal Responsibility

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

Performance Objective 1: New campus leadership roles were added to maximize learning for all students and staff. The Core instructional team conducts weekly targeted walkthroughs that are intentionally connected to campus expectations and look-fors.

Strategy 1 Details
Strategy 1: CORE team will meet weekly to review data from instructional walk-throughs.

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: Align campus expenditures to goals and objectives.

Strategy 1 Details
Strategy 1: Core team and campus secretary meet weekly to review expenditures.

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: Hire 100% highly qualified teachers

Strategy 1 Details
Strategy 1: Interview pool only consists of HQ applicants.

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

Strategy 1 Details
<p>Strategy 1: Counselor will develop a quarterly survey to address the needs of the families.</p> <p>Strategy's Expected Result/Impact: Increase parental involvement</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</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: Student support plans are communicated and implemented with fidelity.

Strategy 1 Details
<p>Strategy 1: Teachers meet with special programs staff to review student plans each semester.</p> <p>Strategy's Expected Result/Impact: Decrease in student behavioral needs</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>

Goal 4: Safe and Collaborative School Culture

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

Performance Objective 3: Teachers will utilize tools to effectively communicate with parents regarding academic/behavioral feedback and updates.

Strategy 1 Details
<p>Strategy 1: Technology platform is utilized once per week to communicate classroom or grade-level updates.</p> <p>Strategy's Expected Result/Impact: Improve parental communication</p> <p>Staff Responsible for Monitoring: Admin team and content leaders</p> <p>ESF Levers: Lever 3: Positive School Culture</p>

Goal 5: Effective Instruction

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

Performance Objective 1: Lesson planning will include objectives and formative assessments that are aligned to the TEKS.

Strategy 1 Details
<p>Strategy 1: Grade levels will provide lesson planning templates to include lesson objectives and formative assessments.</p> <p>Strategy's Expected Result/Impact: Improve effective instruction alignment</p> <p>Staff Responsible for Monitoring: Admin team, instructional coaches, and content leaders</p> <p>Title I Schoolwide Elements: 2.4 - ESF Levers: Lever 5: Effective Instruction</p>

Goal 5: Effective Instruction

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

Performance Objective 2: Teachers will increase the use of learner-centered technology tools to enhance instruction.

Strategy 1 Details
<p>Strategy 1: PLC's will be utilized to plan for or provide learning opportunities for technology integration.</p> <p>Strategy's Expected Result/Impact: Increase effectiveness of Tier 1 instruction.</p> <p>Staff Responsible for Monitoring: Instructional coaches</p> <p>ESF Levers: Lever 5: Effective Instruction</p>

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.

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Tutorials: Before and After School		\$5,000.00
1	5	1	Tutorials: Before and After School		\$5,000.00
1	6	1	Tutorials: Before and After school		\$3,366.00
Sub-Total					\$13,366.00
Budgeted Fund Source Amount					\$13,366.00
+/- Difference					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Books for Classroom Libraries		\$5,415.00
1	1	1	ELA Instructional Coach		\$26,711.00
1	3	1	Books for Classroom Libraries		\$5,415.00
1	3	1	ELA Instructional Coach		\$26,711.00
1	4	1	ELA Instructional Coach		\$26,711.00
1	5	1	Professional Development for Teachers		\$25,000.00
1	6	1	Books for classroom libraries; interventions		\$13,366.00
1	6	2	Student Instructional Materials		\$10,000.00
1	7	1	Professional Development for Teachers		\$12,500.00
1	7	1	Professional Development for Teachers		\$12,500.00
1	7	1	Books for Classroom Libraries; Interventions		\$13,366.00
1	7	2	Supplies, Rewards, Fidgets, etc		\$5,000.00
Sub-Total					\$182,695.00
Budgeted Fund Source Amount					\$182,695.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Imagine Learning		\$1,500.00

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	3	Imagine Learning		\$1,500.00
Sub-Total					\$3,000.00
Budgeted Fund Source Amount					\$3,000.00
+/- Difference					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Behavior Support Coach		\$30,000.00
1	1	1	Jennifer Serravallo - Reader's Workshop Consultant; Campus Coaching K-4th		\$7,000.00
1	2	1	Behavior Support Coach		\$38,127.00
1	2	1	ERG Consulting Group		\$15,000.00
1	3	1	Jennifer Serravallo Reading Consultant; Campus Coaching		\$7,000.00
1	4	1	Jennifer Serravallo Reading Consultant; Campus Coaching		\$7,000.00
1	5	1	Technology: Chromebooks and iPads		\$21,355.00
1	6	1	Jennifer Serravalla Reading Consultant; Campus Coaching		\$7,000.00
1	6	2	Positive Behavior Instructional Coach		\$50,000.00
1	7	1	Jennifer Serravallo Reading Consultant; Campus Coaching		\$7,000.00
1	7	2	Behavior Coach		\$50,000.00
Sub-Total					\$239,482.00
Budgeted Fund Source Amount					\$239,482.00
+/- Difference					\$0.00
Grand Total					\$438,543.00