

Conroe Independent School District

Glen Loch Elementary

2021-2022 CIP Board Item



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Glen Loch Elementary opened in 1980. There are currently 521 students enrolled. Glen Loch is a diverse campus in The Woodlands, Texas with the following demographics.

White - 41%

Hispanic - 40%

Black - 13%

Asian - 1%

Pacific Islander - .2%

Economically Disadvantaged - 46%

LEP - 22%

Special Education - 8%

STAAR Data

Grade 3 Reading English	Approaches	Meets	Masters
2018	75	42	25
2019	81	54	36
2021	75	45	23

Grade 3 Reading Spanish	Approaches	Meets	Masters
2018	87	30	22
2019	82	62	32
2021	67	67	67

Grade 3 Math English	Approaches	Meets	Masters
2018	83	58	24
2019	86	55	33
2021	73	48	31

Grade 3 Math Spanish	Approaches	Meets	Masters
2018	59	29	12
2019	87	50	7
2021	67	56	22

Grade 4 Reading English	Approaches	Meets	Masters
2018	78	44	25
2019	75	51	30
2021	69	44	21

Grade 4 Reading Spanish	Approaches	Meets	Masters
2018	69	46	15
2019	73	36	14
2021	75	67	58

Grade 4 Math English	Approaches	Meets	Masters
2018	87	49	26
2019	84	60	37
2021	72	52	31

Grade 4 Math Spanish	Approaches	Meets	Masters
2018	75	25	13
2019	84	42	21
2021	62	38	31

Student Achievement Strengths

Grade 3 Reading Spanish testers increased their Masters level from 32% in 2019 to 67% in 2021.

In Grade 3 the percent of Spanish Math testers at Meets went from 50% in 2019 to 56% in 2021. Masters increased from 7% to 22%.

Grade 4 Reading Spanish testers went from 36% Meets in 2019 to 67% Meets in 2021. Masters increased from 14% to 58%.

In Grade 4 the percent of Spanish Math testers at Masters went from 21% in 2019 to 31% in 2021.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): End of year BAS Reading Levels at Glen Loch are below Conroe ISD expectations for the end of the year. **Root Cause:** Students are not progressing reading levels due to an inability to decode and due to a gap in phonemic awareness, oral language, and background knowledge.

Problem Statement 2 (Prioritized): Students have trouble bridging from the concrete to the abstract in Math. They need manipulatives and background knowledge to be successful in Math. **Root Cause:** Teachers need direct support in planning Math lessons with manipulatives. They need updated professional development in the CISD Math Model.

Problem Statement 3 (Prioritized): Teachers do not have the knowledge and strategies needed to work with students who have learning gaps and are not on grade level and they do not deeply understand the TEKS. **Root Cause:** Teachers need coaches to provide direct modeling of lessons and guided discourse, see exemplar lesson delivery, and additional professional development.

Problem Statement 4 (Prioritized): Teachers are not using multiple forms of informal and formal data to track student progress. Research shows this is a high yield strategy and increases student achievement. **Root Cause:** A consistent grade level to grade level system of having students track their own learning was not monitored for fidelity during the 2020-2021 school year. Clear expectations need to be set and the Core Team needs to regularly inspect that teachers continue to use this strategy.

Problem Statement 5: Small group instruction, acceleration and intervention are not occurring with fidelity, integrity and consistency. **Root Cause:** Teachers don't have the capacity, knowledge and strategies to strategically target students in small groups.

Problem Statement 6: Students don't have the oral language and vocabulary to be successful readers. **Root Cause:** Teachers need to use the strategies from 7 Steps to a Language Rich Environment and explicit vocabulary instruction throughout all content areas during the school day.

Problem Statement 7: Teachers don't understand how much data surrounds them. They don't analyze data weekly in their PLC meetings because they are not taking advantage of the informal data they can gather daily. **Root Cause:** Teachers need to be explicitly taught and shown how to gather evidence of learning informally.

Problem Statement 8 (Prioritized): Teachers don't get regular feedback on their instruction in the classroom. **Root Cause:** The Core Team has been inconsistent in scheduling walk throughs then following up with bite sized feedback.

Culture and Climate

Culture and Climate Summary

The staff at Glen Loch Elementary value and appreciate cultural differences and we ensure that all students have a healthy, safe, engaged and supported environment. All staff and students are seen as important and play a role in our success. We are committed to adult and student social, emotional, behavioral and academic success. We are committed to the health of our students and follow the guidelines and recommendations from the TEA and Conroe ISD to mitigate the spread of Covid 19. We are a PBIS campus using CHAMPS and Foundations as a positive and proactive approach to behavior.

The number of Students Achieving Excellence went from 199 in 2020 to 431 during the 2021 school year. To date, in the 2022 school year there are 186 SAE's.

The number of Teachers Achieving Excellence went from 276 in 2020 to 285 during the 2021 school year. To date, in the 2022 school year there are 208 TAE's.

In addition, the number of parent contacts recorded in View It increased from 2020 to 2021.

OHI survey results from 2019 - 2021 show an decrease in all dimensions. Through staff surveys, individual teacher talks and overall observations, this is most likely due to the Covid pandemic. Teachers were under a lot of stress throughout the year.

OHI Dimensions	2019	2021
Goal Focus	53	25
Communication Adequacy	72	36
Optimal Power Equalization	57	27
Resource Utilization	42	23
Cohesiveness	56	39
Morale	47	31
Innovativeness	47	26
Autonomy	57	40
Adaptation	48	18
Problem Solving Adequacy	42	18
Average Score	53	28

Culture and Climate Strengths

Staff at Glen Loch feel supported and valued. They have a team, we can do this mentality. They feel happy and blessed to be part of a supportive campus. System wide changes to ensure communication channels are clear and to increase teacher autonomy and power equalization have made a positive impact.

All means all at Glen Loch. This year we are committed to having each staff member without a home base class work with students to close the learning loss gaps.

We have 4 student teachers from Sam Houston State University doing a year long residency with us, these students are a great resource as we grow them to be future educators in Conroe ISD.

Our Core Team made up of the Principal, Assistant Principal, Instructional Coaches and Interventionist meet on Wednesday of each week. Agenda topics come from the Conroe ISD Committed to Excellence Model.

The Foundations team meets monthly to ensure PBIS campus expectations are in place. They conduct staff and student surveys regularly and perform observations of school wide areas to continue to refine practices to create a healthy and safe culture.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Students do not have the social skills needed to be successful in school. **Root Cause:** Students have not been consistently attending school in person due to the Covid pandemic. Students need emotional support to be able to be a good citizen in the school setting.

Problem Statement 2: The level of expectation considered high varies teacher by teacher leading to inconsistency classroom to classroom. **Root Cause:** This has not been explicitly stated to the staff in a way that has led to implementation of high expectations across the campus.

Problem Statement 3: The campus needs to focus on creating a more inclusive and welcoming environment that engages all families in critical aspects of students learning. **Root Cause:** Due to the Covid Pandemic and Conroe ISD Covid Levels families have not had the opportunity to attend school functions, volunteer and attend in person parent/teacher meetings (conferences, ARDS, 504s).

Parent and Community Engagement

Parent and Community Engagement Summary

Parent & Community Engagement:

Summary:

- Communities in Schools Liaison
- Meet & Greet Your Teacher
- Parent Informational Nights
- STAAR Parent Informational Night
- Math/Science/Health Family Nights
- Reading Nights
- Bimonthly PTO Meetings
- PTO Holiday Breakfast
- Gator Run
- Field Day
- Walk to School Day
- Glen Loch Carnival
- Choir Concerts (2nd & 4th)
- PTO Parent Volunteers – Car Rider Morning Duty
- Dancing Through Life Student Presentations
- Parent Portal
- LMS – Canvas & SeeSaw
- School Smore Newsletter (sent out at least 3x month)
- School Website
- Holiday Parties
- Career Day Presentations (by our parents and community members)
- Read for a Better Life
- Kids Hope Mentoring Program
- Monthly Glen Loch Nights at Local Restaurants or Outdoor Vendors
- Family Assistance Programs with Community Organizations (CISD Police, The Woodlands United Methodist Church, Church Project, Crossroads, Montgomery County Food Bank)
- Socio-emotional Family Presentation (Anxiety, Online Safety, etc.)

Parent and Community Engagement Strengths

- Increase of family engagement on Glen Loch Smore Newsletters
- Consistent communication in English and Spanish through: Gator News and texts/call outs.
- Strong community partnerships (TWUMC, Church Project, Crossroads, MCFoodBank, Trinity Episcopal Church) who support our students' family needs.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Glen Loch Elementary only has a select few parents who are consistently involved. PTO meetings consist of the same parents. **Root Cause:** Lack of reaching out and creating strong family bonds with parents has an impact on creating an "it takes a village" family/school relationship.

Problem Statement 2: Parents are not involved in the instructional needs of our students. **Root Cause:** High yield intervention strategies that have been proven to address parental involvement have not been implemented across school with fidelity.

Problem Statement 3 (Prioritized): Student attendance has decreased. **Root Cause:** Proven strategies to increase attendance have not been used.

Priority Problem Statements

Problem Statement 1: End of year BAS Reading Levels at Glen Loch are below Conroe ISD expectations for the end of the year.

Root Cause 1: Students are not progressing reading levels due to an inability to decode and due to a gap in phonemic awareness, oral language, and background knowledge.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Students have trouble bridging from the concrete to the abstract in Math. They need manipulatives and background knowledge to be successful in Math.

Root Cause 2: Teachers need direct support in planning Math lessons with manipulatives. They need updated professional development in the CISD Math Model.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Teachers do not have the knowledge and strategies needed to work with students who have learning gaps and are not on grade level and they do not deeply understand the TEKS.

Root Cause 3: Teachers need coaches to provide direct modeling of lessons and guided discourse, see exemplar lesson delivery, and additional professional development.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Teachers are not using multiple forms of informal and formal data to track student progress. Research shows this is a high yield strategy and increases student achievement.

Root Cause 4: A consistent grade level to grade level system of having students track their own learning was not monitored for fidelity during the 2020-2021 school year. Clear expectations need to be set and the Core Team needs to regularly inspect that teachers continue to use this strategy.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Teachers don't get regular feedback on their instruction in the classroom.

Root Cause 5: The Core Team has been inconsistent in scheduling walk throughs then following up with bite sized feedback.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Students do not have the social skills needed to be successful in school.

Root Cause 6: Students have not been consistently attending school in person due to the Covid pandemic. Students need emotional support to be able to be a good citizen in the school setting.

Problem Statement 6 Areas: Culture and Climate

Problem Statement 7: Student attendance has decreased.

Root Cause 7: Proven strategies to increase attendance have not been used.

Problem Statement 7 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 45% to 55%. Increase the percent of 4th grade students that score at the meets grade level or above on STAAR Reading from 44% to 54%.

HB3 Goal

Evaluation Data Sources: District Common Formative Assessments, BAS levels, Pre and Post Campus Assessments, STAAR, mCLASS, QPS.

Strategy 1 Details
<p>Strategy 1: Develop teachers in the area of phonemic awareness by understanding syllable types, and spelling rules through the Reading Academy, Professional Learning Communities, and Monthly Staff Development.</p> <p>Strategy's Expected Result/Impact: Students will be able to decode at higher levels leading to increased BAS levels.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor RTI Interventionist ELA and Math Coaches Community in Schools liaison ELA Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Conventions and Craft Text for 2nd and 3rd Grade Teachers - ESSER - \$1,300, General Education Teachers for At-Risk Students - State Comp Ed - \$1,358,266, Substitute Tutors (2 years) - ESSER - \$20,000, Word Study Training Substitutes - ESSER - \$4,000, Interventionist - Title I - \$62,000</p>

Strategy 2 Details

Strategy 2: Utilize the district Reading Academy facilitators, district Instructional Coach and Campus Instructional Coach to train, model, and support teachers in implementing the Readers Workshop model with fidelity.

Strategy's Expected Result/Impact: 3rd and 4th graders will have increased stamina and ability to read on level leading to a higher percent of Meets Grade Level on Reading STAAR.

Staff Responsible for Monitoring: Principal

Assistant Principal

Counselor

RTI Interventionist

ELA and Math Coaches

Community in Schools liaison

ELA Teachers

Funding Sources: Units of Study Phonics Kits for Kinder, 1st and 2nd Grade - ESSER - \$6,210, Instructional Materials for Small Group and Anchor Stations - Title I - \$4,000, Patterns of Power Books - ESSER - \$700, After School Teacher Tutoring Extra Duty Pay (2 years) - ESSER - \$20,000, Classroom Library Books and Guided Reading Leveled Books - ESSER - \$41,263, 84 Imagine Learning Licenses (2 years) - ESSER - \$29,100, Myon Electronic Library (2 years) - ESSER - \$11,000, After School Teacher Tutoring Extra Duty Pay - State Comp Ed - \$1,358, 26 Imagine Learning Licenses - Title III - \$3,900

Strategy 3 Details

Strategy 3: Teachers will improve their ability to analyze running records in order to provide targeted reading instruction.

Strategy's Expected Result/Impact: Students will move through the BAS levels fluidly.

Staff Responsible for Monitoring: Principal

Assistant Principal

Counselor

RTI Interventionist

ELA and Math Coaches

Community in Schools liaison

ELA Teachers

Funding Sources: ELA Team Planning Days (2 years) - ESSER - \$32,000

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 48% to 58%.
Increase the percent of 4th grade students that score meets grade level or above on STAAR Math from 52% to 62%.

HB3 Goal

Evaluation Data Sources: Pre and Post Assessments, Common Formative Assessments, Universal Screener, Daily Math Review Quizzes, STAAR

Strategy 1 Details
<p>Strategy 1: Teachers will develop a deeper understanding of the purpose for concrete manipulatives by bringing lessons to life during Professional Learning Community meetings and team planning.</p> <p>Strategy's Expected Result/Impact: Students will understand math concepts at a concrete level leading to a higher rate of success on assessments.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor RTI Interventionist ELA and Math Coaches Community in Schools liaison Math Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Thinking Through the Operations Professional Book for Math Teachers - ESSER - \$850, Math Manipulatives - ESSER - \$5,000, Dreambox Software (2 years) - ESSER - \$17,000, Math Coach - Title I - \$70,000</p>
Strategy 2 Details
<p>Strategy 2: Teachers will use the TEKS Scaffold document to identify and plan so that they can ensure that students have the knowledge and skills needed to be successful at grade level.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to identify learning gaps and close them.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor RTI Interventionist ELA and Math Coaches Community in Schools liaison Math Teachers</p>
Strategy 3 Details
<p>Strategy 3: Teachers will study the TEKS, analyzing the nouns and verbs in order to ensure appropriate level of rigor in math instruction.</p>

Strategy 4 Details

Strategy 4: Use the district Math coach and campus Math coach to train, model, and support teachers as they implement Guided Math.

Strategy's Expected Result/Impact: Math instruction will be differentiated to meet each students' individual needs.

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: 90% of all Glen Loch students will meet or exceed their expected yearly progress when measured with the BAS Reading Assessment at the end of the school year.

Evaluation Data Sources: Branching Minds
Core Team Learning Walks/Observation and Feedback Cycles
Small Group documentation

Strategy 1 Details
<p>Strategy 1: The Core Team will take bi-monthly Learning Walks to provide teachers with immediate feedback to solidify Tier I teaching practices.</p> <p>Strategy's Expected Result/Impact: Teaching practices will become more rigorous in each classroom as teachers receive regular feedback.</p> <p>Funding Sources: Instructional Rounds - Substitutes to cover classrooms (2 years) - ESSER - \$23,600</p>
Strategy 2 Details
<p>Strategy 2: Small Group classroom instruction, Intervention and Enrichment time, RTI groups, and Learning Loss Intervention groups will be provided with fidelity. Student growth will be documented. The MTSS/Core Team will spot check documentation once every 6 weeks.</p> <p>Strategy's Expected Result/Impact: The number of students ending the school year on reading level will increase.</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>Problem Statements: Student Achievement 1</p>
Strategy 3 Details
<p>Strategy 3: Campus Instructional Coaches will provide support throughout each grade level's planning process.</p> <p>Strategy's Expected Result/Impact: Classroom instruction will become more rigorous. The number of students ending the year on reading level will increase. The number of students getting to Meets and Masters on Math and Reading STAAR will increase.</p>
Strategy 4 Details
<p>Strategy 4: Teachers at Glen Loch will be trained in the state Reading Academy.</p> <p>Strategy's Expected Result/Impact: Teachers will become knowledgeable in the Science of Teaching Reading and will implement strategies learned in the classroom.</p> <p>Staff Responsible for Monitoring: Principal, District Reading Academy Facilitators, Campus Instructional Coach</p>
Strategy 5 Details
<p>Strategy 5: Campus coaches will lead the team planning process. Teachers will model lessons for one another, use informal and formal data to drive the planning process and instruction, and unpack the TEKS.</p> <p>Strategy's Expected Result/Impact: Classroom instruction will become more rigorous leading to an increase in student reading levels and STAAR Reading scores.</p>

Performance Objective 3 Problem Statements:

Student Achievement

Problem Statement 1: End of year BAS Reading Levels at Glen Loch are below Conroe ISD expectations for the end of the year. **Root Cause:** Students are not progressing reading levels due to an inability to decode and due to a gap in phonemic awareness, oral language, and background knowledge.

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 rigor of the team planning process leading to more rigorous teaching and learning in the classroom with consistency from classroom to classroom.

Evaluation Data Sources: Through observation and feedback cycles the administrators and coaches will observe consistent implementation of rigorous lessons from classroom to classroom.

Strategy 1 Details
<p>Strategy 1: Coaches will attend planning sessions with team during conference periods on Thursday. They will implement "Bring to Life" planning by having teachers teach one another the lesson during the planning session.</p> <p>Strategy's Expected Result/Impact: There will be a consistent level of rigor in each classroom.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>
Strategy 2 Details
<p>Strategy 2: Campus coaches will create a master Big Picture document for the campus administrators. This will contain a snapshot of the upcoming week lessons in each grade for Reading , Writing and Math. The coaches will create it each week during the team planning process as the teachers plan. The campus administrators will use it as a tool for classroom observations and feedback to teachers.</p> <p>Strategy's Expected Result/Impact: Rigor will increase from classroom to classroom.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</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: Each teacher will use multiple forms of informal and formal data collection to track student progress. Students will take ownership of their learning by using a tracking system in their classroom.

Evaluation Data Sources: During observation and feedback cycles, administrators and coaches will spot check student data tracking binders and ask them about their learning.

Strategy 1 Details
<p>Strategy 1: Teachers will make tracking student progress their T TESS Professional Goal. Each child will have a binder or folder with data tracking tools to tracking their learning progress.</p> <p>Strategy's Expected Result/Impact: Students will take responsibility for their learning which will lead to an increase in Reading levels. Students will be able to articulate their growth.</p> <p>Staff Responsible for Monitoring: Core Team</p> <p>Title I Schoolwide Elements: 2.6</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: Maintain efficient and effective fiscal management of financial resources.

Evaluation Data Sources: Monitor budget and spending to ensure alignment to the Campus Improvement Plan.

Strategy 1 Details
<p>Strategy 1: Glen Loch Elementary will maintain a budget that enhances the learning of all students. The budget will correlate with the Campus Improvement Plan.</p> <p>Strategy's Expected Result/Impact: Purchased items will directly correlate to goals and strategies tied to student achievement.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>

Goal 2: School Leadership and Fiscal Responsibility

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

Performance Objective 2: The Campus Core team will meet weekly.

Evaluation Data Sources: The Core Team will set goals, revisit the goals weekly. A weekly team agenda and norms will be followed and used to evaluate our progress.

Strategy 1 Details
<p>Strategy 1: The Campus Core team will meet weekly to study the Committed to Excellence Model, create and monitor Core Team goals based on the CTE model Leadership Competencies, schedule and debrief classroom walkthrough cycles, hold Child Study and RTI meetings, and participate actively in a book study of Leverage Leadership 2.0 focusing on Data Driven Instruction and Student Culture. In addition, the Core Team will monitor and evaluate the Campus Improvement Plan using the Plan4Learning software.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase, teacher efficacy and classroom performance will increase.</p> <p>Staff Responsible for Monitoring: Core Team (Principal, Assistant Principal, Instructional Coaches, Counselor, Campus Interventionist)</p>

Goal 3: Recruitment, Development, and Retention of Staff

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

Performance Objective 1: Recruit and develop highly qualified teachers and staff for all students.

Evaluation Data Sources: Staff and Student surveys

Strategy 1 Details
<p>Strategy 1: Glen Loch will recruit and maintain highly qualified staff through investing in new hires, student teachers by aligning recruitment questions with our campus vision and through supporting all staff throughout the year.</p> <p>Strategy's Expected Result/Impact: Campus interview committee will review hiring practices and update questions regularly to align with campus needs.</p> <p>Staff Responsible for Monitoring: Core Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>

Goal 4: Safe and Collaborative School Culture

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

Performance Objective 1: Students will develop self awareness and self management skills to achieve school and life success.

Evaluation Data Sources: Classroom Surveys will be completed each 9 weeks.

Strategy 1 Details
<p>Strategy 1: Classroom Community Circles will be conducted by the teachers. The campus counselor will model circles in classrooms and provide teachers with ideas for their circles in the weekly staff newsletter. The counselor will provide monthly guidance lessons in the classroom.</p> <p>Strategy's Expected Result/Impact: Students will gain self management and awareness skills creating a safe school for all.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Funding Sources: Family Engagement - Title I - \$3,175</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: Implement a positive campus wide approach to behavior through the implementation of PBIS CHAMPS and Foundations.

Evaluation Data Sources: The Foundations team will analyze attendance and discipline data and see a decrease in referrals with an increase in the attendance rate.

Strategy 1 Details
<p>Strategy 1: The campus Foundations team will meet at least monthly. They will revise the current campus Levels of Behavior and continue observations of common areas.</p> <p>Strategy's Expected Result/Impact: The campus will run smoothly, students will understand campus expectations.</p> <p>Staff Responsible for Monitoring: PBIS Team</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: Multiple methods of communication will be used to enhance parent engagement and partnerships with the school.

Evaluation Data Sources: The number of parents engaging with the campus will increase.

Strategy 1 Details
<p>Strategy 1: Use social media, school messenger, printed communication in the Tuesday folder, teacher emails, students achieving excellence awards to increase the number of communications parents receive. Hold a Coffee with the Campus Coaches zoom at least one time each semester for a learning session with parents.</p> <p>Strategy's Expected Result/Impact: Student attendance will increase. Student performance will increase. The number of parents engaging will increase.</p> <p>Staff Responsible for Monitoring: Core Team</p> <p>Title I Schoolwide Elements: 2.5, 3.1, 3.2</p>
Strategy 2 Details
<p>Strategy 2: Utilize the campus Community in School Liaison to increase communication and relationships with at risk families.</p> <p>Strategy's Expected Result/Impact: Student attendance will increase.</p> <p>Staff Responsible for Monitoring: Community in Schools Liaison</p> <p>Title I Schoolwide Elements: 2.5, 2.6</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 4: Parent engagement will increase.

Evaluation Data Sources: Sign in sheets from campus events, PTO minutes, parent contacts in View It

Strategy 1 Details
<p>Strategy 1: The campus SEL committee will plan and host events throughout the school year for parents to attend.</p> <p>Strategy's Expected Result/Impact: Parents and students will benefit from coming to school events together. Parents will be connected to the school and students will make academic and social progress.</p> <p>Staff Responsible for Monitoring: SEL Committee</p> <p>Title I Schoolwide Elements: 2.4, 3.1, 3.2</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: Teachers will provide a strong Tier I curriculum, monitoring and tracking student learning, planning in teams. They will participate in professional learning communities. 80% of students will show success after first time instruction.

Evaluation Data Sources: Formative assessments and district written common formative assessments will be given by the teachers to monitor and track student learning.

Strategy 1 Details
<p>Strategy 1: The Core Team will monitor student progress using a variety of data collection systems and will utilize a campus assessment calendar to track and analyze student learning with teams.</p> <p>Strategy's Expected Result/Impact: Student achievement scores and reading levels will increase.</p> <p>Staff Responsible for Monitoring: Core Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>
Strategy 2 Details
<p>Strategy 2: The Core Team will conduct monthly Look For Instructional Rounds to look for Tier I best practices and the implementation of the Conroe ISD Instructional Model.</p> <p>Strategy's Expected Result/Impact: Student achievement scores and reading levels will increase.</p> <p>Staff Responsible for Monitoring: Core Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, 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: Increase the amount of instructional technology occurring in each Kindergarten, First Grade, and Second Grade classroom.

Evaluation Data Sources: Use See Saw to monitor and evaluate progress.

Strategy 1 Details
<p>Strategy 1: Utilize the campus technology committee to plan professional development for the teachers. Kindergarten, First and Second Grade teachers will utilize Chatterpix and See Saw as an instructional technology tool that will lead to increased oral communication and vocabulary development.</p> <p>Strategy's Expected Result/Impact: Students oral language and vocabulary will increase leading to higher reading levels by the end of the school year.</p> <p>Staff Responsible for Monitoring: Core Team Technology Committee</p>

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

When developing our Campus Needs Assessment we included stakeholders, parents and community members in a variety of ways. We used Parent Survey data, information gathered at PTO meetings and feedback from events held to collect information for determining our current needs.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan development process included sharing state and local academic data with parents, then using survey data to gather their input for which areas to address in the plan.

2.2: Regular monitoring and revision

The campus is a Professional Learning Community. Each grade level meets formally at least one time each week from 7:30 - 8:25 AM. Teams use formal agendas and norms to drive their meetings, rotating which teacher makes the agenda each week. Their agendas are centered around the 4 Guiding Questions of a PLC. They look at and study curriculum, analyze data and make decisions for intervention and enrichment for each child. In addition, they provide professional development to one another, teaching each other their T TESS goal for the year (this year the goals are selected from The Art and Science of Teaching by Marzano).

Glen Loch has established an MTSS team. The team meets each Wednesday at 7:30 AM. They study the current data that the teams are generating including the mCLASS data. They determine RTI needs then schedule and hold RTI meetings with the RTI Teacher present.

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

Campus Improvement Plans are available to parents on the campus website. They are translated into Spanish.

All newsletters are created using SMORE which is easily translated. Emails, texts and all notices are provided in Spanish as well.

Social Media is used to share the great things happening on the campus.

2.4: Opportunities for all children to meet State standards

Opportunities for all children to meet state standards are provided through an ongoing process of teaching and learning. Grade level teams meet together to analyze grade level data. They determine which students have not met standards and make plans for reteaching or intervention. Tier I strategies are being strengthened through the use of two instructional campus coaches who provide instructional supports, modeling and feedback to the teachers.

A special intervention and enrichment time is built into the school day from 7:30 - 8:25 AM allowing time for teachers to do additional targeted instruction with specific groups of

students. In addition, before and after school tutoring is provided to students.

2.5: Increased learning time and well-rounded education

Learning time has been increased by changing the master schedule to create a built in intervention and enrichment time during the school day to ensure each child receives a well-rounded education. Before and after school tutorials are available to students.

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

The MTSS team closely monitors the at-risk population. The MTSS team including the campus Principal, Assistant Principal, Counselor, Instructional Coaches, LSSP, Speech Therapist, and RTI Teacher hold RTI and Child Find meetings twice each month to address the needs of the at-risk. A schoolwide strategy for analyzing data and student groups has been implemented.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Parents are surveyed each year. Parents are also given an opportunity to provide feedback at campus events. This information is gathered and used to make revisions to the Parent and Family Engagement Policy.

3.2: Offer flexible number of parent involvement meetings

PTO meetings are offered each month at alternating times, 12:00 PM and 6:00 PM allowing time for working parents to attend the meetings. Community involvement activities are planned throughout the year to engage parents such as Math Night, Jump Rope for Heart, and Book Fairs.

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Education Teachers for At-Risk Students		\$1,358,266.00
1	1	2	After School Teacher Tutoring Extra Duty Pay		\$1,358.00
Sub-Total					\$1,359,624.00
Budgeted Fund Source Amount					\$1,359,624.00
+/- Difference					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Interventionist		\$62,000.00
1	1	2	Instructional Materials for Small Group and Anchor Stations		\$4,000.00
1	2	1	Math Coach		\$70,000.00
4	1	1	Family Engagement		\$3,175.00
Sub-Total					\$139,175.00
Budgeted Fund Source Amount					\$139,175.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	26 Imagine Learning Licenses		\$3,900.00
Sub-Total					\$3,900.00
Budgeted Fund Source Amount					\$3,900.00
+/- Difference					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Conventions and Craft Text for 2nd and 3rd Grade Teachers		\$1,300.00
1	1	1	Substitute Tutors (2 years)		\$20,000.00
1	1	1	Word Study Training Substitutes		\$4,000.00
1	1	2	Units of Study Phonics Kits for Kinder, 1st and 2nd Grade		\$6,210.00

ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Patterns of Power Books		\$700.00
1	1	2	After School Teacher Tutoring Extra Duty Pay (2 years)		\$20,000.00
1	1	2	Classroom Library Books and Guided Reading Leveled Books		\$41,263.00
1	1	2	84 Imagine Learning Licenses (2 years)		\$29,100.00
1	1	2	Myon Electronic Library (2 years)		\$11,000.00
1	1	3	ELA Team Planning Days (2 years)		\$32,000.00
1	2	1	Thinking Through the Operations Professional Book for Math Teachers		\$850.00
1	2	1	Math Manipulatives		\$5,000.00
1	2	1	Dreambox Software (2 years)		\$17,000.00
1	3	1	Instructional Rounds - Substitutes to cover classrooms (2 years)		\$23,600.00
Sub-Total					\$212,023.00
Budgeted Fund Source Amount					\$212,023.00
+/- Difference					\$0.00
Grand Total					\$1,714,722.00