

# Conroe Independent School District

## Grangerland Intermediate

### 2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

Student Achievement:

Domain 1-Student Achievement: Grangerland Intermediate Score 76/C

Domain 2-Student Progress: Grangerland Intermediate Score 86/B

Domain 3-Closing Performance Gaps: Grangerland Intermediate 68/D

The domain scores increased overall and in each area from the previous year.

Overall Score 2019:81 2018: 76

Student Achievement Score 2019: 76 2018: 73

School Progress Score 2019: 86 2018: 80

Closing the Gap Score 2019: 68 2018: 66

These scores result in Grangerland Intermediate receiving a 2019 Accountability rating of B.

On the 2019 STAAR, the following scores for all grades show the percentage for Meets Grade Level:

All subjects: 41%

Reading: 30%

Math: 48%

Science: 48%

Scores increased for most groups of students in math and science, but decreased for all groups in reading. In Math, the performance of Special Education students dropped from the previous year by 15%. Performance for our economically disadvantaged students fell in reading by 5%, EL performance fell by 4%, and Special Education students fell by 13%. The performance of our Special Education students lagged significantly behind in all content areas.

## Student Achievement Strengths

We made growth in relative performance to comparable schools shows that Grangerland is making progress towards goals.

Grangerland earned distinctions in Math and Science.

Hispanic, Eco dis, and the EL student groups met the meets standard in Math on the 2019 exam.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** The All Student group, Hispanic, White, Eco Disadvantaged, EL, and SPED sub populations did not meet the Meets grade level expectations on the Reading STAAR exam. **Root Cause:** The need to use differentiated strategies to met the students needs are hindering student growth.

**Problem Statement 2 (Prioritized):** The White and SPED sub populations did not meet the Meets standard in Math on the STAAR exam. **Root Cause:** Differentiation for all students is not occurring consistently.

**Problem Statement 3 (Prioritized):** All student sub population groups did not meet one year's academic growth on the 2019 STAAR exam. **Root Cause:** The need to use differentiated strategies to met the students needs are hindering student growth.

**Problem Statement 4:** For Closing the Gaps only 6 student groups out of 18 met academic achievement expectations.

**Problem Statement 5:** Students receiving Special Education and ELL services are under-performing in comparison to students not served by those programs.

**Problem Statement 6:** Students who scored Approaches Grade Level on STAAR in the previous year rarely perform at Meets Grade Level on STAAR in Reading.

**Problem Statement 7:** 63% of students grew a year academically which falls below the district results of 73% of students growing academically.

# Culture and Climate

## Culture and Climate Summary

Grangerland is a school invested in the growth of each student, academically, socially, and emotionally. This is performed by creating a positive school culture where every student is seen, noticed, and valued. This culture of mutual respect is driven by our vision, mission, and goals. Several different facets are used to develop this culture.

RTI is utilized to provide different levels of support and interventions for students who are struggling academically and behaviorally. Our BST team, comprised of diagnosticians, admin, counselors, RTI teacher, and student support teacher, met weekly to review data regarding student behavior, interventions, and next steps. A plan was created to support the students with the consultation of teachers.

At Grangerland we implemented a House System in which the goal was to promote positive characteristics, celebrate student successes, and connect students with the school. While we saw a decrease in behavior issues, we have adapted the House System further to refine the process. This House System created a positive culture in which students took ownership and became proud of their Houses.

We have been a part of the Foundations Cohort for PBIS for seven years. This helped us set up school-wide procedures to create a safe school environment. Teachers were trained with CHAMPS to establish clear classroom behavior expectations and procedures, as well as develop a common language about behaviors among the staff.

Discipline data is reviewed quarterly to identify patterns, areas of concerns, and areas for improvement. Last year the number of referrals decreased from the previous year. The data shows that although Special Education students account for 10% of the student population, they have 23% of the referrals for 6th grade and 36% of the referrals for 5th grade.

At Grangerland we have established PLC times so teachers can collaborate, share best practices, and review student data. Our PLC offers an opportunity for shared knowledge, creation and sharing of resources, and opportunities for growth.

In accordance with the guidelines and recommendations from the Texas Education Agency (TEA), Grangerland follows the measures to mitigate the spread of COVID-19. Grangerland is proactive in keeping campuses, staff, and students safe, as well as, taking a positive proactive instructional approach to behavior in utilizing PBIS Foundations training.

## Culture and Climate Strengths

Grangerland Intermediate has a healthy, supportive culture. Teachers are always willing to share and help each other out.

Teachers have many opportunities to participate in decision making processes through PLC, committees, team leadership opportunities, and surveys for opinions.

The House System allowed for every student to be involved in service projects, pep rallies, and positive promotions for our school.

1. Grangerland staff underwent Cultural and Diversity Awareness training.
2. At Grangerland, hiring campus personnel to reflect the cultural and diverse student body is a priority.
3. "All Means All" at Grangerland Every students' academic, social and emotional needs are a priority.
6. At Grangerland, students will develop a healthy sense of self and social awareness, embrace diversity with empathy and respect for others, successfully manage their emotions,

behaviors, and make responsible decisions.

7. At Grangerland, social emotional learning functions as an integral part of the total school environment.

8. Grangerland continues to promote Safe Schools through Safe Schools training and utilizes mitigation strategies to keep our schools, students, and staff safe.

### **Problem Statements Identifying Culture and Climate Needs**

**Problem Statement 1 (Prioritized):** We have a high number of student referrals for classroom disruptions. **Root Cause:** Lack of opportunity to learn varied classroom management skills to manage the needs of students who struggle with academic and social/emotional needs.

**Problem Statement 2 (Prioritized):** Retention of high quality staff. **Root Cause:** Need to improve teacher morale.

**Problem Statement 3:** Students exhibit a lack of coping skills.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Community engagement is an ongoing goal at Grangerland Intermediate. We strive to have effective and timely communication with our community. Monthly newsletters, school messenger for announcements and reminders, and social media are used to share information. Parent Nights are held to inform families of community resources and instructional strategies they can use at home to help their students. Bilingual Night, GT Night, Title 1 Parent Night are all provided to share program information and resources. We also have concerts from our Fine Arts students to share their learning with families. We promote students and staff to participate in a community pep rally each year.

We have an active PTO that assists with different events for our students.

## Parent and Community Engagement Strengths

At Grangerland, we utilize many modes of communication, school media, school messenger, parent night, bilingual night, and Smore newsletters.

When we have events at school, we have a strong turnout of families and students in attendance.

Our PTO is able to put on large events and garner support and volunteers from the Community.

We have a strong partnership with Lone Star Clinic and Tri-County so that we can connect families with the resources they need.

We have a Communities in Schools partnership that supports our students and families.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1 (Prioritized):** We struggle to communicate in an effective way that matches the needs of families. **Root Cause:** Need to identify communication preferences among families at Grangerland.

**Problem Statement 2 (Prioritized):** School and family partnerships can be a struggle. **Root Cause:** The need to identify and communicate common expectations regarding the role of families and the school in educating students.

# Priority Problem Statements

**Problem Statement 1:** The White and SPED sub populations did not meet the Meets standard in Math on the STAAR exam.

**Root Cause 1:** Differentiation for all students is not occurring consistently.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** All student sub population groups did not meet one year's academic growth on the 2019 STAAR exam.

**Root Cause 2:** The need to use differentiated strategies to met the students needs are hindering student growth.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 4:** Retention of high quality staff.

**Root Cause 4:** Need to improve teacher morale.

**Problem Statement 4 Areas:** Culture and Climate

**Problem Statement 5:** We have a high number of student referrals for classroom disruptions.

**Root Cause 5:** Lack of opportunity to learn varied classroom management skills to manage the needs of students who struggle with academic and social/emotional needs.

**Problem Statement 5 Areas:** Culture and Climate

**Problem Statement 6:** School and family partnerships can be a struggle.

**Root Cause 6:** The need to identify and communicate common expectations regarding the role of families and the school in educating students.

**Problem Statement 6 Areas:** Parent and Community Engagement

**Problem Statement 7:** We struggle to communicate in an effective way that matches the needs of families.

**Root Cause 7:** Need to identify communication preferences among families at Grangerland.

**Problem Statement 7 Areas:** Parent and Community Engagement

**Problem Statement 8:** The All Student group, Hispanic, White, Eco Disadvantaged, EL, and SPED sub populations did not meet the Meets grade level expectations on the Reading STAAR exam.

**Root Cause 8:** The need to use differentiated strategies to met the students needs are hindering student growth.

**Problem Statement 8 Areas:** Student Achievement



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

## 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data
- Local Accountability Systems (LAS) 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
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- 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
- 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 and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Migrant population, including performance, discipline, attendance, and mobility
- 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.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Equity data
- TTESS data
- PDAS and/or T-TESS

**Parent/Community Data**

- Parent engagement rate
- 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

# 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:** The All Students group sub population, Hispanic, and White sub populations will increase their percentage scores by 5% on the 2021 Reading STAAR exam.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Benchmarks, common assessments, and STAAR

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Provide staff development on small grouping, differentiation, guided reading, and monitor implementation with walk-throughs and feedback conversations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher capacity in small groups and higher quality conversations about student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional coaches Principal Assistant Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 1</p> <p><b>Funding Sources:</b> ELA/ Instructional Coach, Student Support Teacher, Student Success Teacher, Instructional Paraprofessionals, Title 1 Counselor, Instructional Materials - Title I - \$314,675.50, General Ed. Teachers for At-Risk Students, Substitutes, Instructional Materials - State Comp Ed - \$1,385,656.50</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July

<p><b>Strategy 2:</b> We will provide interventions through tutorials during the school day and outside the school day.</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted intervention to individualize learning will lead to increased student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 1</p> <p><b>Funding Sources:</b> Academic Tutorials - State Comp Ed - \$2,575, Academic Tutor for Instructional Support - State Comp Ed - \$34,344, Academic Tutorials - Title I - \$6,198.50</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<p><b>Strategy 3:</b> Provide Bilingual interventions to increase our TELPAS rates.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student growth on TELPAS.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, Instructional Coaches, Student Success Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 1, 3</p> <p><b>Funding Sources:</b> Books, Instructional Materials - Title III - \$7,500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

<b>Student Achievement</b>
<p><b>Problem Statement 1:</b> The All Student group, Hispanic, White, Eco Disadvantaged, EL, and SPED sub populations did not meet the Meets grade level expectations on the Reading STAAR exam. <b>Root Cause:</b> The need to use differentiated strategies to met the students needs are hindering student growth.</p>
<p><b>Problem Statement 3:</b> All student sub population groups did not meet one year's academic growth on the 2019 STAAR exam. <b>Root Cause:</b> The need to use differentiated strategies to met the students needs are hindering student growth.</p>

**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:** The White and SPED sub populations will increase their percentage scores by 5% on the 2021 Math STAAR exam.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Benchmarks, common assessments, and STAAR

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Provide staff development on small grouping, differentiation, guided math, and monitor implementation with walk-throughs and feedback conversations.</p> <p><b>Strategy's Expected Result/Impact:</b> Benchmarks, common assessments, and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 2</p> <p><b>Funding Sources:</b> General Ed. Teachers for At-Risk Students, Substitutes, Instructional Materials - State Comp Ed - \$1,385,656.50, Math/Science Instructional Coach, Student Support Teacher, Student Success Teacher, Title 1 Counselor, Instructional Paraprofessionals, Instructional Materials - Title I - \$314,675.50</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p><b>Strategy 2:</b> We will provide interventions through tutorials during the school day and outside the school day.</p> <p><b>Strategy's Expected Result/Impact:</b> Student increased performance in Math on the 2021 STAAR exam.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 2</p> <p><b>Funding Sources:</b> Academic Tutor for Instructional Support - State Comp Ed - \$34,344, Academic Tutorials - State Comp Ed - \$2,575, Academic Tutorials - Title I - \$6,198.50</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 2 Problem Statements:**

Student Achievement
<p><b>Problem Statement 2:</b> The White and SPED sub populations did not meet the Meets standard in Math on the STAAR exam. <b>Root Cause:</b> Differentiation for all students is not</p>

occurring consistently.

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**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:** All student sub population groups will meet one year academic growth on the STAAR exam.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Benchmarks, Common assessments, and STAAR

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Provide staff development on small grouping and differentiated strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase students performance as evident on the Academic Growth measure for STAAR accountability.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 3</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 3 Problem Statements:**





<b>Student Achievement</b>
<p><b>Problem Statement 3:</b> All student sub population groups did not meet one year's academic growth on the 2019 STAAR exam. <b>Root Cause:</b> The need to use differentiated strategies to met the students needs are hindering student growth.</p>



**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.

<b>Strategy 1:</b> Grangerland will utilize the budget in all departments effectively. <b>Strategy's Expected Result/Impact:</b> Grangerland will have an efficiently used budget as appropriate. <b>Staff Responsible for Monitoring:</b> Principal Principal's secretary	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**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.

<p><b>Strategy 1:</b> Attend the Conroe ISD Job Fair and local University job fairs.  <b>Strategy's Expected Result/Impact:</b> 100% High qualified staff on campus.  <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals  <b>Title I Schoolwide Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - <b>Targeted Support Strategy</b>  <b>Problem Statements:</b> Culture and Climate 2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<p><b>Strategy 2:</b> To develop staff, we will provide quality staff development, opportunities for growth and campus leadership.  <b>Strategy's Expected Result/Impact:</b> Quality instruction in all classrooms, teacher autonomy, and teacher satisfaction.  <b>Staff Responsible for Monitoring:</b> Administration, campus coaches, PLC leaders  <b>Title I Schoolwide Elements:</b> 2.4, 2.6  <b>Problem Statements:</b> Student Achievement 1, 2, 3 - Culture and Climate 1, 2  <b>Funding Sources:</b> Staff Development - Title I - \$18,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Performance Objective 1 Problem Statements:**

<b>Student Achievement</b>
<p><b>Problem Statement 1:</b> The All Student group, Hispanic, White, Eco Disadvantaged, EL, and SPED sub populations did not meet the Meets grade level expectations on the Reading STAAR exam. <b>Root Cause:</b> The need to use differentiated strategies to met the students needs are hindering student growth.</p>
<p><b>Problem Statement 2:</b> The White and SPED sub populations did not meet the Meets standard in Math on the STAAR exam. <b>Root Cause:</b> Differentiation for all students is not occurring consistently.</p>
<p><b>Problem Statement 3:</b> All student sub population groups did not meet one year's academic growth on the 2019 STAAR exam. <b>Root Cause:</b> The need to use differentiated strategies to met the students needs are hindering student growth.</p>
<b>Culture and Climate</b>
<p><b>Problem Statement 1:</b> We have a high number of student referrals for classroom disruptions. <b>Root Cause:</b> Lack of opportunity to learn varied classroom management skills to manage the needs of students who struggle with academic and social/emotional needs.</p>
<p><b>Problem Statement 2:</b> Retention of high quality staff. <b>Root Cause:</b> Need to improve teacher morale.</p>

**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.

<p><b>Strategy 1:</b> Utilize campus and social media websites to promote campus and district events and provide information for parents, families, community, and stake holders.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness and participation of activities</p> <p><b>Staff Responsible for Monitoring:</b> Webmaster Principal Assistant Principals</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p> <p><b>Problem Statements:</b> Parent and Community Engagement 1</p> <p><b>Funding Sources:</b> Parent Involvement, Instructional Materials, Snacks, Books - Title I - \$3,228</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<p><b>Strategy 2:</b> Wilkerson will utilize all social media outlets to reach our parents and inform them of what is going on at Wilkerson and encourage them to participate in our school.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will feel comfortable in coming and participating in school activities.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Problem Statements:</b> Parent and Community Engagement 2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Performance Objective 1 Problem Statements:**

<b>Parent and Community Engagement</b>
<p><b>Problem Statement 1:</b> We struggle to communicate in an effective way that matches the needs of families. <b>Root Cause:</b> Need to identify communication preferences among families at Grangerland.</p>
<p><b>Problem Statement 2:</b> School and family partnerships can be a struggle. <b>Root Cause:</b> The need to identify and communicate common expectations regarding the role of families and the school in educating students.</p>

**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 school environment conducive to learning for all students and staff.

<b>Strategy 1:</b> Implementation of PBIS, CHAMPS, SEL lessons, and House system. <b>Strategy's Expected Result/Impact:</b> Improved student behavior and engagement and a decrease in student referrals. <b>Staff Responsible for Monitoring:</b> Administrators, counselors, foundations team, student success teachers, and teachers <b>Title I Schoolwide Elements:</b> 2.5, 2.6, 3.1 <b>Problem Statements:</b> Culture and Climate 1	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 2:</b> Develop and implement safety procedures for mitigation strategies to protect against COVID-19. <b>Strategy's Expected Result/Impact:</b> Safe and beneficial learning environment that minimizes the spread of COVID-19. <b>Staff Responsible for Monitoring:</b> Wellness manager and all staff <b>Title I Schoolwide Elements:</b> 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Performance Objective 1 Problem Statements:**

<b>Culture and Climate</b>
<b>Problem Statement 1:</b> We have a high number of student referrals for classroom disruptions. <b>Root Cause:</b> Lack of opportunity to learn varied classroom management skills to manage the needs of students who struggle with academic and social/emotional needs.

**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.





<b>Strategy 1:</b> Provide staff development to teachers and modeling in the classrooms for students on the LMS (Canvas). <b>Strategy's Expected Result/Impact:</b> To enhance learning for all students and teachers. <b>Staff Responsible for Monitoring:</b> Technology teacher <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> Computer Equipment - Title I - \$30,000	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**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.

<p><b>Strategy 1:</b> Utilize school messenger and other forms of social medias to reach out to parents and the community.  <b>Strategy's Expected Result/Impact:</b> Increased awareness of school activities and a stronger connection to the school.  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principals                      Webmaster  <b>Title I Schoolwide Elements:</b> 3.2  <b>Problem Statements:</b> Parent and Community Engagement 1, 2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

<b>Parent and Community Engagement</b>
<b>Problem Statement 1:</b> We struggle to communicate in an effective way that matches the needs of families. <b>Root Cause:</b> Need to identify communication preferences among families at Grangerland.
<b>Problem Statement 2:</b> School and family partnerships can be a struggle. <b>Root Cause:</b> The need to identify and communicate common expectations regarding the role of families and the school in educating students.

## Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide staff development on small grouping, differentiation, guided reading, and monitor implementation with walk-throughs and feedback conversations.
1	1	2	We will provide interventions through tutorials during the school day and outside the school day.
1	1	3	Provide Bilingual interventions to increase our TELPAS rates.
1	2	1	Provide staff development on small grouping, differentiation, guided math, and monitor implementation with walk-throughs and feedback conversations.
1	2	2	We will provide interventions through tutorials during the school day and outside the school day.
1	3	1	Provide staff development on small grouping and differentiated strategies.
3	1	1	Attend the Conroe ISD Job Fair and local University job fairs.

# State Compensatory

## Personnel for Grangerland Intermediate

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brianne Burks	Special Ed Teacher	State Comp Ed	.50
Gen Education	Teachers for At-Risk Students	State Comp Ed	40.51
Jenna Alders	Special Ed Teacher	State Comp Ed	.50



# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

The campus conducts an annual comprehensive needs assessment, looking at every aspect of the school and analyzing the academic achievement of all students and sub groups of students.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

A Title 1 parent survey is used to drive decision making. Parents, staff members, and community stakeholders collaborate to develop the campus improvement plan.

### **2.2: Regular monitoring and revision**

The campus will regularly monitor the CIP and revise strategies based on our identified needs. The plan will be monitored by our core team which includes administrators and campus coaches with input from our leadership team and classroom teachers when revisions are needed.

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

The campus ensures that the CIP is publicly available to parents and community members in both English and Spanish. The CIP can be accessed on the CISD website under accountability.

### **2.4: Opportunities for all children to meet State standards**

The campus implements strategies for addressing school wide needs including opportunities for all students and student sub groups to meet and exceed academic standards. Teachers meet with instructional coaches to develop progress monitoring intervention plans for all students who are performing below grade level. Students who are not making progress, receive additional interventions through RTI, small group instruction, guided reading, LLI, in class support, and tutorials.

### **2.5: Increased learning time and well-rounded education**

Schedule was adjusted to maximize instructional time and intervention time and remediation. The curriculum includes Fine Arts, PE, SEL, and core content.

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

Data analysis takes place regularly during PLC time. All students are closely monitored for strengths and weaknesses and intervention plans are developed implemented, and monitored for progress.

### **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

#### **3.1: Develop and distribute Parent and Family Engagement Policy**

Our family engagement policy is reviewed through PTO meetings. Paper copies are distributed annually to students in English and Spanish. Title 1 parent surveys are done to create a needs assessment in the Spring of each year.

#### **3.2: Offer flexible number of parent involvement meetings**

Offered virtual parent night in the fall, all session in English and Spanish, over relevant topics. Monthly PTO meetings and additional parent event to inform parents in ways to support their students academically. Monthly newsletters (Smores)

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alyssa Esparza	Paraprofessional	Title I	1.00
Areliia Betler	Instructional Coach	Title I	1.00
Heather Troutman	Paraprofessional	Title I	1.00
Jerilynn Dunn	Paraprofessional	Title I	1.00
Melanie Clevenger	Student Support Teacher	Title I	1.00
Michelle Washington	Instructional Coach	Title I	1.00
Rachel Lueckemeyer	Student Success Teacher	Title I	1.00
Yvette Chapman	Counselor	Title I	1.00

# Plan Notes

Row Labels	Sum of Amount	Sum of FTE
<b>Grangerland</b>		
SCE		
Extra Duty	\$5,150	0.09
Gen Education Teachers for At-Risk Students	\$2,753,866	40.51
General Supplies	\$7,137	0.00
Instructional Support for At-Risk-Students	\$68,688	1.00
Substitutes	\$10,310	0.19
SCE Total	\$2,845,151	42.79
Title I		
Books	\$7,000	0.00
Computer Equipment / AV Supplies	\$30,000	0.00
Extra Duty	\$12,397	0.23
Family Engagement	\$3,228	0.00
General Supplies	\$36,656	0.00
Paraprofessional	\$73,004	1.33
Professional	\$455,691	8.29
Student Travel	\$3,876	0.00
Substitutes	\$4,124	0.07
Travel	\$18,000	0.00
Cont. of Learning Eligible (Reserved)	\$49,000	0.00
Title I Total	\$692,976	9.91
Title III EL		
Books	\$500	0.00
Extra Duty	\$4,500	0.08
General Supplies	\$2,500	0.00
Title III EL Total	\$7,500	0.08
Grangerland Total	\$3,545,627	52.79

# Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Ed. Teachers for At-Risk Students, Substitutes, Instructional Materials		\$1,385,656.50
1	1	2	Academic Tutorials		\$2,575.00
1	1	2	Academic Tutor for Instructional Support		\$34,344.00
1	2	1	General Ed. Teachers for At-Risk Students, Substitutes, Instructional Materials		\$1,385,656.50
1	2	2	Academic Tutor for Instructional Support		\$34,344.00
1	2	2	Academic Tutorials		\$2,575.00
<b>Sub-Total</b>					\$2,845,151.00
<b>Budgeted Fund Source Amount</b>					\$2,845,151.00
<b>+/- Difference</b>					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	ELA/ Instructional Coach, Student Support Teacher, Student Success Teacher, Instructional Paraprofessionals, Title 1 Counselor, Instructional Materials		\$314,675.50
1	1	2	Academic Tutorials		\$6,198.50
1	2	1	Math/Science Instructional Coach, Student Support Teacher, Student Success Teacher, Title 1 Counselor, Instructional Paraprofessionals, Instructional Materials		\$314,675.50
1	2	2	Academic Tutorials		\$6,198.50
3	1	2	Staff Development		\$18,000.00
4	1	1	Parent Involvement, Instructional Materials, Snacks, Books		\$3,228.00
6	1	1	Computer Equipment		\$30,000.00
<b>Sub-Total</b>					\$692,976.00
<b>Budgeted Fund Source Amount</b>					\$692,976.00
<b>+/- Difference</b>					\$0.00

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Books, Instructional Materials		\$7,500.00
<b>Sub-Total</b>					\$7,500.00
<b>Budgeted Fund Source Amount</b>					\$7,500.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total</b>					\$3,545,627.00

# Addendums