

Conroe Independent School District
Grangerland Intermediate
2021-2022 CIP Board Item



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Student Achievement:

Domain 1-Student Achievement: Grangerland Intermediate Score: 76/C (2019)

Domain 2-Student Progress: Grangerland Intermediate Score: 86/B (2019)

Domain 3-Closing Performance Gaps: Grangerland Intermediate: 68/D (2019)

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

Overall Score 2019:81

Student Achievement Score 2019: 76

School Progress Score 2019: 86

Closing the Gap Score 2019: 68

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

On the 2021 STAAR, the following scores for all grades by percentages for:

All subjects: 65% Approaches, 34% Meets, and 15% Masters

Reading: 59% Approaches, 30% Meets, and 16% Masters

Math: 77% Approaches, 43% Meets, 18% Masters

Science: 56% Approaches, 25% Meets, 8% Masters

Scores remained the same in Reading, but decreased for Math and Science. 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

Increased Masters status and maintained our Meets in all grades in Reading.

Increase in SPED students from 5% Meets standard in Reading on the 2019 STAAR test to 13% Meets standard in Reading on the 2021 STAAR test.

Increase in SPED students from 7% Meets standard in Math on the 2019 STAAR test to 21% Meets standard in Math on the 2021 STAAR test.

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

Problem Statement 4 (Prioritized): 25% of students performed at Meets Grade Level on STAAR in Science. **Root Cause:** Students did not engage in as many hands on activities as they had pre-Covid.

Problem Statement 5 (Prioritized): For Closing the Gaps only 2 student groups out of 18 met academic achievement expectations. **Root Cause:** Instructional best practices had to be adapted due to Covid restrictions.

Problem Statement 6: Students receiving Special Education services are under-performing in comparison to students not served by those programs.

Problem Statement 7: Students who scored Approaches Grade Level on STAAR in the previous year rarely perform at Meets Grade Level on STAAR in Reading.

Problem Statement 8: Students receiving ELL services are under-performing in comparison to students not served by those programs.

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.

MTSS is utilized to provide different levels of support and interventions for students who may be struggling academically, behaviorally, and socially. Our Problem Solving Team, comprised of diagnosticians, admin, counselors, intervention teacher, and student behavior coach, met regularly to review data regarding student behavior, academic progress, interventions, and next steps. Plans are created to support 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 eight 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 reflects and works to learn more about working with students who live in poverty.
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: 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 n 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): Struggled to build a trusting relationships with parents and families. **Root Cause:** Due to Covid restrictions and a lack of face to face meetings decreased parent involvement have contributed to the inability to build relationships.

Problem Statement 2: 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 3: 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 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 3: We have a high number of student referrals for classroom disruptions.

Root Cause 3: 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 3 Areas: Culture and Climate

Problem Statement 4: 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 4: The need to use differentiated strategies to meet the students needs are hindering student growth.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: 25% of students performed at Meets Grade Level on STAAR in Science.

Root Cause 5: Students did not engage in as many hands on activities as they had pre-Covid.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: For Closing the Gaps only 2 student groups out of 18 met academic achievement expectations.

Root Cause 6: Instructional best practices had to be adapted due to Covid restrictions.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: Struggled to build a trusting relationships with parents and families.

Root Cause 7: Due to Covid restrictions and a lack of face to face meetings decreased parent involvement have contributed to the inability to build relationships.

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: 5th and 6th grade Meets scores in Reading will increase their percentage scores by 5% on the 2022 Reading STAAR exam.

Evaluation Data Sources: STAAR, benchmarks, common assessments

Strategy 1 Details

Strategy 1: Provide staff development on small grouping, differentiation, guided reading, and monitor implementation with walk-throughs and feedback conversations.

Strategy's Expected Result/Impact: Increased teacher capacity in small groups and higher quality conversations about student performance.

Staff Responsible for Monitoring: Instructional coaches

Principal

Assistant Principals

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers

Problem Statements: Student Achievement 1, 2, 3

Funding Sources: Staff Development - Title I - \$13,000, ELA Instructional Coach - Title I - \$78,500

Strategy 2 Details

Strategy 2: We will provide interventions through tutorials during the school day and outside the school day.

Strategy's Expected Result/Impact: Targeted intervention to individualize learning will lead to increased student performance.

Staff Responsible for Monitoring: Administrators

Coach

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers

Problem Statements: Student Achievement 1, 2, 3

Funding Sources: Inst Paraprofessional - Title I - \$24,465, Extra Duty for Tutorials - Title I - \$5,000

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: 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 meet the students needs are hindering student growth.

Problem Statement 2: 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.

Student Achievement

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

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: 5th grade Meets scores in Science will increase their percentage scores by 5% on the 2022 Science STAAR exam.

Evaluation Data Sources: STAAR, benchmarks, common assessments

Strategy 1 Details
<p>Strategy 1: Provide staff development on small grouping, differentiation, guided reading, and monitor implementation with walk-throughs and feedback conversations.</p> <p>Strategy's Expected Result/Impact: Increased teacher capacity in small groups and higher quality conversations about student performance.</p> <p>Staff Responsible for Monitoring: Instructional coaches Principal Assistant Principals</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Student Achievement 1, 2, 3</p>
Strategy 2 Details
<p>Strategy 2: We will provide interventions through tutorials during the school day and outside the school day.</p> <p>Strategy's Expected Result/Impact: Targeted intervention to individualize learning will lead to increased student performance.</p> <p>Staff Responsible for Monitoring: Administrators Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Student Achievement 1, 2, 3</p> <p>Funding Sources: Inst Paraprofessional - Title I - \$23,892</p>

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 1: 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 meet the students needs are hindering student growth.</p> <p>Problem Statement 2: 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.</p> <p>Problem Statement 3: All student sub population groups did not meet one year's academic growth on the STAAR exam. Root Cause: 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 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: 5th and 6th grade Meets scores in Math will increase their percentage scores by 5% on the 2022 Math STAAR exam.

Evaluation Data Sources: STAAR, benchmarks, common assessments

Strategy 1 Details
<p>Strategy 1: Provide staff development on small grouping, differentiation, guided reading, and monitor implementation with walk-throughs and feedback conversations.</p> <p>Strategy's Expected Result/Impact: Increased teacher capacity in small groups and higher quality conversations about student performance.</p> <p>Staff Responsible for Monitoring: Instructional coaches Principal Assistant Principals</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Student Achievement 1, 2, 3</p> <p>Funding Sources: Instructional Coach - Title I - \$76,615</p>
Strategy 2 Details
<p>Strategy 2: We will provide interventions through tutorials during the school day and outside the school day.</p> <p>Strategy's Expected Result/Impact: Targeted intervention to individualize learning will lead to increased student performance.</p> <p>Staff Responsible for Monitoring: Administrators Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Student Achievement 1, 2, 3</p> <p>Funding Sources: Extra Duty - Title I - \$5,000, Instructional Paraprofessional - Title I - \$26,637</p>

Performance Objective 3 Problem Statements:

Student Achievement
<p>Problem Statement 1: 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 meet the students needs are hindering student growth.</p> <p>Problem Statement 2: 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.</p> <p>Problem Statement 3: All student sub population groups did not meet one year's academic growth on the STAAR exam. Root Cause: 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 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: Identify targets and monitor progress toward targets for Reading and Math for all 18 student groups.

Evaluation Data Sources: STAAR, benchmarks, common assessments

Strategy 1 Details
<p>Strategy 1: Provide staff development on small grouping, differentiation, guided reading, and monitor implementation with walk-throughs and feedback conversations.</p> <p>Strategy's Expected Result/Impact: Increased teacher capacity in small groups and higher quality conversations about student performance.</p> <p>Staff Responsible for Monitoring: Instructional coaches Principal Assistant Principals</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Student Achievement 1, 2, 3</p> <p>Funding Sources: Substitute - State Comp Ed - \$12,830.50</p>
Strategy 2 Details
<p>Strategy 2: We will provide interventions through tutorials during the school day and outside the school day.</p> <p>Strategy's Expected Result/Impact: Targeted intervention to individualize learning will lead to increased student performance.</p> <p>Staff Responsible for Monitoring: Administrators Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Student Achievement 1, 2, 3</p> <p>Funding Sources: Interventionist Paraprofessionals (2 years) - ESSER - \$118,943, Student Support Manager - Title I - \$82,647, Student Success Manager - State Comp Ed - \$75,080.50</p>
Strategy 3 Details
<p>Strategy 3: Teachers will monitor the progress of students using a variety of data including exit tickets, benchmarks, CFAs, and other informal assessments.</p> <p>Strategy's Expected Result/Impact: Teachers will monitor student progress toward state accountability measures.</p> <p>Staff Responsible for Monitoring: Admin, Instructional coaches, teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, 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: General Education Teachers for At-Risk students - State Comp Ed - \$3,019,867</p>

Performance Objective 4 Problem Statements:

Student Achievement

Problem Statement 1: 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 meet the students needs are hindering student growth.

Problem Statement 2: 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: All student sub population groups did not meet one year's academic growth on the STAAR exam. **Root Cause:** The need to use differentiated strategies to met the students needs are hindering student growth.

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

Evaluation Data Sources: Benchmarks, Common assessments, and STAAR

Strategy 1 Details
<p>Strategy 1: Provide staff development on small grouping and differentiated strategies.</p> <p>Strategy's Expected Result/Impact: Increase students performance as evident on the Academic Growth measure for STAAR accountability.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: Books - State Comp Ed - \$12,251, Employee Travel - Title I - \$9,000</p>

Performance Objective 5 Problem Statements:

Student Achievement
<p>Problem Statement 3: All student sub population groups did not meet one year's academic growth on the STAAR exam. Root Cause: The need to use differentiated strategies to met the students needs are hindering student growth.</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: To develop staff, we will provide quality staff development, opportunities for growth and campus leadership.

Evaluation Data Sources: End of Course survey

Strategy 1 Details
<p>Strategy 1: Grangerland Leadership Academy develops potential administrators through monthly meetings focused on challenging administrative topics. Strategy's Expected Result/Impact: To help staff members reach their goal of having administrative leadership positions. Staff Responsible for Monitoring: Administrators Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p>
Strategy 2 Details
<p>Strategy 2: Develop team leadership through monthly team leader meetings. Strategy's Expected Result/Impact: PLC teams lead by impactful leaders. Staff Responsible for Monitoring: Administrators, coaches Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</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: To maintain efficient and effective fiscal management of resources and operations.

Strategy 1 Details
<p>Strategy 1: Grangerland will utilize the budget in all departments effectively.</p> <p>Strategy's Expected Result/Impact: Grangerland will have an efficiently used budget as appropriate.</p> <p>Staff Responsible for Monitoring: Principal Principal's secretary</p> <p>ESF Levers: Lever 5: Effective Instruction</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: To recruit, retain and develop highly qualified teachers and staff for all students.

Strategy 1 Details
<p>Strategy 1: Attend the Conroe ISD Job Fair and local University job fairs Strategy's Expected Result/Impact: 100% High qualified staff on campus. Staff Responsible for Monitoring: Principal and Assistant Principals Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>
Strategy 2 Details
<p>Strategy 2: To develop staff, we will provide quality staff development, opportunities for growth and campus leadership. Strategy's Expected Result/Impact: Quality instruction in all classrooms, teacher autonomy, and teacher satisfaction. Staff Responsible for Monitoring: Administration, campus coaches, PLC leaders Title I Schoolwide Elements: 2.4, 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 1: To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.

Strategy 1 Details
<p>Strategy 1: Increase participation in school related activities such as title 1 night, parent conferences, open house, etc.</p> <p>Strategy's Expected Result/Impact: Strengthened partnership between school and families.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I Schoolwide Elements: 3.2 - ESF Levers: 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: To establish and maintain safe and positive school climate by implementing CHAMPS and Foundations with fidelity throughout classrooms and the school.

Strategy 1 Details
<p>Strategy 1: Provide staff development and monitor campus wide CHAMPS implementation.</p> <p>Strategy's Expected Result/Impact: Decreased number of student referrals.</p> <p>Staff Responsible for Monitoring: Foundations team, Admin, Behavior Coach</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Culture and Climate 1</p> <p>Funding Sources: Behavior Coach (2 years) - ESSER - \$144,881, Counselor - Title I - \$85,296</p>

Performance Objective 2 Problem Statements:

Culture and Climate
<p>Problem Statement 1: 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.</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: Effectively communicate with all community stakeholders to promote a collaborative school culture.

Strategy 1 Details
<p>Strategy 1: We will provide a monthly newsletter to all families, to communicate via social media and updates of important information.</p> <p>Strategy's Expected Result/Impact: Families will stay informed on school activities and student success.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors</p> <p>Title I Schoolwide Elements: 2.6, 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: We will use technology tools in the classroom to be effective in differentiating instruction for all students as well as using research based instructional strategies to enhance and extend learning.

Strategy 1 Details
<p>Strategy 1: Teachers are provided with campus wide, department specific, and/or one on one instructional technology staff development opportunities with the technology instructional coach.</p> <p>Strategy's Expected Result/Impact: Enhance teacher knowledge of technological tools that will increase student success.</p> <p>Staff Responsible for Monitoring: Technology Instructional Coach, Admin</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: Computer Supplies/Repairs - Title I - \$22,000, Instructional Software to Support Learning - ESSER - \$20,000, General Supplies - Title I - \$15,596</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 collect and use data in a timely manner to plan and implement targeted instruction.

Strategy 1 Details
<p>Strategy 1: PLCs will follow data cycle protocol including CFAs, Data meetings, and interventions and hold planning meeting outside of PLC time to plan targeted instruction.</p> <p>Strategy's Expected Result/Impact: To have targeted instruction based on student needs.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Admin</p> <p>Title I Schoolwide Elements: 2.4, 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>Problem Statements: Student Achievement 1, 2, 3</p> <p>Funding Sources: Substitutes - Title I - \$4,000</p>
Strategy 2 Details
<p>Strategy 2: Provide Bilingual interventions to increase our TELPAS rates.</p> <p>Strategy's Expected Result/Impact: Increase student growth on TELPAS.</p> <p>Staff Responsible for Monitoring: Principal, AP, Instructional Coaches, Student Success Teacher</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</p> <p>Problem Statements: Student Achievement 1, 3</p> <p>Funding Sources: Books - Title III - \$500, General Supplies - Title III - \$2,500, Extra Duty - Title III - \$4,500</p>

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 1: 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 meet the students needs are hindering student growth.</p> <p>Problem Statement 2: 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.</p> <p>Problem Statement 3: All student sub population groups did not meet one year's academic growth on the STAAR exam. Root Cause: The need to use differentiated strategies to met the students needs are hindering student growth.</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, 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

We will provide parent nights which include relevant current topics. We will offer all sessions in English and Spanish. We will hold regularly scheduled PTO meetings and additional parent event to inform parents in ways to support their students academically. Monthly newsletters (Smores)

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Substitute		\$12,830.50
1	4	2	Student Success Manager		\$75,080.50
1	4	3	General Education Teachers for At-Risk students		\$3,019,867.00
1	5	1	Books		\$12,251.00
Sub-Total					\$3,120,029.00
Budgeted Fund Source Amount					\$3,120,029.00
+/- Difference					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Staff Development		\$13,000.00
1	1	1	ELA Instructional Coach		\$78,500.00
1	1	2	Inst Paraprofessional		\$24,465.00
1	1	2	Extra Duty for Tutorials		\$5,000.00
1	2	2	Inst Paraprofessional		\$23,892.00
1	3	1	Instructional Coach		\$76,615.00
1	3	2	Extra Duty		\$5,000.00
1	3	2	Instructional Paraprofessional		\$26,637.00
1	4	2	Student Support Manager		\$82,647.00
1	5	1	Employee Travel		\$9,000.00
4	1	1	Family Engagement		\$3,175.00
4	2	1	Counselor		\$85,296.00
5	1	1	Computer Supplies/Repairs		\$22,000.00
5	1	1	General Supplies		\$15,596.00
5	2	1	Substitutes		\$4,000.00
Sub-Total					\$474,823.00
Budgeted Fund Source Amount					\$474,823.00
+/- Difference					\$0.00

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	2	Books		\$500.00
5	2	2	General Supplies		\$2,500.00
5	2	2	Extra Duty		\$4,500.00
Sub-Total					\$7,500.00
Budgeted Fund Source Amount					\$7,500.00
+/- Difference					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2	Interventionist Paraprofessionals (2 years)		\$118,943.00
4	2	1	Behavior Coach (2 years)		\$144,881.00
5	1	1	Instructional Software to Support Learning		\$20,000.00
Sub-Total					\$283,824.00
Budgeted Fund Source Amount					\$283,824.00
+/- Difference					\$0.00
Grand Total					\$3,886,176.00