

Conroe Independent School District
Grangerland Intermediate
2023-2024 Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Student Achievement:

Domain 1-Student Achievement: Grangerland Intermediate Score: 69/D

Domain 2-Student Progress/relative Comparison: Grangerland Intermediate Score: 77

Domain 3-Closing Performance Gaps: Grangerland Intermediate: 55/F

The domain scores stayed the same for domain 1, increased for domain 2, and decreased significantly for domain 3

Overall Score:70

These scores result in Grangerland Intermediate receiving a 2023 Accountability rating of D

On the 2022 STAAR, the following scores for all grades by percentages for:

All subjects: 66% Approaches, 25% Meets, and 9% Masters

Reading: 68% Approaches, 22% Meets, and 13% Masters

Math: 69% Approaches, 30% Meets, 8% Masters

Science: 54% Approaches, 20% Meets,6% Masters

Student Achievement Strengths

The gap between all students and each sub group is very minimal in all three subjects: Reading, Math and Science

	Language Arts	Math	Science
ALL STUDENTS	68%	69%	54%
HISPANIC	67%	69%	49%
AFRICAN AMERICAN	64%	67%	56%
WHITE	69%	70%	60%
ECO DIS	66%	68%	51%
BILINGUAL	66%	71%	52%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): In Reading, 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:** Students are not on grade level in Reading.

Problem Statement 2 (Prioritized): In Math, the All Student group, Hispanic, White, Eco Disadvantaged, EL, and SPED sub populations did not meet the Meets grade level expectations on the Math STAAR exam. **Root Cause:** Differentiation for all students is not occurring consistently, and students lack foundational skills.

Problem Statement 3 (Prioritized): 20% of students performed at Meets Grade Level on STAAR in Science. **Root Cause:** The 5E model was not used routinely to give students the hands on experiences needed in Science instruction.

Problem Statement 4 (Prioritized): For Closing the Gaps, the Domain scores was a 55. **Root Cause:** Meets group and groups close to Meets are not monitored effectively to provide proper instruction and interventions at that level.

Problem Statement 5 (Prioritized): Students receiving Special Education services are under-performing in comparison to students not served by those programs. **Root Cause:** Scheduling is not conducive for them to receive grade level curriculum.

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.

Overall, our Organizational Health Inventory score increased in 7/10 domains increase as well. The gap between administrator perception and staff response is quite high and teams are functioning at the dependent level in all domains. The middle third of respondents are trending closer to the bottom third which is causing a drag in the overall feel of the culture.

Discipline referrals have been high and ISS assignments were too high.

Culture and Climate Strengths

1. Grangerland Intermediate has a supportive culture. There are many new staff members, and everyone is stepping in to help where needed.
2. Teachers are given the opportunity to grow and contribute through PLC's and committees.
3. 8/10 OHI domain scores increase from last year, as did the overall OHI score
4. Opportunities for growth in leadership positions.

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): There is a lack of consistency with implementation of systems. **Root Cause:** Lack of accountability to procedures and systems that are in place.

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 are seeking out parents for our new PTO.

We have a parent liaison to help improve our home and school connection.

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.

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): Lack of parent volunteers on a regular basis. **Root Cause:** There is not a point of contact for parents to know what is needed.

Problem Statement 2 (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.

Priority Problem Statements

Problem Statement 1: In Math, the All Student group, Hispanic, White, Eco Disadvantaged, EL, and SPED sub populations did not meet the Meets grade level expectations on the Math STAAR exam.

Root Cause 1: Differentiation for all students is not occurring consistently, and students lack foundational skills.

Problem Statement 1 Areas: Student Achievement

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

Root Cause 2: 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 Areas: Culture and Climate

Problem Statement 3: 20% of students performed at Meets Grade Level on STAAR in Science.

Root Cause 3: The 5E model was not used routinely to give students the hands on experiences needed in Science instruction.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: For Closing the Gaps, the Domain scores was a 55.

Root Cause 4: Meets group and groups close to Meets are not monitored effectively to provide proper instruction and interventions at that level.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Lack of parent volunteers on a regular basis.

Root Cause 5: There is not a point of contact for parents to know what is needed.

Problem Statement 5 Areas: Parent and Community Engagement

Problem Statement 6: In Reading, 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 6: Students are not on grade level in Reading.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: Students receiving Special Education services are under-performing in comparison to students not served by those programs.

Root Cause 7: Scheduling is not conducive for them to receive grade level curriculum.

Problem Statement 7 Areas: Student Achievement

Problem Statement 8: There is a lack of consistency with implementation of systems.

Root Cause 8: Lack of accountability to procedures and systems that are in place.

Problem Statement 8 Areas: Culture and Climate

Problem Statement 9: We struggle to communicate in an effective way that matches the needs of families.

Root Cause 9: Need to identify communication preferences among families at Grangerland.

Problem Statement 9 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- RDA data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments

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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Campus department and/or faculty meeting discussions and data

- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

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: Students Meeting grade level performance on the Reading STAAR test will increase from 40% to 44%.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR, benchmarks, common assessments, interim assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide staff development on mini-lessons, guided reading, conferring, independent reading, and differentiated small group instruction.</p> <p>Strategy's Expected Result/Impact: Increased teacher capacity in ELA components and higher quality conversations about student performance.</p> <p>Staff Responsible for Monitoring: Instructional coaches Principal Assistant Principals</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p>	Formative		
	Dec	Mar	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: We will provide interventions based on formative assessment and BAS data through small group guided reading, WIN time, and focused strategy groups.</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 Instructional Coaches</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Guided Reading Levels - Title I - \$7,000, Spanish Guided Reading Book - Title III - \$6,250</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement instructional rounds and lab sites for Reading so that teachers can have job-embedded professional learning.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to implement best practices by learning from other teachers</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coaches</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2, 3</p> <p>Funding Sources: Reading Instructional Coach - State Comp Ed - \$76,067</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Implement resources for teaching constructed response in the ELA classrooms.</p> <p>Strategy's Expected Result/Impact: When students are able to effectively respond to reading, they will increase their overall scores</p> <p>Staff Responsible for Monitoring: Teachers Coaches</p> <p>Title I: 2.4, 2.5</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Instructional Resources - Title I - \$8,000</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: In Reading, 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:** Students are not on grade level in Reading.

Problem Statement 2: In Math, the All Student group, Hispanic, White, Eco Disadvantaged, EL, and SPED sub populations did not meet the Meets grade level expectations on the Math STAAR exam. **Root Cause:** Differentiation for all students is not occurring consistently, and students lack foundational skills.

Problem Statement 3: 20% of students performed at Meets Grade Level on STAAR in Science. **Root Cause:** The 5E model was not used routinely to give students the hands on experiences needed in Science instruction.

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: Students Meeting grade level expectations on the Science STAAR test will increase from 22% to 27%.

High Priority

Evaluation Data Sources: STAAR, benchmarks, common assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide staff development on small grouping, hands on labs, differentiation, and Science Success.</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: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 3</p>	Formative		
	Dec	Mar	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: We will provide interventions based on formative assessment data through small groups during WIN and Intervention Time.</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: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 3, 4</p> <p>Funding Sources: Extra Duty - State Comp Ed - \$3,829.60</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement instructional rounds and lab sites</p> <p>Strategy's Expected Result/Impact: Teachers will be able to observe and learn best practices to immediately implement in their classrooms.</p> <p>Staff Responsible for Monitoring: Instructional Coaches</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 3</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 3: 20% of students performed at Meets Grade Level on STAAR in Science. Root Cause: The 5E model was not used routinely to give students the hands on experiences needed in Science instruction.</p>
<p>Problem Statement 4: For Closing the Gaps, the Domain scores was a 55. Root Cause: Meets group and groups close to Meets are not monitored effectively to provide proper instruction and interventions at that level.</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: Students meeting grade level standards on the STAAR Math test will increase from 32% to 37%.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR, benchmarks, common assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will provide differentiated interventions based on formative assessment data through small group guided math, WIN time, and RTI.</p> <p>Strategy's Expected Result/Impact: Targeted intervention to individualize learning will lead to increased student performance.</p> <p>Staff Responsible for Monitoring: Instructional coaches Principal Assistant Principals</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: Interventionist - Title I - \$87,838, Math Instructional Resources - Title I - \$8,000</p>	Formative		
	Dec	Mar	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide staff development on Daily Math Review, guided math structures, and utilizing formative assessments to guide learning.</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: Administrators Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2, 4</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement Instructional rounds and lab sites for Math to model and coach teachers in mathematics best practices.</p> <p>Strategy's Expected Result/Impact: Teachers receive job-embedded professional learning to use immediately in their classrooms.</p> <p>Staff Responsible for Monitoring: Instructional coaches.</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2, 4</p> <p>Funding Sources: Math Instructional Coach - State Comp Ed - \$78,043.40</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Implement DreamBox for math to provide students differentiated instruction.</p> <p>Strategy's Expected Result/Impact: Students will begin to close their gaps by working at a level they can be successful at and then scaffolding up.</p>	Formative		
	Dec	Mar	June

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Achievement 2

Funding Sources: DreamBox - Title I - \$8,240



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Student Achievement

Problem Statement 2: In Math, the All Student group, Hispanic, White, Eco Disadvantaged, EL, and SPED sub populations did not meet the Meets grade level expectations on the Math STAAR exam. **Root Cause:** Differentiation for all students is not occurring consistently, and students lack foundational skills.

Problem Statement 4: For Closing the Gaps, the Domain scores was a 55. **Root Cause:** Meets group and groups close to Meets are not monitored effectively to provide proper instruction and interventions at that level.

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: Implement campus wide systems to monitor individual student progress for all student groups.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR, benchmarks, common assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will monitor the progress of students using a variety of data including exit tickets, interim assessments, 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: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 4</p>	Formative		
	Dec	Mar	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will monitor student progress through the use of a Longitudinal Data Dashboard for individual students and student groups.</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: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 4</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students will monitor their own progress through the use of an individual data tracker that reflects performance, progress, and goal setting.</p> <p>Strategy's Expected Result/Impact: Students will monitor their progress toward state accountability measures.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 4</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Implement PLC's that are collaborative and focused on student growth.</p> <p>Strategy's Expected Result/Impact: Increase overall score on Domain 2</p> <p>Staff Responsible for Monitoring: Coaches Administrators</p> <p>Title I: 2.5</p> <p>Problem Statements: Student Achievement 1, 2</p> <p>Funding Sources: PLC conference - Title I - \$10,145</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 4 Problem Statements:

Student Achievement
<p>Problem Statement 1: In Reading, 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: Students are not on grade level in Reading.</p> <p>Problem Statement 2: In Math, the All Student group, Hispanic, White, Eco Disadvantaged, EL, and SPED sub populations did not meet the Meets grade level expectations on the Math STAAR exam. Root Cause: Differentiation for all students is not occurring consistently, and students lack foundational skills.</p> <p>Problem Statement 4: For Closing the Gaps, the Domain scores was a 55. Root Cause: Meets group and groups close to Meets are not monitored effectively to provide proper instruction and interventions at that level.</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: Special education students meeting grade level on STAAR will increase from 15% to 19%.

High Priority

Evaluation Data Sources: Interims, Common assessments, and STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide special education students access to the grade level curriculum with support and pull out time to address their foundational needs.</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: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Results Driven Accountability</p> <p>Problem Statements: Student Achievement 5</p> <p>Funding Sources: LLI kit - Title I - \$3,500</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 5 Problem Statements:

Student Achievement
<p>Problem Statement 5: Students receiving Special Education services are under-performing in comparison to students not served by those programs. Root Cause: Scheduling is not conducive for them to receive grade level curriculum.</p>





Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 6: Emergent Bilingual students meeting grade level on STAAR will increase from 30% to 35%

High Priority

Evaluation Data Sources: STAAR, CFA, District Assessments, BAS tracking

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement the use of Summit K-12 for Reading, Writing, Listening, and Speaking.</p> <p>Strategy's Expected Result/Impact: Students will be fluent in English and raise TELPAS scores</p> <p>Staff Responsible for Monitoring: Teachers Coaches Admin</p> <p>Title I: 2.4, 2.6, 4.2</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Achievement 2</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implementation of the ELPS in bilingual classrooms to build language and comprehension.</p> <p>Strategy's Expected Result/Impact: A greater number of students will meets grade level</p> <p>Staff Responsible for Monitoring: Teachers Coaches Administrators</p> <p>Problem Statements: Student Achievement 4</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 6 Problem Statements:

Student Achievement

Problem Statement 2: In Math, the All Student group, Hispanic, White, Eco Disadvantaged, EL, and SPED sub populations did not meet the Meets grade level expectations on the Math STAAR exam. **Root Cause:** Differentiation for all students is not occurring consistently, and students lack foundational skills.

Problem Statement 4: For Closing the Gaps, the Domain scores was a 55. **Root Cause:** Meets group and groups close to Meets are not monitored effectively to provide proper instruction and interventions at that level.





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 and opportunities for growth and campus leadership.

High Priority

Evaluation Data Sources: End of Course survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Train teachers in best practices through monthly staff training meetings. Strategy's Expected Result/Impact: Implementation of best practices with fidelity in every classroom. Staff Responsible for Monitoring: Administrators Coaches</p> <p>Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Student Achievement 4</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<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</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Culture and Climate 1</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 4: For Closing the Gaps, the Domain scores was a 55. **Root Cause:** Meets group and groups close to Meets are not monitored effectively to provide proper instruction and interventions at that level.

Culture and Climate





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.

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.

Evaluation Data Sources: Campus Budget Report





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The Principal and secretary will meet bi-monthly to go over budget reports to ensure fiscal responsibility.</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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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.

Evaluation Data Sources: HQ HR Report

Strategy 1 Details	Formative Reviews		
<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</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<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</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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.

High Priority

Evaluation Data Sources: Attendance Sign-in sheets

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increase participation in school related activities such as title 1 night, parent conferences, open house, etc. Strategy's Expected Result/Impact: Strengthened partnership between school and families. Staff Responsible for Monitoring: All staff</p> <p>ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Increase parent involvement through volunteer opportunities such as Grangerland Guardians, and other arranged opportunities as needed. Strategy's Expected Result/Impact: Increased home/school partnership Staff Responsible for Monitoring: Parent Liaison Administrators</p> <p>Title I: 4.2 Problem Statements: Parent and Community Engagement 1</p>	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Grangerland will hire a parent liaison to facilitate an communicate parent involvement activities.</p> <p>Strategy's Expected Result/Impact: More parents will be aware of opportunities to be involved at the school.</p> <p>Staff Responsible for Monitoring: Principal Parent Liaison</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Parent and Community Engagement 2</p> <p>Funding Sources: parent Liaison - Title I - \$29,265</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:





Parent and Community Engagement
<p>Problem Statement 1: Lack of parent volunteers on a regular basis. Root Cause: There is not a point of contact for parents to know what is needed.</p> <p>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.</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.

Evaluation Data Sources: View-It Reports

Strategy 1 Details	Formative Reviews		
<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>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Culture and Climate 2</p> <p>Funding Sources: Behavior Management Coach - Title I - \$83,463</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement a positive behavior support system that rewards students with good behavior .</p> <p>Strategy's Expected Result/Impact: Number of referrals will decrease</p> <p>Staff Responsible for Monitoring: Foundations committee</p> <p>Title I: 2.5</p> <p>Problem Statements: Culture and Climate 1</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Culture and Climate

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.





Problem Statement 2: There is a lack of consistency with implementation of systems. **Root Cause:** Lack of accountability to procedures and systems that are in place.

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.

Evaluation Data Sources: Surveys, SMORE views

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will provide a weekly newsletter to all families sent by email and through social media. Strategy's Expected Result/Impact: Families will stay informed on school activities and student success. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors Problem Statements: Parent and Community Engagement 2</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Assist parents in helping their students academically at home, by establishing a parent lending library of academic resources. Strategy's Expected Result/Impact: By giving parents access to academic resources they can use at home, they will be able to be more involved in their student's academic success. Staff Responsible for Monitoring: Parent Liaison Title I: 4.1 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1 Funding Sources: Educational games and resources - Title I - \$3,573</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

Parent and Community Engagement
<p>Problem Statement 1: Lack of parent volunteers on a regular basis. Root Cause: There is not a point of contact for parents to know what is needed.</p>

Parent and Community Engagement

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.





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.

High Priority

Evaluation Data Sources: Classroom Observations

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will have working projectors, document cameras, and student computers to be able to implement technology based lessons.</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: 2.4, 2.5</p> <p>Problem Statements: Student Achievement 1, 2, 3, 4, 5</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: In Reading, 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: Students are not on grade level in Reading.</p>
<p>Problem Statement 2: In Math, the All Student group, Hispanic, White, Eco Disadvantaged, EL, and SPED sub populations did not meet the Meets grade level expectations on the Math STAAR exam. Root Cause: Differentiation for all students is not occurring consistently, and students lack foundational skills.</p>
<p>Problem Statement 3: 20% of students performed at Meets Grade Level on STAAR in Science. Root Cause: The 5E model was not used routinely to give students the hands on experiences needed in Science instruction.</p>
<p>Problem Statement 4: For Closing the Gaps, the Domain scores was a 55. Root Cause: Meets group and groups close to Meets are not monitored effectively to provide proper instruction and interventions at that level.</p>
<p>Problem Statement 5: Students receiving Special Education services are under-performing in comparison to students not served by those programs. Root Cause: Scheduling is not conducive for them to receive grade level curriculum.</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.

Evaluation Data Sources: PLC meetings

Strategy 1 Details	Formative Reviews		
<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: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2, 3, 4, 5</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide Summit Learning to increase TELPAS scores.</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>	Formative		
	Dec	Mar	June

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Results Driven Accountability

Problem Statements: Student Achievement 4

Funding Sources: Summit K-12 - Title III - \$4,752



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: In Reading, 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:** Students are not on grade level in Reading.

Problem Statement 2: In Math, the All Student group, Hispanic, White, Eco Disadvantaged, EL, and SPED sub populations did not meet the Meets grade level expectations on the Math STAAR exam. **Root Cause:** Differentiation for all students is not occurring consistently, and students lack foundational skills.

Problem Statement 3: 20% of students performed at Meets Grade Level on STAAR in Science. **Root Cause:** The 5E model was not used routinely to give students the hands on experiences needed in Science instruction.

Problem Statement 4: For Closing the Gaps, the Domain scores was a 55. **Root Cause:** Meets group and groups close to Meets are not monitored effectively to provide proper instruction and interventions at that level.

Problem Statement 5: Students receiving Special Education services are under-performing in comparison to students not served by those programs. **Root Cause:** Scheduling is not conducive for them to receive grade level curriculum.

State Compensatory

Budget for Grangerland Intermediate

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 42.51

Brief Description of SCE Services and/or Programs

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Personnel for Grangerland Intermediate

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Gen Education	Teachers for At-Risk Students	40.51
Jessica Winkler	Behavior Coach	1
Kathleen Kozak	Student Success Manager	1

Title I

1.1: Comprehensive Needs Assessment

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

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus developed a CIP involving parents and other stakeholders such as teachers, the campus principal, paraprofessionals, and community stakeholders.

2.2: Regular monitoring and revision

The campus will regularly monitor the CIP and revise strategies based on our identified needs. Our core team will monitor the plan, including administrators, campus coaches, student support services coaches, RTI interventionists, and counselors. Once the Campus Improvement plan is complete, we will share it with staff and parents.

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

The campus ensures our Campus Improvement plan is publicly available to parents and the community (English and Spanish) on the CISD Website under Accountability and available upon request in hard copy.

2.4: Opportunities for all children to meet State standards

The campus implements reform strategies to address school needs, including opportunities for all students and student subgroups to exceed academic standards. Staff and administration closely monitor grades and assessments to ensure students are on target to meet State standards. Students who are at risk of missing their targeted benchmarks receive support and small group instruction, including:

- RTI Instruction
- In Class Small Group Instruction
- Pull Out Support
- Push In Support

2.5: Increased learning time and well-rounded education

The campus executes strategies to increase the quality and amount of learning time available to strengthen the academic program in the school and provides students with an enriched and accelerated curriculum.

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

The campus will address all students' needs, particularly those at risk of not meeting academic standards. We closely monitor our at-risk students and work to ensure we are meeting their educational needs through:

- RTI Instruction
- Small Group Instruction
- Guided Math
- In Class Support

3.1: Annually evaluate the schoolwide plan

The campus conducted an annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students. Data included academic, social, and emotional reviews by stakeholders, including teachers (general and special education), administration, student support, and families. In addition, the campus explored the intent, use of funds, and available school resources. During formative reviews, the core team will evaluate the Title I Schoolwide Plan annually and throughout the school year.

4.1: Develop and distribute Parent and Family Engagement Policy

With parents' input, the campus jointly developed a written Family Engagement Policy and School Family Student Compact. We also used our Parent Survey at the end of the year to make any needed changes to our Family Engagement Policy and School Family Student Compact.

4.2: Offer flexible number of parent involvement meetings

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

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Areliia Betler	Instructional Coach	Title I	1.00
Candace Bolton	Science Inst Coach	Title I	1.0
Courtne Martinez	Paraprofessional	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
Yvette Chapman	Counselor	Title I	1.00

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Guided Reading Levels		\$7,000.00
1	1	4	Instructional Resources		\$8,000.00
1	3	1	Math Instructional Resources		\$8,000.00
1	3	1	Interventionist		\$87,838.00
1	3	4	DreamBox		\$8,240.00
1	4	4	PLC conference		\$10,145.00
1	5	1	LLI kit		\$3,500.00
4	1	3	parent Liaison		\$29,265.00
4	2	1	Behavior Management Coach		\$83,463.00
4	3	2	Educational games and resources		\$3,573.00
Sub-Total					\$249,024.00
Budgeted Fund Source Amount					\$249,024.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Spanish Guided Reading Book		\$6,250.00
5	2	2	Summit K-12		\$4,752.00
Sub-Total					\$11,002.00
Budgeted Fund Source Amount					\$11,002.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Reading Instructional Coach		\$76,067.00
1	2	2	Extra Duty		\$3,829.60
1	3	3	Math Instructional Coach		\$78,043.40
Sub-Total					\$157,940.00

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Budgeted Fund Source Amount	\$157,940.00
				+/- Difference	\$0.00
				Grand Total Budgeted	\$417,966.00
				Grand Total Spent	\$417,966.00
				+/- Difference	\$0.00