

**Conroe Independent School District**  
**Grangerland Intermediate**  
**2022-2023 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

Student Achievement:

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

Domain 2-Student Progress: Grangerland Intermediate Score: 75/C

Domain 3-Closing Performance Gaps: Grangerland Intermediate: 71/C

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

Overall Score:74/C

These scores result in Grangerland Intermediate receiving a 2022 Accountability rating of C.

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

All subjects: 64% Approaches, 34% Meets, and 13% Masters

Reading: 63% Approaches, 36% Meets, and 17% Masters

Math: 71% Approaches, 35% Meets, 12% Masters

Science: 54% Approaches, 26% Meets, 8% Masters

## Student Achievement Strengths

Scores in Reading increased in Approaches, Meets, and Masters. Math increased in Masters, but decreased in Approaches and Meets. Science decreased in Approaches and Meets, however stayed the same in Masters.

Sub Category	2021	2022	Gain/Loss
AA	25	42	+17
H	32	31	-1
W	38	38	0
Eco Dis	32	31	-1
SPED	16	17	+1
EL	28	28	0

## 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:** The need to use differentiated strategies to meet the students needs are hindering student growth.

**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.

**Problem Statement 3 (Prioritized):** 26% of students performed at Meets Grade Level on STAAR in Science. **Root Cause:** Students did not engage in as many hands on activities.

**Problem Statement 4 (Prioritized):** All student sub population groups did not meet one year's academic growth on the STAAR exam. **Root Cause:** The lack of differentiated strategies to meet the students needs are hindering student growth.

**Problem Statement 5 (Prioritized):** For Closing the Gaps 9 subgroups did not meet academic achievement expectations. **Root Cause:** Students have long term gaps created by the Grangerland Intermediate  
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pandemic.

**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 teachers, and student behavior coaches, 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 nine 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.

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

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.

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 has 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:** 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 1:** The need to use differentiated strategies to meet the students needs are hindering student growth.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 4:** We have a high number of student referrals for classroom disruptions.

**Root Cause 4:** 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 4 Areas:** Culture and Climate

**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 has contributed to the inability to build relationships.

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

**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 2:** Differentiation for all students is not occurring consistently.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 5:** 26% of students performed at Meets Grade Level on STAAR in Science.

**Root Cause 5:** Students did not engage in as many hands on activities.

**Problem Statement 5 Areas:** Student Achievement

**Problem Statement 3:** All student sub population groups did not meet one year's academic growth on the STAAR exam.

**Root Cause 3:** The lack of differentiated strategies to meet the students needs are hindering student growth.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 6:** For Closing the Gaps 9 subgroups did not meet academic achievement expectations.

**Root Cause 6:** Students have long term gaps created by the pandemic.

**Problem Statement 6 Areas:** Student Achievement

# 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 2023 Reading STAAR exam.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide staff development on mini-lessons, guided reading, conferring, independent reading, and differentiated small group instruction. Implementation will be monitored through walk-throughs and feedback conversations. <b>Strategy's Expected Result/Impact:</b> Increased teacher capacity in ELA components and higher quality conversations about student performance. <b>Staff Responsible for Monitoring:</b> Instructional coaches Principal Assistant Principals  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers <b>Funding Sources:</b> ELA Instructional Coach - Title I - \$80,226, Staff Development - Title I - \$9,000	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> We will provide interventions based on formative assessment data through small groups during WIN Time and Intervention Time, which includes RtI Intervention, and before/after school tutorials.  <b>Strategy's Expected Result/Impact:</b> Targeted intervention to individualize learning will lead to increased student performance.  <b>Staff Responsible for Monitoring:</b> Administrators Coach  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers  <b>Funding Sources:</b> Extra Duty for Tutorials - Title I - \$5,000, Inst Paraprofessional - Title I - \$25,479, Instructional Paraprofessional - ESSER III - \$25,000, Extra Duty - State Comp Ed - \$6,000, Dyslexia Interventionist - ESSER III - \$70,000	Formative			Summative
	Oct	Dec	Mar	June

0%

No Progress

100%

Accomplished

➔

Continue/Modify

✖





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## 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 2023 Science STAAR exam.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide staff development on small grouping, hands on labs, differentiation, Science Success, and monitor implementation with walk-throughs and feedback conversations. <b>Strategy's Expected Result/Impact:</b> Increased teacher capacity in small groups and higher quality conversations about student performance. <b>Staff Responsible for Monitoring:</b> Instructional coaches Principal Assistant Principals  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers <b>Funding Sources:</b> Science Coach - Title I - \$75,000, Instructional Paraprofessional - Title I - \$27,439	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> We will provide interventions based on formative assessment data through small groups during WIN and Intervention Time, including before/after school tutorials. <b>Strategy's Expected Result/Impact:</b> Targeted intervention to individualize learning will lead to increased student performance. <b>Staff Responsible for Monitoring:</b> Administrators Coach  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers <b>Funding Sources:</b> Inst Paraprofessional - Title I - \$23,892, Extra Duty - State Comp Ed - \$4,625	Formative			Summative
	Oct	Dec	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





### 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 2023 Math STAAR exam.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> We will provide differentiated interventions based on formative assessment data through small groups during WIN Time, Intervention Time which includes RtI and Math Intervention, and before/ after school tutorials. <b>Strategy's Expected Result/Impact:</b> Targeted intervention to individualize learning will lead to increased student performance. <b>Staff Responsible for Monitoring:</b> Instructional coaches Principal Assistant Principals  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers <b>Funding Sources:</b> Extra Duty - Staff - Title I - \$1,417, Extra Duty - Admin - Title I - \$2,000, Math Interventionist - ESSER III - \$60,000	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide staff development on Daily Math Review, guided math structures, and utilizing Formative Assessments to guide learning. Implementation will be monitored through walk-throughs and feedback conversations. <b>Strategy's Expected Result/Impact:</b> Increased teacher capacity in small groups and higher quality	Formative			Summative
	Oct	Dec	Mar	June

<p>conversations about student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p> <p><b>Funding Sources:</b> Instructional Coach - Title I - \$78,235, Extra Duty - State Comp Ed - \$4,000</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

## 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.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will monitor the progress of students using a variety of data including exit tickets, benchmarks, CFAs, and other informal assessments. <b>Strategy's Expected Result/Impact:</b> Teachers will monitor student progress toward state accountability measures. <b>Staff Responsible for Monitoring:</b> Admin, Instructional coaches, teachers  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Funding Sources:</b> General Education Teachers for At-Risk students - State Comp Ed - \$89,518	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will monitor student progress through the use of a Longitudinal Data Dashboard for individual students and student groups. <b>Strategy's Expected Result/Impact:</b> Teachers will monitor student progress toward state accountability measures. <b>Staff Responsible for Monitoring:</b> Admin, Instructional coaches, teachers  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> MTSS Manager - ESSER III - \$72,000	Formative			Summative
	Oct	Dec	Mar	June



Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Students will monitor their own progress through the use of an individual data tracker that reflects performance, progress, and goal setting. <b>Strategy's Expected Result/Impact:</b> Students will monitor their progress toward state accountability measures. <b>Staff Responsible for Monitoring:</b> Teachers  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction		Formative			Summative
		Oct	Dec	Mar	June
<div> <div>            No Progress         </div> <div>            Accomplished         </div> <div>            Continue/Modify         </div> <div>            Discontinue         </div> </div>					

## 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	Reviews			
<b>Strategy 1:</b> Provide staff development on small grouping and differentiated strategies. <b>Strategy's Expected Result/Impact:</b> Increase students performance as evident on the Academic Growth measure for STAAR accountability. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coaches  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers <b>Funding Sources:</b> Employee Travel - Title I - \$7,000, Books - Title I - \$3,000, Admin Travel - Title I - \$7,000	Formative			Summative
	Oct	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

## 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	Reviews			
<b>Strategy 1:</b> Grangerland Leadership Academy develops potential administrators through monthly meetings focused on challenging administrative topics. <b>Strategy's Expected Result/Impact:</b> To help staff members reach their goal of having administrative leadership positions. <b>Staff Responsible for Monitoring:</b> Administrators  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Develop team leadership through monthly team leader meetings. <b>Strategy's Expected Result/Impact:</b> PLC teams lead by impactful leaders. <b>Staff Responsible for Monitoring:</b> Administrators, coaches  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

## 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	Reviews			
<b>Strategy 1:</b> Grangerland will utilize the budget in all departments effectively. <b>Strategy's Expected Result/Impact:</b> Grangerland will have an efficiently used budget as appropriate. <b>Staff Responsible for Monitoring:</b> Principal Principal's secretary  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></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	Reviews			
<b>Strategy 1:</b> Attend the Conroe ISD Job Fair and local University job fairs <b>Strategy's Expected Result/Impact:</b> 100% High qualified staff on campus. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> To develop staff, we will provide quality staff development, opportunities for growth and campus leadership. <b>Strategy's Expected Result/Impact:</b> Quality instruction in all classrooms, teacher autonomy, and teacher satisfaction. <b>Staff Responsible for Monitoring:</b> Administration, campus coaches, PLC leaders	Formative			Summative
	Oct	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

#### 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.

**Evaluation Data Sources:** Attendance Sign-in sheets

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Increase participation in school related activities such as title 1 night, parent conferences, open house, etc. <b>Strategy's Expected Result/Impact:</b> Strengthened partnership between school and families. <b>Staff Responsible for Monitoring:</b> All staff  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Family Engagement - Title I - \$3,520, Clinic Aide - ESSER III - \$24,573	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Increase parent involvement through volunteer opportunities such as: FBI (Fathers Being Involved), room parents, and other arranged opportunities as needed. <b>Strategy's Expected Result/Impact:</b> Increased home/school partnership <b>Staff Responsible for Monitoring:</b> Parent Liaison Administrators  <b>Funding Sources:</b> Parent Liaison - ESSER III - \$25,000	Formative			Summative
	Oct	Dec	Mar	June
<div><div><div><div></div></div><div>0%</div></div>No Progress</div>				
<div><div><div><div></div></div><div>100%</div></div>Accomplished</div>				
<div><div><div><div></div></div><div></div></div>Continue/Modify</div>				
<div><div><div><div></div></div><div></div></div>Discontinue</div>				

#### 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	Reviews			
<b>Strategy 1:</b> Provide staff development and monitor campus wide CHAMPS implementation. <b>Strategy's Expected Result/Impact:</b> Decreased number of student referrals. <b>Staff Responsible for Monitoring:</b> Foundations team, Admin, Behavior Coach  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Behavior Coach (2 years) - ESSER III - \$72,000, Counselor - Title I - \$85,296, Assistant Principal - ESSER II - \$85,000	Formative			Summative
	Oct	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

#### 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	Reviews			
<b>Strategy 1:</b> We will provide a monthly newsletter to all families, to communicate via social media and updates of important information. <b>Strategy's Expected Result/Impact:</b> Families will stay informed on school activities and student success. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors	Formative			Summative
	Oct	Dec	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				



## 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.

**Evaluation Data Sources:** Classroom Observations





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers are provided with campus wide, department specific, and/or one on one instructional technology staff development opportunities with the technology instructional coach. <b>Strategy's Expected Result/Impact:</b> Enhance teacher knowledge of technological tools that will increase student success. <b>Staff Responsible for Monitoring:</b> Technology Instructional Coach, Admin  <b>Funding Sources:</b> Computer Supplies/Repairs - Title I - \$32,162, General Supplies - Title I - \$14,554	Formative			Summative
	Oct	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

## 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	Reviews			
<b>Strategy 1:</b> PLCs will follow data cycle protocol including CFAs, Data meetings, and interventions and hold planning meeting outside of PLC time to plan targeted instruction. <b>Strategy's Expected Result/Impact:</b> To have targeted instruction based on student needs. <b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, Admin  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Funding Sources:</b> Substitutes - Title I - \$4,000	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide Bilingual interventions to increase our TELPAS rates. <b>Strategy's Expected Result/Impact:</b> Increase student growth on TELPAS. <b>Staff Responsible for Monitoring:</b> Principal, AP, Instructional Coaches, Student Success Teacher  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers <b>Funding Sources:</b> General Supplies - Title III - \$3,100, Books - Title III - \$500, Extra Duty - Title III - \$4,500, Instructional Para-Bilingual - ESSER III - \$25,000	Formative			Summative
	Oct	Dec	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

# 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. Comprehensive Needs Assessment (CNA)

### 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. Campus Improvement Plan

### 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. Annual Evaluation**

### **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. Parent and Family Engagement (PFE)**

### **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).

## 5. Targeted Assistance Schools Only

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Arelia Betler	Instructional Coach	Title I	1.00
Candace Bolton	Science Inst Coach	Title I	1.0
Courtnie 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	1	Staff Development		\$9,000.00
1	1	1	ELA Instructional Coach		\$80,226.00
1	1	2	Inst Paraprofessional		\$25,479.00
1	1	2	Extra Duty for Tutorials		\$5,000.00
1	2	1	Instructional Paraprofessional		\$27,439.00
1	2	1	Science Coach		\$75,000.00
1	2	2	Inst Paraprofessional		\$23,892.00
1	3	1	Extra Duty - Admin		\$2,000.00
1	3	1	Extra Duty - Staff		\$1,417.00
1	3	2	Instructional Coach		\$78,235.00
1	5	1	Books		\$3,000.00
1	5	1	Admin Travel		\$7,000.00
1	5	1	Employee Travel		\$7,000.00
4	1	1	Family Engagement		\$3,520.00
4	2	1	Counselor		\$85,296.00
5	1	1	Computer Supplies/Repairs		\$32,162.00
5	1	1	General Supplies		\$14,554.00
5	2	1	Substitutes		\$4,000.00
Sub-Total					\$484,220.00
Budgeted Fund Source Amount					\$484,220.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	2	Books		\$500.00
5	2	2	General Supplies		\$3,100.00
5	2	2	Extra Duty		\$4,500.00
Sub-Total					\$8,100.00



Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$8,100.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Extra Duty		\$6,000.00
1	2	2	Extra Duty		\$4,625.00
1	3	2	Extra Duty		\$4,000.00
1	4	1	General Education Teachers for At-Risk students		\$89,518.00
Sub-Total					\$104,143.00
Budgeted Fund Source Amount					\$104,143.00
+/- Difference					\$0.00
ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1	Assistant Principal		\$85,000.00
Sub-Total					\$85,000.00
Budgeted Fund Source Amount					\$85,000.00
+/- Difference					\$0.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Paraprofessional		\$25,000.00
1	1	2	Dyslexia Interventionist		\$70,000.00
1	3	1	Math Interventionist		\$60,000.00
1	4	2	MTSS Manager		\$72,000.00
4	1	1	Clinic Aide		\$24,573.00
4	1	2	Parent Liaison		\$25,000.00
4	2	1	Behavior Coach (2 years)		\$72,000.00
5	2	2	Instructional Para-Bilingual		\$25,000.00
Sub-Total					\$373,573.00
Budgeted Fund Source Amount					\$373,573.00
+/- Difference					\$0.00

ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Grand Total Budgeted					\$1,055,036.00
Grand Total Spent					\$1,055,036.00
+/- Difference					\$0.00