Conroe Independent School District

Hines Elementary

2023-2024 Improvement Plan

Table of Contents

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Hines Elementary is a new K-4 elementary campus that opened in the fall of 2023 with a student population of 800. The students that moved to Hines Elementary were previously students at Snyder Elementary.

Below is a summary of 2023 STAAR scores for students that now attend Hines Elementary as 4th graders:

Meets and Masters Level:

3rd Grade Reading meets: 80.95%
3rd Grade Reading masters: 39.46%
3rd Grade Math meets: 83.56%
3rd Grade Math masters: 44.52%

In addition to STAAR data, we have also reviewed the BAS data for students in grades K-2 from the end of the year at Snyder Elementary.

The percentage of students on reading level according to EOY literacy data are as follows:

Kindergarten: 71.95%
1st grade: 81.37%
 2nd grade: 62.19%

At the beginning of this school year, students in grades K-2 took the early math assessment screener. The percent of students that made the targeted score are as follows:

Kindergarten: 52.13%
1st grade: 75.91%
2nd grade: 69.34%

Student Achievement Strengths

Strengths of Hines Elementary include:

- Strong instructional leaders on each team aligned to CISD Best Practices.
- The majority of our staff is trained in Reading Academy.
- On the 2024 3rd Grade STAAR Math Assessment, 44% of our students achieved the Masters level, 83% achieved the Meets level, and 5% fell at Did not Meet (High).

- On the 2024 3rd Grade STAAR Reading Assessment, 40% of our students achieved the Masters level, 80% achieved the Meets level, and 9% fell at Did Not Meet.

- Hines has two experienced Math and ELA coaches.
- Every classroom has 1:1 for technology (K-1 iPads, 2-4 Chromebooks).
- Every teacher has a classroom library with various genres and levels.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 1st Grade, 20% of our current 2nd Graders were reading below grade level at end of the 2022-2023 school year.   **Root Cause:** There is a need to ensure that students are explicitly taught foundational literacy skills and receiving early interventions, as needed.

Problem Statement 2 (Prioritized): Kindergarten, 29% of our current 1st graders were reading below grade level at end of the 2022-2023 school year.   **Root Cause:** There is a need to ensure that students are explicitly taught foundational literacy skills and receiving early interventions, as needed.

Problem Statement 3: In 3rd Grade, 20% of our Emergent Bilingual (EB) students achieved the Masters level, 50% achieved the Meets level, 70% achieved the Approaches level on the 2023 STAAR Assessment.   **Root Cause:** Teachers need to analyze the data in a timely manner to determine the most appropriate interventions that will lead to student growth.

Problem Statement 4 (Prioritized): 38% of our instructional staff are new to Conroe ISD and not trained in CISD Solves.   **Root Cause:** Many of our new staff members came from a previous district or were hired after District Trainings were provided on CISD Solves.

Problem Statement 5 (Prioritized): Teachers are not familiar with the layout of the Benchmark phonics program.   **Root Cause:** Teachers were not trained in Benchmark Phonics this summer as the materials were delivered after school started.

Problem Statement 6: Instruction is not aligned to enrichment to reach our GT students.   **Root Cause:** Teachers need to assess students in a timely manner to understand how to best meet the enrichment needs of our GT students.

Problem Statement 7: An intervention/enrichment time is not established for each grade level.   **Root Cause:** As a new campus, there is a need to create a common intervention and enrichment time in each grade level in order to meet the needs of all students.

Problem Statement 8 (Prioritized): 38% of our instructional staff are new to Conroe ISD and are not trained in CISD Reads and Writes.   **Root Cause:** Many of our new staff members came from a previous district or were hired after District Trainings were provided on CISD Reads and Writes.

Problem Statement 9 (Prioritized): In 4th grade, 42% of current special education students did not achieve the Meets level on the 2023 STAAR Assessment.   **Root Cause:** As a new campus, these students are zoned to us from Snyder. Students may not have received small group intervention as a part of their IEP.

Problem Statement 10 (Prioritized): 70% of 2nd grade students scored on level for the early math assessment screener at the beginning of this school year.   **Root Cause:** Teachers need to analyze the data in a timely manner to determine the most appropriate interventions that will lead to student growth.

Culture and Climate

Culture and Climate Summary

Christopher J. Hines Elementary is a new campus located in the Grand Oaks feeder zone that opened August 2023. Hines Elementary is comprised of students and families from the Snyder Elementary attendance zone. In February 2023, community members were invited to meet the school principal and namesake at a meet and greet community event. This event kick started the transition to our new school community, Hines Elementary. In May 2023, our school established a Foundations Committee that began work on schoolwide expectations and routines. In May, we also established our campus leadership team that has worked together to create our campus PLC design. All staff members are a part of various campus decision making teams that will drive and help establish the traditions, events, programs and climate of our new campus. We have designed a schedule that allows teachers adequate, protected planning time during conferences as well as an additional time to meet as a Professional Learning Team (PLT) weekly with instructional coaches. Big Picture Planning Days through the year have also been prioritized to align and prepare for upcoming learning units. Staff members have implemented Morning Meetings across the campus to explicitly teach social skills and build positive communities. As a campus we celebrate our community's diverse cultures and backgrounds which are displayed on a map at the entry of our school where families can pin the location of their first home.

Culture and Climate Strengths

As a new campus, we have established various teams to make decisions regarding our campus culture and climate, including Campus Enhancement Committees (Student Enrichment, Staff Social and Recognition, Safety, Foundations and Campus Wide Events). Our leadership teams began working together in May to establish our campus procedures and schedules. In turn, our grade level teams began working together to start establishing their team expectations and plans for the year.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Our campus does not have a formal mission and vision statement along with guidelines for success.   **Root Cause:** There is a need to establish the mission and vision for our new campus to provide clarity about our goals to the staff, students and our community.

Problem Statement 2: Our campus has not established a school wide positive behavior system to reward student behavior.   **Root Cause:** As a new campus, we have started this process, and have a priority placed on putting systems in place to meet the needs of all of our students.

Problem Statement 3: Our campus does not have established school traditions.   **Root Cause:** As a new campus with staff members from many different schools, we have begun to pull school traditions that translate well to our community. It is important to include all stakeholders in defining our campus culture and traditions that reflect our namesake.

Problem Statement 4: Our campus does not have established classroom cultures and communities.   **Root Cause:** As a new campus with staff members from many different schools, we have begun to pull school traditions and events that translate well to our community. It is important to include all stakeholders in defining our campus culture that also reflects our namesake.

Problem Statement 5 (Prioritized): We do not currently have systems in place to systematically celebrate students and staff.   **Root Cause:** As a new campus with staff members from many different schools, we have begun to pull in celebratory events that translate well to our community. It is important to include all stakeholders in defining our campus culture for events that reflect our namesake.

Parent and Community Engagement

Parent and Community Engagement Summary

Our relationship with our community began early, as we started to meet in March 2023 to begin to establish a PTO for our new campus. Regular communication to our families began around that time to started the work to establish our new school community. Our PTO was officially established in May 2023, and they got to work immediately planning for community events and setting calendars for the upcoming school year. A survey was sent to families that would be transferring from Snyder to Hines Elementary regarding which Snyder traditions they would like to see continue at Hines. We collected 397 responses and the top traditions were, parent/child events like a father/daughter dance, a 4th grade end of year celebration, field day, school carnival, Storybook Character parade and the Fun Run. We also started communicating on a regular basis with our campus newsletter, the Hines Herald. Our school email address was established and advertised during the early summer so our families had a way to get their questions answered.

Parent and Community Engagement Strengths

Our PTO has received strong support from the community already collecting around $75,000 in sponsorships. Our PTO is well organized and inclusive. Monthly PTO meetings are scheduled for the year, as well as monthly PTO President/Principal meetings and PTO executive board meetings. The PTO has worked hard to capitalize on the excitement that has been felt from the community in wanting to help at the school. They have established a variety of volunteer opportunities including library helpers, lunch helpers, copy room committees, room parent committees, committees to assist in the Guided Reading library, and much more. The campus newsletter, the Hines Herald, is emailed weekly to parents. We have also established a Friday folder system to send home communication to families.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: There is a lack of opportunities for parents to volunteer on campus. **Root Cause:** As a new campus, we understand the need to create engagement opportunities for parents. Our PTO has helped with creating some opportunities, but we are building our structures to allow for more volunteers on campus.

Problem Statement 2 (Prioritized): There is not an established system for our community to provide feedback to our campus. **Root Cause:** We have created our parent newsletters, along with open lines of communication between the home and school. Our work continues to provide more opportunities for parents to communicate with the school and provide feedback for school growth.

Problem Statement 3: We lack opportunities to train parents on current instructional strategies and ways to support their children at home. **Root Cause:** We have a new PTO that is setting their structures, but they have already started working on ways to better engage parents in their child's education.

Problem Statement 4: We have limited campus events scheduled for this school year that would bring parents onto campus. **Root Cause:** It is a priority to create events that will start lasting traditions and memories for families. We already have many events on our calendar and evaluate suggestions for additional events to add that can be done annually.

Problem Statement 5: Community partnerships have not been established as a way to support parent and family participation in events. **Root Cause:** As a new campus, we currently have limited opportunities to engage parents to participate in different events. We already have many events on our calendar and evaluate suggestions for additional events to add that can be done annually to bring parents to campus.

Problem Statement 6 (Prioritized): Our parents do not have established relationships with the Hines staff which results in a lack of trust with school personnel. **Root Cause:** There is a need to build relationships with our Hines families so that we build trust and good communication. We are working to develop ways to do that through parent conferences, lunch events, and communication expectations.

Priority Problem Statements

Problem Statement 1: Our campus does not have a formal mission and vision statement along with guidelines for success.

Root Cause 1: There is a need to establish the mission and vision for our new campus to provide clarity about our goals to the staff, students and our community.

Problem Statement 1 Areas: Culture and Climate

Problem Statement 2: Kindergarten, 29% of our current 1st graders were reading below grade level at end of the 2022-2023 school year.

Root Cause 2: There is a need to ensure that students are explicitly taught foundational literacy skills and receiving early interventions, as needed.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Teachers are not familiar with the layout of the Benchmark phonics program.

Root Cause 3: Teachers were not trained in Benchmark Phonics this summer as the materials were delivered after school started.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: We do not currently have systems in place to systematically celebrate students and staff.

Root Cause 4: As a new campus with staff members from many different schools, we have begun to pull in celebratory events that translate well to our community. It is important to include all stakeholders in defining our campus culture for events that reflect our namesake.

Problem Statement 4 Areas: Culture and Climate

Problem Statement 5: Our parents do not have established relationships with the Hines staff which results in a lack of trust with school personnel.

Root Cause 5: There is a need to build relationships with our Hines families so that we build trust and good communication. We are working to develop ways to do that through parent conferences, lunch events, and communication expectations.

Problem Statement 5 Areas: Parent and Community Engagement

Problem Statement 6: There is not an established system for our community to provide feedback to our campus.

Root Cause 6: We have created our parent newsletters, along with open lines of communication between the home and school. Our work continues to provide more opportunities for parents to communicate with the school and provide feedback for school growth.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: 38% of our instructional staff are new to Conroe ISD and are not trained in CISD Reads and Writes.

Root Cause 7: Many of our new staff members came from a previous district or were hired after District Trainings were provided on CISD Reads and Writes.

Problem Statement 7 Areas: Student Achievement

Problem Statement 8: In 4th grade, 42% of current special education students did not achieve the Meets level on the 2023 STAAR Assessment.

Root Cause 8: As a new campus, these students are zoned to us from Snyder. Students may not have received small group intervention as a part of their IEP.

Problem Statement 8 Areas: Student Achievement

Problem Statement 9: 70% of 2nd grade students scored on level for the early math assessment screener at the beginning of this school year.

Root Cause 9: Teachers need to analyze the data in a timely manner to determine the most appropriate interventions that will lead to student growth.

Problem Statement 9 Areas: Student Achievement

Problem Statement 10: 38% of our instructional staff are new to Conroe ISD and not trained in CISD Solves.

Root Cause 10: Many of our new staff members came from a previous district or were hired after District Trainings were provided on CISD Solves.

Problem Statement 10 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- 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

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 1: Increase the percentage of 3rd grade students that master grade level on the 2024 STAAR Reading Assessment from 39% to 42%.

HB3 Goal

Evaluation Data Sources: Running Records, Benchmark Assessment System (BAS) data, mClass data, Interim Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Train staff on techniques to work with students in guided reading, analyzing running records and creating plans for intervention/ enrichment for increasing all student reading levels.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Students in all grade levels will grow at minimum the expected growth rate for reading levels each year. **Staff Responsible for Monitoring:** ELA instructional coach, assistant principals, classroom teachers, principal **Problem Statements:** Student Achievement 2 **Funding Sources:** ELA Campus Instructional Coach - State Comp Ed - $78,044			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: Kindergarten, 29% of our current 1st graders were reading below grade level at end of the 2022-2023 school year. **Root Cause**: There is a need to ensure that students are explicitly taught foundational literacy skills and receiving early interventions, as needed.

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: Decrease the percentage of special education students that do not meet grade level expectations on the 2024 STAAR Reading Assessment from 42% to 38%.

    Evaluation Data Sources: Interim assessments, BAS, Running Records, mClass

Strategy 1 Details	Formative Reviews		
Strategy 1: During big picture planning for grade levels, special education and general education teachers will plan together. We will work to increase collaboration between teachers that will better meet students' needs, and instruction and be better aligned with the grade level TEKS.	**Formative**		
	Dec	**Mar**	**June**

Strategy's Expected Result/Impact: Students will benefit from more time spent in the general education setting receiving Tier I Best Practices. With special education and general education teachers planning together, there will also be an increased collaboration between teachers that will better meet students' needs and instruction and be better aligned with the grade level TEKS.
     Staff Responsible for Monitoring: Instructional coaches, assistant principals, principal
 	
     Problem Statements: Student Achievement 5, 9
     Funding Sources: Summit K-12 - Title III - $200, Imagine Learning - Title III - $600			

0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 5: Teachers are not familiar with the layout of the Benchmark phonics program.   **Root Cause**: Teachers were not trained in Benchmark Phonics this summer as the materials were delivered after school started.
Problem Statement 9: In 4th grade, 42% of current special education students did not achieve the Meets level on the 2023 STAAR Assessment.   **Root Cause**: As a new campus, these students are zoned to us from Snyder. Students may not have received small group intervention as a part of their IEP.

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: Increase the percentage of 3rd grade students that achieve the Masters level on the 2024 STAAR Math Assessment from 44% to 47%.

    Evaluation Data Sources: Interim Assessments, Early math screeners, Universal Screener data

Strategy 1 Details	Formative Reviews		
Strategy 1: Train staff in the Guided Math model so teachers are able to meet students' individual needs during Tier 1 initial or extended instruction.	**Formative**		
	Dec	**Mar**	**June**

Strategy's Expected Result/Impact: All teachers will be trained and implement the guided math model. Tier 1 instruction will happen in math small groups daily across all grade levels.
     Staff Responsible for Monitoring: Instructional coaches, assistant principals, principal
 	
     Problem Statements: Student Achievement 4, 10
     Funding Sources: Math Campus Instructional Coach - State Comp Ed - $78,531			

0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue			

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 4: 38% of our instructional staff are new to Conroe ISD and not trained in CISD Solves.   **Root Cause**: Many of our new staff members came from a previous district or were hired after District Trainings were provided on CISD Solves.
Problem Statement 10: 70% of 2nd grade students scored on level for the early math assessment screener at the beginning of this school year.   **Root Cause**: Teachers need to analyze the data in a timely manner to determine the most appropriate interventions that will lead to student growth.

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 4: Increase the percentage of students that are reading on level in Kindergarten from 71% to 80% at the end of the school year.

    Evaluation Data Sources: BAS scores, Running Records, mClass scores

Strategy 1 Details	Formative Reviews		
Strategy 1: Train all teachers on how to analyze running records, plan for small group instruction, and teach Guided Reading strategies.	**Formative**		
Strategy's Expected Result/Impact: 80% of Kindergarten students will perform at grade level expectations by the end of the year.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Instructional coaches, assistant principals, principal, grade level teachers **Problem Statements:** Student Achievement 2			

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will participate in Instructional Rounds to see effective instruction in all classrooms.	**Formative**		
Strategy's Expected Result/Impact: Seeing instructional strategies and differentiation in action in other classrooms will benefit teacher understanding and capacity for meeting student needs in their own classrooms.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Instructional rounds leaders, instructional coaches, principal, assistant principals **Problem Statements:** Student Achievement 8			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 2: Kindergarten, 29% of our current 1st graders were reading below grade level at end of the 2022-2023 school year.   **Root Cause**: There is a need to ensure that students are explicitly taught foundational literacy skills and receiving early interventions, as needed.
Problem Statement 8: 38% of our instructional staff are new to Conroe ISD and are not trained in CISD Reads and Writes.   **Root Cause**: Many of our new staff members came from a previous district or were hired after District Trainings were provided on CISD Reads and Writes.

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: Increase the number of students that meet the targeted score on the Early Math Assessment in grades K-2 from 66% to 70% overall.

    Evaluation Data Sources: early math assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: All K-2 teachers will be trained on math assessments, and will calibrate those assessments with the campus math coach prior to each testing window.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers assessment practices will be aligned which will increase the validity of the assessment scores across grade levels. **Staff Responsible for Monitoring:** Instructional coaches, assistant principals, principal, grade level teachers **Problem Statements:** Student Achievement 4, 10			

Strategy 2 Details	Formative Reviews		
Strategy 2: Train teachers to analyze assessment results, and create and pull small groups based on assessment data, and provide targeted instruction.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Increased student understanding of key concepts and improved instructional practices in Guided Math. **Staff Responsible for Monitoring:** Instructional coaches, assistant principals, principal, grade level teachers			

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 4: 38% of our instructional staff are new to Conroe ISD and not trained in CISD Solves.   **Root Cause**: Many of our new staff members came from a previous district or were hired after District Trainings were provided on CISD Solves.
Problem Statement 10: 70% of 2nd grade students scored on level for the early math assessment screener at the beginning of this school year.   **Root Cause**: Teachers need to analyze the data in a timely manner to determine the most appropriate interventions that will lead to student growth.

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: We will accurately use funds to support instruction and campus growth on purchases that support learning.

    Evaluation Data Sources: Campus budget

Strategy 1 Details	Formative Reviews		

Strategy 1: The campus secretary will meet with the principal and assistant principals weekly to review the budget and ensure deadlines are met.
    Strategy's Expected Result/Impact: Campus funds will be used in a timely manner to support this year's student population.
    Staff Responsible for Monitoring: Campus administration, campus secretary
	Formative		

	Dec	**Mar**	**June**
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue			

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: Our campus will organize teams and committees to meet the various needs of the campus and students.

    Evaluation Data Sources: Surveys, Staff Feedback, OHI

Strategy 1 Details	Formative Reviews		
Strategy 1: The core team will schedule meetings for various committees throughout the school year. Agendas will be reviewed at core team meetings and grade level meetings to ensure all parties have the same information.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Staff feeling that their talents are being utilized to their fullest potential and that they have a voice that can impact change on campus. **Staff Responsible for Monitoring:** Principal, assistant principal, campus coaches, counselor			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

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: HR staff reports

Strategy 1 Details	Formative Reviews		

Strategy 1: Attend CISD job fair with a group of staff members that are able to speak to our campus mission and vision to attract the most highly qualified candidates.
    Strategy's Expected Result/Impact: Recruit new staff members that are highly qualified and maintain employment for many years.
    Staff Responsible for Monitoring: Principal, assistant principals
	Formative		

	Dec	Mar	June
Strategy 2 Details	**Formative Reviews**		

Strategy 2: Provide a grade level mentor for all new staff members to answer any day-to-day questions that may arise. Administration will meet monthly to provide support for new staff members.
    Strategy's Expected Result/Impact: New teachers will feel supported and will remain in the teaching field on our campus for many years.
    Staff Responsible for Monitoring: Principal, assistant principals, counselor
	Formative		

	Dec	Mar	June

0% No Progress	100% 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: Host 10 or more events throughout the school year to build partnerships with our community. These events will increase parents feeling of connectedness and engagement with the school community.

    Evaluation Data Sources: School calendars, PTO meeting agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Work with our PTO to schedule a variety of events throughout the year that families can attend. We request that each staff member attends at least 1 community event a semester.	**Formative**		
	Dec	**Mar**	**June**

Strategy's Expected Result/Impact: Feedback from parents will show a positive impact from these events and positive relationships between the school and home will be established and maintained.
    Staff Responsible for Monitoring: Principal, assistant principals, PTO executive board
 	
    Problem Statements: Parent and Community Engagement 6			

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 6: Our parents do not have established relationships with the Hines staff which results in a lack of trust with school personnel.   **Root Cause**: There is a need to build relationships with our Hines families so that we build trust and good communication. We are working to develop ways to do that through parent conferences, lunch events, and communication expectations.

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: Establish frequent, consistent communication with our parents and visitors.

    Evaluation Data Sources: Weekly newsletters, School Messenger archive, social media

Strategy 1 Details			Formative Reviews		
Strategy 1: Establish and encourage parents to provide feedback through systematic surveys regarding campus processes and procedures. Create and share suggestion box for the community.			**Formative**		
			Dec	**Mar**	**June**

Strategy's Expected Result/Impact: Parents will have a place to go when they want to share suggestions and give their feedback to the campus.
    Staff Responsible for Monitoring: Principal, assistant principals
 	
    Problem Statements: Parent and Community Engagement 2					

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue					

Performance Objective 2 Problem Statements:

Parent and Community Engagement
Problem Statement 2: There is not an established system for our community to provide feedback to our campus.   **Root Cause**: We have created our parent newsletters, along with open lines of communication between the home and school. Our work continues to provide more opportunities for parents to communicate with the school and provide feedback for school growth.

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: Create and establish a campus mission and vision statement, as well as Guidelines for Success.

   Evaluation Data Sources: Foundations agendas

Strategy 1 Details			Formative Reviews		
Strategy 1: Survey the campus and students to create the foundation for our mission and vision statements through staff and student feedback.			**Formative**		
Strategy's Expected Result/Impact: Students, staff and the community will have a clear vision of campus expectations and goals.			**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Foundations team, principal, assistant principal, counselor, instructional coaches **Problem Statements:** Culture and Climate 1					
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

Performance Objective 3 Problem Statements:

Culture and Climate
Problem Statement 1: Our campus does not have a formal mission and vision statement along with guidelines for success. **Root Cause**: There is a need to establish the mission and vision for our new campus to provide clarity about our goals to the staff, students and our community.

Goal 4: Safe and Collaborative School Culture

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

Performance Objective 4: Establish a variety of ways to celebrate students and staff.

    Evaluation Data Sources: Celebration analysis document, calendar of celebrations

Strategy 1 Details	Formative Reviews		
Strategy 1: Analyze and create plans for campus celebrations to ensure students and staff are celebrated in a variety of ways including formal and informal celebrations, public and private celebrations, group and individual celebrations, as well as celebrations from various groups of people.	**Formative**		
	Dec	Mar	June
Strategy's Expected Result/Impact: Staff and students efforts are recognized and celebrated, creating a positive culture. **Staff Responsible for Monitoring:** Principal, assistant principal, team leaders, counselor, campus coaches **Problem Statements:** Culture and Climate 5			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Performance Objective 4 Problem Statements:

Culture and Climate
Problem Statement 5: We do not currently have systems in place to systematically celebrate students and staff.   **Root Cause**: As a new campus with staff members from many different schools, we have begun to pull in celebratory events that translate well to our community. It is important to include all stakeholders in defining our campus culture for events that reflect our namesake.

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: Ensure that all students and staff utilize campus technology to maximize learning and to enhance educational practices in classrooms.

   Evaluation Data Sources: Seesaw reports, Canvas usage reports, walkthrough data

Strategy 1 Details			Formative Reviews		
Strategy 1: Grade level teams will meet bi-monthly with our district instructional technology coach to work on grade level specific goals relating to the use of technology in the classroom.			**Formative**		
			Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Technology is utilized in a way that enhances student learning experiences and collects data to support student learning. **Staff Responsible for Monitoring:** Campus coaches, district coach, principal, assistant principal **Problem Statements:** Student Achievement 4, 8 **Funding Sources:** Technology Integration Tools - Title III - $3,450					

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 4: 38% of our instructional staff are new to Conroe ISD and not trained in CISD Solves.   **Root Cause**: Many of our new staff members came from a previous district or were hired after District Trainings were provided on CISD Solves.
Problem Statement 8: 38% of our instructional staff are new to Conroe ISD and are not trained in CISD Reads and Writes.   **Root Cause**: Many of our new staff members came from a previous district or were hired after District Trainings were provided on CISD Reads and Writes.

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: Establish a process for teacher led instructional rounds to achieve positive changes in instructional strategies, such as differentiated instruction, formative assessment techniques, and the integration of technology.

    Evaluation Data Sources: Instructional Rounds feedback forms, rounds calendar, staff tracking

Strategy 1 Details	Formative Reviews		
Strategy 1: We will establish and implement campus Instructional Rounds focused on the classroom environment and instructional practices. New to CISD teachers will participate in at least 2 Instructional Rounds per year and all other staff will participate in at least 1 Round this year.	**Formative**		
	Dec	**Mar**	**June**

Strategy's Expected Result/Impact: Teachers will glean best practices from peers and implement the practices in their classroom immediately. Host classroom teachers will receive positive feedback from peers regarding their teaching practices.
     Staff Responsible for Monitoring: Rounds leaders, principal, instructional coaches
 	
     Problem Statements: Student Achievement 4, 8
     Funding Sources: Subs for instructional rounds leaders - State Comp Ed - $3,377			

0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 4: 38% of our instructional staff are new to Conroe ISD and not trained in CISD Solves.   **Root Cause**: Many of our new staff members came from a previous district or were hired after District Trainings were provided on CISD Solves.
Problem Statement 8: 38% of our instructional staff are new to Conroe ISD and are not trained in CISD Reads and Writes.   **Root Cause**: Many of our new staff members came from a previous district or were hired after District Trainings were provided on CISD Reads and Writes.

Campus Funding Summary

			Title III		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Summit K-12		$200.00
1	2	1	Imagine Learning		$600.00
5	1	1	Technology Integration Tools		$3,450.00
				Sub-Total	$4,250.00
				Budgeted Fund Source Amount	$4,250.00
				+/- Difference	$0.00
			State Comp Ed		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	ELA Campus Instructional Coach		$78,044.00
1	3	1	Math Campus Instructional Coach		$78,531.00
5	2	1	Subs for instructional rounds leaders		$3,377.00
				Sub-Total	$159,952.00
				Budgeted Fund Source Amount	$159,952.00
				+/- Difference	$0.00
				Grand Total Budgeted	$164,202.00
				Grand Total Spent	$164,202.00
				+/- Difference	$0.00