

# Conroe Independent School District

## Houston Elementary

### 2021-2022 CIP Board Item



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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

All schools in Texas must meet standards set in three state accountability areas.

Domain 1- Student Achievement: Houston Elementary Score 29

Domain 2- Student Progress: Houston Elementary Score 29 - no growth measure from 2020

Domain 3- Closing Performance Gaps: no score

These scores would have resulted in Houston Elementary receiving an F rating.

On the 2021 STAAR, the following scores for all grades show the percentage for Meets/Masters:

All Subjects 24% Meets & 9% Masters

Reading 26% Meets & 13% Masters

Math 24% Meets & 8% Masters

A deep analysis shows that Houston Elementary did not meet growth targets in Closing the Gaps domain.

### Student Achievement Strengths

Sam Houston Elementary prides itself on having a school culture that promotes a challenging and engaging learning environment that encourages students to take initiative for their learning. Our scores reflect emphasis on research-based Conroe ISD instructional best practices. Our successes as a campus are a reflection of the hard-working staff and student population found on our campus. These achievements include the following:

#### Domain I: Student Achievement

63% of our current EL's were approaches or above in Math.

65% of our Hispanic students were approaches or above in Math.

64% of our Hispanic students were approaches or higher in ELA.

## Domain 2: Student Progress

Was not measured.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** The overall percentage of students reading at or above the expected level for their grade at the beginning of the year has historically been lower than what would be considered on level. **Root Cause:** There is a lack of individualized reading instruction that is needed to provide students with the skills to move up the literacy continuum.

**Problem Statement 2 (Prioritized):** At Houston, 23% of 3rd and 4th grade student were at the Meets Grade Level based on the 2020-2021 STAAR Math results. **Root Cause:** Students need more explicit instruction focusing on problem solving situations.

**Problem Statement 3 (Prioritized):** The overall percentage of students in Writing at the meets grade level was 16%. **Root Cause:** Teachers are not providing specific instruction that targets grammar rules and mechanics and allowing students the practice necessary to apply them to a piece of writing.

**Problem Statement 4 (Prioritized):** We only had 33% of English Language Learners meet the TELPAS progress rating. **Root Cause:** Teachers are not implementing K-12 Summit and Seven Steps to a Language Rich Classroom with fidelity which is hindering students from advancing proficiency levels.

**Problem Statement 5 (Prioritized):** Student behavior interferes with their ability to remain in the classroom and learn at high levels. **Root Cause:** Classroom management systems are vague and not utilized with fidelity.

**Problem Statement 6 (Prioritized):** At Houston, we had only 26% of all students at the meets grade level in reading for 2020-2021 STAAR. **Root Cause:** Teachers are not planning high quality lessons that include higher order thinking skills and differentiated instructional methods.

# Culture and Climate

## Culture and Climate Summary

At Houston Elementary, recognizing and appreciating cultural differences is a part of the whole child approach, which ensures that each student is healthy, safe, engaged, supported and challenged. All students and personnel are valued members of our unique family, each playing a significant role in our success. Conroe ISD encourages staff and students to embrace that which makes us different. By supporting an environment that facilitates and encourages safe and open dialogue on diversity, and by empowering our students to embrace their diversity, we are striving to ensure that our students will be sincerely open and equipped to work and live in a diverse world.

Houston Elementary is committed to the social, emotional, behavioral, and academic success of all students. Houston Elementary students are taught to successfully manage their emotions, behaviors, and make responsible decisions.

In our efforts to improve not only the social and emotional well-being, we are committed to the health and wellness of all of our students. In accordance with the guidelines and recommendations from the Texas Education Agency (TEA), Houston Elementary follows the measures to mitigate the spread of COVID-19. Houston Elementary is proactive in keeping our campus, staff, and students safe, as well as, taking a positive proactive instructional approach to behavior in utilizing PBIS Foundations training.

Foundations will be further implemented so that Sam Houston has a stress-free, organized climate. Student expectations and school systems will be designed to promote uninterrupted instruction and a peaceful, productive learning environment.

## Culture and Climate Strengths

Foundations will be implemented and applied with fidelity All staff will use CHAMPS and MAC in their classrooms.

At Houston Elementary, we hire teachers and staff to reflect the cultural and diverse of our student body.

Houston Elementary strives to ensure a safe and orderly environment conducive to learning for all students and staff.

At Houston Elementary, 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.

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

Houston Elementary continues to promote Safe Schools through Safe Schools training and utilizes mitigation strategies to keep our school, students, and staff safe.

We engage students, families, and our community as authentic partners in social and emotional development.

## Problem Statements Identifying Culture and Climate Needs

**Problem Statement 1 (Prioritized):** Communication does not flow vertically and horizontally using all available outlets. **Root Cause:** Turnover in leadership positions and turnover for teachers has led to communication breakdowns.

**Problem Statement 2 (Prioritized):** Student behavior interferes with their ability to remain in the classroom and learn at high levels. **Root Cause:** Classroom management systems

are vague and not utilized with fidelity.

**Problem Statement 3:** Attendance and tardies are excessive and interfere with learning

# Parent and Community Engagement

## Parent and Community Engagement Summary

The lack of parental involvement among low-income families to participate in the life of the school, as well as attend to the learning of their children at home affects student achievement. At Sam Houston we feel parent involvement is an essential piece in ensuring that our students are successful in school. We believe that when parents are more involved in the academic process, school becomes more of a priority for their children. We are committed to maintaining a good line of communication from school to homes and our goal is to provide ample opportunities for parental involvement throughout the school year.

Therefore, this school year 2021-22 the following activities/program will be offered to our families:

Programs for students:

- Mentor Programs
- Project Mentor
- Lunch Buddies
- Reading Buddies
- Garden Club
- Adopt-A-Teacher
- Jets Get Fit Program
- Beach Club (Values education after-school program)

Parent engagement

- Math family night
- Literature family night
- Volunteer opportunities in the classroom and library
- Engagement with the curriculum through assignments designed for home completion
- Soccer with students and parents
- Agrilife Nutrition Classes
- Agrilife Mobile Cooking Classes
- Agrilife Walk and Talk Program
- Woodforest Finance Classes
- Parenting Love and Logic Program

## Parent and Community Engagement Strengths

At Houston Elementary, we have a full time Family Engagement Liaison. Through this position, we are able to assist families, through Community resources to address identified needs of students.

Houston Elementary has the Houston Highlights Newsletter that is sent to families every other week in both English and Spanish.

Houston Elementary has expanded communication to include a variety of forums such as live video feeds, recorded videos, Twitter, Facebook, email, texts, school newsletters, marquees, and phone messages.

Conroe ISD provides emergency communications to families in English and Spanish.

### **Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1 (Prioritized):** There is a lack of parental involvement. **Root Cause:** At Houston, 90% of our families are economically disadvantaged and work during the day which does not allow them the opportunity to be involved with their child's education during regular school hours.

**Problem Statement 2:** Volunteer opportunities for the parents of ELL learners is sometimes hindered by the volunteer requirements.

**Problem Statement 3:** Parents may not feel welcome on the campus. **Root Cause:** High turnover of staff and administration makes it difficult for the parents to build trust.

**Problem Statement 4 (Prioritized):** Student behavior interferes with their ability to remain in the classroom and learn at high levels. **Root Cause:** Classroom management systems are vague and not utilized with fidelity.



# Priority Problem Statements

**Problem Statement 3:** The overall percentage of students reading at or above the expected level for their grade at the beginning of the year has historically been lower than what would be considered on level.

**Root Cause 3:** There is a lack of individualized reading instruction that is needed to provide students with the skills to move up the literacy continuum.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 1:** Communication does not flow vertically and horizontally using all available outlets.

**Root Cause 1:** Turnover in leadership positions and turnover for teachers has led to communication breakdowns.

**Problem Statement 1 Areas:** Culture and Climate

**Problem Statement 2:** There is a lack of parental involvement.

**Root Cause 2:** At Houston, 90% of our families are economically disadvantaged and work during the day which does not allow them the opportunity to be involved with their child's education during regular school hours.

**Problem Statement 2 Areas:** Parent and Community Engagement

**Problem Statement 4:** At Houston, 23% of 3rd and 4th grade student were at the Meets Grade Level based on the 2020-2021 STAAR Math results.

**Root Cause 4:** Students need more explicit instruction focusing on problem solving situations.

**Problem Statement 4 Areas:** Student Achievement

**Problem Statement 6:** Student behavior interferes with their ability to remain in the classroom and learn at high levels.

**Root Cause 6:** Classroom management systems are vague and not utilized with fidelity.

**Problem Statement 6 Areas:** Student Achievement - Culture and Climate - Parent and Community Engagement

**Problem Statement 7:** The overall percentage of students in Writing at the meets grade level was 16%.

**Root Cause 7:** Teachers are not providing specific instruction that targets grammar rules and mechanics and allowing students the practice necessary to apply them to a piece of writing.

**Problem Statement 7 Areas:** Student Achievement

**Problem Statement 5:** We only had 33% of English Language Learners meet the TELPAS progress rating.

**Root Cause 5:** Teachers are not implementing K-12 Summit and Seven Steps to a Language Rich Classroom with fidelity which is hindering students from advancing proficiency levels.

**Problem Statement 5 Areas:** Student Achievement

**Problem Statement 8:** At Houston, we had only 26% of all students at the meets grade level in reading for 2020-2021 STAAR.

**Root Cause 8:** Teachers are not planning high quality lessons that include higher order thinking skills and differentiated instructional methods.

**Problem Statement 8 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:** Increase the percent of 3rd and 4th grade students that score at the meets grade level or above on STAAR Reading from 30% to 40% .

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Local and State data

### Strategy 1 Details

**Strategy 1:** Guided Reading consultant will provide staff development in components of Guided Reading and use coaching cycles to observe fluency and comprehension .

**Strategy's Expected Result/Impact:** We expect 75% of the students to be on or approaching grade level.

**Staff Responsible for Monitoring:** Administration, literacy coach, and consultant

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy**

**Problem Statements:** Student Achievement 1

**Funding Sources:** Guided Reading Consultant - ESSER - \$53,000

### Strategy 2 Details

**Strategy 2:** Teachers will implement a lesson plan that includes tiered instruction, formative assessment, and reteach.

**Strategy's Expected Result/Impact:** Higher quality instruction as evidenced through administrative walk throughs.

**Staff Responsible for Monitoring:** Administrators, ELA instructional coach

**Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning - **Comprehensive Support Strategy**

**Problem Statements:** Student Achievement 2, 6

**Funding Sources:** Campus ELA Coach - Title I - \$77,746, General Education Teachers for At-Risk Students - State Comp Ed - \$456,183

### Strategy 3 Details

**Strategy 3:** Provide additional targeted TEKS support for students based on instructional needs gleaned from common assessments.

**Strategy's Expected Result/Impact:** Increase percent of students performing at the meets level in STAAR Math.

**Staff Responsible for Monitoring:** Interventionist and Administration

**TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy**

**Problem Statements:** Student Achievement 6

**Funding Sources:** - ESSER - \$140,000

### Strategy 4 Details

**Strategy 4:** Develop specific protocols for big picture planning, weekly planning, and data analysis.

**Strategy's Expected Result/Impact:** Streamlined, organized, efficient use of planning time.

**Staff Responsible for Monitoring:** Instructional coaches and administration

**Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 4: High-Quality Curriculum - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy**

**Problem Statements:** Student Achievement 1, 6

### Performance Objective 1 Problem Statements:

### Student Achievement

**Problem Statement 1:** The overall percentage of students reading at or above the expected level for their grade at the beginning of the year has historically been lower than what would be considered on level. **Root Cause:** There is a lack of individualized reading instruction that is needed to provide students with the skills to move up the literacy continuum.

**Problem Statement 2:** At Houston, 23% of 3rd and 4th grade student were at the Meets Grade Level based on the 2020-2021 STAAR Math results. **Root Cause:** Students need more explicit instruction focusing on problem solving situations.

**Problem Statement 6:** At Houston, we had only 26% of all students at the meets grade level in reading for 2020-2021 STAAR. **Root Cause:** Teachers are not planning high quality lessons that include higher order thinking skills and differentiated instructional methods.

**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:** Increase the percent of 3rd and 4th grade students that score meets grade level or above on STAAR Math from 23% to 35 %..

**HB3 Goal**

**Evaluation Data Sources:** State and local assessments.

Strategy 1 Details
<p><b>Strategy 1:</b> Teachers will implement a lesson plan that includes tiered mathematics instruction, formative assessment, and reteach.</p> <p><b>Strategy's Expected Result/Impact:</b> High quality instruction as evidenced by administrative walk throughs.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Math coach</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning - <b>Comprehensive Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 2</p> <p><b>Funding Sources:</b> Campus Math Coach - Title I - \$79,505, Classroom Teachers - State Comp Ed - \$456,184</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Provide students opportunities to engage in problem solving activities to apply mathematics to routine and non-routine problems.</p> <p><b>Strategy's Expected Result/Impact:</b> Exit ticket data will reflect an increase in student problem solving abilities.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, instructional coaches, and teachers.</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum - <b>Comprehensive Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 2</p> <p><b>Funding Sources:</b> Math Interventionist - Title I - \$68,670</p>

**Performance Objective 2 Problem Statements:**

Student Achievement
<p><b>Problem Statement 2:</b> At Houston, 23% of 3rd and 4th grade student were at the Meets Grade Level based on the 2020-2021 STAAR Math results. <b>Root Cause:</b> Students need more explicit instruction focusing on problem solving situations.</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:** Increase early literacy reading levels in grades K-2 by 30%.

**Evaluation Data Sources:** BAS reading data

Strategy 1 Details
<p><b>Strategy 1:</b> Teachers will utilize guided reading structured lesson plans to increase reading levels by 10% at beginning, middle and end of the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> To see students reading on grade level at higher rates.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, ELA coach</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Problem Statements:</b> Student Achievement 1</p> <p><b>Funding Sources:</b> Literacy books and training material for teachers - Title I - \$14,619, ELA Coach - Title I - \$77,746, Tutorials - State Comp Ed - \$22,288, Extra duty pay for reading tutorials - Title I - \$8,114</p>

**Performance Objective 3 Problem Statements:**

Student Achievement
<p><b>Problem Statement 1:</b> The overall percentage of students reading at or above the expected level for their grade at the beginning of the year has historically been lower than what would be considered on level. <b>Root Cause:</b> There is a lack of individualized reading instruction that is needed to provide students with the skills to move up the literacy continuum.</p>

**Goal 2: School Leadership and Fiscal Responsibility**

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

**Performance Objective 1:** To maintain efficient and effective fiscal management of resources and operations.

**Evaluation Data Sources:** Budget review

Strategy 1 Details
<p><b>Strategy 1:</b> Review the budget monthly to ensure that efficient allocation of funds.</p> <p><b>Strategy's Expected Result/Impact:</b> Balanced budget.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Secretary</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning - <b>Comprehensive Support Strategy</b></p>

**Goal 2: School Leadership and Fiscal Responsibility**

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

**Performance Objective 2:** To build leadership capacity in teacher leaders, instructional coaches, and administration.

**Evaluation Data Sources:** End of Year Review

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Participate in a Learning By Doing PLC book study monthly.</p> <p><b>Strategy's Expected Result/Impact:</b> Build a stronger collaborative community and create stronger leaders.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Culture and Climate 1</p>

**Performance Objective 2 Problem Statements:**

<b>Culture and Climate</b>
<p><b>Problem Statement 1:</b> Communication does not flow vertically and horizontally using all available outlets. <b>Root Cause:</b> Turnover in leadership positions and turnover for teachers has led to communication breakdowns.</p>



**Goal 3:** Recruitment, Development, and Retention of Staff

CISD will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students.

**Performance Objective 1:** To recruit, retain and develop highly qualified teachers and staff.

**Evaluation Data Sources:** Position control report

Strategy 1 Details
<p><b>Strategy 1:</b> Recruit highly qualified candidates by attending university and CISD job fairs. Will retain highly qualified staff by providing a support system that includes campus mentors.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% retention rate.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators.</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers - <b>Comprehensive Support Strategy</b></p>
Strategy 2 Details
<p><b>Strategy 2:</b> Provide mentor support and monthly meetings for all teachers new to campus.</p> <p><b>Strategy's Expected Result/Impact:</b> New teachers will feel more supported.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher mentors</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p>

#### Goal 4: Safe and Collaborative School Culture

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

**Performance Objective 1:** To work jointly with parents and community to maximize learning for all students through communication and collaborative relationships.

**Evaluation Data Sources:** Parent surveys

Strategy 1 Details
<p><b>Strategy 1:</b> Provide timely communication in a parent friendly format about campus initiatives, programs, meetings, and activities through a variety of media sources.</p> <p><b>Strategy's Expected Result/Impact:</b> Bridging the gap between home and school to increase reciprocal communication by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Parent liaison, Administration and teachers</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Comprehensive Support Strategy</b></p> <p><b>Problem Statements:</b> Parent and Community Engagement 1</p> <p><b>Funding Sources:</b> Parent Liaison - Title I - \$80,637</p>

#### Performance Objective 1 Problem Statements:

Parent and Community Engagement
<p><b>Problem Statement 1:</b> There is a lack of parental involvement. <b>Root Cause:</b> At Houston, 90% of our families are economically disadvantaged and work during the day which does not allow them the opportunity to be involved with their child's education during regular school hours.</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:** Increase parent engagement thereby maximizing learning for all students through a well fostered home-school connection.

**Evaluation Data Sources:** Parents attendance at various academic nights

Strategy 1 Details
<p><b>Strategy 1:</b> Hold an academic reading night.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent awareness of early literacy skills and the importance of reading in the home.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and administration</p> <p><b>Title I Schoolwide Elements:</b> 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Parent and Community Engagement 1</p> <p><b>Funding Sources:</b> Family Engagement - Title I - \$3,175, Materials/Supplies - Title III - \$3,250</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Hold an academic math night.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent awareness of foundational math skills and the importance of reinforcing these skills outside of school.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and administration</p> <p><b>Title I Schoolwide Elements:</b> 2.6, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Parent and Community Engagement 1</p> <p><b>Funding Sources:</b> Supplies/Materials - Title III - \$4,250</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Participate in a Foundations reboot for the entire campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Less loss of instructional time due to behaviors.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administration, Coaches</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Achievement 5 - Culture and Climate 2 - Parent and Community Engagement 4</p>

#### Performance Objective 2 Problem Statements:

Student Achievement
<p><b>Problem Statement 5:</b> Student behavior interferes with their ability to remain in the classroom and learn at high levels. <b>Root Cause:</b> Classroom management systems are vague and not utilized with fidelity.</p>

**Culture and Climate**

**Problem Statement 2:** Student behavior interferes with their ability to remain in the classroom and learn at high levels. **Root Cause:** Classroom management systems are vague and not utilized with fidelity.

**Parent and Community Engagement**

**Problem Statement 1:** There is a lack of parental involvement. **Root Cause:** At Houston, 90% of our families are economically disadvantaged and work during the day which does not allow them the opportunity to be involved with their child's education during regular school hours.

**Problem Statement 4:** Student behavior interferes with their ability to remain in the classroom and learn at high levels. **Root Cause:** Classroom management systems are vague and not utilized with fidelity.

#### 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:** To collaborate with parents and teachers to help students resolve personal, emotional, and social problems that interfere with their ability to excel in the educational setting.

**Evaluation Data Sources:** Student referral numbers at the beginning, middle, and end of the year.

Strategy 1 Details
<p><b>Strategy 1:</b> Create individual and group guidance and problem solving techniques to develop positive and supportive relationships with students, to encourage positive interactions between students, and to develop self motivation.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease the number of campus referrals and loss of instructional time.</p> <p><b>Staff Responsible for Monitoring:</b> PBIS liaison, counselor, and administration</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Achievement 5 - Culture and Climate 2 - Parent and Community Engagement 4</p> <p><b>Funding Sources:</b> - ESSER - \$46,340</p>

#### Performance Objective 3 Problem Statements:

Student Achievement
<p><b>Problem Statement 5:</b> Student behavior interferes with their ability to remain in the classroom and learn at high levels. <b>Root Cause:</b> Classroom management systems are vague and not utilized with fidelity.</p>
Culture and Climate
<p><b>Problem Statement 2:</b> Student behavior interferes with their ability to remain in the classroom and learn at high levels. <b>Root Cause:</b> Classroom management systems are vague and not utilized with fidelity.</p>
Parent and Community Engagement
<p><b>Problem Statement 4:</b> Student behavior interferes with their ability to remain in the classroom and learn at high levels. <b>Root Cause:</b> Classroom management systems are vague and not utilized with fidelity.</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 4:** Increase communication within the campus staff.

**Evaluation Data Sources:** OHI

Strategy 1 Details
<p><b>Strategy 1:</b> Hold Bimonthly faculty meetings that focus on foundations breakouts and campus communication and PD needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved communication thereby increasing the morale and improving climate and culture.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Culture and Climate 1</p>

#### Performance Objective 4 Problem Statements:

Culture and Climate
<p><b>Problem Statement 1:</b> Communication does not flow vertically and horizontally using all available outlets. <b>Root Cause:</b> Turnover in leadership positions and turnover for teachers has led to communication breakdowns.</p>

**Goal 5: Effective Instruction**

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

**Performance Objective 1:** Ensure that all student and staff use technology to maximize instruction.

**Evaluation Data Sources:** Data analysis reports from technology applications.

Strategy 1 Details
<p><b>Strategy 1:</b> Provide 1 - 1 technology on campus</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, instructional coaches and administrators.</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>ESF Levers:</b> Lever 4: High-Quality 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:** Ensure that all staff utilize Summit K-12 with English Language Learners to provide standards-aligned, evidence based practice to improve language development.

**Evaluation Data Sources:** Telpas scores

Strategy 1 Details
<p><b>Strategy 1:</b> Teachers will follow the campus created TELPAS plan for success that outlines weekly lessons to be completed ensuring that students have an adequate amount of time using the program to ensure growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in TELPAS progress scores.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration and Campus ELA Coaches</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 4</p>

**Performance Objective 2 Problem Statements:**

Student Achievement
<p><b>Problem Statement 4:</b> We only had 33% of English Language Learners meet the TELPAS progress rating. <b>Root Cause:</b> Teachers are not implementing K-12 Summit and Seven Steps to a Language Rich Classroom with fidelity which is hindering students from advancing proficiency levels.</p>



# Title I Schoolwide Elements

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

### 1.1: Comprehensive Needs Assessment

- For the 2021-2022 school year, our Comprehensive Needs Assessment was conducted by the Foundations Team and the ESF parent, and student surveys.
- Student Data including RTI, Reading Levels, Benchmarks, DCCs and discipline referrals

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

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

- Principal
- Assistant Principals
- Instructional Coaches
- Counselor
- Positive Behavior Support Liaison
- Family Engagement Liaison
- Parent
- Foundations Team (Teachers)

### 2.2: Regular monitoring and revision

- Professional Learning Community (PLC)
- RTI Meetings
- T-TESS Walk Throughs
- Data Meetings
- Foundation Meetings
- Team Leader Meetings

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

CIPS are available on Conroe ISD website under Accountability. CIPS are available in English and Spanish based on student population.

We send all communication in English and Spanish.

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

- Small group instruction
- RTI Interventions

- In School Tutoring
- Saturday CAMP
- Highly Qualified Teachers
- Goal Setting

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

- Pull out intervention groups
- Instructional paraprofessionals administrative duties minimized
- PLCs
- Data Meetings

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

- Small group instruction
- In school tutoring
- Saturday CAMP
- Highly Qualified Teachers

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

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

Bi-Weekly Newsletter

Parent Conferences

Home visits with Counselor and Family Engagement Liaison

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

Houston Elementary Parent Programs

- Title I- Parent Information Night Goal Setting
- Title I- Math Night
- Title I- Reading Night
- Agrilife Nutrition Classes
- Agrilife Mobile Cooking Classes
- Agrilife Walk and Talk Program
- Woodforest Finance Classes
- Parenting Love and Logic Program

# Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	General Education Teachers for At-Risk Students		\$456,183.00
1	2	1	Classroom Teachers		\$456,184.00
1	3	1	Tutorials		\$22,288.00
<b>Sub-Total</b>					\$934,655.00
<b>Budgeted Fund Source Amount</b>					\$934,655.00
<b>+/- Difference</b>					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Campus ELA Coach		\$77,746.00
1	2	1	Campus Math Coach		\$79,505.00
1	2	2	Math Interventionist		\$68,670.00
1	3	1	Literacy books and training material for teachers		\$14,619.00
1	3	1	ELA Coach		\$77,746.00
1	3	1	Extra duty pay for reading tutorials		\$8,114.00
4	1	1	Parent Liaison		\$80,637.00
4	2	1	Family Engagement		\$3,175.00
<b>Sub-Total</b>					\$410,212.00
<b>Budgeted Fund Source Amount</b>					\$410,212.00
<b>+/- Difference</b>					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1	Materials/Supplies		\$3,250.00
4	2	2	Supplies/Materials		\$4,250.00
<b>Sub-Total</b>					\$7,500.00
<b>Budgeted Fund Source Amount</b>					\$7,500.00
<b>+/- Difference</b>					\$0.00

ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Guided Reading Consultant		\$53,000.00
1	1	3			\$140,000.00
4	3	1			\$46,340.00
<b>Sub-Total</b>					\$239,340.00
<b>Budgeted Fund Source Amount</b>					\$239,340.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total</b>					\$1,591,707.00