

**Conroe Independent School District**  
**Kaufman Elementary**  
**2021-2022 CIP Board Item**



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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

The teachers at Kaufman Elementary meet in collaborative teams and plan utilizing the district's scope and sequences, which are aligned with the TEKS. Teachers strive to ensure that lessons planned are meaningful, engaging, and rigorous. Teachers are continuing to work on analyzing data from common assessments and district assessments to help drive instruction and intervention needs for our students.

Based on Kaufman's last School Report card in 2018-2019 STAAR, Kaufman Elementary met the standards set by the state of Texas in three accountability areas. They are as follows:

Domain 1-Student Achievement: Kaufman Elementary-Score 92

Domain 2-Student Progress: Kaufman Elementary-Score 83

Domain 3-Closing Performance Gaps: Kaufman Elementary-Score 87

Overall Accountability Rating: Kaufman Elementary-A

Kaufman's summary of the 2020-21 STAAR Campus and District Results:

3rd Grade Reading-Kaufman: 85% Approaches; 67% Meets; 37% Masters

3rd Grade Reading- District: 78% Approaches; 53% Meets; 32% Masters

3rd Grade Math- Kaufman: 87% Approaches; 58% Meets; 33% Masters

3rd Grade Math- District: 79% Approaches; 51% Meets; 30% Masters

4th Grade Reading-Kaufman: 83% Approaches; 56% Meets; 23% Masters

4th Grade Reading-District: 76% Approaches; 51% Meets; 29% Masters

4th Grade Math-Kaufman: 84% Approaches; 60% Meets; 38% Masters

4th Grade Math-District: 78% Approaches; 58% Meets; 40% Masters

4th Grade Writing-Kaufman: 78% Approaches; 51% Meets; 18% Masters

### Student Achievement Strengths

The performance of the students at Kaufman Elementary is the result of hard work and dedication from our students and teachers. We are proud of the achievement of our students in the following areas:

Meeting or exceeding the district and state percentage in all tests in the areas of Approaches, Meets, and Masters performance in 3rd Grade. Meeting or exceeding the district and state percentage on all tests in the areas of Approaches, Meets performance in 4th Grade.

One of Kaufman's strengths is our academic achievement in Math. The campus had high levels of Meets and Masters level students in both 3rd and 4th grade mathematics assessments.

Our 2021 STAAR scores show that students in 3rd grade reading had a significant number of students at the Meets (60%) and Masters (37%) level.

Even with a large number of virtual learners last year, Kaufman had a strong percentage of students performing at the Meets and Masters level in the areas of Reading and Math.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** In the 2020-2021 school year, 36% of K-2 students are reading at below grade level standards at the end of year BAS testing. 23% of Kindergarten students scored below on BAS reading level. 37% of First Grade students scored below on BAS reading level. 44% of Second Grade students scored below on BAS reading level. **Root Cause:** Limitations in small group instruction opportunities during the 2020-2021 school year due to the pandemic restrictions. Virtual learning also limited instructional growth for students throughout the year.

**Problem Statement 2 (Prioritized):** On the 2020-2021 Reading STAAR test, 67% of third grade students scored at the Meets level. **Root Cause:** Limitations in small group instruction opportunities during the 2020-2021 school year due to the pandemic restrictions. Virtual learning also limited instructional growth for students throughout the year.

**Problem Statement 3 (Prioritized):** On the 2020-2021 Math STAAR test, 58% of third grade students scored at the meets level. **Root Cause:** Limitations in Guided Math instructional opportunities during the 2020-2021 school year due to the pandemic restrictions. Virtual learning also limited instructional growth for students throughout the year.

**Problem Statement 4 (Prioritized):** On the 2020-2021 STAAR, the percentage of passing at the Meets standard was lower for Economically Disadvantaged students: All students in reading=61% vs. Economically Disadvantaged students in reading=38% All students in math=59% vs. Economically Disadvantaged students in Math=36%. **Root Cause:** A greater need to understand motivational strategies that focus on their diverse needs of our economically disadvantaged students, as well as, differentiated instruction to Kaufman Elementary

target their academic weaknesses.

**Problem Statement 5 (Prioritized):** On the 2020-2021 STAAR, the percentage of students passing at the Meets standard are lower for Special Education students : All students in reading 61% vs. Special Education students in reading 25% All students in math 59% vs. Special Education students in reading 24% **Root Cause:** A greater need to go beyond focusing on just IEP goals, and to differentiated instruction to meet all grade level TEKS as well.

**Problem Statement 6:** On the 2020-2021 Reading STAAR test, 56% of fourth grade students scored at the Meets level. **Root Cause:** Limitations in small group instruction opportunities during the 2020-2021 school year due to the pandemic restrictions. Virtual learning also limited instructional growth for students throughout the year.

**Problem Statement 7:** 19% of K-2 students scored Well-Below on the mClass BOY reading composite score. **Root Cause:** Students missing small group reading instruction due to the final fourth of the 2020-2021 school year with only remote learning available with less academic expectations.

**Problem Statement 8:** On the 2020-2021 Math STAAR test, 60% of fourth grade students scored at the Meets standard level. **Root Cause:** Limitations in Guided Math instructional opportunities during the 2020-2021 school year due to the pandemic restrictions. Virtual learning also limited instructional growth for students throughout the year.

# Culture and Climate

## Culture and Climate Summary

At Kaufman Elementary, we say that "We are Family" because we believe that we are a true school family. We are proud that we have great relationships with our students, families, and each other. Teachers are members of teams and committees on our campus that allow them to be a part of the decision-making that impacts our campus. As a Professional Learning Community, our teams collaborate with one another to help with the continuous improvement of teaching and learning.

This is our sixth year to be a Foundations Campus in CISD. We have worked hard to set school-wide expectations in areas such as our cafeteria, hallways, and our playgrounds. Our Foundations team has helped create common language and behavior expectations across the campus by implementing new guidelines to success. In addition, our Foundations team has helped build a positive environment that focuses on building relationships with our students and by bringing awareness to their social and emotional needs.

In addition, we are committed to the health and wellness of all students and staff members at Kaufman Elementary. In accordance with the guidelines and recommendations from TEA, Kaufman Elementary continues to follow the measures to mitigate the spread of COVID-19. The following measures continue to be taken: social distancing strategies in the classroom and common areas, recommending face coverings throughout the school day, using hand sanitizer and proper cleaning techniques, and common classroom disinfecting practices.

## Culture and Climate Strengths

Kaufman Elementary has a high staff retention.

Campus administration try to build leadership capacity through our Team Leaders, Core Team Leaders, and Foundation Team Leaders.

Kaufman Elementary has a family atmosphere among its students, staff, and families.

Kaufman Elementary embraces the CISD belief that "All Means All."

Kaufman Elementary continues to promote a safe learning and teaching environment through the Safe and Civil Schools training and by being a Foundations campus.

Kaufman Elementary focuses on impacting our immediate community and individuals outside of our community with a variety of charitable activities.

## Problem Statements Identifying Culture and Climate Needs

**Problem Statement 1 (Prioritized):** Teachers feel they spend a large amount of time redirecting students in the classroom. **Root Cause:** Inconsistent classroom management strategies throughout classroom and common areas.

**Problem Statement 2:** Teacher feel there is a need to actively support the emotional well-being of all students. **Root Cause:** Students have undergone unprecedented events in the wake of COVID and will need constant reinforcement and normalcy in their day-to-day activities.

**Problem Statement 3:** Teachers do not feel that they have a strong voice in the decision-making and problem-solving on campus. **Root Cause:** New programs and initiatives are put in place on campus, and teachers do not always feel that they had a voice in the implementation.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Our Kaufman Elementary parents and our community members are critical stakeholders and partners in our students' overall success. Kaufman Elementary strives to have positive partnerships with our families and encourage them to be very involved in their child's educational journey.

Communication with our Kaufman families is very important to keep everyone connected. We communicate with our families through email notices called "Kaufman Happenings", a monthly newsletter called "The Paw Print", social media outlets such as Twitter and Facebook, and our teachers communicate with their families with phone calls, Zoom meetings, emails and newsletters.

Kaufman focuses on providing families and communities with a variety of opportunities to engage with students and our Kaufman families through the partnership with our PTO.

## Parent and Community Engagement Strengths

Parents feel that their children are safe at Kaufman Elementary.

Parents believe the Kaufman Elementary has a positive school community.

Our parents and teachers have positive relationships and an open-line of communication. Our parents feel that teachers communicate with them regularly.

Kaufman Elementary has an active Parent Teacher Organization that works continuously to support our students and staff. Our PTO helps promote fundraisers that help provide learning materials for our school. Our PTO strives to help our staff know how much they are appreciated by providing them with monthly treats. We are very appreciative of our Kaufman PTO.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1 (Prioritized):** Parents are seeking solutions to reconnect a sense of community in the school and find ways to reengage with school activities. **Root Cause:** Due to Covid-19 restrictions, parents had limited opportunities to participate in building activities.

**Problem Statement 2:** There is a need to engage parents in training using instructional strategies demonstrating ways to support student success. **Root Cause:** Lack of opportunities to have face-to-face conferences, Academic Night, or other opportunities that would allow parents to gain a greater insight on how to support their child's academic needs. This is the result of Covid-19.

**Problem Statement 3:** Parents feel they can be better informed about classroom progress and school wide activities. **Root Cause:** Communication is inconsistent from grade level to grade level in regards to student progress.



# Priority Problem Statements

**Problem Statement 1:** On the 2020-2021 Reading STAAR test, 67% of third grade students scored at the Meets level.

**Root Cause 1:** Limitations in small group instruction opportunities during the 2020-2021 school year due to the pandemic restrictions. Virtual learning also limited instructional growth for students throughout the year.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** On the 2020-2021 Math STAAR test, 58% of third grade students scored at the meets level.

**Root Cause 2:** Limitations in Guided Math instructional opportunities during the 2020-2021 school year due to the pandemic restrictions. Virtual learning also limited instructional growth for students throughout the year.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** In the 2020-2021 school year, 36% of K-2 students are reading at below grade level standards at the end of year BAS testing. 23% of Kindergarten students scored below on BAS reading level. 37% of First Grade students scored below on BAS reading level. 44% of Second Grade students scored below on BAS reading level.

**Root Cause 3:** Limitations in small group instruction opportunities during the 2020-2021 school year due to the pandemic restrictions. Virtual learning also limited instructional growth for students throughout the year.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 4:** On the 2020-2021 STAAR, the percentage of passing at the Meets standard was lower for Economically Disadvantaged students: All students in reading=61% vs. Economically Disadvantaged students in reading=38% All students in math=59% vs. Economically Disadvantaged students in Math=36%.

**Root Cause 4:** A greater need to understand motivational strategies that focus on their diverse needs of our economically disadvantaged students, as well as, differentiated instruction to target their academic weaknesses.

**Problem Statement 4 Areas:** Student Achievement

**Problem Statement 5:** On the 2020-2021 STAAR, the percentage of students passing at the Meets standard are lower for Special Education students : All students in reading 61% vs. Special Education students in reading 25% All students in math 59% vs. Special Education students in reading 24%

**Root Cause 5:** A greater need to go beyond focusing on just IEP goals, and to differentiated instruction to meet all grade level TEKS as well.

**Problem Statement 5 Areas:** Student Achievement

**Problem Statement 6:** Teachers feel they spend a large amount of time redirecting students in the classroom.

**Root Cause 6:** Inconsistent classroom management strategies throughout classroom and common areas.

**Problem Statement 6 Areas:** Culture and Climate

**Problem Statement 7:** Parents are seeking solutions to reconnect a sense of community in the school and find ways to reengage with school activities.

**Root Cause 7:** Due to Covid-19 restrictions, parents had limited opportunities to participate in building activities.

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

# Goals

## Goal 1: Student Achievement and Post-Secondary Success

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

**Performance Objective 1:** Increase the percent of 3rd grade students that score at the Meets grade level or above on STAAR Reading from 67% to 72% .

### HB3 Goal

Strategy 1 Details
<p><b>Strategy 1:</b> Guided Reading cohort where teachers will work with our campus consultant and coaches to improve our daily guided reading instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement in reading comprehension and student reading level growth.</p> <p><b>Staff Responsible for Monitoring:</b> Campus coaches, Assistant Principal, Principal</p> <p><b>Funding Sources:</b> Materials for Cohort Teachers and New Instructional Coach - ESSER - \$2,064</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Utilizing an in school tutoring program focusing on targeted TEKS needs for students needing intervention to reach the Meets level and advanced high on Telpas.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Tutoring Resource and Supplies - State Comp Ed - \$200, Tutor - State Comp Ed - \$5,000, Substitute Intervention for EL students - Title III - \$1,500</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Utilize Academic Interventionist to provide remediation for identified TEKS of need for identified students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improving student achievement for targeted TEKS.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Interventionist, Administrator</p> <p><b>Funding Sources:</b> Academic Interventionist - ESSER - \$118,725, Instructional Materials for Interventions - State Comp Ed - \$658</p>
Strategy 4 Details
<p><b>Strategy 4:</b> Instructional reading planning days for grades K-3 focusing on big picture planning and instructional differentiation techniques.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement on Readiness TEKS in math.</p> <p><b>Staff Responsible for Monitoring:</b> classroom math teachers, instructional coach, administration</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Substitutes for Classrooms - ESSER - \$7,500, Instructional Materials for Planning Sessions (Prompting Guides, Reading Strategies Books, Units of Study) - State Comp Ed - \$1,500</p>

### Strategy 5 Details

**Strategy 5:** Provide after school tutorials for identified students for targeted TEKs remediation in reading.

**Strategy's Expected Result/Impact:** Improved student performance on targeted TEKs

**Staff Responsible for Monitoring:** classroom teacher, coach, administrator

**Funding Sources:** Teachers for Tutoring - ESSER - \$8,000, Materials for Tutoring - ESSER - \$435

## 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 grade students that score Meets grade level or above on STAAR Math from 58% to 65% .

### HB3 Goal

Strategy 1 Details
<p><b>Strategy 1:</b> Re-implementing Guided Math strategies on a consistent basis within the classroom. Providing staff developments throughout the school year to help improve teacher implementation of guided math.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement in math through target differentiated instruction.</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Purchasing and implementing Dreambox in all grade levels to identify and remediate student learning gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth in areas of mathematic need.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, instructional coach, and administrators</p> <p><b>Funding Sources:</b> Math Planning Resource (Math in Practice Books) - State Comp Ed - \$1,500, Dreambox License - ESSER - \$16,000, Math Planning Resource (Math In Practice Books) - ESSER - \$8,500</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Utilizing an in school tutoring program focusing on targeted TEK needs for students needing intervention to reach the Meets level on the STAAR math assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in student performance in targeted TEKs.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional coach, administration</p> <p><b>Funding Sources:</b> In School Tutor - State Comp Ed - \$5,000, Math Instructional Resource and Materials - State Comp Ed - \$500</p>
Strategy 4 Details
<p><b>Strategy 4:</b> Instructional math planning days for grades K-3 focusing on big picture planning and instructional differentiation techniques.</p> <p><b>Funding Sources:</b> Substitutes for Planning Days - ESSER - \$7,500</p>
Strategy 5 Details
<p><b>Strategy 5:</b> Provide after school tutorials for identified students of need for TEKs remediation in math.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student performance on targeted TEKs</p> <p><b>Staff Responsible for Monitoring:</b> classroom teacher, coach, administrator</p> <p><b>Funding Sources:</b> Teachers for Tutoring - ESSER - \$8,000, Materials for Tutoring - ESSER - \$435</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:** To decrease students that are reading below grade level on BAS at the end of the year from 23% to 18% in kindergarten, 37% to 27% in 1st grade, and 44% to 34% in second grade.

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Improving guided reading instruction through a variety of coaching models including a campus consultant, campus and district coaches, and targeted staff development.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement in reading levels in targeted classrooms</p> <p><b>Staff Responsible for Monitoring:</b> Instructional coaches, administrators</p> <p><b>Funding Sources:</b> New Guided Reading Books - ESSER - \$34,484, Elisa Rankin-Guided Reading Consultant - ESSER - \$37,300</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> Provide beginner and intermediate EL students for Imagine Learning intervention program.</p> <p><b>Funding Sources:</b> Imagine Learning License - Title III - \$1,500</p>

**Goal 1: Student Achievement and Post-Secondary Success**

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

**Performance Objective 4:** Increase the percent of students who are identified as Economically Disadvantaged that score Meets grade level or above on all STAAR assessments from 38% to 42% in third grade, and 36% to 41% in 4th grade.

Strategy 1 Details
<p><b>Strategy 1:</b> Identifying targeted students through PLC and planning sessions. Planning and implementing differentiated strategies through guided reading and guided math.</p> <p><b>Strategy's Expected Result/Impact:</b> Improving student achievement in our Economically Disadvantaged students in the areas of math and reading.</p> <p><b>Staff Responsible for Monitoring:</b> Campus/District coaches, administrative team</p>

**Goal 1: Student Achievement and Post-Secondary Success**

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

**Performance Objective 5:** To increase the percentage of Special Education students at the Meets grade level in reading from 25% to 30% and in math from 24% to 29%.

Strategy 1 Details
<p><b>Strategy 1:</b> Understanding student needs and planning and implementing strategies through Guided Reading and Guided Math to target the needs of Special Education students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement in math and reading.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Coach, Interventionist, Administrative Team</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.

<b>Strategy 1 Details</b>
<b>Strategy 1:</b> Meet with campus secretary and leadership throughout the school year to assess campus budget and allocation of assets. <b>Strategy's Expected Result/Impact:</b> Efficient and effective fiscal and resources management.

**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:** Distributing leadership roles and opportunities equally through teams to further.

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Assigning leadership roles of team leader, core, and vertical teams to different team members. <b>Strategy's Expected Result/Impact:</b> Shared leadership and communication throughout teams. <b>Staff Responsible for Monitoring:</b> Administrative team</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 hire 100% of staff that are "highly qualified" for their assigned role within the campus.

Strategy 1 Details
Strategy 1: Hire highly qualified staff members.

**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:** Ensure parents feel they can be better informed about classroom progress and school wide activities.

Strategy 1 Details
<p><b>Strategy 1:</b> Set consistent expectations from grade level to grade level on communicating progress to parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents are better informed of student progress.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, Admin. Team</p>

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

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

**Performance Objective 2:** To provide a safe and orderly school environment conducive to learning for all students and staff.

Strategy 1 Details
<p><b>Strategy 1:</b> Conduct fire, shelter in place, lock-down, evacuation, and reverse evacuation drills to ensure the effectiveness of the Emergency Operations Plans at both the district and campus level.</p> <p><b>Strategy's Expected Result/Impact:</b> Preparedness for emergency situations</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, All staff members</p>

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

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

**Performance Objective 3:** Help parents reconnect within the school community through various campus activities.

Strategy 1 Details
<p><b>Strategy 1:</b> Provide face to face conferences, Academic Night, or other opportunities that would allow parents to gain a greater insight on how to support their child's academic needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents are more connected with school community.</p> <p><b>Staff Responsible for Monitoring:</b> All school staff</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:** To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

Strategy 1 Details
<p><b>Strategy 1:</b> Increase student opportunities to utilize technology to enhance their learning while strengthening their skills with technology.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement through the use of Learning Management Systems-Canvas and SeeSaw</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Technology Coach Principal Assistant Principals</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:** Employ a structured of observation and feedback cycle tied to implementation of Tier 1 best practices in all classrooms.

Strategy 1 Details
<b>Strategy 1:</b> Clear and effective walkthrough/scheduled appraisals. <b>Staff Responsible for Monitoring:</b> Admin. Team Coaches
Strategy 2 Details
<b>Strategy 2:</b> Use of Instructional Rounds



# **Title I Schoolwide Elements**

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

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

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

# Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Tutoring Resource and Supplies		\$200.00
1	1	2	Tutor		\$5,000.00
1	1	3	Instructional Materials for Interventions		\$658.00
1	1	4	Instructional Materials for Planning Sessions (Prompting Guides, Reading Strategies Books, Units of Study)		\$1,500.00
1	2	2	Math Planning Resource (Math in Practice Books)		\$1,500.00
1	2	3	In School Tutor		\$5,000.00
1	2	3	Math Instructional Resource and Materials		\$500.00
<b>Sub-Total</b>					\$14,358.00
<b>Budgeted Fund Source Amount</b>					\$14,358.00
<b>+/- Difference</b>					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Substitute Intervention for EL students		\$1,500.00
1	3	2	Imagine Learning License		\$1,500.00
<b>Sub-Total</b>					\$3,000.00
<b>Budgeted Fund Source Amount</b>					\$3,000.00
<b>+/- Difference</b>					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Materials for Cohort Teachers and New Instructional Coach		\$2,064.00
1	1	3	Academic Interventionist		\$118,725.00
1	1	4	Substitutes for Classrooms		\$7,500.00
1	1	5	Teachers for Tutoring		\$8,000.00
1	1	5	Materials for Tutoring		\$435.00
1	2	2	Dreambox License		\$16,000.00
1	2	2	Math Planning Resource (Math In Practice Books)		\$8,500.00

ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	Substitutes for Planning Days		\$7,500.00
1	2	5	Teachers for Tutoring		\$8,000.00
1	2	5	Materials for Tutoring		\$435.00
1	3	1	New Guided Reading Books		\$34,484.00
1	3	1	Elisa Rankin-Guided Reading Consultant		\$37,300.00
<b>Sub-Total</b>					\$248,943.00
<b>Budgeted Fund Source Amount</b>					\$248,943.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total</b>					\$266,301.00