

# Conroe Independent School District

## Oak Ridge Elementary

### 2021-2022 CIP Board Item



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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

Oak Ridge Elementary is PK - 4 campus. We have a total of 598 students comprised of:

White - 36.2%

Hispanic - 45.6%

African American - 11.1%

Am Indian - .9%

Asian - 1.1%

Pac Islander - .2%

Multiple - 5%

SES - 59.2%

LEP - 25.3%

SPED - 11.3%

In looking at test scores, we pulled information from the past 3 years of STAAR excluding the 2020 school year due to the Covid disruption.

<b>Performance Data:</b>	<b>May 2016</b>	<b>May 2017</b>	<b>May 2018</b>	<b>May 2019</b>	<b>May 2021</b>
	<b>(STAAR)</b>	<b>(STAAR)</b>	<b>(STAAR)</b>	<b>(STAAR)</b>	<b>(STAAR)</b>
<b>Overall Reading</b>	<b>89%</b>	<b>80%</b>	<b>81%</b>	<b>83%</b>	<b>73% - App.</b> <b>41% - Meets</b>
<b>White</b>	<b>90%</b>	<b>88%</b>	<b>82%</b>	<b>84%</b>	<b>79% - App.</b> <b>57% - Meets</b>
<b>Hispanic</b>	<b>89%</b>	<b>73%</b>	<b>81%</b>	<b>82%</b>	<b>71% - App.</b> <b>27% - Meets</b>
<b>Eco Dis</b>	<b>81%</b>	<b>69%</b>	<b>68%</b>	<b>78%</b>	<b>60% - App.</b> <b>40% - Meets</b>
<b>Overall Writing</b>	<b>80%</b>	<b>70%</b>	<b>70%</b>	<b>76%</b>	<b>57% - App.</b> <b>31% - Meet</b>
<b>White</b>	<b>85%</b>	<b>76%</b>	<b>74%</b>	<b>71%</b>	<b>57% - App.</b> <b>34% - Meets</b>
<b>Hispanic</b>	<b>76%</b>	<b>64%</b>	<b>67%</b>	<b>78%</b>	<b>61% - App.</b> <b>23% - Meets</b>
<b>Eco Disc</b>	<b>83%</b>	<b>63%</b>	<b>62%</b>	<b>73%</b>	<b>50% - App.</b> <b>25% - Meets</b>

<b>Overall math</b>	<b>89%</b>	<b>86%</b>	<b>90%</b>	<b>86%</b>	<b>76% - App.</b> <b>47% - Meets</b>
<b>White</b>	<b>93%</b>	<b>88%</b>	<b>90%</b>	<b>83%</b>	<b>85% - App</b> <b>67% - Meets</b>
<b>Hispanic</b>	<b>89%</b>	<b>85%</b>	<b>93%</b>	<b>85%</b>	<b>71% - App.</b> <b>39% - Meets</b>
<b>Eco Disc</b>	<b>83%</b>	<b>78%</b>	<b>86%</b>	<b>84%</b>	<b>80% - App.</b> <b>60% - Meets</b>

### Student Achievement Strengths

3rd grade reading - all students have improved in both the approaches and meets levels from 2017 - 2019 - Approaches 2017 - 84%; 2019 - Approaches - 87%; Meets 2017 - 57 and Meets 2019 - 60%

3rd grade Hispanic reading - has improved in both the approaches and meets levels from 2017 - 2019. Approaches 2017 - 71 and Approaches 2019 - 78%; Meets 2017 - 58% and Meets 2019 - 62%

4th grade Hispanic reading has improved in both approaches and meets. 2017 approaches - 71% and 2019 approaches - 78%; 2017 meets - 37% and 2019 meets is 43%

Reading Economically Disadvantaged all students improved from 71% approaches to 78% approaches.

Fourth grade writing for all has improved in the approaches from 73% to 76%.

Fourth grade writing Hispanic has improved in approaches from 66% to 78% and meets from 32% to 43%.

Fourth grade Economically Disadvantaged math approaches increased from 72% to 82% and meets increased from 36% to 52%.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** Students in the student group white have dropped consistently in reading, writing, and math at the meets level. **Root Cause:** Differentiation

and interventions are not being implemented with fidelity.

**Problem Statement 2 (Prioritized):** Students in the student group SPED in approaches, meets and masters have dropped consistently in reading and writing. **Root Cause:** Lack of collaboration between gen ed and SPED teachers in order to plan differentiated lessons for students.

**Problem Statement 3 (Prioritized):** Students in the student group Economically Disadvantaged have dropped in progress measure consistently over the past three years. **Root Cause:** Data driven decision making and implementation of interventions are not being implemented with fidelity.

**Problem Statement 4 (Prioritized):** Students did not make expected progress in their reading level through the year. **Root Cause:** Tier 1 Best Practices were not done with fidelity in each class due to COVID restrictions.

**Problem Statement 5 (Prioritized):** 4th grade students did not meet the progress measure in math based on the BOY test to STAAR. **Root Cause:** Tier 1 Best Practices were not done with fidelity in each class due to COVID restrictions.

**Problem Statement 6:** Overall STAAR scores decreased from 2019-2021. **Root Cause:** Instructional time was inconsistent due to COVID

**Problem Statement 7:** STAAR Writing scores dropped from 2019-2021. **Root Cause:** Quality questioning was not done with fidelity in each classroom.

**Problem Statement 8:** 4th grade students did not meet the progress measure in reading based on the BOY test to STAAR.

# Culture and Climate

## Culture and Climate Summary

The culture and climate at ORE is important to our staff. ORE is typically a campus that has a stable staff but has experienced turn over in the past few years from retirements, promotions, and RIF. Teachers take pride in being members of the Oak Ridge family and frequently share that with others. Teachers are members of committees on our campus that allow them to feel as if they have a voice in the decision-making process at our school. Our PLC is designed to ensure that staff members can collaborate, learn from and assist each other to improve teaching strategies and student outcomes. We have a designated planning day where teachers are required to plan together to discuss TEKS, daily activities for the following week, and share ideas of how to ensure learning is taking place.

Based on our Occupational Health Inventory scores from the 2020 - 2021 school year,

\*Our top three areas were Goal Focus, Morale, Optimal Power Equalization.

\*Our lowest scores were in Cohesiveness, Autonomy, and Adaptation.

## Culture and Climate Strengths

Strengths include: safety, low discipline, goal focus, communication adequacy, and cohesiveness

## Problem Statements Identifying Culture and Climate Needs

**Problem Statement 1 (Prioritized):** Teachers do not feel they have clarity, acceptance, support, internalization, and advocacy for externally initiated change efforts. **Root Cause:** New programs are brought in and teachers feel they didn't have a voice in the implementation of the program.

**Problem Statement 2:** Teachers do not have clarity on the mission of ORE as a whole. **Root Cause:** Mission hasn't been a focus and the statement needs to be revisited and revised.

**Problem Statement 3:** Teacher cohesiveness across the school. **Root Cause:** Lack of face to face meetings as well as ability to socialize and create relationships from team to team.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Overall data and feedback received from parents shows that they are pleased with the school, staff, and their child's progress. According to our Title 1 end of year survey,

Parents are overall pleased with the school and the way that we handled virtual and face to face instruction.

Of the responses, grade levels were split evenly between PK - 4th.

80% of parents feel encouraged to participate in school activities.

90% feel adequately informed about programs and accomplishments.

90% believe the school has high expectations for teachers and students.

97% are comfortable contacting school with concerns.

100% receive clear information regarding your child's academic progress.

90% say they get help from the school so they can support learning at home.

83% say the school is parent friendly.

97% say their child likes school

62% found parent information meetings helpful.

100% say school communications are clear, helpful and timely.

93% say they are well informed.

100% are overall satisfied with the school.

97% parents chose email as the most helpful form of communication.

When asked what qualities were important for their child, they responded: instilling confidence, engaging with the child, teacher communication with home,

## Parent and Community Engagement Strengths

\*Parents and students feel safe at our school.

\*Parents feel well informed about both academic and non-academics subjects.

\*Parents feel safe contacting school personnel to discuss issues with their child.

\*Parents say their children overall like school.



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

**Problem Statement 1 (Prioritized):** Parents who are limited English speakers are not engaged in school activities and online surveys. **Root Cause:** Limited opportunities and creating all communication to be sent in dual languages.

**Problem Statement 2:** Parent engagement is not as high as we would like it to be. **Root Cause:** Lack of training for staff to appropriately engage parents from diverse backgrounds.

**Problem Statement 3 (Prioritized):** Attendance has decreased impacting student achievement. **Root Cause:** Covid, illness, parent knowledge of importance of school daily

# Priority Problem Statements

**Problem Statement 1:** Students in the student group white have dropped consistently in reading, writing, and math at the meets level.

**Root Cause 1:** Differentiation and interventions are not being implemented with fidelity.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** Students in the student group SPED in approaches, meets and masters have dropped consistently in reading and writing.

**Root Cause 2:** Lack of collaboration between gen ed and SPED teachers in order to plan differentiated lessons for students.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** Students in the student group Economically Disadvantaged have dropped in progress measure consistently over the past three years.

**Root Cause 3:** Data driven decision making and implementation of interventions are not being implemented with fidelity.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 4:** Students did not make expected progress in their reading level through the year.

**Root Cause 4:** Tier 1 Best Practices were not done with fidelity in each class due to COVID restrictions.

**Problem Statement 4 Areas:** Student Achievement

**Problem Statement 5:** 4th grade students did not meet the progress measure in math based on the BOY test to STAAR.

**Root Cause 5:** Tier 1 Best Practices were not done with fidelity in each class due to COVID restrictions.

**Problem Statement 5 Areas:** Student Achievement

**Problem Statement 6:** Teachers do not feel they have clarity, acceptance, support, internalization, and advocacy for externally initiated change efforts.

**Root Cause 6:** New programs are brought in and teachers feel they didn't have a voice in the implementation of the program.

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

**Problem Statement 7:** Attendance has decreased impacting student achievement.

**Root Cause 7:** Covid, illness, parent knowledge of importance of school daily

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

**Problem Statement 8:** Parents who are limited English speakers are not engaged in school activities and online surveys.

**Root Cause 8:** Limited opportunities and creating all communication to be sent in dual languages.

**Problem Statement 8 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 43% to 48% .

### HB3 Goal

**Evaluation Data Sources:** STAAR

Strategy 1 Details
<p><b>Strategy 1:</b> Teachers College will provide 5 staff development days/lab sites for 3rd grade teachers, coaches, and administrators with follow up by campus coach to support learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase STAAR reading scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, ELA campus coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <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> ELA Coach - Title I - \$76,992, Professional Developers from Teachers' College - ESSER - \$60,000, Subs for Training Coverage - ESSER - \$30,160</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Utilize data to effectively plan for small group instruction and interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase STAAR reading scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, ELA coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <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> Dual Language Materials - Title III - \$4,500, Supplies for Small Group Instruction - Title I - \$12,811, RtI Interventionist - Title I - \$85,285</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 2:** Increase the percent of 3rd and 4th grade students that score meets grade level or above on STAAR Math from 40% to 45% .

**HB3 Goal**

**Evaluation Data Sources:** STAAR

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Utilize data during PLC and common planning to effectively plan for small group instruction <b>Strategy's Expected Result/Impact:</b> Increase Math STAAR scores. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Math campus coach <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> Materials for Summer Learning - State Comp Ed - \$15,388, General Education Teachers for At-Risk Students - State Comp Ed - \$1,535,810, Differentiated Guided Math Lessons and Technology - Title I - \$5,000</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> Utilization of Dreambox for targeted instruction for students K-4. <b>Strategy's Expected Result/Impact:</b> Improved Math STAAR scores and common assessment scores. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Math campus coach <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> Technology Goal of 2:1 Ratio - ESSER - \$11,147, Dreambox - ESSER - \$16,000</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 the Meets in 3rd and 4th grade level on STAAR assessment for reading and math for students identified in student group white by 10%.

**Evaluation Data Sources:** STAAR

Strategy 1 Details
<p><b>Strategy 1:</b> Track data of student group white during PLC discussions after each common assessment and common formative assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase STAAR scores of student group white.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, ELA coach, Math coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Use Dreambox in all classrooms to provide differentiated instruction for our students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased math scores for 3rd and 4th grade.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Math coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum</p> <p><b>Problem Statements:</b> Student Achievement 5</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Provide teachers with Teacher's College training throughout the year to support best practices in reading instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased reading scores for 3rd and 4th grade.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, ELA coach</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p> <p><b>Problem Statements:</b> Student Achievement 1, 2, 4</p>

## Performance Objective 3 Problem Statements:

Student Achievement
<p><b>Problem Statement 1:</b> Students in the student group white have dropped consistently in reading, writing, and math at the meets level. <b>Root Cause:</b> Differentiation and interventions are not being implemented with fidelity.</p> <p><b>Problem Statement 2:</b> Students in the student group SPED in approaches, meets and masters have dropped consistently in reading and writing. <b>Root Cause:</b> Lack of collaboration between gen ed and SPED teachers in order to plan differentiated lessons for students.</p>

## Student Achievement

**Problem Statement 4:** Students did not make expected progress in their reading level through the year. **Root Cause:** Tier 1 Best Practices were not done with fidelity in each class due to COVID restrictions.

**Problem Statement 5:** 4th grade students did not meet the progress measure in math based on the BOY test to STAAR. **Root Cause:** Tier 1 Best Practices were not done with fidelity in each class due to COVID restrictions.

**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 Meets for 3rd and 4th grade level on STAAR assessments in reading and math for students identified as student group SPED by 5%.

**Evaluation Data Sources:** STAAR

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Provide SPED teachers with opportunity to participate in grade level and PLC meetings. <b>Strategy's Expected Result/Impact:</b> Increase STAAR scores for students identified as SPED. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, ELA coach, Math coach <b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> Provide SPED teachers with further professional learning through the Special Education Academy. <b>Strategy's Expected Result/Impact:</b> Increase STAAR scores for students identified as SPED. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, ELA Coach, Math Coach <b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>
<b>Strategy 3 Details</b>
<p><b>Strategy 3:</b> Provide weekly district campus support for SPED teachers. <b>Strategy's Expected Result/Impact:</b> Increase STAAR scores for SPED students. <b>Staff Responsible for Monitoring:</b> Principal <b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</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:** Increase on grade level reading level in K - 2 students from 52 % to 57%.

**Evaluation Data Sources:** mClass data  
BAS data

Strategy 1 Details
<p><b>Strategy 1:</b> Teachers College will provide 5 staff development days/lab sites for K-2 teachers, coaches, and administrators with follow up by campus coach to support learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase reading levels in K-2 students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst Principal, ELA Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Utilize data to effectively plan for small group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase reading levels in K-2 students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst Principal, ELA Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <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> Decodables, Phonemic Awareness Instructional Videos, Classroom Library Books - Title I - \$5,000</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Increase range of leveled books for teacher reading libraries and updated Guided Reading books to ensure that students have a variety of choices on a variety of reading levels from PK - 4 grades.</p> <p><b>Strategy's Expected Result/Impact:</b> Purchase more books for teacher libraries.</p> <p><b>Staff Responsible for Monitoring:</b> ELA coach, Principal, Assistant Principal</p> <p><b>Funding Sources:</b> Online Reading Sources for in Class and at Home support - ESSER - \$11,870, Books - ESSER - \$39,431</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:** End of year evaluation of where money was spent.

Strategy 1 Details
<p><b>Strategy 1:</b> Work together with school secretary and core team to ensure that funds are spent in such a way that they benefit our students, teachers, and school in the most effective way.</p> <p><b>Strategy's Expected Result/Impact:</b> Items bought with funds will serve our school.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, school secretary</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</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:** Maintain a successfully run school through positive relationships and successful leadership.

Strategy 1 Details
<p><b>Strategy 1:</b> Administration and coaches will meet with teams frequently to collaborate in planning, PLC, and MTSS meetings in order to maximize learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased morale by show on OHI results.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Coaches, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Culture and Climate 1</p>

**Performance Objective 2 Problem Statements:**

Culture and Climate
<p><b>Problem Statement 1:</b> Teachers do not feel they have clarity, acceptance, support, internalization, and advocacy for externally initiated change efforts. <b>Root Cause:</b> New programs are brought in and teachers feel they didn't have a voice in the implementation of the program.</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:** We will work to recruit, develop and retain highly qualified staff.

Strategy 1 Details
<p><b>Strategy 1:</b> Create a new teacher campus monthly staff development to ensure new teachers acclimate to our campus and expectations of CISD.</p> <p><b>Staff Responsible for Monitoring:</b> Campus coaches</p> <p><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: Build strong school/family relationships.**

**Evaluation Data Sources:** Parent surveys

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Employ a Parent Liaison</p> <p><b>Strategy's Expected Result/Impact:</b> Help parents feel more connected to our school.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Parent Liaison - ESSER - \$58,261, Family Engagement Supplies - Title I - \$3,175</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 communication with the school.

**Evaluation Data Sources:** Data collected from Hoot Owl communication, parent contacts in View It, and documentation from Parent Liaison phone calls.

Strategy 1 Details
<p><b>Strategy 1:</b> Increase communication and ensure that all communication is sent to parents in preferred language, English or Spanish.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent feedback and involvement will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Coaches, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p> <p><b>Problem Statements:</b> Parent and Community Engagement 1, 3</p>

#### Performance Objective 2 Problem Statements:

Parent and Community Engagement
<p><b>Problem Statement 1:</b> Parents who are limited English speakers are not engaged in school activities and online surveys. <b>Root Cause:</b> Limited opportunities and creating all communication to be sent in dual languages.</p> <p><b>Problem Statement 3:</b> Attendance has decreased impacting student achievement. <b>Root Cause:</b> Covid, illness, parent knowledge of importance of school daily</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: Build safe school environment for all.**

**Evaluation Data Sources:** Safety reports and surveys to staff, students and parents.

Strategy 1 Details
<p><b>Strategy 1:</b> Address safety issues and concerns in a timely manner. <b>Strategy's Expected Result/Impact:</b> Survey results improve, drill time decrease <b>Staff Responsible for Monitoring:</b> Administration, teachers <b>Title I Schoolwide Elements:</b> 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture</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:** Strengthen instructional practices in the classroom with a focus on planning and data driven instruction.

**Evaluation Data Sources:** Comparison of CFA and Common Assessments.

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Focus on The Art and Science of Teaching with the Marzano Research Group. <b>Strategy's Expected Result/Impact:</b> Improved instruction, higher level questioning to increase rigor in the classroom. <b>Staff Responsible for Monitoring:</b> Coaches, Assistant Principal, Principal <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> Training and Supplies - Title I - \$20,000</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> Strengthen knowledge of coaches to enhance teacher instruction in the classroom. <b>Strategy's Expected Result/Impact:</b> Attend trainings and present at campus staff development as well as during planning. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Coaches <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers <b>Funding Sources:</b> Registration at PK Institute from Teachers' College - ESSER - \$1,300</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:** Utilize various technological systems, i.e. Seesaw and Dreambox to provide meaningful instruction and data for formative assessments.

**Evaluation Data Sources:** Analyze data from Dreambox dashboard. Use Seesaw to provide evidence of learning for Standards Based Report Cards.

Strategy 1 Details
<p><b>Strategy 1:</b> Math coach will support all classroom teachers in utilizing Dreambox for their students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased math scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Math Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p>

# **Title I Schoolwide Elements**

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

### **1.1: Comprehensive Needs Assessment**

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

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

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

The campus develops a CIP with the involvement of parents and other stakeholders such as teachers, principal, paraprofessional, and community.

We looked through data collected from the 2 previous years, including benchmarks and STAAR test results. We look at it across grade levels and individually.

We included our Parent Teacher Organization, our Team Leaders and our Core Team to review the Assessments and implement checkpoints to monitor progress.

### **2.2: Regular monitoring and revision**

The campus will regularly monitor the CIP and revise strategies based on identified needs.

The plan begins with the Core team (admin, counselor, coaches, behavior support) pulling together data and looking for strengths and weaknesses. We then get input from Team Leaders, Faculty Advisory Committee, and Parent Representatives.

Once the plan is complete, we share it with staff and parents.

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

The campus ensures the CIP is publicly available to parents and the community (English and Spanish).

Our Campus Improvement plan is publicly available to parents and the community (English and Spanish) on the CISD Website under Accountability.

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

The campus implements reform strategies to address school needs including opportunities for all students and student subgroups to exceed academic standards.

Staff and Administration closely monitor grades and assessments to ensure that students are on target to meet State standards. Students who are at risk of missing their target receive support and small group instruction, including:

\*RtI Instruction

\*In class small group instruction

\*Pull out support (dyslexia, resource)

\*Push in support (resource)

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

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

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

The campus will address the needs of all students but particularly the needs of those students who are at-risk of not meeting academic standards.

We closely monitor our at-risk students and work to ensure we are meeting their educational needs through:

\*RtI instruction

\*Small group

\*Guided math

\*In class support

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

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

The campus jointly develops, with the input of parents, a written Family Engagement Policy and School Family Student Compact.

Our Family Engagement Policy and School Family Student Compact are reviewed with our Parent Teacher Organization. They make suggestions/edits to it each summer.

We also use our Parent Survey at the end of the year to make any needed changes to our Family Engagement Policy and School Family Student Compact.

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

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

\*PTO meetings are available for parents during the evening via Zoom so that more parents can attend.

\*Teachers held parent conferences via Zoom this year so that parents can be involved in learning and updated on their child's progress.

\*Notices that are sent home about current events are sent as paper copies, as well as emailed, and posted on our social media pages.

# Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Materials for Summer Learning		\$15,388.00
1	2	1	General Education Teachers for At-Risk Students		\$1,535,810.00
<b>Sub-Total</b>					\$1,551,198.00
<b>Budgeted Fund Source Amount</b>					\$1,551,198.00
<b>+/- Difference</b>					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	ELA Coach		\$76,992.00
1	1	2	Supplies for Small Group Instruction		\$12,811.00
1	1	2	RtI Interventionist		\$85,285.00
1	2	1	Differentiated Guided Math Lessons and Technology		\$5,000.00
1	5	2	Decodables, Phonemic Awareness Instructional Videos, Classroom Library Books		\$5,000.00
4	1	1	Family Engagement Supplies		\$3,175.00
5	1	1	Training and Supplies		\$20,000.00
<b>Sub-Total</b>					\$208,263.00
<b>Budgeted Fund Source Amount</b>					\$208,263.00
<b>+/- Difference</b>					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Dual Language Materials		\$4,500.00
<b>Sub-Total</b>					\$4,500.00
<b>Budgeted Fund Source Amount</b>					\$4,500.00
<b>+/- Difference</b>					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Developers from Teachers' College		\$60,000.00

ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Subs for Training Coverage		\$30,160.00
1	2	2	Technology Goal of 2:1 Ratio		\$11,147.00
1	2	2	Dreambox		\$16,000.00
1	5	3	Online Reading Sources for in Class and at Home support		\$11,870.00
1	5	3	Books		\$39,431.00
4	1	1	Parent Liaison		\$58,261.00
5	1	2	Registration at PK Institute from Teachers' College		\$1,300.00
<b>Sub-Total</b>					\$228,169.00
<b>Budgeted Fund Source Amount</b>					\$228,169.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total</b>					\$1,992,130.00