

Conroe Independent School District

Peet Junior High School

2021-2022 CIP Board Item



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Peet Junior High School will maintain high-quality, rigorous instruction to ensure our students meet the standard of achievement needed to prepare them for graduation and post-secondary education. Our primary objective is to exceed state accountability standards for all of our students in all areas. Peet Junior High School had an overall rating of B for the 2018-2019 school year.

The 2021 STAAR results show our African American, Asian, Two or More Races, LEP, and SpEd students showed significant gains in Approaches, Meets, and Masters in 7th grade Reading compared to the 2019 STAAR test. All student groups had a decline in Approaches, Meets and Masters in 7th grade and 8th grade Math.

We will continue implementing Readers and Writers Workshop in our English Language Arts classes and offer freedom of choice reading with approximately 1000 books to choose from in each classroom. All teachers will continue to use CISD Tier I Best Practices for instruction and supplement with online tools such as IXL in math, NewsELA in Language Arts, and Summit K12 in ESL classes. Science will continue to evaluate current TEKS and scope and sequence mapping. All subjects will utilize campus and district-level instructional coaches to analyze student data, create meaningful lessons, and design rigorous assessments. Before and after-school tutorials will continue to be available for all students.

7th Grade Reading Meets Percentage Goal: 55%

African-American Meets Percentage Goal: 45%

Asian Meets Percentage Goal: 65%

Two or More Races Meets Percentage Goal: 55%

7th Grade Math Meets Percentage Goal: 30%

African-American Meets Percentage Goal: 20%

Asian Meets Percentage Goal: 20%

Two or More Races Meets Percentage Goal: 40%

8th Grade Reading Meets Percentage Goal: 50%

African-American Meets Percentage Goal: 45%

Asian Meets Percentage Goal: 55%

Two or More Races Meets Percentage Goal: 80%

8th Grade Math Meets Percentage Goal: 55%

African-American Meets Percentage Goal: 35%

Asian Meets Percentage Goal: 85%

Two or More Races Meets Percentage Goal: 60%

Student Achievement Strengths

- Campus rating – B
- Reading classes and Writing classes for 7th grade students in level ELA
- After school homework help for all students
- Classroom libraries in ELA classes with at least 1000 novels for student choice
- IXL.com online program
- Summit K12 online program
- NewsELA online program
- Weekly department PLCs for Science and Social Studies
- Multiple weekly team PLCs for Math and ELA
- Monthly faculty meetings
- Instructional Coaches meetings twice each month
- Department Chair / Team Leaders meetings twice each month
- Weekly Admin meetings
- Girls in Engineering Students Seminar
- Science Fair
- Quiz Bowl
- Academic UIL
- Project LIT - reading club
- History Club
- National Junior Honor Society
- Student Council
- Kindness Club
- Cultural and Diversity Committee

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): African-American, Asian, and Two or More Races populations continue to not meet the Meets target in Academic Achievement for reading for the third year in a row. **Root Cause:** Lack of fidelity in implementing total participation techniques and formative assessments multiple times per class period.

Problem Statement 2 (Prioritized): The student population enrolled in Honors courses does not reflect the diversity of the campus. **Root Cause:** Lack of communication with parents and students regarding the structure and benefits of Honors courses.

Problem Statement 3 (Prioritized): US History STAAR results were fifth in the district in 2021 with a 56% approaches rate. **Root Cause:** The need to address targeted TEKS, and misaligned formative and summative assessments throughout the year.

Problem Statement 4 (Prioritized): 7th Grade Math STAAR results were fifth in the district in 2021 with a 55% approaches rate. **Root Cause:** The need to have targeted professional development on effective intervention strategies that address students' math fluency and problem solving deficits.

Problem Statement 5 (Prioritized): ESL students did not meet the TELPAS progress rate of 36% growth in at least one proficiency level. **Root Cause:** Lack of fidelity in implementing Total Participation Technique.

Problem Statement 6: Only 11% of SPED students and 41% of ESL students achieved Approaches Grade Level on the 2021 Writing STAAR.

Problem Statement 7: 8th Grade Science STAAR percent score decreased in 2021 by 5% compared to 2019 STAAR results.

Culture and Climate

Culture and Climate Summary

Peet Junior High school is a culturally diverse campus representing many races, ethnic backgrounds, and views. At the beginning of the 2021-2022 school year, all staff will participate in the Tough Kids training presented by the district. In October, staff will attend Growth Mindset training. At Peet, our goal is for all students to feel loved, accepted, and grow academically every day.

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

In addition to efforts to improve social and emotional well being, we are also committed to the health and wellness of all students. Peet Junior High is proactive in keeping our campus, staff, and students safe, as well as taking a positive, proactive instructional approach to behavior by utilizing PBIS Foundations training.

Culture and Climate Strengths

Peet Campus Goal

Our Goal at Peet Junior High School is for all students to feel loved, accepted, and grow academically everyday.

- All staff members will attend the Tough Kid training in August 2021.
- All staff members will attend the Growth Mindset training in October 2021.
- We hire staff with the need for diversity in mind to reflect our student population.
- We implement social and emotional learning by utilizing Conroe ISD resources.
- We model and address behavior through PBIS Foundations instructional approach.
- The "All Means All" motto is carried throughout our campus, ensuring all students are cared for academically, socially, and emotionally.
- Students are able to earn Peet Pride tickets to encourage positive behavior and can earn rewards through raffles.
- Peet staff continue to complete Safe Schools training each year to promote and ensure a safe environment for students and staff.
- At Peet, we encourage regular communication between staff, students, and parents to form a positive partnership among all three stakeholders.
- Students are nominated and awarded Student of the Week each week, one from each grade level.
- Students nominate teachers monthly for the Teacher of the Month by writing essay recommendations.
- Teachers are awarded the Work Hard, Be Nice award which is voted on by the staff each month.
- PBIS Foundations Committee meets monthly to review campus-wide policies, procedures, and other concerns.
- Focus groups will be established to address any specific needs based on OHI feedback.
- Counselors will be available for student-initiated check-ins during lunches, they will host parent "Brown Bag Luncheons", and conduct small group sessions.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Decrease in student engagement due to personal electronic distractions. **Root Cause:** Students have access to their personal electronics during class time.

Problem Statement 2: Decrease in camaraderie and team-building atmosphere. **Root Cause:** Social distancing required by COVID restrictions.

Problem Statement 3: Excessive tardies throughout the school day. **Root Cause:** The need to analyze current practices and create structures that address overcrowding and traffic flow in hallways and stairwells.

Parent and Community Engagement

Parent and Community Engagement Summary

Parent involvement is an essential component of our student and campus success. We work with parents to ensure they are able to be an active participant in their student's education. Parents receive campus information and updates weekly via campus email, text message, Facebook, Twitter, Instagram, School Messenger, and district announcements. Parents may contact any staff member via email or by phone when needed. We continually explore avenues to better meet the needs of our parents and community, to gain feedback, and encourage active engagement with our campus.

Parent and Community Engagement Strengths

- Weekly parent communication from campus and teachers.
- Open communication between campus, parent, and community.
- Peet has an active PTO which gives back to the students and staff.
- Academic/Elective Course night is held each Spring to introduce junior high courses to parents and students.
- As a Project Mentor campus, Peet serves approximately 50 mentor/mentee partnerships who meet weekly during lunch time.
- Fine Arts Performances
- Athletic Events
- Cub Express/Meet the Teacher - Schedule Pick-Up
- Social Media Presence
- Counselor Brown Bag Lunch Presentations

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: PTO membership and fund-raising has declined over the past few years.

Problem Statement 2 (Prioritized): Difficult to communicate with individual parents of some of our most struggling students. **Root Cause:** The need to secure reliable contact information and build positive parent/school relationships with school staff.

Problem Statement 3: Parents struggle to understand our learning management systems. **Root Cause:** Parents are unfamiliar with the layout and features of the learning management system.

Priority Problem Statements

Problem Statement 1: US History STAAR results were fifth in the district in 2021 with a 56% approaches rate.

Root Cause 1: The need to address targeted TEKS, and misaligned formative and summative assessments throughout the year.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: 7th Grade Math STAAR results were fifth in the district in 2021 with a 55% approaches rate.

Root Cause 2: The need to have targeted professional development on effective intervention strategies that address students' math fluency and problem solving deficits.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: African-American, Asian, and Two or More Races populations continue to not meet the Meets target in Academic Achievement for reading for the third year in a row.

Root Cause 3: Lack of fidelity in implementing total participation techniques and formative assessments multiple times per class period.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Difficult to communicate with individual parents of some of our most struggling students.

Root Cause 4: The need to secure reliable contact information and build positive parent/school relationships with school staff.

Problem Statement 4 Areas: Parent and Community Engagement

Problem Statement 5: The student population enrolled in Honors courses does not reflect the diversity of the campus.

Root Cause 5: Lack of communication with parents and students regarding the structure and benefits of Honors courses.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Decrease in student engagement due to personal electronic distractions.

Root Cause 6: Students have access to their personal electronics during class time.

Problem Statement 6 Areas: Culture and Climate

Problem Statement 7: ESL students did not meet the TELPAS progress rate of 36% growth in at least one proficiency level.

Root Cause 7: Lack of fidelity in implementing Total Participation Technique.

Problem Statement 7 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 minority students in honors and high school credit courses from 47% to 50%.

Evaluation Data Sources: Calculated minority students in all honors classes versus total students in honors classes.

Strategy 1 Details
<p>Strategy 1: Campus will promote honors level classes and encourage all students to participate. Campus will communicate with parents and guardians the framework and expectations of a honors level class.</p> <p>Strategy's Expected Result/Impact: Expected result will be an increase in minority populations in honors classes that better reflect our campus population.</p> <p>Staff Responsible for Monitoring: Administration, counselors, and teachers.</p> <p>Problem Statements: Student Achievement 2</p>

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 2: The student population enrolled in Honors courses does not reflect the diversity of the campus. Root Cause: Lack of communication with parents and students regarding the structure and benefits of Honors courses.</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: African American, Asian, and Two or More Races sub-population groups will increase their STAAR Reading score by 5% on the 2022 STAAR Reading exam.

Strategy 1 Details
<p>Strategy 1: Campus will continue to review all population data from common assessments, Common Formative Assessments, and STAAR Interim assessments and this information to create student groups for targeted after school tutorials and remediation for small groups.</p> <p>Strategy's Expected Result/Impact: African American, Asian and Two or More Races students will improve in the area of Reading and will perform at a higher rate on Reading STAAR test.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Administrators.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: After School Targeted Tutorials - ESSER - \$60,000</p>
Strategy 2 Details
<p>Strategy 2: Reduced Class Size to foster one-on-one instructional and small group instruction.</p> <p>Strategy's Expected Result/Impact: African-American, Asian, EL, and Two or More Races population will meet target of increase of 5%.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Response to Intervention Teacher - State Comp Ed - \$72,539, Reduced Class Size - State Comp Ed - \$223,819</p>

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 1: African-American, Asian, and Two or More Races populations continue to not meet the Meets target in Academic Achievement for reading for the third year in a row. Root Cause: Lack of fidelity in implementing total participation techniques and formative assessments multiple times per class period.</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: All sub-populations will increase 5% in the Meets category on the 2022 STAAR US History exam.

Strategy 1 Details
<p>Strategy 1: Continue to implement Total Participation Technique and review assessment data to create targeted groups for tutorials and small group instruction.</p> <p>Strategy's Expected Result/Impact: Student improvement in understanding of historical times and events. Increase in STAAR performance.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administration.</p> <p>Problem Statements: Student Achievement 1, 3</p>

Performance Objective 3 Problem Statements:

Student Achievement
<p>Problem Statement 1: African-American, Asian, and Two or More Races populations continue to not meet the Meets target in Academic Achievement for reading for the third year in a row. Root Cause: Lack of fidelity in implementing total participation techniques and formative assessments multiple times per class period.</p> <p>Problem Statement 3: US History STAAR results were fifth in the district in 2021 with a 56% approaches rate. Root Cause: The need to address targeted TEKS, and misaligned formative and summative assessments throughout the year.</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: All sub-populations will increase by 5% on the 2022 7th Grade Math STAAR exam.

Strategy 1 Details
<p>Strategy 1: Continue to review assessment data to create targeted groups for tutorials, small group instruction, and drive remediation. Students will utilize IXL computer math remediation program.</p> <p>Strategy's Expected Result/Impact: Increase in math understanding and improved performance on the STAAR math test.</p> <p>Staff Responsible for Monitoring: Teachers, Curriculum Coaches, and Administration.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Achievement 1, 4</p> <p>Funding Sources: IXL Program - ESSER - \$24,000, Chromebooks - ESSER - \$40,760</p>
Strategy 2 Details
<p>Strategy 2: Reduced Class Size to foster one-on-one instructional and small group instruction.</p> <p>Strategy's Expected Result/Impact: Sub-populations will increase by 5% on the 2022 7th Grade Math STAAR exam.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, and Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Achievement 4</p> <p>Funding Sources: Reduced Class Size - State Comp Ed - \$300,921</p>

Performance Objective 4 Problem Statements:

Student Achievement
<p>Problem Statement 1: African-American, Asian, and Two or More Races populations continue to not meet the Meets target in Academic Achievement for reading for the third year in a row. Root Cause: Lack of fidelity in implementing total participation techniques and formative assessments multiple times per class period.</p> <p>Problem Statement 4: 7th Grade Math STAAR results were fifth in the district in 2021 with a 55% approaches rate. Root Cause: The need to have targeted professional development on effective intervention strategies that address students' math fluency and problem solving deficits.</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: All sub-populations will increase by 5% on the 2022 7th Grade and 8th Grade STAAR Reading exam.

Strategy 1 Details
<p>Strategy 1: Continue to review assessment data to create targeted groups for tutorials, small group instruction, and drive remediation.</p> <p>Strategy's Expected Result/Impact: Increase in vocabulary understanding, reading comprehension, and improved performance on the Reading STAAR test.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Administration.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Achievement 1</p>

Performance Objective 5 Problem Statements:

Student Achievement
<p>Problem Statement 1: African-American, Asian, and Two or More Races populations continue to not meet the Meets target in Academic Achievement for reading for the third year in a row. Root Cause: Lack of fidelity in implementing total participation techniques and formative assessments multiple times per class period.</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 6: ESL students did not meet the TELPAS progress rate of 36% growth in at least one proficiency level.

Evaluation Data Sources: Read Naturally Computer Program

Strategy 1 Details
<p>Strategy 1: Summit K12 program to supplement teaching and fill educational gaps. Strategy's Expected Result/Impact: ESL student performance will increase at progress rate of 36%. Staff Responsible for Monitoring: Administration and Teacher Problem Statements: Student Achievement 5 Funding Sources: Read Naturally - Title III - \$1,500</p>
Strategy 2 Details
<p>Strategy 2: Small group and one-on-one Instructional during tutorials. Strategy's Expected Result/Impact: Understanding will increase and as well assessment scores. Staff Responsible for Monitoring: Administration and Teacher Problem Statements: Student Achievement 5 Funding Sources: Tutorials - Title III - \$3,000, Materials - Title III - \$1,000</p>

Performance Objective 6 Problem Statements:

Student Achievement
<p>Problem Statement 5: ESL students did not meet the TELPAS progress rate of 36% growth in at least one proficiency level. Root Cause: Lack of fidelity in implementing Total Participation Technique.</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: Administrators will meet with the campus financial secretary to review campus expenses and budget status.

Strategy 1 Details
<p>Strategy 1: Campus administrators, department chairs, and athletic coaches will meet with the campus financial secretary to better understand the purchasing process and how the budget works.</p> <p>Strategy's Expected Result/Impact: No discrepancies will be found when finances are audited.</p> <p>Staff Responsible for Monitoring: Principal and Financial Secretary</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</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: OHI results will improve in the area of Goal Focus by 15 percentile points.

Evaluation Data Sources: OHI results.

Strategy 1 Details
<p>Strategy 1: All departments will be required to create and review their departmental goal before each PLC. Principal will review campus goal before each faculty meeting.</p> <p>Strategy's Expected Result/Impact: Staff will be able to communicate the department and campus goals leading to better decision making for our students.</p> <p>Staff Responsible for Monitoring: Department chairs, team leads, Instructional Coaches and Administration.</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 for all students.

Evaluation Data Sources: Evaluate the turn over rate each year.

Strategy 1 Details
<p>Strategy 1: To seek out and retain highly qualified, effective teachers.</p> <p>Strategy's Expected Result/Impact: To keep top quality, effective teachers that have the ability to reach the needs of all students.</p> <p>Staff Responsible for Monitoring: Administration.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</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: Work jointly with parents and guardians in the community to encourage communication about student success.

Strategy 1 Details
<p>Strategy 1: Counselors will host "Brown Bag Lunches" inviting parents and guardians to lunch time trainings and presentations concerning kids today and how to foster academic success at home.</p> <p>Strategy's Expected Result/Impact: Students will be better supported at home and parents will learn additional strategies to help and listen to their children.</p> <p>Staff Responsible for Monitoring: Counselors.</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: Foster relationships between parents, guardians, and teachers by encouraging PTO membership and participation.

Strategy 1 Details
<p>Strategy 1: Promote campus PTO at all school functions such as Meet the Teacher, Athletic Events, Fine Arts Events, weekly parent communication, and social media.</p> <p>Strategy's Expected Result/Impact: Increase participation in PTO by parents and guardians.</p> <p>Staff Responsible for Monitoring: Administration.</p> <p>ESF Levers: Lever 3: Positive School Culture</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: To provide a safe and orderly school environment conducive to learning for all students and staff.

Strategy 1 Details
<p>Strategy 1: Campus will implement additional structures to increase campus safety and efficient movement.</p> <p>Strategy's Expected Result/Impact: Students are able move about campus safely and in an orderly fashion. Students know who to contact with safety concerns.</p> <p>Staff Responsible for Monitoring: Foundations Committee, Teachers, Counselors, and Administration.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</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: Meet with students weekly to monitor grades, attendance, and mental well-being.

Strategy 1 Details
<p>Strategy 1: Student Success Counselor will meet weekly with targeted students.</p> <p>Strategy's Expected Result/Impact: Grades and attendance will improve. Students will be able to get help with problem and learn strategies to deal with stressful situations and events.</p> <p>Staff Responsible for Monitoring: Administration and Counselors</p> <p>Problem Statements: Parent and Community Engagement 2</p> <p>Funding Sources: Student Success Counselor - ESSER - \$150,000</p>

Performance Objective 4 Problem Statements:

Parent and Community Engagement
<p>Problem Statement 2: Difficult to communicate with individual parents of some of our most struggling students. Root Cause: The need to secure reliable contact information and build positive parent/school relationships with 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: Ensure that technology is utilized to enhance the educational practices of teachers in order to maximize learning for all students.

Strategy 1 Details
<p>Strategy 1: Students will be able to utilize and effectively navigate a Chromebook and various computer programs to extend learning.</p> <p>Strategy's Expected Result/Impact: Students will have a strong understanding of how to use computers effectively and navigate various programs.</p> <p>Staff Responsible for Monitoring: Teachers and Administration</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Purchase Additional Chromebooks - ESSER - \$14,300</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: Ensure student engagement in classroom lessons and activities through the frequent use of Total Participation Techniques.

Strategy 1 Details
<p>Strategy 1: Teachers will be trained on and routinely use Total Participation Techniques in the classroom.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to quickly evaluate the class to determine the level of student understanding in order to reteach if necessary.</p> <p>Staff Responsible for Monitoring: Teachers and Administration</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 3, 4</p>

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 1: African-American, Asian, and Two or More Races populations continue to not meet the Meets target in Academic Achievement for reading for the third year in a row. Root Cause: Lack of fidelity in implementing total participation techniques and formative assessments multiple times per class period.</p> <p>Problem Statement 3: US History STAAR results were fifth in the district in 2021 with a 56% approaches rate. Root Cause: The need to address targeted TEKS, and misaligned formative and summative assessments throughout the year.</p> <p>Problem Statement 4: 7th Grade Math STAAR results were fifth in the district in 2021 with a 55% approaches rate. Root Cause: The need to have targeted professional development on effective intervention strategies that address students' math fluency and problem solving deficits.</p>

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	2	2	Response to Intervention Teacher		\$72,539.00
1	2	2	Reduced Class Size		\$223,819.00
1	4	2	Reduced Class Size		\$300,921.00
Sub-Total					\$597,279.00
Budgeted Fund Source Amount					\$597,279.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	Read Naturally		\$1,500.00
1	6	2	Tutorials		\$3,000.00
1	6	2	Materials		\$1,000.00
Sub-Total					\$5,500.00
Budgeted Fund Source Amount					\$5,500.00
+/- Difference					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	After School Targeted Tutorials		\$60,000.00
1	4	1	IXL Program		\$24,000.00
1	4	1	Chromebooks		\$40,760.00
4	4	1	Student Success Counselor		\$150,000.00
5	1	1	Purchase Additional Chromebooks		\$14,300.00
Sub-Total					\$289,060.00
Budgeted Fund Source Amount					\$289,060.00
+/- Difference					\$0.00
Grand Total					\$891,839.00