Conroe Independent School District

Powell Elementary

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Powell Elementary met standards in all three state accountablibity areas for the 2018-2019 school year on STAAR.

Overall Score- 92
Domain 1- Student Achievment Score 93
Domain 2- School Progress Score 85
Domain 3- Closing the Gaps Score 89

Distinctions
Mathematics
Postsecondary Readiness

While we are proud of these scores, we recognize that there is still work to be done. Below is the comparison of the 2019-2020 MOY Reading/ Math Benchmark data and the 2018-2019 Reading/ Math STAAR progress measure.

Reading Comparison Data
80 students either stayed on their level from last year or made progress
56 students reached Master's level at MOY benchmark
30 Students were at Master's level in 3rd grade and fell to Meets or Approaches at MOY in 4th grade
38 students did not made progress at MOY

Math Comparison Data
107 studuents either maintainted their level or made progress
88 students reached Master's level at MOY benchmark
7 students were at Master's level in 3rd grade and fell to Meets or Approaches at MOY in 4th grade
15 students did not made progress at MOY

Student Achievement Strengths

Powell Elementary's strengths, based on summative data, is our performance in math. At Powell a high percentage of students meet the approaches standards on summative

assessments in both reading and math as seen below. Using compartive data, our student growth in math from grades 3 to 4 is also a strength.

Domain 1- Student Achievment Score 93

Distinctions
Mathematics
Postsecondary Readiness

Math Comparison Data
107 studuents either maintainted their level or made progress

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 30 Students were at Master's level in 3rd grade STAAR and fell to Meets or Approaches at MOY in 4th grade in reading during the 2019-2020 school year. **Root Cause:** Student gaps widen throughout the years. Students do not have the foundational skills for 4th grade teachers to build on. Students lack the stamina to perform on 4th grade standardized tests.

Problem Statement 2: 38 students did not made progress at MOY on reading assessments in 4th grade in the 2019-2020 school year.

Problem Statement 3: Economically disadvantaged students have not met standards at the rate of the general population standards based assessments in all grades and subjects.

Problem Statement 4 (Prioritized): The number of students in RtI, tiers 2 and 3, is disproportionly high in relation to our comparison schools. **Root Cause:** Powell teachers often have higher expectations and struggling students stick out against typical students. Teachers feel like they are out of tools and appreciate that RtI provides 30 minutes daily of small group instruction.

Problem Statement 5: Based on a staff survey and teacher feedback, we need to grow our instructional knowledge in the following Tier 1 strategies; Marazanos Vocabulary, analysis of running records for instructional purposes, writer's workshop and RATT. These practices scored a 3.0 or lower on a 5 point scale of teacher knowledge.

Problem Statement 6: About 20% of students in grades 1-2 are not able to read on grade level.

Problem Statement 7 (Prioritized): 52% of 1st-3rd grade Economically Disadvantaged students scored Below Benchmark or Well Below Benchmark on their Composite mClass BOY testing. **Root Cause:** Teachers feel like they are out of tools and need additional training for teaching students who are below level.

Problem Statement 8: 67% of 1st-3rd grade Special Education students scored Below Benchmark or Well Below Benchmark on their Composite mClass BOY testing.

Culture and Climate

Culture and Climate Summary

Diversity: At Powell Elementary, we recognize and appreciate cultural differences, while focusing on the whole child. We ensure that each student is healthy, safe, engaged, supported and challenged. All students and personnel are valued members of our unique family, each playing a significant role in our success. Powell Elementary encourages staff and students to embrace that which makes us different. We support an environment that facilitates and encourages safe and open dialogue on diversity, and we empower our students to embrace their diversity. Our goal is to ensure that our students will be sincerely open and equipped to work and live in a diverse world.

SEL: Powell Elementary 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. We utilize a character program called the Positivity Project to help encourage students to show good character in their everyday actions. Teachers show videos daily to reinforce character traits that are expected of our students.

Foundations/Safety/COVID: Powell Elemenary is committed to the safety, health, and wellness of all students and staff. In accordance with the guidelines and recommendations from the Texas Education Agency (TEA), Powell Elementary follows the measures to mitigate the spread of COVID-19. Conroe ISD is proactive in keeping campuses, staff, and students safe, and as a campus, we make sure to follow the same protocol that is expected from the school district. Our campus has also taken a positive proactive instructional approach to behavior in utilizing PBIS Foundations training. We are currently in our 4th year of Foundations, and have successfully implemented policies and procedures that have ensured the safety of our staff and students, along with setting expectations for behavior.

Culture and Climate Strengths

- Powell Elementary staff will undergo Cultural and Diversity Awareness training.
- Powell Elementary hires campus personnel to reflect the cultural and diverse student body is a priority.
- "All Means All" in Conroe ISD. Every students' academic, social and emotional needs are a priority.
- Powell Elementary utilizes all available resources, including Colleges, Universities, Regional Service Centers, education-related professional organizations, job fairs, and Alternative Certification Programs, to recruit a quality, diverse applicant pools, particularly in identified shortage areas.
- Powell Elementary strives to ensure a safe and orderly environment conducive to learning for all students and staff.
- At Powell Elementary, students will develop a healthy sense of self and social awareness, embrace diversity with empathy and respect for others, successfully manage their emotions, behaviors, and make responsible decisions.
- At Powell Elementary, social emotional learning functions as an integral part of the total school environment.
- Powell Elementary continues to promote safety through Safe Schools trainings and utilizes mitigation strategies to keep our schools, students, and staff safe.
- At Powell Elementary, we engage students, families, and our community as authentic partners in social and emotional development.

- Powell Elementary provides professional development on a campus wide positive, proactive instructional approach to behavior through implementation of PBIS Foundations.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1: There is a need to actively recruit high quality, diverse teachers to be more reflective of the student population.

Problem Statement 2 (Prioritized): There is a need to actively support the emotional well-being of all students. **Root Cause:** SEL curriculum and community building in the classroom is not implemented with fidelity. Staff need to strive to build relationships with all students. Pro-social behaviors need to be taught, along with establishing teacher mentors for students.

Problem Statement 3 (Prioritized): There is a need to improve teacher capacity and the quality of PBIS and foundational behavior management strategies to successfully address the needs of a changing student population. **Root Cause:** Students come to school with learned behaviors and other triggers. Teachers have not been properly trained or exposed to varying student needs. High need students (VIP) need to be identified. Teachers need a list of de-escalation strategies for our VIP students. Promote school-wide awareness of these students to assist with proactive PBIS strategies.

Parent and Community Engagement

Parent and Community Engagement Summary

Parents and communities are essential components to a child's successful educational experience. Powell Elementary is committed to strengthening the partnership between schools and home. Parents are encouraged to be an active participant in the education of their child.

Families are encouraged to keep in close two-way communication with the school. Some examples include:

- reviewing a child's school work coming home
- reviewing a child's school work on Seesaw or Canvas
- reading the Powell Publisher newsletter and weekly newsletters from their child's teachers
- Parents are encouraged to contact the teacher or the school office when questions arise

Families are (typically) invited to be an active participant in various events at the school. Some examples include:

- PTO Volunteer
- Library Volunteer
- Spirit nights at various businesses around town
- Spring Carnival
- Boosterthon Fun Run
- Walk to School Day
- Donuts with Dudes and Donuts with Divas
- Meet the Teacher
- Parent Information Night
- GT Information Night
- Confetti Parade
- Kindergarten End of Year Celebration
- Storybook Character Parade

Powell Elementary is able to thrive due to partnerships created with families and the community. Powell will continue to explore

opportunities to better meet the needs of students through gaining these key partners by providing opportunities for input, shared decision making, and active engagement within schools.

Parent and Community Engagement Strengths

Powell Elementary has expanded communication to include a variety of forums such as recorded videos, twitter, facebook, email, texts, school newsletters/Smores, marquees, and phone messages.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): There is a need to establish systems for collecting and analyzing parent input in regards to school systems, accountability, and safety. **Root Cause:** We have not deliberately sought out or collected parent input in a systematic way in the past.

Problem Statement 2 (Prioritized): There is a need to establish two way communication with parents and community members. **Root Cause:** We have not deliberately sought out or collected parent input in a systematic way in the past.

Problem Statement 3: There is a need to create opportunities for parents to be able to respond or reply to communication.

Problem Statement 4: There is a need to engage parents in training using instructional strategies demonstrating ways to support student success.

Problem Statement 5: There is a need to identify barriers to engagement and barriers of low parent participation.

Priority Problem Statements

Problem Statement 1: There is a need to establish systems for collecting and analyzing parent input in regards to school systems, accountability, and safety.

Root Cause 1: We have not deliberately sought out or collected parent input in a systematic way in the past.

Problem Statement 1 Areas: Parent and Community Engagement

Problem Statement 2: There is a need to improve teacher capacity and the quality of PBIS and foundational behavior management strategies to successfully address the needs of a changing student population.

Root Cause 2: Students come to school with learned behaviors and other triggers. Teachers have not been properly trained or exposed to varying student needs. High need students (VIP) need to be identified. Teachers need a list of de-escalation strategies for our VIP students. Promote school-wide awareness of these students to assist with proactive PBIS strategies.

Problem Statement 2 Areas: Culture and Climate

Problem Statement 3: 30 Students were at Master's level in 3rd grade STAAR and fell to Meets or Approaches at MOY in 4th grade in reading during the 2019-2020 school year.

Root Cause 3: Student gaps widen throughout the years. Students do not have the foundational skills for 4th grade teachers to build on. Students lack the stamina to perform on 4th grade standardized tests.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: The number of students in RtI, tiers 2 and 3, is disproportionally high in relation to our comparison schools.

Root Cause 4: Powell teachers often have higher expectations and struggling students stick out against typical students. Teachers feel like they are out of tools and appreciate that RtI provides 30 minutes daily of small group instruction.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: 52% of 1st-3rd grade Economically Disadvantaged students scored Below Benchmark or Well Below Benchmark on their Composite mClass BOY testing.

Root Cause 5: Teachers feel like they are out of tools and need additional training for teaching students who are below level.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: There is a need to actively support the emotional well-being of all students.

Root Cause 6: SEL curriculum and community building in the classroom is not implemented with fidelity. Staff need to strive to build relationships with all students. Pro-social behaviors need to be taught, along with establishing teacher mentors for students.

Problem Statement 6 Areas: Culture and Climate

Problem Statement 7: There is a need to establish two way communication with parents and community members.

Root Cause 7: We have not deliberately sought out or collected parent input in a systematic way in the past.

Problem Statement 7 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

Goal 1: Student Achievement and Post-Secondary Success:

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 1: The number of Powell students in RtI Tiers 2 and 3 will be reduced from 9% to 7% by improving Tier 1 Best Practices in the classroom.

Evaluation Data Sources: RtI Tier 2 and Tier 3 numbers for 2020-2021

Summative Evaluation: None

Strategy 1: Teachers in grades K-2 will implement the Reading Cohort, Readers Workshop and will work with our Language Arts coach to improve Tier 1 Best Practices.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: The expectation is that all K-2 classrooms will be instructing using the Reader's Workshop model by the spring of 2021.	Feb	Apr	July	July
Staff Responsible for Monitoring: Principal, Assistant Principals, District ELA Coach				
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
Problem Statements: Student Achievement 1, 4				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: 30 Students were at Master's level in 3rd grade STAAR and fell to Meets or Approaches at MOY in 4th grade in reading during the 2019-2020 school year. **Root Cause:** Student gaps widen throughout the years. Students do not have the foundational skills for 4th grade teachers to build on. Students lack the stamina to perform on 4th grade standardized tests.
Problem Statement 4: The number of students in RtI, tiers 2 and 3, is disproportionally high in relation to our comparison schools. **Root Cause:** Powell teachers often have higher expectations and struggling students stick out against typical students. Teachers feel like they are out of tools and appreciate that RtI provides 30 minutes daily of small group instruction.

Goal 1: Student Achievement and Post-Secondary Success:
CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 2: By 2020-2021 End of Year Literacy mClass testing, at least 60% of 1st - 3rd grade Economically Disadvantaged students will score "At Benchmark" or "Above Benchmark" on their composite mClass testing.

    Evaluation Data Sources: mClass data for 1st - 3rd grade Economically Disadvantaged students

    Summative Evaluation: None

Strategy 1: Students will receive literacy instruction in the classroom through Heggerty, Words their Way, Strategy groups/Guided Reading groups, Individual student conferences, Jennifer Seravallo activities and Units of Study lessons.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: The expectation is that by instructing using the Reader's Workshop model, students' reading abilities will improve.	**Feb**	**Apr**	**July**	**July**
Staff Responsible for Monitoring: Classroom ELA teachers, Principal, Assistant Principals, District ELA Coach				
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum				
Problem Statements: Student Achievement 7				
Funding Sources: Tutors - State Comp Ed - $6,772				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 7: 52% of 1st-3rd grade Economically Disadvantaged students scored Below Benchmark or Well Below Benchmark on their Composite mClass BOY testing. **Root Cause:** Teachers feel like they are out of tools and need additional training for teaching students who are below level.

Goal 1: Student Achievement and Post-Secondary Success:
CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 3: 88% of current 4th grade students who reached Master's level on 2019 3rd grade BOY Reading Benchmark will maintain their Master's passing level on 2021 Reading STAAR.

    Evaluation Data Sources: 2019 BOY 3rd grade reading benchmark, 2020 BOY 4th grade reading benchmark, 2021 MOY 4th grade Reading Benchmark, 2021 4th grade Reading STAAR test

    Summative Evaluation: None

Strategy 1: 4th grade teachers will use Heggerty lessons, Words their Way assessments and instruction to fill in learning gaps in decoding as well as allow for longer independent reading times to help build students' reading stamina.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: The expectation is that students' reading stamina will improve by providing longer independent reading times, and that in turn, will help them perform better on STAAR.	**Feb**	**Apr**	**July**	**July**
Staff Responsible for Monitoring: Classroom ELA teachers, Principal, Assistant Principals, District ELA Coach				
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

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

Goal 2: Fiscal Responsibility:

CISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.

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

Evaluation Data Sources: Budget Statements

Summative Evaluation: None

Strategy 1: The principal will meet with the school secretary and PTO treasurer monthly to review budget statements. We will evaluate and prioritize campus and PTO funds to ensure monies spent support effective instruction and campus goals. **Strategy's Expected Result/Impact:** The expectation is that campus and PTO budgets will be utilized to purchase relevant materials, resources and trainings that support student success. **Staff Responsible for Monitoring:** Principal, secretary, PTO board	Reviews			
	Formative			Summative
	Feb	Apr	July	July
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

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

CISD will employ, develop, and retain highly qualified staff to maximize learning for all students.

Performance Objective 1: To recruit, retain and develop highly qualified teachers and staff for all students.

Strategy 1: Attend and recruit from CISD job fair and college job fairs.			Reviews			
Strategy's Expected Result/Impact: Hire high quality teachers			Formative			Summative
Staff Responsible for Monitoring: Principal, Assistant Principals			Feb	Apr	July	July

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

Goal 4: Parents and Community:

CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.

Performance Objective 1: To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.

Evaluation Data Sources: Campus Leadership Committee Representatives

Summative Evaluation: None

Strategy 1: We will create a safe environment for parents and the community to communicate and collaborate with the campus. We will do this by communicating campus goals, vision and mission to parents and the community. We will establish and use anonymous surveys and a suggestion box to collect feedback from parents and community. We will review the feedback on a regular basis with an open mind and implement change based on feedback.	Reviews			
	Formative			**Summative**
	Feb	**Apr**	**July**	**July**
Strategy's Expected Result/Impact: Through open communication, parents, the community and teachers will be able to provide a safe, supportive and collaborative campus. **Staff Responsible for Monitoring:** Leadership Committee HRS Committee **Problem Statements:** Parent and Community Engagement 2				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 2: There is a need to establish two way communication with parents and community members. **Root Cause:** We have not deliberately sought out or collected parent input in a systematic way in the past.

Goal 4: Parents and Community:

CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.

Performance Objective 2: We will establish a systematic way to collect parent input and analyze parent input.

Evaluation Data Sources: Campus survey results
HRS Committee Representatives

Summative Evaluation: None

Strategy 1: We will including QR survey codes in campus newsletters and teacher weekly email blasts to reach more parents. We will collect parent input at least 4 times in a school year with a 65% participation rate on each survey..				Reviews			
Strategy's Expected Result/Impact: Increase the number of engaged families in two way communication between families and the campus.				Formative			Summative
				Feb	Apr	July	July
Staff Responsible for Monitoring: Principal Assistant Principals HRS Committee Members							
Problem Statements: Parent and Community Engagement 1							
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue				

Performance Objective 2 Problem Statements:

Parent and Community Engagement
Problem Statement 1: There is a need to establish systems for collecting and analyzing parent input in regards to school systems, accountability, and safety. **Root Cause:** We have not deliberately sought out or collected parent input in a systematic way in the past.

Goal 5: Safe Schools:

CISD will strive to ensure a safe and orderly environment conducive to learning for all students and staff.

Performance Objective 1: To provide a safe and orderly school environment conducive to learning for all students and staff.

Strategy 1: Teachers will start each day with morning check-ins. We will explore social emotional character traits through the Positivity Project and allow time for class discussion. Teachers and staff will formatively assess students social-emotional well being at the end of the school day as well.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: The student feels welcomed into a safe and nurturing environment. The students will have an increased awareness of their own character strengths, as well as those of others.	Feb	Apr	July	July
Staff Responsible for Monitoring: Administrative Team Teachers Counselor				
Problem Statements: Culture and Climate 2				

Strategy 2: The foundation team will continue reassess campus routines and expectations that focus on safety for students and staff.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Campus routines, procedures and safety strategies will be aligned throughout the campus.	Feb	Apr	July	July
Staff Responsible for Monitoring: Principal Assistant Principal Counselor Foundations Team				
Problem Statements: Culture and Climate 3				

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

Performance Objective 1 Problem Statements:

Culture and Climate
Problem Statement 2: There is a need to actively support the emotional well-being of all students. **Root Cause:** SEL curriculum and community building in the classroom is not implemented with fidelity. Staff need to strive to build relationships with all students. Pro-social behaviors need to be taught, along with establishing teacher mentors for students.
Problem Statement 3: There is a need to improve teacher capacity and the quality of PBIS and foundational behavior management strategies to successfully address the needs of a changing student population. **Root Cause:** Students come to school with learned behaviors and other triggers. Teachers have not been properly trained or exposed to varying student needs. High need students (VIP) need to be identified. Teachers need a list of de-escalation strategies for our VIP students. Promote school-wide awareness of these students to assist with proactive PBIS strategies.

Goal 5: Safe Schools:

CISD will strive to ensure a safe and orderly environment conducive to learning for all students and staff.

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

Strategy 1: We will improve teacher capacity and the quality of PBIS and foundational behavior management strategies to successfully address the needs of a changing student population.		Reviews		
		Formative		Summative
Strategy's Expected Result/Impact: Improved practices in PBIS and behavior management will increase the amount of time students are actively engaged in learning as well as improving the overall climate of the classroom and campus.	**Feb**	**Apr**	**July**	**July**
Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers				
Problem Statements: Culture and Climate 3				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 2 Problem Statements:

Culture and Climate
Problem Statement 3: There is a need to improve teacher capacity and the quality of PBIS and foundational behavior management strategies to successfully address the needs of a changing student population. **Root Cause:** Students come to school with learned behaviors and other triggers. Teachers have not been properly trained or exposed to varying student needs. High need students (VIP) need to be identified. Teachers need a list of de-escalation strategies for our VIP students. Promote school-wide awareness of these students to assist with proactive PBIS strategies.

Goal 6: Technology:

CISD will provide technology infrastructure, tools, and solutions to meet the administrative requirements of the District and to maximize learning for all students.

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: We will work to become a 1 to 1 campus with either iPads or Chromebooks for every student on campus. We will support teacher learning about integrating technology to impact student learning in a positive way.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Teachers will utilize technology resources to engage students in learning. All students will have immediate access to technology for the purpose of enhancing their learning expierence.	**Feb**	**Apr**	**July**	**July**
Staff Responsible for Monitoring: Principal, Assistant Principal, Technology Teacher, District Technology Coach				
Funding Sources: iPads- set of 10 - Title III - $3,500, Technology Materials - State Comp Ed - $2,500				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 7: Communication:

CISD will promote and enhance two-way communication among our staff and our community to maximize the success of all students.

Performance Objective 1: To ensure that all stakeholders receive effective internal and external communication.

Targeted or ESF High Priority

Evaluation Data Sources: Leadership Team Agendas
Newletters

Summative Evaluation: None

Strategy 1: We will utilize agendas for leadership team meetings to collect meeting notes to be shared with teams so all staff receive the same weekly message. We will also send weekly newsletters to staff and parents to address upcoming events, opportunities and educate staff and parents about current topics of interest.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: We will streamline the communication within the campus and community to keep all stakeholders up to date on the most current information.	**Feb**	**Apr**	**July**	**July**
Staff Responsible for Monitoring: Principal Assistant Principal Communications Campus Representative Campus Leadership Team				
Problem Statements: Parent and Community Engagement 2				
⁰% No Progress ¹⁰⁰% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 2: There is a need to establish two way communication with parents and community members. **Root Cause:** We have not deliberately sought out or collected parent input in a systematic way in the past.

Campus Funding Summary

			State Comp Ed		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Tutors		$6,772.00
6	1	1	Technology Materials		$2,500.00
				Sub-Total	$9,272.00
				Budgeted Fund Source Amount	$9,272.00
				+/- Difference	$0.00
			Title III		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
6	1	1	iPads- set of 10		$3,500.00
				Sub-Total	$3,500.00
				Budgeted Fund Source Amount	$3,500.00
				+/- Difference	$0.00
				Grand Total	$12,772.00

Addendums