Conroe Independent School District

Powell Elementary

2021-2022 CIP Board Item

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Powell Elementary met standards in all three state accountability areas for the 2020-2021 school year on STAAR. Below is a summary of results from the 2020-2021 STAAR Assessment:

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco Dis	LEP	Monitored Year 1	Monitored Year 2	Special E
Total Students Testing READING	323	28	51	197	2	32	1	12		23		5	24
Percent at Approaches	89%	61%	84%	94%	50%	94%	100%	83%		78%		100%	54%
Percent at Meets	67%	36%	67%	72%	50%	72%	100%	58%		48%		80%	38%
Percent at Masters	40%	14%	35%	45%	50%	44%	0%	25%		22%		60%	13%
Total Students Testing MATHEMATICS	323	28	51	197	2	32	1	12		23		5	24
Percent at Approaches	90%	64%	88%	95%	50%	94%	100%	83%		83%		100%	58%
Percent at Meets	74%	32%	71%	82%	50%	78%	100%	58%		57%		100%	46%
Percent at Masters	56%	21%	53%	59%	50%	69%	100%	58%		48%		80%	29%
Total Students Testing WRITING	147	14	32	78		13	1	9		9		1	5
Percent at Approaches	84%	64%	84%	86%		92%	100%	89%		67%		100%	60%
Percent at Meets	55%	21%	53%	59%		69%	100%	56%		44%		100%	40%
Percent at Masters	19%	7%	28%	21%		15%	0%	0%		11%		100%	20%

We continue to strive to add value to all students yearly, pushing more students to the masters level on STAAR and ensuring students maintain that level once reaching it.

On the 2020-2021 STAAR assessment, master percentile scores are as follows:

3rd Grade Reading- 42
3rd Grade Math- 49

4th Grade Reading- 37

4th Grade Math- 65

We recognize that there is still work to be done. A deep analysis shows the performance of our African American, Special Education, and EB (Emergent Bilingual) students remains lower than our all student scores.

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 comparative data, our student scores in math, particularly 4th grade math, are strong. For the 2020-2021 school year Powell would have received an overall A rating.

3rd Grade Math STAAR Scores in Comparison to CISD overall Scores

Approaches- 88/ CISD 61
Meets- 70/ CISD 25
Masters- 49/CISD 11

4th Grade Math STAAR Scores in comparison to CISD overall scores

Approaches- 93/ CISD 53
Meets- 79/ CISD 27
Masters- 65/ CISD 18

3rd Grade Reading STAAR Scores in Comparison to CISD overall Scores

Approaches- 88/ CISD 61
Meets- 70/ CISD 25
Masters- 49/CISD 11

4th Grade Reading STAAR Scores in Comparison to CISD overall Scores

Approaches- 93/ CISD 53
Meets- 79/ CISD 27
Masters- 65/ CISD 18

Problem Statements Identifying Student Achievement Needs

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 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: The number of students in RtI, tiers 2 and 3, is disproportionately 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 (Prioritized): Based on a HRS staff survey and teacher feedback, we need to grow our instructional knowledge in the following Tier 1 strategies; Marzano's 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. **Root Cause:** PLC processes are not in place on campus. Teachers meet to plan and share team leader notes. There was a lack of focus surrounding conversations about student achievement.

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.

Problem Statement 9 (Prioritized): On the 2020-2021 STAAR assessments, eco dis students consistently perform lower than the general population in the area of reading and math. Did not Meet Data: 3rd grade reading all students 13% / eco dis 58% 3rd grade math all students 12%/ 50% eco dis 4th grade reading all students, 8%/ 21% eco dis 4th grade math all students, 7% / 17% eco dis **Root Cause:** Differentiated, small group instruction does not consistently occur in classrooms with fidelity and based on data.

Problem Statement 10 (Prioritized): HB-3 On average, 30% of grades K-4 were below reading level at the end of the 2021-2022 school year. **Root Cause:** During the 2020-2021 school year, we began implementing the reader's workshop model in grades k-2. Due to COIVD, and limited opportunities to hold hands on professional development opportunities, instructional rounds, and in-person PLCs we need to continue to refine our Tier 1 best practices in ELA to meet the needs of struggling readers.

Problem Statement 11 (Prioritized): Reading and Math STAAR scores have a lower % of "meet" in black, EB, and special education sub population groups in comparison to other sub population groups. **Root Cause:** Intentional instruction, intervention, and enrichment is contained within each classroom. Grade level intervention and enrichment times have not been established.

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. We continue to hire qualified candidates who also help us match our diverse student population. In addition to being mindful of our diverse ethnicity, we are mindful of gender as well. We currently have 4 males on our campus serving in various roles.

Staff Diversity

Year	White	Hispanic	Black	Asian	Other
2019-2020	99%	1%	0%	0%	0%
2020-2021	97%	3%	0%	0%	0%
2021-2022	86%	11%	1%	1%	1%

 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 morning meetings and the district's SEL program to help encourage students to show good character in their everyday actions. Teachers host a morning meeting daily to reinforce SEL topics. During the 2021-2022 school year, we have also implemented celebrations on campus including Shout Outs to staff, TAEs, SAEs, weekly awards in P.E., and PAW-sitive awards for students that reach their goals in math and reading as well as for displaying positive character traits given monthly.

Foundations/Safety/COVID: Powell Elementary 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 5th 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 continue to 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.

Powell Elementary is working through becoming a High Reliability School level 1 during the 2021-2022 school year.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1: 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. Morning meetings do not occur in every classroom, every day.

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:** 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 3: There is a need to actively recruit high quality, diverse teachers to be more reflective of the student population. **Root Cause:** Teachers at Powell remain employed for many years so the number of available jobs at Powell remained low for many years.

Problem Statement 4 (Prioritized): There is a need to identify students that struggle with academic or social behaviors that interfere with their academic success. **Root Cause:** A campus wide process for providing support for teachers that work with students that struggle with academic or social behaviors has not been established.

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.

At Powell, we utilize many modes of communication which are listed below:

- Consistent, uniform parent communication regarding school work and conduct
- Weekly newsletters from the classroom teachers
- Required parent conferences
- Utilizing SeeSaw for 2 way communication with parents K-2
- 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

At Powell, we participate in community engagement activities which are listed below:

- PTO Volunteer
- Library Volunteer
- Spirit nights at various businesses around town
- Fall and Winter 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
- Guest Reader opportunities
- Summer Library Hours
- Writer's Cafe in 2nd Grade

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.

Communication with our community is expressed in a consistent manner. All parent notes, newsletters and flyers are sent home on one particular day per week.

Powell utilizes parent surveys regarding counseling, student safety, and school processes and procedures. We review the data that comes from these surveys and adjust accordingly.

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: 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 5: There is a need to identify students that struggle with academic or social behaviors that interfere with their academic success.

Root Cause 5: A campus wide process for providing support for teachers that work with students that struggle with academic or social behaviors has not been established.

Problem Statement 5 Areas: Culture and Climate

Problem Statement 7: Based on a HRS staff survey and teacher feedback, we need to grow our instructional knowledge in the following Tier 1 strategies; Marzano's 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.

Root Cause 7: PLC processes are not in place on campus. Teachers meet to plan and share team leader notes. There was a lack of focus surrounding conversations about student achievement.

Problem Statement 7 Areas: Student Achievement

Problem Statement 2: 52% of 1st-3rd grade Economically Disadvantaged students scored Below Benchmark or Well Below Benchmark on their Composite mClass BOY testing.

Root Cause 2: Teachers feel like they are out of tools and need additional training for teaching students who are below level.

Problem Statement 2 Areas: Student Achievement

Problem Statement 6: On the 2020-2021 STAAR assessments, eco dis students consistently perform lower than the general population in the area of reading and math. Did not Meet Data: 3rd grade reading all students 13% / eco dis 58% 3rd grade math all students 12%/ 50% eco dis 4th grade reading all students, 8%/ 21% eco dis 4th grade math all students, 7% / 17% eco dis

Root Cause 6: Differentiated, small group instruction does not consistently occur in classrooms with fidelity and based on data.

Problem Statement 6 Areas: Student Achievement

Problem Statement 3: HB-3 On average, 30% of grades K-4 were below reading level at the end of the 2021-2022 school year.

Root Cause 3: During the 2020-2021 school year, we began implementing the reader's workshop model in grades k-2. Due to COIVD, and limited opportunities to hold hands on professional development opportunities, instructional rounds, and in-person PLCs we need to continue to refine our Tier 1 best practices in ELA to meet the needs of struggling readers.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Reading and Math STAAR scores have a lower % of "meet" in black, EB, and special education sub population groups in comparison to other sub population groups.

Root Cause 4: Intentional instruction, intervention, and enrichment is contained within each classroom. Grade level intervention and enrichment times have not been established.

Problem Statement 4 Areas: Student Achievement

Goals

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 1: Increase the percent of 3rd grade students that score at the meets grade level or above on STAAR Reading from 67% to 71% .

HB3 Goal

Evaluation Data Sources: STAAR, state interim assessments, BAS

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details
Strategy 1: Teachers in grades K-4 will implement the reader's workshop model with fidelity, including guided reading and strategy groups to improve individual student skills.
Strategy's Expected Result/Impact: All classrooms, K-4, will instruct using the workshop model, differentiating for individual student needs which in turn will decrease the number of students that are below reading level at the end of the school year.
Staff Responsible for Monitoring: Principal, assistant principal, campus instructional coach, district instructional coach
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
Problem Statements: Student Achievement 10
Funding Sources: Heggerty Phonemic Awareness Curriculum, Bridging the Gap, The Reading Strategies Book by Jennifer Serravallo - ESSER - $1,774, Bookroom Guided Reading Book Collection A-M & N-Z - ESSER - $20,825, Complete leveled classroom libraries grades K-4 - ESSER - $9,400

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 10: HB-3 On average, 30% of grades K-4 were below reading level at the end of the 2021-2022 school year. **Root Cause**: During the 2020-2021 school year, we began implementing the reader's workshop model in grades k-2. Due to COIVD, and limited opportunities to hold hands on professional development opportunities, instructional rounds, and in-person PLCs we need to continue to refine our Tier 1 best practices in ELA to meet the needs of struggling readers.

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 2: Increase the percent of 3rd grade students that score meets grade level or above on STAAR Math from 74% to 78% .

> **HB3 Goal**
>
> **Evaluation Data Sources:** STAAR, state interim assessments
>
> **Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details
Strategy 1: As a campus we will work to reboot our instructional practices in guided math in order to differentiate small group instruction and close learning gaps that have come from a lack of math instruction during COVID.

Strategy's Expected Result/Impact: Improve students number sense as well as improve the number of students that reach "meets" level on the STAAR assessment.
    Staff Responsible for Monitoring: Principal, assistant principal, district math coach, campus math teachers
    Problem Statements: Student Achievement 11
    Funding Sources: Teach Transform math resource for targeted TEKS - ESSER - $1,500

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 11: Reading and Math STAAR scores have a lower % of "meet" in black, EB, and special education sub population groups in comparison to other sub population groups. **Root Cause**: Intentional instruction, intervention, and enrichment is contained within each classroom. Grade level intervention and enrichment times have not been established.

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: Students will increase their understanding of phonemic awareness and applying phonics. We will increase the number of economically disadvantaged students that score on level or above grade level on the mClass assessment.

> **HB3 Goal**
>
> **Evaluation Data Sources:** mClass data
>
> **Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details
Strategy 1: ELA teachers will instruct using the Heggerty resource with fidelity on a daily basis.
Strategy's Expected Result/Impact: Increase student knowledge and application of phonics.
Staff Responsible for Monitoring: Principal, assistant principal, campus instructional coach, district instructional coach,
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum
Problem Statements: Student Achievement 7
Funding Sources: Heggrety, Bridging the Gap, Patterns of Power Resources - ESSER - $1,950

Performance Objective 3 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 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: To increase the effectiveness, collaboration, and efficiency of our grade level teams working as Professional Learning Communities.

    Evaluation Data Sources: PLC agendas, BAS, CFAs

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details
Strategy 1: We will implement the PLC processes on campus, including a designated time for collaboration for grade levels outside of the daily planning period, we will discuss CFA data and make plans for intervention and enrichment based on results, we will establish a time for each grade level to intervene with students based on data.
Strategy's Expected Result/Impact: An increase of student performance across all grade levels and subjects
Staff Responsible for Monitoring: Principal, assistant principal, campus instructional coaches
Problem Statements: Student Achievement 5
Funding Sources: iPad cart - ESSER - $22,294, iPad cart - State Comp Ed - $11,000

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 5: Based on a HRS staff survey and teacher feedback, we need to grow our instructional knowledge in the following Tier 1 strategies; Marzano's 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. **Root Cause**: PLC processes are not in place on campus. Teachers meet to plan and share team leader notes. There was a lack of focus surrounding conversations about student achievement.

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: Close the achievement gap in math and reading for students that were no in school during the 2020-2021 school year.

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details
Strategy 1: Provide push in, small group support for students that were virtual, home schooled or not in school during the COVID school year, 2020-2021.
Strategy's Expected Result/Impact: Close learning gaps for reading and math for students that were not physically in school during the 2020-2021 school year.
Staff Responsible for Monitoring: Principal, assistant principal campus instructional coach, classroom math teachers
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
Problem Statements: Student Achievement 9
Funding Sources: Part time tutor (interventionist) - ESSER - $24,960

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 9: On the 2020-2021 STAAR assessments, eco dis students consistently perform lower than the general population in the area of reading and math. Did not Meet Data: 3rd grade reading all students 13% / eco dis 58% 3rd grade math all students 12%/ 50% eco dis 4th grade reading all students, 8%/ 21% eco dis 4th grade math all students, 7% / 17% eco dis **Root Cause**: Differentiated, small group instruction does not consistently occur in classrooms with fidelity and based on data.

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: We will continue to have clean audits and maintain effective and efficient management of school resources.

Evaluation Data Sources: Budget audit, clean inventory results on TIP-Web IT

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details
Strategy 1: Utilize weekly meetings between the principal and campus secretary to ensure school resources are being allocated appropriately.
Strategy's Expected Result/Impact: Proper use of school funds
Staff Responsible for Monitoring: Principal and campus secretary
ESF Levers: Lever 1: Strong School Leadership and Planning

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: We will grow the leadership capacity of the campus assistant principal, coaches and teacher leaders.

    Evaluation Data Sources: informal observations of leadership opportunities like staff presentations, coaching cycles, completion of campus initiatives

Strategy 1 Details
Strategy 1: I will share information regarding district opportunities for collaboration amongst peers that are wanting to grow as well as provide opportunities for leadership on campus through committees, programs or new initiatives
Strategy's Expected Result/Impact: The campus staff will benefit from the varied leadership throughout the building. The PLC processes on campus will improve and OHI scores with Optimal Power Equalization.
Staff Responsible for Monitoring: Principal
TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

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 continue to focus on recruiting qualified and diverse staff to mirror the diversity of our student population.

    Evaluation Data Sources: Staff roster

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details
Strategy 1: To attend job fair with a diverse group of current Powell staff to continue to entice highly qualified candidates who can help us match our diverse student population. To intentionally interview a diverse group of applicants for each position posted.
Strategy's Expected Result/Impact: To continue to diversify our campus staff to more closely reflect our student population.
Staff Responsible for Monitoring: Principal, assistant principal
TEA Priorities: Recruit, support, retain teachers and principals

Goal 4: Safe and Collaborative School Culture

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

Performance Objective 1: To increase 2 way communication with Powell families in regards to their child's schooling.

    Evaluation Data Sources: Parent surveys

    Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details
Strategy 1: We will utilize HRS structures to gather information from parents and adjust our practices accordingly to better meet the needs of the students at Powell.

Strategy's Expected Result/Impact: Increase the end of year parent survey from a 3.96/5 to a 4.5/5 for how well parents feel their child's teacher and school communicated with them throughout the year.
     Staff Responsible for Monitoring: Principal, assistant principal
     Problem Statements: Parent and Community Engagement 1
     Funding Sources: HRS certification level 1 - ESSER - $12,000

Performance Objective 1 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 4: Safe and Collaborative School Culture

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

Performance Objective 2: To continue to create and maintain common language, procedures, and expectations of common areas throughout campus.

    Evaluation Data Sources: Foundations observation surveys

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details
Strategy 1: To meet on a monthly basis with the Foundations committee to review campus data, review procedures in place and make adjustments as needed.
Strategy's Expected Result/Impact: To improve the overall consistency with school wide procedures and expectations.
Staff Responsible for Monitoring: Foundations committee, Principal, district student support coach
ESF Levers: Lever 3: Positive School Culture

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 build teacher knowledge for how to support students that struggle behaviorally which may negatively impact academics.

    Evaluation Data Sources: Discipline referrals, increase in formally documented student support plans

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details
Strategy 1: We will systematically identify, track and support students that struggle with academic behaviors or social behaviors.
Strategy's Expected Result/Impact: We will have fewer discipline referrals and an increase in student engagement.
Staff Responsible for Monitoring: Administration, campus behavior coach, district student support coach, Student Support Team, classroom teachers
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture
Problem Statements: Culture and Climate 4
Funding Sources: Behavior Coach - ESSER - $118,755

Performance Objective 3 Problem Statements:

Culture and Climate
Problem Statement 4: There is a need to identify students that struggle with academic or social behaviors that interfere with their academic success. **Root Cause**: A campus wide process for providing support for teachers that work with students that struggle with academic or social behaviors has not been established.

Goal 5: Effective Instruction

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

Performance Objective 1: To increase the fluid use of technology as an effective tool for instruction

    Evaluation Data Sources: Student usage of technology during walk throughs and observations

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details
Strategy 1: Students in grades 3-4 have one to one use of Chromebooks to support the integration of technology into learning. We will continue to add technology to grades K-2 to the one to one level in each classroom. We will offer hands on PD for all staff to model and observe various ways to implement technology.
Strategy's Expected Result/Impact: Students will utilize technology as a way to demonstrate understanding.
Staff Responsible for Monitoring: Principal, campus technology teacher, district technology coach
ESF Levers: Lever 4: High-Quality Curriculum
Funding Sources: iPads - ESSER - $23,052, iPads - State Comp Ed - $1,156, iPads - Title III - $3,500

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: To increase the effectiveness, collaboration, and efficiency of our grade level teams working closely as Professional Learning Communities

    Evaluation Data Sources: PLC meetings and agendas

Strategy 1 Details
Strategy 1: The staff will continue to learn about PLC processes and attend trainings provided by Solution Tree about effective teams.

Strategy's Expected Result/Impact: We will strengthen our understanding of the PLC processes which in turn will increase student performance.
     Staff Responsible for Monitoring: Principal, AP
     ESF Levers: Lever 2: Effective, Well-Supported Teachers

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	4	1	iPad cart		$11,000.00
5	1	1	iPads		$1,156.00
				Sub-Total	$12,156.00
				Budgeted Fund Source Amount	$12,156.00
				+/- Difference	$0.00

Title III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	1	1	iPads		$3,500.00
				Sub-Total	$3,500.00
				Budgeted Fund Source Amount	$3,500.00
				+/- Difference	$0.00

ESSER					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Heggerty Phonemic Awareness Curriculum, Bridging the Gap, The Reading Strategies Book by Jennifer Serravallo		$1,774.00
1	1	1	Bookroom Guided Reading Book Collection A-M & N-Z		$20,825.00
1	1	1	Complete leveled classroom libraries grades K-4		$9,400.00
1	2	1	Teach Transform math resource for targeted TEKS		$1,500.00
1	3	1	Heggrety, Bridging the Gap, Patterns of Power Resources		$1,950.00
1	4	1	iPad cart		$22,294.00
1	5	1	Part time tutor (interventionist)		$24,960.00
4	1	1	HRS certification level 1		$12,000.00
4	3	1	Behavior Coach		$118,755.00
5	1	1	iPads		$23,052.00
				Sub-Total	$236,510.00
				Budgeted Fund Source Amount	$236,510.00
				+/- Difference	$0.00
				Grand Total	$252,166.00