Conroe Independent School District

Snyder 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

Current enrollment for the 2020-2021 school year includes:

- Total Students: 1,163 students
- Face to Face Learners: 948 students
- Remote Learners: 215 students
- SES Students: 128 students
- Special Ed.: 108 students
- LEP Students: 63 students
- At-Risk: 312 students
- Black Students: 109 students
- White Students: 721 students
- Asian Students: 71 students
- Hispanic Students: 214 students
- American Indians: 5 students
- Pacific Islander: 4 students
- Multiple: 39 students

During the 2019-2020 school year, Benchmark Data for 3rd and 4th grade included:

<u>3rd grade:</u>

CISD Math 3rd Grade BOY Benchmark 2019-2020

	Total Students	Raw Score	Percent Score	Approaches GL	Satisfactory	Meets GL (cut score>70)	Masters GL
All Students	209	23	78.14%	93.30%	76.56%	63.64%	34.45%
Economic Disadvantage	26	20	65.12%	80.77%	50%	30.77%	11.54%
American Indian/Alaskan Native	1	23	77%	100%	100%	100%	0%
Asian	6	26	86.17%	100%	83.33%	83.33%	33.33%

CISD Math 3rd Grade BOY Benchmark 2019-2020

	Total Students	Raw Score	Percent Score	Approaches GL	Satisfactory	Meets GL (cut score>70)	Masters GL
Black/African American	15	22	73.33%	93.33%	73.33%	46.67%	6.67%
Hispanic	40	22	72.60%	87.50%	70%	47.50%	22.50%
Native Hawaiian/Pacific Islander	2	22	73%	100%	100%	0%	0%
Two or More Races	9	24	80%	100%	77.78%	66.67%	33.33%
White	136	24	79.90%	94.12%	77.94%	69.85%	41.91%
LEP	7	20	66.29%	71.43%	71.43%	42.86%	0%
Second Year of Monitoring	1	28	93%	100%	100%	100%	100%
Special Ed Indicator	14	20	65%	71.43%	57.14%	42.86%	14.29%

2019-2020 3rd Grade BOY Reading Benchmark - English

	Total Students	Raw Score	Percent Score	Approaches GL	Satisfactory	Meets GL (cut score>70)	Masters GL
All Students	214	14	68.79%	79.91%	58.88%	42.06%	27.57%
Economic Disadvantage	28	12	60%	64.29%	32.14%	17.86%	14.29%
American Indian/Alaskan Native	1	10	50%	0%	0%	0%	0%
Asian	7	15	77.14%	100%	57.14%	57.14%	57.14%
Black/African American	17	14	67.65%	76.47%	58.82%	41.18%	29.41%
Hispanic	41	12	60.98%	65.85%	43.90%	26.83%	19.51%
Native Hawaiian/Pacific Islander	2	14	67.50%	50%	50%	50%	50%
Two or More Races	8	14	67.50%	75%	62.50%	37.50%	12.50%
White	138	14	71.05%	84.78%	63.77%	46.38%	28.99%
LEP	7	12	60.71%	71.43%	28.57%	0%	0%
Second Year of Monitoring	1	17	85%	100%	100%	100%	100%
Special Ed Indicator	14	11	55%	50%	28.57%	7.14%	7.14%

4th Grade:

CISD Math 4th Grade MOY Benchmark 2019-2020

	Total Students	Raw Score	Percent Score	Approaches GL	Satisfactory	Meets GL (cut score>70)	Masters GL
All Students	217	28	82.47%	95.85%	85.71%	85.71%	64.52%
Economic Disadvantage	25	24	71.04%	84%	64%	64%	36%
American Indian/Alaskan Native	1	28	82%	100%	100%	100%	100%
Asian	11	30	88.64%	100%	90.91%	90.91%	90.91%
Black/African American	17	27	80.24%	100%	88.24%	88.24%	47.06%
Hispanic	38	27	78.84%	89.47%	76.32%	76.32%	57.89%
Native Hawaiian/Pacific Islander	2	32	92.50%	100%	100%	100%	100%
Two or More Races	16	28	82.88%	100%	81.25%	81.25%	62.50%
White	132	28	83.10%	96.21%	87.88%	87.88%	65.91%
LEP	5	21	60.60%	60%	40%	40%	20%
Special Ed Indicator	11	22	63.27%	63.64%	45.45%	45.45%	27.27%

2019-2020 4th Grade MOY Reading Benchmark English

	Total Students	Raw Score	Percent Score	Approaches GL	Satisfactory	Meets GL (cut score>70)	Masters GL
All Students	215	26	78.61%	90.70%	81.86%	73.02%	37.67%
Economic Disadvantage	25	22	67.48%	76%	64%	48%	24%
American Indian/Alaskan Native	1	31	94%	100%	100%	100%	100%
Asian	11	27	82.55%	90.91%	90.91%	81.82%	45.45%
Black/African American	16	25	74.44%	93.75%	68.75%	43.75%	31.25%
Hispanic	37	25	75.46%	86.49%	70.27%	70.27%	37.84%
Native Hawaiian/Pacific Islander	2	29	88%	100%	100%	100%	50%
Two or More Races	16	25	76.31%	93.75%	75%	68.75%	31.25%
White	132	26	79.70%	90.91%	86.36%	76.52%	37.88%

2019-2020 4th Grade MOY Reading Benchmark English

	Total Students	Raw Score	Percent Score	Approaches GL	Satisfactory	Meets GL (cut score>70)	Masters GL
LEP	5	15	46%	40%	40%	40%	0%
Special Ed Indicator	11	17	52.27%	45.45%	45.45%	36.36%	18.18%

2019-20 MOY 4th Grade Writing Benchmark English

	Total Students	Raw Score	Percent Score	Approaches GL	Satisfactory	Meets GL (cut score>70)	Masters GL
All Students	214	22	68.82%	80.84%	49.07%	49.07%	21.50%
Economic Disadvantage	24	17	52.54%	54.17%	12.50%	12.50%	4.17%
American Indian/Alaskan Native	1	27	84%	100%	100%	100%	100%
Asian	11	25	79.73%	100%	72.73%	72.73%	45.45%
Black/African American	16	20	63.19%	68.75%	43.75%	43.75%	0%
Hispanic	37	21	65.43%	72.97%	43.24%	43.24%	21.62%
Native Hawaiian/Pacific Islander	2	27	84.50%	100%	100%	100%	50%
Two or More Races	16	22	67.81%	87.50%	43.75%	43.75%	12.50%
White	131	22	69.32%	81.68%	48.86%	48.86%	22.14%
LEP	5	16	50.60%	40%	40%	40%	0%
Special Ed Indicator	10	15	47.70%	50%	30%	30%	0%

Student Achievement Strengths

3rd Grade Reading EL improved from 60% - 71% in approaches from 2018-2019.

3rd Grade Reading ED improved from 53% - 81% in approaches from 2018-2019.

3rd Grade Math EL improved from 60% - 71% in approaches from 2018-2019.

3rd Grade Math EL improved from 0% - 43% in meets from 2018-2019.

3rd Grade Math EL improved from 0% - 29% in masters from 2018-2019.

3rd Grade Math African American students were projected to improve in approaches from 81% on 2019 STAAR to 93.3% based on 2020 Benchmark data.

3rd Grade Math Special Education students were projected to improve in approaches from 64% on 2019 STAAR to 71.42% based on 2020 Benchmark data.

3rd Grade Math Special Education students were projected to improve in meets from 27% on 2019 STAAR to 42.86% based on 2020 Benchmark data.

4th Grade Math Economically Disadvantaged students were projected to improve in meets from 56% on 2019 STAAR to 64% based on 2020 Benchmark data.

4th Grade Math African American students were projected to improve in meets from 68% on 2019 STAAR to 88.2% based on 2020 Benchmark data.

4th Grade Reading Economically Disadvantaged students were projected to improve in meets from 39% on 2019 STAAR to 48% based on 2020 Benchmark data.

4th Grade Reading Hispanic students were projected to improve in meets from 60% on 2019 STAAR to 70% based on 2020 Benchmark data.

4th Grade Reading LEP students were projected to improve in meets from 0% on 2019 STAAR to 40% based on 2020 Benchmark data.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): All students in 3rd grade Reading decreased from 62% (18-19 TAPR) to 42% (19-20 Benchmark) in the meets category. **Root Cause:** Grade level teachers are not monitoring students' reading abilities for both decoding and comprehension with fidelity during both Guided Reading and Reader's Workshop.

Problem Statement 2 (Prioritized): 4th grade African American students in Reading decreased from 68% (18-19 TAPR) to 43% (19-20 Benchmark) in the meets category. **Root Cause:** Grade level teachers are not scaffolding the use of quality questioning, wait time, and learning strategies, which causes disengagement and gaps in instruction.

Problem Statement 3 (Prioritized): 3rd grade Special Ed. students in Reading decreased from 36% (18-19 TAPR) to 7% (19-20 Benchmark) in the meets category. **Root Cause:** All teachers across grade levels are not ensuring that Sped students have access to grade level appropriate curriculum.

Culture and Climate

Culture and Climate Summary

Snyder Elementary has a cohesive and collaborative staff. There was some turnover due to promotions, stay at home moms, and the pandemic. Currently, we have new staff in the building that are learning about our culture and climate. Specifically, we have five first year teachers and eight experienced teachers coming from other CISD schools or outside areas.

We are a PBIS campus that is currently working on incorporating Foundations. With the onset of COVID-19, this committee has been an integral part in creating a safe learning environment for all, in addition to the many safety precautions placed upon us this school year.

After analyzing Snyder's OHI results from the 2019-2020 school year, the strengths highlighted were problem solving, innovativeness, and adaptation. This is a variation from the 2018-2019 school year, where adaptation, autonomy, and morale were the top areas highlighted.

The needs indicated for the 2019-2020 school year were resource utilization, morale, and optimal power equalization.

Culture and Climate Strengths

The strengths include problem solving, innovativeness, and adaptation. Problems that arise are collectively solved through the use of team leaders, core team members, and administration. Teachers have the autonomy to identify problems and solutions. Our Foundations team has identified areas of concern and developed a plan of action using staff input to resolve those identified areas in the hallway and cafeteria. Snyder teachers have notoriously demonstrated their ability to adapt to new situations through the implementation of innovative interventions and enrichment to increase overall student achievement. With the onset of Covid-19, our teachers adapted quickly to remote instruction. From week to week, we saw an increase of innovative practices to better reach their students during this unprecedented time.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Teachers and staff struggle to feel valued and trusted by their leaders. **Root Cause:** Teachers and staff felt they did not have a voice in the implementation of schoolwide academic initiatives.

Problem Statement 2 (Prioritized): Teachers feel they are not given equal opportunity. **Root Cause:** Roles and responsibilities of key decision makers reinforce that just a limited number of individuals have power and influence.

Parent and Community Engagement

Parent and Community Engagement Summary

Snyder Elementary has a very active Parent Teacher Organization. Despite the pandemic, this organization continues to provide support both at school and home. In the past, we have had parent volunteers on campus each day, however this year we are only able to have a limited number of PTO volunteers serving on campus. The PTO meets monthly via Zoom and has had to think of alternative ways to help our school and community.

We continue to communicate with families through monthly newsletters, Facebook, and School Messenger. Additionally, due to COVID 19, we are unable to provide programs that are held on campus, however virtual options are being implemented to assist with providing some sort of normalcy for our school community.

Parent and Community Engagement Strengths

There is a strong community support system through PTO and outside sponsors.

Students and families continue to feel safe despite the current pandemic situation.

Parents feel comfortable contacting school personnel regarding issues with their children.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parents with students in the virtual setting feel a disconnect from the overall school community. **Root Cause:** The virtual platform is not optimal for providing the social aspects that the physical setting can provide.

Problem Statement 2 (Prioritized): Parents are struggling to engage appropriately and adhere to current expectations and safety guidelines. **Root Cause:** In years past, parents have been an active presence at school and are not able to participate in the same manner this school year.

Priority Problem Statements

Problem Statement 1: All students in 3rd grade Reading decreased from 62% (18-19 TAPR) to 42% (19-20 Benchmark) in the meets category.

Root Cause 1: Grade level teachers are not monitoring students' reading abilities for both decoding and comprehension with fidelity during both Guided Reading and Reader's Workshop.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: 4th grade African American students in Reading decreased from 68% (18-19 TAPR) to 43% (19-20 Benchmark) in the meets category.

Root Cause 2: Grade level teachers are not scaffolding the use of quality questioning, wait time, and learning strategies, which causes disengagement and gaps in instruction.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: 3rd grade Special Ed. students in Reading decreased from 36% (18-19 TAPR) to 7% (19-20 Benchmark) in the meets category.

Root Cause 3: All teachers across grade levels are not ensuring that Sped students have access to grade level appropriate curriculum.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Teachers and staff struggle to feel valued and trusted by their leaders.

Root Cause 4: Teachers and staff felt they did not have a voice in the implementation of schoolwide academic initiatives.

Problem Statement 4 Areas: Culture and Climate

Problem Statement 5: Teachers feel they are not given equal opportunity.

Root Cause 5: Roles and responsibilities of key decision makers reinforce that just a limited number of individuals have power and influence.

Problem Statement 5 Areas: Culture and Climate

Problem Statement 6: Parents with students in the virtual setting feel a disconnect from the overall school community.

Root Cause 6: The virtual platform is not optimal for providing the social aspects that the physical setting can provide.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: Parents are struggling to engage appropriately and adhere to current expectations and safety guidelines.

Root Cause 7: In years past, parents have been an active presence at school and are not able to participate in the same manner this school year.

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
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

- Section 504 data
- Gifted and talented data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data
- Other additional data

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: Increase the performance on the 3rd Grade STAAR Reading Assessment for all students in the meets category from 62% to 75%.

Evaluation Data Sources: Benchmarks Tests, Common Assessments, Benchmark Assessment System (BAS), Running Records, 2021 STAAR Data

Summative Evaluation: None

Strategy 1: Provide staff development on running records and taking anecdotal notes to drive instruction.	Reviews			
Strategy's Expected Result/Impact: All 3rd grade students will increase at the meets level to 75%.	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach	Feb	Apr	July	July
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
Problem Statements: Student Achievement 1, 2, 3				
Strategy 2: Meet monthly with grade level teams to review and monitor student reading levels and progress.	Reviews			
Strategy's Expected Result/Impact: All 3rd grade students will increase at the meets level to 75%.	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, 3rd grade ELA teachers	Feb	Apr	July	July
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
Problem Statements: Student Achievement 1, 2, 3				
Strategy 3: A push-in tutor will be hired to support all 3rd grade students in the area of reading.	Reviews			
Strategy's Expected Result/Impact: All 3rd grade students will increase at the meets level to 75%.	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, 3rd grade ELA teachers	Feb	Apr	July	July
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers				
Problem Statements: Student Achievement 1				
Funding Sources: STAAR Tutor - State Comp Ed - $3,548				

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

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Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: All students in 3rd grade Reading decreased from 62% (18-19 TAPR) to 42% (19-20 Benchmark) in the meets category. **Root Cause:** Grade level teachers are not monitoring students' reading abilities for both decoding and comprehension with fidelity during both Guided Reading and Reader's Workshop.
Problem Statement 2: 4th grade African American students in Reading decreased from 68% (18-19 TAPR) to 43% (19-20 Benchmark) in the meets category. **Root Cause:** Grade level teachers are not scaffolding the use of quality questioning, wait time, and learning strategies, which causes disengagement and gaps in instruction.
Problem Statement 3: 3rd grade Special Ed. students in Reading decreased from 36% (18-19 TAPR) to 7% (19-20 Benchmark) in the meets category. **Root Cause:** All teachers across grade levels are not ensuring that Sped students have access to grade level appropriate curriculum.

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: Increase the performance on the 4th Grade STAAR Reading for African American students in the meets category from 68% to 78%.

    Evaluation Data Sources: Benchmarks Tests, Common Assessments, Benchmark Assessment System (BAS), Running Records, 2021 STAAR Data

    Summative Evaluation: None

Strategy 1: Provide staff development on quality questioning and wait time.	Reviews			
Strategy's Expected Result/Impact: 4th Grade African American students will increase at the meets level to 78%.	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach	Feb	Apr	July	July
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				
Problem Statements: Student Achievement 1, 2, 3				

Strategy 2: Meet monthly with grade level teams to review and monitor student reading levels and progress.	Reviews			
Strategy's Expected Result/Impact: 4th Grade African American students will increase at the meets level to 78%.	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, 4th grade ELA teachers	Feb	Apr	July	July
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
Problem Statements: Student Achievement 1, 2, 3				

Strategy 3: A push-in tutor will be hired to support 4th grade African American students in the area of reading.	Reviews			
Strategy's Expected Result/Impact: 4th Grade African American students will increase at the meets level to 78%.	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, 4th grade ELA teachers	Feb	Apr	July	July
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers				
Problem Statements: Student Achievement 2				
Funding Sources: STAAR Tutor - State Comp Ed - $3,548				

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

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: All students in 3rd grade Reading decreased from 62% (18-19 TAPR) to 42% (19-20 Benchmark) in the meets category. **Root Cause:** Grade level teachers are not monitoring students' reading abilities for both decoding and comprehension with fidelity during both Guided Reading and Reader's Workshop.

Problem Statement 2: 4th grade African American students in Reading decreased from 68% (18-19 TAPR) to 43% (19-20 Benchmark) in the meets category. **Root Cause:** Grade level teachers are not scaffolding the use of quality questioning, wait time, and learning strategies, which causes disengagement and gaps in instruction.

Problem Statement 3: 3rd grade Special Ed. students in Reading decreased from 36% (18-19 TAPR) to 7% (19-20 Benchmark) in the meets category. **Root Cause:** All teachers across grade levels are not ensuring that Sped students have access to grade level appropriate curriculum.

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: Increase the performance on the 3rd Grade STAAR Reading Assessment for special education students in the meets category from 36% to 50%

> **Evaluation Data Sources:** Benchmarks Tests, 2021 STAAR Data, IEP Goals, PLC Meeting Agendas and Notes

> **Summative Evaluation:** None

Strategy 1: Facilitate collaboration two or more times a month during PLC with grade level teams, special education case managers, and the campus instructional coach.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: 3rd grade STAAR Reading scores for special education students will increase from 36% to 50%.	**Feb**	**Apr**	**July**	**July**
Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, general education and special education teachers				
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
Problem Statements: Student Achievement 3				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 3: 3rd grade Special Ed. students in Reading decreased from 36% (18-19 TAPR) to 7% (19-20 Benchmark) in the meets category. **Root Cause:** All teachers across grade levels are not ensuring that Sped students have access to grade level appropriate curriculum.

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.

Strategy 1: Schedule a monthly meeting with the secretary to review financial expenditures and records.			Reviews		
Strategy's Expected Result/Impact: None			Formative		Summative
Staff Responsible for Monitoring: Secretary, Principal					
ESF Levers: Lever 1: Strong School Leadership and Planning		Feb	Apr	July	July
Problem Statements: Student Achievement 1, 2, 3					
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: All students in 3rd grade Reading decreased from 62% (18-19 TAPR) to 42% (19-20 Benchmark) in the meets category. **Root Cause:** Grade level teachers are not monitoring students' reading abilities for both decoding and comprehension with fidelity during both Guided Reading and Reader's Workshop.
Problem Statement 2: 4th grade African American students in Reading decreased from 68% (18-19 TAPR) to 43% (19-20 Benchmark) in the meets category. **Root Cause:** Grade level teachers are not scaffolding the use of quality questioning, wait time, and learning strategies, which causes disengagement and gaps in instruction.
Problem Statement 3: 3rd grade Special Ed. students in Reading decreased from 36% (18-19 TAPR) to 7% (19-20 Benchmark) in the meets category. **Root Cause:** All teachers across grade levels are not ensuring that Sped students have access to grade level appropriate curriculum.

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: Sponsor student teachers and provide meaningful teaching experiences on the campus.	Reviews			
TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
Problem Statements: Culture and Climate 1	Feb	Apr	July	July
Strategy 2: Attend and recruit qualified applicants from CISD and other job fairs.	Reviews			
Strategy's Expected Result/Impact: Hire quality teachers	Formative			Summative
Staff Responsible for Monitoring: Administration	Feb	Apr	July	July
TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

Culture and Climate
Problem Statement 1: Teachers and staff struggle to feel valued and trusted by their leaders. **Root Cause:** Teachers and staff felt they did not have a voice in the implementation of schoolwide academic initiatives.

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.

Strategy 1: Provide virtual opportunities for families to be engaged in academic and social events.	Reviews			
Strategy's Expected Result/Impact: Parent participation in both academic and social opportunities	**Formative**			**Summative**
Staff Responsible for Monitoring: Grade level teachers and administration	**Feb**	**Apr**	**July**	**July**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
Problem Statements: Parent and Community Engagement 1, 2				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Parents with students in the virtual setting feel a disconnect from the overall school community. **Root Cause:** The virtual platform is not optimal for providing the social aspects that the physical setting can provide.
Problem Statement 2: Parents are struggling to engage appropriately and adhere to current expectations and safety guidelines. **Root Cause:** In years past, parents have been an active presence at school and are not able to participate in the same manner this school year.

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: Implement a positive, proactive, instructional approach to classroom management through CHAMPS and school-wide systems through Foundations.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Decrease the amount of student discipline referrals and increase in the implementation of school-wide procedures.	**Feb**	**Apr**	**July**	**July**
Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor, Teachers, Foundations Team				
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				
Problem Statements: Culture and Climate 1, 2				

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

Performance Objective 1 Problem Statements:

Culture and Climate
Problem Statement 1: Teachers and staff struggle to feel valued and trusted by their leaders. **Root Cause:** Teachers and staff felt they did not have a voice in the implementation of schoolwide academic initiatives.
Problem Statement 2: Teachers feel they are not given equal opportunity. **Root Cause:** Roles and responsibilities of key decision makers reinforce that just a limited number of individuals have power and influence.

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: Increase student opportunities for utilizing technology across the curriculum areas.	Reviews			
Strategy's Expected Result/Impact: Increased student achievement through the use of Learning Managements Systems (LMS) - Canvas & See Saw	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Teachers	**Feb**	**Apr**	**July**	**July**
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
Problem Statements: Student Achievement 1, 2, 3 - Parent and Community Engagement 1				
Strategy 2: Increase the proficiency levels for our second language learners in the area of listening, speaking, reading, and writing.	Reviews			
Strategy's Expected Result/Impact: An increase in proficiency levels on TELPAS	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Teachers	**Feb**	**Apr**	**July**	**July**
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
Problem Statements: Student Achievement 1				
Funding Sources: Imagine Learning, Instructional Materials - Title III - $3,500				

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

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: All students in 3rd grade Reading decreased from 62% (18-19 TAPR) to 42% (19-20 Benchmark) in the meets category. **Root Cause:** Grade level teachers are not monitoring students' reading abilities for both decoding and comprehension with fidelity during both Guided Reading and Reader's Workshop.
Problem Statement 2: 4th grade African American students in Reading decreased from 68% (18-19 TAPR) to 43% (19-20 Benchmark) in the meets category. **Root Cause:** Grade level teachers are not scaffolding the use of quality questioning, wait time, and learning strategies, which causes disengagement and gaps in instruction.
Problem Statement 3: 3rd grade Special Ed. students in Reading decreased from 36% (18-19 TAPR) to 7% (19-20 Benchmark) in the meets category. **Root Cause:** All teachers across grade levels are not ensuring that Sped students have access to grade level appropriate curriculum.
Parent and Community Engagement
Problem Statement 1: Parents with students in the virtual setting feel a disconnect from the overall school community. **Root Cause:** The virtual platform is not optimal for providing the social aspects that the physical setting can provide.

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.

Strategy 1: Create weekly and monthly newsletters to inform all stakeholders of campus updates and events.		Reviews		
Strategy's Expected Result/Impact: Stakeholders are informed on a regular basis of campus updates and events.		Formative		Summative
Staff Responsible for Monitoring: Administration, Front Office Staff, Teachers		Feb	Apr	July	July
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				
Problem Statements: Culture and Climate 1, 2 - Parent and Community Engagement 1, 2				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

Culture and Climate
Problem Statement 1: Teachers and staff struggle to feel valued and trusted by their leaders. **Root Cause:** Teachers and staff felt they did not have a voice in the implementation of schoolwide academic initiatives.
Problem Statement 2: Teachers feel they are not given equal opportunity. **Root Cause:** Roles and responsibilities of key decision makers reinforce that just a limited number of individuals have power and influence.
Parent and Community Engagement
Problem Statement 1: Parents with students in the virtual setting feel a disconnect from the overall school community. **Root Cause:** The virtual platform is not optimal for providing the social aspects that the physical setting can provide.
Problem Statement 2: Parents are struggling to engage appropriately and adhere to current expectations and safety guidelines. **Root Cause:** In years past, parents have been an active presence at school and are not able to participate in the same manner this school year.

Campus Funding Summary

			State Comp Ed		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	STAAR Tutor		$3,548.00
1	2	3	STAAR Tutor		$3,548.00
				Sub-Total	$7,096.00
				Budgeted Fund Source Amount	$7,096.00
				+/- Difference	$0.00
			Title III		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
6	1	2	Imagine Learning, Instructional Materials		$3,500.00
				Sub-Total	$3,500.00
				Budgeted Fund Source Amount	$3,500.00
				+/- Difference	$0.00
				Grand Total	$10,596.00

Addendums