

Conroe Independent School District

Snyder Elementary

2021-2022 CIP Board Item



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Comprehensive Needs Assessment

Revised/Approved: September 23, 2021

Student Achievement

Student Achievement Summary

Current enrollment for the 2021-2022 school year includes:

- Total Students: 1,252 students
- SES Students: 133 students
- Special Ed.: 107 students
- LEP Students: 104 students
- At-Risk: 286 students
- Black Students: 117 students
- White Students: 750 students
- Asian Students: 96 students
- Hispanic Students: 239 students
- American Indians: 4 students
- Pacific Islander: 1 students
- Multiple: 45 students

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

3rd grade:

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%
Black/African American	15	22	73.33%	93.33%	73.33%	46.67%	6.67%

CISD Math 3rd Grade BOY Benchmark 2019-2020

	Total Students	Raw Score	Percent Score	Approaches GL	Satisfactory	Meets GL (cut score>70)	Masters GL
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%
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 ALL students increased from 60.8% to 71.89% in meets from 2019 to 2021 STAAR.

3rd grade Reading ALL students increased from 40.2% to 51.15% in masters from 2019 to 2021 STAAR.

3rd Grade Reading EL students increased from 0% - 53.85% in meets from 2019 to 2021.

3rd Grade Reading EL students increased from 0% to 30.77% in masters from 2019 to 2021 STAAR.

3rd Grade Reading ED increased from 26.92% - 36.84% in meets from 2019 to 2021.

3rd grade Reading ED students increased from 11.54% to 26.32% in masters from 2019 to 2021 STAAR.

3rd grade Reading African American students increased from 47.06% to 56.52% in meets from 2019 to 2021 STAAR.

3rd grade Reading African American students increased from 17.65% to 26.09% in masters from 2019 to 2021 STAAR.

3rd Grade Math EL increased from 60% - 76.92% in approaches from 2019 to 2021.

3rd Grade Math EL increased from 20% - 53.85% in meets from 2019 to 2021.

3rd Grade Math African American students increased from 82.35% to 82.61% in approaches from 2019 to 2021 STAAR.

3rd Grade Math Special Education students increased from 15.38% to 38.89% in meets from 2019 to 2021 STAAR.

4th Grade Reading ALL students increased from 73.5% to 73.66% in meets from 2019 to 2021 STAAR.

4th Grade Reading EL students increased from 0% to 62.5% in meets from 2019 to 2021 STAAR.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 3rd grade student reading levels are not correlating with the reading behaviors at a master level, causing only 71.89% of students to score at the meets grade level or above on the STAAR reading test. **Root Cause:** Previous teachers in grades prek, K, 1st, and 2nd are not ensuring that students' reading behaviors are aligned with their actual reading level.

Problem Statement 2 (Prioritized): 3rd grade Math STAAR scores decreased at the masters level from 46% to 37.67% from 2019 to 2021. **Root Cause:** Grade level teachers are not scaffolding the use of quality questioning, tiering the small group lessons and anchor stations, which is causing gaps in instruction.

Problem Statement 3 (Prioritized): 4th grade Math STAAR scores decreased at the masters level from 63% to 55.31% from 2019 to 2021. **Root Cause:** Grade level teachers are not scaffolding the use of quality questioning, tiering small group and anchor stations, which is causing gaps in instruction.

Problem Statement 4 (Prioritized): 4th grade Reading STAAR scores decreased in the masters level from 51% to 45.98% from 2019 to 2021. **Root Cause:** Previous teachers in grades Prek, K, 1st, 2nd, and 3rd are not ensuring that students' reading behaviors are aligned with their actual reading level.

Problem Statement 5: 4th grade Economically Disadvantaged students in Math decreased from 65% to 36% on STAAR from 2019 to 2021 in the meets category. **Root Cause:** During Guided math, small group instruction is not addressing the gaps in student learning for meeting the individual needs of our economically disadvantaged population.

Problem Statement 6: 4th grade Economically Disadvantaged students in Reading decreased from 55% to 44% on STAAR from 2019 to 2021 in the meets category. **Root Cause:** Grade level teachers are using less complex vocabulary and making assumptions that all students have the prior knowledge needed to understand appropriate grade level material.

Problem Statement 7: 3rd grade Economically disadvantaged students in Reading decreased from 80.77% to 68.42% in the approaches 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 8: 3rd grade Economically disadvantaged students in Math decreased from 50% to 26.32% on STAAR from 2019 to 2021 meets category. **Root Cause:** During Guided math, small group instruction is not addressing the gaps in student learning for meeting the individual needs of our economically disadvantaged population.

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 2020-2021 school year, the strengths highlighted were innovativeness, adaptation, and goal focus. This is a variation from the 2019-2020 school year, the strengths highlighted were problem solving, innovativeness, and adaptation were the top areas highlighted.

The needs indicated from the 2020-2021 OHI results are: optimal power, resource utilization, and problem solving.

Culture and Climate Strengths

The strengths include innovativeness, adaptation, and goal focus.

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 struggle to perceive problems and solve them independently . **Root Cause:** Team leaders need more support and assistance so they can resolve problems within their team.

Problem Statement 2 (Prioritized): Teachers struggle to implement consequences for behavior within their own classrooms. **Root Cause:** Teachers are implementing PBIS but not implementing consequences within their own classrooms for students that do not respond to the positive behavior supports.

Problem Statement 3: Staff morale is a concern due to teachers feeling that there are more requirements that are ever changing. **Root Cause:** COVID has changed day to day procedures requiring new safety procedures and structures.

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 are seeking solutions and support to reduce anxiety and stress in their children/household. **Root Cause:** With the external and internal pressures of society come escalating cycles of stressors.

Problem Statement 2 (Prioritized): Parents are unable to have an active presence at the school due to the increased safety and health protocols. **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.

Problem Statement 3: Parents of kindergarten and first grade students are struggling to accept the standards based report cards. **Root Cause:** Parents are used to associating a letter grade to their child's academic level.

Priority Problem Statements

Problem Statement 6: 3rd grade student reading levels are not correlating with the reading behaviors at a master level, causing only 71.89% of students to score at the meets grade level or above on the STAAR reading test.

Root Cause 6: Previous teachers in grades prek, K, 1st, and 2nd are not ensuring that students' reading behaviors are aligned with their actual reading level.

Problem Statement 6 Areas: Student Achievement

Problem Statement 1: Teachers struggle to perceive problems and solve them independently .

Root Cause 1: Team leaders need more support and assistance so they can resolve problems within their team.

Problem Statement 1 Areas: Culture and Climate

Problem Statement 3: Parents are seeking solutions and support to reduce anxiety and stress in their children/household.

Root Cause 3: With the external and internal pressures of society come escalating cycles of stressors.

Problem Statement 3 Areas: Parent and Community Engagement

Problem Statement 7: 3rd grade Math STAAR scores decreased at the masters level from 46% to 37.67% from 2019 to 2021.

Root Cause 7: Grade level teachers are not scaffolding the use of quality questioning, tiering the small group lessons and anchor stations, which is causing gaps in instruction.

Problem Statement 7 Areas: Student Achievement

Problem Statement 2: Teachers struggle to implement consequences for behavior within their own classrooms.

Root Cause 2: Teachers are implementing PBIS but not implementing consequences within their own classrooms for students that do not respond to the positive behavior supports.

Problem Statement 2 Areas: Culture and Climate

Problem Statement 4: Parents are unable to have an active presence at the school due to the increased safety and health protocols.

Root Cause 4: 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 4 Areas: Parent and Community Engagement

Problem Statement 8: 4th grade Math STAAR scores decreased at the masters level from 63% to 55.31% from 2019 to 2021.

Root Cause 8: Grade level teachers are not scaffolding the use of quality questioning, tiering small group and anchor stations, which is causing gaps in instruction.

Problem Statement 8 Areas: Student Achievement

Problem Statement 5: 4th grade Reading STAAR scores decreased in the masters level from 51% to 45.98% from 2019 to 2021.

Root Cause 5: Previous teachers in grades Prek, K, 1st, 2nd, and 3rd are not ensuring that students' reading behaviors are aligned with their actual reading level.

Problem Statement 5 Areas: Student Achievement

Goals

Revised/Approved: September 23, 2021

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 71.89% to 76.89%.

HB3 Goal

Evaluation Data Sources: running records, benchmark data, common assessments, BAS, mClass

Strategy 1 Details
<p>Strategy 1: Provide staff development on running records and taking anecdotal notes to drive reading instruction.</p> <p>Strategy's Expected Result/Impact: All 3rd grade students will increase at the meets level to 76.89%</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach</p> <p>Funding Sources: Books, General Supplies, Computer/AV - Title III - \$1,500, Units of Phonics - ESSER - \$4,000</p>
Strategy 2 Details
<p>Strategy 2: Meet monthly with grade level teams to review and monitor student reading levels and progress</p> <p>Strategy's Expected Result/Impact: All 3rd grade students will increase at the meets level to 76.89%</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, all grade level ELA teachers</p>
Strategy 3 Details
<p>Strategy 3: Purchase a library for each ELA classroom to provide students access to texts that match their literacy instructional level</p> <p>Strategy's Expected Result/Impact: All 3rd grade students will increase at the meets level to 76.89%</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional coach, all ELA teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Funding Sources: Classroom Libraries - ESSER - \$37,110</p>
Strategy 4 Details
<p>Strategy 4: Hiring substitutes for teachers to have dedicated times to meet as a team and plan.</p> <p>Strategy's Expected Result/Impact: High quality lesson planning</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional coach, grade level teachers</p> <p>Funding Sources: Tutor - Title III - \$2,000</p>

Strategy 5 Details

Strategy 5: A push in tutor will be hired to support all 3rd grade students in the area of reading.

Strategy's Expected Result/Impact: All 3rd grade students will increase the meets level to 76.89%.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, 3rd Grade ELA teachers

Funding Sources: STAAR Tutor - State Comp Ed - \$2,862.50

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 68.84% to 73.84% .

HB3 Goal

Strategy 1 Details
Strategy 1: Purchase Dreambox for classroom use during anchor stations Strategy's Expected Result/Impact: Closing student gaps in learning Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, grade level Math teachers
Strategy 2 Details
Strategy 2: All staff is trained on Guided Math and implementing with fidelity in their classrooms. Strategy's Expected Result/Impact: Closing gaps in student learning Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional coach, grade level teachers Funding Sources: Instructional Aide - ESSER - \$41,615
Strategy 3 Details
Strategy 3: Hiring substitutes for teachers to have dedicated times to meet as a team and plan. Strategy's Expected Result/Impact: High quality lesson planning Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional coach, grade level teachers Funding Sources: Subs for Planning - ESSER - \$12,826
Strategy 4 Details
Strategy 4: A push in tutor will be hired to support all 3rd grade students in the area of math. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional coach, grade level teachers Funding Sources: Push in Tutor - State Comp Ed - \$2,862.50

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 3: Increase the percent of 4th grade Reading students that score meets grade level or above on STAAR Reading 73.66% to 78.66%

Strategy 1 Details
Strategy 1: Provide staff development on running records and taking anecdotal notes to drive reading instruction. Strategy's Expected Result/Impact: All 4th grade students will increase at the meets level to 78.66% Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach Funding Sources: Subs for planning - ESSER - \$12,826
Strategy 2 Details
Strategy 2: Meet monthly with grade level teams to review and monitor student reading levels and progress Strategy's Expected Result/Impact: All 4th grade students will increase at the meets level to 78.66% Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, all grade level ELA teachers
Strategy 3 Details
Strategy 3: Purchase a library for each ELA classroom to provide students access to texts that match their literacy instructional level Strategy's Expected Result/Impact: All 4th grade students will increase at the meets level to 78.66% Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional coach, all ELA teachers Funding Sources: Classroom Libraries - ESSER - \$37,110, Units of Phonics - ESSER - \$4,000
Strategy 4 Details
Strategy 4: Hiring substitutes for teachers to have dedicated times to meet as a team and plan. Strategy's Expected Result/Impact: High quality lesson planning Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional coach, grade level teachers Funding Sources: Subs for Instructional Planning - ESSER - \$12,826
Strategy 5 Details
Strategy 5: A push in tutor will be hired to support all 4th grade students in the area of reading. Strategy's Expected Result/Impact: All 4th grade students will increase the meets level to 78.66%. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, 4th Grade ELA teachers Funding Sources: STAAR Tutor - State Comp Ed - \$2,862.50

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 4: Increase the percent of 4th grade Math students that score meets grade level or above on STAAR math from 71.24% to 76.24%

Strategy 1 Details
Strategy 1: Purchase Dreambox for classroom use during anchor stations Strategy's Expected Result/Impact: Closing student gaps in learning Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, grade level Math teachers
Strategy 2 Details
Strategy 2: All staff is trained on Guided Math and implementing with fidelity in their classrooms. Strategy's Expected Result/Impact: Closing gaps in student learning Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional coach, grade level teachers Funding Sources: Instructional Behavior Coach - ESSER - \$118,725
Strategy 3 Details
Strategy 3: Hiring substitutes for teachers to have dedicated times to meet as a team and plan. Strategy's Expected Result/Impact: High quality lesson planning Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional coach, grade level teachers Funding Sources: Units of Phonics - ESSER - \$2,004
Strategy 4 Details
Strategy 4: A push in tutor will be hired to support all 4th grade students in the area of math. Funding Sources: Push in Tutor - State Comp Ed - \$2,862.50

Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

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

Strategy 1 Details
<p>Strategy 1: Schedule monthly meeting with secretary to review financial expenditures and records.</p> <p>Strategy's Expected Result/Impact: Maintain an effective management of the budget.</p> <p>Staff Responsible for Monitoring: Secretary, Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>

Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 2: To maintain and grow effective leaders by meeting regularly to discuss issues, successes, and ways to develop teachers

Evaluation Data Sources: None

Strategy 1 Details
<p>Strategy 1: Hold weekly A-Team meetings to discuss the week ahead regarding schedules, instruction, issues, and classroom visits</p> <p>Strategy's Expected Result/Impact: Administration will walkthrough classrooms, both formally and informally, on a regular basis.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, counselors, Instructional coaches</p> <p>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</p>

Goal 3: Recruitment, Development, and Retention of Staff

CISD will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students.

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

Strategy 1 Details
<p>Strategy 1: Sponsor student teachers and provide meaningful teaching experiences on the campus. 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</p>
Strategy 2 Details
<p>Strategy 2: Attend and recruit qualified applicants from CISD and other job fairs. Strategy's Expected Result/Impact: Hire quality teachers Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>

Goal 4: Safe and Collaborative School Culture

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

Performance Objective 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 Details
<p>Strategy 1: Provide opportunities for families to be engaged in academic and social events.</p> <p>Strategy's Expected Result/Impact: Parent participation both academic and social opportunities.</p> <p>Staff Responsible for Monitoring: Grade level teachers and administration.</p> <p>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</p> <p>Problem Statements: Parent and Community Engagement 1, 2</p>

Performance Objective 1 Problem Statements:

Parent and Community Engagement
<p>Problem Statement 1: Parents are seeking solutions and support to reduce anxiety and stress in their children/household. Root Cause: With the external and internal pressures of society come escalating cycles of stressors.</p> <p>Problem Statement 2: Parents are unable to have an active presence at the school due to the increased safety and health protocols. 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.</p>

Goal 4: Safe and Collaborative School Culture

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

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

Strategy 1 Details
<p>Strategy 1: Implement a positive, proactive, instructional approach to classroom management through CHAMPS and school-wide systems through Foundations.</p> <p>Strategy's Expected Result/Impact: Decrease the amount of school discipline referrals and increase the implementation of school-wide procedures</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Teachers, Foundations team</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: Culture and Climate 1, 2</p>

Performance Objective 2 Problem Statements:

Culture and Climate
<p>Problem Statement 1: Teachers struggle to perceive problems and solve them independently . Root Cause: Team leaders need more support and assistance so they can resolve problems within their team.</p> <p>Problem Statement 2: Teachers struggle to implement consequences for behavior within their own classrooms. Root Cause: Teachers are implementing PBIS but not implementing consequences within their own classrooms for students that do not respond to the positive behavior supports.</p>

Goal 5: Effective Instruction

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

Performance Objective 1: To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices for teachers.

Strategy 1 Details
<p>Strategy 1: Increase student opportunities for utilizing technology across the curriculum areas.</p> <p>Strategy's Expected Result/Impact: Increased student achievement through the use of learning management systems; Canvas, Seesaw and utilizing our district coach to provide technology staff developments for teachers.</p> <p>Staff Responsible for Monitoring: Principal, assistant Principals, Instructional Coach, teachers.</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2, 3, 4</p>
Strategy 2 Details
<p>Strategy 2: Increase the proficiency levels for our second language learners in the areas of listening, speaking, reading, and writing.</p> <p>Strategy's Expected Result/Impact: An increase in proficiency levels on TELPAS.</p> <p>Staff Responsible for Monitoring: Principal, assistant principals, instructional coach, and teachers.</p> <p>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</p> <p>Problem Statements: Student Achievement 1, 4</p>

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: 3rd grade student reading levels are not correlating with the reading behaviors at a master level, causing only 71.89% of students to score at the meets grade level or above on the STAAR reading test. Root Cause: Previous teachers in grades prek, K, 1st, and 2nd are not ensuring that students' reading behaviors are aligned with their actual reading level.</p> <p>Problem Statement 2: 3rd grade Math STAAR scores decreased at the masters level from 46% to 37.67% from 2019 to 2021. Root Cause: Grade level teachers are not scaffolding the use of quality questioning, tiering the small group lessons and anchor stations, which is causing gaps in instruction.</p> <p>Problem Statement 3: 4th grade Math STAAR scores decreased at the masters level from 63% to 55.31% from 2019 to 2021. Root Cause: Grade level teachers are not scaffolding the use of quality questioning, tiering small group and anchor stations, which is causing gaps in instruction.</p> <p>Problem Statement 4: 4th grade Reading STAAR scores decreased in the masters level from 51% to 45.98% from 2019 to 2021. Root Cause: Previous teachers in grades Prek, K, 1st, 2nd, and 3rd are not ensuring that students' reading behaviors are aligned with their actual reading level.</p>

Goal 5: Effective Instruction

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

Performance Objective 2: To maintain and reach all learners through data driven instruction in small group and whole group instruction

Strategy 1 Details
<p>Strategy 1: Regular Student Support meetings with each teacher every grading period to discuss progress, struggles, and ways support is needed to reach all learners</p> <p>Strategy's Expected Result/Impact: meeting the needs of struggling learners as well as how to challenge those who are meeting grade level expectations</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional coaches, teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	STAAR Tutor		\$2,862.50
1	2	4	Push in Tutor		\$2,862.50
1	3	5	STAAR Tutor		\$2,862.50
1	4	4	Push in Tutor		\$2,862.50
Sub-Total					\$11,450.00
Budgeted Fund Source Amount					\$11,450.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Books, General Supplies, Computer/AV		\$1,500.00
1	1	4	Tutor		\$2,000.00
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	Units of Phonics		\$4,000.00
1	1	3	Classroom Libraries		\$37,110.00
1	2	2	Instructional Aide		\$41,615.00
1	2	3	Subs for Planning		\$12,826.00
1	3	1	Subs for planning		\$12,826.00
1	3	3	Classroom Libraries		\$37,110.00
1	3	3	Units of Phonics		\$4,000.00
1	3	4	Subs for Instructional Planning		\$12,826.00
1	4	2	Instructional Behavior Coach		\$118,725.00
1	4	3	Units of Phonics		\$2,004.00
Sub-Total					\$283,042.00

ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Budgeted Fund Source Amount	\$283,042.00
				+/- Difference	\$0.00
				Grand Total	\$297,992.00