

Conroe Independent School District
Snyder Elementary
2022-2023 Campus Improvement Plan



Table of Contents

Comprehensive Needs Assessment	3
Student Achievement	3
Culture and Climate	11
Parent and Community Engagement	12
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	14
Goals	16
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.	17
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.	26
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.	28
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.	29
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.	31
Campus Funding Summary	33

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Current enrollment for the 2022-2023 school year includes:

- Total Students: 1,296 students
- SES Students: 136 students
- Special Ed.: 141 students
- LEP Students: 113 students
- At-Risk: 313 students
- Black Students: 130 students
- White Students: 761 students
- Asian Students: 104 students
- Hispanic Students: 244 students
- American Indians: 4 students
- Pacific Islander: 2 students
- Multiple: 51 students

During the 2021-22 school year, CFA #1 Data for 3rd and 4th grade included:

3rd grade:

	CISD Math 3rd Grade CFA #1 2021 - 2022						
	Total Students	Raw Score	Percent Score	Approaches GL	Satisfactory	Meets GL (cut score>70)	Masters GL
All Students	218	11	74.22%	86.24%	66.51%	53.6%	20.18%
Economic Disadvantage	12	12	78.92%	91.67%	83.33%	66.67%	16.67%
Asian	6	12	80%	83.33%	83.33%	66.67%	33.33%
Black/African American	22	10	69.36%	77.27%	59.09%	40.91%	18.18%
Hispanic	40	11	70.55%	82.5%	57.5%	45%	10%
Native Hawaiian/Pacific Islander	1	10	67%	100%	0%	0%	0%
Two or More Races	7	11	74.29%	71.43%	71.43%	42.86%	28.57%
White	142	11	75.82%	89.44%	69.72%	58.45%	22.54%
EB	10	11	74.70%	80%	70%	50%	20%
First Year of Monitoring	1	13	87%	100%	100%	100%	0%
Special Ed Indicator	22	10	63.73%	72.73%	40.91%	36.36%	0%

	CISD Reading 3rd Grade CFA #1 2021-2022						
	Total Students	Raw Score	Percent Score	Approaches GL	Satisfactory	Meets GL (cut score>70)	Masters GL
All Students	210	7	61.17%	69.52%	37.14%	24.29%	15.24%
Economic Disadvantage	14	7	59.21%	71.43%	28.57%	14.29%	0%
Asian	8	6	51.13%	50%	25%	12.5%	12.5%
Black/African American	21	6	58.10%	66.67%	28.57%	14.29%	9.52%
Hispanic	36	7	59.42%	66.67%	36.11%	19.44%	13.89%
Native Hawaiian/Pacific Islander	1	6	55%	100%	0%	0%	0%
Two or More Races	6	6	54.33%	33.33%	33.33%	33.33%	16.67%
White	138	7	63.01%	73.19%	39.86%	27.54%	16.67%
EB	9	7	62.67%	66.67%	44.44%	33.33%	33.33%
Special Ed Indicator	23	6	54.26%	65.22%	21.74%	13.04%	0%

4th Grade:

	CISD Math 4th Grade CFA #1 2021 - 2022						
	Total Students	Raw Score	Percent Score	Approaches GL	Satisfactory	Meets GL (cut score>70)	Masters GL
All Students	215	11	75.40%	85.58%	69.3%	69.3%	46.05%
Economic Disadvantage	16	9	57.56%	56.25%	31.25%	31.25%	12.5%
Asian	15	12	82.20%	100%	86.67%	86.67%	46.67%
Black/African American	19	10	66.37%	57.89%	42.11%	42.11%	42.11%
Hispanic	22	10	68.73%	81.82%	59.09%	59.09%	36.36%
Two or More Races	7	10	64.86%	71.43%	42.86%	42.86%	28.57%
White	152	12	77.32%	88.82%	73.68%	73.68%	48.68%
EB	10	9	60.70%	70%	30%	30%	20%
Second Year of Monitor	1	12	80%	100%	100%	100%	0%
Special Ed Indicator	17	8	54.06%	41.18%	29.41%	29.41%	11.76%

	CISD Reading 4th Grade CFA #1 2021 - 2022						
	Total Students	Raw Score	Percent Score	Approaches GL	Satisfactory	Meets GL (cut score>70)	Masters GL
All Students	212	9	76.45%	91.04%	67.45%	67.45%	27.36%

	CISD Reading 4th Grade CFA #1 2021 - 2022						
	Total Students	Raw Score	Percent Score	Approaches GL	Satisfactory	Meets GL (cut score>70)	Masters GL
Economic Disadvantage	16	8	69.38%	81.25%	56.25%	56.25%	25%
Asian	15	10	84.67%	100%	73.33%	73.33%	66.67%
Black/African American	22	9	73.45%	90.91%	68.18%	68.18%	18.18%
Hispanic	26	9	72.42%	84.62%	61.54%	61.54%	15.38%
Two or More Races	4	9	75%	100%	50%	50%	50%
White	145	9	76.81%	91.03%	68.28%	68.28%	26.21%
EB	10	9	73.20%	100%	50%	50%	0%
Second Year of Monitor	1	7	58%	100%	0%	0%	0%
Special Ed Indicator	14	7	59%	57.14%	42.86%	42.86%	7.14%

During the 2021-22 school year, CFA #2 Data for 3rd and 4th grade included:

	CISD Math 3rd Grade CFA #2 2021 - 2022						
	Total Students	Raw Score	Percent Score	Approaches GL	Satisfactory	Meets GL (cut score>70)	Masters GL
All Students	234	12	81.30%	96.15%	82.05%	69.66%	33.33%
Economic Disadvantage	15	11	75.53%	93.33%	73.33%	53.33%	13.33%
Asian	8	12	80.75%	100%	87.5%	62.5%	25%
Black/African American	23	12	79.96%	91.3%	78.26%	69.57%	34.78%
Hispanic	43	12	78.09%	93.02%	76.74%	55.81%	27.91%
Native Hawaiian/Pacific Islander	1	11	73%	100%	100%	0%	0%
Two or More Races	8	10	68.50%	87.5%	37.5%	37.5%	12.5%
White	151	12	83.18%	98.01%	86.09%	76.16%	36.42%
EB	10	12	78.60%	100%	70%	60%	30%
First Year of Monitoring	1	12	80%	100%	100%	100%	0%
Special Ed Indicator	25	10	69.88%	84%	52%	44%	20%

	CISD Reading 3rd Grade CFA #2 2021-2022						
	Total Students	Raw Score	Percent Score	Approaches GL	Meets GL (cut score>70)	Masters GL	
All Students	229	8	71.23%	87.77%	41.05%	17.47%	
Economic Disadvantage	15	8	72.87%	86.67%	53.33%	26.67%	
Asian	8	7	62.5%	62.5%	25%	0%	
Black/African American	23	7	66.09%	73.91%	39.13%	13.04%	
Hispanic	41	7	66.66%	80.49%	34.15%	9.76%	
Native Hawaiian/Pacific Islander	1	5	45%	0%	0%	0%	
Two or More Races	8	8	68.25%	75%	37.5%	25%	
White	148	8	74.1%	94.59%	44.59%	20.95%	
EB	10	7	60.1%	70%	20%	20%	
First Year Monitoring	1	9	82%	100%	100%	0%	
Special Ed Indicator	23	7	62.09%	65.22%	26.09%	13.04%	

4th Grade:

	CISD Math 4th Grade CFA #2 2021 - 2022						
	Total Students	Raw Score	Percent Score	Approaches GL	Satisfactory	Meets GL (cut score>70)	Masters GL
All Students	220	12	82.15%	93.18%	78.64%	78.64%	59.09%
Economic Disadvantage	16	10	68.31%	75%	56.25%	56.25%	37.5%
Asian	15	13	87.67%	100%	86.67%	86.67%	80%
Black/African American	23	11	73%	82.61%	65.22%	65.22%	39.13%
Hispanic	24	11	73.33%	79.17%	66.67%	66.67%	54.17%
Two or More Races	7	13	84.71%	100%	85.71%	85.71%	57.14%
White	151	13	84.27%	96.03%	81.46%	81.46%	60.93%
EB	10	11	72.6%	80%	60%	60%	50%
Second Year of Monitor	1	15	100%	100%	100%	100%	100%
Special Ed Indicator	17	9	58.88%	52.94%	41.18%	41.18%	29.41%

	CISD Reading 4th Grade CFA #2 2021 - 2022						
	Total Students	Raw Score	Percent Score	Approaches GL	Satisfactory	Meets GL (cut score>70)	Masters GL
All Students	210	10	80.15%	89.05%	73.33%	73.33%	34.76%
Economic Disadvantage	17	9	70.18%	76.47%	58.82%	58.82%	17.65%
Asian	11	12	93.64%	100%	100%	100%	81.82%

	CISD Reading 4th Grade CFA #2 2021 - 2022						
	Total Students	Raw Score	Percent Score	Approaches GL	Satisfactory	Meets GL (cut score>70)	Masters GL
Black/African American	21	9	71.19%	76.19%	47.62%	47.62%	19.05%
Hispanic	25	10	78.8%	96%	80%	80%	20%
Two or More Races	6	11	82%	83.33%	83.33%	83.33%	50%
White	147	10	80.58%	89.12%	73.47%	74.47%	35.37%
EB	11	10	77.73%	100%	81.82%	81.82%	18.18%
Second Year of Monitor	1	12	92%	100%	100%	100%	100%
Special Ed Indicator	10	10	73.20%	60%	60%	60%	20%

During the 2021-22 school year, CFA #4 Data for 3rd and 4th grade included:

	CISD Math 3rd Grade CFA #4 2021 - 2022						
	Total Students	Raw Score	Percent Score	Approaches GL	Satisfactory	Meets GL (cut score>70)	Masters GL
All Students	239	8	79.37%	95.14%	82.01%	64.02%	41.84%
Economic Disadvantage	14	8	76.43%	100%	57.14%	57.14%	42.86%
Asian	8	9	86.25%	100%	100%	87.5%	50%
Black/African American	23	7	73.04%	95.65%	65.22%	47.83%	30.43%
Hispanic	45	8	76.67%	93.33%	73.33%	57.78%	40%
Native Hawaiian/Pacific Islander	1	7	70%	100%	100%	0%	0%
Two or More Races	8	8	78.75%	100%	75%	75%	25%
White	154	8	80.84%	95.45%	86.36%	66.88%	44.81%
EB	11	8	76.36%	81.82%	81.82%	54.55%	45.45%
First Year of Monitoring	1	10	100%	100%	100%	100%	100%
Special Ed Indicator	23	7	70.43%	91.3%	56.52%	47.83%	26.09%

	CISD Reading 3rd Grade CFA #4 2021-2022						
	Total Students	Raw Score	Percent Score	Approaches GL	Satisfactory	Meets GL (cut score>70)	Masters GL
All Students	230	32	79.04%	92.61%	79.13%	69.57%	44.35%
Economic Disadvantage	14	32	81.21%	100%	85.71%	85.71%	35.71%
Asian	9	31	77.33%	88.89%	88.89%	77.78%	44.44%
Black/African American	23	30	74.17%	95.65%	56.52%	47.83%	34.78%
Hispanic	44	30	75.2%	88.64%	75%	59.09%	34.09%
Native Hawaiian/Pacific Islander	1	15	38%	0%	0%	0%	0%

	CISD Reading 3rd Grade CFA #4 2021-2022						
	Total Students	Raw Score	Percent Score	Approaches GL	Satisfactory	Meets GL (cut score>70)	Masters GL
Two or More Races	7	34	85.43%	100%	85.71%	85.71%	71.43%
White	146	32	81.05%	93.84%	83.56%	75.34%	47.95%
EB	11	23	57.18%	54.55%	45.45%	27.27%	18.18%
First Year Monitoring	1	40	100%	100%	100%	100%	100%
Special Ed Indicator	18	28	70.11%	77.78%	55.56%	50%	30.33%

4th Grade:

	CISD Math 4th Grade CFA #4 2021 - 2022						
	Total Students	Raw Score	Percent Score	Approaches GL	Satisfactory	Meets GL (cut score>70)	Masters GL
All Students	222	8	81.04%	95.5%	84.23%	72.52%	48.2%
Economic Disadvantage	16	7	65%	81.25%	56.25%	37.5%	18.75%
Asian	19	9	85.79%	94.74%	94.74%	94.74%	57.89%
Black/African American	24	7	72.5%	91.67%	62.5%	45.83%	33.33%
Hispanic	24	8	75.83%	91.67%	79.17%	62.5%	25%
Two or More Races	7	8	78.57%	100%	71.43%	57.14%	42.86%
White	148	8	82.77%	96.62%	87.84%	76.35%	53.38%
EB	11	8	80.91%	100%	100%	72.73%	27.27%
Second Year of Monitor	1	9	90%	100%	100%	100%	100%
Special Ed Indicator	16	6	59.38%	62.5%	37.5%	31.25%	25%

	CISD Reading 4th Grade CFA #4 2021 - 2022						
	Total Students	Raw Score	Percent Score	Approaches GL	Satisfactory	Meets GL (cut score>70)	Masters GL
All Students	209	8	81.39%	91.39%	87.56%	77.03%	48.33%
Economic Disadvantage	13	7	74.62%	76.92%	61.54%	61.54%	46.15%
Asian	15	8	80%	86.67%	86.67%	66.67%	60%
Black/African American	23	7	74.78%	86.96%	78.26%	52.17%	39.13%
Hispanic	25	8	78.8%	80%	80%	76%	52%
Two or More Races	7	8	80%	100%	85.71%	57.14%	28.57%
White	139	8	83.17%	94.24%	90.65%	83.45%	48.92%
EB	11	8	82.73%	90.91%	90.91%	81.82%	45.45%
Second Year of Monitor	1	4	40%	0%	0%	0%	0%
Special Ed Indicator	13	5	54.62%	53.85%	46.15%	23.08%	15.38%

Student Achievement Strengths

3rd Grade Math

3rd Grade Math ALL students increased from 68.84% to 76.73 in meets from 2021 to 2022 STAAR.

3rd Grade Math ALL students increased from 37.67% to 43.67 in masters from 2021 to 2022 STAAR.

3rd Grade Math African American students increased from 34.78% to 58.33 in meets from 2021 to 2022 STAAR.

3rd Grade Math African American students increased from 13.04% to 41.67 in masters from 2021 to 2022 STAAR.

3rd Grade ED students increased from 29.41% to 80 in meets from 2021 to 2022 STAAR.

3rd Grade ED students increased from 17.65% to 20 in masters from 2021 to 2022 STAAR.

3rd Grade Math EB students increased from 53.85% to 72.73 in meets from 2021 to 2022.

3rd Grade Math EB students increased from 15.38% to 54.55 in masters from 2021 to 2022.

3rd Grade Math Special Education students increased from 29.41% to 44 in meets from 2021 to 2022 STAAR.

3rd Grade Math Special Education students increased from 11.76% to 32 in masters from 2021 to 2022 STAAR.

4th Grade Math

4th Grade Math ALL students increased from 71% to 81.94 in meets from 2021 to 2022 STAAR.

4th Grade Math ALL students increased from 55% to 60.79 in masters from 2021 to 2022 STAAR.

4th Grade Math ED students increased from 68% to 82 in approaches from 2021 to 2022 STAAR.

4th Grade Math ED students increased from 36% to 58.82 in meets from 2021 to 2022 STAAR.

4th Grade Math ED increased from 16% to 35.29 in masters from 2021 to 2022 STAAR.

4th Grade Math African American students increased from 47% to 65.22 in meets from 2021 to 2022 STAAR.

4th Grade Math African American students increased from 33% to 39.13 in masters from 2021 to 2022 STAAR.

4th Grade Math EB students increased from 88% to 100 in approaches from 2021 to 2022 STAAR.

4th Grade Math EB students increased from 38% to 83.33 in meets from 2021 to 2022 STAAR.

4th Grade Math EB students increased from 0% to 66.67 in masters from 2021 to 2022 STAAR.

4th Grade Math Special Education students increased from 45.7% to 72.22 in approaches from 2021 to 2022 STAAR.

4th Grade Math Special Education students increased from 27% to 33.33 in meets from 2021 to 2022 STAAR.

3rd Grade Reading

3rd Grade Reading ALL students increased from 72% to 78.93 in meets from 2021 to 2022 STAAR.

3rd grade Reading ALL students increased from 51.15% to 58.26 in masters from 2021 to 2022 STAAR.

3rd Grade Reading ED increased from 39% to 73.33 in meets from 2021 to 2022.

3rd grade Reading ED students increased from 28% to 60 in masters from 2021 to 2022 STAAR.

3rd grade Reading African American students increased from 57% to 66.67 in meets from 2021 to 2022 STAAR.

3rd grade Reading African American students increased from 26% to 58.33 in masters from 2021 to 2022 STAAR.

3rd grade Reading Special Education students increased from 21% to 41.67 in masters from 2021 to 2022 STAAR.

4th Grade Reading

4th Grade Reading ALL students increased from 74% to 83.7 in meets from 2021 to 2022 STAAR.

4th Grade Reading ALL students increased from 46% to 58.15 in masters from 2021 to 2022 STAAR.

4th Grade Reading ED students increased from 44% to 70.59% in meets from 2021 to 2022 STAAR.

4th Grade Reading ED students increased from 12% to 52.94% in masters from 2021 to 2022 STAAR.

4th Grade Reading EB students increased from 63% to 91.67% in meets from 2021 to 2022 STAAR.

4th Grade Reading EB students increased from 13% to 50% in masters from 2021 to 2022 STAAR.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 4th Grade Math Special Education students decreased from 18% to 16.67% in masters from 2021 to 2022 STAAR. **Root Cause:** Special Education teachers are using less complex vocabulary and making assumptions that all students have the prior knowledge to understand appropriate grade level material.

Problem Statement 2: 4th Grade Reading Special Education students decreased from 45% to 27.78% in meets from 2021 to 2022 STAAR. **Root Cause:** Special Education teachers are using less complex vocabulary and making assumptions that all students have the prior knowledge to understand appropriate grade level material.

Problem Statement 3 (Prioritized): 3rd Grade Math students STAAR scores increased from 37.67% to 43.67 in masters from 2021 to 2022, however based on the number of high performing students that percentage should be on or above 50%. **Root Cause:** Grade level teachers are not scaffolding the use of quality questioning or extending the level of rigor in

small group lessons and anchor stations to the level of higher performing students. Previous teachers in grades K, 1st, and 2nd are not using the data from the early math assessments to monitor, plan, and reteach

Problem Statement 4 (Prioritized): 3rd Grade student reading levels are not correlating with the reading behaviors at a master level causing only 78.93% of students to score at the meets grade level or above on the STAAR reading test. **Root Cause:** Previous teachers in grades K, 1st, and 2nd are not ensuring that students' reading behaviors are aligned with their actual reading level.

Problem Statement 5: 3rd Grade Emergent Bilingual students in Reading decreased from 63% to 54.55 in meets from 2021 to 2022 and decreased from 31% to 27.27 in masters from 2021 to 2022. **Root Cause:** Grade level reading teachers are not providing explicit individualized reading instruction, and are using less complex vocabulary, and making assumptions that all students have the prior knowledge needed to understand appropriate grade level material.

Problem Statement 6: 4th Grade African American students in Reading decreased from 73% to 69.57% in meets from 2021 to 2022 STAAR. **Root Cause:** Grade level reading teachers are not providing explicit individualized reading instruction, and 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 (Prioritized): 4th Grade student reading levels are not correlating with the reading behaviors at a master level causing only 58.15% of students to score at the meets grade level or above on the STAAR reading test. **Root Cause:** Previous teachers in grades K, 1st, and 2nd are not ensuring that students' reading behaviors are aligned with their actual reading level.

Problem Statement 8 (Prioritized): 30% of 2nd grade students are not reading on or above grade level by the end of 2nd grade. **Root Cause:** PreK-2nd grade teachers were not vertically aligning the reading assessment protocols within their grade level which created inconsistent results.

Culture and Climate

Culture and Climate Summary

Snyder Elementary has a cohesive and collaborative staff. There was some turnover due to promotions, life changes such as family additions and new jobs, and leaving the education profession. Currently, we have new staff in the building that are learning about our culture and climate. We have welcomed new staff from within the district and outside of the district. Our campus was able to grow two of our paraprofessionals, who are now classroom teachers in our building.

We are a PBIS campus that is currently working on incorporating Foundations. 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 2021-2022 school year, the strengths highlighted were cohesiveness, communication adequacy, and adaptation. This is a variation from the 2020-2021 school year, the strengths highlighted were innovativeness, adaptation and goal focus.

The needs indicated from the 2021-2022 OHI results are: resource utilization, optimal power equalization, and morale.

Culture and Climate Strengths

The strengths include cohesiveness, communication adequacy, and adaptation.

Teachers are modeling cohesive relationships with their peers and students through the implementation of morning meetings. These cohesive teams reinforce the positive and productive teaching and learning environment in developing relationships with all students.

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 demonstrated their ability to adapt to new situations through the implementation of innovative interventions and enrichment to increase overall student achievement.

Through many leadership opportunities teachers have been given opportunities to strengthen the cohesiveness of their team and staff campus wide.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Some teachers feel like their talents are not aligning and being utilized effectively with our campus vision and mission. **Root Cause:** Admin team needs to provide more support and assistance to teacher leaders in order for them to feel confident so they are able to capitalize on their leadership talents.

Problem Statement 2: Staff morale is a concern due to teachers feeling that there are more requirements that are ever changing. **Root Cause:** The state requirement of Reading Academy as well as the addition of new staff to each team.

Problem Statement 3: 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.

Parent and Community Engagement

Parent and Community Engagement Summary

Snyder Elementary has a very active Parent Teacher Organization. The PTO continues to work closely with administration, teachers, and the community to support the needs of the school. We have parent volunteers on campus each day, including Watch DOGS that work with students and teachers and make a positive impact. The PTO meets monthly to discuss ways to show appreciation, plan for community events, and create a positive learning environment.

We continue to communicate with families through monthly newsletters, Facebook, and School Messenger. Additionally, we invite parents and the community as often as possible to join in on celebrations, eat lunch with students, and volunteer.

Parent and Community Engagement Strengths

There is a strong community support system through PTO and outside sponsors. Students and families continue to feel safe and a part of their child's education in being true partners with teachers, staff, and administration.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parents are concerned about safety protocols on campus. **Root Cause:** Portable classrooms on campus have increased the parents' concern as well as recent current events that have heightened parents.

Problem Statement 2: 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 3: Parents are wanting to find ways to become more involved in the school. **Root Cause:** Now that Covid concerns have lessened, parents are eager to volunteer and have a more active presence on campus.

Priority Problem Statements

Problem Statement 3: Some teachers feel like their talents are not aligning and being utilized effectively with our campus vision and mission.

Root Cause 3: Admin team needs to provide more support and assistance to teacher leaders in order for them to feel confident so they are able to capitalize on their leadership talents.

Problem Statement 3 Areas: Culture and Climate

Problem Statement 4: 3rd Grade Math students STAAR scores increased from 37.67% to 43.67 in masters from 2021 to 2022, however based on the number of high performing students that percentage should be on or above 50%.

Root Cause 4: Grade level teachers are not scaffolding the use of quality questioning or extending the level of rigor in small group lessons and anchor stations to the level of higher performing students. Previous teachers in grades K, 1st, and 2nd are not using the data from the early math assessments to monitor, plan, and reteach

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: 3rd Grade student reading levels are not correlating with the reading behaviors at a master level causing only 78.93% of students to score at the meets grade level or above on the STAAR reading test.

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

Problem Statement 5 Areas: Student Achievement

Problem Statement 1: 4th Grade student reading levels are not correlating with the reading behaviors at a master level causing only 58.15% of students to score at the meets grade level or above on the STAAR reading test.

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

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: 30% of 2nd grade students are not reading on or above grade level by the end of 2nd grade.

Root Cause 2: PreK-2nd grade teachers were not vertically aligning the reading assessment protocols within their grade level which created inconsistent results.

Problem Statement 2 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

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 79% to 82%.

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Provide staff development on running records and taking anecdotal notes to drive reading instruction. Strategy's Expected Result/Impact: All 3rd grade students will increase at the meets level to 82% Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach Problem Statements: Student Achievement 4 Funding Sources: Books, Instructional Materials - Title III - \$2,000, Units of Phonics - ESSER III - \$4,000	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Meet monthly with grade level teams to review and monitor student reading levels and progress Strategy's Expected Result/Impact: All 3rd grade students will increase at the meets level to 82% Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, all grade level ELA teachers Problem Statements: Student Achievement 4	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Purchase leveled books to add to the leveled library to provide teachers access to texts that match their students' literacy instructional levels. Strategy's Expected Result/Impact: All 3rd grade students will increase at the meets level to 82% Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional coach, all ELA teachers Funding Sources: Leveled Library Books - ESSER III - \$2,467	Formative			Summative
	Oct	Dec	Mar	June

Strategy 4 Details	Reviews			
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 big picture planning - ESSER III - \$14,000	Formative			Summative
	Oct	Dec	Mar	June
Strategy 5 Details	Reviews			
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 83%. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, 3rd Grade ELA teachers Funding Sources: 3rd reading Tutor - State Comp Ed - \$2,884	Formative			Summative
	Oct	Dec	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Hiring substitutes for teachers to have dedicated times to complete the state Reading Academy modules. Strategy's Expected Result/Impact: Completion of reading academy by May 2023. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, PreK -- 4 teachers Funding Sources: Subs for Teachers - ESSER III - \$14,000	Formative			Summative
	Oct	Dec	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Hire an additional 3rd grade teacher to ensure that the student/teacher ratio amongst the grade level is at or below 22:1. Strategy's Expected Result/Impact: Ensure that small group instruction can be done taught with fidelity. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, 3rd Grade teachers Funding Sources: 3rd grade Teacher - ESSER III - \$70,000	Formative			Summative
	Oct	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 4: 3rd Grade student reading levels are not correlating with the reading behaviors at a master level causing only 78.93% of students to score at the meets grade level or above on the STAAR reading test. Root Cause: Previous teachers in grades K, 1st, and 2nd are not ensuring that students' reading behaviors are aligned with their actual reading 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 2: Increase the percent of 3rd grade students that score meets grade level or above on STAAR Math from 77% to 80%.

HB3 Goal

Evaluation Data Sources: universal screeners, CFA's, benchmark data, common assessments

Strategy 1 Details	Reviews			
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 Problem Statements: Student Achievement 3 Funding Sources: Dream Box - ESSER III - \$4,000	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 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 Math Planning - ESSER III - \$14,000	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: A push in tutor will be hired to support all 3rd grade students in the area of math. Strategy's Expected Result/Impact: All 3rd grade students will increase the meets level to 80%. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional coach, grade level teachers Funding Sources: Math Tutor - State Comp Ed - \$2,884	Formative			Summative
	Oct	Dec	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 3: 3rd Grade Math students STAAR scores increased from 37.67% to 43.67 in masters from 2021 to 2022, however based on the number of high performing students that percentage should be on or above 50%. **Root Cause:** Grade level teachers are not scaffolding the use of quality questioning or extending the level of rigor in small group lessons and anchor stations to the level of higher performing students. Previous teachers in grades K, 1st, and 2nd are not using the data from the early math assessments to monitor, plan, and reteach





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 84% to 87%

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

Strategy 1 Details	Reviews			
Strategy 1: Provide staff development on running records and taking anecdotal notes to drive reading instruction. Strategy's Expected Result/Impact: All 4th grade reading students will increase at the meets level to 87% Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach Problem Statements: Student Achievement 7 Funding Sources: Subs for Big Picture Planning - ESSER III - \$11,500, Books, Instructional Materials - Title III - \$2,000	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
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 87% Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, all grade level ELA teachers Problem Statements: Student Achievement 7	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Purchase leveled books to add to the leveled library to provide teachers access to texts that match their students' literacy instructional levels. Strategy's Expected Result/Impact: All 4th grade students will increase at the meets level to 87% Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional coach, all ELA teachers Funding Sources: Leveled Books for Each Reading Level - ESSER III - \$6,561, 1st Grade Teacher - ESSER III - \$65,442	Formative			Summative
	Oct	Dec	Mar	June

Strategy 4 Details	Reviews			
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 Teachers - ESSER III - \$14,000	Formative			Summative
	Oct	Dec	Mar	June
Strategy 5 Details	Reviews			
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 87%. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, 4th Grade ELA teachers Funding Sources: Push in Tutor - State Comp Ed - \$2,884	Formative			Summative
	Oct	Dec	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Hiring substitutes for teachers to have dedicated times to complete the state Reading Academy modules. Strategy's Expected Result/Impact: Completion of reading academy by May 2023. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, 4th Grade ELA teachers Funding Sources: Subs for Teachers - ESSER III - \$10,000	Formative			Summative
	Oct	Dec	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Hire an additional 4th grade teacher to ensure that the student/teacher ratio amongst the grade level is at or below 22:1. Strategy's Expected Result/Impact: Ensure that small group instruction is taught with fidelity. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, 4th Grade teachers Funding Sources: 4th grade Teacher - ESSER III - \$70,000	Formative			Summative
	Oct	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 7: 4th Grade student reading levels are not correlating with the reading behaviors at a master level causing only 58.15% of students to score at the meets grade level or above on the STAAR reading test. Root Cause: Previous teachers in grades K, 1st, and 2nd are not ensuring that students' reading behaviors are aligned with their actual reading 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: Increase 4th grade Math student scores at the meets grade level or above on STAAR math from 82% to 85%.

Evaluation Data Sources: universal screeners, CFA's, benchmark data, common assessments

Strategy 1 Details	Reviews			
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 Funding Sources: Dream Box - ESSER III - \$4,000	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
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 Teachers - ESSER III - \$14,000	Formative			Summative
	Oct	Dec	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: A push in tutor will be hired to support all 4th grade students in the area of math. Strategy's Expected Result/Impact: All 4th grade students will increase the meets level to 85%. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, 3rd Grade ELA teachers	Formative			Summative
	Oct	Dec	Mar	June





Funding Sources: Math Tutor - State Comp Ed - \$2,884					
<div> <div>0%</div> <div>No Progress</div> </div>		<div> <div>100%</div> <div>Accomplished</div> </div>	<div> <div>→</div> <div>Continue/Modify</div> </div>	<div> <div>✗</div> <div>Discontinue</div> </div>	

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: Increase the performance objective of math students in 3rd and 4th grade by ensuring that all grade levels have 1-1 access to technology devices.

Evaluation Data Sources: interim assessments, common assessments, CFA's, anchor stations, STAAR





Strategy 1 Details		Reviews			
Strategy 1: Purchase chromebooks for classroom use during instruction and assessments. Strategy's Expected Result/Impact: Closing student gaps in technology use. Staff Responsible for Monitoring: principal, assistant principal, grade level teachers, instructional coach Funding Sources: Chromebooks - ESSER III - \$32,500		Formative			Summative
		Oct	Dec	Mar	June
		<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 6: Increase the performance objective of reading students in 3rd and 4th grade by ensuring that all grade levels have 1-1 access to technology devices.





Evaluation Data Sources: Interim assessments, common assessments, CFA's, anchor stations, STAAR, BAS, mClass

Strategy 1 Details	Reviews			
Strategy 1: Purchase chromebooks for classroom use during instruction and assessments. Strategy's Expected Result/Impact: Closing student gaps in technology use. Staff Responsible for Monitoring: principal, assistant principal, grade level teachers, instructional coach Funding Sources: Chromebooks - ESSER III - \$32,500	Formative			Summative
	Oct	Dec	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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	Reviews			
Strategy 1: Schedule monthly meeting with secretary to review financial expenditures and records. Strategy's Expected Result/Impact: Maintain an effective management of the budget Staff Responsible for Monitoring: Secretary, Principal	Formative			Summative
	Oct	Dec	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

Strategy 1 Details	Reviews			
Strategy 1: Hold weekly A-Team meetings to discuss the week ahead regarding schedules, instruction, issues, and classroom visits Strategy's Expected Result/Impact: Administration will walkthrough classrooms, both formally and informally, on a regular basis. Staff Responsible for Monitoring: Principal, Assistant Principal, counselors, Instructional coaches	Formative			Summative
	Oct	Dec	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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	Reviews			
Strategy 1: Sponsor student teachers and provide meaningful teaching experiences on the campus. Problem Statements: Culture and Climate 1	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
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 Funding Sources: Music Teacher - ESSER II - \$70,000	Formative			Summative
	Oct	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 1 Problem Statements:

Culture and Climate
Problem Statement 1: Some teachers feel like their talents are not aligning and being utilized effectively with our campus vision and mission. Root Cause: Admin team needs to provide more support and assistance to teacher leaders in order for them to feel confident so they are able to capitalize on their leadership talents.

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	Reviews			
Strategy 1: Provide opportunities for families to be engaged in academic and social events. Strategy's Expected Result/Impact: Parent participation both academic and social opportunities. Staff Responsible for Monitoring: Grade level teachers and administration.	Formative			Summative
	Oct	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

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	Reviews			
Strategy 1: Implement a positive, proactive, instructional approach to classroom management through CHAMPS and school-wide systems through Foundations. Strategy's Expected Result/Impact: Decrease the amount of school discipline referrals and increase the implementation of school-wide procedures Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Teachers, Foundations team	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Ensure the safety of our students and staff on a daily basis during each school day. Strategy's Expected Result/Impact: Staff will be trained by the nurse on how to handle emergencies. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Nurse, and Clinic Aide Funding Sources: Additional AED, Safety Trainings, Clinic Materials and Resources - ESSER III - \$23,885	Formative			Summative
	Oct	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

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	Reviews			
Strategy 1: Increase student opportunities for utilizing technology across the curriculum areas. 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. Staff Responsible for Monitoring: Principal, assistant Principals, Instructional Coach, teachers.	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase the proficiency levels for our second language learners in the areas of listening, speaking, reading, and writing. Strategy's Expected Result/Impact: An increase in proficiency levels on TELPAS. Staff Responsible for Monitoring: Principal, assistant principals, instructional coach, and teachers.	Formative			Summative
	Oct	Dec	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
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 Strategy's Expected Result/Impact: Meeting the needs of struggling learners as well as how to challenge those who are meeting grade level expectations Staff Responsible for Monitoring: Meeting the needs of struggling learners as well as how to challenge those who are meeting grade level expectations Problem Statements: Student Achievement 8				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 8: 30% of 2nd grade students are not reading on or above grade level by the end of 2nd grade. Root Cause: PreK-2nd grade teachers were not vertically aligning the reading assessment protocols within their grade level which created inconsistent results.

Campus Funding Summary

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Books, Instructional Materials		\$2,000.00
1	3	1	Books, Instructional Materials		\$2,000.00
Sub-Total					\$4,000.00
Budgeted Fund Source Amount					\$4,000.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	3rd reading Tutor		\$2,884.00
1	2	3	Math Tutor		\$2,884.00
1	3	5	Push in Tutor		\$2,884.00
1	4	4	Math Tutor		\$2,884.00
Sub-Total					\$11,536.00
Budgeted Fund Source Amount					\$11,536.00
+/- Difference					\$0.00
ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Music Teacher		\$70,000.00
Sub-Total					\$70,000.00
Budgeted Fund Source Amount					\$70,000.00
+/- Difference					\$0.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Units of Phonics		\$4,000.00
1	1	3	Leveled Library Books		\$2,467.00
1	1	4	Subs for big picture planning		\$14,000.00
1	1	6	Subs for Teachers		\$14,000.00
1	1	7	3rd grade Teacher		\$70,000.00

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Dream Box		\$4,000.00
1	2	2	Subs for Math Planning		\$14,000.00
1	3	1	Subs for Big Picture Planning		\$11,500.00
1	3	3	Leveled Books for Each Reading Level		\$6,561.00
1	3	3	1st Grade Teacher		\$65,442.00
1	3	4	Subs for Teachers		\$14,000.00
1	3	6	Subs for Teachers		\$10,000.00
1	3	7	4th grade Teacher		\$70,000.00
1	4	1	Dream Box		\$4,000.00
1	4	3	Subs for Teachers		\$14,000.00
1	5	1	Chromebooks		\$32,500.00
1	6	1	Chromebooks		\$32,500.00
4	2	2	Additional AED, Safety Trainings, Clinic Materials and Resources		\$23,885.00
Sub-Total					\$406,855.00
Budgeted Fund Source Amount					\$406,855.00
+/- Difference					\$0.00
Grand Total Budgeted					\$492,391.00
Grand Total Spent					\$492,391.00
+/- Difference					\$0.00