

Conroe Independent School District

Tough 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

At Coulson Tough Elementary our mission is guaranteed exceptional learning and growth for all students. We are committed to implementing best practices in all classrooms to ensure we are meeting the needs of all our students.

For the 2018-2019 school year, Coulson Tough Elementary received an overall accountability rating of an A (96), meeting all three target areas:

- Student Achievement Score: A (94)
- School Progress Score: A (91)
- Closing the Gaps Score: A (100)

The following represents the campus's STAAR scores for 2019:

- All Subjects: Approaches - 94%, Meets - 80%, Masters - 58%
- Reading: Approaches - 93%, Meets - 77%, Masters - 56%
- Math: Approaches - 97%, Meets - 89%, Masters - 72%
- Writing: Approaches - 90%, Meets - 73%, Masters - 34%
- Science: Approaches - 90%, Meets - 63%, Masters - 32%

While most subject area Meets and Masters scores improved from 2018 to 2019, we did see slight losses in Reading Meets, Writing Meets and Science Meets and Masters scores.

Here is a comparison of our Approaches scores across various student groups:

- All Subjects: All Students - 94%, Afr. Amer. - 82%, Hispanic - 90%, Spec. Ed. - 59%, Eco. Dis. - 91%, EL - 88%
- Reading: All Students - 93%, Afr. Amer. - 78%, Hispanic - 89%, Spec. Ed. - 50%, Eco. Dis. - 87%, EL - 88%
- Math: All Students - 97%, Afr. Amer. - 100%, Hispanic - 94%, Spec. Ed. - 75%, Eco. Dis. - 97%, EL - 93%
- Writing: All Students - 90%, Afr. Amer. - NS, Hispanic - 74%, Spec. Ed. - 55%, Eco. Dis. - 71%, EL - 65%
- Science: All Students - 90%, Afr. Amer. - NS, Hispanic - 91%, Spec. Ed. - 33%, Eco. Dis. - 100%, EL - 96%

Across the board, our students are outperforming their peers across the state and in most categories our students are outperforming their peers in the district. Even though our Special Education students showed growth in all subject areas, their overall scores are still below that of their peers. Our Science Meets & Masters levels continue to be below other campuses in our district. And our Hispanic and EL scores in Writing are below their peers on campus.

Student Achievement Strengths

The staff and students at Coulson Tough Elementary are proud of the work we do every day and that is reflected in the success of our students:

- In Reading, Writing and Math we continue to outperform the state and district at the Approaches, Meets and Masters level.
- 58% of all students (all subjects) scored at the Masters level.
- 72% of all students in Mathematics scored at the Masters level.
- 90% of our 5th Grader students scored at the Masters level in Mathematics.
- Our 4th Grade Writing students scoring at the Masters level increased from 29% in 2018 to 34% in 2019.
- Our campus earned distinctions in Mathematics and Comparative Closing the Gaps.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): The percentage of 5th Grade students scoring at the Masters level in Science is below the district average. **Root Cause:** Tier 1 best practices have not been implemented consistently across all Science classes.

Problem Statement 2 (Prioritized): The percentage of 4th Grade Hispanic students at the Approaches, Meets and Masters level in Writing is significantly lower than their peers on campus. **Root Cause:** Some of these students may be current or reclassified EL students that still need support with English vocabulary and conventions.

Problem Statement 3 (Prioritized): Our Special Education students are performing below their peers in all subjects with the largest gaps in Science and Writing. **Root Cause:** Our Special Education teachers and staff need more effective support and training in the best practices connected to Science and Writing.

Culture and Climate

Culture and Climate Summary

Our campus's vision is to be globally recognized as a professional learning community that provides excellence in academic, cultural and character education and prepares K-6 students to be positive leaders in a 21st century world. Our academic strengths were outlined in the Student Achievement section of our plan, but it is also worth noting the commitment of our staff to the Professional Learning Community framework. Our staff regularly collaborates as grade level teams, content teams, vertical teams, etc. to ensure that we are meeting the needs of all students.

The social and emotional development of our students is just as important as their academic development. This starts with our Culture of Character which has been in place since the campus opened in 2002. Our staff attends annual staff development sessions relating to our Culture of Character which includes:

- Nine pillars of character - Respect, Responsibility, Fairness, Generosity, Courage, Kindness, Honesty, Resilience and Citizenship
- Morning meetings
- Social contracts
- Student Ambassadors in 1st-6th Grades
- Pledge of Kindness
- Guidance lessons

We have also implemented Positive Behavioral Interventions and Supports (PBIS) systems across campus including school-wide procedures and terminology for common areas in our building such as the cafeteria, hallways and playgrounds. We have a Foundations Committee that continually reviews the effectiveness of these procedures and makes recommendations for improvements when needed. Our classroom teachers have also been trained to utilize the STOIC model and CHAMPS in their classrooms to promote positive student behaviors and foster strong student-teacher relationships.

Due to the current COVID-19 pandemic, our Foundations Committee revisited all campus procedures and made adjustments to align with the guidelines and recommendations from the Texas Education Agency and Conroe ISD. We are working diligently each day to promote healthy practices on our campus and in our community to keep our staff and students safe and our campus open.

At the end of the 2018 school year, we surveyed our families to see which part of our vision they felt we needed to focus more on. The responses indicated we should do more to focus on the cultural education on our campus. We are committed to continue our work in this area during this school year. Our administrators and counselors have participated in Cultural and Diversity Awareness Training and our staff will undergo this training during the school year. We are recognizing diverse populations in our community through a family spotlight board in our hallways and each year our World Affairs Council, a 6th Grade student club, hosts our Family Geography Night where we highlight the various cultures around the world. We embrace the diversity of our campus and was to empower all of our students to embrace each other and our unique cultures.

Culture and Climate Strengths

Coulson Tough Elementary has demonstrated their commitment to academic, cultural and character education in the following ways:

- Certified as a Level 1 (Safe and Collaborative Culture) High Reliability School
- Certified as a Level 2 (Effective Teaching in Every Classroom) High Reliability School
- Certified as a Model PLC Campus
- Recognizing a Spotlight on Character student from each homeroom each month
- Connecting kids to the campus through various clubs, organizations and student leadership opportunities

- Recognizing student achievements through SAEs and staff achievements through TAEs or Triple T Awards
- Utilizing survey data (from students, staff and parents) to drive campus decisions
- Hosting student and staff round table discussions
- Campus Organizational Health data indicates that Cohesiveness, Goal Focus, Resource Utilization and Communication are areas of strength on campus

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Approximately 40% of our student population is engaged in remote learning, resulting in decreased opportunities for students to connect with classmates and students and parents to connect with staff. **Root Cause:** Health and safety concerns related to COVID-19 have led many families to opt for remote learning opportunities this year and many do not want to come to campus for any reason.

Problem Statement 2: The 2019-2020 OHI survey indicates there is a need to address the area of Autonomy. **Root Cause:** Teachers do not feel they can make decisions about the roles and responsibilities without approval from campus leadership.

Problem Statement 3 (Prioritized): The majority of discipline referrals occur during recess. **Root Cause:** Foundation expectations are not implemented consistently or reinforced regularly.

Parent and Community Engagement

Parent and Community Engagement Summary

Coulson Tough Elementary recognizes the importance of all stakeholders being involved in the activities of our campus. We have a very involved parent community which volunteers their time in so many ways - Friday classroom reading opportunities, Library volunteer hours, etc. We also have a very active PTO that supports our campus financially and through various outreach projects such as our book fairs, Winter Wonderland and Fall Festival. It is essential that our students, teachers and parents collaborate regularly to promote student success. Hosting parent learning walks and providing content and student club/organization presentations at each PTO meeting has helped us solidify this partnership and gives our parents a glimpse at the learning that occurs in our classrooms each day.

In an effort to keep two-way communication going between home and school, our teachers host parent-teacher conferences, provide weekly grade level newsletters and they send Student Achieving Excellence emails. As a campus we send out our monthly Titan Tribune newsletter and additional emails as necessary to update everyone on current events. Our parents regularly reach out through emails and phone calls when questions or concerns arise, showing that they trust us to listen and take any appropriate or necessary action.

In our efforts to reach Level 1 and Level 2 certification through High Reliability Schools we have learned the value of utilizing surveys and round table meetings to get feedback on various practices, procedures and events on our campus. It is our goal to continue these practices to ensure we are continuing to meet the needs of all stakeholders.

Parent and Community Engagement Strengths

- Host family events such as Family Math Night and Family Geography Night. Plans to start a Family Science Night as well when we are able.
- Families invited to campus events such as grade level musicals, concerts, recitals, art shows, reading and writing celebrations, parades, Kindergarten Graduation, 6th Grade Clap-out, etc.
- Communication of campus events through Titan Tribune monthly newsletter, grade level weekly newsletters, emails and social media accounts.
- Family attendance at monthly Spotlight ceremonies (currently through Zoom webinars).
- Ongoing community partnership with HEB - Indian Springs.
- This year, we hosted family tours for new Coulson Tough families during staff development days.
- Grade level surveys to students and parents at the end-of-the-year.
- Campus surveys and round table discussions with students, parents and staff.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Approximately 40% of our student population is engaged in remote learning, resulting in decreased opportunities for students to connect with classmates and students and parents to connect with staff. **Root Cause:** Health and safety concerns related to COVID-19 have led many families to opt for remote learning opportunities this year and many do not want to come to campus for any reason.

Problem Statement 2: We have approximately 150 new students on campus due to rezoning and have had to adjust, postpone or cancel many of the events we had planned to welcome our new families and teach them about Coulson Tough. **Root Cause:** Current COVID guidelines (such as not allowing visitors on campus) have restricted in-person events.

Problem Statement 3: There is a need to engage and involve families of diverse backgrounds in everyday school activities. **Root Cause:** Parents that are new to the campus hesitate to volunteer on campus - for some it may be their comfort with speaking or understanding English, for others it may be that they are new to the US public school system.

Priority Problem Statements

Problem Statement 1: The percentage of 5th Grade students scoring at the Masters level in Science is below the district average.

Root Cause 1: Tier 1 best practices have not been implemented consistently across all Science classes.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: The majority of discipline referrals occur during recess.

Root Cause 2: Foundation expectations are not implemented consistently or reinforced regularly.

Problem Statement 2 Areas: Culture and Climate

Problem Statement 5: Approximately 40% of our student population is engaged in remote learning, resulting in decreased opportunities for students to connect with classmates and students and parents to connect with staff.

Root Cause 5: Health and safety concerns related to COVID-19 have led many families to opt for remote learning opportunities this year and many do not want to come to campus for any reason.

Problem Statement 5 Areas: Culture and Climate - Parent and Community Engagement

Problem Statement 6: The percentage of 4th Grade Hispanic students at the Approaches, Meets and Masters level in Writing is significantly lower than their peers on campus.

Root Cause 6: Some of these students may be current or reclassified EL students that still need support with English vocabulary and conventions.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: Our Special Education students are performing below their peers in all subjects with the largest gaps in Science and Writing.

Root Cause 7: Our Special Education teachers and staff need more effective support and training in the best practices connected to Science and Writing.

Problem Statement 7 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
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

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, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures 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 percentage of students at the Masters level on the 5th Grade Science STAAR assessment from 32% to 55%.

Evaluation Data Sources: District checkpoints and benchmarks, 2021 STAAR, Campus Common Assessments

Summative Evaluation: None

<p>Strategy 1: Utilize small group instruction to build on student strengths and reteach low objectives to mastery. Strategy's Expected Result/Impact: Fill gaps in student knowledge and skills. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach and 5th Grade Science Teachers Problem Statements: Student Achievement 1, 3</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Increase hands-on experiences and labs in Kindergarten-5th Grade Science lessons. Strategy's Expected Result/Impact: Students have a better understanding of how to apply Science principles in various contexts. Staff Responsible for Monitoring: Principal, Assistant Principals, Science Department Chair, Instructional Coach, Classroom Teachers Problem Statements: Student Achievement 1, 3 Funding Sources: Lab supplies - State Comp Ed - \$3,000</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: The percentage of 5th Grade students scoring at the Masters level in Science is below the district average. Root Cause: Tier 1 best practices have not been implemented consistently across all Science classes.</p>
<p>Problem Statement 3: Our Special Education students are performing below their peers in all subjects with the largest gaps in Science and Writing. Root Cause: Our Special Education teachers and staff need more effective support and training in the best practices connected to Science and Writing.</p>





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 percentage of Hispanic students achieving Approaches Grade Level or above on the 4th Grade Writing STAAR from 74% to 90%.

Evaluation Data Sources: District benchmarks, On Demand Writing Samples, 2021 STAAR, Campus Common Assessments

Summative Evaluation: None

<p>Strategy 1: Utilize individual conferences and small strategy groups to provide students with targeted instruction and feedback on their individual writing goals.</p> <p>Strategy's Expected Result/Impact: Increase the quality of student writing.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Classroom Teachers</p> <p>Problem Statements: Student Achievement 2, 3</p> <p>Funding Sources: Tutoring for Small Groups - State Comp Ed - \$3,939, Tutoring for Small Groups - Title III - \$3,000, Staff development on conferring and small group instruction - State Comp Ed - \$66,729</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Teachers will utilize mentor sentences and texts to provide students with exemplar models of quality writing and reinforce conventions such as spelling, punctuation, capitalization and grammar.</p> <p>Strategy's Expected Result/Impact: Students will see correct conventions and grammar and will replicate that in their own writing.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach and Classroom Teachers</p> <p>Problem Statements: Student Achievement 2, 3</p> <p>Funding Sources: Patterns of Power Resources - Title III - \$500</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 3: During independent writing time, work with students to build stamina and volume of writing.</p> <p>Strategy's Expected Result/Impact: Increase consistency in the quality of writing produced.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach and Classroom Teachers</p> <p>Problem Statements: Student Achievement 2, 3</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 4: Embedded staff development and labsite observation/practice opportunities with two Teachers College staff developers (1 for K-2 and 1 for 3-6).</p> <p>Strategy's Expected Result/Impact: Increase teacher capacity and understanding of writing workshop, conferring and small group instruction.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p> <p>Problem Statements: Student Achievement 2, 3</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Achievement





Problem Statement 2: The percentage of 4th Grade Hispanic students at the Approaches, Meets and Masters level in Writing is significantly lower than their peers on campus. **Root Cause:** Some of these students may be current or reclassified EL students that still need support with English vocabulary and conventions.

Problem Statement 3: Our Special Education students are performing below their peers in all subjects with the largest gaps in Science and Writing. **Root Cause:** Our Special Education teachers and staff need more effective support and training in the best practices connected to Science and Writing.

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: Principal and Secretary will meet monthly to review the budget and reconcile bank statements. Strategy's Expected Result/Impact: Balanced books and efficient management of campus funds. Staff Responsible for Monitoring: Principal and Secretary	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 2: Principal, Assistant Principals and Secretary will be trained on budget codes and procedures. Strategy's Expected Result/Impact: Administrators and staff will make appropriate decisions relating to spending and resources for learning. Staff Responsible for Monitoring: Principal, Assistant Principals, Secretary	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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





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

<p>Strategy 1: Utilize the campus Selection and Welcome Committee to assist in screening resumes, preparing interview questions, conducting interviews and checking on new hires throughout the school year.</p> <p>Strategy's Expected Result/Impact: Develop a strategic campus plan that will lead to the hiring and retention of staff members that share the campus mission and vision.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals and Committee Members</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Assign a campus mentor to teachers who are new to the building, with special focus on novice teachers.</p> <p>Strategy's Expected Result/Impact: New teachers are connected with a teammate that can answer day-to-day questions and support their daily efforts.</p> <p>Staff Responsible for Monitoring: Principal</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 3: Provide regular staff development as well as opportunities to observe coworkers through instructional rounds.</p> <p>Strategy's Expected Result/Impact: Increase staff capacity and build on each other's strengths.</p> <p>Staff Responsible for Monitoring: Principal and Instructional Coach</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Parents and Community:

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

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

<p>Strategy 1: Schedule parent learning walks (when COVID guidelines allow) to showcase best instructional practices. Strategy's Expected Result/Impact: Parents gain a better understanding of current teaching practices and learning expectations at various grade levels. Staff Responsible for Monitoring: Principal and Instructional Coach</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Utilize surveys at the campus and classroom levels to gain feedback from all stakeholders. Strategy's Expected Result/Impact: Students, staff, and parents are all engaged in the improvement process and have an opportunity to impact the learning environment. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Classroom Teachers Problem Statements: Culture and Climate 1 - Parent and Community Engagement 1</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 3: Schedule opportunities for families to engage in academic and social activities on campus (such as Family Geography Night, Family Math Night, reading and writing celebrations, etc.). Strategy's Expected Result/Impact: Families are included in learning activities that directly link to student learning. Staff Responsible for Monitoring: Principal Problem Statements: Culture and Climate 1 - Parent and Community Engagement 1</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 1 Problem Statements:

Culture and Climate
<p>Problem Statement 1: Approximately 40% of our student population is engaged in remote learning, resulting in decreased opportunities for students to connect with classmates and students and parents to connect with staff. Root Cause: Health and safety concerns related to COVID-19 have led many families to opt for remote learning opportunities this year and many do not want to come to campus for any reason.</p>
Parent and Community Engagement
<p>Problem Statement 1: Approximately 40% of our student population is engaged in remote learning, resulting in decreased opportunities for students to connect with classmates and students and parents to connect with staff. Root Cause: Health and safety concerns related to COVID-19 have led many families to opt for remote learning opportunities this year and many do not want to come to campus for any reason.</p>

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.

<p>Strategy 1: Biweekly meetings with our campus Safety Team (Team Leaders) to review issues related to physical safety on campus and Emergency Operations Procedures.</p> <p>Strategy's Expected Result/Impact: Maintain a building that is safe for all staff, students and visitors.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, Team Leaders</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Foundations Committee meets to review campus Foundations expectations and procedures, review observation & quick data reports, amend procedures as needed and provide staff training to ensure expectations are applied effectively and consistently.</p> <p>Strategy's Expected Result/Impact: Quick data reports continue to indicate that students, staff and parents feel the school is safe and orderly.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, Foundations Committee</p> <p>Problem Statements: Culture and Climate 3</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 1 Problem Statements:

Culture and Climate
Problem Statement 3: The majority of discipline referrals occur during recess. Root Cause: Foundation expectations are not implemented consistently or reinforced regularly.

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.

<p>Strategy 1: Campus technology coach will push into classrooms to deliver instruction on technology tools that enhance the grade level content objectives.</p> <p>Strategy's Expected Result/Impact: Teachers and students will learn how to integrate various technology tools in learning activities.</p> <p>Staff Responsible for Monitoring: Principal, Technology Coach</p> <p>Problem Statements: Student Achievement 1, 2</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Ongoing staff development focused on Seesaw, Canvas, Google Suite and other technology resources to assist in the implementation of a rigorous remote learning experience.</p> <p>Strategy's Expected Result/Impact: Teachers are better prepared to navigate online learning tools and remote students receive the same level of learning as their in-person counterparts.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Technology Coach</p> <p>Problem Statements: Student Achievement 1, 2</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: The percentage of 5th Grade students scoring at the Masters level in Science is below the district average. Root Cause: Tier 1 best practices have not been implemented consistently across all Science classes.</p>
<p>Problem Statement 2: The percentage of 4th Grade Hispanic students at the Approaches, Meets and Masters level in Writing is significantly lower than their peers on campus. Root Cause: Some of these students may be current or reclassified EL students that still need support with English vocabulary and conventions.</p>

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.

<p>Strategy 1: Distribution of monthly campus newsletter (Titan Tribune) and weekly grade level newsletters via email and campus news and updates via Facebook, Twitter and Instagram and School Messenger system.</p> <p>Strategy's Expected Result/Impact: Parents and the community are informed of upcoming events, campus procedures and classroom celebrations.</p> <p>Staff Responsible for Monitoring: Principal, Technology Coach, Team Leaders</p> <p>Problem Statements: Culture and Climate 1 - Parent and Community Engagement 1</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Utilize surveys at the campus and classroom levels to gain feedback from all stakeholders.</p> <p>Strategy's Expected Result/Impact: Students, staff, and parents are all engaged in the improvement process and have an opportunity to impact the learning environment.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Classroom Teachers</p> <p>Problem Statements: Culture and Climate 1, 3 - Parent and Community Engagement 1</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Culture and Climate
<p>Problem Statement 1: Approximately 40% of our student population is engaged in remote learning, resulting in decreased opportunities for students to connect with classmates and students and parents to connect with staff. Root Cause: Health and safety concerns related to COVID-19 have led many families to opt for remote learning opportunities this year and many do not want to come to campus for any reason.</p>
<p>Problem Statement 3: The majority of discipline referrals occur during recess. Root Cause: Foundation expectations are not implemented consistently or reinforced regularly.</p>
Parent and Community Engagement
<p>Problem Statement 1: Approximately 40% of our student population is engaged in remote learning, resulting in decreased opportunities for students to connect with classmates and students and parents to connect with staff. Root Cause: Health and safety concerns related to COVID-19 have led many families to opt for remote learning opportunities this year and many do not want to come to campus for any reason.</p>

State Compensatory

Personnel for Tough Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Rebecca Harrison	Instructional Coach	State Comp Ed	1.00

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Lab supplies		\$3,000.00
1	2	1	Tutoring for Small Groups		\$3,939.00
1	2	1	Staff development on conferring and small group instruction		\$66,729.00
Sub-Total					\$73,668.00
Budgeted Fund Source Amount					\$73,668.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Tutoring for Small Groups		\$3,000.00
1	2	2	Patterns of Power Resources		\$500.00
Sub-Total					\$3,500.00
Budgeted Fund Source Amount					\$3,500.00
+/- Difference					\$0.00
Grand Total					\$77,168.00

Addendums