

Conroe Independent School District

Tough Elementary

2021-2022 CIP Board Item



Table of Contents

Comprehensive Needs Assessment	3
Student Achievement	3
Culture and Climate	5
Parent and Community Engagement	7
Priority Problem Statements	9
Goals	10
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.	11
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.	16
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.	18
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.	19
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.	22
Title I Schoolwide Elements	24
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	25
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	25
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	25
Campus Funding Summary	25

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 students.

For the 2018-2019 school year (the last year we received an accountability rating), Coulson Tough Elementary received an overall 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)

We also earned distinction designations in Mathematics and Comparative 25: Closing the Gaps

The following represents the campus's STAAR scores for 2021:

- All Subjects: Approaches - 92%, Meets - 75%, Masters - 52%
- Reading: Approaches - 92%, Meets - 76%, Masters - 53%
- Math: Approaches - 95%, Meets - 81%, Masters - 62%
- Writing: Approaches - 79%, Meets - 51%, Masters - 22%
- Science: Approaches - 96%, Meets - 74%, Masters - 46%

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

- All Subjects: All Students - 92%, Afr. Amer. - 84%, Hispanic - 88%, Spec. Ed. - 60%, Eco. Dis. - 78%, EL - 80%
- Reading: All Students - 92%, Afr. Amer. - 71%, Hispanic - 90%, Spec. Ed. - 56%, Eco. Dis. - 76%, EL - 77%
- Math: All Students - 95%, Afr. Amer. - 93%, Hispanic - 90%, Spec. Ed. - 68%, Eco. Dis. - 93%, EL - 89%
- Writing: All Students - 79%, Afr. Amer. - 83%, Hispanic - 67%, Spec. Ed. - 25%, Eco. Dis. - 45%, EL - 56%
- Science: All Students - 96%, Afr. Amer. - 100%, Hispanic - 93%, Spec. Ed. - 67%, Eco. Dis. - 75%, EL - 90%

We did see slight drops in most subject areas for Approaches, Meets and Masters scores from 2019 to 2021. There was a more significant drop in Writing performance. We did see significant gains in our Approaches, Meets and Masters scores in Science.

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, Math and Science we continue to outperform the state and district at the Approaches, Meets and Masters levels.
- Our campus made significant gains in 5th Grade Science, increasing from 89% to 95% Approaches, 62% to 74% Meets and 31% to 46% Masters.
- In Mathematics, two student cohorts showed progress from 2019 to 2021:

	Approaches	Meets	Masters
2019 (3rd Grade)	96	86	62
2021 (5th Grade)	96	87	68

	Approaches	Meets	Masters
2019 (4th Grade)	91	79	64
2021 (6th Grade)	98	87	68

- In Reading, one student cohort showed progress from 2019 to 2021:

	Approaches	Meets	Masters
2019 (3rd Grade)	91	72	59
2021 (5th Grade)	91	83	71

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): The percentage of students scoring at the Meets level or above on STAAR Reading needs to increase. **Root Cause:** The components of Reading Workshop (including strategy groups and conferences) were not always implemented with fidelity due to virtual learning and restrictions enforced during the pandemic.

Problem Statement 2 (Prioritized): The percentage of students scoring Meets level or above on STAAR Mathematics needs to increase. **Root Cause:** Guided Math was not always implemented with fidelity due to virtual learning and restrictions enforced during the pandemic.

Problem Statement 3 (Prioritized): Our Special Education students are performing below their peers in all subjects. **Root Cause:** Our Special Education students need exposure to grade level content and staff needs more support on how to scaffold instruction for this population.

Problem Statement 4 (Prioritized): The percentage of students reading below benchmark on EOY BAS increases as the students progress from grade to grade. **Root Cause:** Guided Reading is implemented with less frequency as students progress through grade levels.

Problem Statement 5 (Prioritized): The percentage of students scoring Advanced proficiency level or higher on TELPAS Speaking is lower than on the Listening, Reading and Writing tests. **Root Cause:** High percentages of LEP students remained virtual longer and that resulted in fewer opportunities to speak with age level peers.

Problem Statement 6: The percentage of 4th Grade students scoring at the Meets and Masters levels on STAAR Math dropped from 2019 to 2021 (Meets - 79% to 67% and Masters - 55% to 42%). **Root Cause:** Small group instruction and anchor stations were not implemented with fidelity.

Problem Statement 7: The percentage of students performing at the Approaches, Meets and Masters levels on the 4th Grade Writing decreased from 2019 to 2021 (90% to 79%, 73% to 51%, 34% to 22%). **Root Cause:** Decrease in small group instruction and conferring during pandemic due to virtual learning and restrictions in place.

Problem Statement 8: Our Economically Disadvantaged students are performing below their peers in all subjects. **Root Cause:** Lack of understanding on providing trauma informed care and the need for support strategies for economically disadvantaged students and the possible barriers they face.

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 continuously revisits all campus procedures to make adjustments to align with current guidelines and recommendations from the Texas Education Agency, local health authorities 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.

We are continuing to find new ways to promote cultural awareness on our campus. All of our staff participated in Cultural and Diversity Awareness Training during the 2020-2021 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 want 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): The 2020-2021 OHI survey indicates there is a need to address the area of Cohesiveness. **Root Cause:** Lack of opportunities to interact face-to-face due to the COVID-19 restrictions in place.

Problem Statement 2: More Kindergarten, 1st Grade and 2nd Grade students are exhibiting difficulty with regulating their own emotions and meeting campus and classroom behavior expectations. **Root Cause:** Health and safety concerns related to COVID-19 led many families to keep their children out of pre-school/school and opt for homeschooling or remote learning opportunities.

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 an active PTO that supports our campus financially and through various outreach projects such as our book fairs 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. Recently we surveyed parents to help us better understand how confidence level in our communication and the health and safety measures we have in place:

- Our campus has provided adequate communication regarding current health and safety protocols. 1 indicates not enough communication, 5 indicates ample communication.
- **AVERAGE RATING = 4.07**
- Please rate your confidence in our current health protocols (this includes current COVID-19 mitigation protocols). 1 is low, 5 is high.
AVERAGE RATING = 3.02
- Please rate your confidence in our current safety protocols (this includes safety drills, student check out procedures, arrival and dismissal procedures, discipline procedures, etc.). 1 is low, 5 is high. **AVERAGE RATING = 4.16**

Parent and Community Engagement Strengths

- Host family events such as Family Math Night, Family Geography Night and Family Science Night.
- 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 monthly Titan Tribune newsletter, weekly grade level newsletters, emails and social media accounts.
- Family attendance at monthly Spotlight ceremonies (currently through Zoom webinars).
- Ongoing community partnership with HEB - Indian Springs.
- Last year, we hosted family tours for new Coulson Tough families during staff development days. This year we were able to host an in-person Meet the Teacher event.
- 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): 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.

Problem Statement 2: There has been a lack of opportunity for parents to volunteer on campus and connect with staff (specifically teachers) face-to-face. **Root Cause:** Current COVID guidelines (such as not allowing visitors on campus) have restricted in-person events and volunteer opportunities.

Priority Problem Statements

Problem Statement 1: The percentage of students scoring at the Meets level or above on STAAR Reading needs to increase.

Root Cause 1: The components of Reading Workshop (including strategy groups and conferences) were not always implemented with fidelity due to virtual learning and restrictions enforced during the pandemic.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Our Special Education students are performing below their peers in all subjects.

Root Cause 2: Our Special Education students need exposure to grade level content and staff needs more support on how to scaffold instruction for this population.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: The percentage of students scoring Meets level or above on STAAR Mathematics needs to increase.

Root Cause 3: Guided Math was not always implemented with fidelity due to virtual learning and restrictions enforced during the pandemic.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: The percentage of students scoring Advanced proficiency level or higher on TELPAS Speaking is lower than on the Listening, Reading and Writing tests.

Root Cause 4: High percentages of LEP students remained virtual longer and that resulted in fewer opportunities to speak with age level peers.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: The percentage of students reading below benchmark on EOY BAS increases as the students progress from grade to grade.

Root Cause 5: Guided Reading is implemented with less frequency as students progress through grade levels.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: There is a need to engage and involve families of diverse backgrounds in everyday school activities.

Root Cause 6: 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.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: The 2020-2021 OHI survey indicates there is a need to address the area of Cohesiveness.

Root Cause 7: Lack of opportunities to interact face-to-face due to the COVID-19 restrictions in place.

Problem Statement 7 Areas: Culture and Climate

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 level or above on STAAR Reading from 77% to 82% .

HB3 Goal

Strategy 1 Details
<p>Strategy 1: Reading teachers in Kindergarten-6th Grade will receive embedded professional development and feedback from Teachers College staff developers and our campus instructional coach on implementing all components of the Reading Workshop model.</p> <p>Strategy's Expected Result/Impact: Teachers will utilize strategy groups and conferences to grow students as readers.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Substitutes - State Comp Ed - \$4,538, Instructional Coach - State Comp Ed - \$41,009, 6th Grade Units of Study Trade Pack - ESSER - \$360, Substitutes - ESSER - \$5,462</p>
Strategy 2 Details
<p>Strategy 2: Provide teachers opportunities to big picture plan with campus instructional coach in the summer and throughout the school year.</p> <p>Strategy's Expected Result/Impact: Increase the utilization of data to drive instruction and help students meet learning goals.</p> <p>Staff Responsible for Monitoring: Principal and Instructional Coach</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Extra Duty Pay - ESSER - \$12,000</p>
Strategy 3 Details
<p>Strategy 3: Provide additional small group instruction to target areas for growth. Support for small group instruction will be provided by teachers in tutorials before and after school and by certified substitutes during the school day.</p> <p>Strategy's Expected Result/Impact: Increase in student understanding of prerequisite and grade level TEKS.</p> <p>Staff Responsible for Monitoring: Principal, Teachers</p> <p>Problem Statements: Student Achievement 1, 4</p> <p>Funding Sources: Academic Interventionist (21-22 & 22-23) - ESSER - \$60,000</p>

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: The percentage of students scoring at the Meets level or above on STAAR Reading needs to increase. **Root Cause:** The components of Reading Workshop (including strategy groups and conferences) were not always implemented with fidelity due to virtual learning and restrictions enforced during the pandemic.

Problem Statement 4: The percentage of students reading below benchmark on EOY BAS increases as the students progress from grade to grade. **Root Cause:** Guided Reading is implemented with less frequency as students progress through grade levels.

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 2: Increase the percent of 3rd grade students that score meets grade level or above on STAAR Math from 74% to 80% .

HB3 Goal

Strategy 1 Details
<p>Strategy 1: K-6 mathematics teachers will receive ongoing, embedded professional development and feedback from a Guided Math consultant and our campus instructional coach.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of students scoring at Meets level or above on Math STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: ERG Consultant - ESSER - \$30,000, Substitutes - ESSER - \$10,000, Instructional Coach - State Comp Ed - \$41,009</p>
Strategy 2 Details
<p>Strategy 2: Provide teachers opportunities to big picture plan with campus instructional coach in the summer and throughout the school year.</p> <p>Strategy's Expected Result/Impact: Increase the utilization of data to drive instruction and help students meet learning goals.</p> <p>Staff Responsible for Monitoring: Principal, Teachers</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: Extra Duty Pay - ESSER - \$12,000</p>
Strategy 3 Details
<p>Strategy 3: Provide additional small group instruction to target students' areas of growth. Support for small group instruction will be provided by teachers in tutorials before and after school and by certified substitutes during the school day.</p> <p>Strategy's Expected Result/Impact: Increase in student understanding of prerequisite and grade level TEKS.</p> <p>Staff Responsible for Monitoring: Principal, Teachers</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: Academic Interventionist ('21-'22, '22-'23) - ESSER - \$60,000</p>

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 2: The percentage of students scoring Meets level or above on STAAR Mathematics needs to increase. Root Cause: Guided Math was not always implemented with fidelity due to virtual learning and restrictions enforced during the pandemic.</p>

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 Special Education students that score at Meets or above on all STAAR assessments from 41% to 51%.

Evaluation Data Sources: 2022 STAAR Results

Strategy 1 Details
<p>Strategy 1: Provide staff development to paraprofessionals on Tier 1 best practices.</p> <p>Strategy's Expected Result/Impact: Paraprofessionals are better equipped to meet the academic needs of students they work with in the classroom.</p> <p>Staff Responsible for Monitoring: Principal, Special Education Teachers</p> <p>Problem Statements: Student Achievement 3</p>
Strategy 2 Details
<p>Strategy 2: Special education teachers will participate in staff development sessions conducted by Teachers College staff developers and Guided Math consultants.</p> <p>Strategy's Expected Result/Impact: Special Education instructional strategies remain aligned with campus best practices.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p> <p>Problem Statements: Student Achievement 1, 2, 3</p> <p>Funding Sources: Substitutes - ESSER - \$7,531</p>

Performance Objective 3 Problem Statements:

Student Achievement
<p>Problem Statement 1: The percentage of students scoring at the Meets level or above on STAAR Reading needs to increase. Root Cause: The components of Reading Workshop (including strategy groups and conferences) were not always implemented with fidelity due to virtual learning and restrictions enforced during the pandemic.</p> <p>Problem Statement 2: The percentage of students scoring Meets level or above on STAAR Mathematics needs to increase. Root Cause: Guided Math was not always implemented with fidelity due to virtual learning and restrictions enforced during the pandemic.</p> <p>Problem Statement 3: Our Special Education students are performing below their peers in all subjects. Root Cause: Our Special Education students need exposure to grade level content and staff needs more support on how to scaffold instruction for this population.</p>

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 percentage of Emerging Bilingual students that achieve the Advanced proficiency level or higher on TELPAS Speaking from 55% to 65%.

Strategy 1 Details
<p>Strategy 1: Institute a morning learning lab for Emergent Bilingual students to develop their proficiency in English through the use of the Imagine Learning program.</p> <p>Strategy's Expected Result/Impact: Increase in TELPAS proficiency levels.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Technology Coach</p> <p>Problem Statements: Student Achievement 5</p> <p>Funding Sources: Extra Duty Pay - Title III - \$3,900, Imagine Learning Licenses - ESSER - \$4,500, Extra Duty Pay - ESSER - \$7,500</p>

Performance Objective 4 Problem Statements:

Student Achievement
<p>Problem Statement 5: The percentage of students scoring Advanced proficiency level or higher on TELPAS Speaking is lower than on the Listening, Reading and Writing tests. Root Cause: High percentages of LEP students remained virtual longer and that resulted in fewer opportunities to speak with age level peers.</p>

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: Decrease the percentage of students scoring below grade level expectations on EOY BAS from 36% to 30%.

Evaluation Data Sources: BAS Data

Strategy 1 Details
<p>Strategy 1: Provide teachers with professional development and ongoing support in effectively implementing Guided Reading.</p> <p>Strategy's Expected Result/Impact: Students make a year or more worth of growth in reading level.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Teachers</p> <p>Problem Statements: Student Achievement 4</p> <p>Funding Sources: Classroom Library Books - State Comp Ed - \$4,538, Copies of Literacy Continuum - ESSER - \$250, Substitutes - ESSER - \$5,000</p>
Strategy 2 Details
<p>Strategy 2: Teachers will integrate writing strategies into Reading Workshop to encourage students to write about their reading.</p> <p>Strategy's Expected Result/Impact: Students will be able to provide text evidence to support their thinking about their reading which will help with reading comprehension.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coach, Teachers</p> <p>Problem Statements: Student Achievement 1, 4</p> <p>Funding Sources: Copies of Conventions & Craft - ESSER - \$950</p>

Performance Objective 5 Problem Statements:

Student Achievement
<p>Problem Statement 1: The percentage of students scoring at the Meets level or above on STAAR Reading needs to increase. Root Cause: The components of Reading Workshop (including strategy groups and conferences) were not always implemented with fidelity due to virtual learning and restrictions enforced during the pandemic.</p> <p>Problem Statement 4: The percentage of students reading below benchmark on EOY BAS increases as the students progress from grade to grade. Root Cause: Guided Reading is implemented with less frequency as students progress through grade levels.</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 1: Maintain efficient and effective fiscal management of fiscal resources and operations.

Strategy 1 Details
<p>Strategy 1: Principal and secretary will meet monthly to review the budget and reconcile expenditures in all budget and activity accounts.</p> <p>Strategy's Expected Result/Impact: Efficient management and allocation of funds throughout the year.</p> <p>Staff Responsible for Monitoring: Principal and secretary</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: Increase cohesiveness of teams on campus, moving from Stage 4 (Mature Independent Teams) to Stage 5 (Getting Organized as Interdependent Teams).

Evaluation Data Sources: 2021-2022 OHI Results

Strategy 1 Details
<p>Strategy 1: Staff development focused on Professional Learning Communities with an emphasis on how collaborative teams impact the success of the whole school.</p> <p>Strategy's Expected Result/Impact: Teachers have a better understanding of cohesiveness and scores on OHI increase.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Coach</p> <p>Problem Statements: Culture and Climate 1</p>

Performance Objective 2 Problem Statements:

Culture and Climate
<p>Problem Statement 1: The 2020-2021 OHI survey indicates there is a need to address the area of Cohesiveness. Root Cause: Lack of opportunities to interact face-to-face due to the COVID-19 restrictions in place.</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: Recruit staff to serve on the campus Selection and Welcome Committee to assist in screening resumes, preparing for and conducting interviews, and checking in with new hires throughout the year.</p> <p>Strategy's Expected Result/Impact: Development of a strategic campus plan that will lead to the hiring and retention of staff members that share in the campus mission and vision.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals and Committee Members</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: Designate and maintain a campus Foundations Committee that establishes and continuously reviews campus procedures to maintain safe practices and a positive culture for all students and staff.

Strategy 1 Details
<p>Strategy 1: Foundations Team meets every other week to review campus data related to discipline, attendance and other pertinent areas. Adjust practices as needed to address concerns.</p> <p>Strategy's Expected Result/Impact: Ensure current procedures and protocols are helping maintain a safe and positive environment.</p> <p>Staff Responsible for Monitoring: Principal, Foundations Team</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: Increase the level of engagement of families of diverse backgrounds in school activities and volunteer opportunities.

Evaluation Data Sources: Volunteer sign-ups & attendance at family events

Strategy 1 Details
<p>Strategy 1: Include upcoming grade level and campus activity dates and information in monthly Titan Tribune newsletter that is emailed to all parents. Strategy's Expected Result/Impact: Greater awareness of opportunities to volunteer or take part in campus activities. Staff Responsible for Monitoring: Principal Problem Statements: Parent and Community Engagement 1</p>
Strategy 2 Details
<p>Strategy 2: Host Family Math Night, Family Science Night and Family Geography Night. Strategy's Expected Result/Impact: More parent participation and increased awareness of concepts taught at various grade levels. Staff Responsible for Monitoring: Principal and Department Chairs Problem Statements: Parent and Community Engagement 1</p>
Strategy 3 Details
<p>Strategy 3: Ensure that all parents are provided with opportunities to sign up for volunteer roles such as room parent, library assistant, Friday readers, copy assistant, etc. Staff Responsible for Monitoring: Principal, Teachers, Room Parents, and PTO Problem Statements: Parent and Community Engagement 1</p>

Performance Objective 2 Problem Statements:

Parent and Community Engagement
<p>Problem Statement 1: 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.</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 3: Provide multiple modes of communicating campus procedures, expectations, learning experiences and events to staff and parents.

Strategy 1 Details
<p>Strategy 1: Send weekly staff newsletters (emailed) and monthly Titan Tribune parent newsletters (emailed and posted to campus website). Strategy's Expected Result/Impact: Increase in awareness of things going on throughout the campus. Staff Responsible for Monitoring: Principal Problem Statements: Parent and Community Engagement 1</p>
Strategy 2 Details
<p>Strategy 2: Promote and update campus Facebook, Twitter and Instagram accounts. Strategy's Expected Result/Impact: Increased community exposure to what is going on around campus. Staff Responsible for Monitoring: Principal, Technology Coach Problem Statements: Parent and Community Engagement 1</p>
Strategy 3 Details
<p>Strategy 3: Maintain information posted on marquee and campus BrightSigns displays in office and cafeteria. Strategy's Expected Result/Impact: Increased awareness of events on campus. Staff Responsible for Monitoring: Principal, Technology Coach</p>

Performance Objective 3 Problem Statements:

Parent and Community Engagement
<p>Problem Statement 1: 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.</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: Integrate technology into all content area instruction.

Strategy 1 Details
<p>Strategy 1: Provide monthly technology training for teachers on effective instructional technology tools.</p> <p>Strategy's Expected Result/Impact: Increased proficiency in utilizing technology.</p> <p>Staff Responsible for Monitoring: Principal, Campus Technology Coach</p> <p>Funding Sources: iPads - ESSER - \$36,421</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: Teachers will utilize ongoing data collection and analysis to drive decisions related to best practices such as small group instruction (Guided Math, Guided Reading, individual conference, etc.).

Evaluation Data Sources: PLC Agendas, Data Meetings

Strategy 1 Details
<p>Strategy 1: Review data from BOY, EOY, and MOY literacy and math assessments as well as Common Formative Assessments and Interim Assessments during regular collaborative team meetings.</p> <p>Strategy's Expected Result/Impact: Increased awareness of student progress.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Coach</p> <p>Problem Statements: Student Achievement 1, 2, 3, 4, 5</p>

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 1: The percentage of students scoring at the Meets level or above on STAAR Reading needs to increase. Root Cause: The components of Reading Workshop (including strategy groups and conferences) were not always implemented with fidelity due to virtual learning and restrictions enforced during the pandemic.</p> <p>Problem Statement 2: The percentage of students scoring Meets level or above on STAAR Mathematics needs to increase. Root Cause: Guided Math was not always implemented with fidelity due to virtual learning and restrictions enforced during the pandemic.</p> <p>Problem Statement 3: Our Special Education students are performing below their peers in all subjects. Root Cause: Our Special Education students need exposure to grade level content and staff needs more support on how to scaffold instruction for this population.</p> <p>Problem Statement 4: The percentage of students reading below benchmark on EOY BAS increases as the students progress from grade to grade. Root Cause: Guided Reading is implemented with less frequency as students progress through grade levels.</p> <p>Problem Statement 5: The percentage of students scoring Advanced proficiency level or higher on TELPAS Speaking is lower than on the Listening, Reading and Writing tests. Root Cause: High percentages of LEP students remained virtual longer and that resulted in fewer opportunities to speak with age level peers.</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	1	Substitutes		\$4,538.00
1	1	1	Instructional Coach		\$41,009.00
1	2	1	Instructional Coach		\$41,009.00
1	5	1	Classroom Library Books		\$4,538.00
Sub-Total					\$91,094.00
Budgeted Fund Source Amount					\$91,094.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Extra Duty Pay		\$3,900.00
Sub-Total					\$3,900.00
Budgeted Fund Source Amount					\$3,900.00
+/- Difference					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	6th Grade Units of Study Trade Pack		\$360.00
1	1	1	Substitutes		\$5,462.00
1	1	2	Extra Duty Pay		\$12,000.00
1	1	3	Academic Interventionist (21-22 & 22-23)		\$60,000.00
1	2	1	ERG Consultant		\$30,000.00
1	2	1	Substitutes		\$10,000.00
1	2	2	Extra Duty Pay		\$12,000.00
1	2	3	Academic Interventionist ('21-'22, '22-'23)		\$60,000.00
1	3	2	Substitutes		\$7,531.00
1	4	1	Imagine Learning Licenses		\$4,500.00
1	4	1	Extra Duty Pay		\$7,500.00

ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Copies of Literacy Continuum		\$250.00
1	5	1	Substitutes		\$5,000.00
1	5	2	Copies of Conventions & Craft		\$950.00
5	1	1	iPads		\$36,421.00
Sub-Total					\$251,974.00
Budgeted Fund Source Amount					\$251,974.00
+/- Difference					\$0.00
Grand Total					\$346,968.00