

# Conroe Independent School District

## Travis Intermediate

### 2021-2022 CIP Board Item



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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

**2019 Data – Overall Rating: 84**

Domain 1 – Student Achievement: Score 77

Domain 2a – Student Progress: Score 89

Domain 2b – Closing the Gaps: Score 71

### 2021 Data Tables:

Domain 1 - Student Achievement: Score D

Domain 2a - Student Progress: N/A

Domain 2b - Closing the Gaps: Score B

		All Students	African American	White	Sped
Reading	<b>Approaches</b>	67%	55%	76%	26%
	<b>Meets</b>	29%	25%	56%	10%
	<b>Masters</b>	16%	13%	32%	1%
Math	<b>Approaches</b>	69%	68%	84%	38%
	<b>Meets</b>	35%	26%	40%	6%
	<b>Masters</b>	17%	13%	20%	1%
Science	<b>Approaches</b>	57%	52%	91%	24%
	<b>Meets</b>	22%	15%	45%	5%
	<b>Masters</b>	5%	6%	18%	3%

## Student Achievement Strengths

Travis Intermediate's Domain 2b score for relative performance evaluates overall student performance on the STAAR test compared to campuses with similar percentages of economically disadvantaged students. Travis scored a B in this category for the 2021 STAAR test. That's an increase from a C in 2019 to a B in 2021.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** Special education students are performing below the Meets performance level of 19% in reading and 23% in math. **Root Cause:** Additional training is needed on the co-teach model to best support special education students.

**Problem Statement 2 (Prioritized):** Our white population did not meet the Meets standard for math on the 2021 STAAR exam. **Root Cause:** Reteach guided math procedures specifically focusing on small group instruction.

**Problem Statement 3 (Prioritized):** Our white population did not meet the Meets standard for reading on the 2021 STAAR exam. **Root Cause:** Refocus on guided reading and specifically address students as readers and working with them at the small group table grow students as readers.

**Problem Statement 4 (Prioritized):** Only 31% of Travis Intermediate's EL students are meeting their TELPAS progress rate. **Root Cause:** Need to implement strategies to give students the opportunity to read, write and speak in English for language acquisition.

**Problem Statement 5:** Travis Intermediate is in need of Targeted Improvement because we have not meet the passing percentages in 3 areas on our federal accountability report. **Root Cause:** Focus on closing academic gaps that students have with differentiated and small group instruction.

**Problem Statement 6:** Our African American population consistently score lower in Reading, Math, and Science data as compared to our Hispanic and White populations. **Root Cause:** The need to close academic gaps that students have with differentiated and small group instruction.

**Problem Statement 7 (Prioritized):** All students scored lower in STAAR Reading, Math and Science compared to the previous STAAR scores. **Root Cause:** Training for teachers to increase academic rigor.

**Problem Statement 8:** Science scores are 50% lower this STAAR test versus the previous STAAR test.

# Culture and Climate

## Culture and Climate Summary

At Travis Intermediate, recognizing and appreciating cultural differences is our mandate. All students and personnel are valued members of our unique family, each playing a significant role in our success. Travis Intermediate is committed to the social, emotional, behavioral, and academic success of all students. At Travis, we teach students to successfully manage their emotions, behaviors, and make responsible decisions. In accordance with the guidelines and recommendations from the Texas Education Agency (TEA), Travis Intermediate follows the measures to mitigate the spread of COVID-19. Conroe ISD is proactive in keeping campuses, staff, and students' safe, as well as, taking a positive proactive instructional approach to behavior in utilizing PBIS Foundations training.

## Culture and Climate Strengths

At Travis Intermediate, all campus staff will undergo Cultural and Diversity Awareness training.

At Travis Intermediate, hiring campus personnel to reflect the cultural and diverse student body is priority.

“All means All” in Conroe ISD. Every students' academic, social and emotional needs are a priority.

Travis Intermediate strives to ensure a safe and orderly environment conducive to learning for all students and staff.

At Travis Intermediate, students will develop a healthy sense of self and social awareness, embrace diversity with empathy and respect for others, successfully manage their emotions, behaviors, and make responsible decisions.

At Travis Intermediate, social emotional learning functions are an integral part of the total school environment.

Travis Intermediate continues to promote Safe Schools through Safe Schools trainings and utilizes mitigation strategies to keep our schools, students, and staff safe.

Travis Intermediate provides professional development on a campus-wide positive, proactive instructional approach to behavior through implementation of PBIS Foundations.

## Problem Statements Identifying Culture and Climate Needs

**Problem Statement 1 (Prioritized):** Campus is receiving an excessive amount of office referrals for classroom discipline management. **Root Cause:** Teachers are relying heavily on the Campus Behavior Coach to address problems versus dealing with persistent Tier 1 behaviors in the classroom. Additional training is needed through Foundations to address this issue.

**Problem Statement 2:** Based on the OHI report from 2021 Innovativeness scored 26 and Adaptation scored 27 and were the lowest scores for the campus. **Root Cause:** Staff

have a hard time adjusting and adapting to external change forces.

**Problem Statement 3:** Dismissal process is not consistent across classrooms.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Travis Intermediate enjoys a warm, inviting culture where students and parents feel welcome, supported, and accepted. Expectations for student behavior are high and we are fortunate to have respectful, confident, and caring students.

Travis Intermediate values the partnership with our PTO. This relationship is supported throughout the year and campus administration utilizes PTO to assist with different events that we have for the students and their families.

Travis also appreciates working with other campuses such as (Mitchell Intermediate) who helps us organize a canned food drive with their student council in conjunction with our student council to stock the Montgomery County Food Bank. We also have partnerships with community organizations such as (Communities in Schools, Buddy Backpacks, Yes to Youth, Montgomery County Youth Services, and Angel Tree Network). All of these organizations donate either food, clothing or offer assistance during the holidays for our families that are in need.

Travis Intermediate enjoys an involved family and community environment. When events occur, such as our Meet the Teacher Night, Open House, Multi-Cultural Festival, Fine Arts concerts, we have high attendance numbers. Our families support the students on our campus.

As part of a focus on health and wellness, Travis Intermediate recognizes, supports, and promotes healthy lifestyles through good nutrition, physical activity, and appropriate rest.

## Parent and Community Engagement Strengths

Travis Intermediate communicates with all stakeholders via Twitter, Facebook, monthly SMORE newsletters, School Messenger communications, keeping our campus website updated, and teachers utilize Class Dojo.

Travis Intermediate engages the parents and community by offering events to cater to families and community members. (Health Fair, Sports Saturday, Multi-Cultural Festival)

Communities in Schools is partnered with Travis Intermediate and a site coordinator works on the campus during the school year to provide support for families in need.

## Assistance Partnerships:

Assistance League - Operation School Bell - new clothes for students at Travis in need

Woodforest Bank - Purchases 50 school supply kits for Travis students

United Way - Clothing/School Supplies

Creative Outreach Ministries - Angelic Resale - Slightly used clothing and food

Houston Food Bank/Montgomery County Food Bank - Buddy Backpack

Woodlands United Methodist Church - 26 kids - Clothing, including shoes

Zeta Phi Beta - Christmas Assistance for 60 kids - (pajamas, house shoes, \$25 gift). Also, fund school supplies.

The Woodlands Church - Angel Tree Christmas Assistance - 200 children

Anonymous Donor - 100 Turkeys (paired with Mitchell Canned Food Drive)

Gullo Family - 2 Travis Families with the most need

CISD Police Department - Coats for Kids and Children in Santa's Dreams (Toys)

Montgomery County Sheriff's Dept. - Blue Elf (Toys)

Anonymous Individuals sometimes adopt families from Travis

### **Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1:** Parent involvement in our PTO have fewer active members. **Root Cause:** It is difficult to recruit and keep participation high. Many parents work odd hours and are unable to attend the meetings consistently.

**Problem Statement 2 (Prioritized):** Although families support events on campus, attendance for academic related events are relatively low. **Root Cause:** Some families feel uncomfortable with academic events on campus and tend not to show up for those type of events.

**Problem Statement 3:** Smore newsletters are sent to families but parents don't know how to use the translate feature.



# Priority Problem Statements

**Problem Statement 1:** Special education students are performing below the Meets performance level of 19% in reading and 23% in math.

**Root Cause 1:** Additional training is needed on the co-teach model to best support special education students.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** Our white population did not meet the Meets standard for math on the 2021 STAAR exam.

**Root Cause 2:** Reteach guided math procedures specifically focusing on small group instruction.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** Our white population did not meet the Meets standard for reading on the 2021 STAAR exam.

**Root Cause 3:** Refocus on guided reading and specifically address students as readers and working with them at the small group table grow students as readers.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 4:** Only 31% of Travis Intermediate's EL students are meeting their TELPAS progress rate.

**Root Cause 4:** Need to implement strategies to give students the opportunity to read, write and speak in English for language acquisition.

**Problem Statement 4 Areas:** Student Achievement

**Problem Statement 5:** All students scored lower in STAAR Reading, Math and Science compared to the previous STAAR scores.

**Root Cause 5:** Training for teachers to increase academic rigor.

**Problem Statement 5 Areas:** Student Achievement

**Problem Statement 6:** Although families support events on campus, attendance for academic related events are relatively low.

**Root Cause 6:** Some families feel uncomfortable with academic events on campus and tend not to show up for those type of events.

**Problem Statement 6 Areas:** Parent and Community Engagement

**Problem Statement 7:** Campus is receiving an excessive amount of office referrals for classroom discipline management.

**Root Cause 7:** Teachers are relying heavily on the Campus Behavior Coach to address problems versus dealing with persistent Tier 1 behaviors in the classroom. Additional training is needed through Foundations to address this issue.

**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:** Travis will consistently focus on our total student population through data tracking and data discussions to increase the all students meets percentage on the 2022 Reading STAAR exam by 5%. (From 29% meets to 34% meets.)

### Targeted or ESF High Priority

**Evaluation Data Sources:** Common Assessments  
District Common Formative Assessments  
STAAR Interim Assessments  
STAAR Assessment

### Strategy 1 Details

**Strategy 1:** Hire an Interventionist to address severe learning loss in Reading and Math for students in a pull-out model.

**Strategy's Expected Result/Impact:** By addressing learning gaps directly with each impacted student this will increase their ability to perform with their grade level peers by closing academic achievement gaps.

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Instructional Coaches  
Interventionist

**ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy**

### Strategy 2 Details

**Strategy 2:** Hire academic tutors in Reading and Math to address learning loss with students in a pull-out model.

**Strategy's Expected Result/Impact:** By addressing learning gaps directly with each impacted student this will increase their ability to perform with their grade level peers by closing academic achievement gaps.

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Instructional Coaches  
Teachers

**TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy**

**Funding Sources:** Tutorials - State Comp Ed - \$16,788, Bridge the Gap - Heggerty Phonics - ESSER - \$15,082, Academic Tutors (Reading and Math) - ESSER - \$30,000

### Strategy 3 Details

**Strategy 3:** Hire a Reading Instructional Coach to strengthen best practices and provide classroom support for teachers through professional development, direct teaching, modeling, observation, feedback and support.

**Strategy's Expected Result/Impact:** By addressing instruction directly with classroom teachers, students benefit from teacher capacity being increased. Students will be able to perform with their grade level peers because academic/achievement gaps will be closed.

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Instructional Coaches  
Teachers

**Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

**Funding Sources:** ELA Instructional Coach - State Comp Ed - \$75,233, Reading Instructional Coach - Title I - \$77,369

### Strategy 4 Details

**Strategy 4:** Continue to pay for an Instructional Aide to address severe learning loss in Reading and Math for students in a pull-out model.

**Strategy's Expected Result/Impact:** By addressing learning gaps directly with each impacted student this will increase their ability to perform with their grade level peers by closing academic achievement gaps.

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Instructional Coaches  
Interventionist

**Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction

**Funding Sources:** Extra-Duty Pay for Tutoring - Title I - \$7,910, Instructional Aide - Title I - \$23,892

### Strategy 5 Details

**Strategy 5:** Travis will continue utilizing reduced class sizes in Reading, Math and Science to support staff in working with at-risk students.

**Strategy's Expected Result/Impact:** Students sub-groups with move 5% points in the Meets standards on the STAAR exam

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Instructional Coaches  
Teachers

**Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals

**Funding Sources:** General Education Teachers for At-Risk Students - State Comp Ed - \$1,572,121, Math Instructional Coach - Title I - \$78,000

**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:** Travis will consistently focus on our white student population through data tracking and data discussions to increase the meets percentage on the 2022 Reading STAAR exam by 5%. (From 56% meets to 61% meets.)

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Common Assessments  
District Common Formative Assessments  
STAAR Interim Assessments  
STAAR Assessment

## **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:** Travis will consistently focus on our special education student population through data tracking and data discussions to increase the meets percentage on the 2022 Reading STAAR exam by 5%. (From 10% meets to 15% meets.)

### **Targeted or ESF High Priority**

**Evaluation Data Sources:** Common Assessments

District Common Formative Assessments

STAAR Interim Assessments

STAAR Assessment

## 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:** Travis will consistently focus on our total student population through data tracking and data discussions to increase the all students meets percentage on the 2022 Math STAAR exam by 5%. (From 35% meets to 40% meets.)

### Targeted or ESF High Priority

**Evaluation Data Sources:** Common Assessments  
District Common Formative Assessments  
STAAR Interim Assessments  
STAAR Assessment

#### Strategy 1 Details

**Strategy 1:** Hire Guided math consultants to conduct observations and feedback so the campus can effectively implement Guided Math structures.

**Strategy's Expected Result/Impact:** By addressing classroom instruction directly it will have a positive impact on students and their ability to show growth at the end of the school year.

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Instructional Coaches  
Teachers

**TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy**

**Funding Sources:** ERG Consultants - ESSER - \$30,000

#### Strategy 2 Details

**Strategy 2:** Hire an Interventionist to address severe learning loss in Reading and Math for students in a pull-out model.

**Strategy's Expected Result/Impact:** By addressing learning gaps directly with each impacted student this will increase their ability to perform with their grade level peers by closing academic achievement gaps.

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Instructional Coaches  
Interventionist

**TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy**

**Funding Sources:** Interventionist - ESSER - \$118,755

### Strategy 3 Details

**Strategy 3:** Hire academic tutors in Reading and Math to address learning loss with students in a pull-out model.

**Strategy's Expected Result/Impact:** By addressing learning gaps directly with each impacted student this will increase their ability to perform with their grade level peers by closing academic achievement gaps.

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Instructional Coaches  
Teachers

**ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy**

**Funding Sources:** Dreambox - ESSER - \$8,000

### Strategy 4 Details

**Strategy 4:** Continue to pay for a Campus Behavior Coach to strengthen best practices and provide classroom support for teachers through professional development, direct teaching, modeling, observation, feedback and support with classroom management techniques.

**Strategy's Expected Result/Impact:** By addressing classroom management it allows for an environment where the teacher can teach grade level content.

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Instructional Coaches  
Teachers

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

**Funding Sources:** Behavior Coach - Title I - \$78,877

### Strategy 5 Details

**Strategy 5:** Continue to pay for a Title 1 Counselor to provide classroom support for teachers through professional development, direct teaching, modeling, observation, feedback and support with our students social and emotional well being.

**Strategy's Expected Result/Impact:** By addressing the SEL component it allows for an environment where the teacher can teach grade level content and address problems students are experiencing and may not know how to cope.

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Instructional Coaches  
Teachers

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture

**Funding Sources:** Title 1 Counselor - Title I - \$91,857

**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:** Travis will consistently focus on our white student population through data tracking and data discussions to increase the meets percentage on the 2022 Math STAAR exam by 5%. (From 40% meets to 45% meets.)

**Evaluation Data Sources:** Common Assessments  
District Common Formative Assessments  
STAAR Interim Assessments  
STAAR Assessment



**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:** Travis will consistently focus on our special education student population through data tracking and data discussions to increase the meets percentage on the 2022 Math STAAR exam by 5%. (From 6% meets to 11% meets.)

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Common Assessments  
District Common Formative Assessments  
STAAR Interim Assessments  
STAAR Assessment

**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:** Travis Intermediate will effectively and efficiently manage all resources and campus operations.

**Evaluation Data Sources:** Campus Budget

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Meet each month with the financial secretary to review budget information to ensure resources are spent appropriately.</p> <p><b>Strategy's Expected Result/Impact:</b> A balanced budget and all funds are spent responsibly.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Financial Secretary</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</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:** Travis will attend the CISD Job Fair and University Job Fairs to recruit highly-qualified staff.

**Evaluation Data Sources:** Principal  
Assistant Principals

**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:** Travis will provide a safe and orderly school environment conducive to learning for all students and staff

Strategy 1 Details
<p><b>Strategy 1:</b> Continue with the Implementation of PBIS, CHAMPS, SEL lessons and No Place for Hate.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student behavior and engagement outcomes and a decrease in student discipline referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal PBIS Liaison Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> Family Engagement - Title I - \$3,175, Positive Behavior Support - State Comp Ed - \$81,302</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:** Increase all students BAS levels on campus.

### Targeted or ESF High Priority

**Evaluation Data Sources:** BAS literacy assessments

Running Records

Common Assessments

District Common Formative Assessments

STAAR Interim Assessments

STAAR Assessment

### Strategy 1 Details

**Strategy 1:** Purchase classroom libraries for Language Arts classrooms to enhance students abilities to select just right books for their independent reading time during class.

**Strategy's Expected Result/Impact:** Increased reading levels.

**Staff Responsible for Monitoring:** Principal

Assistant Principal

Reading Instructional Coaches

Classroom Teachers

**Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction

**Funding Sources:** Classroom libraries - ESSER - \$20,400

### Strategy 2 Details

**Strategy 2:** Target our EL students with instructional materials to enhance their learning in the classroom and improve their academic performance.

**Strategy's Expected Result/Impact:** Increase in the meets percentage for their sub-group by 5% points

**Staff Responsible for Monitoring:** Principal

Assistant Principal

Instructional Coaches

Teachers

**Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction

**Funding Sources:** Instructional Support Materials - Title III - \$7,500

**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:** Provide structured planning, routine staff development, detailed feedback, and action-based data meetings to maximize student learning.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Common Assessments  
District Common Formative Assessments  
STAAR Interim Assessments  
STAAR Assessment

Strategy 1 Details
<p><b>Strategy 1:</b> Provide substitute teachers for staff members to attend professional development.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic achievement on assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coaches Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> Subs for Teachers to Attend Training - Title I - \$15,901</p>

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

When working on the comprehensive needs assessment, many stakeholders were involved in the process. Teacher teams met to review data and determine the focus area for their subject area using the 10-5-5 protocol for determining root causes. Results from assessment data were used in the data review (STAAR, benchmark data, common assessment data, and discipline data). The meetings with teacher teams included Administrators, Campus Coaches, Counselors and instructional paraprofessionals.

We included our Leadership Team and Parent Representatives to review the Assessment and have our checkpoints set to monitor progress.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

The plan begins with the Leadership Team (Admin, Counselors and Coaches) pulling together data and looking for strengths and weaknesses. We then get input from our Team Leaders and Parent Representatives.

Once the plan is complete, the Campus Improvement Plan is shared with staff, parents and our students.

### **2.2: Regular monitoring and revision**

The campus will regularly monitor the CIP and revise strategies based on identified needs.

PLC Meetings

Data Review Meetings

Small Groups Sessions

Monitoring student grades and adjusting as necessary

Leadership Team Meetings

Team Leader Meetings

### **2.3: Available to parents and community in an understandable format and language**

Campus Improvement Plans (CIPs) are available on the Conroe ISD website under Accountability. CIPs are available in English and Spanish based on student population.

### **2.4: Opportunities for all children to meet State standards**

Staff and Administration closely monitor grades and assessments to ensure that students are on target to meet State standards. Students who are at risk for missing their target receive support and small group instruction, including:

-RtI Instruction



- In Class Small Group Instruction
- Pull Out support (Summit K-12, Dyslexia, Resource)
- Before/After School Tutorials

## **2.5: Increased learning time and well-rounded education**

Our master schedule was reviewed and adjusted to ensure we maximize instructional time, intervention time and remediation.

## **2.6: Address needs of all students, particularly at-risk**

Data analysis takes place regularly during PLC time. All students are closely monitored for strengths and weaknesses and intervention plans are developed implemented, and monitored for progress.

# **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

## **3.1: Develop and distribute Parent and Family Engagement Policy**

The campus jointly develops, with the input of parents, a written Family Engagement Policy and School Family Student Compact. Our Family Engagement Policy and School Family Student Compact are reviewed annually with our Parent Teacher Organization. They make any suggestions/edits to it each May.

We also use our Parent Survey at the end of each year to make any needed changes to our Family Engagement Policy and School Family Student Compact.

## **3.2: Offer flexible number of parent involvement meetings**

Although events right now are done over Zoom, we also schedule Zoom meetings for the evenings to accommodate schedules.

Many sessions we do are recorded so that parents can watch them at a time that best fits their schedule.

We send out notices to parents of events coming up by sending home flyers, emailing them and posting them on our webpage and communicating the events through school messenger and the SMORE newsletter.

# Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Tutorials		\$16,788.00
1	1	3	ELA Instructional Coach		\$75,233.00
1	1	5	General Education Teachers for At-Risk Students		\$1,572,121.00
4	1	1	Positive Behavior Support		\$81,302.00
<b>Sub-Total</b>					\$1,745,444.00
<b>Budgeted Fund Source Amount</b>					\$1,745,444.00
<b>+/- Difference</b>					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Reading Instructional Coach		\$77,369.00
1	1	4	Extra-Duty Pay for Tutoring		\$7,910.00
1	1	4	Instructional Aide		\$23,892.00
1	1	5	Math Instructional Coach		\$78,000.00
1	4	4	Behavior Coach		\$78,877.00
1	4	5	Title 1 Counselor		\$91,857.00
4	1	1	Family Engagement		\$3,175.00
5	2	1	Subs for Teachers to Attend Training		\$15,901.00
<b>Sub-Total</b>					\$376,981.00
<b>Budgeted Fund Source Amount</b>					\$376,981.00
<b>+/- Difference</b>					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	2	Instructional Support Materials		\$7,500.00
<b>Sub-Total</b>					\$7,500.00
<b>Budgeted Fund Source Amount</b>					\$7,500.00
<b>+/- Difference</b>					\$0.00

ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Bridge the Gap - Heggerty Phonics		\$15,082.00
1	1	2	Academic Tutors (Reading and Math)		\$30,000.00
1	4	1	ERG Consultants		\$30,000.00
1	4	2	Interventionist		\$118,755.00
1	4	3	Dreambox		\$8,000.00
5	1	1	Classroom libraries		\$20,400.00
<b>Sub-Total</b>					\$222,237.00
<b>Budgeted Fund Source Amount</b>					\$222,237.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total</b>					\$2,352,162.00