Conroe Independent School District

Bush Elementary

2022-2023 Campus Improvement Plan

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

State testing data from the 2022-2023 school year is described as part of the achievement summary. Current assessment data is compared (in terms of percent change) to 2021-2022 state assessments. Based on the 2018-2019 TAPR, Bush Elementary received an "A" accountability rating for 2019. In addition, the school earned distinction designations in ELA/Reading, Mathematics, Top 25: Comparative Closing the Gaps, and Postsecondary Readiness. Summary data for state testing is reported in the table below at the all student level and for various identified groups of students.

Test	All Student Percentage	Percent Change from Previous Year	Hispanic %	% Change	White %	%Change	Asian %	%Change	Black %	% Change	Special Ed %	%Change	LEP %	% Change
Grade 3 Reading														
At Approaches Grade Level or Above	91	+6	90	+9	92	+8	91	-9	87	+8	79	+38	82	-3
At Meets Grade Level or Above	70	+10	73	+27	70	+4	82	+26	53	+10	57	+28	65	+35
At Masters Grade Level	47	+10	51	+20	47	+9	55	+26	33	+4	21	+3	53	+33
Grade 3 Mathematics														
At Approaches Grade Level or Above	85	+1	85	+8	85	-1	91	-8	87	+30	71	+21	76	-9
At Meets Grade Level or Above	58	-4	59	+9	58	-7	64	-14	60	+27	50	+17	65	0
At Masters Grade Level	33	-5	37	+10	35	-7	27	-22	20	+6	21	+10	29	-21
Grade 4 Reading														
At Approaches Grade Level or Above	93	+9	90	+8	94	+10	94	+2	95	+20	53	+6	94	+11
At Meets Grade Level or Above	79	+22	78	+23	81	+24	83	+21	68	-7	40	+11	71	+29
At Masters Grade Level	46	+10	43	+6	46	+10	72	+34	26	-49	27	+27	45	+12

Grade 4 Mathematics

At Approaches Grade Level or Above	87	-7		78	-17	91	-3	100	+8	74	-1	40	-25	84	-16
At Meets Grade Level or Above	69	-8		63	0	73	-9	89	+4	42	-33	40	-1	71	-4
At Masters Grade Level	51	-11		40	-2	54	-13	83	-2	32	-43	33	-2	58	0

Overall, our reading scores increased in both third and fourth grades. Our third grade scores increased 10% in both meets and masters and our fourth grade scores increased 22% at meets and 10% at masters. Reading was a large focus for our campus in the 2021-2022 school year and we saw major gains. We also saw large increases in our students receiving special education services. In third grade reading our special education sub group increased 38% at approaches and 28% at meets grade level standards. When looking at the data, you will notice that our math meets and masters scores decreased from the 2020-2021 school year in both third and fourth grades. Those areas will become target areas for the upcoming school year.

For the 2021-2022 school year we received an "A" Accountability Rating and a distinction for "closing the gaps."

In addition to STAAR data, Benchmark Assessment System (BAS) results for end of the 2021-2022 school year are below . The BAS by Fountas and Pinnell is used to help teachers determine student's independent and instructional reading levels. The information below reflects our students' instructional reading level at the end of the 2021-2022 school year. The assessment measures students' reading behaviors and reading comprehension. The first table shows the number of students in each area, below, meets and above grade level standards by grade level. The second table shows the same information by percentage of students.

2021-2022 End of Year BAS	Kindergarten	First Grade	Second Grade
Below Grade Level	35	37	55
At Grade Level	77	36	13
Above Grade Level	45	81	83

2021-2022 End of Year BAS	Kindergarten	First Grade	Second Grade
Below Grade Level	22%	24%	36%
At Grade Level	49%	23%	10%
Above Grade Level	28%	53%	55%

Student Achievement Strengths

After reviewing state testing data for the 2021-2022 school year, 3rd and 4th grade Reading made growth as a whole, as well as in each of our subgroups. 3rd Grade Masters percentage increased 47 percent. Our special education students showed growth. In 3rd Grade Reading, our percentage of special education students that scored approaches improved 38 percent from 2020-2021.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Even though our third grade students made growth on STAAR Reading, we did not meet our goal of increasing third grade students that score meets or above on STAAR from 60-75%. **Root Cause:** - transition from paper STAAR to online STAAR with few resources -PLC began late in the year

Problem Statement 2 (Prioritized): The percentage of third grade students that scored meets grade level on STAAR Math, decreased from 62% in 2020-2021 to 58% in 2021-2022. **Root Cause:** - transition from paper STAAR to online STAAR with few resources -PLC began late in the year - Ongoing Review was implemented late in the year

Problem Statement 3 (Prioritized): The percentage of fourth grade students that scored meets grade level on STAAR Math, decreased from 78% in 2020-2021 to 68% in 2021-2022. **Root Cause:** - transition from paper STAAR to online STAAR with few resources -PLC began late in the year - Ongoing Review was implemented late in the year

Problem Statement 4 (Prioritized): Even though our students who are Economically Disadvantaged have increased from 41% at meets grade level in 2021 to 52% in 2022, the economically disadvantaged sub group has the lowest percentage of students who met standards on all tests. **Root Cause:** - High mobility rates - Gaps from Covid and Virtual Instruction

Culture and Climate

Culture and Climate Summary

Bush Elementary continues to review common area procedures through the Foundations process. Consistent routines and procedures for common areas work to ensure a climate characterized by common understandings. We continue to implement our hallway and cafeteria procedures. Through continuous observation, reflection, and review, we are assessing and formalizing our procedures. In addition, Foundations is developing a discipline leveling system to create consistency in student misbehavior. Teachers are also receiving training and implementing STOIC including CHAMPS to improve classroom management. In addition to the work of Foundations, we continue to monitor, observe, and improve our dismissal procedures.

As a professional learning community, we are committed to continuous improvement. Our Organizational Health Inventory (OHI) results indicate that Adaptation is a priority for improvement. Specific academic and climate focus areas have been identified. Professional learning efforts have been aligned to those focus areas, and focus areas are highlighted at least weekly in our staff newsletter. Focus areas are: 1) Building Relationships 2) Reading Academy 3) Effective PLC's 4) MTSS and 5) Foundations. In terms of professional learning, teachers will receive Reading Academy Training from the state. A Reading Academy plan has been developed to provide teachers with time to complete the training modules. Bush has been assigned a district facilitator to support our teachers with Reading Academy as well.

Culture and Climate Strengths

According to OHI data, the campus successfully met the goal of moving from clarity to acceptance in the area of goal focus. In the are of communication we improved becoming our Top Dimension. The work of Foundations continues with a specific focus on ensuring the voices of all staff members are included in the process. In addition, our focus areas are consistently reiterated through conversation and regular staff publications.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Disciplinary infractions increased from 70 in 2020-2021 to 335 in 2021-2022. **Root Cause:** - Lack of discipline leveling system and systems for behavior management - Scopes and Sequences did not allow for time to set up routines and procedures

Problem Statement 2: According to the the 2021-2022 OHI (Organizational Health Inventory) Adaptation was identified as our top priority. Adaptation is the ability to tolerate stress and maintain stability while coping with demands of the environment. **Root Cause:** - Change of leadership in the middle of the year - Clear procedures were not in place after COVID - Demands were added without sufficient support

Problem Statement 3: Bush has had an increase of students brought to MTSS/RTI for behavior. Teachers have reported that they have seen an increase of students that are lacking social emotional skills. **Root Cause:** - Lack of time dedicated to teaching expectations

Parent and Community Engagement

Parent and Community Engagement Summary

During the 2021-2022 school year, we were able to provide parents opportunities to engage with the school community after the disruptions that Covid created in the 2020-2021 school year. At the beginning of the school year, the Bush PTO sponsored a back-to-school kick-off event in conjunction with our Meet The Teacher Night. In addition, we were able to host family game night and to bring back traditional events (i.e., PTO Movie Night) with PTO's support. We also successfully brought back opportunities for volunteers, lunch visitors, and events. In addition to bringing back events, we hosted several Parent University events virtually and in person. Parents were also able to meet with teachers for virtual and in person conferences.

Parent and Community Engagement Strengths

Parents have communicated to school staff, PTO, and teachers that they are pleased with how community engagements have improved. We continue to monitor and add events as well as opportunities for parents to engage in the school community adding events like Pawsome Awards, Parent Guest Reader's, and a 4th Grade Clap-out at the end of the school year.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Even though parent participation has increased in the last year, parents have reported they would like more opportunities to volunteer and to participate in their child's education. **Root Cause:** During Covid, programs and open house were put on pause, added volunteers back to the building late in the school year, parent volunteer opportunities were limited

Problem Statement 2: Even though parent participation has increased in the last year, parents have stated they would like opportunities to engage with their child's education by helping sponsor clubs. **Root Cause:** During Covid, parent involvement opportunities were limited, clubs were put on pause during Covid

Priority Problem Statements

Problem Statement 2: Even though our third grade students made growth on STAAR Reading, we did not meet our goal of increasing third grade students that score meets or above on STAAR from 60-75%.

Root Cause 2: - transition from paper STAAR to online STAAR with few resources -PLC began late in the year

Problem Statement 2 Areas: Student Achievement

Problem Statement 1: Disciplinary infractions increased from 70 in 2020-2021 to 335 in 2021-2022.

Root Cause 1: - Lack of discipline leveling system and systems for behavior management - Scopes and Sequences did not allow for time to set up routines and procedures

Problem Statement 1 Areas: Culture and Climate

Problem Statement 3: The percentage of third grade students that scored meets grade level on STAAR Math, decreased from 62% in 2020-2021 to 58% in 2021-2022.

Root Cause 3: - transition from paper STAAR to online STAAR with few resources -PLC began late in the year - Ongoing Review was implemented late in the year

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: The percentage of fourth grade students that scored meets grade level on STAAR Math, decreased from 78% in 2020-2021 to 68% in 2021-2022.

Root Cause 4: - transition from paper STAAR to online STAAR with few resources -PLC began late in the year - Ongoing Review was implemented late in the year

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Even though our students who are Economically Disadvantaged have increased from 41% at meets grade level in 2021 to 52% in 2022, the economically disadvantaged sub group has the lowest percentage of students who met standards on all tests.

Root Cause 5: - High mobility rates - Gaps from Covid and Virtual Instruction

Problem Statement 5 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Discipline records

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community 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 prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 1: Increase the percent of 3rd grade students that score at the meets grade level or above on STAAR Reading from 69 to 75%.

High Priority

HB3 Goal

Evaluation Data Sources: district assessment data, CFA's, campus assessments

Strategy 1 Details			Reviews			
Strategy 1: Effectively utilize the PLC process and the four questions within the PLC structure to determine the individual needs of students. Teachers will create intervention and enrichment groups based on data and implement the interventions/enrichment during the intervention block.			**Formative**			**Summative**
			Oct	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: targeted intervention and enrichment will increase student achievement **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coach **Problem Statements:** Student Achievement 1						
Strategy 2 Details			Reviews			
Strategy 2: Students will receive additional small group instruction from support staff and tutors.			**Formative**			**Summative**
Strategy's Expected Result/Impact: increase in reading levels **Staff Responsible for Monitoring:** Principal, Assistant Principal **Funding Sources:** Tutors - ESSER III - $14,140			**Oct**	**Dec**	**Mar**	**June**

Strategy 3 Details		Reviews			
Strategy 3: Use Imagine Learning with English Learners to aide in the acquisition of English. Emerging bilinguals with have the opportunity to use Imagine Learning during the daily intervention block to support literacy skills.		**Formative**			**Summative**
		Oct	**Dec**	**Mar**	**June**

Strategy's Expected Result/Impact: increase in language acquisition skills for English Learners
    Staff Responsible for Monitoring: Principal, Assistant Principals
 	
    Problem Statements: Student Achievement 1
    Funding Sources: Imagine Learning Software - Title III - $1,000					

Strategy 4 Details		Reviews			
Strategy 4: Use Summit K-12 with English Learners to help improve English language acquisition.		**Formative**			**Summative**
Strategy's Expected Result/Impact: increase in language acquisition skills for English Learners		**Oct**	**Dec**	**Mar**	**June**

Staff Responsible for Monitoring: Principal, Assistant Principal
 	
    Problem Statements: Student Achievement 1
    Funding Sources: Summit K-12 Software - Title III - $1,000					

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Even though our third grade students made growth on STAAR Reading, we did not meet our goal of increasing third grade students that score meets or above on STAAR from 60-75%. **Root Cause**: - transition from paper STAAR to online STAAR with few resources -PLC began late in the year

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 58% to75%.

    High Priority

    HB3 Goal

    Evaluation Data Sources: district assessment data, CFA's, campus assessments

Strategy 1 Details		Reviews		
Strategy 1: Effectively use the PLC process and the four questions within the PLC structure to determine the individual needs of students who need intervention or enrichment. Quality interventions and enrichment will be completed by classroom teachers and support staff.		**Formative**		**Summative**
		Oct	Dec	Mar	June

Strategy's Expected Result/Impact: increase academic achievement
    Staff Responsible for Monitoring: Principal, Assistant Principal
 	
    Problem Statements: Student Achievement 2
    Funding Sources: High Quality Teacher - State Comp Ed - $68,244					

Strategy 2 Details		Reviews		
Strategy 2: Students will use Dreambox to help improve math skills.		**Formative**		**Summative**
Strategy's Expected Result/Impact: increase in student's understanding, increase in math assessment scores		Oct	Dec	Mar	June

Staff Responsible for Monitoring: Principal, Assistant Principals
 	
    Problem Statements: Student Achievement 2
    Funding Sources: Dreambox Software - ESSER III - $8,000					

Strategy 3 Details	Reviews			
Strategy 3: Through the PLC process, teachers will identify students that need additional intervention. Students will be provided opportunities for before school and after school tutoring to help close gaps. **Strategy's Expected Result/Impact:** increase in student achievement **Staff Responsible for Monitoring:** Principal, Assistant Principal **Problem Statements:** Student Achievement 2 **Funding Sources:** Extra Duty Pay - ESSER III - $3,000, Extra Duty Pay - Title III - $2,000	Formative			Summative
	Oct	Dec	Mar	June

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: The percentage of third grade students that scored meets grade level on STAAR Math, decreased from 62% in 2020-2021 to 58% in 2021-2022. **Root Cause** : - transition from paper STAAR to online STAAR with few resources -PLC began late in the year - Ongoing Review was implemented late in the year

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 3: Increase the percent of 4th grade students that score at the meets grade level or above on STAAR Reading from 79% to 85%.

    Evaluation Data Sources: district assessment data, CFA's, campus assessments

Strategy 1 Details	Reviews			
Strategy 1: Effectively utilize the PLC process and the four questions within the PLC structure to determine the individual needs of students. Teachers will create intervention and enrichment groups based on data and implement the interventions/enrichment during the intervention block.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: increase in student level, increase in student's reading levels **Staff Responsible for Monitoring:** Principal, Assistant Principals				

Strategy 2 Details	Reviews			
Strategy 2: Students will receive additional small group instruction from support staff and tutors, including before school and after school tutorials.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**

Strategy's Expected Result/Impact: increase in reading levels
    Staff Responsible for Monitoring: Principal, Assistant Principals
 	
    Funding Sources: Instructional Materials - State Comp Ed - $5,774, Paraprofessional Support - ESSER III - $14,987				

Strategy 3 Details	Reviews			
Strategy 3: Use Imagine Learning with English Learners to aide in the acquisition of English. Emerging bilinguals with have the opportunity to use Imagine Learning during the daily intervention block to support literacy skills.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: increase in language acquisition skills for English Learners **Staff Responsible for Monitoring:** Principal, Assistant Principals				

Strategy 4 Details	Reviews			
Strategy 4: Use Summit K-12 with English Learners to help improve English language acquisition.	**Formative**			**Summative**
Strategy's Expected Result/Impact: increase in language acquisition skills for English Learners	**Oct**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal				

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue |

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 4: Increase the percent of 4th grade students that score at the meets grade level or above on STAAR Math from 68% to 75%.

High Priority

Evaluation Data Sources: district assessment data, CFA's, campus assessments

Strategy 1 Details		Reviews			
Strategy 1: Effectively utilize PLC and the 4 PLC questions to identify the students that need intervention or enrichment. Students will receive targeted small group interventions during the intervention block from classroom teachers and support staff.		**Formative**			**Summative**
		Oct	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: increase in students' understanding and math skills					
Staff Responsible for Monitoring: Principal, Assistant Principal					
Problem Statements: Student Achievement 3					
Funding Sources: High Quality Teacher - ESSER III - $70,000					

Strategy 2 Details		Reviews			
Strategy 2: Students will use Dreambox to help improve math skills.		**Formative**			**Summative**
Strategy's Expected Result/Impact: increase in student's understanding and math skills, help close gaps		**Oct**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal					
Problem Statements: Student Achievement 3					

Strategy 3 Details		Reviews			
Strategy 3: Through the PLC process, teachers will identify students that need additional intervention. Students will be provided opportunities for before school and after school tutoring to help close gaps.		**Formative**			**Summative**
		Oct	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principal					
Problem Statements: Student Achievement 3					

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 3: The percentage of fourth grade students that scored meets grade level on STAAR Math, decreased from 78% in 2020-2021 to 68% in 2021-2022. **Root Cause**: - transition from paper STAAR to online STAAR with few resources -PLC began late in the year - Ongoing Review was implemented late in the year

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 5: Increase the percent of Economically Disadvantaged students that score at the meets grade level by 10% in Reading and Math.

    Evaluation Data Sources: district assessment data, CFA's, campus assessments

Strategy 1 Details	Reviews			
Strategy 1: Through the PLC process, Economically Disadvantaged students who require additional intervention will be identified and will receive targeted small group interventions during the intervention block from classroom teachers and support staff.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**

Strategy's Expected Result/Impact: help close gaps, help improve reading and math skills, increase reading levels
 	
    Problem Statements: Student Achievement 4
    Funding Sources: High Quality Teacher - ESSER III - $70,000, High Quality Teacher - ESSER III - $85,000				

Strategy 2 Details	Reviews			
Strategy 2: Through the PLC process, Economically Disadvantaged students who require additional intervention will be identified and will receive additional small group instruction from support staff and tutors, including before school and after school tutorials	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: help close gaps, help improve reading and math skills, increase reading levels **Staff Responsible for Monitoring:** Principal, Assistant Principal				
0% No Progress	100% Accomplished	Continue/Modify	X Discontinue	

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 4: Even though our students who are Economically Disadvantaged have increased from 41% at meets grade level in 2021 to 52% in 2022, the economically disadvantaged sub group has the lowest percentage of students who met standards on all tests. **Root Cause**: - High mobility rates - Gaps from Covid and Virtual Instruction

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: Campus leaders will engage in ongoing learning designed to help teachers use data to inform their instruction.

    Evaluation Data Sources: Meeting Agendas, Meeting Notes, Staff Development plans, PLC Agendas, Assessment Scores

Strategy 1 Details				Reviews			
Strategy 1: Campus leaders including team leaders will study Learning By Doing, A Handbook for Professional Learning Communities at Work.				**Formative**			**Summative**
				Oct	**Dec**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue				

Goal 2: School Leadership and Fiscal Responsibility

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

Performance Objective 2: To maintain efficient and effective fiscal management of resources and operations.

Evaluation Data Sources: Documentation

Strategy 1 Details			Reviews		
Strategy 1: Maintain and document all purchases made using budget funds, grant funds, and activity funds.			**Formative**		**Summative**
Staff Responsible for Monitoring: Principal, Secretary		**Oct**	**Dec**	**Mar**	**June**
Strategy 2 Details			**Reviews**		
Strategy 2: Use awarded vendors (with the exception of specialty items approved in advance by purchasing) for all purchases.			**Formative**		**Summative**
Staff Responsible for Monitoring: Principal, Assistant Principal		**Oct**	**Dec**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 3: Recruitment, Development, and Retention of Staff

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

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

Strategy 1 Details		Reviews			
Strategy 1: Attend all job fairs (virtual or in person) as available.		**Formative**			**Summative**
Staff Responsible for Monitoring: Principal		**Oct**	**Dec**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

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: Implement a campus wide discipline leveling system through Foundations in an effort to establish consistent protocols for managing student behavior.

High Priority

Evaluation Data Sources: Referral Data

Strategy 1 Details	Reviews			
Strategy 1: Foundations will introduce the leveling system in August BOY staff development and will monitor the system throughout the year by analyzing referral and discipline data.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Decrease disciplinary infractions, create campus alignment for managing behavior **Staff Responsible for Monitoring:** Principal, Assistant Principal **Problem Statements:** Culture and Climate 1				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

| **Culture and Climate** |
|---|
| **Problem Statement 1**: Disciplinary infractions increased from 70 in 2020-2021 to 335 in 2021-2022. **Root Cause**: - Lack of discipline leveling system and systems for behavior management - Scopes and Sequences did not allow for time to set up routines and procedures |

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: Improve in the area of Adaptation on OHI.

    Evaluation Data Sources: Staff climate surveys, OHI

Strategy 1 Details				Reviews			
Strategy 1: Teacher panels will be implemented in the spring to help monitor the culture and climate of the school.				**Formative**			**Summative**
Staff Responsible for Monitoring: Principal				**Oct**	**Dec**	**Mar**	**June**
Strategy 2 Details				**Reviews**			
Strategy 2: Faculty meetings will be used as a time to discuss and implement campus goals and will explain the reason behind goals or any changes being made. Data will be used to support these conversations.				**Formative**			**Summative**
Staff Responsible for Monitoring: Principal				**Oct**	**Dec**	**Mar**	**June**
0% No Progress		100% Accomplished		→ Continue/Modify		✗ Discontinue	

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: Counselors will implement SEL lessons in monthly classroom lessons and small group lessons.

    Evaluation Data Sources: climate surveys, meeting agendas, meeting notes, Outlook Calendar

Strategy 1 Details		Reviews			
Strategy 1: Counselors will create a scope and sequence and align lessons based on the SEL state standards.		**Formative**			**Summative**
Staff Responsible for Monitoring: Principal		Oct	Dec	Mar	June
Funding Sources: Additional Counselor - ESSER II - $94,150					
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

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 4: Increase parent involvement opportunities for parents to engage in their child's education.

    Evaluation Data Sources: Parent Surveys, Parent Panels

Strategy 1 Details	Reviews			
Strategy 1: Implement Open House, Programs, and more volunteer opportunities for parents to engage with the school community. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselors	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**
Strategy 2 Details	**Reviews**			
Strategy 2: Allow opportunities for parents to partner with staff to help with after school clubs. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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: Teachers will implement the components of CISD Reads during literacy instruction and will implement Guided Math as part of daily math instruction.

High Priority

Evaluation Data Sources: assessment data, lesson plans, observation data

Strategy 1 Details	Reviews			
Strategy 1: The campus and district instructional coach will provide word study training and will help teachers implement high quality word study resources including Words Their Way and the Lucy Calkins Phonics Units of Study.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: increase in reading level and writing skills **Staff Responsible for Monitoring:** Principal, Assistant Principal **Problem Statements:** Student Achievement 1 **Funding Sources:** Academic Interventionist - ESSER III - $84,381				

Strategy 2 Details	Reviews			
Strategy 2: The campus and district instructional coach will support teachers with the implementation of guided math and will provide training on guided math resources such as Think Up Math and Math in Practice.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principals **Problem Statements:** Student Achievement 2, 3				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Even though our third grade students made growth on STAAR Reading, we did not meet our goal of increasing third grade students that score meets or above on STAAR from 60-75%. **Root Cause**: - transition from paper STAAR to online STAAR with few resources -PLC began late in the year
Problem Statement 2: The percentage of third grade students that scored meets grade level on STAAR Math, decreased from 62% in 2020-2021 to 58% in 2021-2022. **Root Cause**: - transition from paper STAAR to online STAAR with few resources -PLC began late in the year - Ongoing Review was implemented late in the year

Student Achievement

Problem Statement 3: The percentage of fourth grade students that scored meets grade level on STAAR Math, decreased from 78% in 2020-2021 to 68% in 2021-2022. **Root Cause**: - transition from paper STAAR to online STAAR with few resources -PLC began late in the year - Ongoing Review was implemented late in the year

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: Increase the use of appropriate apps and programs to enhance the use of technology in classrooms.

    Evaluation Data Sources: lesson plans, observation data

Strategy 1 Details			Reviews			
Strategy 1: The school media specialist and district technology coach will support teachers with the implementation of district approved technology software in classrooms. **Staff Responsible for Monitoring:** Principal, Assistant Principal			**Formative**			**Summative**
			Oct	**Dec**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue			

Campus Funding Summary

Title III

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Imagine Learning Software		$1,000.00
1	1	4	Summit K-12 Software		$1,000.00
1	2	3	Extra Duty Pay		$2,000.00
				Sub-Total	$4,000.00
				Budgeted Fund Source Amount	$4,000.00
				+/- Difference	$0.00

State Comp Ed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	High Quality Teacher		$68,244.00
1	3	2	Instructional Materials		$5,774.00
				Sub-Total	$74,018.00
				Budgeted Fund Source Amount	$74,018.00
				+/- Difference	$0.00

ESSER II

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	1	Additional Counselor		$94,150.00
				Sub-Total	$94,150.00
				Budgeted Fund Source Amount	$94,150.00
				+/- Difference	$0.00

ESSER III

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Tutors		$14,140.00
1	2	2	Dreambox Software		$8,000.00
1	2	3	Extra Duty Pay		$3,000.00
1	3	2	Paraprofessional Support		$14,987.00
1	4	1	High Quality Teacher		$70,000.00
1	5	1	High Quality Teacher		$70,000.00

ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	1	High Quality Teacher		$85,000.00
5	1	1	Academic Interventionist		$84,381.00
				Sub-Total	$349,508.00
				Budgeted Fund Source Amount	$349,508.00
				+/- Difference	$0.00
				Grand Total Budgeted	$521,676.00
				Grand Total Spent	$521,676.00
				+/- Difference	$0.00