Conroe Independent School District

Cox Intermediate

2022-2023 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Results of STAAR:

Domain I: 91

Domain II: 83

Domain III: 89

School Rating for 2021/2022 school year is an A

All Subjects:

- Approaches 88% 21/22
- Meets 63% 21/22
- Masters 40% 21/22

All Reading

- Approaches 88% 21/22
- Meets 68% 21/22
- Masters 44% 21/22

All Math

- Approaches 87% 21/22
- Meets 59% 21/22
- Masters 35% 21/22

Student Achievement Strengths

5th grade students performed at 92% Approaches with 75% at Meets and 53% at Masters in Reading. 6th Grade students performed at 84% Approaches in Reading and 73% of those students Mastered.

5th grade students groups; Hispanic 92% Approaches 71% Meets and 43% Masters, Black or AA 89% Approaches, 69% Meets and 48% Masters, Eco Dis 81% Approaches, 58% Meets, 32% Masters

Increase in Special Education Students in Reading from 37% Approaches in 20/21 to 52% Approaches in Reading.

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Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 6th grade ELA students performed at 84% Approaches, 61% Meets and 36% Masters compared to 5th Grade ELA that performed at 92% approaches, 75% Meets, 53% Masters in Reading. **Root Cause:** Only one new teacher joined the 5th Grade team in 2022 versus 3 new members to the 6th grade team, one who was hired mid year causing a disruption to the unit. Behaviors in 2021/22 interrupted learning and new teachers struggled to manage classroom.

Problem Statement 2 (Prioritized): Math students performed at 87% Approaches, 59% Meets, 35% Masters. **Root Cause:** Teachers split time serving general education math students and advanced math students. Teachers struggled to adjust teaching and tier instruction to meet the of all students.

Problem Statement 3 (Prioritized): 5th and 6th grade students identified as economically disadvantaged scored 74 % Approaches, 34% Meets and 12% Masters on the 2022 Math STAAR. **Root Cause:** Struggle with identifying barriers to learning for economically disadvantaged students and creating individualized plans.

Problem Statement 4 (Prioritized): 26% of Black or African American 5th grade students did not meet expectations on STAAR versus 11% in Reading. **Root Cause:** Learning found in foundational skills; math computation, academic vocabulary.

Problem Statement 5 (Prioritized): 64% of Special Education Students in 6th Grade Reading and 53% in Math did not meet expectations on the2021/22 STAAR. **Root Cause:** Staff adaptation and training to react to student behaviors that were disrupted to the environment.

Problem Statement 6: In Domain III Closing the Gaps, Academic Achievement: Asian, Two or More Races, and Eco Dis did not meet Target in Math. **Root Cause:** Reviewing data as a whole grade or class and not identifying individual student needs and planning for instruction to meet their needs.

Problem Statement 7 (Prioritized): Domain III Closing the Gaps, Growth Status: Asian did not meet target in ELA. White, Two or More Races did not meet target in Math. **Root Cause:** Reviewing data as a whole grade or class and not identifying individual student needs and planning for instruction to meet their needs.

Problem Statement 8 (Prioritized): 84% of students scored at Approaches in Science. Low percentage of students groups scored Masters on the Science STAAR: African American/12%, Two or More Races/15%, Eco Dis/7%, Special Education/5%. **Root Cause:** Lack of reviewing data for individual students and student groups and developing a plan for instruction to meet the needs of the students.

Culture and Climate

Culture and Climate Summary

Our top priority at Cox Intermediate is to create a climate where students and staff feel safe and welcome. We are located in a community where parents are visible and involved in their child's education. Many students live within close proximity to Cox and they walk or ride a bike to school, or are transported to and from school by car.

We believe in providing students with opportunities in and outside the classroom. We have many clubs and activities on campus to help grow the whole child. We continue to establish a culture of readers by emphasizing the importance of reading, giving students choice in what they read and providing resources to support their reading.

Cox Intermediate is in year 4 of "Foundations" and has taken a proactive and positive stance on behavior. The 2021/2022 school year brought to the forefront behaviors that caused disruptions in the classroom and the school the staff was not equipped to handle to level of effectiveness. Therefore we saw an increase in disruption and referrals increased.

2021 results of OHI identified Problem Solving as an area of growth.

We consistently work to establish Professional Learning Communities that collaborated and work toward student and staff success.

Culture and Climate Strengths

Implemented practices from "Foundations" and "CHAMPS" has helped develop a school culture where teacher, students, and parents use the same language and protocols to maintain a positive and supportive environment.

Established committees like Faculty Advisory Committee and Campus Site Base Committee to give teachers a voice in the decision making process. Also established Face to Face Committee to promote our school and find ways to involve parents and community. Formed the Cultural Awareness and Diversity Committee to help promote and celebrate cultures and unique differences.

Administration and Staff work together to provide opportunities to students to help them succeed; clubs, fine arts, assemblies, and enrichment.

We continue to work on establishing a culture where taking calculated risks are seen as a positive and staff are willing to implement new ideas to grow the campus.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Problem Solving was indicated as a priority area on the 2022 Organizational Health Inventory. **Root Cause:** Unexpected behaviors and academic gaps created challenges for staff and the ability to find solutions to the problems.

Problem Statement 2 (Prioritized): Disruption of instructional time due to the amount of absences of teachers and lack of substitutes to fill positions contributed to exasperation of teachers and low morale. **Root Cause:** Numerous absences of teachers due to COVID with no substitute pool to fill positions.

Problem Statement 3: Members of Professional Learning Communities (PLC) change from year to year and may include the leader. New members may not understand the purpose and functions of a PLC. **Root Cause:** Lack of professional development for new leaders and staff members in learning the PLC Process.

Parent and Community Engagement

Parent and Community Engagement Summary

Parents and Community are welcome on our campus and we offer many opportunities for them to be involved and engage with students and staff (PTO volunteers, parents volunteers, Career Day, Veteran's Day Assembly, Coffee with Counselors, Site Base Committee, Family Academic Nights!   Parent an community perceptions of our campus are important and we strive to communicate information and maintain positive relationships. When hiring for individuals to work in our front office area consider individuals who are welcoming, helpful, have a positive attitude and who will do a good job representing our school.

Parent and Community Engagement Strengths

We have many opportunities for parents and the community to volunteer and be involved on the campus. Opportunities include Parent Teacher Organization, Library Helpers, Girls on the Run, Destination Imagination, and Lego League. We use different formats of communication (monthly newsletter, video newsletters, campus facebook, twitter, marquee, and campus website).

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Limited amount of engagement with parents due to disruption of COVID. Limited amount to no parent volunteers, PTO, and mentors on campus. **Root Cause:** COVID Protocols and safety for students, staff, and parents led to allowing minimal adults on campus.

Problem Statement 2: Struggle with finding Community Business Partners to support the students and staff at Cox Intermediate. **Root Cause:** Building relationships with the community and local businesses for support has been minimal.

Problem Statement 3: Parent Survey showed teacher communication with parents as the lowest rating. **Root Cause:** Establishing protocols and expectations for communication with parents.

Priority Problem Statements

Problem Statement 2: 6th grade ELA students performed at 84% Approaches, 61% Meets and 36% Masters compared to 5th Grade ELA that performed at 92% approaches, 75% Meets, 53% Masters in Reading.
Root Cause 2: Only one new teacher joined the 5th Grade team in 2022 versus 3 new members to the 6th grade team, one who was hired mid year causing a disruption to the unit. Behaviors in 2021/22 interrupted learning and new teachers struggled to manage classroom.
Problem Statement 2 Areas: Student Achievement

Problem Statement 5: Problem Solving was indicated as a priority area on the 2022 Organizational Health Inventory.
Root Cause 5: Unexpected behaviors and academic gaps created challenges for staff and the ability to find solutions to the problems.
Problem Statement 5 Areas: Culture and Climate

Problem Statement 1: Math students performed at 87% Approaches, 59% Meets, 35% Masters.
Root Cause 1: Teachers split time serving general education math students and advanced math students. Teachers struggled to adjust teaching and tier instruction to meet the of all students.
Problem Statement 1 Areas: Student Achievement

Problem Statement 6: Disruption of instructional time due to the amount of absences of teachers and lack of substitutes to fill positions contributed to exasperation of teachers and low morale.
Root Cause 6: Numerous absences of teachers due to COVID with no substitute pool to fill positions.
Problem Statement 6 Areas: Culture and Climate

Problem Statement 3: 5th and 6th grade students identified as economically disadvantaged scored 74 % Approaches, 34% Meets and 12% Masters on the 2022 Math STAAR.
Root Cause 3: Struggle with identifying barriers to learning for economically disadvantaged students and creating individualized plans.
Problem Statement 3 Areas: Student Achievement

Problem Statement 4: 26% of Black or African American 5th grade students did not meet expectations on STAAR versus 11% in Reading.
Root Cause 4: Learning found in foundational skills; math computation, academic vocabulary.
Problem Statement 4 Areas: Student Achievement

Problem Statement 9: 64% of Special Education Students in 6th Grade Reading and 53% in Math did not meet expectations on the2021/22 STAAR.
Root Cause 9: Staff adaptation and training to react to student behaviors that were disrupted to the environment.
Problem Statement 9 Areas: Student Achievement

Problem Statement 7: Domain III Closing the Gaps, Growth Status: Asian did not meet target in ELA. White, Two or More Races did not meet target in Math.

Root Cause 7: Reviewing data as a whole grade or class and not identifying individual student needs and planning for instruction to meet their needs.

Problem Statement 7 Areas: Student Achievement

Problem Statement 8: 84% of students scored at Approaches in Science. Low percentage of students groups scored Masters on the Science STAAR: African American/12%, Two or More Races/15%, Eco Dis/7%, Special Education/5%.

Root Cause 8: Lack of reviewing data for individual students and student groups and developing a plan for instruction to meet the needs of the students.

Problem Statement 8 Areas: Student Achievement

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: 95% of All students in all subjects will score Meets or higher on the 2023 STAAR.

Evaluation Data Sources: Common Assessments, STAAR, Universal Screeners, BAS

Strategy 1 Details	Reviews			
Strategy 1: Provide small group instruction to all students in all subject areas tracking individual progress through observation, conferencing, and documentation.	**Formative**			**Summative**
	Oct	Dec	Mar	June
Strategy's Expected Result/Impact: Identify area of student strengths and weaknesses create small group instruction based on the individuals needs of the student resulting in students growth. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Campus Instructional Coach, Teachers, Academic Interventionist **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Achievement 1, 2, 3, 4 **Funding Sources:** Instructional Materials, Tutorials - State Comp Ed - $3,654, Materials and Resources - Title III - $2,000	✗	✗	✗	

Strategy 2 Details	Reviews			
Strategy 2: Continue to implement a daily schedule that includes an intervention/enrichment time to meet the needs of all students in the core content areas of English Language Arts, Math, Science, and Social Studies. Provide individualized, Intensive instructional tutorial programs for at-risk students before, during, and after school hours in the English Language Arts and Math. **Strategy's Expected Result/Impact:** Meet the needs of all student which will result in student academic progress. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, District and Campus Instructional Coaches, Teachers, Interventionist **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 **Funding Sources:** Materials - State Comp Ed - $1,000, Academic Interventionist, Materials, Resources - ESSER III - $68,000	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Provide ongoing support and professional development training for teachers in all content areas with evidence based instructional strategies to address needs of all students. **Strategy's Expected Result/Impact:** Increase in all Student's Academic Achievement **Staff Responsible for Monitoring:** Principal, Assistant Principals, District and Campus Instructional Coaches **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 3 **Funding Sources:** Campus Instructional Coach, Materials - State Comp Ed - $67,700, Professional Development, Substitutes - ESSER III - $15,000	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**

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

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: 6th grade ELA students performed at 84% Approaches, 61% Meets and 36% Masters compared to 5th Grade ELA that performed at 92% approaches, 75% Meets, 53% Masters in Reading. **Root Cause**: Only one new teacher joined the 5th Grade team in 2022 versus 3 new members to the 6th grade team, one who was hired mid year causing a disruption to the unit. Behaviors in 2021/22 interrupted learning and new teachers struggled to manage classroom.
Problem Statement 2: Math students performed at 87% Approaches, 59% Meets, 35% Masters. **Root Cause**: Teachers split time serving general education math students and advanced math students. Teachers struggled to adjust teaching and tier instruction to meet the of all students.

Student Achievement

Problem Statement 3: 5th and 6th grade students identified as economically disadvantaged scored 74 % Approaches, 34% Meets and 12% Masters on the 2022 Math STAAR. **Root Cause**: Struggle with identifying barriers to learning for economically disadvantaged students and creating individualized plans.

Problem Statement 4: 26% of Black or African American 5th grade students did not meet expectations on STAAR versus 11% in Reading. **Root Cause**: Learning found in foundational skills; math computation, academic vocabulary.

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: 60% of Special Education Students will score Meets or above on the 2022 Reading and Math STAAR.

    Evaluation Data Sources: Common Assessments, STAAR, Universal Screeners, Math Fluency

Strategy 1 Details		Reviews			
Strategy 1: Provide ongoing support and training for teachers in all content areas with evidence based instructional strategies, universal design for learning and positive behavior supports to address unique need of students with disabilities.		**Formative**			**Summative**
		Oct	Dec	Mar	June

Strategy's Expected Result/Impact: A more individualized approach to instruction will provide students the opportunity to fill gaps in learning and/or extend learning.
    Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, District and Campus Instructional Coaches, Teachers
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction
 - **Targeted Support Strategy**
    Problem Statements: Student Achievement 1
    Funding Sources: Materials, Tutorials, Computer Based Programs - State Comp Ed - $8,000					

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

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: 6th grade ELA students performed at 84% Approaches, 61% Meets and 36% Masters compared to 5th Grade ELA that performed at 92% approaches, 75% Meets, 53% Masters in Reading. **Root Cause**: Only one new teacher joined the 5th Grade team in 2022 versus 3 new members to the 6th grade team, one who was hired mid year causing a disruption to the unit. Behaviors in 2021/22 interrupted learning and new teachers struggled to manage classroom.

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: 80% of economically disadvantaged students will score Meets or above on the 2023 Reading STAAR.

> **Evaluation Data Sources:** Common Assessments, STAAR, Universal Screeners, Math Fluency

Strategy 1 Details	Reviews			
Strategy 1: Provide small group instruction to All students in All subject areas tracking individual progress through observation, conferencing, and documentation.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: A more individualized approach to instruction will provide students the opportunity to fill gaps in learning and/or extend learning. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Campus Leaders, Instructional Coach **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Achievement 3 **Funding Sources:** Instructional Materials - State Comp Ed - $2,000, Materials - Title III - $1,000				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 3: 5th and 6th grade students identified as economically disadvantaged scored 74 % Approaches, 34% Meets and 12% Masters on the 2022 Math STAAR. **Root Cause**: Struggle with identifying barriers to learning for economically disadvantaged students and creating individualized plans.

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: All identified student groups will meet target percentage in ELA and Math in Domain III Closing the Gaps in the areas of Academic Achievement and Growth Status.

    Evaluation Data Sources: Common Assessments, STAAR, Universal Screeners, BAS, Math Fact Fluency

Strategy 1 Details		Reviews		
Strategy 1: Provide ongoing support and professional development training for teachers in all content areas with evidence based instructional strategies to address needs of all students.		**Formative**		**Summative**
		Oct	**Dec**	**Mar**	**June**

Strategy's Expected Result/Impact: Individualized instruction will result in student achievement and student growth in Domain III, Closing the Gaps
     Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, District and Campus Instructional Coaches, Teachers, Interventionist
 	
     Problem Statements: Student Achievement 7					

0% No Progress	100% Accomplished	Continue/Modify		Discontinue

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 7: Domain III Closing the Gaps, Growth Status: Asian did not meet target in ELA. White, Two or More Races did not meet target in Math. **Root Cause**: Reviewing data as a whole grade or class and not identifying individual student needs and planning for instruction to meet their needs.

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: 95% of All 5th Grade students and student groups will perform Meets or above on the 2023 Science STAAR test.

    Evaluation Data Sources: Common Assessments, STAAR, Classroom Observations

Strategy 1 Details			Reviews		
Strategy 1: Provide ongoing support and professional development training for teachers in Science with evidence based instructional strategies to address needs of all students.			**Formative**		**Summative**
Strategy's Expected Result/Impact: Build knowledge and vocabulary in science resulting in students growth.	**Oct**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Leaders, Instructional Coach, Teachers				
Problem Statements: Student Achievement 8				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 8: 84% of students scored at Approaches in Science. Low percentage of students groups scored Masters on the Science STAAR: African American/12%, Two or More Races/15%, Eco Dis/7%, Special Education/5%. **Root Cause**: Lack of reviewing data for individual students and student groups and developing a plan for instruction to meet the needs of the students.

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: Manage School Budget and Operations of Facilities that maximize learning for all students and staff.

    Evaluation Data Sources: Budget Audit, financial records, work orders, reports.

Strategy 1 Details			Reviews		
Strategy 1: Prioritize spending and funding from school budget based on the needs of the students, staff, and campus that maximize the learning environment.			**Formative**		**Summative**
Strategy's Expected Result/Impact: Responsible spending that enhances the learning environments and meets needs of the campus. **Staff Responsible for Monitoring:** Principal, Administration, School Secretary, Team Leaders	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: Develop Campus Leaders by providing ongoing professional development, support, and resources.

    Evaluation Data Sources: Calendar of meetings, Sign-in sheets, Evidence of Professional Development, purchase of resources and distribution.

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development and ongoing support to administrators, PLC Leaders, and instructional coach using "Learning by Doing".	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**

Strategy's Expected Result/Impact: Build capacity of leaders so they may better support teams
    Staff Responsible for Monitoring: Principal, Assistant Principals
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
    Funding Sources: Instructional Materials - State Comp Ed - $1,000				

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: Recruit, retain, and develop highly qualified staff for all students.

    Evaluation Data Sources: HQ data from Human Resources

Strategy 1 Details	Reviews			
Strategy 1: Utilize HR for Principals, which provides immediate access to information such as staffing, funding sources, and pertinent documents relating to T-Tess, Eduphoria Appraise/Strive, Absence Management, recruiting, interviewing, Bilingual Pool, and other resources essential to streamlining HR's role as it relates to the principals.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**

Strategy's Expected Result/Impact: Hire and develop highly qualified teachers.
    Staff Responsible for Monitoring: Principal, Assistant Principals
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning
Problem Statements: Culture and Climate 2				

Strategy 2 Details	Reviews			
Strategy 2: Participate and recruit from CISD Teacher Job Fair.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Hiring highly qualified teachers will result in academic growth of students. **Staff Responsible for Monitoring:** Principal, Assistant Principals	**Oct**	**Dec**	**Mar**	**June**
TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 3 Details	Reviews			
Strategy 3: Provide a campus mentor, support, and staff development to teachers who are in their first three years of teaching, first year in CISD, or first year to Tom Cox Intermediate.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Retain highly qualified staff **Staff Responsible for Monitoring:** Principal, Assistant Principal, Mentors **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers **Problem Statements:** Culture and Climate 2	**Oct**	**Dec**	**Mar**	**June**

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

Performance Objective 1 Problem Statements:

Culture and Climate
Problem Statement 2: Disruption of instructional time due to the amount of absences of teachers and lack of substitutes to fill positions contributed to exasperation of teachers and low morale. **Root Cause**: Numerous absences of teachers due to COVID with no substitute pool to fill positions.

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: Establish a safe and positive school culture that ensures the highest level of student learning.

    Evaluation Data Sources: Record of Safe School Training, fire and safety drill reports.

Strategy 1 Details	Reviews			
Strategy 1: Establish Safety Committee to oversee the implementation of the Safe School Plan. Provide training to all employees on safety, hazardous materials, blood-born pathogen, sexual harassment, and pest management training. Conduct fire, disaster, lock-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations.	**Formative**			**Summative**
	Oct	Dec	Mar	June

Strategy's Expected Result/Impact: Increase awareness of safety protocols for prevention and maintenance. Know procedures before, during and after an emergency.
    Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Safety Committee
 	
    ESF Levers:
 Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Provide parent education in safe schools and personal safety and wellness by offering informational meetings on students in crisis, conflict resolution, cyber safety and offer resources on community supports, food and clothing assistance, and counseling services.	**Formative**			**Summative**
	Oct	Dec	Mar	June

Strategy's Expected Result/Impact: Meeting needs of students and parents and connecting them to information and resources.
    Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors
 	
    ESF Levers:
 Lever 3: Positive School Culture				

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

    Evaluation Data Sources: Parent and Community Surveys

Strategy 1 Details	Reviews			
Strategy 1: Develop and distribute surveys to parents and community in regards to students learning and parent support and resources.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Positive relationships with parents and community resulting in support **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Staff, Campus Webmaster **ESF Levers:** Lever 3: Positive School Culture	**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: Provide timely communications about campus initiatives, programs, meetings, and activities through a variety of media sources (Campus Newsletter, Messaging System, emails, marquis, Campus Website, Social Media).

Evaluation Data Sources: Parent and Community Surveys

Strategy 1 Details	Reviews			
Strategy 1: Communicate with parents and stakeholders through a variety of media sources (Campus Newsletter, Messaging System, emails, marquis, Campus Website, Social Media).	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased support of parents and community. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Campus Web Master **ESF Levers:** Lever 3: Positive School Culture	**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: Provide ongoing support and professional development training for teachers in all content areas with evidence based instructional strategies, data collection and reports, and integration of technology as a tool to support instruction.

Evaluation Data Sources: Offer professional development based on staff survey. Attendance rosters for professional development. Lesson plans, data protocol forms.

Strategy 1 Details	Reviews			
Strategy 1: Survey all staff members to determine what professional development is needed in content areas, data collection, and technology. Provide professional development based on need.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Identify purposeful professional development to develop staff member. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coach, Technology Instructor **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Funding Sources:** Technology Equipment - State Comp Ed - $3,000, Substitutes, Materials - ESSER III - $8,361	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Collaborate with District and Campus Instructional Coaches to provide professional development which includes modeling of instructional practices, lab sites, and offering instructional rounds.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Building knowledge base and capacity of staff. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	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 2: To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

Evaluation Data Sources: Checkout system for chrome books and carts. Reflected in Lesson Plans

Strategy 1 Details	Reviews			
Strategy 1: Provide staff development on integration of technology across the curriculum. Provide support for staff and students to utilize technology as a tool and resource for curriculum and assessment. Build teacher capacity to fully implement technology instruction.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Students and Staff using technology daily as a tool for learning. **Staff Responsible for Monitoring:** Principal, Assistant Principals, PLC Leaders, Technology Teacher **Funding Sources:** Technology Equipment - ESSER III - $15,000				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

State Compensatory

Budget for Cox Intermediate

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 1
Brief Description of SCE Services and/or Programs

Personnel for Cox Intermediate

Name	Position	FTE
Kayla Pushor	Instructional Coach	1

Campus Funding Summary

			Title III		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Materials and Resources		$2,000.00
1	3	1	Materials		$1,000.00
				Sub-Total	$3,000.00
				Budgeted Fund Source Amount	$3,000.00
				+/- Difference	$0.00
			State Comp Ed		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Materials, Tutorials		$3,654.00
1	1	2	Materials		$1,000.00
1	1	3	Campus Instructional Coach, Materials		$67,700.00
1	2	1	Materials, Tutorials, Computer Based Programs		$8,000.00
1	3	1	Instructional Materials		$2,000.00
2	2	1	Instructional Materials		$1,000.00
5	1	1	Technology Equipment		$3,000.00
				Sub-Total	$86,354.00
				Budgeted Fund Source Amount	$86,354.00
				+/- Difference	$0.00
			ESSER III		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Academic Interventionist, Materials, Resources		$68,000.00
1	1	3	Professional Development, Substitutes		$15,000.00
5	1	1	Substitutes, Materials		$8,361.00
5	2	1	Technology Equipment		$15,000.00
				Sub-Total	$106,361.00
				Budgeted Fund Source Amount	$106,361.00
				+/- Difference	$0.00
				Grand Total Budgeted	$195,715.00

ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Grand Total Spent	$195,715.00
				+/- Difference	$0.00