

Conroe Independent School District
Creighton Elementary
2022-2023 Campus Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

For the 2021-2022 school year, Creighton Elementary met all three target areas:

Domain 1 - Student Achievement: 71

Domain 2 - School Progress: 79

Domain 3 - Closing Performance Gaps: 72

These scores result in Creighton Elementary receiving a 2022 Accountability C Rating. Additionally, Creighton Elementary received Distinction Designations in the following areas:

Postsecondary Readiness

On the 2022 STAAR, the following scores for all grades show the percentage of Meets and Masters Level:

Reading-Meets:42% (2021 27%): Reading-Masters: 20% (2021 11%)

Math-Meets: 41% (2021 31%): Math-Masters:20% (2021 12%)

While the campus showed overall growth, there are still growth areas needed in Economically Disadvantaged, Emergent Bilingual, White and Hispanic. There areas were similar to All Students. The area that was not similar to All Students was Special Education and needs to be targeted for more personalized learning in order to meet said targets. Compared to the campus percentage of Meets Grade Level, the following summarizes the areas in need:

Special Ed Meets Grade Level in Reading: 15% (Campus 42%)

Special Ed Meets Grade Level in Math: 15% (Campus 41%)

Student Achievement Strengths

Creighton Elementary continues to push students to the Meets level in all subjects.

In 2022 - 42% of all students scored “Meets Grade Level” in Reading and 41% of all students scored "Meets Grade Level" in Math.

This was a 15% increase in Reading from 2021 and 10% increase in Math.

White was 10% higher in Meets for both Reading and Math.

Our sub populations in Hispanic, Economically Disadvantaged and Emergent Bilingual were similar to All Students in both Reading and Math.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Students are performing below expectations in the area of 4th grade Reading (49% Meets and Masters 21%) with the number of kids who are Meets and Masters. Increase the percent of 4th grade students that score at the meets grade level or above on STAAR Reading from 49% to 55%. **Root Cause:** High yield academic strategies that have been proven to increase student achievement were implemented in the 2020-2021 school year across classrooms with fidelity. With new reading professional staff members, our campus focus on fidelity and research-based practices must continue.

Problem Statement 2 (Prioritized): Students are performing below expectations in the area of 3rd grade Reading (39% Meets and Masters 22%) with the number of kids who are Meets and Masters. Increase the percent of 3rd grade students that score at the meets grade level or above on STAAR Reading from 39% to 49%. **Root Cause:** High yield academic strategies that have been proven to increase student achievement were implemented in the 2020-2021 school year across classrooms with fidelity. With new reading professional staff members, our campus focus on fidelity and research-based practices must continue.

Problem Statement 3 (Prioritized): Students are performing below expectations in the area of 4th grade Math (33% Meets and Masters 15%) with the number of kids who are Meets and Masters. Increase the percent of 4th grade students that score at the meets grade level or above on STAAR Math from 33% to 43%. **Root Cause:** High yield academic strategies that have been proven to increase student achievement were implemented in the 2020-2021 school year across classrooms with fidelity. With new math professional staff members, our campus focus on fidelity and research-based practices must continue.

Problem Statement 4 (Prioritized): Students are performing below expectations in the area of 3rd grade Math (42% Meets and Masters 23%) with the number of kids who are Meets and Masters. Increase the percent of 3rd grade students that score at the meets grade level or above on STAAR Math from 42% to 52%. **Root Cause:** High yield academic strategies that have been proven to increase student achievement were implemented in the 2020-2021 school year across classrooms with fidelity. With new math professional staff members, our campus focus on fidelity and research-based practices must continue.

Problem Statement 5 (Prioritized): HB 3 Early Literacy Proficiency: Increase the percent of Kindergarten through Second Grade students that score on or above benchmark in foundational reading skills at EOY will increase from 45% to 55%. **Root Cause:** High yield academic strategies that have been proven to increase student achievement were implemented in the 2020-2021 school year across classrooms with fidelity. With new reading professional staff members, our campus focus on fidelity and research-based practices must continue.

Problem Statement 6 (Prioritized): HB 3 Progress Measures Math Proficiency: Increase the percent of Kindergarten through Second Grade Students that are on or above grade level in numeracy will increase from 66% to 76%. **Root Cause:** High yield academic strategies that have been proven to increase student achievement were implemented in the 2020-2021 school year across classrooms with fidelity. With new math professional staff members, our campus focus on fidelity and research-based practices must continue.

Problem Statement 7 (Prioritized): HB 3 Progress Measures Math Proficiency: Increase the percent of Pre-Kindergarten students that are proficient at numbers for EOY will increase from 61% to 71%. **Root Cause:** High yield academic strategies that have been proven to increase student achievement were implemented in the 2020-2021 school year across classrooms with fidelity. With new math professional staff members, our campus focus on fidelity and research-based practices must continue.

Problem Statement 8 (Prioritized): HB 3 Early Literacy Proficiency: Increase the percent of Pre-Kindergarten students that are proficient at identifying/naming upper case and lower case letter sounds at EOY will increase from 75% to 85%. **Root Cause:** High yield academic strategies that have been proven to increase student achievement were

implemented in the 2020-2021 school year across classrooms with fidelity. With new reading professional staff members, our campus focus on fidelity and research-based practices must continue.

Culture and Climate

Culture and Climate Summary

The culture and climate at Creighton Elementary is important to our staff. Teachers are members of committees on our campus that allow them to have a voice in the decision-making process at our school. Our two committees that run the campus are the curriculum committee, which makes decisions for our academics, and foundations committee, which makes decisions for our campus-wide expectations. Our PLC is designed to ensure that staff members can collaborate with, learn from, and assist each other to improve teaching strategies and student outcomes. We have a designated planning day where teachers are required to plan together to discuss TEKS, as well as daily activities for the following week, and share ideas of how to ensure learning is taking place.

Based on our OHI scores from the 2021-2022 school year,

*all ten dimensions increased from 2020-2021 to the 2021-2022 school year

*the largest areas that increased were autonomy and optimal power equalization. These 2 areas went up over 40 points.

*Our number one strength was Communication.

*Our number one improvement priority was Innovativeness.

Culture and Climate Strengths

Creighton Elementary is ran by 2 committees. Foundations, which oversees all operations and curriculum committee, which oversees instruction. Administrators work closely with faculty and staff in decision-making. The Social Committee does staff moral boosters each month to build morale around campus. Staff is recognized weekly in campus newsletter, staff shout out boards, birthday recognition and TAEs. Doing these things makes the staff feel like they have a voice in making Creighton a great place to work.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Due to the growth of Creighton Elementary, we added 16 new professional staff members. We need to make sure to maintain the communication between the campus and staff so that all staff members know what the goals and campus-wide expectations are for the campus. **Root Cause:** 16 new professional staff members for this school year.

Problem Statement 2 (Prioritized): Campus-wide Foundation procedures were tweaked and revisited due to the growth of the campus. Cafeteria, hallway traffic patterns and recess procedures were revisited due to the amount of students added. **Root Cause:** Campus growth

Problem Statement 3 (Prioritized): Safety was revisited for this school year. Classroom doors are to remain locked and closed at all times if students are in the building. Having 14 portables to add into the safety plan was a priority as well. All staff must have SafeSchools completed. **Root Cause:** Safety procedures and expectations were updated to align with TEA.

Parent and Community Engagement

Parent and Community Engagement Summary

Communication with our families and community members is an important focus at Creighton Elementary. Our campus sends a weekly e-newsletter containing functional information about our school and messages from our Principal, Counselor, and additional support staff. Our front office/check-in area is welcoming and warm to receive visitors in a manner that reflects our campus positively.

Expectations for student behavior are high and we are blessed to have respectful, confident, caring students. This culture of respect also exists between students, staff, and parents.

An annual review is conducted of discipline records. Our focus on social/emotional learning and parental support through Community In Schools and Tri-County services on campus is assisting the campus with addressing behavioral, social/emotional, and academic needs as they arise.

As part of a focus on health and wellness and an effort to provide coordinated school health activities, students' academic performance data is compared with other data, such as fitness assessments, attendance, participation in physical education, etc. The campus stays tuned to recommendations provided by the district school health advisory council. All campus personnel make an effort to recognize and promote healthy lifestyles through good nutrition, appropriate rest, stress reduction time for studying and time for active, physical activity.

Parent and Community Engagement Strengths

We have 2 outside agencies that we partnership to help our community, Tri-county and Communities in Schools. Both of these organizations help provide the resources our families need so our students can grow in their academics. We have two Title 1 nights that center around academics, 1 cultural night that focuses on all the cultures we have represented at Creighton, and an active PTO that sponsors 4 parents nights (BINGO, movie night, Winter Dance and School Carnival).

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Creighton Elementary missed 2 distinctions by 0.2 points in attendance. The campus will educate parents on the attendance policy **Root Cause:** COVID and the community being educated in the attendance policy.

Problem Statement 2 (Prioritized): Parental involvement with on campus activities declined. The campus will have two Title 1 nights and a campus cultural night to promote parent engagement. **Root Cause:** COVID protocols

Problem Statement 3 (Prioritized): Parent Teacher Organization is getting established as an organization. The PTO will have 4 events this year for the campus. **Root Cause:** There wasn't a PTO established before 2021.

Priority Problem Statements

Problem Statement 1: Students are performing below expectations in the area of 4th grade Reading (49% Meets and Masters 21%) with the number of kids who are Meets and Masters. Increase the percent of 4th grade students that score at the meets grade level or above on STAAR Reading from 49% to 55%.

Root Cause 1: High yield academic strategies that have been proven to increase student achievement were implemented in the 2020-2021 school year across classrooms with fidelity. With new reading professional staff members, our campus focus on fidelity and research-based practices must continue.

Problem Statement 1 Areas: Student Achievement

Problem Statement 9: Due to the growth of Creighton Elementary, we added 16 new professional staff members. We need to make sure to maintain the communication between the campus and staff so that all staff members know what the goals and campus-wide expectations are for the campus.

Root Cause 9: 16 new professional staff members for this school year.

Problem Statement 9 Areas: Culture and Climate

Problem Statement 12: Creighton Elementary missed 2 distinctions by 0.2 points in attendance. The campus will educate parents on the attendance policy

Root Cause 12: COVID and the community being educated in the attendance policy.

Problem Statement 12 Areas: Parent and Community Engagement

Problem Statement 2: Students are performing below expectations in the area of 3rd grade Reading (39% Meets and Masters 22%) with the number of kids who are Meets and Masters. Increase the percent of 3rd grade students that score at the meets grade level or above on STAAR Reading from 39% to 49%.

Root Cause 2: High yield academic strategies that have been proven to increase student achievement were implemented in the 2020-2021 school year across classrooms with fidelity. With new reading professional staff members, our campus focus on fidelity and research-based practices must continue.

Problem Statement 2 Areas: Student Achievement

Problem Statement 10: Campus-wide Foundation procedures were tweaked and revisited due to the growth of the campus. Cafeteria, hallway traffic patterns and recess procedures were revisited due to the amount of students added.

Root Cause 10: Campus growth

Problem Statement 10 Areas: Culture and Climate

Problem Statement 13: Parental involvement with on campus activities declined. The campus will have two Title 1 nights and a campus cultural night to promote parent engagement.

Root Cause 13: COVID protocols

Problem Statement 13 Areas: Parent and Community Engagement

Problem Statement 3: Students are performing below expectations in the area of 4th grade Math (33% Meets and Masters 15%) with the number of kids who are Meets and Masters. Increase the percent of 4th grade students that score at the meets grade level or above on STAAR Math from 33% to 43%.

Root Cause 3: High yield academic strategies that have been proven to increase student achievement were implemented in the 2020-2021 school year across classrooms with fidelity. With new math professional staff members, our campus focus on fidelity and research-based practices must continue.

Problem Statement 3 Areas: Student Achievement

Problem Statement 11: Safety was revisited for this school year. Classroom doors are to remain locked and closed at all times if students are in the building. Having 14 portables to add into the safety plan was a priority as well. All staff must have SafeSchools completed.

Root Cause 11: Safety procedures and expectations were updated to align with TEA.

Problem Statement 11 Areas: Culture and Climate

Problem Statement 14: Parent Teacher Organization is getting established as an organization. The PTO will have 4 events this year for the campus.

Root Cause 14: There wasn't a PTO established before 2021.

Problem Statement 14 Areas: Parent and Community Engagement

Problem Statement 4: Students are performing below expectations in the area of 3rd grade Math (42% Meets and Masters 23%) with the number of kids who are Meets and Masters. Increase the percent of 3rd grade students that score at the meets grade level or above on STAAR Math from 42% to 52%.

Root Cause 4: High yield academic strategies that have been proven to increase student achievement were implemented in the 2020-2021 school year across classrooms with fidelity. With new math professional staff members, our campus focus on fidelity and research-based practices must continue.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: HB 3 Early Literacy Proficiency: Increase the percent of Kindergarten through Second Grade students that score on or above benchmark in foundational reading skills at EOY will increase from 45% to 55%.

Root Cause 5: High yield academic strategies that have been proven to increase student achievement were implemented in the 2020-2021 school year across classrooms with fidelity. With new reading professional staff members, our campus focus on fidelity and research-based practices must continue.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: HB 3 Progress Measures Math Proficiency: Increase the percent of Kindergarten through Second Grade Students that are on or above grade level in numeracy will increase from 66% to 76%.

Root Cause 6: High yield academic strategies that have been proven to increase student achievement were implemented in the 2020-2021 school year across classrooms with fidelity. With new math professional staff members, our campus focus on fidelity and research-based practices must continue.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: HB 3 Progress Measures Math Proficiency: Increase the percent of Pre-Kindergarten students that are proficient at numbers for EOY will increase from 61% to 71%.

Root Cause 7: High yield academic strategies that have been proven to increase student achievement were implemented in the 2020-2021 school year across classrooms with fidelity. With new math professional staff members, our campus focus on fidelity and research-based practices must continue.

Problem Statement 7 Areas: Student Achievement

Problem Statement 8: HB 3 Early Literacy Proficiency: Increase the percent of Pre-Kindergarten students that are proficient at identifying/naming upper case and lower case letter sounds at EOY will increase from 75% to 85%.

Root Cause 8: High yield academic strategies that have been proven to increase student achievement were implemented in the 2020-2021 school year across classrooms with fidelity. With new reading professional staff members, our campus focus on fidelity and research-based practices must continue.

Problem Statement 8 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)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

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 STAAR students that score at the meets grade level or above on STAAR Reading from 44% to 54%.

High Priority

HB3 Goal

Evaluation Data Sources: Common Formative Assessments, Common Assessments and STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers College</p> <p>Strategy's Expected Result/Impact: Students' comprehension thinking skills increase in 3rd & 4th and basic foundation skills in K-2 increase.</p> <p>Staff Responsible for Monitoring: Administration and campus coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1, 2, 5</p> <p>Funding Sources: Teachers College Professional Development - Title I - \$33,000</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: HB 4545 groups and tutoring groups after school.</p> <p>Strategy's Expected Result/Impact: Increase the number of Meets and Masters students on STAAR</p> <p>Staff Responsible for Monitoring: Administration, campus coaches and RtI team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2</p> <p>Funding Sources: HB4545 Tutor - ESSER III - \$92,662, After School Tutoring - State Comp Ed - \$14,481</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide quarterly professional development to review student data, teach new strategies to grow students and create plans for small group using the new strategies.</p> <p>Strategy's Expected Result/Impact: Increase the number of Meets and Masters students on STAAR.</p> <p>Staff Responsible for Monitoring: Administration, campus coaches and classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1, 2</p> <p>Funding Sources: Campus Literacy Coach - Title I - \$81,471, Instructional Resources - Title I - \$15,000, Extra Duty Pay for Professional Development - Title I - \$6,000, Guided Reading Books - Title I - \$15,000</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: Students are performing below expectations in the area of 4th grade Reading (49% Meets and Masters 21%) with the number of kids who are Meets and Masters. Increase the percent of 4th grade students that score at the meets grade level or above on STAAR Reading from 49% to 55%. Root Cause: High yield academic strategies that have been proven to increase student achievement were implemented in the 2020-2021 school year across classrooms with fidelity. With new reading professional staff members, our campus focus on fidelity and research-based practices must continue.</p>

Student Achievement

Problem Statement 2: Students are performing below expectations in the area of 3rd grade Reading (39% Meets and Masters 22%) with the number of kids who are Meets and Masters. Increase the percent of 3rd grade students that score at the meets grade level or above on STAAR Reading from 39% to 49%. **Root Cause:** High yield academic strategies that have been proven to increase student achievement were implemented in the 2020-2021 school year across classrooms with fidelity. With new reading professional staff members, our campus focus on fidelity and research-based practices must continue.

Problem Statement 5: HB 3 Early Literacy Proficiency: Increase the percent of Kindergarten through Second Grade students that score on or above benchmark in foundational reading skills at EOY will increase from 45% to 55%. **Root Cause:** High yield academic strategies that have been proven to increase student achievement were implemented in the 2020-2021 school year across classrooms with fidelity. With new reading professional staff members, our campus focus on fidelity and research-based practices must continue.

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 STAAR students that score meets grade level or above on STAAR Math from 38% to 48%.

High Priority

HB3 Goal

Evaluation Data Sources: Common Formative Assessments, Campus Assessments, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue year 2 of being a guided math school.</p> <p>Strategy's Expected Result/Impact: Increase more student driven math instruction by increasing more student talk and student thinking.</p> <p>Staff Responsible for Monitoring: Administration and campus coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 3, 4, 6</p> <p>Funding Sources: Guided Math Consultant - ESSER III - \$15,000, Campus Math Coach - Title I - \$81,451</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: HB 4545 groups and tutoring groups after school. Strategy's Expected Result/Impact: Increase the number of Meets and Masters students. Staff Responsible for Monitoring: Administration, coaches and RtI team</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Tutoring - Title I - \$23,026</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide quarterly professional development to review student data, teach new strategies to grow students and create plans for small group using the new strategies. Strategy's Expected Result/Impact: Increase the number of Meets and Masters students on STAAR. Staff Responsible for Monitoring: Administration, campus coaches and classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 3, 4 Funding Sources: Extra Duty Pay for Professional Development - ESSER III - \$6,000, Instructional Resources - Title I - \$15,000</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 3: Students are performing below expectations in the area of 4th grade Math (33% Meets and Masters 15%) with the number of kids who are Meets and Masters. Increase the percent of 4th grade students that score at the meets grade level or above on STAAR Math from 33% to 43%. Root Cause: High yield academic strategies that have been proven to increase student achievement were implemented in the 2020-2021 school year across classrooms with fidelity. With new math professional staff members, our campus focus on fidelity and research-based practices must continue.</p>

Student Achievement

Problem Statement 4: Students are performing below expectations in the area of 3rd grade Math (42% Meets and Masters 23%) with the number of kids who are Meets and Masters. Increase the percent of 3rd grade students that score at the meets grade level or above on STAAR Math from 42% to 52%. **Root Cause:** High yield academic strategies that have been proven to increase student achievement were implemented in the 2020-2021 school year across classrooms with fidelity. With new math professional staff members, our campus focus on fidelity and research-based practices must continue.

Problem Statement 6: HB 3 Progress Measures Math Proficiency: Increase the percent of Kindergarten through Second Grade Students that are on or above grade level in numeracy will increase from 66% to 76%. **Root Cause:** High yield academic strategies that have been proven to increase student achievement were implemented in the 2020-2021 school year across classrooms with fidelity. With new math professional staff members, our campus focus on fidelity and research-based practices must continue.

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 Kindergarten-Second Grade students that have a 70% mastery or above in early math assessments from 66% to 76%.

High Priority

HB3 Goal

Evaluation Data Sources: Early math assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide RtI for students performing 2 or more grade levels below in the early math assessments.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of students who end on grade level for basic foundational math skills.</p> <p>Staff Responsible for Monitoring: RtI Staff</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 6</p> <p>Funding Sources: Math RtI Teacher - State Comp Ed - \$64,350, RtI Instructional Resources - State Comp Ed - \$14,481</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide quarterly professional development to review student data, teach new strategies to grow students and create plans for small group using the new strategies.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of students who end on grade level for basic foundational math skills.</p> <p>Staff Responsible for Monitoring: Administration, campus coaches and classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 6</p> <p>Funding Sources: Extra Duty Pay for Professional Development - ESSER III - \$6,000, Math Resources - Title I - \$15,000</p>	Formative			Summative
	Oct	Dec	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
<p>Problem Statement 6: HB 3 Progress Measures Math Proficiency: Increase the percent of Kindergarten through Second Grade Students that are on or above grade level in numeracy will increase from 66% to 76%. Root Cause: High yield academic strategies that have been proven to increase student achievement were implemented in the 2020-2021 school year across classrooms with fidelity. With new math professional staff members, our campus focus on fidelity and research-based practices must continue.</p>

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 4: Increase the percent of Kindergarten-Second Grade students that are on or above grade level in mClass from 45% to 60% and increase the percent of Kindergarten-Second Grade students that are on or above grade level on BAS/SEL from 38% to 55% .

High Priority

HB3 Goal

Evaluation Data Sources: mClass and BAS/SEL

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide RtI for students performing 2 or more grade levels below in BAS/SEL.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of students who end on grade level for basic foundational reading skills.</p> <p>Staff Responsible for Monitoring: RtI Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 5</p> <p>Funding Sources: RtI Teacher - Title I - \$79,729, RtI Paraprofessional - ESSER III - \$38,994</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide quarterly professional development to review student data, teach new strategies to grow students and create plans for small group using the new strategies.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of students who end on grade level for basic foundational reading skills.</p> <p>Staff Responsible for Monitoring: Administration, campus coaches and classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 5 Funding Sources: Decodable Books & Guided Reading Books - Title I - \$15,000, Reading Instructional Resources - State Comp Ed - \$15,000, Extra Duty Pay for Professional Development - Title I - \$6,000, Bilingual Campus Coach - ESSER II - \$70,000, Spanish Resources - Title III - \$8,100</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 4 Problem Statements:

Student Achievement
<p>Problem Statement 5: HB 3 Early Literacy Proficiency: Increase the percent of Kindergarten through Second Grade students that score on or above benchmark in foundational reading skills at EOY will increase from 45% to 55%. Root Cause: High yield academic strategies that have been proven to increase student achievement were implemented in the 2020-2021 school year across classrooms with fidelity. With new reading professional staff members, our campus focus on fidelity and research-based practices must continue.</p>

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 5: Increase the percent of pre-kindergarten students that are on or above grade level in CLI by 5%.

HB3 Goal

Evaluation Data Sources: CLI Testing

Strategy 1 Details	Reviews			
<p>Strategy 1: Pk teachers will analyze their CLI data and use it to push into small groups.</p> <p>Strategy's Expected Result/Impact: Increase student achievement.</p> <p>Staff Responsible for Monitoring: Administration and PK teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 7, 8</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 5 Problem Statements:

Student Achievement
<p>Problem Statement 7: HB 3 Progress Measures Math Proficiency: Increase the percent of Pre-Kindergarten students that are proficient at numbers for EOY will increase from 61% to 71%. Root Cause: High yield academic strategies that have been proven to increase student achievement were implemented in the 2020-2021 school year across classrooms with fidelity. With new math professional staff members, our campus focus on fidelity and research-based practices must continue.</p>
<p>Problem Statement 8: HB 3 Early Literacy Proficiency: Increase the percent of Pre-Kindergarten students that are proficient at identifying/naming upper case and lower case letter sounds at EOY will increase from 75% to 85%. Root Cause: High yield academic strategies that have been proven to increase student achievement were implemented in the 2020-2021 school year across classrooms with fidelity. With new reading professional staff members, our campus focus on fidelity and research-based practices must continue.</p>

Goal 2: School Leadership and Fiscal Responsibility

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

Performance Objective 1: The campus will maintain efficient and effective fiscal management of resources and operations.

Evaluation Data Sources: budget monitoring (local and federal)

Strategy 1 Details	Reviews			
<p>Strategy 1: Identify instructional and intervention support resources, requested by teachers, to enhance classroom instruction and student achievement.</p> <p>Strategy's Expected Result/Impact: To ensure that students are making progress and advancing in early math and reading skills.</p> <p>Staff Responsible for Monitoring: Administration and campus coaches</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math -</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: School Leadership and Fiscal Responsibility

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

Performance Objective 2: Increase the campus OHI from a 70 to 75.

Evaluation Data Sources: OHI

Strategy 1 Details	Reviews			
<p>Strategy 1: Have clear consistent communication across campus to help build more cohesive teams. Strategy's Expected Result/Impact: Building a cohesive campus will increase student performance. Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Culture and Climate 1</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Culture and Climate
<p>Problem Statement 1: Due to the growth of Creighton Elementary, we added 16 new professional staff members. We need to make sure to maintain the communication between the campus and staff so that all staff members know what the goals and campus-wide expectations are for the campus. Root Cause: 16 new professional staff members for this school year.</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: Our campus will employ, develop, assign, and retain highly qualified staff to maximize learning for all students.

Evaluation Data Sources: Staff performance evaluations, walkthroughs

Strategy 1 Details	Reviews			
<p>Strategy 1: Our campus will plan and implement a "New to Creighton" Orientation called the Gathering to introduce new staff to our campus goals, beliefs, structures, and daily practices, and to ensure strong connections across the campus. The Gathering will include meeting with mentors and campus leadership staff monthly to address teacher needs and support professional growth.</p> <p>Strategy's Expected Result/Impact: Retention of highly qualified staff</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, profession staff/mentors</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Culture and Climate 1</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Culture and Climate
<p>Problem Statement 1: Due to the growth of Creighton Elementary, we added 16 new professional staff members. We need to make sure to maintain the communication between the campus and staff so that all staff members know what the goals and campus-wide expectations are for the campus. Root Cause: 16 new professional staff members for this school year.</p>

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 1: Staff will create and maintain strong partnerships with families, students, and staff with a focus on the social, emotional, physical, mental health, and highest level of learning for every child.

Strategy 1 Details	Reviews			
<p>Strategy 1: Our campus will plan and implement at least two academic nights for parents and students to engage with targeted academic skills related to the needs of our students and providing home-school connections. The PTO will continue to provide campus-wide events.</p> <p>Strategy's Expected Result/Impact: Increase in parental involvement on our campus</p> <p>Staff Responsible for Monitoring: Administration and campus staff</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Parent and Community Engagement 2, 3</p> <p>Funding Sources: Family Engagement/Academic Night Resources - Title I - \$3,520</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Our campus will continue to increase attendance for the campus.</p> <p>Strategy's Expected Result/Impact: Student attendance increases.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Oct	Dec	Mar	June

Title I:

4.1

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Parent and Community Engagement 1

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Parent and Community Engagement

Problem Statement 1: Creighton Elementary missed 2 distinctions by 0.2 points in attendance. The campus will educate parents on the attendance policy **Root Cause:** COVID and the community being educated in the attendance policy.

Problem Statement 2: Parental involvement with on campus activities declined. The campus will have two Title 1 nights and a campus cultural night to promote parent engagement. **Root Cause:** COVID protocols

Problem Statement 3: Parent Teacher Organization is getting established as an organization. The PTO will have 4 events this year for the campus. **Root Cause:** There wasn't a PTO established before 2021.

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: The campus will provide a safe and orderly school environment conducive to learning for all students and staff.

Evaluation Data Sources: Foundations and STOIC checklists data to address the environment
Physical safety drills - fire, weather, etc.

Strategy 1 Details	Reviews			
<p>Strategy 1: Classroom environments will be monitored via walkthroughs conducted by administrators to ensure behavior and classroom procedures are conducive to a calm learning environment.</p> <p>Strategy's Expected Result/Impact: To minimize discipline incidents and keep students in the learning environment. Discipline referrals will decrease by 10% since the last school year.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Culture and Climate 2, 3 Funding Sources: PBIS Campus Coach - State Comp Ed - \$51,967</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All staff will have SafeSchools Training completed by October 31, 2022.</p> <p>Strategy's Expected Result/Impact: School staff is trained in the safety of the campus.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Oct	Dec	Mar	June

Title I:

2.5

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Problem Statements: Culture and Climate 3

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Culture and Climate

Problem Statement 2: Campus-wide Foundation procedures were tweaked and revisited due to the growth of the campus. Cafeteria, hallway traffic patterns and recess procedures were revisited due to the amount of students added. **Root Cause:** Campus growth

Problem Statement 3: Safety was revisited for this school year. Classroom doors are to remain locked and closed at all times if students are in the building. Having 14 portables to add into the safety plan was a priority as well. All staff must have SafeSchools completed. **Root Cause:** Safety procedures and expectations were updated to align with TEA.

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: The campus will provide weekly communication to staff, students and parents.

Evaluation Data Sources: Weekly newsletter sent to staff and parents.

Strategy 1 Details	Reviews			
<p>Strategy 1: A weekly newsletter will be sent to the parents reviewing campus procedures and important events on campus. A weekly newsletter will be sent to staff that addresses safety, instruction, special programs and any important events on campus.</p> <p>Strategy's Expected Result/Impact: Increase communication on campus with staff and parents.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Culture and Climate 1</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Culture and Climate
<p>Problem Statement 1: Due to the growth of Creighton Elementary, we added 16 new professional staff members. We need to make sure to maintain the communication between the campus and staff so that all staff members know what the goals and campus-wide expectations are for the campus. Root Cause: 16 new professional staff members for this school year.</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: Provide structured planning, routine staff development, detailed feedback, and action-based data meetings to maximize student learning.

Evaluation Data Sources: Common Formative Assessments, Walkthroughs and Observations

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide structure planning, routine staff development, detailed teacher feedback, and data meetings to target and address specific areas of need.</p> <p>Strategy's Expected Result/Impact: Increase teacher performance to support effective instruction</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Culture and Climate 1</p>	Formative			Summative
	Oct	Dec	Mar	June

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Culture and Climate
<p>Problem Statement 1: Due to the growth of Creighton Elementary, we added 16 new professional staff members. We need to make sure to maintain the communication between the campus and staff so that all staff members know what the goals and campus-wide expectations are for the campus. Root Cause: 16 new professional staff members for this school year.</p>

Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 2: Provide staff development, detailed feedback, and action-based planning to ensure routine integration of technology.

Evaluation Data Sources: Common Formative Assessments, Walkthroughs and Observations

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide more devices for students in the classroom Strategy's Expected Result/Impact: Teachers will be able to implement more technology in the classroom. Staff Responsible for Monitoring: Administration and professional staff</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math -</p> <p>Funding Sources: Devices for classrooms - Title I - \$45,523</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

The campus conducted an annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus developed a CIP involving parents and other stakeholders such as teachers, the campus principal, paraprofessionals, and community stakeholders.

2.2: Regular monitoring and revision

The campus will regularly monitor the CIP and revise strategies based on our identified needs. Our core team will monitor the plan, including administrators, campus coaches, student support services coaches, RTI interventionists, and counselors. Once the Campus Improvement plan is complete, we will share it with staff and parents.

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

The campus ensures our Campus Improvement plan is publicly available to parents and the community (English and Spanish) on the CISD Website under Accountability and available upon request in hard copy.

2.4: Opportunities for all children to meet State standards

The campus implements reform strategies to address school needs, including opportunities for all students and student subgroups to exceed academic standards. Staff and administration closely monitor grades and assessments to ensure students are on target to meet State standards. Students who are at risk of missing their targeted benchmarks receive support and small group instruction, including:

- RTI Instruction
- In Class Small Group Instruction
- Pull Out Support
- Push In Support

2.5: Increased learning time and well-rounded education

The campus executes strategies to increase the quality and amount of learning time available to strengthen the academic program in the school and provides students with an enriched and accelerated curriculum.

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

The campus will address all students' needs, particularly those at risk of not meeting academic standards. We closely monitor our at-risk students and work to ensure we are meeting their educational needs through:

- RTI Instruction
- Small Group Instruction
- Guided Math
- In Class Support

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The campus conducted an annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students. Data included academic, social, and emotional reviews by stakeholders, including teachers (general and special education), administration, student support, and families. In addition, the campus explored the intent, use of funds, and available school resources. During formative reviews, the core team will evaluate the Title I Schoolwide Plan annually and throughout the school year.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

With parents' input, the campus jointly developed a written Family Engagement Policy and School Family Student Compact. We also used our Parent Survey at the end of the year to make any needed changes to our Family Engagement Policy and School Family Student Compact.

4.2: Offer flexible number of parent involvement meetings

The campus offers various family engagement activities, including flexible times and days of the week. In addition, the campus sends home information regarding family engagement opportunities and required notices in a format and language that families can understand. (English and Spanish).

5. Targeted Assistance Schools Only

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teachers College Professional Development		\$33,000.00
1	1	3	Instructional Resources		\$15,000.00
1	1	3	Guided Reading Books		\$15,000.00
1	1	3	Campus Literacy Coach		\$81,471.00
1	1	3	Extra Duty Pay for Professional Development		\$6,000.00
1	2	1	Campus Math Coach		\$81,451.00
1	2	2	Tutoring		\$23,026.00
1	2	3	Instructional Resources		\$15,000.00
1	3	2	Math Resources		\$15,000.00
1	4	1	RtI Teacher		\$79,729.00
1	4	2	Extra Duty Pay for Professional Development		\$6,000.00
1	4	2	Decodable Books & Guided Reading Books		\$15,000.00
4	1	1	Family Engagement/Academic Night Resources		\$3,520.00
5	2	1	Devices for classrooms		\$45,523.00
Sub-Total					\$434,720.00
Budgeted Fund Source Amount					\$434,720.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2	Spanish Resources		\$8,100.00
Sub-Total					\$8,100.00
Budgeted Fund Source Amount					\$8,100.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	After School Tutoring		\$14,481.00
1	3	1	Math RtI Teacher		\$64,350.00

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	RtI Instructional Resources		\$14,481.00
1	4	2	Reading Instructional Resources		\$15,000.00
4	2	1	PBIS Campus Coach		\$51,967.00
Sub-Total					\$160,279.00
Budgeted Fund Source Amount					\$160,279.00
+/- Difference					\$0.00
ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2	Bilingual Campus Coach		\$70,000.00
Sub-Total					\$70,000.00
Budgeted Fund Source Amount					\$70,000.00
+/- Difference					\$0.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	HB4545 Tutor		\$92,662.00
1	2	1	Guided Math Consultant		\$15,000.00
1	2	3	Extra Duty Pay for Professional Development		\$6,000.00
1	3	2	Extra Duty Pay for Professional Development		\$6,000.00
1	4	1	RtI Paraprofessional		\$38,994.00
Sub-Total					\$158,656.00
Budgeted Fund Source Amount					\$158,656.00
+/- Difference					\$0.00
Grand Total Budgeted					\$831,755.00
Grand Total Spent					\$831,755.00
+/- Difference					\$0.00