

Conroe Independent School District
Cryar Intermediate
2022-2023 Campus Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

All schools in Texas must meet standards set in three state accountability areas. For the 2020-2021 school year, Cryar Intermediate met all three target areas:

Domain 1- Student Achievement: Cryar Intermediate Score 82

Domain 2- Student Progress: Cryar Intermediate Score 85

Domain 3- Closing Performance Gaps: Cryar Intermediate 72

These scores resulted in Cryar Intermediate receiving a 2021 Accountability B rating. While we are very proud of our scores, we recognize that there is still work to be done. Cryar is projected to be at a B rating for the 2021-2022 school year.

On the 5th grade 2022 STAAR, the following scores for all grades show the percentage for Meets:

5th Reading 55%

5th Math 46%

5th Science 32%

On the 5th grade 2022 STAAR, the following scores for all grades show the percentage for Masters

5th Reading 29%

5th Math 25%

5th Science 13%

On the 6th 2022 STAAR, the following scores for all grades show the percentage for Meets:

6th Reading 59%

6th Math 54%

On the 6th 2022 STAAR, the following scores for all grades show the percentage for Masters:

6th Reading 36%

6th Math 24%

A deep analysis shows that sub group scores increased in 38 areas but decreased in 7 areas. The performance for our White and American Indian students dropped in reading, Two or More Races and Special Education decreased in Math, and American Indian, Asian, and Special Education decreased in Science. Intervention strategies will be implemented to reduce the performance gaps in these areas. The performance for our Special Education and Limited English Learners students increased in reading, math, and science. However, their scores remain lower than our all student scores.

Student Achievement Strengths

Cryar Intermediate's scores are a reflection of the hard-working staff and student population found on our campus. We are very proud of the achievement our students show including:

5th:

Reading: Approaches 80% (+7%), Meets Expectations 55% (+7%), Masters 29% (+6%)

Math: Approaches 78% (-1%)

6th:

Reading: Approaches 82% (+11%), Meets 59% (15%), Masters 36% (+8%)

Math: Approaches- 87% (+4 %), Meets Expectation 54% (+4%)

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): In 5th reading, only 55% of students are meeting expectations on the 2022 STAAR. **Root Cause:** Tiering instruction to reach student's individual academic needs has not been consistently planned and implemented.

Problem Statement 2 (Prioritized): In 5th math, only 44% of students are meeting expectations on the 2022 STAAR. **Root Cause:** Tiering instruction to reach student's individual academic needs has not been consistently planned and implemented

Problem Statement 3: In 5th science, only 36% of students are meeting expectations on the 2022 STAAR. **Root Cause:** Tiering instruction to reach student's individual academic needs has not been consistently planned and implemented.

Problem Statement 4 (Prioritized): In 6th reading, only 59% of students are meeting expectations on the 2022 STAAR. **Root Cause:** Tiering instruction to reach student's individual academic needs has not been consistently planned and implemented.

Problem Statement 5 (Prioritized): In 6th reading, only 36% of students are mastering expectations on the 2022 STAAR. **Root Cause:** Tiering instruction to reach student's individual academic needs has not been consistently planned and implemented.

Problem Statement 6 (Prioritized): In 6th math, only 54% of students are meeting expectations on the 2022 STAAR. **Root Cause:** Tiering instruction to reach student's individual academic needs has not been consistently planned and implemented.

Problem Statement 7: In 6th math, 10% of SPED students are meeting expectations on the 2022 STAAR. **Root Cause:** High yield instructional strategies have not been implemented with fidelity in all 6th grade in-class support and/or resource classrooms.

Culture and Climate

Culture and Climate Summary

Our school invests in building connections and, as a result, Cryar Intermediate enjoys a warm, inviting culture where all students feel supported and accepted. Expectations for student behavior are high and we are blessed to have respectful, confident students. This culture of respect also exists between staff and parents. An annual review is conducted of the discipline records, including student conflicts, all forms of violence, bullying, drug offenses and DAEP placements. Cryar Intermediate School has very few problems with discipline as compared with other intermediate schools. There have been no significant increases, indicating that resolution programs and interventions are typically successful. Therefore, conflict resolution, drug and violence prevention and intervention will not be included as needs in this year's improvement plan. These areas will be carefully re-evaluated each year. Additionally, while bullying is not considered a problem, the campus feels that it is important not to be complacent about bullying and will include this as a need for the campus. 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.

Culture and Climate Strengths

Cryar Intermediate School celebrates a healthy, supportive culture.

- Students report that they feel safe at school.
- Students are accepting of students new to Cryar and CISD.
- Students value each other and respect the variety of cultures of our diverse student population.
- Teachers feel empowered and valued. They report that Cryar is a great place to work.
- Administrators work closely with faculty and staff in decision making.
- Teachers feel that they have a voice in the decisions that are made.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Discipline referrals are generated because of student issues that occur in class. **Root Cause:** Need for consistent procedures and expectations from classroom to classroom.

Problem Statement 2: Cultural awareness and understanding needs improvement among staff and students. **Root Cause:** Lack of direct professional learning opportunities for staff.

Parent and Community Engagement

Parent and Community Engagement Summary

Family involvement is an area we have seen great improvements at our campus. Our families' perception of our school and its effectiveness is becoming one of a positive nature. They report feeling very welcome when they come into the school due to reception they receive in our front office and the warm, welcoming attitude of our staff. We have positive comments that are made referencing how well the school is doing in educating all students and how we take care of the various needs of our families. Additionally, we view customer service as a priority. In addition to the website, the campus administration sends a weekly newsletter with shout outs and important information. Each Learning Community also sends out weekly electronic newsletters.

Cryar values the partnership with our PTO. This relationship is supported throughout the year and campus administration utilizes PTO to assist with different events that we have for the students and their families. We appreciate working with other district and community organizations. Cryar Intermediate enjoys a warm, inviting culture where students feel welcome, supported and accepted. Expectations for student behavior are high for all students. This culture of respect also exists between staff and parents.

An annual review is conducted of discipline records. There has been a significant decrease in referrals over the last several years indicating that resolution to programs and interventions are successful. Therefore, conflict resolution will be maintained as a continual focus. As part of 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

Cryar Intermediate School enjoyed an increase in involved family and community environment. When events occur, our campus has increased attendance each year. It is uncommon for us to not have enough seating and/or parking which is a wonderful problem to have. Cryar Intermediate's success is largely due to the support, participation and cooperation of our families and communities.

Cryar Intermediate celebrates a healthy, supportive culture. Students are accepting of students new to Cryar and CISD. Teachers feel empowered and valued. They report that Cryar is a great place to work. Administrators work closely with faculty, staff, and parents in decision-making. Teachers feel that they have a voice in the decisions that are made.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: PTO membership percentages do not mirror that of the student population. **Root Cause:** Lack of opportunities for parents to easily engage.

Problem Statement 2 (Prioritized): Parents are overwhelmed with transition to intermediate school and the differences that come away from elementary. **Root Cause:** Lack of opportunities and time to adjust to the transitional period between intermediate and junior high.

Priority Problem Statements

Problem Statement 3: In 5th reading, only 55% of students are meeting expectations on the 2022 STAAR.

Root Cause 3: Tiering instruction to reach student's individual academic needs has not been consistently planned and implemented.

Problem Statement 3 Areas: Student Achievement

Problem Statement 6: Discipline referrals are generated because of student issues that occur in class.

Root Cause 6: Need for consistent procedures and expectations from classroom to classroom.

Problem Statement 6 Areas: Culture and Climate

Problem Statement 4: In 5th math, only 44% of students are meeting expectations on the 2022 STAAR.

Root Cause 4: Tiering instruction to reach student's individual academic needs has not been consistently planned and implemented

Problem Statement 4 Areas: Student Achievement

Problem Statement 7: Parents are overwhelmed with transition to intermediate school and the differences that come away from elementary.

Root Cause 7: Lack of opportunities and time to adjust to the transitional period between intermediate and junior high.

Problem Statement 7 Areas: Parent and Community Engagement

Problem Statement 1: In 6th reading, only 59% of students are meeting expectations on the 2022 STAAR.

Root Cause 1: Tiering instruction to reach student's individual academic needs has not been consistently planned and implemented.

Problem Statement 1 Areas: Student Achievement

Problem Statement 5: In 6th reading, only 36% of students are mastering expectations on the 2022 STAAR.

Root Cause 5: Tiering instruction to reach student's individual academic needs has not been consistently planned and implemented.

Problem Statement 5 Areas: Student Achievement

Problem Statement 2: In 6th math, only 54% of students are meeting expectations on the 2022 STAAR.

Root Cause 2: Tiering instruction to reach student's individual academic needs has not been consistently planned and implemented.

Problem Statement 2 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: Increase the percent of 5th grade students meets scores in Math from 47% to 52% on the 2023 STAAR.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Guided Math consultant will be on campus 5 days to provide staff development and feedback to 5th grade math teachers.</p> <p>Strategy's Expected Result/Impact: Staff performance in Tier 1 instruction will improve, therefore students math scores will increase.</p> <p>Staff Responsible for Monitoring: Math campus instruction coach and administration.</p> <p>Title I: 2.6</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: DreamBox - ESSER III - \$4,000, Guided Math Consultant - ESSER III - \$7,500, Tutorials - ESSER III - \$6,000, Math Materials - Title I - \$20,000</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 2: In 5th math, only 44% of students are meeting expectations on the 2022 STAAR. Root Cause: Tiering instruction to reach student's individual academic needs has not been consistently planned and implemented</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 2: Increase the percent of 6th grade students meets scores in Math from 54% to 59% on the 2023 STAAR.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Guided Math consultant will be on campus 5 days to provide staff development and feedback to 6th grade math teachers.</p> <p>Strategy's Expected Result/Impact: Staff performance in Tier 1 instruction will improve, therefore students math scores will increase.</p> <p>Staff Responsible for Monitoring: Math campus instruction coach and administration.</p> <p>Title I: 2.6</p> <p>Problem Statements: Student Achievement 6</p> <p>Funding Sources: Tutorials - ESSER III - \$6,000, Guided Math Consultant - ESSER III - \$7,500, Dreambox - ESSER III - \$4,000</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 6: In 6th math, only 54% of students are meeting expectations on the 2022 STAAR. Root Cause: Tiering instruction to reach student's individual academic needs has not been consistently planned and implemented.</p>





Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 3: Increase the percent of 6th grade students meets scores in Reading from 59% to 64% on the 2023 STAAR.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Jennifer Serravallo consultants will work with our 6th Reading teachers and give professional development opportunities along with feedback and monitoring of instruction.</p> <p>Strategy's Expected Result/Impact: Staff performance in Tier 1 instruction will improve, therefore students reading scores will increase.</p> <p>Staff Responsible for Monitoring: Campus Instructional Coach and administration</p> <p>Title I: 2.4</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Jennifer Serravallo Consultant - ESSER III - \$10,000, Tutorials - ESSER III - \$6,000, Classroom Libraries - Title I - \$13,017, ELA Instructional Coach - State Comp Ed - \$78,820, RtI Paraprofessional - Title I - \$22,500, RtI Teacher - Title I - \$84,940</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:





Student Achievement
<p>Problem Statement 1: In 5th reading, only 55% of students are meeting expectations on the 2022 STAAR. Root Cause: Tiering instruction to reach student's individual academic needs has not been consistently planned and implemented.</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 5th grade students meets scores in Reading from 57% to 62% on the 2023 STAAR.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Jennifer Serravallo consultants will work with our 5th Reading teachers and give professional development opportunities along with feedback and monitoring of instruction.</p> <p>Strategy's Expected Result/Impact: Staff performance in Tier 1 instruction will improve, therefore students reading scores will increase.</p> <p>Staff Responsible for Monitoring: Campus Instructional Coach and administration</p> <p>Title I: 2.4</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Jennifer Serravallo Consultant - ESSER III - \$10,000, Tutorials - ESSER III - \$6,000, Classroom Libraries - ESSER III - \$15,000, Classroom Libraries for Bilingual Classroom - Title III - \$3,000</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 4 Problem Statements:

Student Achievement
<p>Problem Statement 1: In 5th reading, only 55% of students are meeting expectations on the 2022 STAAR. Root Cause: Tiering instruction to reach student's individual academic needs has not been consistently planned and implemented.</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 6th grade students masters scores in Reading from 36% to 40% on the 2023 STAAR.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Jennifer Serravallo consultants will work with our 6th Reading teachers and give professional development opportunities along with feedback and monitoring of instruction.</p> <p>Strategy's Expected Result/Impact: Staff performance in Tier 1 instruction will improve, therefore students reading scores will increase.</p> <p>Staff Responsible for Monitoring: Campus Instructional Coach and administration</p> <p>Title I: 2.5</p> <p>Problem Statements: Student Achievement 6</p> <p>Funding Sources: Jennifer Serravallo Consultant - ESSER III - \$10,000, Tutorials - ESSER III - \$6,000, Classroom Libraries - ESSER III - \$8,511, Materials - State Comp Ed - \$6,148, Library resources - ESSER III - \$30,000</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 5 Problem Statements:





Student Achievement
<p>Problem Statement 6: In 6th math, only 54% of students are meeting expectations on the 2022 STAAR. Root Cause: Tiering instruction to reach student's individual academic needs has not been consistently planned and implemented.</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: Cryar Intermediate will maintain efficient and effective fiscal management of resources and operations.

Strategy 1 Details	Reviews			
<p>Strategy 1: We will provide staff development focused on improving teachers performance and targeted critical needs for students. Resources and material needs will be assessed with new items being purchased and existing items being utilized.</p> <p>Strategy's Expected Result/Impact: Student success will be increased.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Secretary</p> <p>Title I: 2.5</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: Staff Development - Title I - \$6,000, Technology Resources - ESSER III - \$19,660</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 2: In 5th math, only 44% of students are meeting expectations on the 2022 STAAR. Root Cause: Tiering instruction to reach student's individual academic needs has not been consistently planned and implemented</p>





Goal 2: School Leadership and Fiscal Responsibility

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

Performance Objective 2: We will utilize a multi-tiered system of support in order to have clearly defined teams that will efficiently manage school wide systems.

Evaluation Data Sources: Grades, test scores, running records

Strategy 1 Details	Reviews			
<p>Strategy 1: We will set up planned meeting times for teams to collaborate on the needs of the campus in which they will identify and gather data on specific needs for the campus.</p> <p>Strategy's Expected Result/Impact: Each team will take the data that is collected and create action steps needed to ensure student success.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Team Leads, Committee Chairs, Instructional Coaches, Teams</p> <p>Title I: 2.6</p> <p>Problem Statements: Student Achievement 6</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 6: In 6th math, only 54% of students are meeting expectations on the 2022 STAAR. Root Cause: Tiering instruction to reach student's individual academic needs has not been consistently planned and implemented.</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: All staff members attend professional development opportunities at Cryar Intermediate to promote growth in content area and individual staff goals to increase their knowledge and capability.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers attend school wide bi-monthly staff development and specific content staff development throughout the year.</p> <p>Strategy's Expected Result/Impact: To increase the knowledge and capability of our staff.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches</p> <p>Title I: 2.5</p> <p>Problem Statements: Student Achievement 4</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 4: In 6th reading, only 59% of students are meeting expectations on the 2022 STAAR. Root Cause: Tiering instruction to reach student's individual academic needs has not been consistently planned and implemented.</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: At Cryar, we will implement a multi-tiered system of supports for both students and teachers to reduce student disruptions and to maximize engagement.

Evaluation Data Sources: RtI behavior data, ViewIt discipline reports, and student data tracker sheets.

Strategy 1 Details	Reviews			
<p>Strategy 1: We will provide opportunities for stakeholder involvement.</p> <p>Strategy's Expected Result/Impact: Collaborate with PTO, Community in Schools, parents, and community businesses to ensure the best learning environment and opportunities for all students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, PTO, Community in Schools, committee members</p> <p>Title I: 4.2</p> <p>Problem Statements: Culture and Climate 1</p> <p>Funding Sources: Family Engagement - Title I - \$3,520</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:

Culture and Climate
<p>Problem Statement 1: Discipline referrals are generated because of student issues that occur in class. Root Cause: Need for consistent procedures and expectations from classroom to classroom.</p>

Goal 4: Safe and Collaborative School Culture

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





Performance Objective 2: We will ensure the social, emotional, physical, and mental health of our students.

Strategy 1 Details	Reviews			
<p>Strategy 1: Our students will be given instruction through CISD's SEL Playbook.</p> <p>Strategy's Expected Result/Impact: Promote student positive interactions.</p> <p>Staff Responsible for Monitoring: Counselors, Principal, Assistant Principal, Foundations, SEL, and MTSS committee</p> <p>Title I: 2.6</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 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: Effectively communicate with all community stakeholders to promote a collaborative school culture.

Strategy 1 Details	Reviews			
<p>Strategy 1: We will provide a weekly newsletter to all families, to communicate via social media, and updates of important information.</p> <p>Strategy's Expected Result/Impact: Families will stay informed on school activities and student success.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Counselors</p> <p>Title I: 2.6, 4.1</p> <p>Problem Statements: Parent and Community Engagement 2</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 3 Problem Statements:

Parent and Community Engagement
<p>Problem Statement 2: Parents are overwhelmed with transition to intermediate school and the differences that come away from elementary. Root Cause: Lack of opportunities and time to adjust to the transitional period between intermediate and junior high.</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: We will use technology tools in the classroom to be effective in differentiating instruction for all students as well as using research based instructional strategies to enhance and extend learning.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers are provided with campus wide, department specific, and/or one on one instructional technology staff development opportunities with the technology instructional coach.</p> <p>Strategy's Expected Result/Impact: Enhance teacher knowledge of technological tools that will increase student success.</p> <p>Staff Responsible for Monitoring: Technology Instructional Coach, Principal, Assistant Principals</p> <p>Title I: 2.5</p> <p>Problem Statements: Student Achievement 5</p> <p>Funding Sources: Technology for Bilingual Classes - Title III - \$1,000, Chrome Carts - ESSER III - \$45,000</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 5: In 6th reading, only 36% of students are mastering expectations on the 2022 STAAR. Root Cause: Tiering instruction to reach student's individual academic needs has not been consistently planned and implemented.</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: In PLC's we will design effective instruction by knowing what it is we want our students to learn and how they will learn it, knowing how we will know they have learned it, as well as knowing what we will do when they have not learned it, and designing instruction that will extend the learning for students who are already proficient.

Strategy 1 Details	Reviews			
<p>Strategy 1: Content teams will collaborate during PLC to create lessons that are rigorous. We will also differentiate instruction to increase student performance.</p> <p>Strategy's Expected Result/Impact: Increased student performance</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Teachers, Paras</p> <p>Title I: 2.4</p> <p>Funding Sources: General Education Teachers for At-Risk Students - State Comp Ed - \$123,543, Science Instructional Coach - Title I - \$72,443</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </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	Math Materials		\$20,000.00
1	3	1	Classroom Libraries		\$13,017.00
1	3	1	RtI Paraprofessional		\$22,500.00
1	3	1	RtI Teacher		\$84,940.00
2	1	1	Staff Development		\$6,000.00
4	1	1	Family Engagement		\$3,520.00
5	2	1	Science Instructional Coach		\$72,443.00
Sub-Total					\$222,420.00
Budgeted Fund Source Amount					\$222,420.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Classroom Libraries for Bilingual Classroom		\$3,000.00
5	1	1	Technology for Bilingual Classes		\$1,000.00
Sub-Total					\$4,000.00
Budgeted Fund Source Amount					\$4,000.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	ELA Instructional Coach		\$78,820.00
1	5	1	Materials		\$6,148.00
5	2	1	General Education Teachers for At-Risk Students		\$123,543.00
Sub-Total					\$208,511.00
Budgeted Fund Source Amount					\$208,511.00
+/- Difference					\$0.00

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	DreamBox		\$4,000.00
1	1	1	Tutorials		\$6,000.00
1	1	1	Guided Math Consultant		\$7,500.00
1	2	1	Tutorials		\$6,000.00
1	2	1	Dreambox		\$4,000.00
1	2	1	Guided Math Consultant		\$7,500.00
1	3	1	Tutorials		\$6,000.00
1	3	1	Jennifer Serravallo Consultant		\$10,000.00
1	4	1	Jennifer Serravallo Consultant		\$10,000.00
1	4	1	Classroom Libraries		\$15,000.00
1	4	1	Tutorials		\$6,000.00
1	5	1	Jennifer Serravallo Consultant		\$10,000.00
1	5	1	Library resources		\$30,000.00
1	5	1	Classroom Libraries		\$8,511.00
1	5	1	Tutorials		\$6,000.00
2	1	1	Technology Resources		\$19,660.00
5	1	1	Chrome Carts		\$45,000.00
Sub-Total					\$201,171.00
Budgeted Fund Source Amount					\$201,171.00
+/- Difference					\$0.00
Grand Total Budgeted					\$636,102.00
Grand Total Spent					\$636,102.00
+/- Difference					\$0.00