Conroe Independent School District

David Elementary

2022-2023 Campus Improvement Plan

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- 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. 27

Campus Funding Summary 30

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Campus Summary

Domain 1 - Student achievement - 95

Domain 2 - School Progress - 90

Domain 3 - Closing the performance gap - 100

Overall Academic school rating: A

Distinction Designations in the following areas:

ELA/Reading

Mathematics

Postsecondary Readiness

Comparative Closing the Gaps

STAAR

The following chart compares the Third grade Reading STAAR scores from 2021 to 2022. There was a 5% decrease in approaches, a 7% decrease in meets, and a 7% decrease in masters. While the district data indicated growth in approaches by 3.81%. meets by 8.99%, and masters by 10.23%. While we did not grow alongside the district in reading performance, our campus was above district level performance with approaches by 5.68%, meets by 12.82%, and masters by 9.75%.

Third Grade Reading	2021	2022
Approaches	95	90
Meets	83	76
Masters	59	52

The following chart compares Third-grade math STAAR scores from 2021-2022. There was a 4% decrease in approaches, an 8% decrease in meets, and a 12% decrease in masters. The district again saw a 2.19% growth in approaches, a 6% growth in meets, and a 4% growth in masters. We were above the district in the percentage of students in all three areas, approaches by 8.03%, meets by 17.61%, and masters by 18.24%.

Third Grade Math	2021	2022
Approaches	94	90
Meets	84	76
Masters	65	53

The following chart compares Fourth-grade reading STAAR scores from 2021 to 2022. The comparison shows growth at approaches by 8%, meets by 9%, and masters by 4%. The district's percentage of growth was, approaches 8.8%, meets by 14.6%, and masters by 9.9%.

Fourth Grade Reading	2021	2022
Approaches	88	96
Meets	75	84
Masters	60	64

The following chart compares Math STAAR scores from 2021 to 2022. There was growth at approaches by 7%, meets at 5%, and a decrease in masters by 11%. The overall district scores increased in approaches by 4%, meets by 1%, and decreased in masters by 4%.

Fourth Grade Math	2021	2022
Approaches	90	97
Meets	83	88
Masters	74	63

Foundational Reading Skills

Decoding (Nonsense Word Fluency)

This table indicates the percentage of students at the benchmark level in decoding nonsense words. This is one of the foundational reading skills.

Grade	BOY	EOY
Kindergarten	28%	88%
First	72%	88%
Second	78%	85%
Third	70%	75%

Phonemic Awareness (Phonemic Segmentation Fluency)

Phonemic awareness skills are another important component of foundational reading and are a leading indicator of reading proficiency.

Grade	BOY	EOY
Kindergarten	50%	59%
First	60%	87%

Early Math Screener

Kindergarten: One-to-one correspondence, cardinality, and conservation of number

The middle of the year data indicated that 47% of the students in kindergarten were able to master one-to-one correspondence, cardinality, and conservation of numbers. The end-of-year data indicates that 83% of the students in kindergarten mastered these skills.

First Grade: Represents numbers with objects, expanded form, and Standard form

The MOY data indicates that 16% of the students were unable to compose and decompose a two-digit number. At the EOY data, this percentage was 4% of the students unable to compose and decompose a two-digit number.

The MOY data indicates that 15% of the students were able to compose and decompose a three-digit number up to 120. By the end of the year, 72% of students were able to master composing and decomposing a three-digit number up to 120.

Second Grade: Ordering numbers using open number lines

The middle of the year data indicated that 24% of second graders were able to correctly place numbers on an open number line with the correct spacing. The end of the year data indicated that 70% of the students were able to correctly order the numbers and space them appropriately on an open number line.

Student Achievement Strengths

Early Reading Skills in Nonsense Word Fluency (NWF):

Students in Kindergarten had to read 7 nonsense words in the one-minute time frame and 88% of our students met or exceeded that expectation at the end of the year.

Students in First Grade had to read 15 nonsense words in the one-minute time frame and 88% of our students met or exceeded that expectation at the end of the year.

Students in Second Grade had to read 22 nonsense words in the one-minute time frame and 85% of our students met or exceeded that expectation at the end of the year.

Early Reading Skills in Phonemic Awareness:

Students in First Grade had to segment 45 phonemes in single syllable words in one minute and 87% of our students met or exceeded expectations by the end of the year.

Early Math Screener Data in Kindergarten:

The middle-of-the-year data indicated that 47% of the students were able to master one-to-one correspondence, cardinality, and conservation of numbers and by the end of the year, 83% of the students were able to master the skills.

STAAR

Students on Fourth Grade Reading STAAR scores improved by 8% in approaches, by 9% in meets, and by 4% in masters.

Students in Fourth Grade Math STAAR scores improved by 7% in approaches and 5% in meets.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 59% of Kindergarten students were able to segment words into phonemes on mCLASS screener. **Root Cause:** Limited small group instruction supporting students on the continuum of phonological awareness skills from words in a sentence, to syllables in a word, and finally phonemes in a word.

Problem Statement 2 (Prioritized): 67% of third graders were able to gain a score of 15.5 on the MAZE mCLASS assessment. **Root Cause:** Limited targeted instruction in small group settings using mCLASS data to support student goals.

Problem Statement 3 (Prioritized): 70% of second graders were able to correctly put numbers in order of place value and place the numbers using correct spacing on an open number line on the Early Math Screener. **Root Cause:** Limited guided math groups focused on individual students' needs.

Problem Statement 4 (Prioritized): 70% of second graders were able to complete MAZE (comprehension) on mCLASS in the three minute time-frame at benchmark level or above. **Root Cause:** Limited small group instruction on mCLASS platform and support of students based on specific mCLASS data.

Problem Statement 5 (Prioritized): 72% of first graders, on the Early Math Screener, were able to master composing and decomposing a three-digit number up to 120. **Root Cause:** Limited small group instruction focused on students' needs.

Problem Statement 6: 75% of third-grade students were able to decode 31 nonsense words on mCLASS. **Root Cause:** Differentiated instruction in word study using assessment data to form targeted skills in phonics and word study.

Problem Statement 7: Third Grade STAAR Reading scores decreased by 5% approaches, 13% meets, and 7% masters. **Root Cause:** Greater focus on supporting the needs of our lowest achieving students and limited focus on our high achieving students.

Problem Statement 8: Third grade STAAR Math scores decreased by 4% approaches, 12% meets, and 12% masters. **Root Cause:** Greater focus on supporting the needs of our lowest performing students and limited focus on our high achieving students.

Culture and Climate

Culture and Climate Summary

It is the vision of David's School to inspire through education, to educate toward courage, and in however humble a manner, to help each child to "touch the world."

David Elementary values the relationships with each student and staff member. We are committed to each child feeling safe, engaged, supported and challenged. All students and staff are valued members and play a significant role in the success of our school.

David Elementary is continuing to grow and learn through PBIS (Foundations). In 2019, a committee was developed to help support our students and staff. The committee collects/analyzes data, evaluates campus wide procedures, receives input from staff and develops plans to set clear procedures and expectations within the building. The Foundations committee worked again throughout the summer of 2022 to develop and train staff. The committee also revamped the vision and mission statement in order to have alignment with our Guidelines for Success. The committee and staff continue to analyze and look for ways to improve the health and well-being of our students.

At David Elementary, we recognize and appreciate cultural differences. All staff, students, and families are important members of our school. David Elementary is committed to the academic, social and emotional growth of all students and staff. We strive to educate and celebrate all students, helping prepare them to be successful in an ever changing world.

The 2022 OHI data revealed that one of the ten dimensions scored at the Interdependent level (Cohesiveness). These results show a campus with nine of ten categories in the Independent range. The four highest dimensions were Cohesiveness, Autonomy, and Adaptation. The three lowest dimensions were Communication, Optimal Power Equalization, Problem Solving and Resource Utilization.

Culture and Climate Strengths

- David Elementary builds leadership through Foundations, the Campus Improvement Team, and Team Leaders.
- Teachers meet in committees, grade level teams, PLCs, and attend district training's to help support in the decision-making process for our campus.
- Students and staff value each other and respect cultural differences within our diverse population.
- Teams trust and support each other.
- Staff is cohesive.
- All staff implement Guidelines for Success (S-spread kindness, P-problem solve, L-lead by example, A-always try, S-show respect, and H-help others)

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Lack of consistency in communication amongst staff and administration. **Root Cause:** Staff awareness of level of importance and who will communicate information.

Problem Statement 2 (Prioritized): Staff was unclear on Standard Response Protocol. **Root Cause:** Lack of staff training on school wide procedures

Problem Statement 3 (Prioritized): Decrease in the ability to maintain a relatively equitable distribution of influence between the leader and team members. (Optimal Power Equalization) **Root Cause:** Lack of staff and admin working closely with each other and the community in decision making.

Parent and Community Engagement

Parent and Community Engagement Summary

David Elementary is greatly supported with strong parent and community engagement. Our parent volunteers serve in many different capacities, including the classrooms, library, workroom and during special student events. Parents report feeling very welcomed entering school due to attention, professionalism, and kindness they encounter in our front office staff. Most parents actively attend school activities such as open house, parent conferences, grade level programs, parent involvement days, David Dream Run, school fundraisers and school carnivals.

Our website, marquee, and social media is kept up to date and has information about upcoming events as well as resources for the parents to assist their students at home. Our staff websites are also kept up to date with events, resources, and classroom information. In addition to the website, the campus administration sends a weekly newsletter called the "David News" with all information surrounding events and updates from our campus and district.

David Elementary is blessed with a supportive PTO that works to meet the academic and social/emotional needs of all students. The PTO sponsors and supports David in areas such as fund raising for instructional resources, volunteering for school activities, providing a school carnival, supporting grade level music performances, holiday celebrations, David Dream Run and end of year activities. This support and dedication the PTO provides with different events greatly strengths the relationship among school, parents and community.

Parent and Community Engagement Strengths

A key component to the success of David Elementary is the support, participation and cooperation of our families and community.

*PTO helps support new families into our school with a school shirt, welcome bag, school information, and information on how to get involved.

*PTO hosts spirit nights at local restaurants and retail shops to connect parents and school, and build partnerships with neighboring businesses.

*School fundraiser: Splash's Epic Adventure

*David Dream Run: This event is one our largest turnouts with approximately 800 people from many different communities in our area (and beyond) supporting Texas Children's Hospital. In 2022, the David Elementary PTO donated $28,949.15 to Texas Children's Hospital.

*Annual community service projects or donation drives include: coat drive, food drive, toy drive and blanket donations. All donations and proceeds go to our local community and partnering schools.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Reduced number of opportunities in the fall of 2021 for parents to volunteer on campus. **Root Cause:** The need to limit the number of people on campus due to COVID.

Problem Statement 2 (Prioritized): The PTO and school partnership is not as strong as in previous years. **Root Cause:** Lack of in person meetings and PTO sponsored events in the fall of 2021.

Problem Statement 3: Families not feeling connected to school. **Root Cause:** Lack of in person activities in the fall of 2021.

Priority Problem Statements

Problem Statement 1: 59% of Kindergarten students were able to segment words into phonemes on mCLASS screener.

Root Cause 1: Limited small group instruction supporting students on the continuum of phonological awareness skills from words in a sentence, to syllables in a word, and finally phonemes in a word.

Problem Statement 1 Areas: Student Achievement

Problem Statement 6: Lack of consistency in communication amongst staff and administration.

Root Cause 6: Staff awareness of level of importance and who will communicate information.

Problem Statement 6 Areas: Culture and Climate

Problem Statement 8: Reduced number of opportunities in the fall of 2021 for parents to volunteer on campus.

Root Cause 8: The need to limit the number of people on campus due to COVID.

Problem Statement 8 Areas: Parent and Community Engagement

Problem Statement 2: 67% of third graders were able to gain a score of 15.5 on the MAZE mCLASS assessment.

Root Cause 2: Limited targeted instruction in small group settings using mCLASS data to support student goals.

Problem Statement 2 Areas: Student Achievement

Problem Statement 7: Staff was unclear on Standard Response Protocol.

Root Cause 7: Lack of staff training on school wide procedures

Problem Statement 7 Areas: Culture and Climate

Problem Statement 10: The PTO and school partnership is not as strong as in previous years.

Root Cause 10: Lack of in person meetings and PTO sponsored events in the fall of 2021.

Problem Statement 10 Areas: Parent and Community Engagement

Problem Statement 3: 70% of second graders were able to correctly put numbers in order of place value and place the numbers using correct spacing on an open number line on the Early Math Screener.

Root Cause 3: Limited guided math groups focused on individual students' needs.

Problem Statement 3 Areas: Student Achievement

Problem Statement 9: Decrease in the ability to maintain a relatively equitable distribution of influence between the leader and team members. (Optimal Power Equalization)

Root Cause 9: Lack of staff and admin working closely with each other and the community in decision making.

Problem Statement 9 Areas: Culture and Climate

Problem Statement 4: 70% of second graders were able to complete MAZE (comprehension) on mCLASS in the three minute time-frame at benchmark level or above.
Root Cause 4: Limited small group instruction on mCLASS platform and support of students based on specific mCLASS data.
Problem Statement 4 Areas: Student Achievement

Problem Statement 5: 72% of first graders, on the Early Math Screener, were able to master composing and decomposing a three-digit number up to 120.
Root Cause 5: Limited small group instruction focused on students' needs.
Problem Statement 5 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
  Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by 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
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and 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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Other additional data

Goals

Goal 1: Student Achievement and Post-Secondary Success

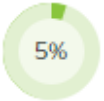
CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 1: Increase the percent of 3rd grade students that score at the meets grade level or above on STAAR Reading from 79% to 82%. Increase the percent of 4th grade students that score at the meets grade level or above on STAAR Reading from 84% to 85%.

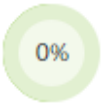
High Priority

HB3 Goal

Evaluation Data Sources: STAAR data, Interim assessments, Eduphoria, CFAs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Coaching into small group instruction around phonological awareness skills that progress to segmenting a word into phonemes. Coaching rotation on teaching Heggerty lessons along with phonics. **Strategy's Expected Result/Impact:** This strategy's expected result is an increase in the phonemic segmentation fluency (PSF) on kindergarten end of year mCLASS data. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach Academic Interventionist Kindergarten Team **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning **- Targeted Support Strategy** **Problem Statements:** Student Achievement 1 **Funding Sources:** Instructional Coach - State Comp Ed - $66,970, Academic Interventionist - ESSER III - $65,570				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: Planning a unit of study in reading and planning specific student responses in an open ended format. Using the student responses to form small groups to accelerate student growth. In addition, increasing the classroom library collections to accommodate all readers. **Strategy's Expected Result/Impact:** To improve student written response on open ended questions to create deeper comprehension. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach Academic Interventionist **Problem Statements:** Student Achievement 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3: Planning purposeful read-aloud and small group strategy lessons that focus on deeper comprehension questions. Instructing students in the use of the mCLASS platform for testing clarity. **Strategy's Expected Result/Impact:** With this focused instruction students will improve student comprehension of the mCLASS assessment as well as overall comprehension of independent reading texts. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach Academic Interventionist **Problem Statements:** Student Achievement 4 **Funding Sources:** Classroom Libraries - ESSER III - $51,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 4: ESL students utilize Imagine Learning to support language development. **Strategy's Expected Result/Impact:** Increased Meets and Masters **Staff Responsible for Monitoring:** Administration, campus coach, teachers **Problem Statements:** Student Achievement 1, 2, 4 **Funding Sources:** Imagine Learning - Title III - $2,250				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: 59% of Kindergarten students were able to segment words into phonemes on mCLASS screener. **Root Cause**: Limited small group instruction supporting students on the continuum of phonological awareness skills from words in a sentence, to syllables in a word, and finally phonemes in a word.

Problem Statement 2: 67% of third graders were able to gain a score of 15.5 on the MAZE mCLASS assessment. **Root Cause**: Limited targeted instruction in small group settings using mCLASS data to support student goals.

Problem Statement 4: 70% of second graders were able to complete MAZE (comprehension) on mCLASS in the three minute time-frame at benchmark level or above. **Root Cause**: Limited small group instruction on mCLASS platform and support of students based on specific mCLASS data.

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 2: Increase the percent of 3rd grade students that score meets grade level or above on STAAR Math from 76% to 78%. Increase the percent of 4th grade students that score meets grade level or above on STAAR Math from 86% to 87%.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR, Interim assessments, CFAs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Big picture planning of units with district math coach that targets TEKS, tiered instructional activities for stations, guided math instruction, and assessments. **Strategy's Expected Result/Impact:** An increase in math screener scores. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach Academic Interventionist District Math Coach **Problem Statements:** Student Achievement 3	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: Specific focus on academic vocabulary during math planning. **Strategy's Expected Result/Impact:** Improve overall scores on Early Math Screeners with a focus on questioning using math vocabulary in instruction. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach Academic Interventionist **Problem Statements:** Student Achievement 5	25%			

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

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 3: 70% of second graders were able to correctly put numbers in order of place value and place the numbers using correct spacing on an open number line on the Early Math Screener. **Root Cause**: Limited guided math groups focused on individual students' needs.
Problem Statement 5: 72% of first graders, on the Early Math Screener, were able to master composing and decomposing a three-digit number up to 120. **Root Cause**: Limited small group instruction focused on students' needs.

Goal 1: Student Achievement and Post-Secondary Success

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

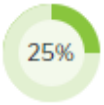
Performance Objective 3: Increase the number of Special Education students whose score meets the standard or above from 31% to 35%.

High Priority

HB3 Goal

Evaluation Data Sources: Interim STAAR data
CFA data
STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Staff development on vertical alignment of math TEKS to focus on foundational skill progressions aligned with students' strengths and needs. **Strategy's Expected Result/Impact:** Improve student scores on CFAs, Early Math Screeners, Interim STAAR and STAAR data. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach Academic Interventionist Special Education Teachers Classroom Teachers **Problem Statements:** Student Achievement 3, 5	0%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: Collaboration between special education teachers, dyslexia teachers, academic interventionists, and general education teachers to best support the needs of each individual student in their classes. **Strategy's Expected Result/Impact:** Improve reading levels and depth of comprehension in all learners. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach Academic Interventionist Special Education Staff Dyslexia Educator **Problem Statements:** Student Achievement 1, 2, 4				
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: 59% of Kindergarten students were able to segment words into phonemes on mCLASS screener. **Root Cause**: Limited small group instruction supporting students on the continuum of phonological awareness skills from words in a sentence, to syllables in a word, and finally phonemes in a word.
Problem Statement 2: 67% of third graders were able to gain a score of 15.5 on the MAZE mCLASS assessment. **Root Cause**: Limited targeted instruction in small group settings using mCLASS data to support student goals.
Problem Statement 3: 70% of second graders were able to correctly put numbers in order of place value and place the numbers using correct spacing on an open number line on the Early Math Screener. **Root Cause**: Limited guided math groups focused on individual students' needs.
Problem Statement 4: 70% of second graders were able to complete MAZE (comprehension) on mCLASS in the three minute time-frame at benchmark level or above. **Root Cause**: Limited small group instruction on mCLASS platform and support of students based on specific mCLASS data.
Problem Statement 5: 72% of first graders, on the Early Math Screener, were able to master composing and decomposing a three-digit number up to 120. **Root Cause**: Limited small group instruction focused on students' needs.

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 4: Increase the number of students that show accelerated academic progress in math from 44% to 50%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Tiered instruction in guided math that focuses on student strengths in order to determine next steps. **Strategy's Expected Result/Impact:** Improve student academic growth in math. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach Academic Interventionist **Problem Statements:** Student Achievement 3, 5				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 3: 70% of second graders were able to correctly put numbers in order of place value and place the numbers using correct spacing on an open number line on the Early Math Screener. **Root Cause**: Limited guided math groups focused on individual students' needs.
Problem Statement 5: 72% of first graders, on the Early Math Screener, were able to master composing and decomposing a three-digit number up to 120. **Root Cause**: Limited small group instruction focused on students' needs.

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 5: Increase the number of students that show accelerated academic progress in reading from 34% to 40%.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Coaching into small group instruction to build student response using the progressions in our reading curriculum. **Strategy's Expected Result/Impact:** This strategy will improve students' response to reading as well as deeper text discussions. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach Academic Interventionist **Problem Statements:** Student Achievement 1, 2, 4				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

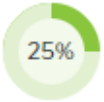
Student Achievement
Problem Statement 1: 59% of Kindergarten students were able to segment words into phonemes on mCLASS screener. **Root Cause**: Limited small group instruction supporting students on the continuum of phonological awareness skills from words in a sentence, to syllables in a word, and finally phonemes in a word.
Problem Statement 2: 67% of third graders were able to gain a score of 15.5 on the MAZE mCLASS assessment. **Root Cause**: Limited targeted instruction in small group settings using mCLASS data to support student goals.
Problem Statement 4: 70% of second graders were able to complete MAZE (comprehension) on mCLASS in the three minute time-frame at benchmark level or above. **Root Cause**: Limited small group instruction on mCLASS platform and support of students based on specific mCLASS data.

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

Evaluation Data Sources: Monthly financial reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Principal and Secretary will reconcile bank statements monthly. **Strategy's Expected Result/Impact:** Audit will show reconciled bank statements. **Staff Responsible for Monitoring:** Principal				

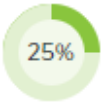
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: The Principal, PTO president and treasurer will review monthly bank statement and spending for the previous month. **Strategy's Expected Result/Impact:** All bank statements and spending are in alignment with the approved budget. **Staff Responsible for Monitoring:** Principal				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: School Leadership and Fiscal Responsibility

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

Performance Objective 2: To increase campus communication both vertically and horizontally and collaborative decision-making by increasing the leadership roles of the Campus Improvement Team, Foundations Team and Committee Leaders.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: To grow the committee members' knowledge of the roles and responsibilities of their committee. **Strategy's Expected Result/Impact:** The Organizational Health Individualized (OHI) Report will move from the Independent zone to the Interdependent zone. **Staff Responsible for Monitoring:** Principal				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Recruitment, Development, and Retention of Staff

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

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

Evaluation Data Sources: Highly Qualified certification report, T-TESS evaluations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Recruit highly qualified staff by participating in the CISD job fair. **Strategy's Expected Result/Impact:** Highly qualified teachers will support academic growth. **Staff Responsible for Monitoring:** Administration and Campus Improvement Team	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: Provide mentor support for beginning teachers. **Strategy's Expected Result/Impact:** Increased understanding of curriculum and classroom management. **Staff Responsible for Monitoring:** Administration	25%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Safe and Collaborative School Culture

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

Performance Objective 1: To provide a safe and orderly school environment conducive to learning for all students and staff.

Evaluation Data Sources: Discipline data, Student/Parent surveys, teacher surveys, Observation, Safety and Security Team

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Develop the capacity of teachers to evaluate and plan school safety measures through implementation of a campus Safety and Security Team. **Strategy's Expected Result/Impact:** Increased awareness and structures regarding school safety. **Staff Responsible for Monitoring:** Administration, Safety and Security Team, Teachers	25%			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 4: Safe and Collaborative School Culture

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

Performance Objective 2: To create and sustain a school environment that makes all parents feel welcomed and valued.

Evaluation Data Sources: Foundation Committee minutes, staff training agenda, surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Provide opportunities for families to be engaged in academic and social events. **Strategy's Expected Result/Impact:** Increased student success and parent engagement. **Staff Responsible for Monitoring:** Administration, Teachers, Counselor	25%			

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Safe and Collaborative School Culture

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

Performance Objective 3: Provide multiple modes of communicating campus procedures, expectations, learning experiences and events to staff and parents.

Evaluation Data Sources: Increased parent and community awareness measured by attendance and participation at school events.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Created a David Staff Share Drive with all school information in a centralized area where staff can access it. **Strategy's Expected Result/Impact:** Increase in communication school structures and protocols **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor	25%			

 No Progress Accomplished Continue/Modify Discontinue

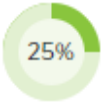
Goal 5: Effective Instruction

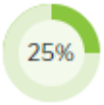
CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 1: To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

Evaluation Data Sources: mClass
Branching Minds
Interim Assessment
Eduphoria
Canvas
Dreambox

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Purchase technology resources and devices for At-Risk students. **Strategy's Expected Result/Impact:** Increase in students' scoring meets on STAAR will increase by 5%. **Staff Responsible for Monitoring:** Principal, campus coach, academic interventionist **Problem Statements:** Student Achievement 1, 2, 3, 4, 5 **Funding Sources:** Chromebooks, iPads - State Comp Ed - $5,724				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: Instructional Technology coach will be utilized to assist teachers in the planning and modeling of technology integration. **Strategy's Expected Result/Impact:** Instructional technology integration will increase student performance. **Staff Responsible for Monitoring:** Principal, district technology coach. **Problem Statements:** Student Achievement 1, 2, 3, 4, 5 **Funding Sources:** Chromebooks, iPads - ESSER III - $15,542				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3: Students will utilize Dreambox, and teachers will monitor the usage and progress of each student to determine TEKS strengths and weaknesses. **Strategy's Expected Result/Impact:** Teachers will have a greater knowledge of students' needs and increase in mastery of TEKS. **Staff Responsible for Monitoring:** Principal, academic interventionist, instructional coach. **Problem Statements:** Student Achievement 3, 5				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: 59% of Kindergarten students were able to segment words into phonemes on mCLASS screener. **Root Cause**: Limited small group instruction supporting students on the continuum of phonological awareness skills from words in a sentence, to syllables in a word, and finally phonemes in a word.
Problem Statement 2: 67% of third graders were able to gain a score of 15.5 on the MAZE mCLASS assessment. **Root Cause**: Limited targeted instruction in small group settings using mCLASS data to support student goals.
Problem Statement 3: 70% of second graders were able to correctly put numbers in order of place value and place the numbers using correct spacing on an open number line on the Early Math Screener. **Root Cause**: Limited guided math groups focused on individual students' needs.
Problem Statement 4: 70% of second graders were able to complete MAZE (comprehension) on mCLASS in the three minute time-frame at benchmark level or above. **Root Cause**: Limited small group instruction on mCLASS platform and support of students based on specific mCLASS data.
Problem Statement 5: 72% of first graders, on the Early Math Screener, were able to master composing and decomposing a three-digit number up to 120. **Root Cause**: Limited small group instruction focused on students' needs.

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: Cultivate teacher collaboration with a focus on planning an engaging curriculum, analysis of student performance, and next steps towards growth across all capabilities.

High Priority

HB3 Goal

Evaluation Data Sources: BAS, mCLASS, CFAs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Within a planning session, incorporate supports for at-risk students using guided reading books and also decodable readers aligned to students targeted phonics skills. **Strategy's Expected Result/Impact:** Improvement in student decoding nonsense word fluency on mCLASS as well as increased accuracy on BAS. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach Academic Interventionist **Problem Statements:** Student Achievement 1, 2, 4 **Funding Sources:** Decodable Books - ESSER III - $5,550	25%			

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

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: 59% of Kindergarten students were able to segment words into phonemes on mCLASS screener. **Root Cause**: Limited small group instruction supporting students on the continuum of phonological awareness skills from words in a sentence, to syllables in a word, and finally phonemes in a word.
Problem Statement 2: 67% of third graders were able to gain a score of 15.5 on the MAZE mCLASS assessment. **Root Cause**: Limited targeted instruction in small group settings using mCLASS data to support student goals.
Problem Statement 4: 70% of second graders were able to complete MAZE (comprehension) on mCLASS in the three minute time-frame at benchmark level or above. **Root Cause**: Limited small group instruction on mCLASS platform and support of students based on specific mCLASS data.

Campus Funding Summary

Title III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Imagine Learning		$2,250.00
				Sub-Total	$2,250.00
				Budgeted Fund Source Amount	$2,250.00
				+/- Difference	$0.00

State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Coach		$66,970.00
5	1	1	Chromebooks, iPads		$5,724.00
				Sub-Total	$72,694.00
				Budgeted Fund Source Amount	$72,694.00
				+/- Difference	$0.00

ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Academic Interventionist		$65,570.00
1	1	3	Classroom Libraries		$51,000.00
5	1	2	Chromebooks, iPads		$15,542.00
5	2	1	Decodable Books		$5,550.00
				Sub-Total	$137,662.00
				Budgeted Fund Source Amount	$137,662.00
				+/- Difference	$0.00
				Grand Total Budgeted	$212,606.00
				Grand Total Spent	$212,606.00
				+/- Difference	$0.00