

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



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Comprehensive Needs Assessment

Revised/Approved: August 31, 2022

Student Achievement

Student Achievement Summary

The 2022 state accountability scores for Galatas Elementary:

Domain I: Student Achievement 95

92% scored Approaches Grade Level Standards

82% scored Meets Grade Level Standards

61% scored Masters Grade Level Standards

ELA Reading 92% Approaches 84% Meets 65% Masters

Mathematics 92% Approaches 81% Meets 57% Masters

Domain II: School Progress 84

Domain III: Closing the Gaps 77

These scores resulted in Galatas Elementary receiving an "A" Accountability Rating. Additionally, Galatas Elementary received a Distinction Designation in Postsecondary Readiness.

While the campus shows overall strong scores in comparison to district and state averages, there are still some gaps in student groups within our campus. These groups include Special Education and Economically Disadvantaged.

Economically Disadvantaged Students

82% scored Approaches Grade Level Standards

70% scored Meets Grade Level Standards

30% scored Masters Grade Level Standards

Special Education

55% scored Approaches Grade Level Standards

43% scored Meets Grade Level Standards

23% scored Masters Grade Level Standards

We are proud of the progress made by our EB students this past year as demonstrated in their STAAR scores listed below.

Emergent Bilingual(current)

94% scored Approaches Grade Level Standards

83% scored Meets Grade Level Standards

61% scored Masters Grade Level Standards

In analyzing our data, we determined that our EBs performed similar to their peers, which is an improvement over the previous year. Special Education students are performing lower than their peers in all content areas. As a campus we are focused on student growth and closing the performance gaps between all students. We have implemented targeted professional development for our staff to address the declining student performance among special education and economically disadvantaged student groups. Additionally, we are providing staff development opportunities for all CISD Tier I Best Practices.

mClass data was also reviewed as part of our campus needs assessment. Specific skills in reading decoding and phonemic awareness were identified as target areas for development to improve student performance and close performance gaps.

Student Achievement Strengths

Galatas Elementary School's scores are a reflection of our hard-working staff and students. We are proud to have exceeded the district's and state's percentage on all tests in the area of approaches, meets, and masters.

The percentage of students that met expectation in both reading and math increased from the previous year. Students attaining a masters level in reading also increased from the previous school year.

Third grade 2022 STAAR scores at the meets (86%) and mastery (66%) levels for Math were first and second in the district. Third grade STAAR Reading scores at the meets (90%) and masters (77%) levels were the highest in the district.

Additionally, we are proud of our Emergent Bilingual (EB) population's growth. Our Emergent Bilingual students demonstrated performance growth in both reading and math with significant percentage gains in approaches, meets, and masters grade level standards.

Emergent Bilingual	2021	2022
Approaches	90	94
Meets	52	83
Masters	33	61

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 57% of our special education students in grades 3-4 performed at the approaches level in reading. **Root Cause:** BAS reading levels were significantly below grade level peers. Additional Tier I Best Practices need to be implemented with fidelity for all students.

Problem Statement 2 (Prioritized): 54% of special education students in grades 3-4 performed at the approaches level in mathematics. **Root Cause:** Students had larger grade level gaps as compared to previous years. While progress was made, the gap was not completely closed.

Problem Statement 3 (Prioritized): HB3 - The mClass assessment indicated approximately 20% of K-3 students scored below benchmark in basic phonics and blending skills. **Root Cause:** Limited systematic, multi-sensory instruction differentiated for early literacy skills.

Problem Statement 4: HB3 - A portion of kindergarten through second grade students were below benchmark in Phonemic Awareness. **Root Cause:** Limited targeted differentiated phonemic awareness small group instruction.

Problem Statement 5 (Prioritized): Fourth grade math percentages of meets and masters levels decreased from previous year. **Root Cause:** Limited use of formative common assessment data to design tiered instruction and practice.

Problem Statement 6: Economically disadvantaged students have not experienced the same overall growth in all academic areas. **Root Cause:** Students would benefit from intensive small group instruction in addition to Tier I Best Practices.

Problem Statement 7: The number of economically disadvantaged students in grades 3-4 achieving approaches level (76%) was significantly lower in math as compared to their peers. **Root Cause:** Limited tiered targeted instruction and practice of previous grade level skills.

Problem Statement 8: STAAR spring 2022 fourth grade TEKS reporting category M4 and the problem solving student learning objectives provide the greatest opportunity for student growth **Root Cause:** During the 2020-2021 school year, data analysis and financial literacy units were missed due to school closures. In 2021-2022, the units were shortened to focus on foundational TEKS.

Culture and Climate

Culture and Climate Summary

Our campus believes in its students, staff and community resulting in a strong sense of commitment and collaboration. Expectations for student behavior and academic growth are high and our students historically rise to expected levels. Our campus community takes pride in its successes and strives to achieve excellence. The school's faculty and staff have been trained in CHAMPS and follow the Safe and Civil School's STOIC model (structure, teach, observe, interact, and correct), resulting in positive student behaviors and relationships. We are also a Foundations campus which provides cohesive school-wide procedures that all students and staff know and adhere to.

As a campus, we encourage our staff to attend the district's health fair each year. This health conscious attitude is also evident in our students' physical education program. Students attend daily PE classes where they learn how to care for themselves through exercise, healthy food choices, and coordinated activities. Our students also participate in fitness assessments and vision and hearing screenings. Small group and individual counseling support is available to staff, students, and parents. Students have opportunities to develop relationships with their peers through collaborative activities in the classroom, unstructured play at recess and Active Start.

The Foundations Team, with the input of faculty and staff, believe the school environment is safe and orderly.

Teachers have roles and representatives in the decision-making process regarding school initiatives. Teacher teams and collaborative groups interact to address issues regarding curriculum, assessment, instruction, and the achievement of all students. This includes clear communication and timely feedback to all stakeholders.

Teachers and staff are part of an MTSS Problem Solving Team that is working toward the optimal functioning of our school. The campus is optimizing the use of Branching Minds technology to monitor student progress and growth.

The success of the whole school, as well as individuals within the school, is appropriately acknowledged.

Culture and Climate Strengths

Overall improvement in common cafeteria procedures and behavior expectations across all grade levels has led to a safe learning community. Additionally, collaborative teams focus on research based instructional model using a backward planning design (Marzano).

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Maintain a Foundations Committee to assess needs and create and monitor plans for a safe, well-organized learning environment. **Root Cause:** Areas of development exist where campus environment and community can be continually strengthened by utilizing the talents of all stakeholders.

Problem Statement 2: The Organizational Health Inventory indicated that Morale should be a focus dimension. **Root Cause:** Lack of opportunities to provide in-person staff activities that foster staff relationships across grade levels.

Problem Statement 3: Maintain a healthy environment for our faculty and staff. **Root Cause:** Increasing levels of perceived stress at school and home.

Parent and Community Engagement

Parent and Community Engagement Summary

Galatas Elementary values parent and family involvement, which is evident in our many campus activities that invite family participation. We have a very strong Parent-Teacher Organization that supports our campus in a variety of ways including: fund-raising, faculty lunches, student field trips, technology and so much more. Our partnership with parents and community is evident in all that we do. In a typical year, we have 25-100 parents visit our campus each day for a variety of reasons including volunteering, conferences, and lunch with students.

Our staff feels valued and supported by our community as is evident in the Teacher Achieving Excellence messages and positive emails they receive each day.

Communication between the campus and community is extremely important. Galatas Elementary maintains our website with helpful and up-to-date information. We also provide a weekly newsletter, The Galatas Gazette, which celebrates students and provides timely communication regarding events and activities.

Parent and Community Engagement Strengths

The school and our community have a strong bond. This is evident in the level of parent support, event participation, and collaboration between our parents and teachers. The Galatas community hosts many events throughout the year to foster a strong relationship with our community. The PTO has also established partnerships with community businesses to support these events and projects.

Our Galatas Springetti is always well attended and generates funds for field trips, technology, playground improvements, and instructional resources.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Continue to foster parent and community involvement post pandemic. **Root Cause:** Due to the pandemic, we did not have as many opportunities to hold in-person activities as we would in a non-pandemic school year.

Problem Statement 2: With an increasing enrollment, providing space within the school to host events and presentations is challenging. **Root Cause:** Student enrollment numbers continue to increase.

Problem Statement 3: Training opportunities for parents to engage in technology and instructional strategies that support student learning. **Root Cause:** Navigating changes in technology and instructional materials

Priority Problem Statements

Problem Statement 1: 57% of our special education students in grades 3-4 performed at the approaches level in reading.

Root Cause 1: BAS reading levels were significantly below grade level peers. Additional Tier I Best Practices need to be implemented with fidelity for all students.

Problem Statement 1 Areas: Student Achievement

Problem Statement 5: Maintain a Foundations Committee to assess needs and create and monitor plans for a safe, well-organized learning environment.

Root Cause 5: Areas of development exist where campus environment and community can be continually strengthened by utilizing the talents of all stakeholders.

Problem Statement 5 Areas: Culture and Climate

Problem Statement 4: 54% of special education students in grades 3-4 performed at the approaches level in mathematics.

Root Cause 4: Students had larger grade level gaps as compared to previous years. While progress was made, the gap was not completely closed.

Problem Statement 4 Areas: Student Achievement

Problem Statement 2: HB3 - The mClass assessment indicated approximately 20% of K-3 students scored below benchmark in basic phonics and blending skills.

Root Cause 2: Limited systematic, multi-sensory instruction differentiated for early literacy skills.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Fourth grade math percentages of meets and masters levels decreased from previous year.

Root Cause 3: Limited use of formative common assessment data to design tiered instruction and practice.

Problem Statement 3 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
- Effective Schools Framework 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey 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
- Male / Female performance, progress, 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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- 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
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- 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 percentage of 3rd grade students that score at the meets grade level or above on STAAR Reading from 90% to 92%.

HB3 Goal

Evaluation Data Sources: Interim assessments; Common and formative assessments; BAS data; mClass data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide staff development in the simple view of reading and look for the use of evidence-based methods during classroom observations.</p> <p>Strategy's Expected Result/Impact: Increase in student performance for all student groups due to evidence-based instructional practices and learning opportunities.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach</p> <p>Problem Statements: Student Achievement 1, 3</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase the percentage of K-2 students that score at or above benchmark on foundational literacy skills.</p> <p>Strategy's Expected Result/Impact: Increase percentage of students performing at or above benchmark on foundational literacy skills.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Coach</p> <p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: Academic Coach - State Comp Ed - \$63,670, Instructional Materials - State Comp Ed - \$4,615, Literacy Resources - ESSER III - \$2,638</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide reading tutoring for struggling students and Emergent Bilingual students. Strategy's Expected Result/Impact: Increase student performance on Reading STAAR. Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Coach</p> <p>Funding Sources: Instructional Resources and Technology - Title III - \$2,850, Tutors - State Comp Ed - \$4,615</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: 57% of our special education students in grades 3-4 performed at the approaches level in reading. Root Cause: BAS reading levels were significantly below grade level peers. Additional Tier I Best Practices need to be implemented with fidelity for all students.</p> <p>Problem Statement 3: HB3 - The mClass assessment indicated approximately 20% of K-3 students scored below benchmark in basic phonics and blending skills. Root Cause: Limited systematic, multi-sensory instruction differentiated for early literacy skills.</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 percentage of 3rd grade students that score meets grade level or above on STAAR Math from 86% to 88%.


HB3 Goal


Evaluation Data Sources: Dreambox data; Interim Assessments; Common and Formative Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide staff development in the Art and Science of Teaching Math and look for the components of CISD Solves during classroom observations.</p> <p>Strategy's Expected Result/Impact: Increase in student performance for all student groups due to equitable instructional practices, such as, cooperative learning through the Guided Math Model and tiered learning opportunities.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Academic Coach</p> <p>Problem Statements: Student Achievement 2, 5</p> <p>Funding Sources: Technology Program - ESSER III - \$8,000</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:





Student Achievement
<p>Problem Statement 2: 54% of special education students in grades 3-4 performed at the approaches level in mathematics. Root Cause: Students had larger grade level gaps as compared to previous years. While progress was made, the gap was not completely closed.</p>
<p>Problem Statement 5: Fourth grade math percentages of meets and masters levels decreased from previous year. Root Cause: Limited use of formative common assessment data to design tiered instruction and practice.</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: After considering OHI and survey feedback, we will continue to foster leadership opportunities for our staff through PLC, Team Leader, Foundations, MTSS, and other committees.

Evaluation Data Sources: Committee leaders facilitating meetings, presenting professional development, and surveying staff.





Strategy 1 Details	Reviews			
<p>Strategy 1: Develop campus leaders through leadership opportunities to support campus and district goals.</p> <p>Strategy's Expected Result/Impact: Increase the number of capable leaders and staff engagement in professional learning.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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: Maintain efficient and effective fiscal management of resources and operations.

Evaluation Data Sources: Audits
Bank Statements





Strategy 1 Details	Reviews			
Strategy 1: Review campus budget monthly to ensure fiscal resources are being used effectively. Strategy's Expected Result/Impact: Campus funds will be used to meet the needs of students. Staff Responsible for Monitoring: Principal, Financial Secretary	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 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: Actively participate in campus and district recruitment, development, and retention of highly qualified personnel. Successful recruitment of highly sought after candidates as reflected in secured contracts and retention.

Evaluation Data Sources: Recruitment and Retention
 T-TESS Evaluation System
 Professional Goals and Professional Development
 Student Success on Assessments





Strategy 1 Details	Reviews			
<p>Strategy 1: Attending and recruiting highly effective teachers and support staff at job fairs, universities, and from within the community.</p> <p>Strategy's Expected Result/Impact: Effective instruction leading to student success on assessments.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Intentionally promote and support educator health and wellness by providing resources to develop teacher self care and boost morale.</p> <p>Strategy's Expected Result/Impact: Improved teacher morale resulting in higher quality daily instruction..</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal, School Counselor, and Academic Coach.</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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: Provide a safe, collaborative, and productive learning environment, so that all students can experience emotional and academic growth.

Evaluation Data Sources: Attendance
 Academic data
 Foundations team staff and student surveys
 Scheduled Safety Drills
 Threat Assessment
 Safety Training

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize Foundations surveys of common area needs and refine the effectiveness of building based practices including: common language, campus wide plan, and accountability.</p> <p>Strategy's Expected Result/Impact: Smooth operations and a decrease in student referrals.</p> <p>Staff Responsible for Monitoring: Foundations Team, School Counselor, and School Nurse</p> <p>Problem Statements: Culture and Climate 1</p> <p>Funding Sources: Nurse and Clinic Aide - ESSER III - \$35,000, Extra Duty Pay - ESSER III - \$5,516</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Our Galatas staff will provide opportunities throughout each day to teach or reinforce self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Our staff will help students build skills related to our Galatas Guidelines for Success: Respect, Responsibility, Honesty, and Kindness.</p> <p>Strategy's Expected Result/Impact: Greater levels of school citizenship resulting in higher levels of classroom engagement and community.</p> <p>Staff Responsible for Monitoring: Foundations Team and School Counselor</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

Problem Statement 1: Maintain a Foundations Committee to assess needs and create and monitor plans for a safe, well-organized learning environment. **Root Cause:** Areas of development exist where campus environment and community can be continually strengthened by utilizing the talents of all stakeholders.


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: Galatas staff will collaborate with parents and the community to provide a safe learning environment that promotes student learning.


- Evaluation Data Sources:** Discipline referrals
 Attendance
 Parent Involvement
 Conferences
 PTO Meeting Attendance

Strategy 1 Details	Reviews			
Strategy 1: Strategy 2: Our staff will build relationships with parents and community to create a safe and supportive environment where students are encouraged to live up to their fullest potential. Strategy's Expected Result/Impact: A safe and positive school climate and culture will be strengthened. Staff Responsible for Monitoring: Foundations Team Administration Faculty & Staff	Formative			Summative
	Oct	Dec	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify





 Discontinue

Goal 4: Safe and Collaborative School Culture

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

Performance Objective 3: Provide effective internal and external communication to all school community stakeholders.

Evaluation Data Sources: Weekly Newsletters
 Morning Announcements
 TAEs
 SAEs
 Campus Website

Strategy 1 Details	Reviews			
Strategy 1: Work collaboratively with all stakeholders to foster a sense of community and school spirit. Strategy's Expected Result/Impact: Develop positive relationships with our school community. Staff Responsible for Monitoring: Administration Faculty and Staff	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 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: 100% of instructional staff will demonstrate knowledge of TEKS, Tier I Best Practices, and data analysis fostering the development of critical thinking skills for all learners.

Evaluation Data Sources: TTESS Ratings

- Observations
- Conferences
- PLC Data Meetings
- Eduphoria Data
- Vertical PLC Agendas
- Coaching Cycles





Strategy 1 Details	Reviews			
<p>Strategy 1: Regular meetings to support the vertical alignment of instructional practices and grade level TEKS.</p> <p>Strategy's Expected Result/Impact: Consistent TIER I instructional practices across all grade levels resulting in the mastery of grade level power standards. Increased teacher proficiency.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Academic Coach</p> <p>Funding Sources: 4th Grade Teacher - ESSER III - \$70,000</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>				

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: Technology will be integrated into all content areas to develop critical thinking skills and collect common formative and summative data to plan and influence responsive instruction.

- Evaluation Data Sources:** Dreambox reports
 mClass data
 Eduphoria campus assessments
 Seesaw
 Branching Minds
 Canvas
 Imagine Learning reports
 Lexia reports
 Do The Math reports.





Strategy 1 Details	Reviews			
<p>Strategy 1: The Galatas faculty will continue to attend staff development in order to maintain and grow their technology skills.</p> <p>Strategy's Expected Result/Impact: The faculty will successfully integrate technology into their instructional practices resulting in increased student performance across content areas.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal and Academic Coach</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Content Teams will meet regularly to review common data and create instructional plans in response to the needs of individual students and groups.</p> <p>Strategy's Expected Result/Impact: Tiered instruction will meet the needs of all learners in every classroom.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 3: Implement a responsive, multi-tiered student support structure that positively impacts all students.

Evaluation Data Sources: MTSS Meeting Notes
 Branching Minds Data
 Foundation Surveys
 Community and Staff Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide training on and support of effective collaborative teams that will cultivate and improve our school culture.</p> <p>Strategy's Expected Result/Impact: Continually improving a safe, positive, and collaborative school culture that meets the needs of all students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, MTSS Team</p> <p>Funding Sources: Interventionist - ESSER III - \$70,000</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>				

State Compensatory

Budget for Galatas Elementary

Total SCE Funds: \$72,900.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

--

Personnel for Galatas Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Margaret Martinez	Campus Coach	1

Campus Funding Summary

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Instructional Resources and Technology		\$2,850.00
Sub-Total					\$2,850.00
Budgeted Fund Source Amount					\$2,850.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Academic Coach		\$63,670.00
1	1	2	Instructional Materials		\$4,615.00
1	1	3	Tutors		\$4,615.00
Sub-Total					\$72,900.00
Budgeted Fund Source Amount					\$72,900.00
+/- Difference					\$0.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Literacy Resources		\$2,638.00
1	2	1	Technology Program		\$8,000.00
4	1	1	Extra Duty Pay		\$5,516.00
4	1	1	Nurse and Clinic Aide		\$35,000.00
5	1	1	4th Grade Teacher		\$70,000.00
5	3	1	Interventionist		\$70,000.00
Sub-Total					\$191,154.00
Budgeted Fund Source Amount					\$191,154.00
+/- Difference					\$0.00
Grand Total Budgeted					\$266,904.00
Grand Total Spent					\$266,904.00
+/- Difference					\$0.00