

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



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

For the 2021-2022 school year, Giesinger Elementary met all 3 target areas:

Domain 1: Student Achievement: 88

Domain 2: School Progress: 83

Domain 3- Closing Performance Gaps: 82

These scores result in Giesinger Elementary receiving a 2022 Accountability B Rating. Additionally, Giesinger Elementary received a Distinction Designation in Mathematics.

On the 2021 STAAR, the following scores for all grades show the percentage of Meets and Masters Level:

Reading Meets: 59% Reading Masters 29%

Math Meets: 84% Masters 33%

While the campus shows overall strong scores in comparison to campus averages in 2021, there are still gaps in students groups within our campus. These groups include Economically Disadvantaged, Emergent Bilingual, and Special Ed. These areas need to be targeted for more personalized learning in order to meet said targets. Compared to the campus percentage of Meets Grade Level, the following summarizes the areas in need:

Economically Disadvantaged Meets Grade Level in Reading: 50% (Campus 59%)

Economically Disadvantaged Meets Grade Level in Math: 54% (Campus 84%)

Emergent Bilingual Meets Grade Level in Reading: 47% (Campus 59%)

Emergent Bilingual Meets Grade Level in Math: 63% (Campus 84%)

Special Ed Meets Grade Level in Reading 33% (Campus 59%)

Special Ed Meets Grade Level in Math: 32% (Campus 84%)

Reading on level is a key indicator for student success. As a campus, we continue to provide professional development in the area of guided reading as well as continually improve our classroom collections and guided reading library. Our goal is to increase the number of students reading at or above grade level.

2021 - 2022 Benchmark Assessment System (BAS) Results during the EOY Assessment Window:

Kindergarten: 62% reading at or above level

1st Grade: 61% reading at or above level

2nd Grade: 89% reading at or above level

3rd Grade: 62% reading at or above level

Student Achievement Strengths

Giesinger Elementary continues to push students to the Meets and Masters level in all subjects.

In 2022, 60% of all student scored at the Meets Grade Level Standard or above (7% increase over 2021) and 31% of all students scored at the Masters level (1% increase over 2021).

Reading continues to be a strength for our campus with 59% of all students scoring meets or above (6% increase over 2021) and 29% of our student population scoring masters.

The percentage of 3rd grade students scoring at the Meets level in reading was 59% (a 7% increase over the previous year) and Masters level in reading was 32% (a 3% increase over the previous year)

The percentage of 4th grade students scoring at the Meets level in reading was 57% (a 6% increase over the previous year) and Masters level in reading was 26%.

In addition to the reading growth, Giesinger Elementary earned a distinction in both 3rd and 4th grade math performance.

Giesinger Elementary has a history of making progress academically and meeting recommended goals according to the state progress measure.

The campus employs 100% highly qualified teachers and paraprofessionals. The campus continues to focus on core content (reading, writing and math) across all grade levels with the assistance of a campus instructional coach, a student success teacher and an instructional behavior coach.

Many of our teachers are utilized as instructional leaders within teacher teams and our campus. They continually participate in professional developments, lead data talks and intervention/enrichment activities. They provide constructive feedback within our campus including teacher learning walks and lab sites from other staff based on areas of strength such as classroom management strategies and instructional best practices.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Although students have shown growth from the 2021 BAS literacy assessments, only 65% of all Kindergarten-2nd grade students can read on or above grade level. **Root Cause:** There is a continued need to build teacher capacity for intervening and instructing students that are not on level for reading.

Problem Statement 2 (Prioritized): Although students have shown growth from the 2021 Early Math Assessments, on the 2022 Early Math Assessments, only 81% of all Kindergarten-2nd grade students scored on or above grade level in the area of numeracy. **Root Cause:** There is a continued need to build teacher capacity using the Early Math Assessment data so that appropriate instruction and intervention is provided at the foundational level.

Problem Statement 3 (Prioritized): Although students have shown growth from 2021 STAAR, on the 2022 STAAR Reading only 59% of all students met grade level standard or above. **Root Cause:** There is a continued need to build teacher capacity in identifying the most essential curriculum and making adjustments to reteaching or extending instruction until students are able to meet or master those skills.

Problem Statement 4 (Prioritized): Although students have shown growth from 2021 STAAR, on the 2022 STAAR Math only 62% of all students met grade level standard or above. **Root Cause:** There is a continued need to build teacher capacity in identifying the most essential curriculum and making adjustments to reteaching or extending instruction until students are able to meet or master those skills.

Problem Statement 5: Special education students are showing growth but continue to under-perform their general education peers on the STAAR test. For each subject in both grade levels on STAAR, only 33% of special education students met standard and 12% scored at the masters level. **Root Cause:** There is a continued need to close the gap on teacher collaboration times between general education and special education. In addition, academic strategies and content discussed needs to continue to align in both areas so that the teacher capacity of our special educators more closely matches with the general education content teachers.

Problem Statement 6: Economically disadvantaged students are showing growth but continue to under-perform their non-economically disadvantaged peers on the STAAR test. For each subject in both grade levels on STAAR, only 52% of economically disadvantaged students met standard and 27% scored at the masters level. **Root Cause:** Gaps in attendance, student mobility, and monitoring of Response to Interventions have contributed to the lack of growth needed to continue to close the gap.

Problem Statement 7: The 2022 TELPAS Assessment showed that only 54% of EB students grew at least one proficiency level. **Root Cause:** There is a need to continue to provide professional development opportunities for our staff on understanding the PLC's as well as specific instructional strategies that best support our EB students. We will have collaboration times to discuss vertical alignment as calibrating on the domains of listening, speaking, reading and writing.

Culture and Climate

Culture and Climate Summary

Giesinger Elementary strives to create a positive learning environment in collaboration with the entire school community. The mission of Giesinger is to ensure high levels of learning and to facilitate continuous growth of the whole child. We envision a school in which all staff provide a safe, caring, and positive learning community for all children; create a collaborative culture among children, families and staff; establish high levels of learning by frequently monitoring student progress; and demonstrate a personal commitment to the academic success and general well-being of each child.

As a staff, we collectively commit to:

Provide positive, child-centered classrooms by implementing Positive Behavior Interventions and Supports (PBIS - Champs and Foundations) to encourage exemplary behavior with clear expectations, consistent consequences and specific articulated academic goals where all students are valued.

Sustain and improve a positive learning experiences in collaboration with the entire Giesinger Elementary community through events such as Open House, parent-teacher conferences, PTO meetings, Academic Nights, Watch DOGS, school-wide carnivals and dances, field trips, and fun runs.

Through our Professional Learning Community, we will collectively collaborate to utilize a variety of instructional strategies and assessments to promote success for all students.

Work together as a positive team to be aware of all students through faculty meetings and other collaborative times. Teachers/Staff connect with all students through positive supports - SAEs, 10:2

Students commit to:

Implementing Giesinger's commitments to behavior following our school wide EAGLES SOAR that aligns with our Mission & Vision and are directly aligned to social/emotional learning needs.

Committing to make our school a No Place for Hate recognized school.

Select students commit to Ambassador duties (welcoming new students, various service projects with their grade levels and counselor, etc.)

Our Foundations Team uses the guiding principles of Safe and Civil Schools to evaluate and reflect upon the climate and culture of our school. This team monitors and reflects on: common areas, Positive Behavior Interventions and Supports (PBIS) supports in the classroom and campus wide, instruction, cultural diversity, and the overall climate and culture of the campus.

Giesinger Elementary uses CHAMPS as a positive behavior support that defines the expectations for students in each activity and setting. This teaches students' ownership of their choices and learning. It also clarifies the environment that is ideal for all the learners within the room and/or activity.

Expectations for student behavior are high in our campus and in our community. Parent involvement is high and very supportive of our campus. Our staff views our school as a family. Most of our staff live in the community and have children that attend or did attend Giesinger. Many of our staff are graduates of Conroe High School and feel pride and honor serving our students in the school feeder in which they were raised. Until the growth of our school exceeded the seat capacity of our building, Giesinger had over 70 student transfers, most of which were from staff at the middle school, junior high, and high school in the Conroe feeder. We continue to hire qualified candidates who also help us match our diverse student population.

Giesinger Elementary's hiring practices of campus personnel are designed to reflect the cultural and diverse student body as a priority. All students and personnel are valued members of our unique family, each playing a significant role in our success. By supporting an environment that facilitates and encourages safe and open dialogue on diversity, and by empowering our students to embrace their diversity, we are striving to ensure that our students will be sincerely open and equipped to work and live in a diverse world. Conroe ISD is committed to the social, emotional, behavioral, and academic success of all students.

Culture and Climate Strengths

Giesinger Elementary first implemented Positive Behavior Intervention and Supports (PBIS) in 2014. A committee of teachers, staff and administrators serve on the Behavior Leadership Team (BLT) and lead our faculty in professional developments every other month in order to re-evaluate school-wide procedures (by creating common language across all grade levels) and provide clear behavior expectations campus-wide.

Giesinger Elementary will continue to enhance students' connection to school, positive behavior, and academic achievement utilizing the following resources and supports:

- Kelso's Choice which is a leading tool for teaching conflict management skills for Pre-K-4th graders.
- Character Counts which supports and teaches critical character traits each month;
- Students Achieving Excellence Awards which promote positive behavior and academic achievements recognized by other staff members;
- Why Try which teaches critical life skills to youth in a way they can understand and remember including resiliency and responsible decision making and ;
- No Place for Hate which creates and supports a more equitable and inclusive climate through relationship skills, social awareness, and the importance of acceptance

In addition to the above supports, Giesinger Elementary has an instructional behavior coach that supports the development and improvement of school-wide Positive Behavior Interventions and Supports (PBIS), classroom management, and behavioral interventions with students. She works directly with teachers to develop systems and strategies in order for all students to be safe, feel success, and learn.

Giesinger continues to grow as a professional learning community since 2015. Our school mission statement, vision and collective commitments were revised to encompass PBIS, PLC and RTI instructional and behavior models in 2016. More than half of our teachers have attended a PLC or RTI at Work Institute and continue to meet as a guided coalition to improve our staff teaching practices to be more targeted and instructional by student, by standard. Students are given opportunities to influence and support the climate and culture of the school. (Ambassadors - Welcoming new students, Safety Patrol - loading and unloading car riders)

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1: Campus wide consistency in implementing common area procedures and common language continues to be a priority as we continue to gain students as well as new staff. **Root Cause:** Not all staff were trained at the same time by the same leadership team. Expectations need to be revisited and tightened up to ensure fidelity and consistency.

Problem Statement 2: Campus wide consistency in understanding and maintaining our Foundations common area structures as well as a positive classroom culture. In 2021-2022, we had 838 students, an increase in over 70 newly enrolled students from the two years before and saw an increase in student behavior referrals. **Root Cause:** There are indications that the campus continues to need support for addressing tiered levels of student behavior as well as supporting the social/emotional wellness of students & staff.

Problem Statement 3: Staff is unclear on how to handle tiers of behavior. **Root Cause:** Newer staff has not leveled behaviors with the support of the Foundations team and turnover of teachers as well as significant behavior needs of students the past year have led to communication barriers and consistency in expectations of consequences.

Parent and Community Engagement

Parent and Community Engagement Summary

We strive to listen to the needs of our community to ensure that we represent and adapt to the message our families share. Giesinger Elementary parents and the community speak highly of the campus as a whole and the caring and committed heart of the staff. The staff partners with parents to provide a high quality education to those we serve.

Our families report feeling welcome when they come into the school due to the reception they receive in our front office and the warm, welcoming attitude of our staff. We received positive comments referencing how well the school is doing in educating students and how we take care of the various needs of our families. We value our rapport with the community.

Our website is frequently updated with information about upcoming events as well as resources for the parents to assist their students at home. In addition to the website, the campus administration sends a weekly electronic newsletter that includes important school information and upcoming important dates. Our campus continues to utilize the campus' social media and our school messaging system to keep parents updated and involved in events and activities of the school.

Giesinger Elementary values our partnership with the PTO. This relationship is supported throughout the year, and campus administration utilizes the PTO to assist with different events that we have for the students and their families. We appreciate working with other district and community organizations.

Giesinger Elementary has a warm, inviting culture where students feel welcome, supported and accepted. Expectations for student behavior are high, and we are blessed to have respectful, confident, caring students. This culture of respect also exists between staff and parents.

Parent and Community Engagement Strengths

Giesinger Elementary has an active parent community that will volunteer to help and/or support activities in classrooms and various off campus opportunities, such as our annual "Meet the Teacher" event, staff luncheons, Open House, Watch DOGS, Mrs. Giesinger's Birthday celebration, School dance, Breakfast with Buddies, Dr. Seuss Reading celebration, Spring Carnival, Teacher Appreciation week festivities, and other school celebrations, as well as end of year activities.

Giesinger Elementary has an active and supportive PTO. The parents support instructional needs by providing funds for technology, books, manipulatives and outdoor equipment. Giesinger Elementary has established a Parent Involvement Committee who works to involve the parents and members of the community through grade level and campus events.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Consistent, reciprocal communication from parents to teachers and staff about students' education and needs can improve. **Root Cause:** Increased needs at home within the last few years have made it more difficult for parents to take time to return and/or initiate communication with staff.

Problem Statement 2: Student attendance continues to be a challenge with the number of absences over the past year directly impacting student achievement. **Root Cause:** Students are struggling to attend school due to restrictions/guidelines with sickness, home stability, and transient families.

Problem Statement 3: We have had a lack of opportunities on our campus for parents to volunteer in classrooms or other areas of the campus. **Root Cause:** Due to limited restrictions during the last 2 years, there were limited opportunities that parents had to volunteer in various areas of the campus.

Priority Problem Statements

Problem Statement 1: Although students have shown growth from the 2021 BAS literacy assessments, only 65% of all Kindergarten-2nd grade students can read on or above grade level.

Root Cause 1: There is a continued need to build teacher capacity for intervening and instructing students that are not on level for reading.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Although students have shown growth from the 2021 Early Math Assessments, on the 2022 Early Math Assessments, only 81% of all Kindergarten-2nd grade students scored on or above grade level in the area of numeracy .

Root Cause 2: There is a continued need to build teacher capacity using the Early Math Assessment data so that appropriate instruction and intervention is provided at the foundational level.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Although students have shown growth from 2021 STAAR, on the 2022 STAAR Reading only 59% of all students met grade level standard or above.

Root Cause 3: There is a continued need to build teacher capacity in identifying the most essential curriculum and making adjustments to reteaching or extending instruction until students are able to meet or master those skills.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Although students have shown growth from 2021 STAAR, on the 2022 STAAR Math only 62% of all students met grade level standard or above.

Root Cause 4: There is a continued need to build teacher capacity in identifying the most essential curriculum and making adjustments to reteaching or extending instruction until students are able to meet or master those skills.

Problem Statement 4 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
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) data

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

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

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals





Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 1: Increase the percent of 3rd & 4th-grade students that score at the meets grade level or above on STAAR Reading from 59% to 65%.

High Priority

Evaluation Data Sources: BAS, CFA, Interim Assessments, STAAR, mClass, teacher anecdotal notes from conferring and small groups

Strategy 1 Details	Reviews			
<p>Strategy 1: Reading Interventionist targets specific student groups (Meets and Masters) to grow student's BAS reading levels.</p> <p>Strategy's Expected Result/Impact: Meets and Masters performance will increase</p> <p>Staff Responsible for Monitoring: Teachers, Interventionists, Leadership Team, Instructional Coaches, District Coaches, Assistant Principal, and Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: Campus Instructional Coach - Title I - \$13,600, Campus Inst Paraprofessional-Interventionist - Title I - \$6,365, Campus Inst Paraprofessional - Title I - \$4,899, Tutorials: Before & After School - State Comp Ed - \$2,702, Leveled High Interest Classroom Collection Books - ESSER III - \$12,227, Student Goal Setting supplies, rewards, fidgets, etc - Title I - \$5,000, Imagine Learning - Title III - \$1,500</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>			

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 3: Although students have shown growth from 2021 STAAR, on the 2022 STAAR Reading only 59% of all students met grade level standard or above. **Root Cause:** There is a continued need to build teacher capacity in identifying the most essential curriculum and making adjustments to reteaching or extending instruction until students are able to meet or master those skills.

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 & 4th-grade that score meets grade level or above on STAAR Math from 62% to 67%.

High Priority

Evaluation Data Sources: CFA, Interim Assessments, STAAR, teacher anecdotal notes from guided math small groups, universal screeners, pre/post campus assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and monitor implementation of tiered small group instruction and anchor stations in math. Strategy's Expected Result/Impact: Meets and Master's performance will increase Staff Responsible for Monitoring: Teachers, Interventionists, Leadership Team, Instructional Coaches, District Coaches, Assistant Principal, and Principal</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 4 Funding Sources: Campus Instructional Coach - Title I - \$13,620, Campus Inst Paraprofessional-Interventionist - Title I - \$6,365, Campus Inst Paraprofessional - Title I - \$4,899, Tutorials: Before & After School - State Comp Ed - \$2,702, Student Goal Setting supplies, rewards, fidgets, etc - Title I - \$3,500</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 4: Although students have shown growth from 2021 STAAR, on the 2022 STAAR Math only 62% of all students met grade level standard or above. Root Cause: There is a continued need to build teacher capacity in identifying the most essential curriculum and making adjustments to reteaching or extending instruction until students are able to meet or master those 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 3: Increase the percent of Kindergarten - 2nd grade students that can read on or above grade level according to the BAS literacy assessments from 65% to 70%.

High Priority

HB3 Goal

Evaluation Data Sources: BAS, CFA, Interim Assessments, STAAR, mClass, teacher anecdotal notes from conferring, small groups and

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and monitor implementation of CISD guided reading components as well as continued professional development in the areas of assessment and small group conferring from our literacy coach.</p> <p>Strategy's Expected Result/Impact: Increase amount of K-2nd grade students that can read on or above grade level</p> <p>Staff Responsible for Monitoring: Teachers, Interventionists, Leadership Team, Instructional Coaches, District Coaches, Assistant Principal, and Principal</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Campus Instructional Coach - Title I - \$13,620, Campus Inst Paraprofessional-Interventionist - Title I - \$6,365, Campus Inst Paraprofessional - Title I - \$4,899, Tutorials: Before & After School - State Comp Ed - \$2,702, Units of Study Phonics Kits K-2 & Supplies - ESSER III - \$5,755, Leveled High Interest Classroom Collection Books - ESSER III - \$21,812, Tutorials: Before & After School - Title III - \$675</p>	Formative			Summative
	Oct	Dec	Mar	June
	Review cells are empty			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Student Achievement

Problem Statement 1: Although students have shown growth from the 2021 BAS literacy assessments, only 65% of all Kindergarten-2nd grade students can read on or above grade level. **Root Cause:** There is a continued need to build teacher capacity for intervening and instructing students that are not on level for reading.

Goal 1: Student Achievement and Post-Secondary Success





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

Performance Objective 4: Increase the percent of Kindergarten - 2nd grade students that can score on or above grade level in the area of numeracy on the district Early Math Assessment from 81% to 86%.

High Priority

HB3 Goal

Evaluation Data Sources: teacher anecdotal notes from conferring, small groups and guided math, universal screeners, pre/post campus formative assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and monitor implementation of tiered small group instruction and anchor stations in math.</p> <p>Strategy's Expected Result/Impact: Increase the amount of students that can score on or above grade level in the area of numeracy on the Early Math Assessment</p> <p>Staff Responsible for Monitoring: Teachers, Interventionists, Leadership Team, Instructional Coaches, District Coaches, Assistant Principal, and Principal</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: Campus Instructional Coach - Title I - \$13,620, Campus Inst Paraprofessional-Interventionist - Title I - \$6,365, Campus Inst Paraprofessional - Title I - \$4,899, Tutorials: Before & After School - State Comp Ed - \$2,702, Student Instructional Materials/Manipulatives - Title I - \$5,072, Tutorials: Before & After School - Title III - \$675</p>	Formative			Summative
	Oct	Dec	Mar	June
	Review cells are empty			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 4 Problem Statements:

Student Achievement

Problem Statement 2: Although students have shown growth from the 2021 Early Math Assessments, on the 2022 Early Math Assessments, only 81% of all Kindergarten-2nd grade students scored on or above grade level in the area of numeracy . **Root Cause:** There is a continued need to build teacher capacity using the Early Math Assessment data so that appropriate instruction and intervention is provided at the foundational level.

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 reading level of our Special Education students receiving services in reading by measuring their BOY (baseline) and making adequate growth for a year of instruction (EOY) according to the district growth guidelines.

High Priority

HB3 Goal

Evaluation Data Sources: Benchmark Assessment System BAS, mClass, Professional Learning Teams, running records

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and monitor implementation of CISD guided reading components as well as continued professional development in the areas of assessment and small group conferring from our literacy coach working directly with our special education teachers that provide guided reading to our special education students with reading disabilities.</p> <p>Strategy's Expected Result/Impact: Increase reading levels by a years growth according to the district growth guidelines.</p> <p>Staff Responsible for Monitoring: Teachers, Interventionists, Leadership Team, Instructional Coaches, District Coaches, Assistant Principal, and Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Campus Instructional Coach - Title I - \$13,620, Campus Inst Paraprofessional-Interventionist - Title I - \$6,369, Tutorials: Before & After School - State Comp Ed - \$2,706</p>	Formative			Summative
	Oct	Dec	Mar	June





 No Progress
 Accomplished
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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: Giesinger will maintain efficient and effective fiscal management of resources and operations. Our campus expenditures will align to goals and objectives.

Evaluation Data Sources: monthly financial reports, Title I Summary Reports, SCE Summary Report

Strategy 1 Details	Reviews			
<p>Strategy 1: The principal will meet with the campus secretary weekly to review budget and needs. Strategy's Expected Result/Impact: Campus will maintain responsible spending and reporting. Staff Responsible for Monitoring: Campus Secretary and Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</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:

CORE instructional team conducts weekly targeted walkthroughs that are intentionally connected to campus expectations and look-fors.

Evaluation Data Sources: Walkthrough forms, observations, student performance.





Strategy 1 Details	Reviews			
<p>Strategy 1: CORE team will meet weekly to review data from instructional walk-throughs.</p> <p>Strategy's Expected Result/Impact: Implementation of CISD best practices will be monitored and supported for fidelity in practice campus wide.</p> <p>Staff Responsible for Monitoring: Core Team including counselor, Assistant Principal, & Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Mar	June
 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 teacher and staff for all students that reflects our student population.

Evaluation Data Sources: HQ Reporting, TTESS evaluation





Strategy 1 Details	Reviews			
<p>Strategy 1: Partner with local universities to facilitate teacher preparation programs Strategy's Expected Result/Impact: Obtain highly qualified and diverse applicants. Staff Responsible for Monitoring: Teachers, Instructional Coaches, Assistant Principals, and Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</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 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 by Giesinger's Behavior Leadership Team (Foundations Team), Safety Team Feedback

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop the capacity of a team of teachers to evaluate and plan school safety measures through implementation of a campus Safety Team.</p> <p>Strategy's Expected Result/Impact: Increased awareness and structures regarding school safety.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Assistant Principals, and Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: Campus Behavior Coach - ESSER III - \$79,505, Foundations/SEL Planning PD - ESSER III - \$3,390</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

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Performance Objective 2: Establish school wide practices that encourage all stakeholders to communicate safely and effectively using a variety of tools.

Evaluation Data Sources: Title 1 survey, parent contact data, attendance from schoolwide events, and community response to communication.





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide families with weekly school-wide newsletters and collect surveys for continued feedback and growth.</p> <p>Strategy's Expected Result/Impact: Increased awareness about instructional practices, volunteer opportunities, school needs, and events taking place at school.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Assistant Principals, District Coaches, and Principal</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: Family Engagement Materials and Supplies - Title I - \$3,520</p>	Formative			Summative
	Oct	Dec	Mar	June

Goal 5: Effective Instruction

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

Performance Objective 1: Provide support that allows for integration of virtual learning platforms and tools that enhance instruction.

Evaluation Data Sources: Formative assessment data, walkthroughs, and lesson plans

Strategy 1 Details	Reviews			
<p>Strategy 1: Offer professional development opportunities from district and campus coaches that offer choices to integrate tools and platforms.</p> <p>Strategy's Expected Result/Impact: Increased teacher knowledge of possibilities within different platforms and tools.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Assistant Principals, and Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Technology - ESSER II - \$12,418</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: Establish a system for teachers to reflect, monitor, and adjust practices to deliver highly rigorous instruction.

Evaluation Data Sources: Instructional rounds, coaching cycles, and walkthroughs.

Strategy 1 Details	Reviews			
<p>Strategy 1: Observe and provide Feedback of student's application of transferring small group Reading strategies to Independent Reading practices.</p> <p>Strategy's Expected Result/Impact: Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance each other's learning. Apply teacher demonstrated reading strategies to their own independent reading.</p> <p>Staff Responsible for Monitoring: RtI & Instruction Team, Coaches, Assistant Principal & Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Campus Instructional Coach - Title I - \$13,620, Campus Inst Paraprofessional-Interventionist - Title I - \$4,903, Units of Phonics PD - ESSER III - \$3,498, Professional Development for Teachers in Reading strategies - Title I - \$10,000</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Observe and provide Feedback in the areas of of Guided Math in areas of tiering small group instruction and anchor stations.</p> <p>Strategy's Expected Result/Impact: Establishes classroom practices that encourage all students to communicate safely and effectively using a variety of tools and methods with the teacher and their peers. Opportunities for students to utilize their individual learning patterns, habits and needs to achieve high levels of academic and social-emotional success.</p> <p>Staff Responsible for Monitoring: RtI & Instruction Team, Coaches, Assistant Principal & Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Professional Development for Teachers - Title I - \$10,000</p>	Formative			Summative
	Oct	Dec	Mar	June



No Progress



Accomplished



Continue/Modify



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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	Student Goal Setting supplies, rewards, fidgets, etc		\$5,000.00
1	1	1	Campus Inst Paraprofessional		\$4,899.00
1	1	1	Campus Instructional Coach		\$13,600.00
1	1	1	Campus Inst Paraprofessional-Interventionist		\$6,365.00
1	2	1	Campus Inst Paraprofessional		\$4,899.00
1	2	1	Campus Instructional Coach		\$13,620.00
1	2	1	Student Goal Setting supplies, rewards, fidgets, etc		\$3,500.00
1	2	1	Campus Inst Paraprofessional-Interventionist		\$6,365.00
1	3	1	Campus Instructional Coach		\$13,620.00
1	3	1	Campus Inst Paraprofessional-Interventionist		\$6,365.00
1	3	1	Campus Inst Paraprofessional		\$4,899.00
1	4	1	Campus Inst Paraprofessional-Interventionist		\$6,365.00
1	4	1	Campus Instructional Coach		\$13,620.00
1	4	1	Student Instructional Materials/Manipulatives		\$5,072.00
1	4	1	Campus Inst Paraprofessional		\$4,899.00
1	5	1	Campus Instructional Coach		\$13,620.00
1	5	1	Campus Inst Paraprofessional-Interventionist		\$6,369.00
4	2	1	Family Engagement Materials and Supplies		\$3,520.00
5	2	1	Campus Instructional Coach		\$13,620.00
5	2	1	Campus Inst Paraprofessional-Interventionist		\$4,903.00
5	2	1	Professional Development for Teachers in Reading strategies		\$10,000.00
5	2	2	Professional Development for Teachers		\$10,000.00
Sub-Total					\$175,120.00
Budgeted Fund Source Amount					\$175,120.00
+/- Difference					\$0.00

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Imagine Learning		\$1,500.00
1	3	1	Tutorials: Before & After School		\$675.00
1	4	1	Tutorials: Before & After School		\$675.00
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	1	Tutorials: Before & After School		\$2,702.00
1	2	1	Tutorials: Before & After School		\$2,702.00
1	3	1	Tutorials: Before & After School		\$2,702.00
1	4	1	Tutorials: Before & After School		\$2,702.00
1	5	1	Tutorials: Before & After School		\$2,706.00
Sub-Total					\$13,514.00
Budgeted Fund Source Amount					\$13,514.00
+/- Difference					\$0.00
ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	Technology		\$12,418.00
Sub-Total					\$12,418.00
Budgeted Fund Source Amount					\$12,418.00
+/- Difference					\$0.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Leveled High Interest Classroom Collection Books		\$12,227.00
1	3	1	Leveled High Interest Classroom Collection Books		\$21,812.00
1	3	1	Units of Study Phonics Kits K-2 & Supplies		\$5,755.00
4	1	1	Campus Behavior Coach		\$79,505.00
4	1	1	Foundations/SEL Planning PD		\$3,390.00
5	2	1	Units of Phonics PD		\$3,498.00

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Sub-Total	\$126,187.00
				Budgeted Fund Source Amount	\$126,187.00
				+/- Difference	\$0.00
				Grand Total Budgeted	\$330,089.00
				Grand Total Spent	\$330,089.00
				+/- Difference	\$0.00