

**Conroe Independent School District**  
**Glen Loch Elementary**  
**2022-2023 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

Glen Loch Elementary opened in 1980. There are currently 534 students enrolled. Glen Loch is a diverse campus in The Woodlands, Texas with the following demographics.

White - 37%

Hispanic - 45%

Black - 13%

Asian - 1%

Pacific Islander - .2%

Economically Disadvantaged - 45%

LEP - 26%

Special Education - 8%

### STAAR Data

| <b>Grade 3<br/>Reading English</b> | <b>Approaches</b> | <b>Meets</b> | <b>Masters</b> |
|------------------------------------|-------------------|--------------|----------------|
| 2019                               | 81                | 54           | 36             |
| 2021                               | 75                | 45           | 23             |
| 2022                               | 79                | 55           | 40             |

| <b>Grade 3<br/>Reading Spanish</b> | <b>Approaches</b> | <b>Meets</b> | <b>Masters</b> |
|------------------------------------|-------------------|--------------|----------------|
| 2019                               | 82                | 62           | 32             |
| 2021                               | 67                | 67           | 67             |
| 2022                               | 70                | 40           | 20             |

| <b>Grade 3 Math English</b> | <b>Approaches</b> | <b>Meets</b> | <b>Masters</b> |
|-----------------------------|-------------------|--------------|----------------|
| 2019                        | 86                | 55           | 33             |
| 2021                        | 73                | 48           | 31             |
| 2022                        | 72                | 46           | 30             |

| <b>Grade 3 Math Spanish</b> | <b>Approaches</b> | <b>Meets</b> | <b>Masters</b> |
|-----------------------------|-------------------|--------------|----------------|
| 2019                        | 87                | 50           | 7              |
| 2021                        | 67                | 56           | 22             |
| 2022                        | 70                | 20           | 10             |

| <b>Grade 4 Reading English</b> | <b>Approaches</b> | <b>Meets</b> | <b>Masters</b> |
|--------------------------------|-------------------|--------------|----------------|
| 2019                           | 75                | 51           | 30             |
| 2021                           | 69                | 44           | 21             |
| 2022                           | 82                | 66           | 44             |

| <b>Grade 4 Reading Spanish</b> | <b>Approaches</b> | <b>Meets</b> | <b>Masters</b> |
|--------------------------------|-------------------|--------------|----------------|
| 2019                           | 73                | 36           | 14             |
| 2021                           | 75                | 67           | 58             |
| 2022                           | 75                | 63           | 38             |

| <b>Grade 4 Math English</b> | <b>Approaches</b> | <b>Meets</b> | <b>Masters</b> |
|-----------------------------|-------------------|--------------|----------------|
| 2019                        | 84                | 60           | 37             |
| 2021                        | 72                | 52           | 31             |
| 2022                        | 78                | 56           | 39             |

| <b>Grade 4 Math Spanish</b> | <b>Approaches</b> | <b>Meets</b> | <b>Masters</b> |
|-----------------------------|-------------------|--------------|----------------|
| 2019                        | 84                | 42           | 21             |

| Grade 4 Math Spanish | Approaches | Meets | Masters |
|----------------------|------------|-------|---------|
| 2021                 | 62         | 38    | 31      |
| 2022                 | 53         | 47    | 20      |

### Student Achievement Strengths

- We made an "A!"
- 92 Overall Scale Score
- 4/5 distinctions (Closing the Gaps: 94 Scale Score | Reading | Comparative Academic Growth: 91 Scale Score | Post - Secondary Readiness)
- 77% of student leaving kindergarten were reading on or above grade level expectations

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** End of year BAS Reading Levels at Glen Loch are below Conroe ISD expectations for the end of the year. **Root Cause:** Students are not progressing reading levels due to an inability to decode and due to a gap in phonemic awareness, oral language, and background knowledge.

**Problem Statement 2 (Prioritized):** Students have trouble bridging from the concrete to the abstract in Math. Students need manipulatives and background knowledge to be successful in Math. **Root Cause:** Teachers need direct support in planning Math lessons with manipulatives to ensure solid, first time Tier 1 Instruction.

**Problem Statement 3 (Prioritized):** Teachers need additional support using Tier I best practices to help students close learning gaps to meet grade level expectations. **Root Cause:** There are 16 new to Conroe ISD teachers who will need a strong collaborative team with support of coaches and admin.

**Problem Statement 4 (Prioritized):** Teachers are not using multiple forms of informal data to track student progress. Research shows this is a high yield strategy and increases student achievement. **Root Cause:** A consistent grade level to grade level system of having students track their own learning was not monitored. The data will be analyzed during PLT for teams to problem solve to determine the reteach.

**Problem Statement 5:** Small group instruction was not consistently implemented in each classroom. **Root Cause:** The culture, routines and procedures were not established to provide the teacher the opportunity to successfully implement consistent and effective small groups.

**Problem Statement 6:** 0% (2021) to 25% (2022) of Special Education students met grade level expectations for reading; 6% (2021) to 19% (2022) met grade level expectations for math. **Root Cause:** Collaboration between SPED Teacher and General Education Classroom teachers during PLC and PLT needs strengthening.

**Problem Statement 7:** Students don't have the oral language and vocabulary to be successful readers and mathematicians. **Root Cause:** Lack of opportunity and exposure to academic language.

**Problem Statement 8:** Grade level and campus goals were not always in alignment. **Root Cause:** The buy in from teachers was inconsistent when campus goals were presented.

# Culture and Climate

## Culture and Climate Summary

The staff at Glen Loch Elementary value and appreciate cultural differences and we ensure that all students have a healthy, safe, engaged and supported environment. All staff and students are seen as important and play a role in our success. We are committed to adult and student social, emotional, behavioral and academic success. We are a PBIS campus using CHAMPS and Foundations as a positive and proactive approach to behavior.

The number of Students Achieving Excellence went from 431 in 2021 to 374 during the 2022 school year.

The number of Teachers Achieving Excellence went from 285 in 2021 to 306 during the 2022 school year.

In addition, the number of parent contacts recorded in View It increased from 2021 to 2022.

OHI survey results from 2019 - 2021 show a decrease in all dimensions. Through staff surveys, individual teacher talks and overall observations, this is most likely due to the Covid pandemic. Teachers were under a lot of stress throughout the year.

| OHI Dimensions             | 2019 | 2021 | 2022 |
|----------------------------|------|------|------|
| Goal Focus                 | 53   | 25   | 22   |
| Communication Adequacy     | 72   | 36   | 49   |
| Optimal Power Equalization | 57   | 27   | 35   |
| Resource Utilization       | 42   | 23   | 19   |
| Cohesiveness               | 56   | 39   | 47   |
| Morale                     | 47   | 31   | 31   |
| Innovativeness             | 47   | 26   | 21   |
| Autonomy                   | 57   | 40   | 23   |
| Adaptation                 | 48   | 18   | 28   |
| Problem Solving Adequacy   | 42   | 18   | 28   |
| Average Score              | 53   | 28   | 30   |

## Culture and Climate Strengths

- Communicating effective expectations and providing support.
- Foundations Teams help lay the foundation to schoolwide procedures. The team routinely collects data regarding procedures to ensure school safety.
- Relationships are being established through team building efforts, TAE's are being shared, and verbal positive feedback is being given.
- Giving teachers an opportunity to voice student concerns and as a team we work together for a common solution for students to be successful in the classroom.
- Teachers were trained on how to properly implement community circles to help create a positive classroom environment.

### **Problem Statements Identifying Culture and Climate Needs**

**Problem Statement 1:** Students do not have the social skills needed to be successful in school. **Root Cause:** Students need emotional support to be able to be a good citizen in the school setting.

**Problem Statement 2:** The level of expectation considered high varies teacher by teacher leading to inconsistencies classroom to classroom. **Root Cause:** This has not been explicitly stated to the staff in a way that has led to implementation of high expectations across the campus.

**Problem Statement 3:** There was a high turnover rate (27 new staff members). **Root Cause:** High expectations of becoming a data driven campus that expected growth for every student.

# Parent and Community Engagement

## Parent and Community Engagement Summary

### Parent & Community Engagement:

Summary:

- Communities in Schools Liaison
- Meet & Greet Your Teacher
- Parent Engagement and Informational Nights
- STAAR Parent Informational Night
- Monthly PTO Meetings
- PTO Holiday Breakfast
- Gator Run
- Field Day
- Walk to School Day
- Glen Loch Spring Family Event
- Choir Concerts (2<sup>nd</sup> & 4<sup>th</sup>)
- PTO Parent Volunteers – Car Rider Morning Duty
- Dancing Through Life Student Presentations
- Parent Portal
- LMS – Canvas & SeeSaw
- Parent Smore Newsletter (sent out at least 2x month)
- School Website
- Holiday Parties
- Career Day Presentations (by our parents and community members)
- Read for a Better Life
- Kids Hope Mentoring Program
- Monthly Glen Loch Nights at Local Restaurants or Outdoor Vendors
- Family Assistance Programs with Community Organizations (CISD Police, The Woodlands United Methodist Church, Church Project, Crossroads, Montgomery County Food Bank)
- Socio-emotional Family Presentation (Anxiety, Online Safety, etc.)

### Parent and Community Engagement Strengths

- Active PTO that involves all stakeholders throughout the community.
- Using various forms of communication outlets to announce what's taking place at Glen Loch.
- Constant recruitment of volunteers that are used throughout the school year.

### Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Student attendance has decreased (92.75%). **Root Cause:** Proven strategies to increase attendance have not been used. 2021 - 2022 school year percentage



**Problem Statement 2:** The campus needs to focus on creating a more inclusive and welcoming environment that engages all families in critical aspects of students' learning. **Root Cause:** Plan community involvement opportunities after school to enhance parent involvement.

**Problem Statement 3:** Glen Loch Elementary only has a select few parents who are consistently involved. PTO meetings consist of the same parents. **Root Cause:** Lack of reaching out and creating strong family bonds with parents has an impact on creating an "it takes a village" family/school relationship.

# Priority Problem Statements

**Problem Statement 4:** End of year BAS Reading Levels at Glen Loch are below Conroe ISD expectations for the end of the year.

**Root Cause 4:** Students are not progressing reading levels due to an inability to decode and due to a gap in phonemic awareness, oral language, and background knowledge.

**Problem Statement 4 Areas:** Student Achievement

**Problem Statement 1:** Students have trouble bridging from the concrete to the abstract in Math. Students need manipulatives and background knowledge to be successful in Math.

**Root Cause 1:** Teachers need direct support in planning Math lessons with manipulatives to ensure solid, first time Tier 1 Instruction.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** Teachers need additional support using Tier I best practices to help students close learning gaps to meet grade level expectations.

**Root Cause 2:** There are 16 new to Conroe ISD teachers who will need a strong collaborative team with support of coaches and admin.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** Teachers are not using multiple forms of informal data to track student progress. Research shows this is a high yield strategy and increases student achievement.

**Root Cause 3:** A consistent grade level to grade level system of having students track their own learning was not monitored. The data will be analyzed during PLT for teams to problem solve to determine the reteach.

**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)
- 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

## 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- 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
- School safety data
- Enrollment trends

#### **Employee Data**

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

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

## Goal 1: Student Achievement and Post-Secondary Success

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

**Performance Objective 1:** Increase the percent of 3rd grade students that score at the meets grade level or above on STAAR Reading from 62% to 65% .

Increase the percent of 3rd grade students that score at the meets grade level or above on Spanish STAAR Reading from 40% to 45%.

Increase the percent of 4th grade students that score at the meets grade level or above on STAAR Reading from to 64.7% to 69.7%.

Increase the percent of 4th grade students that score at the meets grade level or above on Spanish STAAR Reading from 62.5% to 67.5%.

### HB3 Goal

**Evaluation Data Sources:** District Common Formative Assessments, BAS levels, Pre and Post Campus Assessments, STAAR, mCLASS, QPS.

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Develop teachers in the area of phonemic awareness and orthographic mapping through the Reading Academy and Professional Learning,<br><b>Strategy's Expected Result/Impact:</b> Students will be able to decode at higher levels leading to increased BAS levels.<br><b>Staff Responsible for Monitoring:</b> Principal<br>Assistant Principal<br>RTI Interventionist<br>ELA Coach<br>ELA Teachers<br><br><b>Title I:</b><br>2.4, 2.5, 2.6<br>- <b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Achievement 4 | Formative |     |     | Summative |
|   | Oct       | Dec | Mar | June      |
|   |           |     |     |           |

| Strategy 2 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 2:</b> Utilize the district Reading Academy facilitators, district Instructional Coach and Campus Instructional Coach to train, model, and support teachers in Read Aloud and Oral Language and Vocabulary.<br><b>Strategy's Expected Result/Impact:</b> 3rd and 4th graders will be able to analyze, think through and write on or above grade level. This will lead to a higher percent of Meets Grade Level on Reading STAAR.<br><b>Staff Responsible for Monitoring:</b> Principal<br>Assistant Principal<br>RTI Interventionist<br>ELA Coach<br>ELA Teachers<br><br><b>Title I:</b><br>2.4, 2.6<br>- <b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br><b>Problem Statements:</b> Student Achievement 3 | Formative |     |     | Summative |
|  | Oct       | Dec | Mar | June      |
|  |           |     |     |           |
| Strategy 3 Details   | Reviews   |     |     |           |
| <b>Strategy 3:</b> Teachers will use the data from their running records regularly to determine when students can read fluently and comprehend text and are ready to move to the next level.<br><b>Strategy's Expected Result/Impact:</b> Students will move through the BAS levels fluidly.<br><b>Staff Responsible for Monitoring:</b> Principal<br>Assistant Principal<br>RTI Interventionist<br>ELA Coach<br>ELA Teachers<br><br><b>Title I:</b><br>2.4, 2.5, 2.6  | Formative |     |     | Summative |
|  | Oct       | Dec | Mar | June      |
|  |           |     |     |           |
| Strategy 4 Details   | Reviews   |     |     |           |
| <b>Strategy 4:</b> Provide tutorials during the school day, before school, and after school.<br><b>Strategy's Expected Result/Impact:</b> Academic performance in Reading will increase.<br><b>Staff Responsible for Monitoring:</b> Principal<br><br><b>Funding Sources:</b> Tutorial Program - ESSER III - \$61,083  | Formative |     |     | Summative |
|  | Oct       | Dec | Mar | June      |
|  |           |     |     |           |

| Strategy 5 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 5:</b> Provide reading materials for students in the form of Classroom Collections, Bilingual Books, and books for the Guided Reading Library.<br><b>Strategy's Expected Result/Impact:</b> Students will have more books to read to help build their stamina and be successful readers.<br><b>Staff Responsible for Monitoring:</b> Reading Coach<br><br><b>Funding Sources:</b> Books - ESSER III - \$79,000 | Formative |     |     | Summative |
|  | Oct       | Dec | Mar | June      |
|  |           |     |     |           |
| <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>  |           |     |     |           |

### Performance Objective 1 Problem Statements:

| Student Achievement  |
|--|
| <p><b>Problem Statement 3:</b> Teachers need additional support using Tier I best practices to help students close learning gaps to meet grade level expectations. <b>Root Cause:</b> There are 16 new to Conroe ISD teachers who will need a strong collaborative team with support of coaches and admin.</p> <p><b>Problem Statement 4:</b> Teachers are not using multiple forms of informal data to track student progress. Research shows this is a high yield strategy and increases student achievement. <b>Root Cause:</b> A consistent grade level to grade level system of having students track their own learning was not monitored. The data will be analyzed during PLT for teams to problem solve to determine the reteach.</p> |

### Goal 1: Student Achievement and Post-Secondary Success

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

**Performance Objective 2:** Increase the percent of 3rd grade students that score meets grade level or above on STAAR Math from 46% to 51%.

Increase the percent of 3rd grade students that score meets grade level or above on Spanish STAAR Math from 20% to 25%.

Increase the percent of 4th grade students that score meets grade level or above on STAAR Math from 55.6% to 60.6%%.





Increase the percent of 4th grade students that score meets grade level or above on Spanish STAAR Math from 46.6% to 51.6%.

#### HB3 Goal

**Evaluation Data Sources:** Pre and Post Assessments, Common Formative Assessments, Universal Screener, Daily Math Review Quizzes, STAAR

| Strategy 1 Details   |  | Reviews   |     |     |           |
|--|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Teachers will develop a deeper understanding of the TEKS through TEKS studies. Teachers will also bring lessons to life during Professional Learning Team meetings and team planning.<br><br><b>Strategy's Expected Result/Impact:</b> Students will understand math concepts at a concrete level leading to a higher rate of success on assessments.<br><b>Staff Responsible for Monitoring:</b> Principal<br>Assistant Principal<br>RTI Interventionist<br>Math Coach<br>Math Teachers<br><br><b>Title I:</b><br>2.4<br>- <b>TEA Priorities:</b><br>Build a foundation of reading and math, Connect high school to career and college<br>-<br><b>Funding Sources:</b> Math Coach - Title I - \$60,000 |  | Formative |     |     | Summative |
|  |  | Oct       | Dec | Mar | June      |
|  |  |           |     |     |           |



| Strategy 2 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 2:</b> Use the district Math coach and campus Math coach to train, model, and support teachers as they implement Guided Math.<br><b>Strategy's Expected Result/Impact:</b> Math instruction will be differentiated to meet each students' individual needs.<br><b>Staff Responsible for Monitoring:</b> Principal<br>Assistant Principal<br>District Math Coach<br>Campus Math Coach<br><br><b>Title I:</b><br>2.4, 2.5, 2.6<br>- <b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br>- <b>ESF Levers:</b><br>Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Achievement 2, 3<br><b>Funding Sources:</b> Campus Math Coach - Title I - \$60,000 | Formative |     |     | Summative |
|   | Oct       | Dec | Mar | June      |
|   |           |     |     |           |
| Strategy 3 Details  | Reviews   |     |     |           |
| <b>Strategy 3:</b> Core Team will analyze Interim STAAR data after the assessment is given in November and February.<br><b>Strategy's Expected Result/Impact:</b> The data will provide instructional information to teams and teachers to guide their work with students.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches  | Formative |     |     | Summative |
|   | Oct       | Dec | Mar | June      |
|   |           |     |     |           |
| Strategy 4 Details  | Reviews   |     |     |           |
| <b>Strategy 4:</b> Students will utilize Dreambox and math manipulatives to enhance students Math skills.<br><b>Strategy's Expected Result/Impact:</b> Math performance will increase.<br><b>Staff Responsible for Monitoring:</b> Math Coach<br><br><b>Funding Sources:</b> Dreambox and manipulatives - ESSER III - \$23,000  | Formative |     |     | Summative |
|   | Oct       | Dec | Mar | June      |
|   |           |     |     |           |
| <div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>   |           |     |     |           |

## Performance Objective 2 Problem Statements:

| Student Achievement   |
|---|
| <b>Problem Statement 2:</b> Students have trouble bridging from the concrete to the abstract in Math. Students need manipulatives and background knowledge to be successful in Math.<br><b>Root Cause:</b> Teachers need direct support in planning Math lessons with manipulatives to ensure solid, first time Tier 1 Instruction. |

|   |
|---|
| <b>Student Achievement</b>  |
| <b>Problem Statement 3:</b> Teachers need additional support using Tier I best practices to help students close learning gaps to meet grade level expectations. <b>Root Cause:</b> There are 16 new to Conroe ISD teachers who will need a strong collaborative team with support of coaches and admin. |

## **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:** Kindergarten - 2nd Grade students at Glen Loch will meet or exceed their expected yearly progress when measured with the BAS Reading Assessment and Early Math Assessment at the end of the school year.

### **BAS**

KG: 76% to 80%; KG Eco Dis 67% to 72%

1st Grade: 60% to 74%; 1st Grade Eco Dis 54% to 67%

2nd Grade: 66% to 76%; 2nd Grade Eco Dis 54% to 67%

### **Early Math Assessment**

#### **KG**

Task 1: 90.48% to 93.48%

Task 2: 76.19% to 79.19%

Task 3: 88.57% to 91.57%

Task 4: 70.48% to 73.48%

Overall Numeracy: 90% to 93%; Eco Dis 86% to 90%

#### **1st Grade**

Task 1: 60.66% to 63.66%

Task 2: 62.30% to 65.30%

Task 3: 65.57% to 68.57%

Task 4: 72.13% to 75.13%

Overall Numeracy: 73% to 76%; Eco Dis 71% to 76%

#### **2nd Grade**

Task 1: 70% to 73%

Task 2: 81.13% to 84.13%

Task 3: 56.60% to 59.60%

Task 4: 30% to 33%

Overall Numeracy 89% to 91%; Eco Dis 83% to 86%

### **HB3 Goal**

**Evaluation Data Sources:** Branching Minds

Core Team Learning Walks/Observation and Feedback Cycles

Small Group documentation

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Small Group classroom instruction, Intervention and Enrichment time, RTI groups, and Learning Loss Intervention groups will be provided with fidelity. Student growth will be documented. The MTSS/Core Team will analyze data documentation once every 5 to 6 weeks using mCLASS, BAS, Early Math Assessment, Running Records.<br><b>Strategy's Expected Result/Impact:</b> The number of students ending the school year on reading level will increase.<br><b>Staff Responsible for Monitoring:</b> All Staff<br>Campus Interventionist<br>Reading Coach<br>Math Coach<br><br><b>Title I:</b><br>2.4, 2.6<br>- <b>ESF Levers:</b><br>Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Achievement 1<br><b>Funding Sources:</b> Interventionist - Title I - \$29,600 | Formative |     |     | Summative |
|   | Oct       | Dec | Mar | June      |
|   |           |     |     |           |
| Strategy 2 Details  | Reviews   |     |     |           |
| <b>Strategy 2:</b> Campus Instructional Coaches will provide support throughout each grade level's planning process.<br><b>Strategy's Expected Result/Impact:</b> Classroom instruction will become more rigorous. The number of students ending the year on reading level will increase. The number of students getting to Meets and Masters on Math and Reading STAAR will increase.  | Formative |     |     | Summative |
|   | Oct       | Dec | Mar | June      |
|   |           |     |     |           |
| Strategy 3 Details  | Reviews   |     |     |           |
| <b>Strategy 3:</b> Teachers at Glen Loch will be trained in the state Reading Academy.<br><b>Strategy's Expected Result/Impact:</b> Teachers will become knowledgeable in the Science of Teaching Reading and will implement strategies learned in the classroom.<br><b>Staff Responsible for Monitoring:</b> Principal, District Reading Academy Facilitators, Campus Instructional Coach<br><br><b>Problem Statements:</b> Student Achievement 1<br><b>Funding Sources:</b> 2nd Grade Teacher - ESSER III - \$70,000, 3rd Grade Bilingual Teacher - ESSER III - \$70,000  | Formative |     |     | Summative |
|   | Oct       | Dec | Mar | June      |
|   |           |     |     |           |
| <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>   |           |     |     |           |

### Performance Objective 3 Problem Statements:

|  |
|--|
| <b>Student Achievement</b>   |
| <b>Problem Statement 1:</b> End of year BAS Reading Levels at Glen Loch are below Conroe ISD expectations for the end of the year. <b>Root Cause:</b> Students are not progressing reading levels due to an inability to decode and due to a gap in phonemic awareness, oral language, and background knowledge. |

## 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:** Teams will collaborate to develop a strong understanding of the TEKS and Scope and Sequence during PLT (2 weeks out). Teams will share best practices while modeling lesson delivery during Bring to Life Session (1 week out) resulting in an increase from 57% to 60% of students Meeting Grade Level or Above on STAAR (all subjects and languages).

**Evaluation Data Sources:** Through observation and feedback cycles the administrators and coaches will observe consistent implementation of rigorous lessons during PLT & BTL Sessions.

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
|  | Formative |     |     | Summative |
|  | Oct       | Dec | Mar | June      |
| <b>Strategy 1:</b> Teams will use the CISD Teaching and Learning Canvas courses as their primary resource for planning high quality instruction in all subject areas.<br><b>Strategy's Expected Result/Impact:</b> Student achievement will increase.<br><b>Staff Responsible for Monitoring:</b> Principal<br>Assistant Principal<br>ELA and Math Coaches<br>Teachers<br><br><b>Title I:</b><br>2.4<br>- <b>TEA Priorities:</b><br>Build a foundation of reading and math<br>- <b>ESF Levers:</b><br>Lever 5: Effective Instruction |           |     |     |           |

| Strategy 2 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 2:</b> Teachers will begin to create 1 to 2 student exemplars during each planning cycle for Math and Reading.<br><b>Strategy's Expected Result/Impact:</b> The level of rigor during first time instruction will be lifted, leading to increased learning.<br><b>Staff Responsible for Monitoring:</b> Administrators<br>Coaches<br><br><b>Title I:</b><br>2.4<br>- <b>TEA Priorities:</b><br>Build a foundation of reading and math<br>- <b>ESF Levers:</b><br>Lever 5: Effective Instruction<br><b>Funding Sources:</b> General Education Teachers - State Comp Ed - \$73,754   | Formative |     |     | Summative |
|  | Oct       | Dec | Mar | June      |
|  |           |     |     |           |
| Strategy 3 Details   | Reviews   |     |     |           |
| <b>Strategy 3:</b> Individual weekly lesson plans written in eduphoria forethought before leaving each Friday afternoon. Plans will include: higher level questions, key vocabulary, sentence stems, learning objectives written in kid friendly words, and the exemplars written for the week.<br><b>Strategy's Expected Result/Impact:</b> The level of rigor in the classroom will increase leading to all students learning at higher levels.<br><b>Staff Responsible for Monitoring:</b> Administrators<br>Coaches<br><br><b>Title I:</b><br>2.4, 2.5<br>- <b>TEA Priorities:</b><br>Build a foundation of reading and math<br>- <b>ESF Levers:</b><br>Lever 5: Effective Instruction | Formative |     |     | Summative |
|  | Oct       | Dec | Mar | June      |
|  |           |     |     |           |
| <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>  |           |     |     |           |

## 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:** Each teacher will use multiple forms of informal and formal data collection to track student progress. Students will take ownership of their learning by using a tracking system in their classroom.

**Evaluation Data Sources:** During observation and feedback cycles, administrators and coaches will spot check student data tracking binders and ask them about their learning.

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
|   | Formative |     |     | Summative |
|   | Oct       | Dec | Mar | June      |
| <p><b>Strategy 1:</b> Teachers will progress measure their students every 4 - 5 weeks which will determine Intervention and Enrichment Groups in Reading and Math.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will take responsibility for their learning which will lead to an increase in Reading levels. Students will be able to articulate their growth.</p> <p><b>Staff Responsible for Monitoring:</b> Core Team</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Intervention Resources and Materials - Title III - \$4,000</p> |           |     |     |           |







| Strategy 2 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 2:</b> Students will track their own learning using age appropriate data tracking folders. Students will be able to explain their data to others.</p> <p><b>Strategy's Expected Result/Impact:</b> When students track their own learning, they are using a skill called Self Reported Grades. According to John Hattie, "Self-reported grades is a practice by which students assess the quality of their own work or their level of mastery over a given objective. With an effect size of 1.33, it can provide up to three years of additional growth in learning for every year." In addition, Robert Marzano's Element #2 "Tracking Student Progress" provides research that students tracking their own learning is a high yield strategy.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principal<br/>Counselor<br/>Community in Schools Liaison<br/>ELA and Math Coaches<br/>Interventionist</p> <p><b>Title I:</b><br/>2.4, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Connect high school to career and college</p> <p>- <b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p> | Formative |     |     | Summative |
|  | Oct       | Dec | Mar | June      |
|  |           |     |     |           |
| <div> <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> </div>   |           |     |     |           |

## Goal 2: School Leadership and Fiscal Responsibility

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

**Performance Objective 1:** Maintain efficient and effective fiscal management of financial resources.

**Evaluation Data Sources:** Monitor budget and spending to ensure alignment to the Campus Improvement Plan.

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Glen Loch Elementary will maintain a budget that enhances the learning of all students. The budget will correlate with the Campus Improvement Plan.<br><b>Strategy's Expected Result/Impact:</b> Purchased items will directly correlate to goals and strategies tied to student achievement.<br><b>Staff Responsible for Monitoring:</b> Administrators<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative |     |     | Summative |
|  | Oct       | Dec | Mar | June      |
|  |           |     |     |           |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></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:** Recruit and develop highly qualified teachers and staff for all students.

**Evaluation Data Sources:** Staff and Student surveys

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
|   | Formative |     |     | Summative |
|   | Oct       | Dec | Mar | June      |
|   |           |     |     |           |
| <b>Strategy 1:</b> Glen Loch will recruit and maintain highly qualified staff through investing in new hires, and student teachers by aligning recruitment questions with our campus vision and through supporting all staff throughout the year.<br><b>Strategy's Expected Result/Impact:</b> Campus interview committee will review hiring practices and update questions regularly to align with campus needs.<br><b>Staff Responsible for Monitoring:</b> Core Team<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction |           |     |     |           |
| <div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></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:** Students will develop self awareness and self management skills to achieve school and life success.

**Evaluation Data Sources:** The counselor and classroom teachers will use informal observations to monitor student self awareness and self management skills. Formal referral data will be used to monitor students who may be in need of additional instruction to help manage their emotions. (Students who have more than 3 referrals for the same behavior.)

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Utilizing the Weekly Community Circle Google Slides (provided by counselor) classroom teachers will help students develop self awareness and self management skills to achieve school and life success. The campus counselor will model circles in classrooms and provide teachers with support.<br><br><b>Strategy's Expected Result/Impact:</b> Students will gain self management and awareness skills creating a safe school for all.<br><b>Staff Responsible for Monitoring:</b> Counselor<br><br><b>Title I:</b><br>4.1, 4.2<br><b>- TEA Priorities:</b><br>Connect high school to career and college, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture | Formative |     |     | Summative |
|   | Oct       | Dec | Mar | June      |
|   |           |     |     |           |

| Strategy 2 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 2:</b> Small group counseling for students who are in need of additional support beyond what is taught by classroom teacher.<br><b>Strategy's Expected Result/Impact:</b> Students who receive small group counseling will gain the skills they need to be successful citizens.<br><b>Staff Responsible for Monitoring:</b> Counselor<br><br><b>Title I:</b><br>2.5, 2.6<br><b>- TEA Priorities:</b><br>Connect high school to career and college<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture | Formative |     |     | Summative |
|   | Oct       | Dec | Mar | June      |
|   |           |     |     |           |
| Strategy 3 Details  | Reviews   |     |     |           |
| <b>Strategy 3:</b> The clinic team will provide support to students and staff by providing information about staying healthy.<br><b>Strategy's Expected Result/Impact:</b> Students and staff will remain healthy and attendance will increase.<br><b>Staff Responsible for Monitoring:</b> Principal<br>Assistant Principal<br><br><b>Funding Sources:</b> Nurse and Clinic Aide - ESSER III - \$24,244  | Formative |     |     | Summative |
|   | Oct       | Dec | Mar | June      |
|   |           |     |     |           |
| <div>  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 2:** Implement a positive campus wide approach to behavior through the implementation of PBIS CHAMPS and Foundations.

**Evaluation Data Sources:** The Foundations team will analyze attendance and discipline data and see a decrease in referrals with an increase in the attendance rate.

| Strategy 1 Details  |  | Reviews  |     |     |           |
|---|--|--|-----|-----|-----------|
| <b>Strategy 1:</b> The campus Foundations team will meet twice a month. They will revise the current campus Levels of Behavior and continue observations of common areas.<br><b>Strategy's Expected Result/Impact:</b> The campus will run smoothly, students will understand campus expectations. Discipline referrals will decrease.<br><b>Staff Responsible for Monitoring:</b> PBIS Team<br><br><b>Title I:</b><br>2.5<br>- <b>TEA Priorities:</b><br>Connect high school to career and college<br>- <b>ESF Levers:</b><br>Lever 3: Positive School Culture |  | Formative  |     |     | Summative |
|   |  | Oct  | Dec | Mar | June      |
|   |  |  |     |     |           |
|   |  | <div><div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div></div></div> |     |     |           |

#### Goal 4: Safe and Collaborative School Culture

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

**Performance Objective 3:** Multiple methods of communication will be used to enhance parent engagement and partnerships with the school.

**Evaluation Data Sources:** The number of parents engaging with the campus will increase.

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Use social media, school messenger, printed communication in the daily folder, teacher emails, students achieving excellence awards to increase the number of communications parents receive.<br><b>Strategy's Expected Result/Impact:</b> Student attendance will increase. Student performance will increase. The number of parents engaging will increase.<br><b>Staff Responsible for Monitoring:</b> Principal<br>Assistant Principal<br>Counselor<br>Media Specialist<br><br><b>Title I:</b><br>4.1, 4.2<br><b>Funding Sources:</b> Family Engagement - Title I - \$3,520 | Formative |     |     | Summative |
|  | Oct       | Dec | Mar | June      |
|  |           |     |     |           |
| Strategy 2 Details   | Reviews   |     |     |           |
| <b>Strategy 2:</b> Utilize the campus Community in School Liaison to increase communication and relationships with at risk families.<br><b>Strategy's Expected Result/Impact:</b> Student attendance will increase.<br><b>Staff Responsible for Monitoring:</b> Community in Schools Liaison<br><br><b>Title I:</b><br>4.1, 4.2  | Formative |     |     | Summative |
|  | Oct       | Dec | Mar | June      |
|  |           |     |     |           |
| <div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></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:** Teachers will provide a strong Tier I curriculum, monitoring and tracking student learning, planning in teams. They will participate in professional learning communities. 80% of students will show success after first time instruction.

**Evaluation Data Sources:** Formative assessments and district written common formative assessments will be given by the teachers to monitor and track student learning.

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Teachers will maximize instructional time through consistent, efficient, and visible structures.<br><b>Strategy's Expected Result/Impact:</b> Student achievement scores and reading levels will increase. Teachers will be fluent in implementing and using the CISD Environment Scope and Sequence. John Hattie's research indicates Classroom Management has an effect size of .35<br><b>Staff Responsible for Monitoring:</b> Core Team<br><br><b>Title I:</b><br>2.5<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture, Lever 5: Effective Instruction | Formative |     |     | Summative |
|  | Oct       | Dec | Mar | June      |
|  |           |     |     |           |
| Strategy 2 Details   | Reviews   |     |     |           |
| <b>Strategy 2:</b> Classroom teachers will use their teacher exemplar to compare the student work samples to identify the learning gap. This process will address the following question: "What does a student have to know and show to show mastery of the student expectation(s)?"   | Formative |     |     | Summative |
|  | Oct       | Dec | Mar | June      |



**Strategy's Expected Result/Impact:** Student achievement scores and reading levels will increase.

**Staff Responsible for Monitoring:** Core Team

**Title I:**

2.4, 2.5

**- TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction



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 2:** Increase the amount of instructional technology occurring in each Kindergarten, First Grade, and Second Grade classroom.

**Evaluation Data Sources:** Use See Saw to monitor and evaluate progress.

| Strategy 1 Details  |  | Reviews   |     |     |           |
|---|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Utilize the campus technology committee to plan professional development for the teachers. Kindergarten, First and Second Grade teachers will utilize Chatterpix and See Saw as an instructional technology tool that will lead to increased oral communication and vocabulary development.<br><br><b>Strategy's Expected Result/Impact:</b> Students oral language and vocabulary will increase leading to higher reading levels by the end of the school year.<br><b>Staff Responsible for Monitoring:</b> Core Team<br>Technology Committee |  | Formative |     |     | Summative |
|   |  | Oct       | Dec | Mar | June      |
|   |  |           |     |     |           |
| <div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>  |  |           |     |     |           |

# Title I

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

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

## 2. Campus Improvement Plan

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

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

### 2.2: Regular monitoring and revision

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

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

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

### 2.4: Opportunities for all children to meet State standards

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

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

### 2.5: Increased learning time and well-rounded education

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

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

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

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

## **3. Annual Evaluation**

### **3.1: Annually evaluate the schoolwide plan**

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

## **4. Parent and Family Engagement (PFE)**

### **4.1: Develop and distribute Parent and Family Engagement Policy**

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

### **4.2: Offer flexible number of parent involvement meetings**

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

## 5. Targeted Assistance Schools Only

# Campus Funding Summary

| Title I                     |           |          |                                      |              |              |
|-----------------------------|-----------|----------|--------------------------------------|--------------|--------------|
| Goal                        | Objective | Strategy | Resources Needed                     | Account Code | Amount       |
| 1                           | 2         | 1        | Math Coach                           |              | \$60,000.00  |
| 1                           | 2         | 2        | Campus Math Coach                    |              | \$60,000.00  |
| 1                           | 3         | 1        | Interventionist                      |              | \$29,600.00  |
| 4                           | 3         | 1        | Family Engagement                    |              | \$3,520.00   |
| Sub-Total                   |           |          |                                      |              | \$153,120.00 |
| Budgeted Fund Source Amount |           |          |                                      |              | \$153,120.00 |
| +/- Difference              |           |          |                                      |              | \$0.00       |
| Title III                   |           |          |                                      |              |              |
| Goal                        | Objective | Strategy | Resources Needed                     | Account Code | Amount       |
| 1                           | 5         | 1        | Intervention Resources and Materials |              | \$4,000.00   |
| Sub-Total                   |           |          |                                      |              | \$4,000.00   |
| Budgeted Fund Source Amount |           |          |                                      |              | \$4,000.00   |
| +/- Difference              |           |          |                                      |              | \$0.00       |
| State Comp Ed               |           |          |                                      |              |              |
| Goal                        | Objective | Strategy | Resources Needed                     | Account Code | Amount       |
| 1                           | 4         | 2        | General Education Teachers           |              | \$73,754.00  |
| Sub-Total                   |           |          |                                      |              | \$73,754.00  |
| Budgeted Fund Source Amount |           |          |                                      |              | \$73,754.00  |
| +/- Difference              |           |          |                                      |              | \$0.00       |
| ESSER III                   |           |          |                                      |              |              |
| Goal                        | Objective | Strategy | Resources Needed                     | Account Code | Amount       |
| 1                           | 1         | 4        | Tutorial Program                     |              | \$61,083.00  |
| 1                           | 1         | 5        | Books                                |              | \$79,000.00  |
| 1                           | 2         | 4        | Dreambox and manipulatives           |              | \$23,000.00  |
| 1                           | 3         | 3        | 2nd Grade Teacher                    |              | \$70,000.00  |
| 1                           | 3         | 3        | 3rd Grade Bilingual Teacher          |              | \$70,000.00  |
| 4                           | 1         | 3        | Nurse and Clinic Aide                |              | \$24,244.00  |

| ESSER III                   |           |          |                  |              |              |
|-----------------------------|-----------|----------|------------------|--------------|--------------|
| Goal                        | Objective | Strategy | Resources Needed | Account Code | Amount       |
| Sub-Total                   |           |          |                  |              | \$327,327.00 |
| Budgeted Fund Source Amount |           |          |                  |              | \$327,327.00 |
| +/- Difference              |           |          |                  |              | \$0.00       |
| Grand Total Budgeted        |           |          |                  |              | \$558,201.00 |
| Grand Total Spent           |           |          |                  |              | \$558,201.00 |
| +/- Difference              |           |          |                  |              | \$0.00       |