Conroe Independent School District

Gordon-Reed Elementary

2022-2023 Campus Improvement Plan

Mission Statement

Ensure exceptional learning and growth for all students and staff

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Gordon-Reed Elementary is a new school for the 2022-2023 school year. The Conroe ISD Assessment Department secured scores available from students who are zoned to Gordon-Reed Elementary in the fall to determine the student achievement data.

Below is a summary of the 2021 STAAR campus results for student zoned to Gordon-Reed Elementary:

- 3rd Grade Reading - No data available
- 3rd Grade Math - No data available
- 4th Grade Reading -19% Approaches, 19% Meets and 21% Masters
- 4th Grade Math - 14% Approaches, 21% Meets and 25% Masters
- 5th Grade Reading- 24% Approaches, 23% Meets and 16% Masters
- 5th Grade Math- 20% Approaches, 14% Meets and 32% Masters

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

- 75% of 2nd grade students are reading at grade level or above
- 73% of 1st grade students are reading at grade level or above
- 65% of Kindergarten students are reading at grade level or above

Based on this information, we will allocate funding sources for an ELA and Math Campus Coach.

Student Achievement Strengths

The following areas were found to be strengths for students zoned to Gordon-Reed Elementary.

- Over 40% of our students met Meets or Masters in Math
- Over 40% of our students met Meets or Masters in Reading

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 40% of Fourth grade students did not meet standards on the 2022 Math STAAR test. **Root Cause:** High yield academic strategies that have proven to increase student achievement have not been implemented across the content areas with fidelity.

Problem Statement 2 (Prioritized): 37% of Fifth grade students did not meet standards on the 2022 Reading STAAR test. **Root Cause:** The balanced literacy framework was not implemented with consistency and rigor in all classrooms.

Problem Statement 3 (Prioritized): 35% of Kindergarten students are reading below end of year expectations; below BAS level D. **Root Cause:** Due to early stages of implementation of the workshop model, small group instruction was not provided on a consistent basis. Additionally, the curricular resources were new to the instructional team and needed increased time and support.

Culture and Climate

Culture and Climate Summary

As a collaborative school we will strive to establish clear and specific procedures for our students, parents and staff. We will also consistently communicate with our parents via email, parent newsletter, and school messenger about our school academic events. We will work on having a strong academic culture foundation to foster a positive staff morale. As a new campus, Gordon-Reed Elementary will be committed to learning about each other (Staff, Families, and Students). Our campus will create a physically and emotionally safe environment by utilizing Foundations to ensure all staff, students, and families are clear regarding expectations. Our school will operate as a Professional Learning Community with varied campus leadership teams striving for a very collaborative community.

Culture and Climate Strengths

As a part of our Multi-Tiered System of Supports (MTSS), Gordon-Reed Pre-K-6 has established problem solving teams to cover several areas that monitor the functions of our campus.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Gordon-Reed is a new campus that has not established a vision, mission and collective commitments to guide the culture and climate of the school. **Root Cause:** Students from three separate campuses, along with staff from multiple campuses and districts, will attend Gordon-Reed.

Parent and Community Engagement

Parent and Community Engagement Summary

As a new campus, we will work to develop family and community engagement activities. We will also seek to train and elect a well represented PTO board with high family participation. The committee met on June 16, 2022 to review the Family Engagement Policy and review the Home-School Commitments. Committee members shared ideas to support parent engagement activity ideas for the year. Gordon-Reed Elementary will seek to engage families to be dynamic components of the success of the school. Throughout the year we will provide families with opportunities to give feedback to our leadership team for continued improvement. An online parent survey was created to gain input from parents and community regarding identified areas of need for new campus planning.

Parent and Community Engagement Strengths

We have created parent and student videos and a Meet the Staff Night to create excitement for the new school year! Parents will work with us to complete our Family Engagement Policy and School Compact.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Gordon-Reed is a new campus that is working to establish parent and community relationships. **Root Cause:** As a new campus, Gordon-Reed is in the first-year stage of establishing a PTO and community partnerships.

Priority Problem Statements

Problem Statement 2: 40% of Fourth grade students did not meet standards on the 2022 Math STAAR test.

Root Cause 2: High yield academic strategies that have proven to increase student achievement have not been implemented across the content areas with fidelity.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Gordon-Reed is a new campus that has not established a vision, mission and collective commitments to guide the culture and climate of the school.

Root Cause 3: Students from three separate campuses, along with staff from multiple campuses and districts, will attend Gordon-Reed.

Problem Statement 3 Areas: Culture and Climate

Problem Statement 4: Gordon-Reed is a new campus that is working to establish parent and community relationships.

Root Cause 4: As a new campus, Gordon-Reed is in the first-year stage of establishing a PTO and community partnerships.

Problem Statement 4 Areas: Parent and Community Engagement

Problem Statement 5: 37% of Fifth grade students did not meet standards on the 2022 Reading STAAR test.

Root Cause 5: The balanced literacy framework was not implemented with consistency and rigor in all classrooms.

Problem Statement 5 Areas: Student Achievement

Problem Statement 1: 35% of Kindergarten students are reading below end of year expectations; below BAS level D.

Root Cause 1: Due to early stages of implementation of the workshop model, small group instruction was not provided on a consistent basis. Additionally, the curricular resources were new to the instructional team and needed increased time and support.

Problem Statement 1 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
- HB3 CCMR goals
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: June 2, 2022

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: Gordon- Reed will increase by 25% of students on the Meets grade level or higher on the Reading STAAR.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Provide in depth professional learning to all staff members in the area of reading and writing. Work with teachers in PK-6 on our district reading and writing workshop model components. Provide job-embedded professional learning to all teachers. Monitor effectiveness through modeling and coaching by the campus ELA coach.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will effectively and consistently implement model components with fidelity. Students will improve in the area of reading and writing.				
Staff Responsible for Monitoring: Principal, Assistant Principals, Campus ELA Coach, feedback from Teachers College Reading and Writing Staff Developers				
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
Problem Statements: Student Achievement 2, 3				
Funding Sources: ELA Instructional Coach - Title I - $32,533, ELA Coach, Substitutes, Tutorials - State Comp Ed - $5,715, Professional Learning for ELA Teachers, Reading and Writing Conferences, ELA Resources - ESSER III - $10,000				

Strategy 2 Details	Reviews			
Strategy 2: ELA Coach will big picture plan with all ELA teams to include creating common formative assessments and data analysis of how students performed.	**Formative**			**Summative**
	Oct	Dec	Mar	June
Strategy's Expected Result/Impact: Teachers will understand how to create high quality assessments to monitor student growth. Teachers will learn how to analyze assessment data and plan for improvement and how to work with students not meeting expected growth. **Staff Responsible for Monitoring:** Campus ELA coach, Principal, Assistant Principals **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2, 3 **Funding Sources:** ELA Instructional Coach - Title I - $32,533, Instructional Support Resources for English Learner Students - Title III - $4,000, Tutorials - Title I - $7,528				

Strategy 3 Details	Reviews			
Strategy 3: Targeted professional development with detailed feedback provided by Teacher's College staff developers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in reading and writing growth	Oct	Dec	Mar	June
Staff Responsible for Monitoring: Campus ELA Coach, Principal, Assistant Principals **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum **Problem Statements:** Student Achievement 2, 3 **Funding Sources:** Teacher's College Consultants - Title I - $35,000, ELA Instructional Coach - Title I - $32,533, Teacher's College Consultants - ESSER III - $25,000				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 2: 37% of Fifth grade students did not meet standards on the 2022 Reading STAAR test. **Root Cause**: The balanced literacy framework was not implemented with consistency and rigor in all classrooms.

Problem Statement 3: 35% of Kindergarten students are reading below end of year expectations; below BAS level D. **Root Cause**: Due to early stages of implementation of the workshop model, small group instruction was not provided on a consistent basis. Additionally, the curricular resources were new to the instructional team and needed increased time and support.

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: Gordon- Reed will increase by 20% of students scoring on Meets grade level or higher on the Math STAAR.

    HB3 Goal

    Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Math coach and math interventionist will work with teachers on small group math instruction such as guided math, goal setting and tracking individual progress toward goals.	**Formative**			**Summative**
	Oct	Dec	Mar	June

Strategy's Expected Result/Impact: By provided job embedded professional learning by our campus math coach, students will have achievement gaps filled in and all students will achieve individual math goals.
    Staff Responsible for Monitoring: Campus Math Coach, Campus Math Interventionist, Principal, Assistant Principals
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math
    Funding Sources: - State Comp Ed - $5,715, Instructional Coach: Teresa McFarland - ESSER II - $70,000				

Strategy 2 Details				Reviews			
Strategy 2: Math Coach will big picture plan with all math teams to include creating common formative assessments and data analysis of how students performed.				**Formative**			**Summative**
				Oct	**Dec**	**Mar**	**June**

Strategy's Expected Result/Impact: Teachers will understand how to create high quality assessments to monitor student growth. Teachers will learn how to analyze assessment data and plan for improvement and how to work with students not meeting expected growth.
 	
    Staff Responsible for Monitoring: Campus math coach, math interventionist, Principal, Assistant Principals
 	
    Title I:
2.4, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum
 	
    Problem Statements: Student Achievement 1							

Strategy 3 Details				Reviews			
Strategy 3: Targeted professional development with detailed feedback for Guided Math Project School for all PreK-6th grade teachers.				**Formative**			**Summative**
				Oct	**Dec**	**Mar**	**June**

Strategy's Expected Result/Impact: Ongoing student growth
 	
    Staff Responsible for Monitoring: Campus Math Coach, Principals, Assistant Principals
 	
    Title I:
2.4, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college
 - **ESF Levers:**
Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
 	
    Problem Statements: Student Achievement 1
    Funding Sources: ERG Guided Math Consultant - ESSER III - $30,000, Professional Learning for Math Teachers and Coach, State Conference, Math Resources - ESSER III - $10,000							

Strategy 4 Details	Reviews			

Strategy 4: Create family math night to provide parent understanding to assist their children on math concepts. Increase engagement between home and school.
 	
      Strategy's Expected Result/Impact: Parents have understanding how to support students at home.
      Staff Responsible for Monitoring: Math Coach, Administrators
 	
      Title I:
2.4, 2.5, 2.6, 4.2
 - TEA Priorities:
Build a foundation of reading and math
 - ESF Levers:
Lever 3: Positive School Culture, Lever 5: Effective Instruction
      Funding Sources: Materials for Family Math Night - ESSER III - $1,000
	Formative			**Summative**

	Oct	**Dec**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: 40% of Fourth grade students did not meet standards on the 2022 Math STAAR test. **Root Cause**: High yield academic strategies that have proven to increase student achievement have not been implemented across the content areas with fidelity.

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 through Second Grade students that score on or above benchmark in foundational skills at EOY will increase by 25%.

Evaluation Data Sources: MCLASS, BAS

Strategy 1 Details	Reviews			
Strategy 1: Targeted professional development with detailed feedback provided by Teacher's College.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Ongoing growth of students in reading and writing	**Oct**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Campus ELA coach, Principals, Assistant Principals **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math				

Strategy 2 Details	Reviews			
Strategy 2: Assist students with early reading skills by using decodable books.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improvement in students reading on grade level.	**Oct**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: ELA coach, Administrators **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Decodable Books and Resources to Support Literacy - ESSER III - $3,700				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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 by 25 % the percent of Kindergarten-Second Grade students that have a 60% mastery or above in math early assessments.

    Evaluation Data Sources: District and campus math assessments

Strategy 1 Details	Reviews			
Strategy 1: Targeted professional development with detailed feedback for Guided Math Project School for all PreK-6th grade teachers.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Ongoing growth towards mastery of grade level concepts
    Staff Responsible for Monitoring: Campus Math Coach, Principal, Assistant Principals
 	
    Title I:
    2.4, 2.6
	Oct	**Dec**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: School Leadership and Fiscal Responsibility

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

Performance Objective 1: To maintain efficient and effective fiscal management of resources and operations.

    Evaluation Data Sources: Surveys, OHI, Audits

Strategy 1 Details			Reviews			
Strategy 1: Meet with campus secretary DAILY in morning meetings to include a review of expenditures and reconcile bank statements as part of the Break Through Training attended in the 19-20 school year. **Strategy's Expected Result/Impact:** Ensure that monies are being delegated appropriately based on the campus needs assessment **Staff Responsible for Monitoring:** Principal			**Formative**			**Summative**
			Oct	Dec	Mar	June
Strategy 2 Details			**Reviews**			
Strategy 2: Campus leadership increases effectiveness in their roles as instructional leaders through regularly scheduled, job-embedded professional development consistent with best practices including feedback. **Strategy's Expected Result/Impact:** Campus instructional leaders meet on a weekly basis to focus on student progress and formative data. **Staff Responsible for Monitoring:** Principal, Assistant Principal			**Formative**			**Summative**
			Oct	Dec	Mar	June
0% No Progress	100% 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: Gordon-Reed will recruit, retain and develop highly qualified teachers and staff for all students.

    Evaluation Data Sources: Retention Rate

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 work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships, and unity of purpose.

    Evaluation Data Sources: Site Base Meeting Agendas, Family Night Meeting Agendas

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities for parents to participate in decisions through surveys and shared decision making opportunities.	**Formative**			**Summative**
Strategy's Expected Result/Impact: By giving parents a voice, partnerships can be established and fostered.	Oct	Dec	Mar	June

Staff Responsible for Monitoring: Principal, Guiding Coalition
 	
    Title I:
4.1, 4.2
 - TEA Priorities:
Build a foundation of reading and math
 - ESF Levers:
Lever 3: Positive School Culture
    Problem Statements: Parent and Community Engagement 1
    Funding Sources: Family Engagement - Title I - $3,643				

Strategy 2 Details	Reviews			
Strategy 2: Increase parent and school relationships by creating Family Science Night.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parents are more engaged with the school and staff.	Oct	Dec	Mar	June

Staff Responsible for Monitoring: Science Department Chair, Administrators
 	
    Title I:
2.4, 2.5, 2.6, 4.2
    Funding Sources: Science Materials for Family Science Night - ESSER III - $1,000				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Gordon-Reed is a new campus that is working to establish parent and community relationships. **Root Cause**: As a new campus, Gordon-Reed is in the first-year stage of establishing a PTO and community partnerships.

Goal 4: Safe and Collaborative School Culture

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

Performance Objective 2: To provide a safe and orderly school environment conducive to learning for all students and staff. Campus Behavior Coach will work with students and staff to assist and teach PBIS, Foundations and CHAMPS. Coach will provide instruction for students in small group and focus on social skills.

    Evaluation Data Sources: Foundations Audits, and High Reliability Schools Survey for students, parents and staff to gather input on identified needs.

Strategy 1 Details	Reviews			
Strategy 1: Review safety procedures and conduct safety drills to ensure the effectiveness of the EOP.	**Formative**			**Summative**
Strategy's Expected Result/Impact: By reviewing and practicing safety procedures, school officials can determine areas of improvement and address them before a real event.	**Oct**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Assistant Principals and Team Leaders/Safety Team				
ESF Levers: Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Campus will create schoolwide expectations for students and staff using Foundations, High Reliability Schools and the work of Professional Learning Communities.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Create a safe and productive culture that provides an opportunity for high	**Oct**	**Dec**	**Mar**	**June**

levels of learning.
Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Behavior Coach

TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 3: Positive School Culture
Problem Statements: Culture and Climate 1
Funding Sources: Instructional Behavior Coach - ESSER III - $79,300, High Reliability School Staff Development, Professional Learning Library for Staff,, Surveys, On Site PD, Off Site Institute - ESSER III - $40,000

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

Performance Objective 2 Problem Statements:

| Culture and Climate |
| --- |
| **Problem Statement 1**: Gordon-Reed is a new campus that has not established a vision, mission and collective commitments to guide the culture and climate of the school. **Root Cause**: Students from three separate campuses, along with staff from multiple campuses and districts, will attend Gordon-Reed. |

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: To ensure that all stakeholders receive effective internal and external communication.

> **Evaluation Data Sources:** Survey feedback from staff and families.

Strategy 1 Details		Reviews		
Strategy 1: Utilize school messenger, marque, and social media to share information about school events, initiatives, meetings, and activities. Newsletters are available in multiple languages to families and staff. Communication from the school is sent in both English and Spanish.		**Formative**		**Summative**
		Oct	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Families are well informed using multiple medias **Staff Responsible for Monitoring:** Principal, Assistant Principal, Technology Teacher, Campus Secretary **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Parent and Community Engagement 1					
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 3 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Gordon-Reed is a new campus that is working to establish parent and community relationships. **Root Cause**: As a new campus, Gordon-Reed is in the first-year stage of establishing a PTO and community partnerships.

Goal 5: Effective Instruction

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

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

    Evaluation Data Sources: Walk Through Forms

Strategy 1 Details		Reviews			
Strategy 1: Conduct walk through and observations to look for implementation of innovative online instructional tools to increase student engagement.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increasing student engagement through the use of technology will increase academic outcomes for students.		**Oct**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, Content Coaches					
0% No Progress 100% 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: Teams will use data from assessments before and after instruction to plan for high-yield instructional strategies (first time instruction) and create plans to reteach and monitor effectiveness of strategies used after assessment

Strategy 1 Details			Reviews		
Strategy 1: Staff will attend Professional Learning on how to use assessment data to plan for learning and interventions for students.			**Formative**		**Summative**
			Oct	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers are better able to plan for instruction for students and create targeted groups for intervention and extensions. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Campus Coaches					
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue					

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	ELA Instructional Coach		$32,533.00
1	1	2	Tutorials		$7,528.00
1	1	2	ELA Instructional Coach		$32,533.00
1	1	3	Teacher's College Consultants		$35,000.00
1	1	3	ELA Instructional Coach		$32,533.00
4	1	1	Family Engagement		$3,643.00
				Sub-Total	$143,770.00
				Budgeted Fund Source Amount	$143,770.00
				+/- Difference	$0.00

			Title III		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Instructional Support Resources for English Learner Students		$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	1	1	ELA Coach, Substitutes, Tutorials		$5,715.00
1	2	1			$5,715.00
				Sub-Total	$11,430.00
				Budgeted Fund Source Amount	$11,430.00
				+/- Difference	$0.00

			ESSER II		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Instructional Coach: Teresa McFarland		$70,000.00
				Sub-Total	$70,000.00
				Budgeted Fund Source Amount	$70,000.00

ESSER II					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				+/- Difference	$0.00

ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Professional Learning for ELA Teachers, Reading and Writing Conferences, ELA Resources		$10,000.00
1	1	3	Teacher's College Consultants		$25,000.00
1	2	3	ERG Guided Math Consultant		$30,000.00
1	2	3	Professional Learning for Math Teachers and Coach, State Conference, Math Resources		$10,000.00
1	2	4	Materials for Family Math Night		$1,000.00
1	3	2	Decodable Books and Resources to Support Literacy		$3,700.00
4	1	2	Science Materials for Family Science Night		$1,000.00
4	2	2	High Reliability School Staff Development, Professional Learning Library for Staff,, Surveys, On Site PD, Off Site Institute		$40,000.00
4	2	2	Instructional Behavior Coach		$79,300.00
				Sub-Total	$200,000.00
				Budgeted Fund Source Amount	$200,000.00
				+/- Difference	$0.00
				Grand Total Budgeted	$429,200.00
				Grand Total Spent	$429,200.00
				+/- Difference	$0.00