Conroe Independent School District

Hope Elementary

2022-2023 Campus Improvement Plan

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Hope Elementary was a new school in 2021-2022.

Below is a summary of the 2021-2022 STAAR campus results for Hope Elementary:

	3rd grade Reading	4th Grade Reading	3rd Grade Math	4th Grade Math
	21-22	21-22	21-22	21-22
Approaches GL	78%	76%	80%	87%
Meets GL	42%	64%	52%	72%
Masters GL	24%	36%	24%	44%

2021-2022 TELPAS Results for Hope Elementary are :

32% meeting progress. Hope had 10% with a composite rating of Beginning, 43% of students with a composite rating of Intermediate, 39% with a composite rating of Advanced and 7% with a composite rating of Advanced High.

Student Achievement Strengths

The following areas were found to be strengths for students zoned to Hope Elementary.

- 84% of students met approaches grade level in math.
- 77% of students met approaches grade level in Reading.
- 62% of students scored at "meet Grade Level" in math.
- 53% of students scored at "meet Grade Level" in reading.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Hope had 53% of the students at meets grade level or above on the 2022 STAAR Reading test. **Root Cause:** Our teachers need a systemic approach to teaching reading that is aligned to our curriculum.

Problem Statement 2 (Prioritized): Hope had 62% of our students score at meets grade level or above on the 2022 STAAR Math test **Root Cause:** Our teachers need a systematic

approach to small group math to align to our curriculum.

Problem Statement 3 (Prioritized): Hope had 32% of our Emergent Bilinguals meet progress in 2021-2022. **Root Cause:** Post-COVID impact has affected our EB population and our students need targeted oral language exposure and practice.

Problem Statement 4: Although 89% of our PK students were on track for math progress for 2021-2022, 59% were below grade level for Math operations based on CLI Observable behavior data. **Root Cause:** Post-COVID impact has affected the oral language and social engagement for our incoming students.

Problem Statement 5 (Prioritized): 100% of our PK students were at needs support for level for Literacy expectations in the area of phonological awareness based on CLI Observable behavior data. **Root Cause:** Post-COVID impact has affected the oral language and social engagement as well as literacy exposure for our incoming students.

Problem Statement 6 (Prioritized): Although our students have shown growth in reading levels throughout the year as evidenced through reading data collected during the beginning, middle and end of the school year 2021-2022, overall we still have a number of students in each grade level still reading well below grade-level expectations. **Root Cause:** COVID-19 has still had an impact on our students. Also having a process in place to ensure best practices for literacy are being utilized with fidelity and consistency in the classroom, to help bridge the gaps in student learning.

Culture and Climate

Culture and Climate Summary

We will work at Hope to establish clear and specific procedures for our 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, Hope Elementary will be committed to learning about each other (Staff, Families, and Students). Hope will embody PBIS to ensure all staff, students, and families are clear regarding expectations and norms. We are embracing the opportunity to start fresh and build strong relationships from the beginning.

Culture and Climate Strengths

Goal focus

- Clear established procedures

- Communication with parents and staff

- Establish a strong academic culture

- Positive morale

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1: As a new campus Hope will have to establish clarity in all school procedures. **Root Cause:** Campus core team needs to anticipate and establish detailed procedures for the school year.

Problem Statement 2 (Prioritized): As a second year campus, Hope will continue to enhance and work on safety procedures to ensure a safe campus for all staff and students. **Root Cause:** Continuing to establish and refine safety procedures and ensure staff and students are familiar and following the MEOP.

Problem Statement 3: As a second year campus collaboration needs to happen throughout the campus to create structures, and feedback. **Root Cause:** Trying to collaborate and merge different structures and experiences from various campuses as we continue to make Hope a professional learning community.

Parent and Community Engagement

Parent and Community Engagement Summary

As a second year campus, we will work to develop family and community engagement. We will also seek to train and elect a well represented PTO board. We will work on recruiting parents to help our school by coming to read with our struggling students, mentoring students, and becoming active members of our school community. Hope Elementary will seek to engage families to be dynamic components of the success of the school. We will utilize successful strategies from previous schools such as Academic Festivals and involving students in the presentations to encourage attendance while also tapping into new perspectives of staff coming from different areas with differing experiences at previous schools.

Parent and Community Engagement Strengths

During our first year, we were able to have two successful student and parent engagement nights, where students were able to participate in activities and take home activities to use at home. We also hosted a feeder zone parent resource night in the spring, where parents were able to come and learn about community resources, as well as hear a presentation from the CISD police department on cyber safety. We also brought parents in for Awards at the end of the year. With COVID-19 limiting parents coming in to the school for part of the school year, we were able to still provide student performances for the parents in December and in the Spring that they were able to access virtually. We are looking forward to providing parents and the community with more engagement opportunities this school.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Hope has worked on providing two-way communication and building partnerships with parents and the resources community , however we are still working on growing systems to enhance and increase communication to our stakeholders. **Root Cause:** Last year we started a new school, had limited parent engagement opportunities, and were building partnerships with the community around us.

Problem Statement 2: As a second year campus Hope will seek ways to improve parent involvement on campus. **Root Cause:** The need to communicate with parents will have to be clear and precise as we are still working on building a welcoming community after COVID-19.

Problem Statement 3: Although the campus worked to improve parent involvement the previous year, we still need to work to establish a PTO. **Root Cause:** Starting a new school and creating systems and a collaborative culture.

Priority Problem Statements

Problem Statement 5: Hope had 53% of the students at meets grade level or above on the 2022 STAAR Reading test.

Root Cause 5: Our teachers need a systemic approach to teaching reading that is aligned to our curriculum.

Problem Statement 5 Areas: Student Achievement

Problem Statement 4: Hope has worked on providing two-way communication and building partnerships with parents and the resources community , however we are still working on growing systems to enhance and increase communication to our stakeholders.

Root Cause 4: Last year we started a new school, had limited parent engagement opportunities, and were building partnerships with the community around us.

Problem Statement 4 Areas: Parent and Community Engagement

Problem Statement 6: Hope had 62% of our students score at meets grade level or above on the 2022 STAAR Math test

Root Cause 6: Our teachers need a systematic approach to small group math to align to our curriculum.

Problem Statement 6 Areas: Student Achievement

Problem Statement 2: As a second year campus, Hope will continue to enhance and work on safety procedures to ensure a safe campus for all staff and students.

Root Cause 2: Continuing to establish and refine safety procedures and ensure staff and students are familiar and following the MEOP.

Problem Statement 2 Areas: Culture and Climate

Problem Statement 1: Hope had 32% of our Emergent Bilinguals meet progress in 2021-2022.

Root Cause 1: Post-COVID impact has affected our EB population and our students need targeted oral language exposure and practice.

Problem Statement 1 Areas: Student Achievement

Problem Statement 7: 100% of our PK students were at needs support for level for Literacy expectations in the area of phonological awareness based on CLI Observable behavior data.

Root Cause 7: Post-COVID impact has affected the oral language and social engagement as well as literacy exposure for our incoming students.

Problem Statement 7 Areas: Student Achievement

Problem Statement 3: Although our students have shown growth in reading levels throughout the year as evidenced through reading data collected during the beginning, middle and end of the school year 2021-2022, overall we still have a number of students in each grade level still reading well below grade-level expectations.

Root Cause 3: COVID-19 has still had an impact on our students. Also having a process in place to ensure best practices for literacy are being utilized with fidelity and consistency in the classroom, to help bridge the gaps in student learning.

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
- Effective Schools Framework 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
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 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
- 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
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- 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 53% to 57%.

HB3 Goal

Evaluation Data Sources: STAAR test, Benchmark test, district and campus checkpoints, common assessments.

Strategy 1 Details	Reviews			
Strategy 1: Targeted professional development for small group Reading instruction including Readers Workshop and Oral Language Development.	**Formative**			**Summative**
	Oct	Dec	Mar	June
Strategy's Expected Result/Impact: Strategies will increase teacher growth and student performance. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches, District Support Staff **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 3, 5, 6 **Funding Sources:** Professional Development, Materials, Extra Duty - State Comp Ed - $8,000, Books/Materials - Title I - $130,000, Books, Materials, Extra Duty, Technology - Title III - $2,500				

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: Campus interventionist and teachers will pull small groups of students who can move from approaches to meets and meets to masters.	**Oct**	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Growth and student performance in reading assessments. **Staff Responsible for Monitoring:** Campus Interventionists and teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 6 **Funding Sources:** Professional Development, Materials, Extra Duty - State Comp Ed - $7,254, Books & Materials - ESSER II - $16,742, Instructional Interventionist and Para - ESSER III - $55,500				
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Hope had 53% of the students at meets grade level or above on the 2022 STAAR Reading test. **Root Cause**: Our teachers need a systemic approach to teaching reading that is aligned to our curriculum.
Problem Statement 3: Hope had 32% of our Emergent Bilinguals meet progress in 2021-2022. **Root Cause**: Post-COVID impact has affected our EB population and our students need targeted oral language exposure and practice.
Problem Statement 5: 100% of our PK students were at needs support for level for Literacy expectations in the area of phonological awareness based on CLI Observable behavior data. **Root Cause**: Post-COVID impact has affected the oral language and social engagement as well as literacy exposure for our incoming students.
Problem Statement 6: Although our students have shown growth in reading levels throughout the year as evidenced through reading data collected during the beginning, middle and end of the school year 2021-2022, overall we still have a number of students in each grade level still reading well below grade-level expectations. **Root Cause**: COVID-19 has still had an impact on our students. Also having a process in place to ensure best practices for literacy are being utilized with fidelity and consistency in the classroom, to help bridge the gaps in student learning.

**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 62% to 66%.

  HB3 Goal

  Evaluation Data Sources: STAAR test, Benchmark test, district and campus checkpoints, common assessments.

Strategy 1 Details	Reviews			
Strategy 1: Targeted professional development for Guided Math groups	**Formative**			**Summative**
Strategy's Expected Result/Impact: Ongoing- Strategies will increase the students' mastery of grade level TEKS on the STAAR Math test.	**Oct**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, District Support, Teachers **Title I:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2 **Funding Sources:** Books, Materials, Extra Duty, Technology - Title III - $2,500, Books & Materials - Title I - $78,920				

Strategy 2 Details	Reviews			
Strategy 2: Campus interventionist and teachers will pull small groups of students who can move from approaches to meets and meets to masters.	Formative			Summative
	Oct	Dec	Mar	June
Strategy's Expected Result/Impact: Growth and student performance in math assessments. **Staff Responsible for Monitoring:** Campus Interventionists and teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2 **Funding Sources:** Instructional Interventionist & Para - ESSER III - $55,500				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: Hope had 62% of our students score at meets grade level or above on the 2022 STAAR Math test **Root Cause**: Our teachers need a systematic approach to small group math to align to our curriculum.

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: The campus will collaboratively and routinely engage in such a way that our Organizational Health Instrument continues to maintain healthy results with a specific focus to increase the overall performance from 87 to 90 including increasing in the area of adaptation from 78 to 80 and increasing the area of resource utilization from 81 to 83.

Evaluation Data Sources: OHI survey, teacher feedback and surveys, committees and PLC

Strategy 1 Details	Reviews			
Strategy 1: Routinely have clear consistent communication across campus to help build and support more cohesive teams.	**Formative**			**Summative**
Strategy's Expected Result/Impact: ongoing	**Oct**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principals				
TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning				
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 2: The campus will maintain efficient and effective fiscal management of resources and operations.

    Evaluation Data Sources: budget monitoring (local and federal)

Strategy 1 Details		Reviews			
Strategy 1: Identify instructional and intervention support resources, requested by teachers, to enhance classroom instruction and student achievement.		**Formative**			**Summative**
		Oct	Dec	Mar	June

Strategy's Expected Result/Impact: ongoing
    Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches
 	
    Title I:
2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning
Problem Statements: Student Achievement 1, 3, 5, 6					

Strategy 2 Details		Reviews			
Strategy 2: Meet with campus secretary daily to include campus events and needs, and meet at least weekly to review expenditures and reconcile bank statements.		**Formative**			**Summative**
		Oct	Dec	Mar	June

Strategy's Expected Result/Impact: This strategy will help ensure that monies are being delegated appropriately based on the campus needs assessment.
    Staff Responsible for Monitoring: Principal and Secretary
 	
    Title I:
2.4
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning					

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

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: Hope had 53% of the students at meets grade level or above on the 2022 STAAR Reading test. **Root Cause**: Our teachers need a systemic approach to teaching reading that is aligned to our curriculum.

Problem Statement 3: Hope had 32% of our Emergent Bilinguals meet progress in 2021-2022. **Root Cause**: Post-COVID impact has affected our EB population and our students need targeted oral language exposure and practice.

Problem Statement 5: 100% of our PK students were at needs support for level for Literacy expectations in the area of phonological awareness based on CLI Observable behavior data. **Root Cause**: Post-COVID impact has affected the oral language and social engagement as well as literacy exposure for our incoming students.

Problem Statement 6: Although our students have shown growth in reading levels throughout the year as evidenced through reading data collected during the beginning, middle and end of the school year 2021-2022, overall we still have a number of students in each grade level still reading well below grade-level expectations. **Root Cause**: COVID-19 has still had an impact on our students. Also having a process in place to ensure best practices for literacy are being utilized with fidelity and consistency in the classroom, to help bridge the gaps in student learning.

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: Teachers will attend weekly PLC meetings and targeted staff development specific to their content, T-TESS goals, or SLO goals to function as PLC teams and focus on continued growth.

Evaluation Data Sources: ongoing

Strategy 1 Details	Reviews			
Strategy 1: Teacher engage in targeted staff development specific to their content instruction and growth goals.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Strategies will increase teacher growth and student performance	**Oct**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, District Support **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Achievement 1, 2, 3, 5, 6 **Funding Sources:** Professional Development - ESSER III - $12,000				

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

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Hope had 53% of the students at meets grade level or above on the 2022 STAAR Reading test. **Root Cause**: Our teachers need a systemic approach to teaching reading that is aligned to our curriculum.
Problem Statement 2: Hope had 62% of our students score at meets grade level or above on the 2022 STAAR Math test **Root Cause**: Our teachers need a systematic approach to small group math to align to our curriculum.
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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 2: Our campus will plan and implement a "New-to-Hope" Orientation called the Gathering to introduce new staff to our campus goals, beliefs, structures, and daily practices, and to ensure strong connections across the campus. The Gathering will include monthly mentor and leadership-supported sessions to support staff with transitioning to campus and being successful with content-based and highly qualified teacher skills.

    Evaluation Data Sources: Retention of Highly Qualified Staff

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: The campus will provide a safe and orderly school environment conducive to learning for all students and staff.

    Evaluation Data Sources: Foundations team meetings, school-wide structure surveys to collect data to ensure success, staff surveys, safety drills, instructional STOIC checklists

Strategy 1 Details	Reviews			
Strategy 1: Our campus will work with our monthly Foundations committee to create, revise, and maintain schoolwide systems and structures to provide safe, positive and collaborative school culture.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**

Strategy's Expected Result/Impact: Increased safe and collaborative school culture
    Staff Responsible for Monitoring: Principal, Assistant Principal, All Staff
 	
    Title I:
2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 3: Positive School Culture
    Problem Statements: Culture and Climate 2				

Strategy 2 Details		Reviews			
Strategy 2: Health and wellness staff for campus safety		**Formative**			**Summative**
Strategy's Expected Result/Impact: ongoing		**Oct**	**Dec**	**Mar**	**June**

Staff Responsible for Monitoring: Principal
 	
    Title I:
2.4, 2.5, 2.6
 - TEA Priorities:
Recruit, support, retain teachers and principals
 - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
    Problem Statements: Culture and Climate 2
    Funding Sources: Nurse and Aide - ESSER III - $68,866					

Strategy 3 Details		Reviews			
Strategy 3: Staff to help ensure safety, wellness, instructional ratios, and quality instruction		**Formative**			**Summative**
Strategy's Expected Result/Impact: ongoing		**Oct**	**Dec**	**Mar**	**June**

Staff Responsible for Monitoring: Principal
 	
    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 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
    Problem Statements: Student Achievement 1, 2, 3, 5, 6 - Culture and Climate 2
    Funding Sources: Assistant Principal and teachers - ESSER III - $133,353					

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

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Hope had 53% of the students at meets grade level or above on the 2022 STAAR Reading test. **Root Cause**: Our teachers need a systemic approach to teaching reading that is aligned to our curriculum.
Problem Statement 2: Hope had 62% of our students score at meets grade level or above on the 2022 STAAR Math test **Root Cause**: Our teachers need a systematic approach to small group math to align to our curriculum.
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Student Achievement

Problem Statement 5: 100% of our PK students were at needs support for level for Literacy expectations in the area of phonological awareness based on CLI Observable behavior data. **Root Cause**: Post-COVID impact has affected the oral language and social engagement as well as literacy exposure for our incoming students.

Problem Statement 6: Although our students have shown growth in reading levels throughout the year as evidenced through reading data collected during the beginning, middle and end of the school year 2021-2022, overall we still have a number of students in each grade level still reading well below grade-level expectations. **Root Cause**: COVID-19 has still had an impact on our students. Also having a process in place to ensure best practices for literacy are being utilized with fidelity and consistency in the classroom, to help bridge the gaps in student learning.

Culture and Climate

Problem Statement 2: As a second year campus, Hope will continue to enhance and work on safety procedures to ensure a safe campus for all staff and students. **Root Cause**: Continuing to establish and refine safety procedures and ensure staff and students are familiar and following the MEOP.

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 build strong relationships between our school and the parents, our campus will work to increase parent involvement through forming a parental involvement staff committee, a campus PTO, and by increasing the number of parent engagement opportunities during the school year.

    Evaluation Data Sources: ongoing

Strategy 1 Details	Reviews			
Strategy 1: Our campus will plan and implement at least two academic nights for parents and students to engage with targeted academic skills related to the needs of our students and providing home-school connections.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**

Strategy's Expected Result/Impact: Increased parental involvement
    Staff Responsible for Monitoring: Principal, Assistant Principals, Professional Staff
 	
    Title I:
2.4, 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: Event and parent materials - Title I - $8,000				

Strategy 2 Details	Reviews			
Strategy 2: Increase communication with parents through our monthly campus newsletter and social media campus highlights as well as communication with our parent liaison	Formative			Summative
	Oct	Dec	Mar	June

Strategy's Expected Result/Impact: Increased Parental Involvement
    Staff Responsible for Monitoring: Principal, Assistant Principals
 	
    Title I:
2.5, 2.6, 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: Parent Liaison - ESSER III - $15,382				

0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

Performance Objective 2 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Hope has worked on providing two-way communication and building partnerships with parents and the resources community , however we are still working on growing systems to enhance and increase communication to our stakeholders. **Root Cause**: Last year we started a new school, had limited parent engagement opportunities, and were building partnerships with the community around us.

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: The campus will complete SafeSchools (Vector Solutions) training as required for campus safety procedures and routines.

   Evaluation Data Sources: Vector Solutions report

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 use the PLC process to design quality grade level instruction as well as using data from small groups to meet the needs of all learners through small group such as Guided Math, Guided Reading & various small group types, and conferencing with students regarding their goals and progress.

    Evaluation Data Sources: ongoing

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: Provide teachers with staff development, detailed feedback, and action-based planning to ensure routine integration of technology.

    Evaluation Data Sources: ongoing

Strategy 1 Details	Reviews			
Strategy 1: Our campus will implement technology training for tools such as Google Drive, online assessments, Mimeo, mClass, CLI, Dreambox, SeeSaw, etc.	**Formative**			**Summative**
	Oct	Dec	Mar	June
Strategy's Expected Result/Impact: Increased staff ability to utilize instructional technology, data, and assessment				
Staff Responsible for Monitoring: Principal Assistant Principal, Professional Staff, District Support				
Title I: 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				
Problem Statements: Student Achievement 1, 2, 3				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Hope had 53% of the students at meets grade level or above on the 2022 STAAR Reading test. **Root Cause**: Our teachers need a systemic approach to teaching reading that is aligned to our curriculum.
Problem Statement 2: Hope had 62% of our students score at meets grade level or above on the 2022 STAAR Math test **Root Cause**: Our teachers need a systematic approach to small group math to align to our curriculum.
Problem Statement 3: Hope had 32% of our Emergent Bilinguals meet progress in 2021-2022. **Root Cause**: Post-COVID impact has affected our EB population and our students need targeted oral language exposure and practice.

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 success 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	Books/Materials		$130,000.00
1	2	1	Books & Materials		$78,920.00
4	2	1	Event and parent materials		$8,000.00
				Sub-Total	$216,920.00
				Budgeted Fund Source Amount	$216,920.00
				+/- Difference	$0.00
			Title III		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Books, Materials, Extra Duty, Technology		$2,500.00
1	2	1	Books, Materials, Extra Duty, Technology		$2,500.00
				Sub-Total	$5,000.00
				Budgeted Fund Source Amount	$5,000.00
				+/- Difference	$0.00
			State Comp Ed		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Professional Development, Materials, Extra Duty		$8,000.00
1	1	2	Professional Development, Materials, Extra Duty		$7,254.00
				Sub-Total	$15,254.00
				Budgeted Fund Source Amount	$15,254.00
				+/- Difference	$0.00
			ESSER II		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Books & Materials		$16,742.00
				Sub-Total	$16,742.00
				Budgeted Fund Source Amount	$16,742.00
				+/- Difference	$0.00

ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Instructional Interventionist and Para		$55,500.00
1	2	2	Instructional Interventionist & Para		$55,500.00
3	1	1	Professional Development		$12,000.00
4	1	2	Nurse and Aide		$68,866.00
4	1	3	Assistant Principal and teachers		$133,353.00
4	2	2	Parent Liaison		$15,382.00
				Sub-Total	$340,601.00
				Budgeted Fund Source Amount	$340,601.00
				+/- Difference	$0.00
				Grand Total Budgeted	$594,517.00
				Grand Total Spent	$594,517.00
				+/- Difference	$0.00