

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



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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

The teachers at Kaufman Elementary meet in collaborative teams and plan utilizing the district's scope and sequences, which are aligned with the TEKS. Teachers strive to ensure that lessons planned are meaningful, engaging, and rigorous. Teachers are continuing to work on analyzing data from common assessments, common formative assessments, and interim assessments to help drive instruction and intervention for the needs of all our students.

Based on Kaufman's last School Report card in 2021-2022 STAAR, Kaufman Elementary met the standards set by the state of Texas in three accountability areas. They are as follows:

Domain 1-Student Achievement: Kaufman Elementary-Score-A

Domain 2-Student Progress: Kaufman Elementary-Score-B

Domain 3-Closing Performance Gaps: Kaufman Elementary-Score C

Overall Accountability Rating: Kaufman Elementary-B

Kaufman's summary of the 2021-22 STAAR Campus Results:

3rd Grade Reading-Kaufman: 91% Approaches; 72% Meets; 51% Masters

3rd Grade Reading-District: 85% Approaches; 63% Meets; 42% Masters

3rd Grade Math- Kaufman: 89% Approaches; 66% Meets; 41% Masters

3rd Grade Math-District: 82% Approaches; 59% Meets; 35% Masters

4th Grade Reading-Kaufman: 87% Approaches; 68% Meets; 33% Masters

4th Grade Reading-District: 86% Approaches; 67% Meets; 40% Masters

4th Grade Math-Kaufman: 80% Approaches; 55% Meets; 31% Masters

### Student Achievement Strengths

The performance of the students at Kaufman Elementary is the result of hard work and dedication from our students and teachers. We are proud of the achievement of our students in the following areas:

Meeting or exceeding the district and state percentage in all tests in the areas of Approaches, Meets, and Masters performance in 3rd Grade. Meeting or exceeding the state percentage on all tests in the areas of Approaches, Meets performance in 4th Grade reading.

One of Kaufman's strengths is our academic achievement in 3rd Grade Reading and Math. The campus had high levels of Meets and Masters level students in both reading and math.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** On the 2021-2022 Math STAAR test, 66% of third grade students scored at the meets level. **Root Cause:** Students who still had learning gaps from being virtual learners the previous two years.

**Problem Statement 2:** On the 2021-2022 Reading STAAR test, 72% of third grade students scored at the Meets level. **Root Cause:** Students who still had learning gaps from being virtual learners the previous two years.

**Problem Statement 3 (Prioritized):** On the 2021-2022 Math STAAR test, 55 % of fourth grade students scored at the meets standard level. **Root Cause:** Students who still had learning gaps from being virtual learners the previous two years. New staff members who joined the math team. Small group instruction that needed to have increased rigor to challenge students in the area of math.

**Problem Statement 4 (Prioritized):** In the 2021-2022 school year, K-2 students are reading at below grade level standards at the end of year BAS testing. 34% of Kindergarten students scored below on BAS reading level 32% of First Grade students scored below on BAS reading level 47% of Second Grade students scored below on BAS reading level **Root Cause:** Inconsistent use of aligned small group and conferencing when students were working in reading workshop.

**Problem Statement 5 (Prioritized):** On the 2021-2022 Reading STAAR test, 68% of fourth grade students scored at the meets standard level. **Root Cause:** Students entered with learning gaps due to lack of opportunities with virtual learning the previous year.

**Problem Statement 6 (Prioritized):** On the 2021-2022 STAAR, the percentage of students passing at the Meets standard are lower for Special Education students: All students in reading 72% vs. Special Education students in reading 26% All students in math 64% vs. Special Education students in reading 30% **Root Cause:** Students in special education having grade level deficiencies and needing further intervention with on grade level TEKS.

**Problem Statement 7 (Prioritized):** On the 2021-2022 STAAR, the percentage of students passing at the Meets standard are lower for economically disadvantaged students: All

students in reading 72% vs. economically disadvantaged students in reading 56% All students in math 64% vs. economically disadvantaged students in reading 36% **Root Cause:** Need for increased differentiation in a small group setting to all students' academic needs.

**Problem Statement 8 (Prioritized):** On the 2021-2022 STAAR, the number of fourth grade students who did not achieve a full academic progress for the subjects of math and reading. In reading: 38 students did not earn a progress point 25 students only earned a 1/2 progress point In math: 42 students did not earn a progress point 14 students only earned a 1/2 progress point **Root Cause:** Small group instruction that needed to have increased rigor to challenge students in the area of math.

**Problem Statement 9:** On the 2021-2022 STAAR, Kaufman did not the growth status target for particular subgroups. Reading: White students with a 67% Math: All students with a 65% Hispanic students with 64% White students with 69% Economically disadvantaged students with 52% Continuously enrolled with 65% Non-Continuously enrolled with 70% **Root Cause:** Small group instruction that needed to have increased rigor to challenge students in the area of math.

# Culture and Climate

## Culture and Climate Summary

At Kaufman Elementary, we say that "We are Family" because we believe that we are a true school family. We are proud that we have great relationships with our students, families, and each other. Teachers are members of teams and committees on our campus that allow them to be a part of the decision-making that impacts our campus. As a Professional Learning Community, our teams collaborate with one another to help with the continuous improvement of teaching and learning.

This is our seventh year to be a Foundations Campus in CISD. We have worked hard to set school-wide expectations in areas such as our cafeteria, hallways, and our playgrounds. Our Foundations team has helped create common language and behavior expectations across the campus by implementing new guidelines to success. We had a campus focus last year on our PBIS structures within our classroom by focusing on CHAMPS. This year we will focus on the fidelity of CHAMPS application within our classrooms. In addition, our Foundations team has helped build a positive environment that focuses on building relationships with our students and by bringing awareness to their social and emotional needs.

In addition, we are committed to the health, wellness, and safety of all students and staff members at Kaufman Elementary.

## Culture and Climate Strengths

Kaufman Elementary has a strong staff retention.

Campus administration try to build leadership capacity through our Team Leaders, Core Team Leaders, and Foundation Team Leaders.

Kaufman Elementary has a family atmosphere among its students, staff, and families.

Kaufman Elementary embraces the CISD belief that "All Means All."

Kaufman Elementary continues to promote a safe learning and teaching environment through the Safe and Civil Schools training and by being a Foundations campus.

Kaufman Elementary focuses on impacting our immediate community and individuals outside of our community with a variety of charitable activities.

Kaufman Elementary focuses on connecting as a school community through a variety of community outreach events.

## Problem Statements Identifying Culture and Climate Needs

**Problem Statement 1:** In the 2021-2022 school year, Kaufman had a total of 473 behavior incident referrals. **Root Cause:** A few students who had a large number of referrals due to repeated behaviors.

**Problem Statement 2:** Teachers feel there is a need to actively support the emotional well-being of all students. **Root Cause:** Students having a stronger need of support due to lack of face to face schooling and other traumas in recent school years.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Our Kaufman Elementary parents and our community members are critical stakeholders and partners in our students' overall success. Kaufman Elementary strives to have positive partnerships with our families and encourage them to be very involved in their child's educational journey.

Communication with our Kaufman families is very important to keep everyone connected. We communicate with our families through email notices called "Kaufman Happenings", a monthly newsletter called "The Paw Print", social media outlets such as Twitter and Facebook, and our teachers communicate with their families with phone calls, Zoom meetings, emails and newsletters.

Kaufman focuses on providing families and communities with a variety of opportunities to engage with students and our Kaufman families through the partnership with our PTO.

## Parent and Community Engagement Strengths

Strong PTO involvement throughout the campus.

Strong parent support for teachers both inside and outside the classroom.

Strong traditional activities that support learning and connection with the community.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parents are seeking ways to reconnect a sense of community in the school and find ways to reengage with traditional school activities. **Root Cause:** Covid restrictions last year that made traditional activities harder to attend consistently.

# Priority Problem Statements

**Problem Statement 5:** On the 2021-2022 Math STAAR test, 55 % of fourth grade students scored at the meets standard level.

**Root Cause 5:** Students who still had learning gaps from being virtual learners the previous two years. New staff members who joined the math team. Small group instruction that needed to have increased rigor to challenge students in the area of math.

**Problem Statement 5 Areas:** Student Achievement

**Problem Statement 6:** In the 2021-2022 school year, K-2 students are reading at below grade level standards at the end of year BAS testing. 34% of Kindergarten students scored below on BAS reading level 32% of First Grade students scored below on BAS reading level 47% of Second Grade students scored below on BAS reading level

**Root Cause 6:** Inconsistent use of aligned small group and conferencing when students were working in reading workshop.

**Problem Statement 6 Areas:** Student Achievement

**Problem Statement 1:** On the 2021-2022 Reading STAAR test, 68% of fourth grade students scored at the meets standard level.

**Root Cause 1:** Students entered with learning gaps due to lack of opportunities with virtual learning the previous year.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** On the 2021-2022 STAAR, the percentage of students passing at the Meets standard are lower for Special Education students: All students in reading 72% vs. Special Education students in reading 26% All students in math 64% vs. Special Education students in reading 30%

**Root Cause 2:** Students in special education having grade level deficiencies and needing further intervention with on grade level TEKS.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** On the 2021-2022 STAAR, the percentage of students passing at the Meets standard are lower for economically disadvantaged students: All students in reading 72% vs. economically disadvantaged students in reading 56% All students in math 64% vs. economically disadvantaged students in reading 36%

**Root Cause 3:** Need for increased differentiation in a small group setting to all students' academic needs.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 4:** On the 2021-2022 STAAR, the number of fourth grade students who did not achieve a full academic progress for the subjects of math and reading. In reading: 38 students did not earn a progress point 25 students only earned a 1/2 progress point In math: 42 students did not earn a progress point 14 students only earned a 1/2 progress point

**Root Cause 4:** Small group instruction that needed to have increased rigor to challenge students in the area of math.

**Problem Statement 4 Areas:** Student Achievement



# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals



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








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

**Performance Objective 1:** Increase the percent of 3rd grade students that score at the meets grade level or above on STAAR Reading from 68% to 73%.

### HB3 Goal

**Evaluation Data Sources:** End of year 3rd grade STAAR Results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Big picture 3rd grade ELA planning sessions focused on high leverage TEKS. Sessions will focus on important upcoming units and analyzing the high leverage/readiness TEKS to help improve student performance.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved meets standards results on campus and STAAR assessments</p> <p><b>Staff Responsible for Monitoring:</b> Instructional coach, assistant principals, principal</p> <p><b>Problem Statements:</b> Student Achievement 5</p> <p><b>Funding Sources:</b> Substitutes - ESSER III - \$1,150</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Use of campus instructional coach for literacy support for teachers and students through weekly planning sessions and target coaching cycles.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve daily literacy instruction and student performance on campus and STAAR assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Problem Statements:</b> Student Achievement 5</p> <p><b>Funding Sources:</b> Instructional Reading Coach - ESSER II - \$70,000</p>	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Purchasing and implement additional Fountas and Pinnell Guided Reading Libraries to support Guided reading groups within all ELA classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved guided reading instruction in all grade level classrooms</p> <p><b>Staff Responsible for Monitoring:</b> Instructional reading coach</p> <p><b>Problem Statements:</b> Student Achievement 5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Utilize allocated self-contained 3rd grade position to increase student performance in all subjects.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance in 3rd grade math and reading campus and STAAR assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and assistant principal</p> <p><b>Problem Statements:</b> Student Achievement 5</p> <p><b>Funding Sources:</b> 3rd Grade Teacher - ESSER III - \$95,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide 3rd grade reading tutor for intervention on high leverage TEKS for all students who show deficits in identified TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve meets and masters results for campus and STAAR assessments.</p> <p><b>Staff Responsible for Monitoring:</b> instructional coaches and principal</p> <p><b>Problem Statements:</b> Student Achievement 5</p> <p><b>Funding Sources:</b> Tutor - State Comp Ed - \$2,565</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 1 Problem Statements:**

Student Achievement
<p><b>Problem Statement 5:</b> On the 2021-2022 Reading STAAR test, 68% of fourth grade students scored at the meets standard level. <b>Root Cause:</b> Students entered with learning gaps due to lack of opportunities with virtual learning the previous year.</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 66% to 71%.

**HB3 Goal**

**Evaluation Data Sources:** End of year 3rd grade STAAR Results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus use of Dreambox software for weekly support of instructional mathematical areas of need.  <b>Strategy's Expected Result/Impact:</b> Identification and instruction on targeted areas of mathematical need for classroom math improvement.  <b>Staff Responsible for Monitoring:</b> Instructional coaches   <b>Problem Statements:</b> Student Achievement 3  <b>Funding Sources:</b> Dreambox software - ESSER III - \$8,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Use of campus instructional coach to support math Tier 1 instruction and planning. Coach will plan with teams and use targeted coaching cycles to support teachers in the implementation of Tier 1 best practices and interventions.  <b>Strategy's Expected Result/Impact:</b> Improved performance on students meeting standard on campus and STAAR assessments.  <b>Staff Responsible for Monitoring:</b> Assistant principals, and principal   <b>Problem Statements:</b> Student Achievement 3  <b>Funding Sources:</b> Instructional Coach - State Comp Ed - \$61,750</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Big picture 3rd grade math planning sessions focused on high leverage TEKS. Sessions will focus on important analyzing the high leverage/readiness TEKS to help improve student performance in upcoming units.  <b>Strategy's Expected Result/Impact:</b> Improved meets standards results on campus and STAAR assessments  <b>Staff Responsible for Monitoring:</b> Instructional coach, assistant principals, principal   <b>Problem Statements:</b> Student Achievement 3  <b>Funding Sources:</b> Substitutes - ESSER III - \$1,150</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide 3rd grade math tutor for intervention on high leverage TEKS for all students who show deficits in identified TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve meets and masters results for campus and STAAR assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional coaches, principal</p> <p><b>Problem Statements:</b> Student Achievement 3</p> <p><b>Funding Sources:</b> Tutor - State Comp Ed - \$2,565</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 2 Problem Statements:**

Student Achievement
<p><b>Problem Statement 3:</b> On the 2021-2022 Math STAAR test, 55 % of fourth grade students scored at the meets standard level. <b>Root Cause:</b> Students who still had learning gaps from being virtual learners the previous two years. New staff members who joined the math team. Small group instruction that needed to have increased rigor to challenge students in the area of math.</p>

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





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

**Performance Objective 3:** Increase the percent of students scoring meets grade level or above that are identified as economically disadvantaged on all STAAR assessments from 46% to 50% in third grade and 42% to 47% in 4th grade.

**High Priority**

**Evaluation Data Sources:** End of year 3rd grade and 4th grade STAAR Results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Use of instructional tutor to intervene on targeted readiness TEKS for students in the 3rd and 4th grade.  <b>Strategy's Expected Result/Impact:</b> Improved student performance on readiness TEKS for 3rd and 4th grade students  <b>Staff Responsible for Monitoring:</b> Instructional coaches, assistant principals, and principal   <b>Problem Statements:</b> Student Achievement 7  <b>Funding Sources:</b> Instructional Tutor - State Comp Ed - \$3,900</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Use of Imagine Learning software to support out EL learners with a targeted linguistic intervention throughout the school year.  <b>Strategy's Expected Result/Impact:</b> Improve English Language proficiency for our EL students to help support success on STAAR assessments.  <b>Staff Responsible for Monitoring:</b> Assistant principal/LPAC chair and classroom teacher   <b>Problem Statements:</b> Student Achievement 7  <b>Funding Sources:</b> Imagine Learning software licences - Title III - \$2,850</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Identify students who are economically disadvantaged in each classroom. Monitor student progress through exit tickets, common assessments, and interim assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student meets and masters performance on 3rd and 4th grade STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, campus coaches, assistant principals, and principal</p> <p><b>Problem Statements:</b> Student Achievement 7</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 3 Problem Statements:**

<b>Student Achievement</b>
<p><b>Problem Statement 7:</b> On the 2021-2022 STAAR, the percentage of students passing at the Meets standard are lower for economically disadvantaged students: All students in reading 72% vs. economically disadvantaged students in reading 56% All students in math 64% vs. economically disadvantaged students in reading 36% <b>Root Cause:</b> Need for increased differentiation in a small group setting to all students' academic needs.</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 4:** Increase the percent of students scoring meets grade level or above that are identified as special education for the STAAR assessment in reading from 26% to 35% and in math from 30% to 37%.

**High Priority**

**Evaluation Data Sources:** End of year 3rd grade and 4th grade STAAR data.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Grade level identify all SPED students and track their progress throughout the school year using exit tickets, common assessments, and interim assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved meets standards performance for special education students on STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, instructional coaches, assistant principals, and principal</p> <p><b>Problem Statements:</b> Student Achievement 6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Bi-weekly checks with student case managers on student progress in classroom assignments and assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved special education performance for classroom activities and assessments</p> <p><b>Staff Responsible for Monitoring:</b> Case managers, classroom teachers, and administration</p> <p><b>Problem Statements:</b> Student Achievement 6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 4 Problem Statements:**





Student Achievement
<p><b>Problem Statement 6:</b> On the 2021-2022 STAAR, the percentage of students passing at the Meets standard are lower for Special Education students: All students in reading 72% vs. Special Education students in reading 26% All students in math 64% vs. Special Education students in reading 30% <b>Root Cause:</b> Students in special education having grade level deficiencies and needing further intervention with on grade level TEKS.</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 5:** To decrease students that are reading below grade level on BAS at the end of the year from 23% to 18% in kindergarten, 37% to 27% in 1st grade, and 44% to 34% in second grade.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Instructional paraprofessional used to support early literacy interventions in the grades K-2. Paraprofessional will work with our instructional coaches to provide intervention for identified students of need in the primary grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement of number of grade level students reading at or above grade level standards</p> <p><b>Staff Responsible for Monitoring:</b> Instructional coaches and principal</p> <p><b>Problem Statements:</b> Student Achievement 4</p> <p><b>Funding Sources:</b> Instructional Paraprofessional - ESSER III - \$29,561</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Purchasing and using additional Fountas and Pinnell Guided Reading Libraries to help support guided reading groups within the kindergarten through 4th grade classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved guided reading instruction in the 3rd grade classroom</p> <p><b>Staff Responsible for Monitoring:</b> Instructional reading coach</p> <p><b>Problem Statements:</b> Student Achievement 4, 5</p> <p><b>Funding Sources:</b> Guided Reading Libraries - ESSER III - \$20,850</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Use of Elisa Rankin, Guided Reading consultant with teachers in kindergarten-4th grade. Focusing on improvement of guided reading practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved small group instruction and increase of students reading on grade level</p> <p><b>Staff Responsible for Monitoring:</b> Principal and instructional coaches</p> <p><b>Problem Statements:</b> Student Achievement 4, 5, 6, 7</p> <p><b>Funding Sources:</b> Elisa Rankin Consultant - ESSER III - \$20,000</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Purchase of Kindergarten Units of Study Classroom library to make more books readily accessible for our Kindergarten students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved literacy performance and more students reading on grade level by the end of their Kindergarten year</p> <p><b>Staff Responsible for Monitoring:</b> Instructional coach and principal</p> <p><b>Problem Statements:</b> Student Achievement 4</p> <p><b>Funding Sources:</b> Units of Study Classroom Library - ESSER III - \$3,044</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 5 Problem Statements:**

Student Achievement
<p><b>Problem Statement 4:</b> In the 2021-2022 school year, K-2 students are reading at below grade level standards at the end of year BAS testing. 34% of Kindergarten students scored below on BAS reading level 32% of First Grade students scored below on BAS reading level 47% of Second Grade students scored below on BAS reading level <b>Root Cause:</b> Inconsistent use of aligned small group and conferencing when students were working in reading workshop.</p>
<p><b>Problem Statement 5:</b> On the 2021-2022 Reading STAAR test, 68% of fourth grade students scored at the meets standard level. <b>Root Cause:</b> Students entered with learning gaps due to lack of opportunities with virtual learning the previous year.</p>
<p><b>Problem Statement 6:</b> On the 2021-2022 STAAR, the percentage of students passing at the Meets standard are lower for Special Education students: All students in reading 72% vs. Special Education students in reading 26% All students in math 64% vs. Special Education students in reading 30% <b>Root Cause:</b> Students in special education having grade level deficiencies and needing further intervention with on grade level TEKS.</p>
<p><b>Problem Statement 7:</b> On the 2021-2022 STAAR, the percentage of students passing at the Meets standard are lower for economically disadvantaged students: All students in reading 72% vs. economically disadvantaged students in reading 56% All students in math 64% vs. economically disadvantaged students in reading 36% <b>Root Cause:</b> Need for increased differentiation in a small group setting to all students' academic needs.</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 6:** Increase percent of 4th grade students achieving full academic progress on the STAAR assessment from 62% to 70%.

**Evaluation Data Sources:** Student progress measure on 2022-23 STAAR assessment

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teacher allocated for 4th grade position to help increase student performance in all subjects.  <b>Strategy's Expected Result/Impact:</b> Increase in students achieving full progress measure on the 2022-2023 STAAR assessment  <b>Staff Responsible for Monitoring:</b> Assistant principals, and principal   <b>Problem Statements:</b> Student Achievement 8  <b>Funding Sources:</b> 4th grade teacher - ESSER III - \$95,000</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide Math in Practice Books to all grade level teachers to help support math instruction and planning in all classroom.  <b>Strategy's Expected Result/Impact:</b> Improved math activities and student achievement in all grade levels  <b>Staff Responsible for Monitoring:</b> Instructional coaches and principal   <b>Problem Statements:</b> Student Achievement 8  <b>Funding Sources:</b> Math in Practice Books - ESSER III - \$2,225</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Big picture 4th grade math and reading planning sessions focused on high leverage TEKS. Sessions will focus on analyzing the high leverage/readiness TEKS to help improve student performance in upcoming units.  <b>Strategy's Expected Result/Impact:</b> Improved meets standards results on campus and STAAR assessments  <b>Staff Responsible for Monitoring:</b> Instructional coach, assistant principals, and principal   <b>Problem Statements:</b> Student Achievement 8  <b>Funding Sources:</b> Substitutes - ESSER III - \$2,300</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide 4th grade reading and math tutor for intervention on high leverage TEKS for all students who show deficiencies.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve meets and masters results for campus and STAAR assessments</p> <p><b>Staff Responsible for Monitoring:</b> instructional coaches, principal</p> <p><b>Problem Statements:</b> Student Achievement 8</p> <p><b>Funding Sources:</b> Tutor - State Comp Ed - \$5,130</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Track students throughout the nine weeks on progress through use of exit tickets and common assessments. Check that student maintains or exceeds the goal progress that is set for them at the beginning of the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved progress measure results for students in 4th grade math and reading STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Principal, assistant principals, campus coaches, and classroom teachers</p> <p><b>Problem Statements:</b> Student Achievement 8</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Performance Objective 6 Problem Statements:**

<b>Student Achievement</b>
<p><b>Problem Statement 8:</b> On the 2021-2022 STAAR, the number of fourth grade students who did not achieve a full academic progress for the subjects of math and reading. In reading: 38 students did not earn a progress point 25 students only earned a 1/2 progress point In math: 42 students did not earn a progress point 14 students only earned a 1/2 progress point <b>Root Cause:</b> Small group instruction that needed to have increased rigor to challenge students in the area of math.</p>

**Goal 2: School Leadership and Fiscal Responsibility**

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





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Plan and implement weekly meetings with secretary and leadership team to monitor budget and educational resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Clear and effective use of budget and instructional materials throughout the school year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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 2:** Distributing leadership roles and opportunities equally through teams to further leadership development within our campus..

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Leadership roles for foundations, core, and team leader committees are distributed to different team members at the start of the school year. Roles are rotated at the end of a two-year cycle.</p> <p><b>Strategy's Expected Result/Impact:</b> Shared leadership within the team and campus. Increasing leadership capacity within the campus.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and assistant principals</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 3: Recruitment, Development, and Retention of Staff**

CISD will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students.





**Performance Objective 1:** To hire 100% of staff that are "highly qualified" for their assigned role within the campus.



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

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





**Performance Objective 1:** To provide a safe and orderly school environment conducive to learning for all students and staff.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Weekly security checks are performed on both exterior and interior doors. Weekly hall and classroom check to promote safe and organized learning environments.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved campus and classroom safety</p> <p><b>Staff Responsible for Monitoring:</b> Assistant principals and principal</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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



**Performance Objective 2:** Help parents reconnect within the school community through various campus activities.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Plan yearly campus and PTO activities that promote campus activities throughout the school year. <b>Strategy's Expected Result/Impact:</b> Improved parent connectivity with the campus <b>Staff Responsible for Monitoring:</b> Principal and assistant principals	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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:** Have a structured observation and feedback cycle tied to implementation of Tier 1 best practices in all classrooms.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Plan specific feedback cycles with assistant principals focusing on areas of instructional practice growth. <b>Strategy's Expected Result/Impact:</b> Improvement of Tier 1 best practices <b>Staff Responsible for Monitoring:</b> Principal and assistant principals	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 5: Effective Instruction**

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

**Performance Objective 2:** Effectively utilize content specific instructional programs and student management programs to enhance daily instructional practices of campus teachers.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Have district instructional technology coach meet with staff to help integrate meaningful instructional technology tools that engage students and promote high levels of learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student products and engagement on classroom activities using instructional technology.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# Campus Funding Summary

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Imagine Learning software licences		\$2,850.00
<b>Sub-Total</b>					\$2,850.00
<b>Budgeted Fund Source Amount</b>					\$2,850.00
<b>+/- Difference</b>					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Tutor		\$2,565.00
1	2	2	Instructional Coach		\$61,750.00
1	2	4	Tutor		\$2,565.00
1	3	1	Instructional Tutor		\$3,900.00
1	6	4	Tutor		\$5,130.00
<b>Sub-Total</b>					\$75,910.00
<b>Budgeted Fund Source Amount</b>					\$75,910.00
<b>+/- Difference</b>					\$0.00
ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Reading Coach		\$70,000.00
<b>Sub-Total</b>					\$70,000.00
<b>Budgeted Fund Source Amount</b>					\$70,000.00
<b>+/- Difference</b>					\$0.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Substitutes		\$1,150.00
1	1	4	3rd Grade Teacher		\$95,000.00
1	2	1	Dreambox software		\$8,000.00
1	2	3	Substitutes		\$1,150.00
1	5	1	Instructional Paraprofessional		\$29,561.00

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	Guided Reading Libraries		\$20,850.00
1	5	3	Elisa Rankin Consultant		\$20,000.00
1	5	4	Units of Study Classroom Library		\$3,044.00
1	6	1	4th grade teacher		\$95,000.00
1	6	2	Math in Practice Books		\$2,225.00
1	6	3	Substitutes		\$2,300.00
<b>Sub-Total</b>					\$278,280.00
<b>Budgeted Fund Source Amount</b>					\$278,280.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$427,040.00
<b>Grand Total Spent</b>					\$427,040.00
<b>+/- Difference</b>					\$0.00