

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



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

For the 2022-2023 school year, Milam Elementary did not meet all three target areas:

- Domain 1- Student Achievement:
- Domain 2 - Student Progress:
- Domain 3 - Closing Performance Gaps:
- Overall 2020 Accountability:

Below is a summary of the 2021 STAAR campus results and House Bill 3 Data for Milam Elementary:

- 3rd Grade Reading - 65% Approaches; 34% Meets and 19% Masters
- 3rd Grade Math - 78% Approaches; 46% Meets and 21% Masters
- 4th Grade Reading - 65% Approaches; 38% Meets and 17% Masters
- 4th Grade Math - 76% Approaches; 56% Meets and 31% Masters
- 56% of K-2nd Grade students are reading at grade level or above
- 56% of 2nd grade students are reading at grade level or above
- 84% of 2nd grade students are performed at or above grade level on the Early Math Assessment.
- 57% of 1st grade students are reading at grade level or above
- 74% of 1st grade students are performed at or above grade level on the Early Math Assessment.
- 60% of kinder students are reading at grade level or above
- 83% of kinder students are performed at or above grade level on the Early Math Assessment.
- 94% of PK students know their uppercase and lowercase letters.
- 94% of PK students students know their letter sounds.
- 91% of PK students know how to count sets of objects.

Student Achievement Strengths

The following areas were found to be strengths for Milam Elementary.

- 41% Emergent Bilingual students approaches 3rd reading STAAR
- 23% White population students Masters 3rd reading STAAR
- 86% Emergent Bilingual approaching math
- 80% Special ED Approaches on 4th Grade Reading
- 85% Hispanic Approaches on 4th Grade Math
- HB3 60% of Kinder students on grade level for BAS reading levels
- HB3 84% of Second grade students on grade level for Early Math Assessments
- Milam Elementary received an overall grade of "C" on the state accountability system.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Milam scored in the 34th percentile for meets for 3rd grade reading STAAR 2022 data. **Root Cause:** Multiple teachers on FMLA, planning structures were missing.

Problem Statement 2 (Prioritized): Milam scored in the 36th percentile for meets for 3rd grade math STAAR 2022 data. **Root Cause:** Multiple teachers on FMLA, planning structures were missing, lack of knowledge on guided math components.

Problem Statement 3 (Prioritized): Milam scored in the 42nd percentile for meets for 4th grade math STAAR 2022 data. **Root Cause:** Teachers were working on effective collaborative planning. Guided math was not implemented with fidelity.

Problem Statement 4 (Prioritized): Milam scored in the 46th percentile for meets for 4th grade reading STAAR 2022 data. **Root Cause:** Classroom management and extreme behavior, lack of collaborative planning and guided reading implementation.

Problem Statement 5 (Prioritized): 56% of Kindergarten through 2nd grade students scored on or above benchmark in foundational skills on literacy assessments. **Root Cause:** Lack of educational opportunities due to Covid, absences, lack of differentiation and targeted instruction.

Problem Statement 6: 60% Kindergarten students read on or above grade level on the Benchmark Assessment System (BAS)/Sistema de evaluacion de la lectura (SEL) at the end of the school year. **Root Cause:** Many students did not have early childhood/pre-K instruction.

Problem Statement 7: 57% of 1st grade students read on or above grade level on the Benchmark Assessment System (BAS)/Sistema de evaluacion de la lectura (SEL) at the end of the school year. **Root Cause:** Many students did not have early childhood/pre-K, or kindergarten instruction.

Problem Statement 8: 56% of 2nd grade students read on or above grade level on the Benchmark Assessment System (BAS)/Sistema de evaluacion de la lectura (SEL) at the end of the school year. **Root Cause:** Many students did not have early childhood/pre-K, kindergarten, or first grade instruction.

Culture and Climate

Culture and Climate Summary

When looking at the Organizational Health Inventory, Milam has all domains at Independent. Our Communication Adequacy was the highest 63 percentile. Our autonomy domain was our lowest.

Culture and Climate Strengths

Climate and Culture strengths for Milam include:

Communication Adequacy

Adaptation

Problem Solving Adequacy

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1: Milam scored in the 56% percentile in the domain of Autonomy on the OHI (Organizational Health Inventory). **Root Cause:** Teachers were asked to implement best practices and given guidance, structure and expectations they did not have before.

Problem Statement 2 (Prioritized): Continuing common areas expectations for student and staff behavior. **Root Cause:** This was our first year having a PBIS/Foundation team.

Problem Statement 3: Staff perceives a lack of ways to provide input regarding the functioning of the school. **Root Cause:** First year to implementing surveys, input meetings, etc. lack of follow up after to show results.

Parent and Community Engagement

Parent and Community Engagement Summary

We have an activity PTO and have increased the number of parent volunteers. We are working on bringing educational nights for parents on topics, like nutrition, behavior, and offering community resources. Parent involvement in educational matters is our focus as there is less support than our non academic events.

Parent and Community Engagement Strengths

Parents feedback has been favorable in terms of communication. We have provided resources and partnered with the Montgomery County food Bank to bring monthly Mobile Food Drives for the community.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Sustain the parent and community involvement in the everyday operations as well as special events. **Root Cause:** First year implementation, must continue to plan events and ways to get parents involved.

Problem Statement 2: Teachers were not prepared to have difficult conversations with parents in regards to student behaviors which led to upset parents and administration consistently intervening with difficult parents. **Root Cause:** The teachers had inadequate training on how to handle the situation.

Problem Statement 3: Based on Marzano survey results, parents did not feel they were able to give adequate feedback to the school in regard to school culture or community events. **Root Cause:** We did not provide parents with a way to give feedback or encourage their responses.

Priority Problem Statements

Problem Statement 2: Milam scored in the 34th percentile for meets for 3rd grade reading STAAR 2022 data.

Root Cause 2: Multiple teachers on FMLA, planning structures were missing.

Problem Statement 2 Areas: Student Achievement

Problem Statement 1: Sustain the parent and community involvement in the everyday operations as well as special events.

Root Cause 1: First year implementation, must continue to plan events and ways to get parents involved.

Problem Statement 1 Areas: Parent and Community Engagement

Problem Statement 3: Milam scored in the 36th percentile for meets for 3rd grade math STAAR 2022 data.

Root Cause 3: Multiple teachers on FMLA, planning structures were missing, lack of knowledge on guided math components.

Problem Statement 3 Areas: Student Achievement

Problem Statement 6: Continuing common areas expectations for student and staff behavior.

Root Cause 6: This was our first year having a PBIS/Foundation team.

Problem Statement 6 Areas: Culture and Climate

Problem Statement 4: Milam scored in the 42nd percentile for meets for 4th grade math STAAR 2022 data.

Root Cause 4: Teachers were working on effective collaborative planning. Guided math was not implemented with fidelity.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Milam scored in the 46th percentile for meets for 4th grade reading STAAR 2022 data.

Root Cause 5: Classroom management and extreme behavior, lack of collaborative planning and guided reading implementation.

Problem Statement 5 Areas: Student Achievement

Problem Statement 7: 56% of Kindergarten through 2nd grade students scored on or above benchmark in foundational skills on literacy assessments.

Root Cause 7: Lack of educational opportunities due to Covid, absences, lack of differentiation and targeted instruction.

Problem Statement 7 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course 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
- 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
- Violence and/or violence prevention 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
- 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
- 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 34% to 37%.

High Priority

Evaluation Data Sources: STAAR, Common Assessments and Interim Assessments, Checkpoints

Strategy 1 Details	Reviews			
<p>Strategy 1: We will have staff development on reading fluency with our district ELA coach and monitor the implementation of fluency strategies during the reading block.</p> <p>Strategy's Expected Result/Impact: Students will increase the meets grade level or above on STAAR Reading from 34% to 37%</p> <p>Staff Responsible for Monitoring: Principal, AP's, Coaches, and District coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Staff development materials for training - Title I - \$80,000</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: Milam scored in the 34th percentile for meets for 3rd grade reading STAAR 2022 data. Root Cause: Multiple teachers on FMLA, planning structures were missing.</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 36% to 40%.

High Priority

Evaluation Data Sources: STAAR, Common Assessments and Interim Assessments, Checkpoints

Strategy 1 Details	Reviews			
<p>Strategy 1: Our campus math coach will conduct labsites every 9 weeks for grades 3-4th on research based Marzano instructional strategies.</p> <p>Strategy's Expected Result/Impact: The number of students who make meets on STAAR will increase from 36% to 40%.</p> <p>Staff Responsible for Monitoring: Principal, AP's, math coach, district math coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: Math Coach - ESSER III - \$76,000</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will hire a tutor to support 3rd grade math students close the gaps in instruction.</p> <p>Strategy's Expected Result/Impact: Students in 3rd grade will demonstrate meets on STAAR due to tutoring instruction.</p> <p>Staff Responsible for Monitoring: Principal, AP's and coaches</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: Tutors - Title I - \$28,770</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 2: Milam scored in the 36th percentile for meets for 3rd grade math STAAR 2022 data. **Root Cause:** Multiple teachers on FMLA, planning structures were missing, lack of knowledge on guided math components.

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 4th grade students that score meets grade level or above on STAAR Math from 42% to 45%.

High Priority

Evaluation Data Sources: STAAR, Common Assessments and Interim Assessments, Checkpoints

Strategy 1 Details	Reviews			
<p>Strategy 1: Interventionist will support teachers and pull students on a weekly basis to support them in their areas of need according to House Bill 4545</p> <p>Strategy's Expected Result/Impact: The number of students who make meets on STAAR math will go from 42-45%.</p> <p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: Interventionist - ESSER III - \$66,000</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
<p>Problem Statement 3: Milam scored in the 42nd percentile for meets for 4th grade math STAAR 2022 data. Root Cause: Teachers were working on effective collaborative planning. Guided math was not implemented with fidelity.</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 4th grade students that score meets grade level or above on STAAR Reading from 42% to 45%.

High Priority

Evaluation Data Sources: STAAR, Common Assessments and Interim Assessments, Checkpoints

Strategy 1 Details	Reviews			
<p>Strategy 1: We will progress monitor on all grade level assessments in 4th grade based on specific TEKS that the students have historically scored low.</p> <p>Strategy's Expected Result/Impact: We will increase the number of students who make meets on STAAR Reading in 4th grade from 42%-45%</p> <p>Staff Responsible for Monitoring: Principal, AP's, coaches</p> <p>Problem Statements: Student Achievement 4</p> <p>Funding Sources: Materials for tutoring - Title I - \$8,000</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

Student Achievement
<p>Problem Statement 4: Milam scored in the 46th percentile for meets for 4th grade reading STAAR 2022 data. Root Cause: Classroom management and extreme behavior, lack of collaborative planning and guided reading implementation.</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: Increase the percentage of Kindergarten through 2nd grade students that score on or above benchmark in foundational skills on literacy assessments from 56% to 63%.

High Priority

HB3 Goal

Evaluation Data Sources: MCLASS, BAS, Literacy assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: We will have ongoing professional development this school year on the following: Oral Language and Vocabulary, De-coding/En-coding, Word Study, and Fluency/Stamina we will monitor this via lab site learning walks.</p> <p>Strategy's Expected Result/Impact: K-2nd Grade students will score above the benchmark for literacy skills and increase from 56% to 63%.</p> <p>Staff Responsible for Monitoring: Principal, District ELA Coach, Campus ELA Coach</p> <p>Problem Statements: Student Achievement 5</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will hire a tutor for our students in K-1 to support our HB 3 growth and instruction.</p> <p>Strategy's Expected Result/Impact: K-1st grade students will meet the expected growth in Reading.</p> <p>Staff Responsible for Monitoring: Principal, AP's</p> <p>Problem Statements: Student Achievement 5</p> <p>Funding Sources: Tutor - Title III - \$5,000</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 5 Problem Statements:





Student Achievement
<p>Problem Statement 5: 56% of Kindergarten through 2nd grade students scored on or above benchmark in foundational skills on literacy assessments. Root Cause: Lack of educational opportunities due to Covid, absences, lack of differentiation and targeted instruction.</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: We will retain and hire highly qualified coaches, and interventionists to support teachers and students to increase academic growth.

Evaluation Data Sources: MCLASS, BAS, Branching Minds, CFA, Interim Assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: We will hire additional teachers to support grade levels to help minimize learning gaps. Strategy's Expected Result/Impact: Teachers and staff will minimize learning gaps. Staff Responsible for Monitoring: Principal and AP's</p> <p>Problem Statements: Student Achievement 1, 2, 5 Funding Sources: Teachers and Nurse's Aide - ESSER III - \$220,000</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:





Student Achievement
<p>Problem Statement 1: Milam scored in the 34th percentile for meets for 3rd grade reading STAAR 2022 data. Root Cause: Multiple teachers on FMLA, planning structures were missing.</p>
<p>Problem Statement 2: Milam scored in the 36th percentile for meets for 3rd grade math STAAR 2022 data. Root Cause: Multiple teachers on FMLA, planning structures were missing, lack of knowledge on guided math components.</p>
<p>Problem Statement 5: 56% of Kindergarten through 2nd grade students scored on or above benchmark in foundational skills on literacy assessments. Root Cause: Lack of educational opportunities due to Covid, absences, lack of differentiation and targeted instruction.</p>

Goal 2: School Leadership and Fiscal Responsibility

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

Performance Objective 2: We will allocate resources to maximize student performance in reading and math.

Evaluation Data Sources: MCLASS, BAS, Branching Minds, CFA, Interim Assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: We will implement and monitor Dreambox on a monthly basis.</p> <p>Strategy's Expected Result/Impact: Dreambox will help fill the gaps in math for all grade levels.</p> <p>Problem Statements: Student Achievement 2, 3</p> <p>Funding Sources: Dreambox software - Title I - \$8,000</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:





Student Achievement
<p>Problem Statement 2: Milam scored in the 36th percentile for meets for 3rd grade math STAAR 2022 data. Root Cause: Multiple teachers on FMLA, planning structures were missing, lack of knowledge on guided math components.</p>
<p>Problem Statement 3: Milam scored in the 42nd percentile for meets for 4th grade math STAAR 2022 data. Root Cause: Teachers were working on effective collaborative planning. Guided math was not implemented with fidelity.</p>

Goal 3: Recruitment, Development, and Retention of Staff

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

Performance Objective 1: To recruit retain and develop highly qualified teachers.

Evaluation Data Sources: OHI, HRS surveys, Appraisal data.





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide monthly staff development to all teachers in all content areas.</p> <p>Strategy's Expected Result/Impact: Teachers will implement best practices which will increase student achievement.</p> <p>Staff Responsible for Monitoring: Principal, AP's and Coaches</p> <p>Funding Sources: Literacy Coach - Title I - \$80,000</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Safe and Collaborative School Culture

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

Performance Objective 1: We will add common area behavioral expectations for staff and students with a common language.

Evaluation Data Sources: Foundations and HRS surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: We will have a CHAMPS book study which will include staff development and learning walks with staff every month.</p> <p>Strategy's Expected Result/Impact: We will decrease the number of student referrals.</p> <p>Staff Responsible for Monitoring: Principals, AP's and Foundations team</p> <p>Problem Statements: Culture and Climate 2</p> <p>Funding Sources: Books - Title I - \$12,000</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:





Culture and Climate
<p>Problem Statement 2: Continuing common areas expectations for student and staff behavior. Root Cause: This was our first year having a PBIS/Foundation team.</p>

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: We will become Highly Reliable Certified Level 1 with the Marzano group.

Evaluation Data Sources: Surveys of safety and reliable school levers.

Strategy 1 Details	Reviews			
Strategy 1: We will meet bi-weekly to desegregate data to determine which areas we need to develop plans to improve school safety. Problem Statements: Culture and Climate 2 Funding Sources: Marzano Certification - Title I - \$12,000	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 2 Problem Statements:

Culture and Climate
Problem Statement 2: Continuing common areas expectations for student and staff behavior. Root Cause: This was our first year having a PBIS/Foundation team.

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: We will continue to offer opportunities for academic events to engage the community in their child's education.

Strategy 1 Details	Reviews			
<p>Strategy 1: We will have two academic nights, one in the Spring and one in the Fall and invite parents and students to attend. They will leave will activities they can use to help their children at home.</p> <p>Strategy's Expected Result/Impact: Parents will be able to help their children with at home learning.</p> <p>Staff Responsible for Monitoring: Coaches</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: Parent and Community Engagement 1</p> <p>Funding Sources: Title I Family Engagement - Title I - \$3,000</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:





Parent and Community Engagement
<p>Problem Statement 1: Sustain the parent and community involvement in the everyday operations as well as special events. Root Cause: First year implementation, must continue to plan events and ways to get parents involved.</p>

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: We will monitor the implementation of guided math in the classrooms.





Evaluation Data Sources: Interim assessments, walkthroughs, PLCs, Lab sites.

Strategy 1 Details	Reviews			
<p>Strategy 1: We will continue to plan collaboratively every week to ensure all teachers are planning for all components of every subject. Teachers will plan every 9 weeks to analyze the upcoming TEKS and plan for instruction.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to decrease student learning gaps for all students and differentiate their instruction for SPED and EB's.</p> <p>Staff Responsible for Monitoring: Principals, AP's, and coaches</p> <p>Funding Sources: Subs for planning - State Comp Ed - \$16,408</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Effective Instruction

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

Performance Objective 2: All students will have access to a device while on campus to close gaps in their learning.

Strategy 1 Details	Reviews			
<p>Strategy 1: We will purchase devices in order for students to have access to technology for STAAR prep.</p> <p>Strategy's Expected Result/Impact: Students will have continued practice throughout the school year in order to successfully complete the new items on STAAR.</p> <p>Staff Responsible for Monitoring: Principals, AP's, coaches and Librarian</p> <p>Funding Sources: Technology - ESSER III - \$39,369</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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	Staff development materials for training		\$80,000.00
1	2	2	Tutors		\$28,770.00
1	4	1	Materials for tutoring		\$8,000.00
2	2	1	Dreambox software		\$8,000.00
3	1	1	Literacy Coach		\$80,000.00
4	1	1	Books		\$12,000.00
4	2	1	Marzano Certification		\$12,000.00
4	3	1	Title I Family Engagement		\$3,000.00
Sub-Total					\$231,770.00
Budgeted Fund Source Amount					\$231,770.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	Tutor		\$5,000.00
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
5	1	1	Subs for planning		\$16,408.00
Sub-Total					\$16,408.00
Budgeted Fund Source Amount					\$16,408.00
+/- Difference					\$0.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Math Coach		\$76,000.00
1	3	1	Interventionist		\$66,000.00

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Teachers and Nurse's Aide		\$220,000.00
5	2	1	Technology		\$39,369.00
Sub-Total					\$401,369.00
Budgeted Fund Source Amount					\$401,369.00
+/- Difference					\$0.00
Grand Total Budgeted					\$654,547.00
Grand Total Spent					\$654,547.00
+/- Difference					\$0.00