Conroe Independent School District

Oak Ridge Elementary

2022-2023 Campus Improvement Plan

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Domain 1 - Stu Achievement

Domain 2 - School Progress

Domain 3 - Closing Gaps

STAAR COMPARISON SCORES

READING - APPROACHES

Groups	2019	2021	2022
All	83%	79%	81%
White	82%	57%	92%
Hispanic	82%	68%	75%
Eco. Disc	76%	68%	75%
SPED	30%	31%	

READING - MEETS

Groups	2019	2021	2022
All	50%	41%	55%
White	50%	57%	69%
Hispanic	50%	27%	46%
Eco. Disc	44%	36%	48%
SPED	4%	18%	26%

MATH - APPROACHES

Groups	2019	2021	2022
All	86%	76%	81%

STAAR COMPARISON SCORES

White	82%	67%	89%
Hispanic	86%	68%	75%
Eco. Disc	83%	68%	74%
SPED	38%	41%	62%

MATH - MEETS

Groups	2019	2021	2022
All	64%	48%	49%
White	42%	67%	58%
Hispanic	60%	39%	42%
Eco. Disc	55%	37%	41%
SPED	21%	23%	35%

On the 21-22 STAAR, we had the following scores for ALL GRADES -

Math

Masters- 25.4%

Reading

- Masters- 27.11%
-

Student Achievement Strengths

Reading across all grades, our Meets scores improved from 41% to 55%.

- Our sub-population white increased from 57% to 69.4%.
- Our sub-population Hispanic increased from 27% to 45.7%.

- Our sub-population eco dis increased from 40% to 47.5%.
- Our sub-population special ed went from 18% to 26%.

Math across all grades, our Meets scores improved from 47% to 48%.

- Our sub-population eco disc increased from 37% to 41%.
- Our sub-population Hispanic increased from 39% to 45.7%.
- Our sub-population sped increased from 23% to 35%.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Students in the student group white have dropped consistently in math at the meets level. **Root Cause:** Differentiation and interventions are not being implemented with fidelity.

Problem Statement 2 (Prioritized): Students in the student group SPED have dropped consistently in reading at all three levels. **Root Cause:** Lack of collaboration between gen ed and SPED teachers in order to plan differentiated lessons for students.

Problem Statement 3: Students in the student group Eco Dis have dropped consistently in math at the meets level. **Root Cause:** Data driven instruction is not being implemented with fidelity.

Problem Statement 4 (Prioritized): Students did not meet their expected growth measure on Reading STAAR. **Root Cause:** Data tracking and data driven instruction are not used on a regular basis.

Problem Statement 5: Students did not meet their expected growth measure on Math STAAR. **Root Cause:** Data driven instruction in order to differentiated small group instruction was not used with fidelity.

Problem Statement 6 (Prioritized): K-2 students did not leave current grade level on district expected BAS level. **Root Cause:** Reading instruction was not specifically targeted to meet the needs of the individual students in order to move them.

Problem Statement 7: PreK students were not as proficient as the district expectations on counting sets on the CIRCLE assessment. **Root Cause:** Behavior interfered with instruction.

Culture and Climate

Culture and Climate Summary

The culture and climate at ORE is important to our staff. ORE is typically a campus that has a stable staff but has experienced turn over in the past few years from retirements, promotions, and RIF. Teachers take pride in being members of the Oak Ridge family and frequently share that with others. Teachers are members of committees on our campus that allow them to feel as if they have a voice in the decision-making process at our school. Our PLC is designed to ensure that staff members can collaborate, learn from and assist each other to improve teaching strategies and student outcomes. We have a designated planning day where teachers are required to plan together to discuss TEKS, daily activities for the following week, and share ideas of how to ensure learning is taking place.

 Based on our Occupational Health Inventory scores from the 2021 - 2022 school year,

*Our top 3 strengths are communication, problem solving and cohesiveness.

*Our bottom 3 are morale, adaptation, and innovativeness.

Culture and Climate Strengths

Strengths include safety, communication, and cohesiveness.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1: Teacher morale across the school is low. **Root Cause:** Students are lower than expected due to Covid disruption.

Problem Statement 2 (Prioritized): Teachers do not have understanding of ORE's long-term goals. **Root Cause:** Teachers have not been as involved in long term goal planning as in the past.

Problem Statement 3: Inappropriate student behaviors have increased in unsupervised locations, i.e. restrooms. **Root Cause:** Schoolwide expectations are not continually reviewed and enforced by all staff.

Problem Statement 4: Safety is an ongoing issue with classrooms located in portable building and the annex building. **Root Cause:** Growth has moved an entire grade level to the portables and all exit doors must be locked due to safety protocols.

Parent and Community Engagement

Parent and Community Engagement Summary

Due to Covid, our parent/community engagement has been lower than we would like. However, from the parent survey sent home,

*80% of parents feel welcome at school

*85% of parents feel adequately informed about the school programs and accomplishments

*90% are comfortable contacting the school for suggestions or with concerns.

*90% received clear information about their child's academic progress.

*95% report that their child likes school.

*90% have an overall satisfaction with the school

*95% chose email as the most effective form of communication

*Characteristics of teachers that made them favorable teachers are - truly caring about students, attentive, genuine, loving, kind, and nurturing.

Parent and Community Engagement Strengths

*Parents feel our school is safe.

*Parents are well informed about academics and their child's progress.

*Parents feel safe contacting the school with issues or concerns.

*Parents say children like school overall.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Attendance has decreased impacting student achievement. **Root Cause:** Covid has impacted attendance as well as teacher follow up with parents.

Problem Statement 2: Parent engagement for academic support is low. **Root Cause:** Lack of engagement in parent activities due to socio-economics, language barriers, and lack of knowledge on how to help.

Problem Statement 3: Community involvement within the school is limited as a result of Covid restrictions. **Root Cause:** Limited access into the school per Covid restrictions.

Priority Problem Statements

Problem Statement 2: Students in the student group white have dropped consistently in math at the meets level.
Root Cause 2: Differentiation and interventions are not being implemented with fidelity.
Problem Statement 2 Areas: Student Achievement

Problem Statement 6: Attendance has decreased impacting student achievement.
Root Cause 6: Covid has impacted attendance as well as teacher follow up with parents.
Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 3: Students in the student group SPED have dropped consistently in reading at all three levels.
Root Cause 3: Lack of collaboration between gen ed and SPED teachers in order to plan differentiated lessons for students.
Problem Statement 3 Areas: Student Achievement

Problem Statement 5: Teachers do not have understanding of ORE's long-term goals.
Root Cause 5: Teachers have not been as involved in long term goal planning as in the past.
Problem Statement 5 Areas: Culture and Climate

Problem Statement 1: Students did not meet their expected growth measure on Reading STAAR.
Root Cause 1: Data tracking and data driven instruction are not used on a regular basis.
Problem Statement 1 Areas: Student Achievement

Problem Statement 4: K-2 students did not leave current grade level on district expected BAS level.
Root Cause 4: Reading instruction was not specifically targeted to meet the needs of the individual students in order to move them.
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)
- 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
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- 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

- Completion rates and/or graduation rates 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
- 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
- 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 59% to 63%.

HB3 Goal

Strategy 1 Details	Reviews			
Strategy 1: Improve K-4 reading levels by working with Teacher's College with a focus on reading strategies and phonemic awareness.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase the percent of 3rd grade students that score at the meets grade level or above on STAAR. **Staff Responsible for Monitoring:** Principal, AP, ELA campus coach, ELA district coach **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 4, 6 **Funding Sources:** Staff Developer from TC - ESSER III - $30,000, Subs for staff development - ESSER III - $3,000				

Strategy 2 Details		Reviews			
Strategy 2: Utilize data to effectively plan for small group instruction and interventions.		Formative			Summative
Strategy's Expected Result/Impact: Increase percentage of students reading on grade level by the end of the year.		Oct	Dec	Mar	June
Staff Responsible for Monitoring: Principal, AP, ELA campus coach, ELA district coach **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 4, 6 **Funding Sources:** Campus Instructional Coach - Title I - $78,733, Campus Math Instructional Coach - State Comp Ed - $64,070, Campus RtI Coordinator/Behavior Specialist - Title I - $86,697, Campus Paraprofessional Interventionist - ESSER III - $29,881.50, Purchase Spanish classroom libraries - Title III - $1,400, Sub to support small group early intervention - State Comp Ed - $8,445					

Strategy 3 Details		Reviews			
Strategy 3: All teachers will complete Reading Academy to improve understanding and ability to teach reading skills through the science of reading.		Formative			Summative
Strategy's Expected Result/Impact: Increase student reading levels and teacher's knowledge of the science of reading.		Oct	Dec	Mar	June
Staff Responsible for Monitoring: Principal. AP, ELA campus coach, District ELA coach **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** Student Achievement 4, 6					

Strategy 4 Details		Reviews			
Strategy 4: Pilot use of 7 to a Language Rich Interactive Classroom to enhance vocabulary development.		Formative			Summative
Strategy's Expected Result/Impact: Increase reading levels and scores on STAAR.		Oct	Dec	Mar	June
Staff Responsible for Monitoring: Administration, Coaches					

Title I:
2.4, 2.6
 - **ESF Levers:**
Lever 5: Effective Instruction

Funding Sources: Purchase of materials and books - Title III - $3,600

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

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 4: Students did not meet their expected growth measure on Reading STAAR. **Root Cause**: Data tracking and data driven instruction are not used on a regular basis.
Problem Statement 6: K-2 students did not leave current grade level on district expected BAS level. **Root Cause**: Reading instruction was not specifically targeted to meet the needs of the individual students in order to move them.

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 52% to 56%.

    HB3 Goal

Strategy 1 Details	Reviews			
Strategy 1: Increase Dreambox accuracy and teacher ability to interpret dashboard.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase STAAR math scores	Oct	Dec	Mar	June
Staff Responsible for Monitoring: Principal, AP, Math campus coach **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Dreambox Online program and more computers - ESSER III - $19,508				

Strategy 2 Details	Reviews			
Strategy 2: PK teachers will use data to plan for centers and circle time to increase ability to count sets.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased math STAAR scores	Oct	Dec	Mar	June
Staff Responsible for Monitoring: Principal, AP, Math campus coach, PK district coach **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details		Reviews			
Strategy 3: K-2 teachers will use the early math assessment to plan for small group differentiation to increase numeracy skills.		**Formative**			**Summative**
		Oct	**Dec**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase number sense and STAAR math scores.
     Staff Responsible for Monitoring: Principal, AP, campus math coach
 	
     TEA Priorities:
 Build a foundation of reading and math
 Funding Sources: Manipulatives and teaching tools for math - Title I - $5,000					

Strategy 4 Details		Reviews			
Strategy 4: Teachers will use differentiated instruction in guided math groups and anchor stations.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve number sense, CFA math scores and STAAR math scores.		**Oct**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, AP, Math campus coach, Math district coach **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 **Funding Sources:** Manipulatives, instructional materials for anchor stations - ESSER III - $7,895, Manipulatives, instructional materials - Title I - $1,480					

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

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Students in the student group white have dropped consistently in math at the meets level. **Root Cause**: Differentiation and interventions are not being implemented with fidelity.

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 3: Our SPED population will increase in the meets level from 27.6% to 31% on Reading STAAR and increase from 35.7% to 40% on Math STAAR.

Strategy 1 Details		Reviews			
Strategy 1: Implement whole staff training regarding student behaviors through district behavior support team such as "Proactive Behavior Supports".		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved SPED STAAR scores	**Oct**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, AP, Behavior interventionist, district behavior support				
TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				
Problem Statements: Student Achievement 2				

Strategy 2 Details		Reviews			
Strategy 2: Implement monthly PLC discussions about progress of our SPED students including general ed teacher, sped teacher, diag, coaches and administration.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved SPED scores on STAAR and BAS reading levels.	**Oct**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, AP, coaches, sped teachers				
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
Problem Statements: Student Achievement 2				

Strategy 3 Details	Reviews			
Strategy 3: New SPED teachers attend the district provided Special Education Teacher Academy.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase knowledge and understanding of the SPED process. **Staff Responsible for Monitoring:** Administration **Title I:** 2.5 - ESF Levers: Lever 5: Effective Instruction	Oct	Dec	Mar	June

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

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 2: Students in the student group SPED have dropped consistently in reading at all three levels. **Root Cause**: Lack of collaboration between gen ed and SPED teachers in order to plan differentiated lessons for students.

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 sub population white scoring in the meets level on reading from 70 to 72% and math from 58% to 61% on STAAR.

Strategy 1 Details	Reviews			
Strategy 1: Increase Dreambox accuracy and teacher ability to interpret dashboard.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase STAAR Math scores	**Oct**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, AP, math campus coach **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				
Strategy 2 Details	Reviews			
Strategy 2: Implement student goal setting and data tracking of high yield TEKS	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase STAAR reading scores in 3rd and 4th grade	**Oct**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, AP, ELA campus coach, Math campus coach **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 **Funding Sources:** Materials needed to create data trackers for students and staff - Title I - $2,500				
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 1: Students in the student group white have dropped consistently in math at the meets level. **Root Cause**: Differentiation and interventions are not being implemented with fidelity.

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 5: Increase number of students who meet their growth measure goal on STAAR from 68 to 75.

Strategy 1 Details		Reviews			
Strategy 1: Use individual student data trackers to set goals and monitor progress.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will have an intrinsic motivation to improve their skills and increase STAAR scores.		**Oct**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, AP, ELA and math campus coaches					
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 4					

Strategy 2 Details		Reviews			
Strategy 2: Staff will utilize the Longitudinal Data Tracker to plan for interventions/enrichment and monitor growth.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will experience growth throughout the year.		**Oct**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principal. AP, campus coaches. grade level teachers					
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 4					

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

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 4: Students did not meet their expected growth measure on Reading STAAR. **Root Cause**: Data tracking and data driven instruction are not used on a regular basis.

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 BAS levels for K-2 students so that 75% leave their current grade reading on grade level.

HB3 Goal

Evaluation Data Sources: BAS testing

Strategy 1 Details			Reviews			
Strategy 1: Conferring with Teacher's College			**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve BAS levels			**Oct**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, AP, ELA campus coach **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 6 **Funding Sources:** Books for classroom libraries - ESSER III - $17,300, Substitutes for planning days - Title I - $7,634.50, Substitute Interventionist 2-3 days a week for K-2 - Title I - $7,634.50, Guided Reading books - Title I - $5,000						

Strategy 2 Details			Reviews			
Strategy 2: Implement book clubs beginning in 2nd grade.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase BAS levels			**Oct**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, AP, ELA campus coach **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 6 **Funding Sources:** Books for Book Clubs - Title I - $9,471						

Strategy 3 Details		Reviews			
Strategy 3: Rally, Try, Try strategy		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase BAS level in students		**Oct**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, AP, ELA campus coach **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 6					

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

Performance Objective 6 Problem Statements:

Student Achievement
Problem Statement 6: K-2 students did not leave current grade level on district expected BAS level. **Root Cause**: Reading instruction was not specifically targeted to meet the needs of the individual students in order to move them.

Goal 2: School Leadership and Fiscal Responsibility

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

Performance Objective 1: Maintain efficient and effective fiscal management of resource operations.

    Evaluation Data Sources: End of year evaluation of where money was spent

Strategy 1 Details	Reviews			
Strategy 1: Work together with school secretary and core team to ensure that funds are spent in such a way that they benefit students, staff and school.	**Formative**			**Summative**
	Oct	Dec	Mar	June

Strategy's Expected Result/Impact: Items bought will positively impact our school.
     Staff Responsible for Monitoring: Core Team and school secretary
 	
     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: Maintain a successfully run school through positive relations and successful leadership.

    Evaluation Data Sources: OHI data and Title I parent survey

Strategy 1 Details	Reviews			
Strategy 1: Admin and coaches will meet with teams frequently to collaborate in planning, PLC, and MTSS meetings to maximize learning.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase morale as shown on OHI results. **Staff Responsible for Monitoring:** Admin and coaches **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Culture and Climate 2	Oct	Dec	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 2 Problem Statements:

Culture and Climate
Problem Statement 2: Teachers do not have understanding of ORE's long-term goals. **Root Cause**: Teachers have not been as involved in long term goal planning as in the past.

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: We will work to recruit, develop, and retain high quality staff.

    Evaluation Data Sources: Percentage of staff retention each year

Strategy 1 Details	Reviews			
Strategy 1: Create staff development opportunities for our new teachers to acclimate to our campus and learn expectations of CISD.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Increase retention percentage of new teachers.
    Staff Responsible for Monitoring: Admin and campus coaches
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
  -
	Oct	**Dec**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Transform Tuesday staff meeting into Teachers Learning Tuesday where staff development is integrated into monthly staff meetings.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Develop knowledge and performance level of teachers.
    Staff Responsible for Monitoring: Administration, coaches
 	
    Title I:
2.6
 - **ESF Levers:**
Lever 5: Effective Instruction
	Oct	**Dec**	**Mar**	**June**

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

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: Decrease number of referrals from unstructured settings, i.e. restroom, recess.

    Evaluation Data Sources: Referrals from view-it

Strategy 1 Details				Reviews			
Strategy 1: Teachers will ensure that all areas are actively monitored and all school expectations are upheld.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease the number of referrals				**Oct**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Core team **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction							
Strategy 2 Details				Reviews			
Strategy 2: Staff will improve student engagement and positive relationships with students..				**Formative**			**Summative**
Strategy's Expected Result/Impact: Reduced misbehavior in unstructured settings.				**Oct**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Core Team **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction							
0% No Progress		100% Accomplished		Continue/Modify		Discontinue	

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: Increase parent communication and parent involvement.

    Evaluation Data Sources: Sign in sheets from various school programs

Strategy 1 Details	Reviews			
Strategy 1: Utilize our Parent Liaison to ensure parents are adequately informed in their preferred language.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parent feedback and involvement will increase	**Oct**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Admin and Parent Liaison **Title I:** 4.1, 4.2 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Parent and Community Engagement 1 **Funding Sources:** Parent Liaison - ESSER III - $31,484.50, Family Engagement - Title I - $3,520				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 2 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Attendance has decreased impacting student achievement. **Root Cause**: Covid has impacted attendance as well as teacher follow up with parents.

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: Build a safe school environment for all.

    Evaluation Data Sources: Safety reports and surveys to staff, students, and parents

Strategy 1 Details			Reviews		
Strategy 1: Address safety issues and concerns in a timely manner.			**Formative**		**Summative**
Strategy's Expected Result/Impact: Staff and students will be safe in the building. **Staff Responsible for Monitoring:** Admin **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Full Time Nurse - ESSER III - $29,589			Oct	Dec	Mar	June

Strategy 2 Details			Reviews		
Strategy 2: Implement weekly exterior door checks and daily interior door checks to ensure the building remains secure.			**Formative**		**Summative**
Strategy's Expected Result/Impact: Doors will function appropriately **Staff Responsible for Monitoring:** Admin **ESF Levers:** Lever 3: Positive School Culture			Oct	Dec	Mar	June

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

Goal 5: Effective Instruction

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

Performance Objective 1: Strengthen instructional practices in the classroom with a focus on planning and data driven instruction.

Evaluation Data Sources: Comparison of CFA and common assessments.

Strategy 1 Details	Reviews			
Strategy 1: Focus on The Art and Science of Teaching with the Marzano Research Group.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved instruction, higher level questioning to increase rigor in the classroom.	**Oct**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Coaches, Assistant Principal, Principal **Title I:** 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction **Funding Sources:** PLC training on campus - Title I - $10,000, Subs for coverage for training - ESSER III - $2,000, Instruction materials and books - State Comp Ed - $8,445				

Strategy 2 Details	Reviews			
Strategy 2: Track grade level data and progress during PLC meetings.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student progress	**Oct**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Coaches, Teachers, Principal, AP **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 4, 6				
0% No Progress 100% Accomplished Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Students in the student group white have dropped consistently in math at the meets level. **Root Cause**: Differentiation and interventions are not being implemented with fidelity.
Problem Statement 2: Students in the student group SPED have dropped consistently in reading at all three levels. **Root Cause**: Lack of collaboration between gen ed and SPED teachers in order to plan differentiated lessons for students.
Problem Statement 4: Students did not meet their expected growth measure on Reading STAAR. **Root Cause**: Data tracking and data driven instruction are not used on a regular basis.
Problem Statement 6: K-2 students did not leave current grade level on district expected BAS level. **Root Cause**: Reading instruction was not specifically targeted to meet the needs of the individual students in order to move them.

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: Utilize various technological systems/platforms to provide meaningful instruction and data for formative assessments.

    Evaluation Data Sources: Analyze data from dreambox, SeeSaw and other platforms for Standards Based Report Cards as well as instruction planning.

Strategy 1 Details	Reviews			
Strategy 1: Coaches will support classroom teachers in utilizing different online modalities.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased scores	**Oct**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, Math Coach **Title I:** 2.4, 2.5 - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Online resources - Title I - $7,500				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

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

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

2.2: Regular monitoring and revision

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

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

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

2.4: Opportunities for all children to meet State standards

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

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

2.5: Increased learning time and well-rounded education

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

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

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

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

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

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

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

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

4.2: Offer flexible number of parent involvement meetings

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

5. Targeted Assistance Schools Only

Campus Funding Summary

			Title I		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Campus RtI Coordinator/Behavior Specialist		$86,697.00
1	1	2	Campus Instructional Coach		$78,733.00
1	2	3	Manipulatives and teaching tools for math		$5,000.00
1	2	4	Manipulatives, instructional materials		$1,480.00
1	4	2	Materials needed to create data trackers for students and staff		$2,500.00
1	6	1	Guided Reading books		$5,000.00
1	6	1	Substitutes for planning days		$7,634.50
1	6	1	Substitute Interventionist 2-3 days a week for K-2		$7,634.50
1	6	2	Books for Book Clubs		$9,471.00
4	2	1	Family Engagement		$3,520.00
5	1	1	PLC training on campus		$10,000.00
5	2	1	Online resources		$7,500.00
				Sub-Total	$225,170.00
				Budgeted Fund Source Amount	$225,170.00
				+/- Difference	$0.00
			Title III		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Purchase Spanish classroom libraries		$1,400.00
1	1	4	Purchase of materials and books		$3,600.00
				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	2	Campus Math Instructional Coach		$64,070.00
1	1	2	Sub to support small group early intervention		$8,445.00
5	1	1	Instruction materials and books		$8,445.00

State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$80,960.00
				Budgeted Fund Source Amount	$80,960.00
				+/- Difference	$0.00
ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Subs for staff development		$3,000.00
1	1	1	Staff Developer from TC		$30,000.00
1	1	2	Campus Paraprofessional Interventionist		$29,881.50
1	2	1	Dreambox Online program and more computers		$19,508.00
1	2	4	Manipulatives, instructional materials for anchor stations		$7,895.00
1	6	1	Books for classroom libraries		$17,300.00
4	2	1	Parent Liaison		$31,484.50
4	3	1	Full Time Nurse		$29,589.00
5	1	1	Subs for coverage for training		$2,000.00
				Sub-Total	$170,658.00
				Budgeted Fund Source Amount	$170,658.00
				+/- Difference	$0.00
				Grand Total Budgeted	$481,788.00
				Grand Total Spent	$481,788.00
				+/- Difference	$0.00