

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



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Powell Elementary met standards in all three state accountability areas for the 2021-2022 school year on STAAR.

Domain 1 Student Achievement: 93 (A)

Domain 2 School Progress: 84 (B)

Domain 3 Closing the Gaps: 89 (B)

These scores result in Powell Elementary receiving a 2022 Accountability Rating of an A. Additionally, Powell received Distinction Designations in the following areas:

ELA/Reading

Mathematics

On the 2021-2022 STAAR assessment, the following scores for all grades show the percentage of Meets and Masters Level:

3rd Grade Reading- 76% (District 63%)

3rd Grade Math- 75% (District 58%)

4th Grade Reading- 72% (District 63%)

4th Grade Math- 67% (District 58%)

Over the past year, one of our focus areas was increasing the number of students that are on level for reading. The percentage of students on reading level at the end of year are as follows:

Kindergarten: 83% (District 70%)

1st grade: 75% (District 66%)

2nd grade: 67% (District 62%)

3rd grade: 92% (District 70%)

4th grade: 85% (District 64%)

Over the past year, increasing the number of students performing on level in math has been a focus. The percentage of students performing at or above grade level expectations in grades K-2 on the early math assessment are as follows:

Kindergarten: 88% (District 88%)

1st grade: 83% (District 77%)

2nd grade: 82% (District 86%)

Student Achievement Strengths

One of Powell Elementary's strengths, based on summative data, is our performance in math. At Powell a high percentage of students meet the approaches standards on summative assessments in both reading and math as stated above. Using comparative data, our student scores in math, particularly 3rd grade math, are strong. For the 2021-2022 school year Powell received an overall A rating.

Additionally, Powell received Distinction Designations in the following areas for the number of students in 3rd grade that reached the masters level:

ELA/Reading

Mathematics

On the 2021-2022 STAAR assessment, the following scores show the percentage students at the Masters Level:

3rd Grade Reading- 58%

3rd Grade Math- 56%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: HB3-2nd grade BAS reading levels shows 33% of students are reading below grade level at EOY. **Root Cause:** The students in 2nd grade during the 2021-2022 school year were effected by the COVID pandemic and did not have a stable learning foundation in grades K-1.

Problem Statement 2 (Prioritized): 76% of students in 3rd Grade Reading were at the meets or masters level on 2021-2022 STAAR Reading assessment. **Root Cause:** We need to improve our Tier 1 best practices to increase student achievement along with implementing an intervention block across all grade levels.

Problem Statement 3 (Prioritized): 72% of students in 4th Grade Reading were at the meets or masters level on the 2021-2022 STAAR Reading assessment. **Root Cause:** We need to improve our Tier 1 best practices to increase student achievement along with implementing an intervention block across all grade levels.

Problem Statement 4 (Prioritized): 55% of our special education students in grades 3-4 approached grade level on the 2022 STAAR assessment. 30% of those student met or mastered grade level. **Root Cause:** Students have been pulled out to resource to work on goal mastery historically which can create larger learning gaps from students missing initial Tier 1 instruction.

Problem Statement 5 (Prioritized): On the 2021-2022 STAAR math and reading assessments, 74 4th grade students did not make progress. This was 1/3 of the student population in 4th grade. **Root Cause:** Intervention and enrichment practices were established November 2021. PAWS time was offered 2 days a week as staff acclimated to the processes.

Problem Statement 6: 3rd grade BAS scores do not correlate with the percentage of students that meet/masters on STAAR Reading for the 2021-2022 school year. **Root Cause:** The alignment and expectations for student response during guided reading is not at the rigor it should be.

Problem Statement 7 (Prioritized): HB3 - 75% of third grade students scored the meets or masters level on the 21-22 STAAR Math Assessment. **Root Cause:** We need to improve our Tier 1 best practices to increase student achievement along with implementing our intervention block and vertical alignment meetings.

Problem Statement 8: 67% of fourth grade students scored the meets or masters level on the 21-22 STAAR Math assessment. **Root Cause:** We need to improve our Tier 1 best practices to increase student achievement along with implementing our intervention block and vertical alignment meetings.

Culture and Climate

Culture and Climate Summary

Powell Elementary is committed to the behavioral and academic success of all students. In Conroe ISD, students are taught to successfully manage their behaviors and make responsible decisions. We utilize Morning Meetings and the district resources to help encourage students to show good character in their everyday actions. Teachers host a morning meeting daily. During the 2021-2022 school year, we have also implemented celebrations on campus including Shout Outs to staff, TAEs, SAEs, weekly awards in P.E., and PAW-sitive awards for students that reach their goals in math and reading as well as for displaying positive character traits given monthly. We plan to continue celebrating student and staff successes.

Foundations/Safety/COVID: Powell Elementary is committed to the safety, health, and wellness of all students and staff. Conroe ISD is proactive in keeping campuses, staff, and students safe, and as a campus, we make sure to follow the same protocol that is expected from the school district. Our campus has also taken a positive proactive instructional approach to behavior in utilizing PBIS Foundations training. We are currently in our 7th year of Foundations, and have successfully implemented policies and procedures that have ensured the safety of our staff and students, along with setting expectations for behavior.

Culture and Climate Strengths

Powell Elementary hires campus personnel to reflect the cultural and diverse student body is a priority.

“All Means All” in Conroe ISD. Every students’ academic, social and emotional needs are a priority.

Powell Elementary utilizes all available resources, including Colleges, Universities, Regional Service Centers, education-related professional organizations, job fairs, and Alternative Certification Programs, to recruit a quality, diverse applicant pools, particularly in identified shortage areas.

Powell Elementary Foundations team strives to ensure a safe and orderly environment, conducive to learning for all students and staff.

At Powell Elementary, students will develop a healthy sense of self and social awareness, respect for others, successfully manage their emotions, behaviors, and make responsible decisions.

Powell Elementary continues to promote safety through Safe Schools trainings and utilizes mitigation strategies to keep our schools, students, and staff safe.

At Powell Elementary, we engage students, families, and our community as authentic partners.

Powell Elementary provides professional development on a campus wide positive, proactive instructional approach to behavior through implementation of PBIS Foundations.

Powell Elementary is working through becoming a High Reliability School level 1 during the 2022-2023 school year.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): There is a need to address negative social interactions among students that negatively impact their learning. **Root Cause:** Over the past 2 years, there has been a lack of opportunity for students to practice social skills due to the COVID-19 pandemic and due to teacher's focusing on addressing learning loss in the classroom.

Problem Statement 2: Staff stress levels are at an all time high. Staff does not feel they can effectively teach and plan due to state requirements. **Root Cause:** The state requirement of Reading Academy as well as the addition of new staff to each team.

Problem Statement 3: There is a need to actively recruit high quality, diverse teachers to be more reflective of the student population. **Root Cause:** In the past, staff remained employed for many years which did not allow opportunity to hire in new staff.

Problem Statement 4 (Prioritized): SAFE SCHOOLS- Minimum staff members were involved in making decisions regarding campus safety and few were trained in emergency response including CPR, AED, Stop the Bleed and CPI. **Root Cause:** There was not an established safety committee on campus previously.

Parent and Community Engagement

Parent and Community Engagement Summary

Powell Elementary values parent and family involvement, which is evident in our many campus activities that invite family participation including Parent Information Night, school carnival, Fun Run, Jingle Jam, 2nd grade Family Folk Dance, Writer's Cafe, Kindergarten Plymouth Day, Rodeo Day, and student performances. We have a very strong Parent-Teacher Organization that supports our campus in a variety of ways including: fund-raising, faculty lunches, student field trips, technology, parent volunteers, and so much more. Our partnership with parents and community is evident in all that we do. Parents visit our campus each day for a variety of reasons including volunteering, conferences, and lunch with students.

Our staff feels valued and supported by our community as is evident in the Teacher Achieving Excellence messages and positive emails they receive each day.

Communication between the campus and community is extremely important and occurs on a regular basis. Powell Elementary maintains our website with helpful and up-to-date information. We also provide a weekly campus newsletter, The Powell Publisher, we update social media regularly, grade levels submit newsletters that inform parents of happenings in the classroom and we send reminder messages to parents regarding important events. Parents are able to make suggestions anonymously through our website in the Powell Suggestion Box, or by emailing contactpowell@conroeisd.net.

Parent and Community Engagement Strengths

Our PTO is very supportive of our campus including teacher and student needs.

Parents rated a 4.4 out of 5 in regards to our school engaging the community in regards to school safety issues.

Parents feel our school is a safe and orderly place with a rating of 4.5 out of 5.

On the end of year survey, parents indicated with a score of 4.4 out of 5 that the school wide communication related to school events is adequate.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parents do not feel that teachers communicate adequately regarding their child's progress. **Root Cause:** There is not as much work going home in a traditional sense due to the incorporation of technology for evidence of academic progress.

Problem Statement 2 (Prioritized): Parents do not feel connected or engaged with their child's teacher/learning. **Root Cause:** Parents have not been openly welcome to campus due to COVID restrictions over the past 2 years. There have been a limited number of in person interactions including conferences, meetings, school wide events, etc.

Problem Statement 3: There is a need to engage parents in training using instructional strategies demonstrating ways to support student success. **Root Cause:** Parents were not taught using current instructional strategies and do not understand shifts in educational research.

Priority Problem Statements

Problem Statement 1: There is a need to address negative social interactions among students that negatively impact their learning.

Root Cause 1: Over the past 2 years, there has been a lack of opportunity for students to practice social skills due to the COVID-19 pandemic and due to teacher's focusing on addressing learning loss in the classroom.

Problem Statement 1 Areas: Culture and Climate

Problem Statement 4: 76% of students in 3rd Grade Reading were at the meets or masters level on 2021-2022 STAAR Reading assessment.

Root Cause 4: We need to improve our Tier 1 best practices to increase student achievement along with implementing an intervention block across all grade levels.

Problem Statement 4 Areas: Student Achievement

Problem Statement 2: Parents do not feel connected or engaged with their child's teacher/learning.

Root Cause 2: Parents have not been openly welcome to campus due to COVID restrictions over the past 2 years. There have been a limited number of in person interactions including conferences, meetings, school wide events, etc.

Problem Statement 2 Areas: Parent and Community Engagement

Problem Statement 7: 72% of students in 4th Grade Reading were at the meets or masters level on the 2021-2022 STAAR Reading assessment.

Root Cause 7: We need to improve our Tier 1 best practices to increase student achievement along with implementing an intervention block across all grade levels.

Problem Statement 7 Areas: Student Achievement

Problem Statement 5: 55% of our special education students in grades 3-4 approached grade level on the 2022 STAAR assessment. 30% of those student met or mastered grade level.

Root Cause 5: Students have been pulled out to resource to work on goal mastery historically which can create larger learning gaps from students missing initial Tier 1 instruction.

Problem Statement 5 Areas: Student Achievement

Problem Statement 3: SAFE SCHOOLS- Minimum staff members were involved in making decisions regarding campus safety and few were trained in emergency response including CPR, AED, Stop the Bleed and CPI.

Root Cause 3: There was not an established safety committee on campus previously.

Problem Statement 3 Areas: Culture and Climate

Problem Statement 6: On the 2021-2022 STAAR math and reading assessments, 74 4th grade students did not make progress. This was 1/3 of the student population in 4th grade.

Root Cause 6: Intervention and enrichment practices were established November 2021. PAWS time was offered 2 days a week as staff acclimated to the processes.

Problem Statement 6 Areas: Student Achievement

Problem Statement 8: HB3 - 75% of third grade students scored the meets or masters level on the 21-22 STAAR Math Assessment.

Root Cause 8: We need to improve our Tier 1 best practices to increase student achievement along with implementing our intervention block and vertical alignment meetings.

Problem Statement 8 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
- 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
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- 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
- 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 76% to 78%.

HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: 3rd grade will provide 4 days a week of intervention/enrichment through campus PAWS time for all students to increase student achievement based on their individual need.</p> <p>Strategy's Expected Result/Impact: Increase the number of students that perform at the meets/masters level on STAAR.</p> <p>Staff Responsible for Monitoring: Administration, grade level teachers, district coaches.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2, 3</p> <p>Funding Sources: Additional tutor to pull small groups - ESSER III - \$14,800, Additional staff in 4th grade - ESSER III - \$70,000</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 2: 76% of students in 3rd Grade Reading were at the meets or masters level on 2021-2022 STAAR Reading assessment. Root Cause: We need to improve our Tier 1 best practices to increase student achievement along with implementing an intervention block across all grade levels.</p>
<p>Problem Statement 3: 72% of students in 4th Grade Reading were at the meets or masters level on the 2021-2022 STAAR Reading assessment. Root Cause: We need to improve our Tier 1 best practices to increase student achievement along with implementing an intervention block across all grade levels.</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 72% to 74%.

HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Kindergarten- 2nd grade teachers will utilize math data from the early math assessment during PLC and planning to plan and implement differentiated small group math instruction.</p> <p>Strategy's Expected Result/Impact: Data based instruction will result in a strong math foundation for students which will result in students performing at a higher level when they reach 3rd grade.</p> <p>Staff Responsible for Monitoring: Administration, campus/district coaches</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 7</p> <p>Funding Sources: 1st grade teacher - ESSER III - \$70,000</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:





Student Achievement
<p>Problem Statement 7: HB3 - 75% of third grade students scored the meets or masters level on the 21-22 STAAR Math Assessment. Root Cause: We need to improve our Tier 1 best practices to increase student achievement along with implementing our intervention block and vertical alignment meetings.</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 percentage of students that show academic progress on the STAAR assessment in math and reading from 60% to 70%.

Evaluation Data Sources: Interim assessments, STAAR assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: 3rd and 4th grade teachers will implement with fidelity intervention/enrichment for all students during campus PAWS time.</p> <p>Strategy's Expected Result/Impact: Students will close learning gaps and maintain/build on achievement.</p> <p>Staff Responsible for Monitoring: Administration, grade level teachers, campus/district coaches.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 5</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Student Achievement
<p>Problem Statement 5: On the 2021-2022 STAAR math and reading assessments, 74 4th grade students did not make progress. This was 1/3 of the student population in 4th grade.</p> <p>Root Cause: Intervention and enrichment practices were established November 2021. PAWS time was offered 2 days a week as staff acclimated to the processes.</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 number of special ed students that approach grade level on the 3rd and 4th grade STAAR test from 55% to 60%.

Evaluation Data Sources: STAAR Assessment, STAAR Interim Assessment, BAS data, CFAs

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase the amount of time students are in the classroom receiving TIER 1 instruction with support of the special education staff., including a co-teach model classroom in 3rd grade which has a special education population of 12% of students.</p> <p>Strategy's Expected Result/Impact: Close learning gaps for special education students.</p> <p>Staff Responsible for Monitoring: Administration, special education teachers, campus coaches, grade level teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 4</p> <p>Funding Sources: Special Education Teacher - ESSER III - \$70,000</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 4 Problem Statements:





Student Achievement
<p>Problem Statement 4: 55% of our special education students in grades 3-4 approached grade level on the 2022 STAAR assessment. 30% of those student met or mastered grade level. Root Cause: Students have been pulled out to resource to work on goal mastery historically which can create larger learning gaps from students missing initial Tier 1 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 accurately use funds to support instruction and campus growth on purchases that support learning for this school year.

Evaluation Data Sources: Curriculum resource inventory, school budget





Strategy 1 Details	Reviews			
<p>Strategy 1: The campus secretary will meet with the principal weekly to review the budget and ensure deadlines are met.</p> <p>Strategy's Expected Result/Impact: Campus funds will be used in a timely manner to support this year's student population.</p> <p>Staff Responsible for Monitoring: Principal, campus secretary</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</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: We will retain highly-qualified staff by mentoring new staff members.

Evaluation Data Sources: Semester Mentor Meeting sign-in sheets, staff survey





Strategy 1 Details	Reviews			
<p>Strategy 1: We will provide a grade level mentor for all "new to Powell" staff members to answer any day-to-day questions that may arise. Administration will meet 2 times this school year to provide support for new staff members.</p> <p>Strategy's Expected Result/Impact: New staff will feel supported and will understand campus expectations</p> <p>Staff Responsible for Monitoring: Principal, counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 2: We will grow and establish programs to develop teacher efficacy.

Evaluation Data Sources: Instructional Rounds reflections, Vertical team agendas and sign in sheets





Strategy 1 Details	Reviews			
<p>Strategy 1: Instructional Rounds will occur 3 times this school year with a focus on Tier1 best practices. Strategy's Expected Result/Impact: Teachers will implement Tier 1 instructional practices that they observe in colleagues classrooms. Staff Responsible for Monitoring: Rounds leaders, principal, campus coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Academic Committees have been established this year. These committees will meet at least 3 times this year to discuss instructional practices, content vocabulary, assessment data/alignment Strategy's Expected Result/Impact: Our campus instructional practices will be more vertically aligned which will strengthen our student outcomes. Staff Responsible for Monitoring: Administration, campus coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: Subs for Campus Big Picture Planning with Coaches - State Comp Ed - \$7,500</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 1: Decrease incident referrals by 10% for classroom infractions. EOY data for 21-22 school year shows 106 campus incident referrals.

Evaluation Data Sources: View it

Strategy 1 Details	Reviews			
<p>Strategy 1: All grade levels will implement Morning Meetings daily.</p> <p>Strategy's Expected Result/Impact: Students will learn social skills and coping skills to self regulate behaviors which will decrease inappropriate behaviors.</p> <p>Staff Responsible for Monitoring: Administration, counselors, campus Student Support Coach</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Culture and Climate 1</p> <p>Funding Sources: Campus Student Support Coach - ESSER III - \$72,626</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 1: There is a need to address negative social interactions among students that negatively impact their learning. Root Cause: Over the past 2 years, there has been a lack of opportunity for students to practice social skills due to the COVID-19 pandemic and due to teacher's focusing on addressing learning loss in the classroom.</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: Increase the number of staff members that are trained in emergency responses so that each team will have at least 1 representative trained.


Evaluation Data Sources: Training certificates

Strategy 1 Details	Reviews			
<p>Strategy 1: Create a campus safety committee that includes a representative from each grade level and meets at least 4 times a year. This committee will include the medical response team.</p> <p>Strategy's Expected Result/Impact: Staff will be better equipped to respond to an emergency.</p> <p>Staff Responsible for Monitoring: Administration and school nurse</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Culture and Climate 4</p> <p>Funding Sources: Nurse Aide - ESSER III - \$12,020, Nurse - ESSER III - \$23,458</p>	Formative			Summative
	Oct	Dec	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:





Culture and Climate
<p>Problem Statement 4: SAFE SCHOOLS- Minimum staff members were involved in making decisions regarding campus safety and few were trained in emergency response including CPR, AED, Stop the Bleed and CPI. Root Cause: There was not an established safety committee on campus previously.</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 3: We will host 10 or more events throughout the school year to build partnerships with our community. These events will increase parents feeling of connectedness and engagement with the school community.

Evaluation Data Sources: EOY Parent Survey, mid year survey check-ins

Strategy 1 Details	Reviews			
<p>Strategy 1: Proactively provide opportunity for parents to engage in school activities including grade level performances, school wide events, and grade level events.</p> <p>Strategy's Expected Result/Impact: Feedback from parents will show a positive impact from these events.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Parent and Community Engagement 2</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 2: Parents do not feel connected or engaged with their child's teacher/learning. Root Cause: Parents have not been openly welcome to campus due to COVID restrictions over the past 2 years. There have been a limited number of in person interactions including conferences, meetings, school wide events, etc.</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: Professional Learning Teams will meet weekly and at least one meeting a month will focus around data from CFAs, Universal Screeners and campus made assessments.

Evaluation Data Sources: PLT Agendas





Strategy 1 Details	Reviews			
<p>Strategy 1: Pre-planned schedule will be utilized to prioritize district data meetings. Campus administration and coaches will attend PLT meeting to support data driven discussions.</p> <p>Strategy's Expected Result/Impact: Teachers will instruct in small groups and PAWS time based on student strengths and weaknesses shown on data analysis tools</p> <p>Staff Responsible for Monitoring: Administration, campus coaches, classroom teachers</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: Increase the amount of instructional technology utilized in each kindergarten and first grade classrooms.

Evaluation Data Sources: SeeSaw analytics, campus analytics

Strategy 1 Details	Reviews			
<p>Strategy 1: Professional development will occur monthly with grade levels and the district technology coach.</p> <p>Strategy's Expected Result/Impact: There will be increased evidence of learning though SeeSaw.</p> <p>Staff Responsible for Monitoring: Administration, campus coaches</p> <p>Funding Sources: Technology for Student Data Collection - Title III - \$2,850, Technology for Student Data Collection - State Comp Ed - \$4,936</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>				

Campus Funding Summary

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	Technology for Student Data Collection		\$2,850.00
Sub-Total					\$2,850.00
Budgeted Fund Source Amount					\$2,850.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	2	Subs for Campus Big Picture Planning with Coaches		\$7,500.00
5	2	1	Technology for Student Data Collection		\$4,936.00
Sub-Total					\$12,436.00
Budgeted Fund Source Amount					\$12,436.00
+/- Difference					\$0.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Additional tutor to pull small groups		\$14,800.00
1	1	1	Additional staff in 4th grade		\$70,000.00
1	2	1	1st grade teacher		\$70,000.00
1	4	1	Special Education Teacher		\$70,000.00
4	1	1	Campus Student Support Coach		\$72,626.00
4	2	1	Nurse		\$23,458.00
4	2	1	Nurse Aide		\$12,020.00
Sub-Total					\$332,904.00
Budgeted Fund Source Amount					\$332,904.00
+/- Difference					\$0.00
Grand Total Budgeted					\$348,190.00
Grand Total Spent					\$348,190.00
+/- Difference					\$0.00