

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



# Table of Contents

Comprehensive Needs Assessment	3
Student Achievement	3
Culture and Climate	3
Parent and Community Engagement	4
Priority Problem Statements	5
Comprehensive Needs Assessment Data Documentation	6
Goals	8
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.	9
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.	13
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.	15
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.	16
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.	18
Title I	20
1. Comprehensive Needs Assessment (CNA)	21
1.1: Comprehensive Needs Assessment	21
2. Campus Improvement Plan	21
2.1: Campus Improvement Plan developed with appropriate stakeholders	21
2.2: Regular monitoring and revision	21
2.3: Available to parents and community in an understandable format and language	21
2.4: Opportunities for all children to meet State standards	21
2.5: Increased learning time and well-rounded education	21
2.6: Address needs of all students, particularly at-risk	22
3. Annual Evaluation	22
3.1: Annually evaluate the schoolwide plan	22
4. Parent and Family Engagement (PFE)	22
4.1: Develop and distribute Parent and Family Engagement Policy	22
4.2: Offer flexible number of parent involvement meetings	22
5. Targeted Assistance Schools Only	22
Title I Personnel	23
Campus Funding Summary	24

# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

Rice Elementary in Conroe ISD offers a comprehensive educational program for all students that are aligned to our state standards, the TEKS. With the support of our District Teaching and Learning departments, our district and campus leadership provide monthly professional development, quality curriculum and support to ensure the ongoing growth of student. The curriculum documents are linked in our campus Rice CANVAS page where teachers collaborate to backwards design in their lesson plans. We collaboratively create formative assessments that drive our instruction and the data guides our small group lesson planning. Teachers create daily learning objectives aligned to the TEK, measurement of the TEK, and instrument used in the learning process. We meet in Professional Learning Communities every week to discuss the daily informal data as well as common assessment to discuss our progress toward our campus goals (lowest scoring objectives). Our teams meet to in a Vertical Alignment PLC once a month to collaborate on the TEKS, We will monitor the white and EB sub groups during the 2022-23 school year.

### Student Achievement Strengths

Rice's comprehensive scores are reflective of our dedicated staff and student population found on our campus. We are proud of the achievement our students show including:

- 21-22 STAAR data showed 3rd and 4th grade ELA approaches students grew from previous year 72% to 75%
- 21-22 STAAR data showed 3rd and 4th grade ELA meets students grew from previous year 40% to 45%
- 21-22 STAAR data showed 3rd and 4th grade ELA masters students grew from previous year 16% to 23%

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** 3rd and 4th grade students are performing below expected progress in the area of ELA/Reading(45% meets GL or above) in the White subpopulation **Root Cause:** Fewer opportunities for students to engage in targeted small group instruction to solidify skills and academic vocabulary

**Problem Statement 2 (Prioritized):** In the 2021-22 school year, 56% of the Kindergarten students were below reading level on their BAS **Root Cause:** Students did not develop phonics skills that help with decoding words for phonemic awareness and comprehension.

**Problem Statement 3 (Prioritized):** 3rd and 4th grade students are performing below expected progress in the area of Math (16% meets GL or above) in the Special Ed population **Root Cause:** Students did not have as many opportunities for small group instruction with manipulatives.

**Problem Statement 4 (Prioritized):** 3rd and 4th grade students are performing below expected progress in the area of Math (23% meets GL or above) in the EB/EL subpopulation **Root Cause:** Students did not have as many opportunities for small group instruction with manipulatives.

**Problem Statement 5 (Prioritized):** 3rd and 4th grade students are performing below expected progress in the area of Math (36% meets GL or above) in the Hispanic student population **Root Cause:** Students did not have as many opportunities for small group instruction with manipulatives.

# Culture and Climate

## Culture and Climate Summary

Our campus supports the students, staff and community resulting in a commitment to improve student outcomes. Expectations for student behavior and academic growth are a part of our every day procedures. The school's faculty and staff have been trained in CHAMPS and follow these procedures in every setting of our school resulting in positive student behaviors and relationships. We are also a Foundations campus which establishes school-wide procedures that all students and staff follow. The Foundations Team, with the input of faculty and staff, implement expectations that create a safe and orderly environment.

Classroom guidance lessons are provided by our counselor to support student social and emotional wellness. The teachers interact with their students in morning meetings to create a positive classroom culture where every student is involved. In addition, small group and individual counseling support is available to staff, students, and parents.

Teachers partake in the decision-making process regarding school initiatives through their participation in various committees. Committees on our campus focus on students, community, and celebrations to support our school. Teachers and staff are part of Problem Solving Teams that collaborate in supporting the academic and behavior needs of students.

## Culture and Climate Strengths

Our campus has veteran teachers with a majority of them ranging from 5 to 20 years of teaching experience.

Students have opportunities to participate in several extracurricular activities that support student interests and talents while fostering friendships.

Teachers are expected to be part of the decision making process on campus and are encouraged to take-on leadership roles.

Staff and students are recognized through Teachers Achieving Excellence (TAE) and Students Achieving Excellence (SAE). Team building activities are planned to foster teamwork, collaboration, and problem solving.

## Problem Statements Identifying Culture and Climate Needs

**Problem Statement 1 (Prioritized):** Inconsistent behavior expectations on the campus. **Root Cause:** New staff hired needs to be trained and supported in the implementation of campus classroom, cafeteria, and hallway procedures

**Problem Statement 2:** Spanish speaking parents are seeking support for their students to reduce anxiety and stress in their children/household **Root Cause:** The students are acclimating to a new system of education and language barriers

**Problem Statement 3:** Parents are unable to have an active presence at the school due to the increased safety and health protocols **Root Cause:** Due to the COVID-19, parents did not participate in the same manner this school year

# Parent and Community Engagement

## Parent and Community Engagement Summary

Rice Elementary values parent/guardian and family involvement by ensuring all campus events are communicated in English and Spanish and provided to the parents/guardians with ample time. Our Parent-Teacher Organization supports our campus in a variety of ways including: fund-raising, faculty lunches, student field trips, and technology. Our parents visitors come by our campus each day for a variety of reasons including volunteering, conferences, and lunch with students.

The communication between the school and community is extremely important, we have multiple avenues of communication such as our campus website, social media, and teacher notifications. Rice Elementary maintains our website with helpful and up-to-date information. We also provide a weekly parent newsletter, with information about upcoming events, important student information, and family support resources.

## Parent and Community Engagement Strengths

Rice Elementary has a collaborative relationship with the community. Our campus is supported by volunteers, PTO members, and community support. We work together as a community to support our students and to celebrate their accomplishments. We are thankful for the parent and community support we receive each year. Each year our campus hosts a variety of school functions such as Color Run, community service projects, Multicultural Night, Academic nights and other engaging events are held to foster strong bonds between our diverse families and our school.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parents and guardians have not had as many opportunities to volunteer in-person **Root Cause:** Due to the COVID-19 pandemic and safety protocols on campus to keep our students, staff, and community safe, we have not hosted as many in-person events nor allowed visitors

# Priority Problem Statements

**Problem Statement 1:** 3rd and 4th grade students are performing below expected progress in the area of ELA/Reading(45% meets GL or above) in the White subpopulation

**Root Cause 1:** Fewer opportunities for students to engage in targeted small group instruction to solidify skills and academic vocabulary

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 6:** Inconsistent behavior expectations on the campus.

**Root Cause 6:** New staff hired needs to be trained and supported in the implementation of campus classroom, cafeteria, and hallway procedures

**Problem Statement 6 Areas:** Culture and Climate

**Problem Statement 2:** In the 2021-22 school year, 56% of the Kindergarten students were below reading level on their BAS

**Root Cause 2:** Students did not develop phonics skills that help with decoding words for phonemic awareness and comprehension.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** 3rd and 4th grade students are performing below expected progress in the area of Math (16% meets GL or above) in the Special Ed population

**Root Cause 3:** Students did not have as many opportunities for small group instruction with manipulatives.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 4:** 3rd and 4th grade students are performing below expected progress in the area of Math (23% meets GL or above) in the EB/EL subpopulation

**Root Cause 4:** Students did not have as many opportunities for small group instruction with manipulatives.

**Problem Statement 4 Areas:** Student Achievement

**Problem Statement 5:** 3rd and 4th grade students are performing below expected progress in the area of Math (36% meets GL or above) in the Hispanic student population

**Root Cause 5:** Students did not have as many opportunities for small group instruction with manipulatives.

**Problem Statement 5 Areas:** Student Achievement

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- 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
- Discipline records
- Class size averages by grade and subject
- 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
- T-TESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- 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 33% to 45%.

### HB3 Goal

**Evaluation Data Sources:** District CFA, Campus assessments

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Using small group best practices to raise reading levels through the use of guided reading or strategy groups <b>Strategy's Expected Result/Impact:</b> Increasing fluency and reading levels <b>Staff Responsible for Monitoring:</b> Admin and ELA instructional coach, Academic Interventionist  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 1 <b>Funding Sources:</b> ELA Instructional Coach - Title I - \$61,750, Academic Interventionist - ESSER III - \$81,013	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

### Performance Objective 1 Problem Statements:

Student Achievement
<b>Problem Statement 1:</b> 3rd and 4th grade students are performing below expected progress in the area of ELA/Reading(45% meets GL or above) in the White subpopulation <b>Root Cause:</b> Fewer opportunities for students to engage in targeted small group instruction to solidify skills and academic vocabulary

**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 30% to 37%.

**HB3 Goal**

**Evaluation Data Sources:** District CFA, Campus assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Using small group best practices to raise math skill levels through the use of guided math or through math stations</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the grade level math skills</p> <p><b>Staff Responsible for Monitoring:</b> Admin and Math instructional coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 3, 4, 5</p> <p><b>Funding Sources:</b> Math Instructional Coach - Title I - \$63,270, Instructional Technology - State Comp Ed - \$14,952</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Problem Statements:**

Student Achievement
<p><b>Problem Statement 3:</b> 3rd and 4th grade students are performing below expected progress in the area of Math (16% meets GL or above) in the Special Ed population <b>Root Cause:</b> Students did not have as many opportunities for small group instruction with manipulatives.</p>
<p><b>Problem Statement 4:</b> 3rd and 4th grade students are performing below expected progress in the area of Math (23% meets GL or above) in the EB/EL subpopulation <b>Root Cause:</b> Students did not have as many opportunities for small group instruction with manipulatives.</p>
<p><b>Problem Statement 5:</b> 3rd and 4th grade students are performing below expected progress in the area of Math (36% meets GL or above) in the Hispanic student population <b>Root Cause:</b> Students did not have as many opportunities for small group instruction with manipulatives.</p>





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

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

**Performance Objective 3:** Increase the percent of kindergarten students that are reading on grade level from 37% to 47%

**HB3 Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Using small group best practices to raise reading levels through the use of phonics, word study, and guided reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student BAS levels</p> <p><b>Staff Responsible for Monitoring:</b> Admin and ELA instructional coach, Teachers' College Consultant</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 2</p> <p><b>Funding Sources:</b> Teachers College Consultant - Title I - \$33,500, Teacher Allocation - ESSER III - \$80,000</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 3 Problem Statements:**

Student Achievement
<p><b>Problem Statement 2:</b> In the 2021-22 school year, 56% of the Kindergarten students were below reading level on their BAS <b>Root Cause:</b> Students did not develop phonics skills that help with decoding words for phonemic awareness and comprehension.</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 Math from 51% to 61%.

**HB3 Goal**

**Evaluation Data Sources:** District CFA, Campus assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Using small group best practices to raise math skill levels through the use of guided math or through math stations</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student math skill level</p> <p><b>Staff Responsible for Monitoring:</b> Admin and Math instructional coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 3, 4, 5</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 4 Problem Statements:**

<b>Student Achievement</b>
<p><b>Problem Statement 3:</b> 3rd and 4th grade students are performing below expected progress in the area of Math (16% meets GL or above) in the Special Ed population <b>Root Cause:</b> Students did not have as many opportunities for small group instruction with manipulatives.</p>
<p><b>Problem Statement 4:</b> 3rd and 4th grade students are performing below expected progress in the area of Math (23% meets GL or above) in the EB/EL subpopulation <b>Root Cause:</b> Students did not have as many opportunities for small group instruction with manipulatives.</p>
<p><b>Problem Statement 5:</b> 3rd and 4th grade students are performing below expected progress in the area of Math (36% meets GL or above) in the Hispanic student population <b>Root Cause:</b> Students did not have as many opportunities for small group instruction with manipulatives.</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 percent of 4th grade Sped students that score meets grade level or above on STAAR Math from 29% to 55%.

**HB3 Goal**

**Evaluation Data Sources:** District CFA, Campus assessments





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Using small group best practices to raise math skill levels through the use of guided math or through math stations</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student math skills level</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Math instructional coach, Sped teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

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

**Performance Objective 1:** Admin and instructional team conducts targeted walkthroughs aligned with professional development that are intentionally connected to district/campus expectations

**Evaluation Data Sources:** Classroom environment checklist, ELA checklist, Math checklist





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Checklists created at the BOY to support the environment, ELA, and Math classroom set ups</p> <p><b>Strategy's Expected Result/Impact:</b> The classroom environment and instructional will be conducive to learning</p> <p><b>Staff Responsible for Monitoring:</b> Admin, ELA/Math Instructional Coaches, District Instructional Coaches</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </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: Campus expenditures aligned to campus goals and student needs**

**Evaluation Data Sources:** EB's and Sped making progress in Math and Reading





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus committees review the campus goals to align student needs and provide resources based on those needs</p> <p><b>Strategy's Expected Result/Impact:</b> Students across the school will make progress with the resources provided</p> <p><b>Staff Responsible for Monitoring:</b> CORE team and Guiding Coalition</p> <p><b>TEA Priorities:</b> Improve low-performing schools -</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 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:** Hire and retain highly qualified teachers

**Evaluation Data Sources:** Retention of teachers at the EOY

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement a consistent pool of high quality applicants  <b>Strategy's Expected Result/Impact:</b> Retain staff members  <b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals                      -</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				







**Goal 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:** Foundation team implemented campus-wide procedures and expectations across all school settings: classrooms, cafeteria, and hallways

**Evaluation Data Sources:** Referrals regarding behavior across all school settings

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Foundations committee members review the campus-wide expectations every 9 weeks to follow up and make improvements</p> <p><b>Strategy's Expected Result/Impact:</b> Campus wide behavior referrals decreased</p> <p><b>Staff Responsible for Monitoring:</b> Admin and Foundations committee</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Culture and Climate 1</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

Culture and Climate
<p><b>Problem Statement 1:</b> Inconsistent behavior expectations on the campus. <b>Root Cause:</b> New staff hired needs to be trained and supported in the implementation of campus classroom, cafeteria, and hallway procedures</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:** Creating outreach events for families of every student and providing two-way communication through surveys, participation in school decision making committees, and PTO.


**Evaluation Data Sources:** Survey responses from community

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Parent outreach programs such as WatchDOGS dads and counselor will develop a quarterly survey to address the needs of the families.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase outreach across the community</p> <p><b>Staff Responsible for Monitoring:</b> Admin, counselor, and parent committees</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Family Engagement - Title I - \$3,520, Clinic Aide - ESSER III - \$28,998</p>	Formative			Summative
	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:** Lesson plans include a daily objective that has what the students will utilize in the learning process, the TEK, and the outcome of performance for every student.

**Evaluation Data Sources:** Backwards design to ensure the instruction is aligned with the end goals in Math and ELA such as the CFA, exit tickets, and other informal assessments





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Providing teachers four planning days throughout the year to create appropriate backwards designed lessons <b>Strategy's Expected Result/Impact:</b> Effective classroom instruction <b>Staff Responsible for Monitoring:</b> Admin and Instructional Coaches  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> Instructional Materials - Title I - \$45,067	Formative			Summative
	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 2:** The use of small group instruction in ELA for guided reading or strategy groups and small groups in Math for guided math for the Emergent Bilingual.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers and paraprofessionals will use the guided reading books to support students' reading fluency, vocabulary, and comprehension</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase their BAS reading levels</p> <p><b>Staff Responsible for Monitoring:</b> Admin and ELA Instructional Coach, Bilingual teachers, Instructional Paraprofessional</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Guided reading books - Title I - \$3,213, Imagine Learning Technology - Title III - \$4,000, Instructional Paraprofessional - ESSER III - \$43,678</p>	Formative			Summative
	Oct	Dec	Mar	June
 No Progress  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

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Sarah Korabek	Instructional Coach	Title I	1.00
Tabitha Morgan	Instructional Coach	Title I	1.00



# Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	ELA Instructional Coach		\$61,750.00
1	2	1	Math Instructional Coach		\$63,270.00
1	3	1	Teachers College Consultant		\$33,500.00
4	2	1	Family Engagement		\$3,520.00
5	1	1	Instructional Materials		\$45,067.00
5	2	1	Guided reading books		\$3,213.00
<b>Sub-Total</b>					\$210,320.00
<b>Budgeted Fund Source Amount</b>					\$210,320.00
<b>+/- Difference</b>					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	Imagine Learning Technology		\$4,000.00
<b>Sub-Total</b>					\$4,000.00
<b>Budgeted Fund Source Amount</b>					\$4,000.00
<b>+/- Difference</b>					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Instructional Technology		\$14,952.00
<b>Sub-Total</b>					\$14,952.00
<b>Budgeted Fund Source Amount</b>					\$14,952.00
<b>+/- Difference</b>					\$0.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Academic Interventionist		\$81,013.00
1	3	1	Teacher Allocation		\$80,000.00
4	2	1	Clinic Aide		\$28,998.00
5	2	1	Instructional Paraprofessional		\$43,678.00

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				<b>Sub-Total</b>	\$233,689.00
				<b>Budgeted Fund Source Amount</b>	\$233,689.00
				<b>+/- Difference</b>	\$0.00
				<b>Grand Total Budgeted</b>	\$462,961.00
				<b>Grand Total Spent</b>	\$462,961.00
				<b>+/- Difference</b>	\$0.00