

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



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

At Coulson Tough Elementary our mission is guaranteed exceptional learning and growth for all students. We are committed to implementing best practices in all classrooms to ensure we are meeting the needs of all students.

For the 2021-2022 school year, Coulson Tough Elementary received an overall rating of an 'A', with scores in the following target area ratings:

- Student Achievement Score: A (95)
- School Progress Score: B (89)
- Closing the Gaps Score: A (100)

We also earned 3 distinction designations in Science, Postsecondary Readiness, and Comparative Closing the Gaps.

The following represents the campus's STAAR scores for 2022:

	Approaches	Meets	Masters
3rd Grade Reading	96%	84%	61%
3rd Grade Math	95%	82%	63%
4th Grade Reading	95%	79%	51%
4th Grade Math	90%	72%	47%
5th Grade Reading	96%	83%	68%
5th Grade Math	97%	89%	71%
5th Grade Science	96%	83%	62%
6th Grade Reading	91%	73%	56%
6th Grade Math	95%	84%	68%

A major focus for our campus during the 2021-2022 school year was to increase the number of students reading at or above grade level from 67% to 70%. We exceeded this goal as 73% of our students were reading at or above grade level at the end of the year.

The overall performance scores for our 3 primary sub groups for 2022 STAAR are as follows:

	Approaches	Meets	Masters
SPED Reading	72%	41%	13%
SPED Math	72%	56%	19%
SPED Science	89%	56%	33%
EB Reading	87%	75%	42%

	Approaches	Meets	Masters
EB Math	91%	74%	49%
EB Science	100%	88%	75%
Eco Dis Reading	91%	59%	41%
Eco Dis Math	88%	53%	28%
Eco Dis Science	100%	64%	36%

Student Achievement Strengths

The staff and students at Coulson Tough Elementary are proud of the work we do every day and that is reflected in the success of our students:

- In Reading, Writing, Math and Science we continue to outperform the state and district at the Approaches, Meets and Masters levels.
- Our 3rd Grade made significant gains at the Approaches, Meets and Masters levels on both the Reading and Math STAAR tests.
- Our 4th Grade made gains at the Approaches, Meets and Masters levels on the Reading STAAR test and maintained strong performance levels on the Math STAAR test.
- Our campus continues to make significant gains in 5th Grade Science, increasing from 95% to 96% Approaches, 74% to 83% Meets and 46% to 62% Masters.
- Our 6th Grade made gains at the Meets and Masters levels on the Reading STAAR test.
- The percentage of students in Kindergarten-6th Grades reading at or above grade level on the Benchmark Assessment System at the end of the year rose from 64% to 73%.

The gains mentioned above helped pave the way for our campus to earn an A rating and 3 distinctions (Science, Postsecondary Readiness, and Comparative Closing the Gaps).

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): The percentage of students scoring at the Meets level or above on 3rd grade STAAR Reading is below that of our comparative campuses. **Root Cause:** The components of Reading Workshop (including strategy groups and conferences) were not always implemented with fidelity.

Problem Statement 2 (Prioritized): The percentage of students scoring at the Meets level or above on 3rd grade STAAR Math is below that of our comparative campuses. **Root Cause:** Pre and post assessment data was not consistently utilized throughout the year to determine appropriate ability groups.

Problem Statement 3 (Prioritized): Our Special Education students are performing below their peers in all subjects. **Root Cause:** Our Special Education students need exposure to grade level content and staff needs more support on how to scaffold instruction for this population.

Problem Statement 4 (Prioritized): Across Grades 1-6, on average 70% of our EB students scored 1 or more proficiency levels or higher on their TELPAS composite score from the year before. However, only 46% of our 4th Grade EBs scored 1 or more proficiency levels higher. **Root Cause:** Students may not have had as many opportunities to practice their listening, speaking, reading and writing throughout the school year.

Problem Statement 5 (Prioritized): There is a dip in our Reading and Math Masters level performance from 3rd Grade to 4th Grade and we were in Quartile 3 when rated against our 40 comparisons schools. **Root Cause:** The rigor of questioning and implementation of CISD best practices changes from 3rd to 4th Grade.

Problem Statement 6: The percentage of Kindergarten, 1st Grade and 2nd Grade students reading below benchmark on the end-of-year BAS is 19%, 19% and 13%. **Root Cause:** Students were impacted by the pandemic and virtual learning during key developmental years and may be missing foundational skills.

Problem Statement 7: Our Economically Disadvantaged students are performing below their peers in all subjects. **Root Cause:** Lack of understanding of providing trauma-informed care and the need for support strategies for economically disadvantaged students and the possible barriers they face.

Problem Statement 8: Our Accelerated Student Progress in ELA/Reading was in Quartile 4 of our 40 comparison schools. **Root Cause:** We had 96 students that did not earn any or only half a growth point on the STAAR ELA/Reading test. Often times instructional interventions focus on students that do not meet standard and our top performers don't get the same amount of small group instruction.

Culture and Climate

Culture and Climate Summary

Our campus's vision is to be globally recognized as a professional learning community that provides excellence in academic, cultural and character education and prepares K-6 students to be positive leaders in a 21st century world. Our academic strengths were outlined in the Student Achievement section of our plan, but it is also worth noting the commitment of our staff to the Professional Learning Community framework. Our staff regularly collaborates as grade level teams, content teams, vertical teams, etc. to ensure that we are meeting the needs of all students.

The social and emotional development of our students is just as important as their academic development. This starts with our character education which has been in place since the campus opened in 2002. Our staff attends annual staff development sessions which includes:

- Nine pillars of character - Respect, Responsibility, Fairness, Generosity, Courage, Kindness, Honesty, Resilience and Citizenship
- Morning meetings
- Social contracts
- Student Ambassadors in 1st-6th Grades
- Pledge of Kindness
- Guidance lessons
- Student Council in 5th & 6th Grades

We have also implemented Positive Behavioral Interventions and Supports (PBIS) systems across campus including school-wide procedures and terminology for common areas in our building such as the cafeteria, hallways and playgrounds. We have a Foundations Committee that continually reviews the effectiveness of these procedures and makes recommendations for improvements when needed. Our classroom teachers have also been trained to utilize the STOIC model and CHAMPS in their classrooms to promote positive student behaviors and foster strong student-teacher relationships.

We are continuing to find new ways to promote cultural awareness on our campus. All of our staff participated in trainings during the 2020-2021 school year. We are recognizing diverse populations in our community through a family spotlight board in our hallways and we will be excited to bring back our Family Geography Night where we highlight the various cultures around the world. We embrace the diversity of our campus and want to empower all of our students to embrace each other and our unique cultures.

Culture and Climate Strengths

Coulson Tough Elementary has demonstrated their commitment to academic, cultural and character education in the following ways:

- Certified as a Level 1 (Safe and Collaborative Culture) High Reliability School
- Certified as a Level 2 (Effective Teaching in Every Classroom) High Reliability School
- Certified as a Model PLC Campus
- Recognizing a Spotlight on Character student from each homeroom each month
- Recognizing a Spotlight on Character teacher for the month
- Connecting kids to the campus through various clubs, organizations and student leadership opportunities such as Highlander Hangout with 9th grade students, and Kinder/6th grade buddies
- Recognizing student achievements through SAEs and staff achievements through TAEs
- Utilizing survey data (from students, staff and parents) to drive campus decisions
- Campus Organizational Health data remains high and indicates that Communication Adequacy, Problem Solving Adequacy, Adaptation, Morale and Autonomy are areas of strength on campus

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Teachers expressed confusion about the referral process for students with academic or behavioral concerns. **Root Cause:** Lack of consistent communication across staff on the flow of information and scheduling of meetings.

Problem Statement 2: More Kindergarten, 1st Grade and 2nd Grade students are exhibiting difficulty with regulating their own emotions and meeting campus and classroom behavior expectations.

Problem Statement 3: The 2021-2022 OHI survey indicates there is a need to address the area of Goal Focus.

Parent and Community Engagement

Parent and Community Engagement Summary

Coulson Tough Elementary recognizes the importance of all stakeholders being involved in the activities of our campus. We have a very involved parent community which volunteers their time in so many ways - Friday classroom reading opportunities, Library volunteer hours, etc. We also have an active PTO that supports our campus financially and through various outreach projects such as our book fairs and Spring Fling. It is essential that our students, teachers and parents collaborate regularly to promote student success. Hosting parent learning walks and providing content and student club/organization presentations at each PTO meeting has helped us solidify this partnership and gives our parents a glimpse at the learning that occurs in our classrooms each day.

In an effort to keep two-way communication going between home and school, our teachers host parent curriculum nights, parent-teacher conferences, provide weekly grade level newsletters and they send Student Achieving Excellence emails. As a campus we send out our monthly Titan Tribune newsletter and additional emails as necessary to update everyone on current events. Our parents regularly reach out through emails and phone calls when questions or concerns arise, showing that they trust us to listen and take any appropriate or necessary action.

In our efforts to reach Level 1 and Level 2 certification through High Reliability Schools we have learned the value of utilizing surveys and round table meetings to get feedback on various practices, procedures and events on our campus. It is our goal to continue these practices to ensure we are continuing to meet the needs of all stakeholders.

Parent and Community Engagement Strengths

- Host family events such as Family Math Night, Family Geography Night and Family Science Night.
- Families invited to campus events such as grade level musicals, concerts, recitals, art shows, reading and writing celebrations, parades, Kindergarten Bedtime Story Night, PE Expo, Kindergarten Graduation, 6th Grade Clap-out, etc.
- Communication of campus events through monthly Titan Tribune newsletter, weekly grade level newsletters, emails and social media accounts.
- Family attendance at monthly Spotlight ceremonies.
- Ongoing community partnership with HEB - Indian Springs.
- We host a Coulson Tough 101 in the Fall and Spring semester for our new families.
- We hosted an in-person Meet the Teacher event.
- Grade level surveys to students and parents at the end-of-the-year.
- Campus surveys and round table discussions with students, parents and staff.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): There is a need to engage and involve families of diverse backgrounds in everyday school activities. **Root Cause:** Parents that are new to the campus hesitate to volunteer on campus - for some it may be their comfort with speaking or understanding English, for others it may be that they are new to the US public school system.

Problem Statement 2: Growing the attendance of our campus PTO meetings on campus across all grade levels to include new families of all backgrounds. **Root Cause:** Parents that are new to the campus hesitate to attend activities on campus - for some it may be their comfort with speaking or understanding English, for others it may be that they are new to the US public school system.

Problem Statement 3: Student attendance for the 2021-2022 school year was lower than years past and put us in Quartile 2 of our accountability comparison group. **Root Cause:** Absences due to COVID, vacations, VISA renewals, etc.

Priority Problem Statements

Problem Statement 2: The percentage of students scoring at the Meets level or above on 3rd grade STAAR Reading is below that of our comparative campuses.

Root Cause 2: The components of Reading Workshop (including strategy groups and conferences) were not always implemented with fidelity.

Problem Statement 2 Areas: Student Achievement

Problem Statement 6: Teachers expressed confusion about the referral process for students with academic or behavioral concerns.

Root Cause 6: Lack of consistent communication across staff on the flow of information and scheduling of meetings.

Problem Statement 6 Areas: Culture and Climate

Problem Statement 7: There is a need to engage and involve families of diverse backgrounds in everyday school activities.

Root Cause 7: Parents that are new to the campus hesitate to volunteer on campus - for some it may be their comfort with speaking or understanding English, for others it may be that they are new to the US public school system.

Problem Statement 7 Areas: Parent and Community Engagement

Problem Statement 1: The percentage of students scoring at the Meets level or above on 3rd grade STAAR Math is below that of our comparative campuses.

Root Cause 1: Pre and post assessment data was not consistently utilized throughout the year to determine appropriate ability groups.

Problem Statement 1 Areas: Student Achievement

Problem Statement 5: Our Special Education students are performing below their peers in all subjects.

Root Cause 5: Our Special Education students need exposure to grade level content and staff needs more support on how to scaffold instruction for this population.

Problem Statement 5 Areas: Student Achievement

Problem Statement 4: Across Grades 1-6, on average 70% of our EB students scored 1 or more proficiency levels or higher on their TELPAS composite score from the year before. However, only 46% of our 4th Grade EBs scored 1 or more proficiency levels higher.

Root Cause 4: Students may not have had as many opportunities to practice their listening, speaking, reading and writing throughout the school year.

Problem Statement 4 Areas: Student Achievement

Problem Statement 3: There is a dip in our Reading and Math Masters level performance from 3rd Grade to 4th Grade and we were in Quartile 3 when rated against our 40 comparisons schools.

Root Cause 3: The rigor of questioning and implementation of CISD best practices changes from 3rd to 4th Grade.

Problem Statement 3 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate 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
- 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
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Communications 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 84% to 90%.

HB3 Goal

Evaluation Data Sources: Common Formative Assessments, Interim Assessments, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide all Kindergarten-4th Grade teachers professional development on the Science of Teaching Reading and monitor implementation of research-based strategies during Reading instruction.</p> <p>Strategy's Expected Result/Impact: Increase in student performance on assessments, including STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Identify and meet with targeted small groups to strengthen identified areas for growth.</p> <p>Strategy's Expected Result/Impact: Increase in number of students at the Meets level on STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Interventionist, Teachers</p> <p>Problem Statements: Student Achievement 1, 3, 5</p> <p>Funding Sources: Reading Interventionist - ESSER III - \$64,401, Substitute - Certified Tutor - ESSER III - \$25,000, Instructional Resources - Decodable Reading Books - ESSER III - \$12,119, Extra Duty Pay - AM/PM Tutorials - State Comp Ed - \$3,000</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide teachers opportunities to big picture plan with campus instructional coach in the summer and throughout the school year and monitor the implementation of CISD Reads and Writes best practices.</p> <p>Strategy's Expected Result/Impact: Teachers have more time to analyze data and connect instructional strategies for upcoming units to specific student needs. Student assessment data shows growth throughout the year.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Teachers</p> <p>Problem Statements: Student Achievement 1, 4, 5</p> <p>Funding Sources: Extra Duty-Summer Professional Development/Planning - ESSER III - \$5,000, Substitutes - ESSER III - \$8,570, ELA Instructional Coach - State Comp Ed - \$67,070, Instructional Resources - State Comp Ed - \$1,000</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: The percentage of students scoring at the Meets level or above on 3rd grade STAAR Reading is below that of our comparative campuses. Root Cause: The components of Reading Workshop (including strategy groups and conferences) were not always implemented with fidelity.</p> <p>Problem Statement 3: Our Special Education students are performing below their peers in all subjects. Root Cause: Our Special Education students need exposure to grade level content and staff needs more support on how to scaffold instruction for this population.</p> <p>Problem Statement 4: Across Grades 1-6, on average 70% of our EB students scored 1 or more proficiency levels or higher on their TELPAS composite score from the year before. However, only 46% of our 4th Grade EBs scored 1 or more proficiency levels higher. Root Cause: Students may not have had as many opportunities to practice their listening, speaking, reading and writing throughout the school year.</p> <p>Problem Statement 5: There is a dip in our Reading and Math Masters level performance from 3rd Grade to 4th Grade and we were in Quartile 3 when rated against our 40 comparisons schools. Root Cause: The rigor of questioning and implementation of CISD best practices changes from 3rd to 4th Grade.</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 82% to 88%.

HB3 Goal

Evaluation Data Sources: Common Formative Assessments, Interim Assessments, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Identify and meet with targeted small groups to strengthen identified areas for growth. Strategy's Expected Result/Impact: Increase in students scoring at the Meets level on STAAR. Staff Responsible for Monitoring: Principal, Assistant Principals, Interventionist, Teachers</p> <p>Problem Statements: Student Achievement 2, 5 Funding Sources: Math Interventionist - ESSER III - \$70,000, Extra Duty Pay - Tutorials - State Comp Ed - \$2,000, Instructional Resources - State Comp Ed - \$576</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 3rd-6th Grade Math teachers will participate in ongoing, embedded professional development and feedback from a Guided Math consultant and our campus instructional coach. Strategy's Expected Result/Impact: Increase the capacity of teachers and increase the percentage of students scoring at Meets level or above on STAAR. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach</p> <p>Problem Statements: Student Achievement 2, 5 Funding Sources: ERG Guided Math Consultant - ESSER III - \$15,000</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide teachers opportunities to big picture plan with campus instructional coach in the summer and throughout the school year and monitor the implementation of CISD Solves best practices.</p> <p>Strategy's Expected Result/Impact: Teachers have more time to analyze data and connect instructional strategies for upcoming units to specific student needs. Student assessment data shows growth throughout the year.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Teachers</p> <p>Problem Statements: Student Achievement 2, 5</p> <p>Funding Sources: Extra Duty-Summer Professional Development/Planning - ESSER III - \$5,000, Substitutes - ESSER III - \$8,000</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 2: The percentage of students scoring at the Meets level or above on 3rd grade STAAR Math is below that of our comparative campuses. Root Cause: Pre and post assessment data was not consistently utilized throughout the year to determine appropriate ability groups.</p> <p>Problem Statement 5: There is a dip in our Reading and Math Masters level performance from 3rd Grade to 4th Grade and we were in Quartile 3 when rated against our 40 comparisons schools. Root Cause: The rigor of questioning and implementation of CISD best practices changes from 3rd to 4th Grade.</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 Grades 1-6 Emergent Bilinguals scoring 1 or more proficiency levels higher on their TELPAS composite score from the prior year from 70% to 80% in each grade level.

Evaluation Data Sources: TELPAS, progress in Imagine Learning

Strategy 1 Details	Reviews			
<p>Strategy 1: Institute a learning lab for Emergent Bilingual students to develop their proficiency in English through the implementation of Imagine Learning and Summit K12 technology programs.</p> <p>Strategy's Expected Result/Impact: Increase in English proficiency and TELPAS composite scores.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Lab Monitor, Teachers</p> <p>Problem Statements: Student Achievement 4</p> <p>Funding Sources: Imagine Learning Program - ESSER III - \$7,500, Summit K12 Program - ESSER III - \$2,300, Extra Duty-Lab Monitor - Title III - \$2,500, Books - Title III - \$1,000, Technology-Headphones - Title III - \$500</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:





Student Achievement
<p>Problem Statement 4: Across Grades 1-6, on average 70% of our EB students scored 1 or more proficiency levels or higher on their TELPAS composite score from the year before. However, only 46% of our 4th Grade EBs scored 1 or more proficiency levels higher. Root Cause: Students may not have had as many opportunities to practice their listening, speaking, reading and writing throughout the school year.</p>

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 4: Increase the percent of 4th grade students that score Masters on STAAR Math from 47% to 60%.

Evaluation Data Sources: Common Assessments, Interim Assessments, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide additional small group instruction to strengthen identified areas for growth for students at the Meets and Masters levels.</p> <p>Strategy's Expected Result/Impact: Increase in students scoring at the Masters level on STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Interventionist, Teachers</p> <p>Problem Statements: Student Achievement 5</p> <p>Funding Sources: Extra Duty Pay - Tutorials - ESSER III - \$5,000</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 3rd-6th Grade Math teachers will participate in ongoing, embedded professional development and feedback from a Guided Math consultant and our campus instructional coach.</p> <p>Strategy's Expected Result/Impact: Increase the capacity of teachers and increase the percentage of students scoring at Meets level or above on STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers</p> <p>Problem Statements: Student Achievement 5</p> <p>Funding Sources: Substitutes - ESSER III - \$2,500</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

Student Achievement
<p>Problem Statement 5: There is a dip in our Reading and Math Masters level performance from 3rd Grade to 4th Grade and we were in Quartile 3 when rated against our 40 comparisons schools. Root Cause: The rigor of questioning and implementation of CISD best practices changes from 3rd to 4th Grade.</p>





Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 5: Increase the percentage of Special Education students that score Meets or above on all STAAR assessments from 32% to 48%.

Evaluation Data Sources: Common Assessments, Interim Assessments, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Special Education teachers will participate in staff development sessions conducted by Guided Math consultant and Instructional Coaches and collaborative planning with general education teachers and coaches.</p> <p>Strategy's Expected Result/Impact: Increase in teacher capacity and knowledge of CISD best practices and grade level content which will promote student growth.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Teachers</p> <p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: Substitutes - ESSER III - \$2,000, Tutorials - State Comp Ed - \$2,000, Instructional Materials - State Comp Ed - \$1,000</p>	Formative			Summative
	Oct	Dec	Mar	June

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

Performance Objective 5 Problem Statements:





Student Achievement
<p>Problem Statement 3: Our Special Education students are performing below their peers in all subjects. Root Cause: Our Special Education students need exposure to grade level content and staff needs more support on how to scaffold instruction for this population.</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: Maintain efficient and effective fiscal management of fiscal resources and operations.

Evaluation Data Sources: Financial Reports





Strategy 1 Details	Reviews			
<p>Strategy 1: Principal and secretary will meet weekly to review the budget and reconcile expenditures in all budget and activity accounts.</p> <p>Strategy's Expected Result/Impact: Campus funds will be utilized responsibly to meet campus goals.</p> <p>Staff Responsible for Monitoring: Principal, Secretary</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 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: Foster the development of successful and dynamic leaders on campus by providing increased opportunities to serve on campus teams such as Team Leader, Core Team, Department Chair, and various campus committees.

Evaluation Data Sources: Meeting rosters and agendas





Strategy 1 Details	Reviews			
<p>Strategy 1: Increase the number of staff members that hold leadership positions on campus and provide training on collaborative decision-making and planning and effective communication strategies.</p> <p>Strategy's Expected Result/Impact: Increased leadership capacity on campus and more effective communication vertically and horizontally across campus.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</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 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: Recruit, retain and develop highly qualified teachers and staff for all students.

Evaluation Data Sources: T-TESS Evaluations & Teacher Hiring and Retention Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Recruit staff to serve on the campus Selection and Welcome Committee to assist in screening resumes, preparing for and conducting interviews, and checking in with new hires throughout the year.</p> <p>Strategy's Expected Result/Impact: Development of a strategic campus plan that will lead to the hiring and retention of staff members that align with the campus mission and vision.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals and Committee Members</p>	Formative			Summative
	Oct	Dec	Mar	June
<p>  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: Provide a safe and orderly school environment that promotes high levels of academic and social growth for all students.

Evaluation Data Sources: Student, Parent and Staff Survey Data; Discipline Data; Observations

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to develop the foundational knowledge and decision-making capacity of our campus Foundations Team (Core Team) to support the evaluation and maintenance of campus procedures to maintain safe practices and a positive culture for all students and staff.</p> <p>Strategy's Expected Result/Impact: Increase the efficiency of campus procedures.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Foundations Team</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to develop the foundational knowledge and decision-making capacity of our campus Safety Team (Team Leaders) to support the evaluation and maintenance of campus emergency procedures and physical environment.</p> <p>Strategy's Expected Result/Impact: Efficient emergency procedures as observed through regular drills. Provide a safe environment for learning and playing across all areas.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Safety Team</p> <p>Funding Sources: Health Services - ESSER III - \$27,525</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Restructure campus problem solving teams and train staff on updated processes for referring students when there are concerns related to academics, behavior and social/emotional well being.</p> <p>Strategy's Expected Result/Impact: Increased communication between teachers, administrators, counselors</p>	Formative			Summative
	Oct	Dec	Mar	June

and parents and appropriate interventions put in place in a timely manner.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Interventionists

Problem Statements: Culture and Climate 1

Funding Sources: Professional Books from Safe & Civil Schools - ESSER III - \$300



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Culture and Climate





Problem Statement 1: Teachers expressed confusion about the referral process for students with academic or behavioral concerns. **Root Cause:** Lack of consistent communication across staff on the flow of information and scheduling of meetings.

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 level of engagement of families of diverse backgrounds in school activities and volunteer opportunities.

Evaluation Data Sources: Volunteer sign-ups & attendance at family events

Strategy 1 Details	Reviews			
<p>Strategy 1: Host Family Math Night, Family Science Night and Family Geography Night</p> <p>Strategy's Expected Result/Impact: More parent participation and increased awareness of concepts taught at various grade levels.</p> <p>Staff Responsible for Monitoring: Principal and Department Chairs</p> <p>Problem Statements: Parent and Community Engagement 1</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide all parents with opportunities to sign up for volunteer roles such as room parents, library assistants, Friday readers, etc.</p> <p>Strategy's Expected Result/Impact: More parents volunteer and are engaged around campus</p> <p>Staff Responsible for Monitoring: Principal, PTO</p> <p>Problem Statements: Parent and Community Engagement 1</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Parent and Community Engagement
<p>Problem Statement 1: There is a need to engage and involve families of diverse backgrounds in everyday school activities. Root Cause: Parents that are new to the campus hesitate to volunteer on campus - for some it may be their comfort with speaking or understanding English, for others it may be that they are new to the US public school system.</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: Provide multiple modes of communicating campus procedures, expectations, learning experiences and events to staff and parents.

Evaluation Data Sources: Staff and parent feedback and survey data

Strategy 1 Details	Reviews			
<p>Strategy 1: Send weekly comprehensive staff newsletters (emailed), notes from Core Team and Team Leader meetings, and monthly Titan Tribune parent newsletters (emailed and posted to campus website).</p> <p>Strategy's Expected Result/Impact: Increase in awareness of events and activities taking place throughout the campus.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Instructional Coaches</p> <p>Problem Statements: Parent and Community Engagement 1</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Each grade level team (Kindergarten-6th Grade) will provide parents with a weekly newsletter that contains content covered in the next week, important dates, and strategies to support student learning at home. Our Fine Arts and PE team and Counselors will provide a monthly newsletter that will be distributed through the Titan Tribune.</p> <p>Strategy's Expected Result/Impact: Increased communication with parents; increased awareness of campus and classroom activities and ways to foster school/home connections.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Team Leaders, Counselors</p> <p>Problem Statements: Parent and Community Engagement 1</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Promote and update campus Facebook and Twitter accounts weekly.</p> <p>Strategy's Expected Result/Impact: Increased community awareness of the learning that is happening in classrooms every day.</p>	Formative			Summative
	Oct	Dec	Mar	June

Staff Responsible for Monitoring: Principal, Campus Communication Liaison

Problem Statements: Parent and Community Engagement 1



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Parent and Community Engagement

Problem Statement 1: There is a need to engage and involve families of diverse backgrounds in everyday school activities. **Root Cause:** Parents that are new to the campus hesitate to volunteer on campus - for some it may be their comfort with speaking or understanding English, for others it may be that they are new to the US public school system.





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: Teachers will utilize ongoing data collection and analysis to drive decisions related to best practices such as small group instruction (Guided Math, Guided Reading, individual conference, etc.).

Evaluation Data Sources: Collaborative Team Agendas, Data Meetings Notes, Lesson Plans

Strategy 1 Details	Reviews			
<p>Strategy 1: Data analysis review with district data coach at the beginning of the year and ongoing data meetings as a part of grade level and vertical content collaborative planning meetings.</p> <p>Strategy's Expected Result/Impact: Staff will develop an increased knowledge of where students are in their learning which will drive instructional decisions.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p> <p>Problem Statements: Student Achievement 1, 2, 4, 5</p>	Formative			Summative
	Oct	Dec	Mar	June

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:





Student Achievement
<p>Problem Statement 1: The percentage of students scoring at the Meets level or above on 3rd grade STAAR Reading is below that of our comparative campuses. Root Cause: The components of Reading Workshop (including strategy groups and conferences) were not always implemented with fidelity.</p>
<p>Problem Statement 2: The percentage of students scoring at the Meets level or above on 3rd grade STAAR Math is below that of our comparative campuses. Root Cause: Pre and post assessment data was not consistently utilized throughout the year to determine appropriate ability groups.</p>
<p>Problem Statement 4: Across Grades 1-6, on average 70% of our EB students scored 1 or more proficiency levels or higher on their TELPAS composite score from the year before. However, only 46% of our 4th Grade EBs scored 1 or more proficiency levels higher. Root Cause: Students may not have had as many opportunities to practice their listening, speaking, reading and writing throughout the school year.</p>
<p>Problem Statement 5: There is a dip in our Reading and Math Masters level performance from 3rd Grade to 4th Grade and we were in Quartile 3 when rated against our 40 comparisons schools. Root Cause: The rigor of questioning and implementation of CISD best practices changes from 3rd to 4th Grade.</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 2: Integrate technology into all content area instruction.

Evaluation Data Sources: Lesson Plans, Observations, Training Schedules

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide quarterly technology training for teachers on effective instructional technology tools. Strategy's Expected Result/Impact: Teachers will learn about new strategies and resources to incorporate technology use in the classroom. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Our Technology coach will meet with teams during their collaborative planning sessions to help integrate technology strategies and resources into lessons and activities and push into instructional time to support the use of these strategies and resources. Strategy's Expected Result/Impact: Teacher comfort with new technology increases and thus the level of integration increases. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for Tough Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

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Personnel for Tough Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Rebecca Harrison	Instructional Coach	1

Campus Funding Summary

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Technology-Headphones		\$500.00
1	3	1	Books		\$1,000.00
1	3	1	Extra Duty-Lab Monitor		\$2,500.00
Sub-Total					\$4,000.00
Budgeted Fund Source Amount					\$4,000.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Extra Duty Pay - AM/PM Tutorials		\$3,000.00
1	1	3	Instructional Resources		\$1,000.00
1	1	3	ELA Instructional Coach		\$67,070.00
1	2	1	Extra Duty Pay - Tutorials		\$2,000.00
1	2	1	Instructional Resources		\$576.00
1	5	1	Instructional Materials		\$1,000.00
1	5	1	Tutorials		\$2,000.00
Sub-Total					\$76,646.00
Budgeted Fund Source Amount					\$76,646.00
+/- Difference					\$0.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Reading Interventionist		\$64,401.00
1	1	2	Substitute - Certified Tutor		\$25,000.00
1	1	2	Instructional Resources - Decodable Reading Books		\$12,119.00
1	1	3	Substitutes		\$8,570.00
1	1	3	Extra Duty-Summer Professional Development/Planning		\$5,000.00
1	2	1	Math Interventionist		\$70,000.00
1	2	2	ERG Guided Math Consultant		\$15,000.00

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Extra Duty-Summer Professional Development/Planning		\$5,000.00
1	2	3	Substitutes		\$8,000.00
1	3	1	Summit K12 Program		\$2,300.00
1	3	1	Imagine Learning Program		\$7,500.00
1	4	1	Extra Duty Pay - Tutorials		\$5,000.00
1	4	2	Substitutes		\$2,500.00
1	5	1	Substitutes		\$2,000.00
4	1	2	Health Services		\$27,525.00
4	1	3	Professional Books from Safe & Civil Schools		\$300.00
Sub-Total					\$260,215.00
Budgeted Fund Source Amount					\$260,215.00
+/- Difference					\$0.00
Grand Total Budgeted					\$340,861.00
Grand Total Spent					\$340,861.00
+/- Difference					\$0.00