

# Conroe Independent School District

## District Improvement Plan

2024-2025



**CONROE**  
INDEPENDENT  
SCHOOL DISTRICT

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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

Conroe ISD maintains rigorous standards of achievement to prepare all students for graduation and post-secondary success. To do this, our objective is to achieve or exceed state accountability standards in all subject areas, graduation rates, college and career readiness.

Conroe ISD has not received an official rating for the 2023-2024 school year in the STAAR A-F Accountability system. The Texas Education Agency has not released the official ratings due to a pending lawsuit, but the District has received the raw data that is used to calculate ratings and the information in this report.

In College, Career, and Military Readiness (CCMR) achievement, 81% of students in Conroe ISD have met the criteria for the class of 2023. Conroe ISD also has a state graduation rate of 97% for the class of 2023.

The District will continue to focus on meeting the needs of each individual student and campus to ensure academic success. Data is disaggregated on an ongoing basis that integrates state-level, District-level, and teacher-created assessments. This allows our staff to engage in data responsive instructional practices that ensure our students are afforded opportunities to grow their learning.

### Student Achievement Strengths

Conroe ISD has a graduation rate that exceeds the state average of 89.7%\* as well as increasing locally from 96.4% for the class of 2022 to 97.2% for the class of 2023.

The percentage of students meeting the CCMR guidelines throughout Conroe ISD has increased substantially, despite the introduction of more rigorous criteria by the state. In the class of 2023, 81% of graduates met the criteria compared to 70% in the class of 2022 and 65% in the class of 2021.

In all content areas and grade levels, Conroe ISD's STAAR results exceed the state average.

The percentage of students reaching Masters grade level on the RLA and English STAAR assessments increased.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** Initial instruction needs to be refined to close the achievement gap for students to meet state standards.

**Root Cause:** Not all educators possess the same level of content and professional knowledge which can impact the level of instruction.

**Problem Statement 2 (Prioritized):** Not all stakeholders understand the academic opportunities and high-quality pathways for post-secondary success.

**Root Cause:** Not all students, staff, and families had appropriate exposure to academic and career pathways available for post-secondary success.

**Problem Statement 3 (Prioritized):** Students in English I need additional practice identifying quality revisions when assessing a piece of writing.

**Root Cause:** Instructional emphasis has not been adequately placed on the practical differences between revision and editing.

**Problem Statement 4 (Prioritized):** Students in eighth grade Language Arts need additional practice with analysis across increasingly complex texts.

**Root Cause:** Instructional emphasis has not been adequately placed on shifting from personal connections to inter-textual connections.

**Problem Statement 5 (Prioritized):** Due to a range of skill levels requiring differentiated instruction, Prekindergarten through second grade students struggle to master all components of numeracy.

**Root Cause:** The foundational components of early numeracy, including rote counting, one-to-one correspondence, cardinality, conservation of numbers, composing and decomposing numbers, and comparing and ordering numbers, have yet to be sufficiently mastered through Tier-I instruction.

**Problem Statement 6 (Prioritized):** In third through sixth grade, Math students struggle to consistently apply an understanding of addition, subtraction, multiplication, and division operations in problem-solving situations.

**Root Cause:** Basic operational fluency has yet to be sufficiently Mastered due to inconsistent DMR and Fact Fluency implementation. An instructional gap exists in supporting multi-step problem solving, especially in using manipulatives and drawing models to build a conceptual understanding of when and how to apply these operations in various contexts.

**Problem Statement 7 (Prioritized):** Due to a range of skill levels requiring differentiated instruction, Prekindergarten through second grade students struggle to consistently demonstrate foundational literacy skills and phonological awareness.

**Root Cause:** The foundational components of early literacy, including phonemic awareness, phonics, fluency, vocabulary, and comprehension have not yet been sufficiently mastered through Tier-I instruction.

**Problem Statement 8 (Prioritized):** Due to a range of skill levels requiring differentiated instruction, third through twelfth grade students struggle to consistently demonstrate foundational literacy skills that need to be addressed through specialized programming.

**Root Cause:** Not all educators possess the same level of content and professional knowledge which can impact the level of instruction.

**Problem Statement 9 (Prioritized):** Seventh and eighth grade students, as well as those in Algebra 1, are having difficulty extending their knowledge of rational numbers to real-world situations such as word problems, analyzing rate of change in tables or graphs, and simplifying algebraic expressions.

**Root Cause:** Applying number sense skills is challenging for some students when dealing with problems involving integers and benchmark fractions.

**Problem Statement 10 (Prioritized):** Seventh and eighth grade students struggle to use their understanding of rational numbers to solve geometric problems related to the area.

**Root Cause:** Applying rational numbers effectively, mainly when calculating the area of two-dimensional and three-dimensional shapes and their surface area, is challenging for some students.

**Problem Statement 11 (Prioritized):** Honors Science students have limited extension/enrichment opportunities.

**Root Cause:** Extension and enrichment opportunities were limited within the Science curriculum.

**Problem Statement 12 (Prioritized):** Some students served through at-risk programs struggle to Master grade level Science TEKS.

**Root Cause:** Not all educators possess the same level of content and professional knowledge which can impact the level of instruction regarding the 5E lesson model and the strategic vocabulary instruction.

**Problem Statement 13 (Prioritized):** Some Special Education students did not perform at the Approaches level on the Algebra I STAAR.

**Root Cause:** There is inconsistent planning and implementation of Tier-I best practices that target the needs of Special Education students in Algebra I.

**Problem Statement 14 (Prioritized):** Some students struggle to use their understanding of complex Social Studies topics on assessments.

**Root Cause:** Tier-1 instruction in Social Studies classes have not fully addressed the foundational components of primary and secondary sources, chronology, sequencing,

categorizing, cause-and-effect relationships, interpreting information stimuli, and drawing inferences.

**Problem Statement 15 (Prioritized):** A campus has been identified as Comprehensive Support and Needs Improvement School under the Federal Accountability System.

**Root Cause:** The implementation of Tier-I best practices was limited.

# Culture and Climate

## Culture and Climate Summary

Conroe ISD believes in the philosophy, "All Means All". To support our philosophy, we actively create a safe and positive learning environment for every student and staff member.

We are committed to the safety of all students. Conroe ISD teachers equip students by building skills related to managing emotions, establishing, and maintaining positive relationships, and responsible decision making. All campuses support the Positive Behavior Interventions and Supports (PBIS) model to create optimal learning environments.

- Conroe ISD recognizes the importance of our community, our families, and our diverse cultures. Staff are trained to recognize and support the needs of all students.
- Conroe ISD continues to promote safe schools through annual required trainings.
- Conroe ISD strives to keep all campuses safe through proactive instruction and research-based behavioral management.

## Culture and Climate Strengths

“All Means All” in Conroe ISD.

Conroe ISD strives to ensure a safe and orderly environment conducive to learning for all students and staff.

Conroe ISD integrates social emotional learning functions as a part of the total school environment.

Conroe ISD continues to promote safe schools through annual training.

Conroe ISD engages students, families, and our community as authentic partners in social and emotional development.

Conroe ISD prioritizes the safety of campuses, staff, and students. Student Support Services takes a positive, proactive, and instructional approach to behavior. Schoolwide processes, positive student interventions, and classroom management define and promote student success.

Conroe ISD provides all new teachers a full day of classroom management training.

## Problem Statements Identifying Culture and Climate Needs

**Problem Statement 1 (Prioritized):** The rates of students being placed outside of their general education setting are disproportionate in identified student groups.

**Root Cause:** Students with academic and behavioral deficits are in need of timely, targeted instruction, interventions, and supports.

**Problem Statement 2 (Prioritized):** Many individuals and communities lack the knowledge or tools to recognize warning signs, seek help, or intervene in harmful situations.

**Root Cause:** There is a gap in the accessibility of education, awareness, and resources that are essential for prevention, early intervention, and support for mental health, suicide, child abuse, sexual abuse, trafficking, and substance use.

**Problem Statement 3 (Prioritized):** A growing population of students who have experienced trauma and crisis contribute to the heightened need for safe and supportive school strategies.

**Root Cause:** Schools require continuous education and up to date practices to identify, assess, and address potential school safety issues as well as foster an environment that supports both mental and physical safety for all students and staff.

**Problem Statement 4 (Prioritized):** The District continues to face high teacher vacancy rates in the areas of Bilingual and Special Education, which impacts its ability to provide adequate support and resources to students who require specialized instruction.

**Root Cause:** The pool of available Bilingual and Special Education certified teachers is insufficient to meet the needs of the District.

**Problem Statement 5 (Prioritized):** The District faces an increased need for safety and security in public schools due to rising concerns about violence, threats, and emergencies within educational settings.

**Root Cause:** The pool of available peace officers qualified to work within a school setting is insufficient to meet the needs of the District.

**Problem Statement 6 (Prioritized):** Teachers are leaving the profession at high rates leading to increased vacancies.

**Root Cause:** A variety of factors contribute to this trend, including insufficient state funding for pay increases, ongoing student discipline issues, concerns about school safety, and heavy workloads resulting from state expectations. Additionally, there is a need for professional learning and mentoring for novice teachers.

**Problem Statement 7 (Prioritized):** The diverse health needs of the growing numbers of Conroe ISD students and staff require ongoing comprehensive support and resources that are critical for their well-being and success.

**Root Cause:** As the school population continues to grow, an increasing number of students with diverse healthcare needs require attention from trained employees. The diverse needs and unknown healthcare services have increased the difficulty in planning to meet these demands, leading to gaps in healthcare services and support for both students and staff.

**Problem Statement 8 (Prioritized):** There is a need for improved sharing of foundational-level behavioral strategies, prevention, and intervention practices to effectively address schoolwide, classroom, and individual student needs.

**Root Cause:** There is a need for additional structures, instruction, and targeted interventions to address behavioral and motivational challenges.

**Problem Statement 9 (Prioritized):** There is a pressing need for an effective multi-hazard training program to ensure that individuals and schools are adequately prepared to respond to a variety of emergencies, including natural disasters, man-made threats, and other unforeseen events.

**Root Cause:** Regulatory requirements, along with the increasing frequency and severity of natural disasters and man-made threats, underscore the necessity for comprehensive preparedness across multiple scenarios.

**Problem Statement 10 (Prioritized):** There is a critical need to develop a pipeline of future teacher leaders and administrators who can effectively lead and manage new educational facilities.

**Root Cause:** The new school openings and increased number of retirements projected over the next few years creates a demand for qualified leaders.

**Problem Statement 11 (Prioritized):** There is an ongoing need for effective threat assessment training programs to ensure schools can proactively identify and address potential risks, enhancing safety and crisis prevention efforts.

**Root Cause:** The increasing recognition of the importance of proactive measures to prevent crises, coupled with legislative mandates, has created a demand for comprehensive threat assessment training programs.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Parents and communities are essential components to a child's successful educational experience. Conroe ISD is committed to strengthening the partnership between schools and home. Parents are encouraged to be an active participant in the education of their child.

Families are encouraged to keep in close two-way communication with the school. Some examples include reviewing a child's schoolwork coming home and reading newsletters and notices from the school. Parents are encouraged to contact the teacher or the school office when questions arise.

Schools and the District thrive when partnerships are created between families and the community. Conroe ISD will continue to explore opportunities to better meet the needs of students through gaining these key partners by providing opportunities for input, shared decision making, and active engagement within schools.

## Parent and Community Engagement Strengths

Increase in Parent and Community Engagement in Schools and throughout the District.

Increase in dynamic communication including surveys, parent committees, and School-Parent-Community Partnerships.

Conroe ISD has expanded communication to include a variety of forums such as live video feeds, recorded videos, twitter, Facebook, email, texts, school newsletters, marquees, and phone messages.

Community resource systems have embraced schools to address identified needs of students.

Conroe ISD provides emergency communications to families in English and Spanish.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1 (Prioritized):** There are some families who do not participate in school and community engagement events, which limits their ability to connect with educational resources and support their children's academic success.

**Root Cause:** There are limited resources available for supporting families through outreach events and native language communication.

**Problem Statement 2 (Prioritized):** Some international students enroll with gaps in their education and/or lack of knowledge of the educational system in Conroe ISD.

**Root Cause:** There are limited educational resources provided to students and families in their native languages.

# Priority Problem Statements

**Problem Statement 1:** The rates of students being placed outside of their general education setting are disproportionate in identified student groups.

**Root Cause 1:** Students with academic and behavioral deficits are in need of timely, targeted instruction, interventions, and supports.

**Problem Statement 1 Areas:** Culture and Climate

**Problem Statement 2:** Many individuals and communities lack the knowledge or tools to recognize warning signs, seek help, or intervene in harmful situations.

**Root Cause 2:** There is a gap in the accessibility of education, awareness, and resources that are essential for prevention, early intervention, and support for mental health, suicide, child abuse, sexual abuse, trafficking, and substance use.

**Problem Statement 2 Areas:** Culture and Climate

**Problem Statement 3:** A growing population of students who have experienced trauma and crisis contribute to the heightened need for safe and supportive school strategies.

**Root Cause 3:** Schools require continuous education and up to date practices to identify, assess, and address potential school safety issues as well as foster an environment that supports both mental and physical safety for all students and staff.

**Problem Statement 3 Areas:** Culture and Climate

**Problem Statement 4:** The District continues to face high teacher vacancy rates in the areas of Bilingual and Special Education, which impacts its ability to provide adequate support and resources to students who require specialized instruction.

**Root Cause 4:** The pool of available Bilingual and Special Education certified teachers is insufficient to meet the needs of the District.

**Problem Statement 4 Areas:** Culture and Climate

**Problem Statement 5:** The District faces an increased need for safety and security in public schools due to rising concerns about violence, threats, and emergencies within educational settings.

**Root Cause 5:** The pool of available peace officers qualified to work within a school setting is insufficient to meet the needs of the District.

**Problem Statement 5 Areas:** Culture and Climate

**Problem Statement 6:** The diverse health needs of the growing numbers of Conroe ISD students and staff require ongoing comprehensive support and resources that are critical for their well-being and success.

**Root Cause 6:** As the school population continues to grow, an increasing number of students with diverse healthcare needs require attention from trained employees. The diverse needs and unknown healthcare services have increased the difficulty in planning to meet these demands, leading to gaps in healthcare services and support for both students and staff.

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

**Problem Statement 7:** Initial instruction needs to be refined to close the achievement gap for students to meet state standards.

**Root Cause 7:** Not all educators possess the same level of content and professional knowledge which can impact the level of instruction.

**Problem Statement 7 Areas:** Student Achievement

**Problem Statement 8:** Due to a range of skill levels requiring differentiated instruction, third through twelfth grade students struggle to consistently demonstrate foundational literacy skills that need to be addressed through specialized programming.

**Root Cause 8:** Not all educators possess the same level of content and professional knowledge which can impact the level of instruction.

**Problem Statement 8 Areas:** Student Achievement

**Problem Statement 9:** There is a need for improved sharing of foundational-level behavioral strategies, prevention, and intervention practices to effectively address schoolwide, classroom, and individual student needs.

**Root Cause 9:** There is a need for additional structures, instruction, and targeted interventions to address behavioral and motivational challenges.

**Problem Statement 9 Areas:** Culture and Climate

**Problem Statement 10:** There are some families who do not participate in school and community engagement events, which limits their ability to connect with educational resources and support their children's academic success.

**Root Cause 10:** There are limited resources available for supporting families through outreach events and native language communication.

**Problem Statement 10 Areas:** Parent and Community Engagement

**Problem Statement 11:** Some international students enroll with gaps in their education and/or lack of knowledge of the educational system in Conroe ISD.

**Root Cause 11:** There are limited educational resources provided to students and families in their native languages.

**Problem Statement 11 Areas:** Parent and Community Engagement

**Problem Statement 12:** There is a pressing need for an effective multi-hazard training program to ensure that individuals and schools are adequately prepared to respond to a variety of emergencies, including natural disasters, man-made threats, and other unforeseen events.

**Root Cause 12:** Regulatory requirements, along with the increasing frequency and severity of natural disasters and man-made threats, underscore the necessity for comprehensive preparedness across multiple scenarios.

**Problem Statement 12 Areas:** Culture and Climate

**Problem Statement 13:** Not all stakeholders understand the academic opportunities and high-quality pathways for post-secondary success.

**Root Cause 13:** Not all students, staff, and families had appropriate exposure to academic and career pathways available for post-secondary success.

**Problem Statement 13 Areas:** Student Achievement

**Problem Statement 14:** Students in eighth grade Language Arts need additional practice with analysis across increasingly complex texts.

**Root Cause 14:** Instructional emphasis has not been adequately placed on shifting from personal connections to inter-textual connections.

**Problem Statement 14 Areas:** Student Achievement

**Problem Statement 15:** Students in English I need additional practice identifying quality revisions when assessing a piece of writing.

**Root Cause 15:** Instructional emphasis has not been adequately placed on the practical differences between revision and editing.

**Problem Statement 15 Areas:** Student Achievement

**Problem Statement 16:** In third through sixth grade, Math students struggle to consistently apply an understanding of addition, subtraction, multiplication, and division operations in problem-solving situations.

**Root Cause 16:** Basic operational fluency has yet to be sufficiently Mastered due to inconsistent DMR and Fact Fluency implementation. An instructional gap exists in supporting multi-step problem solving, especially in using manipulatives and drawing models to build a conceptual understanding of when and how to apply these operations in various contexts.

**Problem Statement 16 Areas:** Student Achievement

**Problem Statement 17:** Teachers are leaving the profession at high rates leading to increased vacancies.

**Root Cause 17:** A variety of factors contribute to this trend, including insufficient state funding for pay increases, ongoing student discipline issues, concerns about school safety, and heavy workloads resulting from state expectations. Additionally, there is a need for professional learning and mentoring for novice teachers.

**Problem Statement 17 Areas:** Culture and Climate

**Problem Statement 18:** Due to a range of skill levels requiring differentiated instruction, Prekindergarten through second grade students struggle to consistently demonstrate foundational literacy skills and phonological awareness.

**Root Cause 18:** The foundational components of early literacy, including phonemic awareness, phonics, fluency, vocabulary, and comprehension have not yet been sufficiently mastered through Tier-I instruction.

**Problem Statement 18 Areas:** Student Achievement

**Problem Statement 19:** Due to a range of skill levels requiring differentiated instruction, Prekindergarten through second grade students struggle to master all components of numeracy.

**Root Cause 19:** The foundational components of early numeracy, including rote counting, one-to-one correspondence, cardinality, conservation of numbers, composing and decomposing numbers, and comparing and ordering numbers, have yet to be sufficiently mastered through Tier-I instruction.

**Problem Statement 19 Areas:** Student Achievement

**Problem Statement 20:** Seventh and eighth grade students, as well as those in Algebra 1, are having difficulty extending their knowledge of rational numbers to real-world situations such as word problems, analyzing rate of change in tables or graphs, and simplifying algebraic expressions.

**Root Cause 20:** Applying number sense skills is challenging for some students when dealing with problems involving integers and benchmark fractions.

**Problem Statement 20 Areas:** Student Achievement

**Problem Statement 21:** Seventh and eighth grade students struggle to use their understanding of rational numbers to solve geometric problems related to the area.

**Root Cause 21:** Applying rational numbers effectively, mainly when calculating the area of two-dimensional and three-dimensional shapes and their surface area, is challenging for some students.

**Problem Statement 21 Areas:** Student Achievement

**Problem Statement 22:** Honors Science students have limited extension/enrichment opportunities.

**Root Cause 22:** Extension and enrichment opportunities were limited within the Science curriculum.

**Problem Statement 22 Areas:** Student Achievement

**Problem Statement 23:** Some students served through at-risk programs struggle to Master grade level Science TEKS.

**Root Cause 23:** Not all educators possess the same level of content and professional knowledge which can impact the level of instruction regarding the 5E lesson model and the strategic vocabulary instruction.

**Problem Statement 23 Areas:** Student Achievement

**Problem Statement 24:** Some Special Education students did not perform at the Approaches level on the Algebra I STAAR.

**Root Cause 24:** There is inconsistent planning and implementation of Tier-I best practices that target the needs of Special Education students in Algebra I.

**Problem Statement 24 Areas:** Student Achievement

**Problem Statement 25:** Some students struggle to use their understanding of complex Social Studies topics on assessments.

**Root Cause 25:** Tier-1 instruction in Social Studies classes have not fully addressed the foundational components of primary and secondary sources, chronology, sequencing, categorizing, cause-and-effect relationships, interpreting information stimuli, and drawing inferences.

**Problem Statement 25 Areas:** Student Achievement

**Problem Statement 26:** There is a critical need to develop a pipeline of future teacher leaders and administrators who can effectively lead and manage new educational facilities.

**Root Cause 26:** The new school openings and increased number of retirements projected over the next few years creates a demand for qualified leaders.

**Problem Statement 26 Areas:** Culture and Climate

**Problem Statement 27:** There is an ongoing need for effective threat assessment training programs to ensure schools can proactively identify and address potential risks, enhancing safety and crisis prevention efforts.

**Root Cause 27:** The increasing recognition of the importance of proactive measures to prevent crises, coupled with legislative mandates, has created a demand for comprehensive threat assessment training programs.

**Problem Statement 27 Areas:** Culture and Climate

**Problem Statement 28:** A campus has been identified as Comprehensive Support and Needs Improvement School under the Federal Accountability System.

**Root Cause 28:** The implementation of Tier-I best practices was limited.

**Problem Statement 28 Areas:** Student Achievement

# Goals

Revised/Approved: December 17, 2024

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

Conroe ISD will ensure all students are prepared for post-graduation success by mastering rigorous academic standards, developing critical thinking skills, closing achievement gaps, and preventing drop-outs through a research-based, age-appropriate, TEKS-aligned curriculum that fosters student growth.

**Performance Objective 1:** Increase the percent of third grade students that score Meets grade level or above on STAAR Reading from 52% to 56% by 2025.

### HB3 Goal

**Evaluation Data Sources:** BAS, mCLASS, CIRCLE, STAAR

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Instruction of grade-level content will be recursive, chunked, and taught using the gradual release model via the Texas Reading Academies. This will provide students with multiple exposures, explicit instruction, and supported practice with the feedback needed to ensure mastery of essential reading behaviors/strategies/skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the percent of third grade students that score Meets grade level or above on STAAR Reading by 4%.</p> <p><b>Staff Responsible for Monitoring:</b> ELA Coordinator and Specialists</p> <p><b>Problem Statements:</b> Student Achievement 7</p> <p><b>Funding Sources:</b> ELA Professional Learning and Instructional Resources - Title II - \$1,000, T&amp;L - Title I Language Arts District Instructional Coach - Title I - \$97,242</p>	Formative		Summative
	Dec	Mar	June
	 Some Progress	 Considerable	 Accomplished

Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> To improve emergent literacy skills, professional development and coaching focused on systemic, explicit, and embedded instruction in phonological awareness, letter names, and letter sounds will be provided. Ongoing formative assessments, including CIRCLE assessments and Standards-Based Reporting (SBR) aligned with state Prekindergarten guidelines, will be implemented.</p> <p><b>Strategy's Expected Result/Impact:</b> The number of Prekindergarten students proficient in identifying uppercase and lowercase letters will increase from 81% to 85%, while proficiency in identifying letter sounds will increase from 88% to 92%.</p> <p><b>Staff Responsible for Monitoring:</b> Early Childhood Specialist</p> <p><b>Problem Statements:</b> Student Achievement 7</p> <p><b>Funding Sources:</b> District Early Childhood Coaches - Title I - \$48,138, Staff Development and Materials, District Early Childhood Coach - Title II - \$31,924, District Early Childhood Coaches - Title III ELA - \$96,689</p>	Formative		Summative
	Dec	Mar	June
	 Some Progress	 Considerable	 Continue/Modify
Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Students in first through sixth grades will receive remediation on targeted foundational reading skills in the Passport to Learning Summer School program.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of students demonstrating growth on the end of summer school post-test to 50%.</p> <p><b>Staff Responsible for Monitoring:</b> ELA Coordinator and Specialists</p> <p><b>Problem Statements:</b> Student Achievement 7</p> <p><b>Funding Sources:</b> Summer School Supplemental Teachers and Materials - Title I - \$69,614</p>	Formative		Summative
	Dec	Mar	June
	 No Progress	 No Progress	 Continue/Modify
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

**Performance Objective 1 Problem Statements:**

Student Achievement
<p><b>Problem Statement 7:</b> Due to a range of skill levels requiring differentiated instruction, Prekindergarten through second grade students struggle to consistently demonstrate foundational literacy skills and phonological awareness. <b>Root Cause:</b> The foundational components of early literacy, including phonemic awareness, phonics, fluency, vocabulary, and comprehension have not yet been sufficiently mastered through Tier-I instruction.</p>

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

Conroe ISD will ensure all students are prepared for post-graduation success by mastering rigorous academic standards, developing critical thinking skills, closing achievement gaps, and preventing drop-outs through a research-based, age-appropriate, TEKS-aligned curriculum that fosters student growth.

**Performance Objective 2:** Increase the student performance level on TEKS 8.5E (making connections) from 50% to 55% by May 2025 as measured on the eighth grade ELAR STAAR.

**Evaluation Data Sources:** Quarterly Assessments, STAAR/EOC

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Eighth-grade campus literacy coaches will develop lesson exemplars for cross-genre units with support from the District coaching team.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student performance level on TEKS 8.5E (making connections) from 50% to 55%.</p> <p><b>Staff Responsible for Monitoring:</b> SLA Coordinator</p> <p><b>Problem Statements:</b> Student Achievement 4</p> <p><b>Funding Sources:</b> T&amp;L - Secondary Literacy (LA) Campus Coaches - State Comp Ed - \$228,807.40, SLA District Instructional Coach - Title II - \$15,629.16, SLA District Instructional Coach - State Comp Ed - \$15,723, SLA Professional Learning &amp; Instructional Resources - Title II - \$3,500, Instructional Coach Symposium - Title II - \$100</p>	Formative		Summative
	Dec	Mar	June
	 Some Progress	 Considerable	 Accomplished
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Seventh-grade campus literacy coaches will develop lesson exemplars for cross-genre units with support from the District coaching team.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student performance level on TEKS 7.5E (making connections) from 59% to 64%.</p> <p><b>Staff Responsible for Monitoring:</b> SLA Coordinator</p> <p><b>Problem Statements:</b> Student Achievement 4</p> <p><b>Funding Sources:</b> T&amp;L - Secondary Literacy (LA) Campus Coaches - State Comp Ed - \$228,807.40, SLA District Instructional Coach - Title II - \$15,629.16, SLA District Instructional Coach - State Comp Ed - \$15,723, SLA Professional Learning &amp; Instructional Resources - Title II - \$3,500, Instructional Coaches Symposium - Title II - \$100</p>	Formative		Summative
	Dec	Mar	June
	 Some Progress	 Some Progress	 Accomplished

Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Provide professional learning through Coaching Symposiums on integrating cross-text analysis into daily read-alouds. <b>Strategy's Expected Result/Impact:</b> Improve student performance level on TEKS 6.5E (making connections) from 57% to 62%. <b>Staff Responsible for Monitoring:</b> ELA Coordinator and Specialists  <b>Problem Statements:</b> Student Achievement 4 <b>Funding Sources:</b> ELA Coach - Title I - \$6,113, ELA Coaches - State Comp Ed - \$17,586.75, Instructional Coaches Symposium - Title II - \$100, T&L - Elementary/Intermediate Literacy (ELA) Campus Coaches - State Comp Ed - \$479,316.80	Formative		Summative
	Dec	Mar	June
	 No Progress	 Considerable	 Accomplished
Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Provide professional learning through Coaching Symposiums on integrating cross-text analysis into daily read-alouds. <b>Strategy's Expected Result/Impact:</b> Improve student performance level on TEKS 5.6E (making connections) from 58% to 63%. <b>Staff Responsible for Monitoring:</b> ELA Coordinator and Specialists  <b>Problem Statements:</b> Student Achievement 4 <b>Funding Sources:</b> ELA Coach - Title I - \$6,113, ELA Coaches - State Comp Ed - \$17,586.75, Instructional Coaching Symposium - Title II - \$100, T&L - Elementary/Intermediate Literacy (ELA) Campus Coaches - State Comp Ed - \$479,316.60	Formative		Summative
	Dec	Mar	June
	 No Progress	 Considerable	 Accomplished
Strategy 5 Details	Reviews		
<b>Strategy 5:</b> Provide professional learning through Coaching Symposiums on integrating cross-text analysis into daily read-alouds. <b>Strategy's Expected Result/Impact:</b> Improve student performance level on TEKS 4.6E (making connections) from 43% to 50%. <b>Staff Responsible for Monitoring:</b> ELA Coordinator and Specialists  <b>Problem Statements:</b> Student Achievement 4 <b>Funding Sources:</b> ELA Coach - Title I - \$6,114, ELA Coaches - State Comp Ed - \$17,586.75, Instructional Coaches Symposium - Title II - \$100, T&L - T&L - Elementary/Intermediate Literacy (ELA) Campus Coaches - State Comp Ed - \$479,316.60	Formative		Summative
	Dec	Mar	June
	 No Progress	 Some Progress	 Continue/ Modify
Strategy 6 Details	Reviews		
<b>Strategy 6:</b> Provide professional learning through Coaching Symposiums on integrating cross-text analysis into daily read-alouds. <b>Strategy's Expected Result/Impact:</b> Improve student performance level on TEKS 3.6E (making connections) from 47% to 54%. <b>Staff Responsible for Monitoring:</b> ELA Coordinator and Specialists  <b>Problem Statements:</b> Student Achievement 4 <b>Funding Sources:</b> ELA Coach - Title I - \$6,113, ELA Coaches - State Comp Ed - \$17,586.75, Instructional Coaches Symposium - Title II - \$100, T&L - Elementary/Intermediate Literacy (ELA) Campus Coaches - State Comp Ed - \$479,316.60	Formative		Summative
	Dec	Mar	June
	 No Progress	 Considerable	 Accomplished

Strategy 7 Details	Reviews		
<p><b>Strategy 7:</b> Students in first through sixth grades will receive remediation on targeted foundational reading skills in the Passport to Learning Summer School program.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of students demonstrating growth on the end of summer school post-test to 50%.</p> <p><b>Staff Responsible for Monitoring:</b> ELA Coordinator and Specialists</p> <p><b>Problem Statements:</b> Student Achievement 7</p> <p><b>Funding Sources:</b> Summer School Supplemental Staff and Materials - Title I - \$69,614</p>	Formative		Summative
	Dec	Mar	June
	 No Progress	 No Progress	 Continue/ Modify
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

**Performance Objective 2 Problem Statements:**

Student Achievement
<p><b>Problem Statement 4:</b> Students in eighth grade Language Arts need additional practice with analysis across increasingly complex texts. <b>Root Cause:</b> Instructional emphasis has not been adequately placed on shifting from personal connections to inter-textual connections.</p> <p><b>Problem Statement 7:</b> Due to a range of skill levels requiring differentiated instruction, Prekindergarten through second grade students struggle to consistently demonstrate foundational literacy skills and phonological awareness. <b>Root Cause:</b> The foundational components of early literacy, including phonemic awareness, phonics, fluency, vocabulary, and comprehension have not yet been sufficiently mastered through Tier-I instruction.</p>

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

Conroe ISD will ensure all students are prepared for post-graduation success by mastering rigorous academic standards, developing critical thinking skills, closing achievement gaps, and preventing drop-outs through a research-based, age-appropriate, TEKS-aligned curriculum that fosters student growth.

**Performance Objective 3:** Increase the student performance level on TEKS E1.9 C (revising) from 64% to 69% by May 2025 as measured on the English I EOC.

**Evaluation Data Sources:** Revision Items on Quarterly Assessments, and STAAR/EOC

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Provide professional learning for ninth-grade literacy coaches through Coaching Symposiums on building a repertoire of revision techniques and applying them authentically through "revision on the go."</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student performance level on TEKS E1.9 C (revising) from 64% to 69%.</p> <p><b>Staff Responsible for Monitoring:</b> SLA Coordinator</p> <p><b>Problem Statements:</b> Student Achievement 3</p> <p><b>Funding Sources:</b> ELA Professional Learning - Title II - \$11,566, T&amp;L - Secondary Literacy (LA) Campus Coaches - State Comp Ed - \$228,807.40, SLA District Instructional Coach - Title II - \$15,629.16, SLA District Instructional Coach - State Comp Ed - \$15,723, SLA Professional Learning &amp; Instructional Resources - Title II - \$3,500, Instructional Coaches Symposium - Title II - \$100</p>	Formative		Summative
	Dec	Mar	June
	 Some Progress	 Some Progress	 Continue/Modify
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Provide professional learning for eighth-grade literacy coaches through Coaching Symposiums on building a repertoire of revision techniques and applying them authentically through "revision on the go."</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student performance level on TEKS 8.10 C (revising) from 58% to 63%.</p> <p><b>Staff Responsible for Monitoring:</b> SLA Coordinator</p> <p><b>Problem Statements:</b> Student Achievement 3</p> <p><b>Funding Sources:</b> ELA Professional Learning - Title II - \$11,566, T&amp;L - Secondary Literacy (LA) Campus Coaches - State Comp Ed - \$228,807.40, SLA District Instructional Coach - Title II - \$15,629.16, SLA District Instructional Coach - State Comp Ed - \$15,723, SLA Professional Learning &amp; Instructional Resources - Title II - \$3,500, Instructional Coaches Symposium - Title II - \$100</p>	Formative		Summative
	Dec	Mar	June
	 Some Progress	 Some Progress	 Continue/Modify

Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Provide professional learning for seventh-grade literacy coaches through Coaching Symposiums on building a repertoire of revision techniques and applying them authentically through "revision on the go."</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student performance level on TEKS 7.10 C (revising) from 66% to 71%.</p> <p><b>Staff Responsible for Monitoring:</b> SLA Coordinator</p> <p><b>Problem Statements:</b> Student Achievement 3</p> <p><b>Funding Sources:</b> ELA Professional Learning - Title II - \$11,568, T&amp;L - Secondary Literacy (LA) Campus Coaches - State Comp Ed - \$228,807.40, SLA District Instructional Coach - Title II - \$15,629.16, SLA District Instructional Coach - State Comp Ed - \$15,723, SLA Professional Learning &amp; Instructional Resources - Title II - \$3,500, Instructional Coaches Symposium - Title II - \$100</p>	Formative		Summative
	Dec	Mar	June
	 No Progress	 Some Progress	 Continue/ Modify
Strategy 4 Details	Reviews		
<p><b>Strategy 4:</b> Provide professional learning for sixth-grade literacy coaches through Coaching Symposiums on building a repertoire of revision techniques and applying them authentically through "revision on the go."</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student performance level on TEKS 6.10 C (revising) from 63% to 65%.</p> <p><b>Staff Responsible for Monitoring:</b> ELA Coordinator and Specialists</p> <p><b>Problem Statements:</b> Student Achievement 3</p> <p><b>Funding Sources:</b> ELA Coach - Title I - \$6,113, ELA Coaches - State Comp Ed - \$17,586.75, Instructional Coaches Symposium - Title II - \$100, T&amp;L - Elementary/Intermediate Literacy (ELA) Campus Coaches - State Comp Ed - \$479,316.60</p>	Formative		Summative
	Dec	Mar	June
	 Some Progress	 Considerable	 Continue/ Modify
Strategy 5 Details	Reviews		
<p><b>Strategy 5:</b> Provide professional learning for fifth-grade literacy coaches through Coaching Symposiums on building a repertoire of revision techniques and applying them authentically through "revision on the go."</p> <p><b>Strategy's Expected Result/Impact:</b> The goal is to improve student performance level on TEKS 5.11 C (revising) from 45% to 52%.</p> <p><b>Staff Responsible for Monitoring:</b> ELA Coordinator and Specialists</p> <p><b>Problem Statements:</b> Student Achievement 3</p> <p><b>Funding Sources:</b> ELA Coach - Title I - \$6,113, ELA Coaches - State Comp Ed - \$17,586.75, Instructional Coaches Symposium - Title II - \$100, T&amp;L - Elementary/Intermediate Literacy (ELA) Campus Coaches - State Comp Ed - \$479,316.60</p>	Formative		Summative
	Dec	Mar	June
	 Some Progress	 Some Progress	 Continue/ Modify

Strategy 6 Details	Reviews		
<p><b>Strategy 6:</b> Provide professional learning for fourth-grade literacy coaches through Coaching Symposiums on building a repertoire of revision techniques and applying them authentically through "revision on the go."</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student performance level on TEKS 4.11 C (revising) from 49% to 55%.</p> <p><b>Staff Responsible for Monitoring:</b> ELA Coordinator and Specialists</p> <p><b>Problem Statements:</b> Student Achievement 3</p> <p><b>Funding Sources:</b> ELA Coach - Title I - \$6,113, ELA Coaches - State Comp Ed - \$17,586.75, Instructional Coaches Symposium - Title II - \$100, T&amp;L - Elementary/Intermediate Literacy (ELA) Campus Coaches - State Comp Ed - \$479,316.60</p>	<b>Formative</b>		<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
	 Some Progress	 Considerable	 Continue/Modify
Strategy 7 Details	Reviews		
<p><b>Strategy 7:</b> Provide professional learning for third-grade literacy coaches through Coaching Symposiums on building a repertoire of revision techniques and applying them authentically through "revision on the go."</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student performance level on TEKS 3.11 C (revising) from 43% to 50%.</p> <p><b>Staff Responsible for Monitoring:</b> ELA Coordinator and Specialists</p> <p><b>Problem Statements:</b> Student Achievement 3</p> <p><b>Funding Sources:</b> ELA Coach - Title I - \$6,113, ELA Coaches - State Comp Ed - \$17,586.75, Instructional Coaches Symposium - Title II - \$100, T&amp;L - Elementary/Intermediate Literacy (ELA) Campus Coaches - State Comp Ed - \$479,316.60</p>	<b>Formative</b>		<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
	 No Progress	 Some Progress	 Continue/Modify
Strategy 8 Details	Reviews		
<p><b>Strategy 8:</b> Students in first through sixth grades will receive remediation on targeted foundational reading skills in the Passport to Learning Summer School program.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of students demonstrating growth on the end of summer school post-test to 50%.</p> <p><b>Staff Responsible for Monitoring:</b> ELA Coordinator and Specialists</p> <p><b>Problem Statements:</b> Student Achievement 7</p> <p><b>Funding Sources:</b> Summer School Supplemental Teachers and Materials - Title I - \$69,616</p>	<b>Formative</b>		<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
	 No Progress	 No Progress	 Continue/Modify
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Performance Objective 3 Problem Statements:**

Student Achievement
<p><b>Problem Statement 3:</b> Students in English I need additional practice identifying quality revisions when assessing a piece of writing. <b>Root Cause:</b> Instructional emphasis has not been adequately placed on the practical differences between revision and editing.</p>

## Student Achievement

**Problem Statement 7:** Due to a range of skill levels requiring differentiated instruction, Prekindergarten through second grade students struggle to consistently demonstrate foundational literacy skills and phonological awareness. **Root Cause:** The foundational components of early literacy, including phonemic awareness, phonics, fluency, vocabulary, and comprehension have not yet been sufficiently mastered through Tier-I instruction.

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

Conroe ISD will ensure all students are prepared for post-graduation success by mastering rigorous academic standards, developing critical thinking skills, closing achievement gaps, and preventing drop-outs through a research-based, age-appropriate, TEKS-aligned curriculum that fosters student growth.

**Performance Objective 4:** Increase the performance of students served through ESL and/or SPED, to at least 60% at the Approaches grade level on the STAAR English I and English II EOC by May 2025.

**Evaluation Data Sources:** Quarterly Assessments, STAAR/EOC

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> English I and II teachers will implement best practices of SLA instruction with consistency and fidelity, as defined through the SLA Foundations training.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase English I and II performance for the targeted student populations to 60% at the Approaches grade level or higher.</p> <p><b>Staff Responsible for Monitoring:</b> SLA Coordinator</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Achievement 1</p> <p><b>Funding Sources:</b> SLA District Instructional Coach - Title II - \$15,629.20, SLA District Instructional Coach - State Comp Ed - \$15,723, SLA Professional Learning &amp; Instructional Resources - Title II - \$3,500</p>	Formative		Summative
	Dec	Mar	June
	 Some Progress	 Some Progress	 Continue/ Modify
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Campus administrators will conduct multiple walkthroughs per teacher to ensure consistency and fidelity in implementing reading and writing best practices in English I and II.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase English I and II performance for the targeted student populations to 60% at the Approaches grade level or higher.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Director of Teaching &amp; Learning, Director of Special Education, Coordinator of Secondary Language Arts, Bilingual and ESL Programs Specialist, Director of Bilingual and ESL, and Assistant Superintendents</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Achievement 1</p>	Formative		Summative
	Dec	Mar	June
	 Some Progress	 Considerable	 Accomplished

Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> After attending the Moving Emergent Bilinguals Forward on the ELA EOC and Lead4Ward's Moving Toward More Inclusive Practices for Students Served in Special Education trainings, English I and II teachers will implement best instructional practices for Emergent Bilinguals and students served through Special Education.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase English I and II performance for the targeted student populations to 60% at the Approaches grade level or higher.</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator of Secondary Language Arts and Languages Other Than English</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Achievement 1</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Some Progress	 Continue/Modify

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue

**Performance Objective 4 Problem Statements:**

Student Achievement
<p><b>Problem Statement 1:</b> Initial instruction needs to be refined to close the achievement gap for students to meet state standards. <b>Root Cause:</b> Not all educators possess the same level of content and professional knowledge which can impact the level of instruction.</p>

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

Conroe ISD will ensure all students are prepared for post-graduation success by mastering rigorous academic standards, developing critical thinking skills, closing achievement gaps, and preventing drop-outs through a research-based, age-appropriate, TEKS-aligned curriculum that fosters student growth.

**Performance Objective 5:** Increase the performance of students receiving Dyslexia services by 5% at the Meets grade level from the previous year as measured on the STAAR Reading assessment by May 2025.

**Evaluation Data Sources:** STAAR Assessment, District Reading Assessments

**Summative Evaluation:** Some progress made toward meeting Objective

**Next Year's Recommendation:** This goal does not take into account the various levels of lesson completion and the severity of the disability. A new goal will be created to focus on teacher development and growth to support student improvement.

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Provide training for Dyslexia interventionists, which includes intensive, explicit, systematic, evidence-based reading instruction to identify at-risk students with Dyslexia. [TEC 11.252(a)(3)(B)(iv)]</p> <p><b>Strategy's Expected Result/Impact:</b> Increase reading levels as measured on Beginning, Middle, and End-of-Year Reading assessments in Kindergarten through second grade.</p> <p><b>Staff Responsible for Monitoring:</b> Dyslexia Coordinator</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Achievement 7</p> <p><b>Funding Sources:</b> Dyslexia Professional Development - Title II - \$5,500</p>	<b>Formative</b>		<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
	 No Progress	 Considerable	 Discontinue
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Provide training for Dyslexia interventionists, which includes intensive, explicit, systematic, evidence-based reading instruction to identify at-risk students with Dyslexia. [TEC 11.252(a)(3)(B)(iv)]</p> <p><b>Strategy's Expected Result/Impact:</b> Students with Dyslexia will increase their STAAR scores by 5% or better at the Meets or Masters grade level in third through twelfth grades.</p> <p><b>Staff Responsible for Monitoring:</b> Dyslexia Coordinator</p> <p><b>Problem Statements:</b> Student Achievement 8</p> <p><b>Funding Sources:</b> Dyslexia Teacher Professional Development - Title II - \$5,000</p>	<b>Formative</b>		<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
	 Some Progress	 Considerable	 Discontinue
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>			

**Performance Objective 5 Problem Statements:**

<b>Student Achievement</b>
<p><b>Problem Statement 7:</b> Due to a range of skill levels requiring differentiated instruction, Prekindergarten through second grade students struggle to consistently demonstrate foundational literacy skills and phonological awareness. <b>Root Cause:</b> The foundational components of early literacy, including phonemic awareness, phonics, fluency, vocabulary, and comprehension have not yet been sufficiently mastered through Tier-I instruction.</p> <p><b>Problem Statement 8:</b> Due to a range of skill levels requiring differentiated instruction, third through twelfth grade students struggle to consistently demonstrate foundational literacy skills that need to be addressed through specialized programming. <b>Root Cause:</b> Not all educators possess the same level of content and professional knowledge which can impact the level of instruction.</p>

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

Conroe ISD will ensure all students are prepared for post-graduation success by mastering rigorous academic standards, developing critical thinking skills, closing achievement gaps, and preventing drop-outs through a research-based, age-appropriate, TEKS-aligned curriculum that fosters student growth.

**Performance Objective 6:** Increase the percentage of third grade students from 51% to 55% at the Meets grade level as measured on the STAAR Math assessment by May 2025.

**HB3 Goal**

**Evaluation Data Sources:** Prekindergarten CIRCLE

Kindergarten Early Math Assessment

First Grade Early Math Assessment

Second Grade Early Math Assessment

Third Quarterly Assessments, STAAR

End of Summer Post-Test

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Prekindergarten teachers will receive training on best practices in math and implement them for all student groups.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of prekindergarten students who are proficient at counting sets on the End of Year (EOY) CIRCLE assessment will increase from 86% to 90% by May 2025.</p> <p><b>Staff Responsible for Monitoring:</b> Early Childhood Specialist</p> <p><b>Problem Statements:</b> Student Achievement 5</p> <p><b>Funding Sources:</b> District Early Childhood Coaches - Title I - \$48,138, Early Childhood Staff Development, Materials, and District Early Childhood Coach - Title II - \$31,924, District Early Childhood Coaches - Title III ELA - \$96,689, Federal Programs-Supplemental Math Instructional Software for Title I Campuses-PK - Title I - \$27,038</p>	Formative		Summative
	Dec	Mar	June
	 Some Progress	 Considerable	 Continue/ Modify

Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Kindergarten teachers will receive training on best practices in math and implement them for all student groups.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of Kindergarten students that score on grade level or above in numeracy on the EOY Early Math Assessments will increase from 82% to 86% by May 2025.</p> <p><b>Staff Responsible for Monitoring:</b> Elementary Mathematics Coordinator and Specialists</p> <p><b>Problem Statements:</b> Student Achievement 5</p> <p><b>Funding Sources:</b> District Instructional Elementary Math Coach - Title I - \$14,282.14, Elementary Math Administrative Assistant - Title II - \$1,653.14, District Instructional Elementary Math Coach - Title II - \$6,886.86, Elementary Math Professional Materials &amp; Professional Learning - Title II - \$3,375, District Elementary Math Specialist - State Comp Ed - \$16,323.79, District Instructional Elementary Math Coach - State Comp Ed - \$7,096.71, T&amp;L - Elementary/Intermediate Math Campus Coaches - State Comp Ed - \$493,200, T&amp;L - Title I Math District Instructional Coach - Title I - \$12,155.20, Federal Programs-Supplemental Math Instructional Software for Title I Campuses-KG - Title I - \$27,038</p>	Formative		Summative
	Dec	Mar	June
	 Some Progress	 Some Progress	 Continue/ Modify
Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> First-grade teachers will receive training on best practices in math and implement them for all student groups.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of first-grade students that score on grade level or above in numeracy on the EOY Early Math Assessments will increase from 66% to 70% by May 2025.</p> <p><b>Staff Responsible for Monitoring:</b> Elementary Mathematics Coordinator and Specialists</p> <p><b>Problem Statements:</b> Student Achievement 5</p> <p><b>Funding Sources:</b> District Instructional Elementary Math Coach - Title I - \$14,282.14, Elementary Administrative Assistant - Title II - \$1,653.14, District Instructional Elementary Math Coach - Title II - \$6,886.86, Elementary Math Professional Materials &amp; Professional Learning - Title II - \$3,375, District Elementary Math Specialist - State Comp Ed - \$16,323.79, District Instructional Elementary Math Coach - State Comp Ed - \$7,096.71, T&amp;L - Elementary/Intermediate Math Campus Coaches - State Comp Ed - \$493,200, T&amp;L - Title I Math District Instructional Coach - Title I - \$12,155.20, Federal Programs-Supplemental Math Instructional Software for Title I Campuses-1st - Title I - \$27,038</p>	Formative		Summative
	Dec	Mar	June
	 Some Progress	 Some Progress	 Continue/ Modify

Strategy 4 Details	Reviews		
<p><b>Strategy 4:</b> Second-grade teachers will receive training on best practices in math and implement them for all student groups.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of second-grade students that score on grade level or above in numeracy on the EOY Early Math Assessments will increase from 73% to 77% by May 2025</p> <p><b>Staff Responsible for Monitoring:</b> Elementary Mathematics Coordinator and Specialists</p> <p><b>Problem Statements:</b> Student Achievement 5</p> <p><b>Funding Sources:</b> District Instructional Elementary Math Coach - Title I - \$14,282.14, Elementary Math Administrative Assistant - Title II - \$1,653.14, Federal Programs-Supplemental Math Instructional Software for Title I Campuses - Title I - \$27,038, District Instructional Elementary Math Coach - Title II - \$6,886.86, Elementary Math Professional Materials &amp; Professional Learning - Title II - \$3,375, District Elementary Math Specialist - State Comp Ed - \$16,323.79, District Instructional Elementary Math Coach - State Comp Ed - \$7,096.71, T&amp;L - Elementary/Intermediate Math Campus Coaches - State Comp Ed - \$493,200, T&amp;L - Title I Math District Instructional Coach - Title I - \$12,155.20</p>	Formative		Summative
	Dec	Mar	June
	 Some Progress	 Some Progress	 Accomplished
Strategy 5 Details	Reviews		
<p><b>Strategy 5:</b> First and second grade students will receive remediation on targeted foundational math skills through the Passport to Learning Summer School program.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of students demonstrating growth on the end of summer post-test to 55%.</p> <p><b>Staff Responsible for Monitoring:</b> Elementary Mathematics Coordinator and Specialists</p> <p><b>Problem Statements:</b> Student Achievement 5</p> <p><b>Funding Sources:</b> Summer School Supplemental Staff and Resources - Title I - \$104,422</p>	Formative		Summative
	Dec	Mar	June
	 No Progress	 No Progress	 Continue/Modify
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 6 Problem Statements:**

Student Achievement
<p><b>Problem Statement 5:</b> Due to a range of skill levels requiring differentiated instruction, Prekindergarten through second grade students struggle to master all components of numeracy. <b>Root Cause:</b> The foundational components of early numeracy, including rote counting, one-to-one correspondence, cardinality, conservation of numbers, composing and decomposing numbers, and comparing and ordering numbers, have yet to be sufficiently mastered through Tier-I instruction.</p>

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

Conroe ISD will ensure all students are prepared for post-graduation success by mastering rigorous academic standards, developing critical thinking skills, closing achievement gaps, and preventing drop-outs through a research-based, age-appropriate, TEKS-aligned curriculum that fosters student growth.

**Performance Objective 7:** Increase the performance in third through sixth grade on TEKS that include representing and solving multi-step word problems involving the four operations (add, subtract, multiply, and divide) as measured by the 2025 Math STAAR assessment.

**HB3 Goal**

**Evaluation Data Sources:** Quarterly Assessments  
STAAR  
End of Summer Post-Test

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Provide professional learning at Coaching Symposiums focusing on Daily Math Review and teaching multi-step problem-solving skills using addition, subtraction, multiplication, and division.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve third-grade student performance level on TEKS 3.4A (addition and subtraction word problems) from 51.78% to 57%.</p> <p><b>Staff Responsible for Monitoring:</b> Elementary Math Coordinator and Specialists</p> <p><b>Problem Statements:</b> Student Achievement 6</p> <p><b>Funding Sources:</b> Federal Programs-Supplemental Math Instructional Software for Title I Campuses-3rd - Title I - \$27,038, District Instructional Elementary Math Coach - Title I - \$7,141.08, Elementary Math Administrative Assistant - Title II - \$826.57, District Instructional Elementary Math Coach - Title II - \$3,443.43, Elementary Math Professional Materials &amp; Professional Learning - Title II - \$1,687.50, District Elementary Math Specialist - State Comp Ed - \$8,161.88, District Instructional Elementary Math Coach - State Comp Ed - \$3,548.36, T&amp;L - Elementary/Intermediate Math Campus Coaches - State Comp Ed - \$493,200, T&amp;L - Title I Math District Instructional Coach - Title I - \$12,155.20</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Considerable	 Continue/ Modify

Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Provide professional learning at Coaching Symposiums focusing on Daily Math Review and teaching multi-step problem-solving skills using addition, subtraction, multiplication, and division.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve third-grade student performance level on TEKS 3.4K (multiplication and division word problems) from 52.22% to 58%.</p> <p><b>Staff Responsible for Monitoring:</b> Elementary Math Coordinator and Specialists</p> <p><b>Problem Statements:</b> Student Achievement 6</p> <p><b>Funding Sources:</b> District Instructional Elementary Math Coach - Title I - \$7,141.08, Elementary Math Administrative Assistant - Title II - \$826.57, District Instructional Elementary Math Coach - Title II - \$3,443.43, Elementary Math Professional Materials &amp; Professional Learning - Title II - \$1,687.50, District Elementary Math Specialist - State Comp Ed - \$8,161.88, District Instructional Elementary Math Coach - State Comp Ed - \$3,548.36, T&amp;L - Elementary/Intermediate Math Campus Coaches - State Comp Ed - \$493,200, T&amp;L - Title I Math District Instructional Coach - Title I - \$12,155.30, Federal Programs-Supplemental Math Instructional Software for Title I Campuses-3rd - Title I - \$27,038</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Considerable	 Continue/ Modify
Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Provide professional learning at Coaching Symposiums focusing on Daily Math Review and teaching multi-step problem-solving skills using addition, subtraction, multiplication, and division.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve fourth-grade student performance level on TEKS 4.4H (multiplication and division of word problems) from 46% to 51%.</p> <p><b>Staff Responsible for Monitoring:</b> Elementary Math Coordinator and Specialists</p> <p><b>Problem Statements:</b> Student Achievement 6</p> <p><b>Funding Sources:</b> Federal Programs-Supplemental Math Instructional Software for Title I Campuses - Title I - \$27,038, District Instructional Elementary Math Coach - Title I - \$14,282.14, Elementary Math Administrative Assistant - Title II - \$1,653.14, District Instructional Elementary Math Coach - Title II - \$6,886.86, Elementary Math Professional Materials &amp; Professional Learning - Title II - \$3,375, District Elementary Math Specialist - State Comp Ed - \$16,323.79, District Instructional Elementary Math Coach - State Comp Ed - \$7,096.71, T&amp;L - Elementary/Intermediate Math Campus Coaches - State Comp Ed - \$493,200, T&amp;L - Title I Math District Instructional Coach - Title I - \$12,155.30</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Considerable	 Continue/ Modify

Strategy 4 Details	Reviews		
<p><b>Strategy 4:</b> Provide professional learning at Coaching Symposiums focusing on Daily Math Review and teaching multi-step problem-solving skills using addition, subtraction, multiplication, and division.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve fifth-grade student performance level on TEKS 5.4B (multi-step word problems) from 36.16% to 42%.</p> <p><b>Staff Responsible for Monitoring:</b> Elementary Math Coordinator and Specialists</p> <p><b>Problem Statements:</b> Student Achievement 6</p> <p><b>Funding Sources:</b> Federal Programs-Supplemental Math Instructional Software for Title I Campuses - Title I - \$27,042, District Instructional Elementary Math Coach - Title I - \$14,282.14, Elementary Math Administrative Assistant - Title II - \$1,653.14, District Instructional Elementary Math Coach - Title II - \$6,886.86, Elementary Math Professional Materials &amp; Professional Learning - Title II - \$3,375, District Elementary Math Specialist - State Comp Ed - \$16,323.79, District Elementary Instructional Math Coach - State Comp Ed - \$7,096.71, T&amp;L - Elementary/Intermediate Math Campus Coaches - State Comp Ed - \$493,200, T&amp;L - Title I Math District Instructional Coach - Title I - \$12,155.30</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Considerable	 Continue/ Modify
Strategy 5 Details	Reviews		
<p><b>Strategy 5:</b> Provide professional learning at Coaching Symposiums focusing on Daily Math Review and teaching multi-step problem-solving skills using addition, subtraction, multiplication, and division.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve sixth-grade student performance level on TEKS 6.3D (operations with integers) from 62.05% to 67%.</p> <p><b>Staff Responsible for Monitoring:</b> Elementary Math Coordinator and Specialists</p> <p><b>Problem Statements:</b> Student Achievement 6</p> <p><b>Funding Sources:</b> District Instructional Elementary Math Coach - Title I - \$14,282.14, Elementary Math Administrative Assistant - Title II - \$1,653.14, District Instructional Elementary Math Coach - Title II - \$6,886.86, Elementary Math Professional Materials &amp; Professional Learning - Title II - \$3,375, District Elementary Math Specialist - State Comp Ed - \$16,323.79, District Instructional Elementary Math Coach - State Comp Ed - \$7,096.73, T&amp;L - Elementary/Intermediate Math Campus Coaches - State Comp Ed - \$493,200, T&amp;L - Title I Math District Instructional Coach - Title I - \$12,155.30, Federal Programs-Supplemental Math Instructional Software for Title I Campuses-6th - Title I - \$27,042</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Considerable	 Continue/ Modify
Strategy 6 Details	Reviews		
<p><b>Strategy 6:</b> Students in third through sixth grades will receive remediation on targeted foundational math skills in the Passport to Learning Summer School program.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of students demonstrating growth on the end of summer school post-test to 55%.</p> <p><b>Staff Responsible for Monitoring:</b> Elementary Math Coordinator and Specialists</p> <p><b>Problem Statements:</b> Student Achievement 6</p> <p><b>Funding Sources:</b> Summer School Supplemental Staff and Resources - Title I - \$104,422</p>	Formative		Summative
	Dec	Mar	June
	 No Progress	 No Progress	 Continue/ Modify



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 7 Problem Statements:

#### Student Achievement

**Problem Statement 6:** In third through sixth grade, Math students struggle to consistently apply an understanding of addition, subtraction, multiplication, and division operations in problem-solving situations. **Root Cause:** Basic operational fluency has yet to be sufficiently Mastered due to inconsistent DMR and Fact Fluency implementation. An instructional gap exists in supporting multi-step problem solving, especially in using manipulatives and drawing models to build a conceptual understanding of when and how to apply these operations in various contexts.

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

Conroe ISD will ensure all students are prepared for post-graduation success by mastering rigorous academic standards, developing critical thinking skills, closing achievement gaps, and preventing drop-outs through a research-based, age-appropriate, TEKS-aligned curriculum that fosters student growth.

**Performance Objective 8:** Increase the performance in seventh and eighth grades on TEKS that include applying rational number operations to concepts pertaining to area and surface area as measured by the 2025 Math STAAR assessment.

**Evaluation Data Sources:** Quarterly Assessments  
STAAR

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Provide support during Coaching Symposiums on how to use the Topic Planning Guide while big-picture planning to help identify, edit, and write multi-step problems with rational numbers and problem situations involving composite areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase seventh-grade student performance level on TEKS 7.3B (apply extensions with operations using real numbers) from 38.4% to 45%.</p> <p><b>Staff Responsible for Monitoring:</b> Secondary Mathematics Coordinator</p> <p><b>Problem Statements:</b> Student Achievement 10</p> <p><b>Funding Sources:</b> Secondary Math Coach - State Comp Ed - \$79,383.67, T&amp;L Secondary Math Campus Coaches - State Comp Ed - \$161,186</p>	Formative		Summative
	Dec	Mar	June
	 Some Progress	 No Progress	 Continue/Modify
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Provide support during Coaching Symposiums on how to use the Topic Planning Guide while big-picture planning to help identify, edit, and write multi-step problems with problem situations involving composite area.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase seventh grade student performance level on TEKS 7.9C (determine area of composite figures) from 26.1% to 35%.</p> <p><b>Staff Responsible for Monitoring:</b> Secondary Mathematics Coordinator</p> <p><b>Problem Statements:</b> Student Achievement 10</p> <p><b>Funding Sources:</b> Instructional Coach - Title II - \$49,184, T&amp;L Secondary Math Campus Coaches - State Comp Ed - \$161,185.60</p>	Formative		Summative
	Dec	Mar	June
	 No Progress	 Some Progress	 Continue/Modify

Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Provide support during Coaching Symposiums on how to use the Topic Planning Guide while big-picture planning to help identify, edit, and write real-world and mathematical problem situations involving surface area.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase eighth grade student performance level on TEKS 8.7B (determine surface area of prisms and cylinders) from 49% to 56%.</p> <p><b>Staff Responsible for Monitoring:</b> Secondary Mathematics Coordinator</p> <p><b>Problem Statements:</b> Student Achievement 10</p> <p><b>Funding Sources:</b> Secondary Math - Instructional Resources - Title II - \$4,500, Secondary Math - Professional Development - Title II - \$7,550, Secondary Math General Supplies - Coaching Symposiums - Title II - \$500, T&amp;L Secondary Math Campus Coaches - State Comp Ed - \$161,185.60</p>	Formative		Summative
	Dec	Mar	June
	 No Progress	 Considerable	 Continue/ Modify
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Performance Objective 8 Problem Statements:**

Student Achievement
<p><b>Problem Statement 10:</b> Seventh and eighth grade students struggle to use their understanding of rational numbers to solve geometric problems related to the area. <b>Root Cause:</b> Applying rational numbers effectively, mainly when calculating the area of two-dimensional and three-dimensional shapes and their surface area, is challenging for some students.</p>

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

Conroe ISD will ensure all students are prepared for post-graduation success by mastering rigorous academic standards, developing critical thinking skills, closing achievement gaps, and preventing drop-outs through a research-based, age-appropriate, TEKS-aligned curriculum that fosters student growth.

**Performance Objective 9:** Increase performance in seventh grade, eighth grade, and Algebra 1 on TEKS applying rational number operations to concepts of linear relationships (tables, graphs, slope, etc.) as measured by the 2025 Math/EOC STAAR assessment.

**Evaluation Data Sources:** Quarterly Assessments, STAAR

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Provide support during Coaching Symposiums on how to use the Topic Planning Guide while big-picture planning to help identify, edit, and write multi-step problems with rational numbers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance level on TEKS 7.3B (apply extensions with operations using real numbers) will increase from 38% to 45%.</p> <p><b>Staff Responsible for Monitoring:</b> Secondary Mathematics Coordinator</p> <p><b>Problem Statements:</b> Student Achievement 9</p> <p><b>Funding Sources:</b> Secondary Math Coach - State Comp Ed - \$79,383.67, T&amp;L Secondary Math Campus Coaches - State Comp Ed - \$161,185.60</p>	<b>Formative</b>		<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
	 Some Progress	 No Progress	 Continue/Modify
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Provide support during Coaching Symposiums on how to use the Topic Planning Guide while big-picture planning to help identify, edit, and create real-world situations and multiple representations involving linear relationships.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance level on TEKS 8.4C (determine rate of change and y-intercept from a table or graph) from 51% to 57%.</p> <p><b>Staff Responsible for Monitoring:</b> Secondary Mathematics Coordinator</p> <p><b>Problem Statements:</b> Student Achievement 9</p> <p><b>Funding Sources:</b> Extra Duty for Professional Learning (Secondary Math Level) - Title II - \$3,000, Professional Learning for Secondary Math Team - Title II - \$2,500, Secondary Math Coach - State Comp Ed - \$79,383.66, Additional Learning Opportunities-- Secondary Math - Title II - \$1,000, T&amp;L Secondary Math Campus Coaches - State Comp Ed - \$161,185.60</p>	<b>Formative</b>		<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
	 No Progress	 No Progress	 Continue/Modify

Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Provide support during Coaching Symposiums on how to use the Topic Planning Guide while big-picture planning to help identify, edit, and write real-world and mathematical problem situations, where students incorporate prior knowledge of rational numbers to simplify expressions.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance level on TEKS A.11B (simplify algebraic expressions with integer and rational exponents) from 48% to 55%.</p> <p><b>Staff Responsible for Monitoring:</b> Secondary Mathematics Coordinator</p> <p><b>Problem Statements:</b> Student Achievement 9</p> <p><b>Funding Sources:</b> Professional Learning for Secondary Math Team - Title II - \$5,000, Secondary Math - Materials for Coaching Symposiums - Title II - \$1,500, T&amp;L Secondary Math Campuses Coaches - State Comp Ed - \$161,185.60</p>	Formative		Summative
	Dec	Mar	June
	 No Progress	 Considerable	 Continue/ Modify

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 9 Problem Statements:**

Student Achievement
<p><b>Problem Statement 9:</b> Seventh and eighth grade students, as well as those in Algebra 1, are having difficulty extending their knowledge of rational numbers to real-world situations such as word problems, analyzing rate of change in tables or graphs, and simplifying algebraic expressions. <b>Root Cause:</b> Applying number sense skills is challenging for some students when dealing with problems involving integers and benchmark fractions.</p>

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

Conroe ISD will ensure all students are prepared for post-graduation success by mastering rigorous academic standards, developing critical thinking skills, closing achievement gaps, and preventing drop-outs through a research-based, age-appropriate, TEKS-aligned curriculum that fosters student growth.

**Performance Objective 10:** Increase students served in Special Education to 58% at the Approaches grade level as measures by the Algebra I STAAR EOC assessment.

**Evaluation Data Sources:** Quarterly Assessment, Algebra I STAAR EOC

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Provide support during Coaching Symposiums on how to use the Topic Planning Guide while big-picture planning to close the instructional gap and provide more Tier-I best practices to Special Education students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student served in Special Education performance on the 2025 Algebra I STAAR EOC Assessment to 58%.</p> <p><b>Staff Responsible for Monitoring:</b> Secondary Math Coordinator Special Education Specialists</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Achievement 13</p>	Formative		Summative
	Dec	Mar	June
	 Some Progress	 No Progress	 Continue/Modify
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>			

**Performance Objective 10 Problem Statements:**

Student Achievement
<p><b>Problem Statement 13:</b> Some Special Education students did not perform at the Approaches level on the Algebra I STAAR. <b>Root Cause:</b> There is inconsistent planning and implementation of Tier-I best practices that target the needs of Special Education students in Algebra I.</p>

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

Conroe ISD will ensure all students are prepared for post-graduation success by mastering rigorous academic standards, developing critical thinking skills, closing achievement gaps, and preventing drop-outs through a research-based, age-appropriate, TEKS-aligned curriculum that fosters student growth.

**Performance Objective 11:** Increase performance of Emergent Bilingual students from 45% to 48% at the Meets level as measured on the eighth grade US History STAAR by May 2025.

**Evaluation Data Sources:** Quarterly Assessments  
Eighth Grade U.S. History Assessment  
Eighth Grade STAAR

**Summative Evaluation:** Some progress made toward meeting Objective

**Next Year's Recommendation:** We will continue to work with elementary and intermediate schools on aligning their class assessments with STAAR formatting and rigor.

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Fifth and sixth grade teachers will receive instructional guidance on vertically aligning the skills to be mastered in seventh and eighth grade.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase fifth and sixth grade students' performance level on TEKS 5.23 and 6.19 (applying critical thinking skills to organize and use information) from 74% to 77%.</p> <p><b>Staff Responsible for Monitoring:</b> Social Studies Coordinator</p> <p><b>Problem Statements:</b> Student Achievement 14</p> <p><b>Funding Sources:</b> T&amp;L - SS Instructional Coach - State Comp Ed - \$23,367, SS Quarterly Assessment - Title II - \$2,000, SS Professional Development - Title II - \$2,000, SS Instructional Materials - Title II - \$1,000</p>	Formative		Summative
	Dec	Mar	June
	 Some Progress	 Some Progress	 Accomplished
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Eighth grade Honors teachers will receive continued support with more rigorous TEKS instruction to prepare students for success at the Honors level.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase eighth grade students' Masters performance level on TEKS 8.29 (applying critical thinking skills to organize and use information) from 30% to 33%.</p> <p><b>Staff Responsible for Monitoring:</b> Social Studies Coordinator</p> <p><b>Problem Statements:</b> Student Achievement 14</p> <p><b>Funding Sources:</b> SS Instructional Coach - Title II - \$32,898, SS Quarterly Assessment - Title II - \$2,000, SS Instructional Materials - Title II - \$2,000, SS Professional Development - Title II - \$2,000</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Considerable	 Continue/ Modify

Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Instructional guidance (including lesson design, mini-lessons, and content clarification) will be conducted with Kindergarten through fourth-grade Social Studies teachers to vertically align the skills to be mastered in seventh and eighth grade, including creating new lessons that can support priority standards in each grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase fourth grade students' performance level on TEKS 4.19 (applying critical thinking skills to organize and use information) from 69% to 72%.</p> <p><b>Staff Responsible for Monitoring:</b> Social Studies Coordinator</p> <p><b>Problem Statements:</b> Student Achievement 14</p> <p><b>Funding Sources:</b> SS Instructional Coach - State Comp Ed - \$23,367, SS Curriculum Development - Title II - \$5,000</p>	Formative		Summative
	Dec	Mar	June
	 Some Progress	 No Progress	 Continue/Modify
Strategy 4 Details	Reviews		
<p><b>Strategy 4:</b> Seventh-grade teachers will receive instructional guidance to vertically align the skills to be mastered in eighth grade.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase seventh-grade students' performance level on TEKS 7.20 (applying critical thinking skills to organize and use information) from 49% to 52%.</p> <p><b>Staff Responsible for Monitoring:</b> Social Studies Coordinator</p> <p><b>Problem Statements:</b> Student Achievement 14</p> <p><b>Funding Sources:</b> SS Instructional Coach - Title II - \$32,899, SS Quarterly Assessments - Title II - \$2,000, SS Professional Development - Title II - \$2,000, SS Instructional Materials - Title II - \$1,000</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 No Progress	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 11 Problem Statements:**

Student Achievement
<p><b>Problem Statement 14:</b> Some students struggle to use their understanding of complex Social Studies topics on assessments. <b>Root Cause:</b> Tier-1 instruction in Social Studies classes have not fully addressed the foundational components of primary and secondary sources, chronology, sequencing, categorizing, cause-and-effect relationships, interpreting information stimuli, and drawing inferences.</p>

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

Conroe ISD will ensure all students are prepared for post-graduation success by mastering rigorous academic standards, developing critical thinking skills, closing achievement gaps, and preventing drop-outs through a research-based, age-appropriate, TEKS-aligned curriculum that fosters student growth.

**Performance Objective 12:** Increase performance level on TEKS 11.28 (related to differentiating sources and information) from 80% to 82% on the US History EOC by May 2025.

**Evaluation Data Sources:** Quarterly Assessments  
Eleventh Grade U.S. History Assessment  
Eleventh Grade STAAR

**Summative Evaluation:** Some progress made toward meeting Objective

**Next Year's Recommendation:** We will continue to work with teachers on aligning their classroom assessments to the EOC.

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Ninth and tenth-grade teachers will receive instructional guidance on vertically aligning the skills to be mastered in eleventh grade.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance level on TEKS 9.21 and 10.28 (applying critical thinking skills to organize and use information) from 64% to 67%.</p> <p><b>Staff Responsible for Monitoring:</b> Social Studies Coordinator</p> <p><b>Problem Statements:</b> Student Achievement 14</p> <p><b>Funding Sources:</b> SS Quarterly Assessment - Title II - \$2,000, SS Curriculum Development - Title II - \$2,000, SS Instructional Materials - Title II - \$1,000, T&amp;L - SS Instructional Coach - State Comp Ed - \$44,511</p>	Formative		Summative
	Dec	Mar	June
	 Some Progress	 No Progress	 Accomplished
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Eleventh-grade Honors teachers will receive continued support with more rigorous TEKS instruction to prepare students for success at the Honors level.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase eleventh-grade students' Master performance level on TEKS 11.28 (applying critical thinking skills to organize and use information) from 30% to 33%.</p> <p><b>Staff Responsible for Monitoring:</b> Social Studies Coordinator</p> <p><b>Problem Statements:</b> Student Achievement 2</p> <p><b>Funding Sources:</b> SS Instructional Coach - State Comp Ed - \$44,510, SS Curriculum Development - Title II - \$4,000, SS Instructional Materials - Title II - \$1,188</p>	Formative		Summative
	Dec	Mar	June
	 Some Progress	 No Progress	 Accomplished



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 12 Problem Statements:**

**Student Achievement**

**Problem Statement 2:** Not all stakeholders understand the academic opportunities and high-quality pathways for post-secondary success. **Root Cause:** Not all students, staff, and families had appropriate exposure to academic and career pathways available for post-secondary success.

**Problem Statement 14:** Some students struggle to use their understanding of complex Social Studies topics on assessments. **Root Cause:** Tier-1 instruction in Social Studies classes have not fully addressed the foundational components of primary and secondary sources, chronology, sequencing, categorizing, cause-and-effect relationships, interpreting information stimuli, and drawing inferences.

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

Conroe ISD will ensure all students are prepared for post-graduation success by mastering rigorous academic standards, developing critical thinking skills, closing achievement gaps, and preventing drop-outs through a research-based, age-appropriate, TEKS-aligned curriculum that fosters student growth.

**Performance Objective 13:** Increase performance of students served through ESL and/or Special Education, to at least 48% at the Approaches grade level on the eighth grade Social Studies STAAR assessment by May 2025.

**Evaluation Data Sources:** Eighth Grade Quarterly Assessments  
Eighth Grade STAAR

**Summative Evaluation:** Some progress made toward meeting Objective

**Next Year's Recommendation:** We will continue to work with teacher to provide differentiation and to align their assessments with STAAR.

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Ensure all seventh and eighth grade Social Studies, to include Resource/Support teachers, from the top 3 contributing junior high campuses attend specialized Texas and U.S. History training on the Social Studies Instructional model and best practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in seventh and eighth grade Quarterly Assessments results.</p> <p><b>Staff Responsible for Monitoring:</b> Social Studies Coordinator</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Achievement 14</p> <p><b>Funding Sources:</b> SS Instructional Coach - Title II - \$32,899, SS Professional Development - Title II - \$3,000</p>	<b>Formative</b>		<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
	 Some Progress	 Some Progress	 Continue/ Modify
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Ensure that all fifth and sixth grade Social Studies, to include Resource/Support teacher, from the top 3 contributing junior high campuses attend Bridging the Gap 2.0 training on the Social Studies instructional model and best practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in fifth and sixth grade Quarterly Assessments results.</p> <p><b>Staff Responsible for Monitoring:</b> Social Studies Coordinator</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Achievement 14</p> <p><b>Funding Sources:</b> SS Instructional Coach - State Comp Ed - \$23,367, SS Professional Development - Title II - \$3,000</p>	<b>Formative</b>		<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
	 Some Progress	 Some Progress	 Accomplished

Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Teachers to include Resource/Support in fourth through eighth grade whose students feed into the top 3 contributing campuses will plan and develop lessons that are aligned to priority standards that support eighth grade STAAR assessed content.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in fourth grade Quarterly Assessment results.</p> <p><b>Staff Responsible for Monitoring:</b> Social Studies Coordinator</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Achievement 14</p> <p><b>Funding Sources:</b> SS Instructional Coach - State Comp Ed - \$23,367, SS Professional Development - Title II - \$1,500</p>	Formative		Summative
	Dec	Mar	June
	 Some Progress	 Some Progress	 Continue/ Modify
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Performance Objective 13 Problem Statements:**

Student Achievement
<p><b>Problem Statement 14:</b> Some students struggle to use their understanding of complex Social Studies topics on assessments. <b>Root Cause:</b> Tier-1 instruction in Social Studies classes have not fully addressed the foundational components of primary and secondary sources, chronology, sequencing, categorizing, cause-and-effect relationships, interpreting information stimuli, and drawing inferences.</p>

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

Conroe ISD will ensure all students are prepared for post-graduation success by mastering rigorous academic standards, developing critical thinking skills, closing achievement gaps, and preventing drop-outs through a research-based, age-appropriate, TEKS-aligned curriculum that fosters student growth.

**Performance Objective 14:** Increase student performance in fifth grade, eighth grade, and Biology EOC by 3% at the Masters grade level as measured by the 2025 Science/EOC STAAR assessment.

**Evaluation Data Sources:** Quarterly Assessments  
 Fifth Grade, Eighth Grade Science and Biology Assessment  
 Fifth Grade, Eighth Grade Science and Biology STAAR

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** Continue to work with 6th, 7th and 8th grade teachers to align classroom practices with the rigor of the TEKS and middle school STAAR science assessment.

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> All seventh and eighth grade Science Honors, Biology Honors, Chemistry Honors, and Physics Honors teachers will receive ongoing support to align their curriculum, ensuring students are well-prepared for success at the Honors level and in future AP courses.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in the seventh and eighth grade Science Honors, Biology Honors, Chemistry Honors, and Physics Honors Quarterly Assessments                      Increased enrollment in advanced Science courses</p> <p><b>Staff Responsible for Monitoring:</b> Science Coordinator</p> <p><b>Problem Statements:</b> Student Achievement 11</p> <p><b>Funding Sources:</b> District Science Instructional Coaches - Title II - \$72,273, District Science Instructional Coach - Title IV - \$48,979</p>	Formative		Summative
	Dec	Mar	June
	 Some Progress	 Considerable	 Continue/ Modify
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Provide advanced learning for Science students by integrating extension opportunities within the Honors curriculum and offering enrichment through Robotics programs, the Science and Engineering Fair, Sci.Story, and Biotechnology.</p> <p><b>Strategy's Expected Result/Impact:</b> More students are exposed to rigorous hands-on learning techniques in the field of Science and Technology.</p> <p><b>Staff Responsible for Monitoring:</b> Science Coordinator</p> <p><b>Problem Statements:</b> Student Achievement 11</p> <p><b>Funding Sources:</b> Science: Bridging the gaps through Robotics; PD &amp; Robotics Kits - Title IV - \$23,500, District Science Instructional Coach - Title IV - \$48,979</p>	Formative		Summative
	Dec	Mar	June
	 Some Progress	 Accomplished	 Accomplished

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 14 Problem Statements:**

**Student Achievement**

**Problem Statement 11:** Honors Science students have limited extension/enrichment opportunities. **Root Cause:** Extension and enrichment opportunities were limited within the Science curriculum.

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

Conroe ISD will ensure all students are prepared for post-graduation success by mastering rigorous academic standards, developing critical thinking skills, closing achievement gaps, and preventing drop-outs through a research-based, age-appropriate, TEKS-aligned curriculum that fosters student growth.

**Performance Objective 15:** Increase the student performance of Economically Disadvantaged students, Emergent Bilinguals, and Special Education students achieving Meets grade level passing standard by 3% in fifth grade, eighth-grade, and Biology EOC as measured by the 2025 Science/EOC STAAR Assessment.

**Evaluation Data Sources:** Quarterly Assessments  
 Fifth grade, eighth grade, Biology Assessments  
 Fifth grade STAAR, eighth grade STAAR, Biology EOC

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** Continue targeted support on low performing TEKS especially in 6th, 7th and 8th grades

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Provide in-person and virtual professional learning opportunities for all Science teachers. During each of these professional learning opportunities, instructional emphasis will be placed on grade-level priority standards, the 5E/3-D Instructional Model, and best practices to support Emergent Bilinguals and Special Education students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student assessment results.</p> <p><b>Staff Responsible for Monitoring:</b> Science Coordinator</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Achievement 12</p> <p><b>Funding Sources:</b> District Science Instructional Coaches - Title I - \$48,621, District Science Instructional Coaches - Title II - \$72,273, Science Curriculum Writing, Assessment Writing, Professional Learning - Title II - \$37,654</p>	Formative		Summative
	Dec	Mar	June
	 Some Progress	 Considerable	 Continue/Modify
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Targeted Coaching for Vertical Alignment and Improved Instruction: Teachers in third, fourth, sixth, and seventh grade will receive coaching in delivering explicit, high-quality instruction and conducting effective formative assessments of TEKS that are vertically aligned with high-priority standards for fifth and eighth grade.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student assessment results.</p> <p><b>Staff Responsible for Monitoring:</b> Science Coordinator</p> <p><b>Problem Statements:</b> Student Achievement 12</p> <p><b>Funding Sources:</b> District Science Instructional Coaches - Title I - \$48,621</p>	Formative		Summative
	Dec	Mar	June
	 Some Progress	 Considerable	 Continue/Modify

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 15 Problem Statements:**

**Student Achievement**

**Problem Statement 12:** Some students served through at-risk programs struggle to Master grade level Science TEKS. **Root Cause:** Not all educators possess the same level of content and professional knowledge which can impact the level of instruction regarding the 5E lesson model and the strategic vocabulary instruction.

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

Conroe ISD will ensure all students are prepared for post-graduation success by mastering rigorous academic standards, developing critical thinking skills, closing achievement gaps, and preventing drop-outs through a research-based, age-appropriate, TEKS-aligned curriculum that fosters student growth.

**Performance Objective 16:** Increase the percentage of high school graduates that are College, Career, or Military Ready (CCMR) from 63% to 76% by 2025.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** OnPoint Data Suite

Naviance College & Career for Students

College Board K-12

AP Data Reports

Accuplacer Data Reports

TEA Verifier and Tracker

HB 3 Performance Measures

SAT/ACT Data Reports

Lone Star College-Montgomery Enrollment Data

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** Increase the percentage of high school graduates that are College, Career, or Military Ready (CCMR) from 76% to 80% by 2025.

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Provide curriculum and test-prep training to Math and English teachers that integrate test strategies for the PSAT, SAT, ACT, and TSI 2.0.</p> <p><b>Strategy's Expected Result/Impact:</b> Graduates who meet Texas Success Initiative Assessment (TSIA) criteria in both Math and English, Language Arts &amp; Reading (ELAR) will increase from 44% to 56% by 2025.</p> <p><b>Staff Responsible for Monitoring:</b> College Readiness Coordinator, SLA Coordinator, Secondary Math Coordinator, CCMR Specialist</p> <p><b>Problem Statements:</b> Student Achievement 2</p>	Formative		Summative
	Dec	Mar	June
	 Some Progress	 Considerable	 Continue/ Modify

Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Through strategically mapped industry certifications and professional-grade equipment across our Programs of Study and deliberate TEKS alignment, each course provides students direct pathways to earn relevant credentials while mastering industry-standard technologies. This integrated approach maximizes opportunities for students to graduate with both skill based excellence and workforce-ready certifications.</p> <p><b>Strategy's Expected Result/Impact:</b> Graduates who earn an Industry-Based Certification will increase from 11% to 42% by August 2025, which improves the CCMR overall goal.</p> <p><b>Staff Responsible for Monitoring:</b> CTE Director and Coordinator</p> <p><b>Problem Statements:</b> Student Achievement 2</p>	Formative		Summative
	Dec	Mar	June
	 Some Progress	 Considerable	 Continue/Modify
Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Implementation of a comprehensive student support system that combines data-driven progress monitoring, targeted academic interventions, district-funded certifications, and college, career and military access support to ensure every student has an equitable pathway to post-secondary success.</p> <p><b>Strategy's Expected Result/Impact:</b> The number of Economically Disadvantaged graduates who meet CCMR will increase from 47% to 75% by June 2025, which will improve the CCMR target goal.</p> <p><b>Staff Responsible for Monitoring:</b> CTE Director and Coordinator, College Readiness Coordinator</p> <p><b>Problem Statements:</b> Student Achievement 2</p>	Formative		Summative
	Dec	Mar	June
	 Some Progress	 Considerable	 Continue/Modify
Strategy 4 Details	Reviews		
<p><b>Strategy 4:</b> Develop a student identification and recruitment system to provide more students with dual credit enrollment opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students enrolled in one or more dual credit courses will increase 36% to 40%.</p> <p><b>Staff Responsible for Monitoring:</b> College Readiness Coordinator</p> <p><b>Problem Statements:</b> Student Achievement 2</p>	Formative		Summative
	Dec	Mar	June
	 Some Progress	 Considerable	 Continue/Modify
Strategy 5 Details	Reviews		
<p><b>Strategy 5:</b> Create student supports for Advanced Placement exam registrations and course enrollments.</p> <p><b>Strategy's Expected Result/Impact:</b> The number of students enrolled in Advanced Placement courses will increase 1%.</p> <p><b>Staff Responsible for Monitoring:</b> College Readiness Coordinator</p> <p><b>Problem Statements:</b> Student Achievement 2</p>	Formative		Summative
	Dec	Mar	June
	 Some Progress	 Considerable	 Accomplished

Strategy 6 Details	Reviews		
<p><b>Strategy 6:</b> Create district-wide professional learning opportunities for Advanced Placement teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of qualifying AP scores (3-4-5) by 1%.</p> <p><b>Staff Responsible for Monitoring:</b> College Readiness Coordinator</p> <p><b>Problem Statements:</b> Student Achievement 2</p>	Formative		Summative
	Dec	Mar	June
	 Some Progress	 Considerable	 Accomplished
Strategy 7 Details	Reviews		
<p><b>Strategy 7:</b> Maximizing CTE program completion is done through strategic alignment of industry certifications, professional-grade equipment, and curriculum mapping within each Program of Study, using continuous data analysis and progress monitoring to drive student success. By providing comprehensive professional development and universal access to certification testing, students follow clear pathways from enrollment to industry-validated credentials. This systematic approach meets Perkins V and accountability measures while ensuring every student has equitable access to complete their chosen career pathway with industry-recognized certifications and skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase Career and Technical Education (CTE) programs of study completers from 6% to 8%.</p> <p><b>Staff Responsible for Monitoring:</b> Director of CTE</p> <p><b>Problem Statements:</b> Student Achievement 2</p>	Formative		Summative
	Dec	Mar	June
	 Some Progress	 Considerable	 Continue/Modify
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 16 Problem Statements:**

Student Achievement
<p><b>Problem Statement 2:</b> Not all stakeholders understand the academic opportunities and high-quality pathways for post-secondary success. <b>Root Cause:</b> Not all students, staff, and families had appropriate exposure to academic and career pathways available for post-secondary success.</p>

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

Conroe ISD will ensure all students are prepared for post-graduation success by mastering rigorous academic standards, developing critical thinking skills, closing achievement gaps, and preventing drop-outs through a research-based, age-appropriate, TEKS-aligned curriculum that fosters student growth.

**Performance Objective 17:** Maintain a dropout rate of 2% or less for all students and student groups in seventh through twelfth grade.

**Evaluation Data Sources:** TEA

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Provide secondary campuses with monthly dropout reports throughout the school year as well as guidance and support from the Department for Dropout Prevention to reduce their campuses' dropout rates for the 2023-2024 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> The 2023-2024 and 2024-2025 dropout rates will be less than 2% for all students in seventh through twelfth grades, in both years.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Highly Mobile and At-Risk Programs</p> <p><b>Problem Statements:</b> Student Achievement 2</p> <p><b>Funding Sources:</b> Community Outreach and Dropout Prevention Supplemental Staff - State Comp Ed - \$326,714.75, Migrant Staff and ESC6 Support - Title I C - \$29,384, Homeless Supplemental Staff and Support - Homeless Grant TEHCY 23-24 Continuation - \$30,675.55, Homeless Supplemental Staff - Title I - \$191,046, Foster Care Support - Title I - \$300, Project Mentor Support - Title IV - \$37,000, Homeless Supplemental Staff and Support - Homeless Grant TEHCY 24-25 - \$77,473</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Each school year, require all Conroe ISD students to complete a "Family Survey" to identify eligible migrant students for dropout prevention support from the District's migrant liaison.</p> <p><b>Strategy's Expected Result/Impact:</b> Maintain dropout rate of migrant students under 2%.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Highly Mobile and At-Risk Programs</p> <p><b>Problem Statements:</b> Student Achievement 2</p>	Formative		Summative
	Dec	Mar	June
	 Accomplished	 Accomplished	 Accomplished

Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Ensure consistent academic course placement is aligned and appropriate with the student's educational experience, minimizing the need for repeating coursework while promoting efficient progress toward graduation.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of Texas graduation required courses credited to students who transfer into Conroe ISD.</p> <p><b>Staff Responsible for Monitoring:</b> Guidance &amp; Counseling Coordinator</p> <p><b>Problem Statements:</b> Student Achievement 2</p> <p><b>Funding Sources:</b> Transcript Evaluation Services - Region VI (Validate Me) - Title IV - \$35,000</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Considerable	 Accomplished
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Performance Objective 17 Problem Statements:**

Student Achievement
<p><b>Problem Statement 2:</b> Not all stakeholders understand the academic opportunities and high-quality pathways for post-secondary success. <b>Root Cause:</b> Not all students, staff, and families had appropriate exposure to academic and career pathways available for post-secondary success.</p>

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

Conroe ISD will ensure all students are prepared for post-graduation success by mastering rigorous academic standards, developing critical thinking skills, closing achievement gaps, and preventing drop-outs through a research-based, age-appropriate, TEKS-aligned curriculum that fosters student growth.

**Performance Objective 18: Maintain a High School graduation rate of 97.1% or higher.**

**Evaluation Data Sources:** TEA best of the 4-year, 5-year or 6-year state graduation rates.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Provide a report every 9 weeks flagging students with high absences and support campuses in developing personalized attendance plans, focusing on students with irregular attendance, high mobility, and socioeconomic challenges.</p> <p><b>Strategy's Expected Result/Impact:</b> Achieve a graduation rate of 97.1% or higher by enhancing student attendance through proactive tracking, intervention, and support systems.</p> <p><b>Staff Responsible for Monitoring:</b> District Attendance Specialist</p> <p><b>Problem Statements:</b> Student Achievement 2</p> <p><b>Funding Sources:</b> Community Outreach and Dropout Prevention Supplemental Staff - State Comp Ed - \$326,714.75</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Considerable	 Continue/ Modify

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue

**Performance Objective 18 Problem Statements:**

Student Achievement
<p><b>Problem Statement 2:</b> Not all stakeholders understand the academic opportunities and high-quality pathways for post-secondary success. <b>Root Cause:</b> Not all students, staff, and families had appropriate exposure to academic and career pathways available for post-secondary success.</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:** Develop a district-wide system to evaluate the effective utilization and allocation of financial resources for staffing and other district needs specifically targeted at improving district performance and student achievement.

**Evaluation Data Sources:** Audit Report  
 Financial Accountability Rating System of Texas (FIRST) Report  
 Education Resource Group (ERG) ranking

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Maintain high academic results in a cost-effective manner.  <b>Strategy's Expected Result/Impact:</b> Develop and adopt fiscally responsible budget to meet Board and instructional goals.  <b>Staff Responsible for Monitoring:</b> Chief Financial Officer</p> <p><b>Problem Statements:</b> Student Achievement 2  <b>Funding Sources:</b> Federal Programs Support - Title I - \$306,620, Federal Programs Support - Title II - \$27,592, Supplemental Resources to Support Students At-Risk of Dropping Out - State Comp Ed - \$1,179,845</p>	Formative		Summative
	Dec	Mar	June
	 Some Progress	 Some Progress	 Accomplished
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Provide essential positions needed to accommodate growth in student population and to address unique campus needs.  <b>Strategy's Expected Result/Impact:</b> Provide the necessary resources to allow the District to recruit and hire the most qualified candidates.  <b>Staff Responsible for Monitoring:</b> Chief Financial Officer</p> <p><b>Problem Statements:</b> Student Achievement 2</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Considerable	 Accomplished

Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Provide financial support for integration of technology in instructional and administrative programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Instructional technology integration will increase student outcomes on local and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Financial Officer and Director of Instructional Technology</p> <p><b>Problem Statements:</b> Student Achievement 2</p>	Formative		Summative
	Dec	Mar	June
	 Some Progress	 Considerable	 Accomplished
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Performance Objective 1 Problem Statements:**

Student Achievement
<p><b>Problem Statement 2:</b> Not all stakeholders understand the academic opportunities and high-quality pathways for post-secondary success. <b>Root Cause:</b> Not all students, staff, and families had appropriate exposure to academic and career pathways available for post-secondary success.</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:** Continue to build awareness among all stakeholders of the current systems in place to fund public education in the State of Texas and the limitations it places on local school districts.

**Evaluation Data Sources:** State Funding Formula  
Legislative activity  
Community and stakeholder knowledge

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Continue to engage with and educate stakeholders on school finance through various district committees and meetings and in collaboration with community organizations.</p> <p><b>Strategy's Expected Result/Impact:</b> Stakeholders will understand the challenges that districts are facing financially and advocate for the District.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Financial Officer</p> <p><b>Problem Statements:</b> Student Achievement 2</p>	Formative		Summative
	Dec	Mar	June
	 Some Progress	 Considerable	 Accomplished
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>			

**Performance Objective 2 Problem Statements:**

Student Achievement
<p><b>Problem Statement 2:</b> Not all stakeholders understand the academic opportunities and high-quality pathways for post-secondary success. <b>Root Cause:</b> Not all students, staff, and families had appropriate exposure to academic and career pathways available for post-secondary success.</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 3:** Develop and implement a comprehensive leadership development pipeline to identify, nurture, and promote high-potential employees, ensuring a continuous supply of qualified leaders to meet organizational needs over the next five years.

**Evaluation Data Sources:** Position Control Spreadsheets  
Leadership Strands Cohort Reports

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Establish criteria and assessment tools for identifying high-potential employees.</p> <p><b>Strategy's Expected Result/Impact:</b> Future leaders will be identified and provided with growth opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director and Directors of School Improvement</p> <p><b>Problem Statements:</b> Culture and Climate 10</p> <p><b>Funding Sources:</b> Leadership Development Travel and Contracted Services - Title II - \$126,075</p>	<b>Formative</b>		<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
	 Accomplished	 Accomplished	 Accomplished
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Further develop CISD Leads, our structured leadership development program, including training modules, mentorship opportunities, and job-embedded assignments.</p> <p><b>Strategy's Expected Result/Impact:</b> Future leaders will be provided with growth opportunities and experiences.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director and Directors of School Improvement</p> <p><b>Problem Statements:</b> Culture and Climate 10</p>	<b>Formative</b>		<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
	 Some Progress	 Considerable	 Accomplished
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                     </div> <div style="text-align: center;">  Accomplished                     </div> <div style="text-align: center;">  Continue/Modify                     </div> <div style="text-align: center;">  Discontinue                     </div> </div>			

**Performance Objective 3 Problem Statements:**

## Culture and Climate

**Problem Statement 10:** There is a critical need to develop a pipeline of future teacher leaders and administrators who can effectively lead and manage new educational facilities.

**Root Cause:** The new school openings and increased number of retirements projected over the next few years creates a demand for qualified leaders.

**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:** Implement a plan to attract and retain highly effective teachers and administrators to work at hard to staff campuses.

**Evaluation Data Sources:** TAPR Reports  
 Social Media Engagement Data  
 Job Fair Registration Data  
 Position Control Data  
 Frontline Vacancy Reports

**Summative Evaluation:** Exceeded Objective

**Next Year's Recommendation:** Continue with all identified recruitment strategies.

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> The District will utilize all available resources to recruit quality, diverse applicant pools in identified shortage areas, specifically Bilingual and Special Education, and for high need campuses in accordance with DBA Legal, DC Legal, DC Local, and Title II Requirements. This includes colleges, universities, regional education service centers, education-related professional organizations, job fairs, TEA certification pathways, alternative certification programs, Grow Our Own programs, and in-house recruitment of degreed paraprofessionals and other non-teaching staff.</p> <p><b>Strategy's Expected Result/Impact:</b> The District expects to build/enhance partnerships with said resources to recruit quality, diverse applicant pools in identified shortage areas, specifically Bilingual and Special Education, and for high need campuses.</p> <p><b>Staff Responsible for Monitoring:</b> HR Executive Director, HR Assistant Director, HR Coordinator, Recruitment and Retention Specialist</p> <p><b>Equity Plan</b></p> <p><b>Problem Statements:</b> Culture and Climate 4</p> <p><b>Funding Sources:</b> HR Recruitment Strategies - Title II - \$21,000, HR Recruitment Strategies - Title I - \$22,000</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Considerable	 Continue/ Modify

Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> The District will recruit qualified peace officers and/or security personnel by developing and advertising job descriptions of the duties of peace officers and/or security personnel, as determined by the Board, and identified in Local CKE and CKEA.</p> <p><b>Strategy's Expected Result/Impact:</b> The District expects to attract and retain highly qualified peace officers and/or security personnel.</p> <p><b>Staff Responsible for Monitoring:</b> HR Executive Director, HR Assistant Director, HR Coordinator, Auxiliary Recruiter, Chief of Police</p> <p><b>Problem Statements:</b> Culture and Climate 5</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Considerable	 Discontinue

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 1 Problem Statements:**

Culture and Climate
<p><b>Problem Statement 4:</b> The District continues to face high teacher vacancy rates in the areas of Bilingual and Special Education, which impacts its ability to provide adequate support and resources to students who require specialized instruction. <b>Root Cause:</b> The pool of available Bilingual and Special Education certified teachers is insufficient to meet the needs of the District.</p> <p><b>Problem Statement 5:</b> The District faces an increased need for safety and security in public schools due to rising concerns about violence, threats, and emergencies within educational settings. <b>Root Cause:</b> The pool of available peace officers qualified to work within a school setting is insufficient to meet the needs of the District.</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: Implement a plan to retain highly effective staff.**

**Evaluation Data Sources:** Staff Retention Data  
 TAPR Reports  
 Position Control Spreadsheets  
 Frontline Vacancy Reports

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Increase supports for teachers working toward certification.

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> The District will maximize the retention of novice teachers (0-1 years of experience) at a rate of 90% or above.  <b>Strategy's Expected Result/Impact:</b> The District expects to identify trends over time and assess each campus' effectiveness in retaining novice teachers.  <b>Staff Responsible for Monitoring:</b> HR Executive Director, HR Assistant Director, HR Coordinator, Recruitment and Retention Specialist  <b>Problem Statements:</b> Culture and Climate 6</p>	<b>Formative</b>		<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
	 No Progress	 Considerable	 Continue/ Modify
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> The District will retain highly qualified educators by engaging in meaningful consultation and examining relevant data to understand educators' most pressing needs, including potential root causes, through hiring surveys, review of informal complaints/ concerns, and exit surveys as required by ESEA section 2102 (d)(3) and 2102(b)(3).  <b>Strategy's Expected Result/Impact:</b> The District expects to retain more highly qualified teachers by developing systems/solutions to address educators' most pressing needs.  <b>Staff Responsible for Monitoring:</b> HR Executive Director , HR Assistant Director, HR Coordinator, Recruitment and Retention Specialist  <b>Equity Plan</b>  <b>Problem Statements:</b> Culture and Climate 6</p>	<b>Formative</b>		<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
	 No Progress	 No Progress	 Continue/ Modify
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                     </div> <div style="text-align: center;">  Accomplished                     </div> <div style="text-align: center;">  Continue/Modify                     </div> <div style="text-align: center;">  Discontinue                     </div> </div>			

**Performance Objective 2 Problem Statements:**

**Culture and Climate**

**Problem Statement 6:** Teachers are leaving the profession at high rates leading to increased vacancies. **Root Cause:** A variety of factors contribute to this trend, including insufficient state funding for pay increases, ongoing student discipline issues, concerns about school safety, and heavy workloads resulting from state expectations. Additionally, there is a need for professional learning and mentoring for novice teachers.

**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 3: Implement a professional learning plan focused on the diverse needs of staff.**

**Evaluation Data Sources:** Novice Teacher Professional Learning Checklist  
Staff Retention Data

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> By May 2025, the District will utilize a comprehensive professional learning plan that addresses the diverse needs of all novice staff members tailored to the varying experience levels, learning styles, and professional goals of the novice teacher ensuring at least 90% novice participation and satisfaction, as measured by the novice teacher completion of an end of the year survey and feedback.</p> <p><b>Strategy's Expected Result/Impact:</b> The District expects teachers will complete requirements for the Novice Teacher Academy and be supported by a mentoring teacher.</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator of Gifted, Professional Programs and Mentorships</p> <p><b>Problem Statements:</b> Culture and Climate 6</p> <p><b>Funding Sources:</b> Novice Teacher Academy Staff Development - Title II - \$10,500</p>	Formative		Summative
	Dec	Mar	June
	 No Progress	 Some Progress	 Continue/ Modify
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> The District will provide additional support to administrators with special emphasis on novice principals, 0-3 years, related to hiring practices, employee growth, and employee performance.</p> <p><b>Strategy's Expected Result/Impact:</b> The District expects campus administrators will have the ability to hire more effective teachers and identify, support, and document staff performance concerns to improve instruction and campus performance.</p> <p><b>Staff Responsible for Monitoring:</b> HR Executive Director, Assistant Director, and Coordinator</p> <p><b>Problem Statements:</b> Culture and Climate 10</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Considerable	 Continue/ Modify

Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> The District will assist paraprofessionals in meeting certification requirements and/or highly qualified requirements through assessment and acquisition of the TEA Educator Aide Certification. The District will provide access to quality professional development and host Grow Our Own events to educate and support paraprofessionals on the acquisition of a bachelor's degree in education.</p> <p><b>Strategy's Expected Result/Impact:</b> The District expects to increase quality, diverse applicant pools in identified shortage areas, Bilingual and Special Education, and for high need campuses in accordance with DBA Legal, DC Legal, DC Local, and Title II requirements.</p> <p><b>Staff Responsible for Monitoring:</b> HR Executive Director, Assistant Director, Coordinator, Recruitment and Retention Specialist, Auxiliary Recruiter</p> <p><b>Problem Statements:</b> Culture and Climate 4</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Considerable	 Continue/ Modify

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue

**Performance Objective 3 Problem Statements:**

Culture and Climate
<p><b>Problem Statement 4:</b> The District continues to face high teacher vacancy rates in the areas of Bilingual and Special Education, which impacts its ability to provide adequate support and resources to students who require specialized instruction. <b>Root Cause:</b> The pool of available Bilingual and Special Education certified teachers is insufficient to meet the needs of the District.</p> <p><b>Problem Statement 6:</b> Teachers are leaving the profession at high rates leading to increased vacancies. <b>Root Cause:</b> A variety of factors contribute to this trend, including insufficient state funding for pay increases, ongoing student discipline issues, concerns about school safety, and heavy workloads resulting from state expectations. Additionally, there is a need for professional learning and mentoring for novice teachers.</p> <p><b>Problem Statement 10:</b> There is a critical need to develop a pipeline of future teacher leaders and administrators who can effectively lead and manage new educational facilities. <b>Root Cause:</b> The new school openings and increased number of retirements projected over the next few years creates a demand for qualified leaders.</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:** Implement, train, and support, in coordination with the Texas School Safety Center and the Texas Education Agency, model policies, and procedures for Conroe ISD campus Safe and Supportive School Program (SSSP) Teams.

**Evaluation Data Sources:** Campus SSSP Teams  
 Texas School Safety Center Training  
 Campus team support and Training  
 Threat Assessment Records

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Administration will ensure that they, and counselors, receive threat assessment training from the Texas School Safety Center to apply to their campus teams. To support this training and the campus teams, the Director of School Safety will provide supplemental training to campus teams and support the threat assessment process.</p> <p><b>Strategy's Expected Result/Impact:</b> High-functioning SSSP campus teams will be equipped to recognize and provide appropriate intervention.</p> <p><b>Staff Responsible for Monitoring:</b> Director of School Safety and campus administration</p> <p><b>Problem Statements:</b> Culture and Climate 11</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Considerable	 Continue/ Modify
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>			

**Performance Objective 1 Problem Statements:**

Culture and Climate
<p><b>Problem Statement 11:</b> There is an ongoing need for effective threat assessment training programs to ensure schools can proactively identify and address potential risks, enhancing safety and crisis prevention efforts. <b>Root Cause:</b> The increasing recognition of the importance of proactive measures to prevent crises, coupled with legislative mandates, has created a demand for comprehensive threat assessment training programs.</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:** Implement and monitor a safe schools plan.

**Evaluation Data Sources:** Eduphoria Credit for Staff Learning  
Attendance Rosters  
Vector Solutions

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Develop and implement procedures and systems to improve the preparedness and response efforts of the District for medical emergencies.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be provided a safe learning environment as evidenced by 100% of campuses having designated personnel trained in CPR/AED/First Aid, Traumatic Injury Response, Seizure Awareness, and Naloxone administration for suspected opioid overdose.</p> <p><b>Staff Responsible for Monitoring:</b> School Nurses, Principals, Director of Health Services, and Professional Health Services Specialist</p> <p><b>Problem Statements:</b> Culture and Climate 7</p>	<b>Formative</b>		<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
	 Accomplished	 Accomplished	 Accomplished
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Develop, implement, and support procedures and systems to improve the emergency response to multi-hazard events.</p> <p><b>Strategy's Expected Result/Impact:</b> Multi-hazard emergency hazard response knowledge and training for campus personnel will enhance a safe learning environment for students.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Campus Personnel, and Director of School Safety</p> <p><b>Problem Statements:</b> Culture and Climate 9</p> <p><b>Funding Sources:</b> Safety - Professional Development Materials - Title II - \$5,000</p>	<b>Formative</b>		<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
	 Accomplished	 Accomplished	 Accomplished
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                     </div> <div style="text-align: center;">  Accomplished                     </div> <div style="text-align: center;">  Continue/Modify                     </div> <div style="text-align: center;">  Discontinue                     </div> </div>			

**Performance Objective 2 Problem Statements:**

**Culture and Climate**

**Problem Statement 7:** The diverse health needs of the growing numbers of Conroe ISD students and staff require ongoing comprehensive support and resources that are critical for their well-being and success. **Root Cause:** As the school population continues to grow, an increasing number of students with diverse healthcare needs require attention from trained employees. The diverse needs and unknown healthcare services have increased the difficulty in planning to meet these demands, leading to gaps in healthcare services and support for both students and staff.

**Problem Statement 9:** There is a pressing need for an effective multi-hazard training program to ensure that individuals and schools are adequately prepared to respond to a variety of emergencies, including natural disasters, man-made threats, and other unforeseen events. **Root Cause:** Regulatory requirements, along with the increasing frequency and severity of natural disasters and man-made threats, underscore the necessity for comprehensive preparedness across multiple scenarios.

**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:** Increase active outreach to families of all newcomer students from four to six events, addressing needs identified through two-way communication strategies such as surveys or parent meetings.

**Evaluation Data Sources:** Document parent attendance/participation to events and forums. Count the number of parents who returned surveys, participated in committees, for example in rezoning of school committees.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Provide a connection between student, home, school, and community to ensure families new to the country are able to access school and community resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease dropout rate of newcomers and other EB students.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Bilingual and ESL</p> <p><b>Problem Statements:</b> Parent and Community Engagement 1, 2</p> <p><b>Funding Sources:</b> Parent Liaison - Title III Immigrant - \$84,000, General Supplies - Title III Immigrant - \$4,500, Professional Development - Title III Immigrant - \$10,149</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Accomplished	 Accomplished
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Provide parents with Spanish information meetings to explain the educational system in the District, including the high school scheduling structure, earning credits for graduation, and attendance requirements.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be active participants in the education of their immigrant children.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Bilingual and ESL</p> <p><b>Problem Statements:</b> Parent and Community Engagement 1, 2</p> <p><b>Funding Sources:</b> General Supplies - Title III Immigrant - \$10,000, Newcomer Support - Title III Immigrant - \$54,000, Professional Development - Title III Immigrant - \$18,000</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Accomplished	 Accomplished

Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Schedule individual family meetings for newcomers who meet the criteria as Students with Interrupted Formal Education (SIFE) to offer community resources and provide educational programming options such as continuing on the traditional high school graduation plan, GED programs, or the Newcomers Program at Washington High School.</p> <p><b>Strategy's Expected Result/Impact:</b> Prevent SIFE newcomers from dropping out.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Bilingual and ESL</p> <p><b>Problem Statements:</b> Student Achievement 2</p> <p><b>Funding Sources:</b> Instructional Resources - Title III Immigrant - \$18,000, Newcomer Summer School - Title III Immigrant - \$15,500, Newcomer Support - Title III Immigrant - \$28,000</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Accomplished	 Accomplished

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue

**Performance Objective 3 Problem Statements:**

Student Achievement
<p><b>Problem Statement 2:</b> Not all stakeholders understand the academic opportunities and high-quality pathways for post-secondary success. <b>Root Cause:</b> Not all students, staff, and families had appropriate exposure to academic and career pathways available for post-secondary success.</p>
Parent and Community Engagement
<p><b>Problem Statement 1:</b> There are some families who do not participate in school and community engagement events, which limits their ability to connect with educational resources and support their children's academic success. <b>Root Cause:</b> There are limited resources available for supporting families through outreach events and native language communication.</p>
<p><b>Problem Statement 2:</b> Some international students enroll with gaps in their education and/or lack of knowledge of the educational system in Conroe ISD. <b>Root Cause:</b> There are limited educational resources provided to students and families in their native languages.</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 4:** Design and implement a professional learning framework for school counselors to improve their capacity to provide comprehensive student support.

**Evaluation Data Sources:** Agendas  
Attendance  
Intervention Plan Implementation  
Presentations  
Feedback/Surveys/Exit Tickets

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Equip school counselors with the knowledge, skills, and resources to support students' social and emotional development at developmentally appropriate levels through individual meetings, small groups, and classroom guidance. This supports policy located in FFEA.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the delivery of guidance lessons by 5%, as documented through counselor tracking data.</p> <p><b>Staff Responsible for Monitoring:</b> Guidance and Counseling Coordinator and Elementary Counseling Specialist</p> <p><b>Problem Statements:</b> Culture and Climate 2</p>	Formative		Summative
	Dec	Mar	June
	 Some Progress	 Considerable	 Accomplished
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>			

**Performance Objective 4 Problem Statements:**

Culture and Climate
<p><b>Problem Statement 2:</b> Many individuals and communities lack the knowledge or tools to recognize warning signs, seek help, or intervene in harmful situations. <b>Root Cause:</b> There is a gap in the accessibility of education, awareness, and resources that are essential for prevention, early intervention, and support for mental health, suicide, child abuse, sexual abuse, trafficking, and substance use.</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 5:** Provide comprehensive support to students, families, and staff to address substance use awareness, bullying and violence prevention, mental health awareness, and suicide prevention and intervention.

**Evaluation Data Sources:** Participation Presentations  
Agendas  
Feedback Surveys and Exit Tickets

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Ensure that students, staff, and the community receive appropriate information in key areas such as bullying prevention and intervention, mental health awareness, suicide prevention and intervention, and substance use prevention, intervention, and awareness. This approach supports the following policies: FDB, FFEB, FFF, FFH, FFI, and FFB.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase attendance in school/community events, workshops, and webinars by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Guidance and Counseling Coordinator, Mental Health Specialist</p> <p><b>Problem Statements:</b> Culture and Climate 2</p> <p><b>Funding Sources:</b> Speakers and Community Events/School Counseling - Title IV - \$40,000</p>	<b>Formative</b>		<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Maintain and strengthen partnerships with community stakeholders and mental health providers to ensure that families and students have access to the mental health resources and support they need. This supports crisis intervention policies outlined in FFB.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase number of students accessing services by optimizing the caseload capacity for mental health providers.</p> <p><b>Staff Responsible for Monitoring:</b> Guidance and Counseling Coordinator and Crisis Intervention Specialists</p> <p><b>Problem Statements:</b> Culture and Climate 2</p> <p><b>Funding Sources:</b> Crisis Intervention Specialist - State Comp Ed - \$121,740, Crisis Intervention Specialist - State Comp Ed - \$109,011</p>	<b>Formative</b>		<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
	 Considerable	 Considerable	 Accomplished

Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Create opportunities to inform parents/guardians on a variety of social and emotional health issues. This includes information and prevention of 1) maltreatment and child abuse; 2) sex/human trafficking; 3) dating violence; 4) suicide, self-harm, and identifying other mental health concerns; 5) responsible use of social media, including sexting and the law; 6) alcohol, tobacco, and substance abuse, including vaping; and 7) bullying and conflict resolution. This supports policies in FFG and FFB relating to child abuse and crisis intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased opportunities for parent feedback on the usefulness of resources, areas of improvement, and any additional support needed.</p> <p><b>Staff Responsible for Monitoring:</b> Guidance and Counseling Coordinator, Mental Health Specialist</p> <p><b>Problem Statements:</b> Culture and Climate 2</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Considerable	 Accomplished

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 5 Problem Statements:**

Culture and Climate
<p><b>Problem Statement 2:</b> Many individuals and communities lack the knowledge or tools to recognize warning signs, seek help, or intervene in harmful situations. <b>Root Cause:</b> There is a gap in the accessibility of education, awareness, and resources that are essential for prevention, early intervention, and support for mental health, suicide, child abuse, sexual abuse, trafficking, and substance use.</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 6:** Continue Multi-Tiered Systems of Support (MTSS) to address schoolwide, classroom and individual student concerns.

**High Priority**

**Evaluation Data Sources:** Attendance of district-level trainings

Attendance of campus level trainings

Branching Minds Intervention Usage

Behavior notifications

Number of campuses receiving direct support

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> To address Positive Behavior Interventions and Supports (PBIS), the District will provide training in schoolwide PBIS, classroom management, classroom management for teacher leaders, behavior interventions, and interventions for working with extreme behaviors.</p> <p><b>Strategy's Expected Result/Impact:</b> Achieve a 10% increase in participation in professional development to support the professional growth of administrators, teachers, and other school staff.</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator of Student Support Services</p> <p><b>Problem Statements:</b> Culture and Climate 8</p> <p><b>Funding Sources:</b> STOIC Standouts Substitutes and Extra Duty - Title IV - \$35,299, Extra Duty for STOIC Standouts, Books, Supplies, Travel - Title II - \$5,266, Printing and Books for CHAMPS Trainings - Title II - \$5,186</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Considerable	 Accomplished

Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Provide direct support to campuses to address schoolwide, classroom, and individual student concerns.</p> <p><b>Strategy's Expected Result/Impact:</b> A reduction in behavior notifications, demonstrating the successful implementation and impact of schoolwide support structures and problem-solving teams in promoting positive student behavior and accountability.</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator of Student Support Services</p> <p><b>Problem Statements:</b> Culture and Climate 3</p> <p><b>Funding Sources:</b> SSS District Instructional Coaches - Title I - \$190,143, SSS District Instructional Coaches - State Comp Ed - \$913,401.50, SSS District Title I Behavior Coach - Title I - \$97,242</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Considerable	 Accomplished
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Performance Objective 6 Problem Statements:**

Culture and Climate
<p><b>Problem Statement 3:</b> A growing population of students who have experienced trauma and crisis contribute to the heightened need for safe and supportive school strategies. <b>Root Cause:</b> Schools require continuous education and up to date practices to identify, assess, and address potential school safety issues as well as foster an environment that supports both mental and physical safety for all students and staff.</p> <p><b>Problem Statement 8:</b> There is a need for improved sharing of foundational-level behavioral strategies, prevention, and intervention practices to effectively address schoolwide, classroom, and individual student needs. <b>Root Cause:</b> There is a need for additional structures, instruction, and targeted interventions to address behavioral and motivational challenges.</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 7:** Reduce the rates of students removed from the classroom for in-school suspension, out-of-school suspension, and/or District Alternative Education Program (DAEP) by providing behavior interventions.

**High Priority**

**Evaluation Data Sources:** District Out-of-Placement Rates  
Professional Learning Agendas/Presentations

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Increased training and support for campus leaders to strengthen problem solving teams and implement effective campus-wide structures for interventions and supports.</p> <p><b>Strategy's Expected Result/Impact:</b> Out-of-placement rates will decrease across all student groups, including those in at-risk populations.</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator of Student Support Services</p> <p><b>Problem Statements:</b> Culture and Climate 1</p> <p><b>Funding Sources:</b> SSS Substitutes for Professional Learning - Title II - \$2,500, Champs Materials for STOIC Standouts - Title IV - \$14,701</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Considerable	 Accomplished

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue

**Performance Objective 7 Problem Statements:**

<b>Culture and Climate</b>
<p><b>Problem Statement 1:</b> The rates of students being placed outside of their general education setting are disproportionate in identified student groups. <b>Root Cause:</b> Students with academic and behavioral deficits are in need of timely, targeted instruction, interventions, and supports.</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 8:** Provide professional learning for school leadership addressing the health needs of students.

**Evaluation Data Sources:** Eduphoria credit for professional learning opportunities  
Attendance Rosters

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Provide comprehensive training for designated employees to deliver safe and effective care to students with diabetes.  <b>Strategy's Expected Result/Impact:</b> Each campus will have at least one Unlicensed Diabetes Care Assistant (UDCA). These trained individuals will be available to provide for the unique health care needs of students with diabetes.  <b>Staff Responsible for Monitoring:</b> School Nurses, Principals, Director of Health Services, Professional Health Services Specialist  <b>Problem Statements:</b> Culture and Climate 7</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Accomplished	 Accomplished
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Continue to provide enhanced professional learning opportunities for nursing staff to ensure nurses are prepared to provide safe and effective care to all students.  <b>Strategy's Expected Result/Impact:</b> Students will be provided with safe and effective nursing care to meet their individual needs as evidenced by 100% of school nurses participating in at least five professional learning opportunities this school year.  <b>Staff Responsible for Monitoring:</b> Principals, Director of Health Services, Professional Health Services Specialist  <b>Problem Statements:</b> Culture and Climate 7  <b>Funding Sources:</b> Extra Duty/Substitute Pay Health Services - Title II - \$1,915, Professional Dues Health Services - Title II - \$12,760</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Considerable	 Continue/ Modify
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>			

**Performance Objective 8 Problem Statements:**

## Culture and Climate

**Problem Statement 7:** The diverse health needs of the growing numbers of Conroe ISD students and staff require ongoing comprehensive support and resources that are critical for their well-being and success. **Root Cause:** As the school population continues to grow, an increasing number of students with diverse healthcare needs require attention from trained employees. The diverse needs and unknown healthcare services have increased the difficulty in planning to meet these demands, leading to gaps in healthcare services and support for both students and staff.

**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:** Develop and implement a series of professional learning that addresses the knowledge, skills, and practices necessary for teachers to be successful in Prekindergarten through twelfth grade classrooms.

**Evaluation Data Sources:** District Staff Professional Learning  
STAAR Data

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> The Early Childhood Instructional Coach will provide on-the-job support that focuses on the development of specific early childhood education knowledge, skills, and practices for Prekindergarten teachers to meet the teacher qualification requirements as per the High-Quality Prekindergarten Program.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will work collaboratively with the Early Childhood Department to ensure they are working toward the goal of 150 coaching and professional learning hours over a span of five years. These hours can be obtained through CISD professional learning and coaching hours as well as external early childhood specific professional learning.</p> <p><b>Staff Responsible for Monitoring:</b> Early Childhood Specialist</p> <p><b>Problem Statements:</b> Student Achievement 5</p> <p><b>Funding Sources:</b> EC - Early Childhood Staff Development and Materials - Title II - \$7,750, Early Childhood District Coach - Title III ELA - \$92,500</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Considerable	 Accomplished

Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Provide job-embedded professional learning to address required TEKS for each grade level and content area.</p> <p><b>Strategy's Expected Result/Impact:</b> The District Comprehensive Professional Learning Plan, with over 1,000 opportunities, is provided throughout the school year. District and campus Instructional Coaches provide the job-embedded professional learning.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Teaching &amp; Learning, Executive Director of School Improvement, Director of Curriculum &amp; Instruction, Content Coordinators, and Specialists</p> <p><b>Problem Statements:</b> Student Achievement 1, 2</p> <p><b>Funding Sources:</b> T&amp;L - Staff Development Administrative Assistants - Title II - \$71,561, T&amp;L - Attend Professional Learning to Support Content Learning - Title II - \$29,400, T&amp;L - Materials and Technology for Professional Learning - Title II - \$106,940, T&amp;L - Subs for Professional Learning - Title II - \$11,083, T&amp;L - Materials and Technology for Professional Learning (Teaching and Learning) - Title II - \$115,682, Assessment-District Instructional Coach - Title IV - \$95,533, Assessment-District Instructional Coach - State Comp Ed - \$93,796</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Considerable	 Accomplished
Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Provide enrichment activities for students as an integral part of well-rounded student experiences though Fine Arts and provide job-embedded professional learning for Fine Arts teachers on effective strategies to best implement the TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase alignment between Fine Arts content connections through enrichment activities and job-embedded professional learning for Fine Arts teachers on effective strategies to best implement the TEKS.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Fine Arts and Specialist</p> <p><b>Problem Statements:</b> Student Achievement 1 - Culture and Climate 6</p> <p><b>Funding Sources:</b> Fine Arts Staff Development - Title II - \$13,750, Fine Arts Staff Development - Title IV - \$15,000, Fine Arts Specialist - Title IV - \$127,190</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Considerable	 Accomplished
Strategy 4 Details	Reviews		
<p><b>Strategy 4:</b> Provide job-embedded professional learning for Physical Education teachers and athletic coaches on effective strategies to best implement the TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase alignment between best practices and instructional outcomes for students.</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator of Physical Education, Athletic Director, and Athletic Specialist</p> <p><b>Problem Statements:</b> Student Achievement 1 - Culture and Climate 6</p> <p><b>Funding Sources:</b> PE &amp; Health General Supplies - Title II - \$3,116, PE &amp; Health Subs for Training - Title II - \$1,205, PE &amp; Health Extra Duty - Title II - \$1,879, PE &amp; Health Contracted Services - Title II - \$1,800, PE &amp; Health Travel Coordinator - Title II - \$1,300, PE &amp; Health Travel District IC - Title II - \$1,200, Health/PE District Coach - Title II - \$48,621, Health/PE District Coach - Title IV - \$42,424</p>	Formative		Summative
	Dec	Mar	June
	 Some Progress	 Considerable	 Accomplished

Strategy 5 Details	Reviews		
<p><b>Strategy 5:</b> Provide job-embedded professional learning and resources for Languages Other Than English (LOTE) teachers to support the implementation of a proficiency-focused and performance-based curriculum in alignment with the TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Accelerated language acquisition for students in LOTE courses.</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator of Secondary Language Arts</p> <p><b>Problem Statements:</b> Student Achievement 1, 2</p> <p><b>Funding Sources:</b> LOTE District Instructional Coach - State Comp Ed - \$88,509, LOTE Teacher Training and Instructional Resources - Title II - \$5,250</p>	Formative		Summative
	Dec	Mar	June
	 Some Progress	 Considerable	 Accomplished
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

**Performance Objective 1 Problem Statements:**

Student Achievement
<p><b>Problem Statement 1:</b> Initial instruction needs to be refined to close the achievement gap for students to meet state standards. <b>Root Cause:</b> Not all educators possess the same level of content and professional knowledge which can impact the level of instruction.</p> <p><b>Problem Statement 2:</b> Not all stakeholders understand the academic opportunities and high-quality pathways for post-secondary success. <b>Root Cause:</b> Not all students, staff, and families had appropriate exposure to academic and career pathways available for post-secondary success.</p> <p><b>Problem Statement 5:</b> Due to a range of skill levels requiring differentiated instruction, Prekindergarten through second grade students struggle to master all components of numeracy. <b>Root Cause:</b> The foundational components of early numeracy, including rote counting, one-to-one correspondence, cardinality, conservation of numbers, composing and decomposing numbers, and comparing and ordering numbers, have yet to be sufficiently mastered through Tier-I instruction.</p>
Culture and Climate
<p><b>Problem Statement 6:</b> Teachers are leaving the profession at high rates leading to increased vacancies. <b>Root Cause:</b> A variety of factors contribute to this trend, including insufficient state funding for pay increases, ongoing student discipline issues, concerns about school safety, and heavy workloads resulting from state expectations. Additionally, there is a need for professional learning and mentoring for novice teachers.</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:** Provide educators with effective, research-based professional learning, focusing on instructional strategies to increase student performance of gifted students.

**Evaluation Data Sources:** District Professional Learning Trainings and Surveys  
STAAR Data

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> By May 2025, provide educators with effective, research-based professional learning focusing on gifted instructional strategies, including Depth and Complexity, Content Imperatives, Questioning Strategies, Depth of Knowledge, and Bloom's Taxonomy, to increase student performance as measured by post-training surveys that indicate the educator's level of commitment to incorporating the taught strategies within two weeks of the training session.</p> <p><b>Strategy's Expected Result/Impact:</b> By May 2025, the Gifted Department will provide educators with effective, research-based professional learning focusing on gifted instructional strategies including Depth &amp; Complexity, Content Imperatives, Questioning Strategies, Depth of Knowledge, and Bloom's Taxonomy. Increase opportunities for high potential students to participate in rigorous learning using various strategies designed for the gifted learner. Post-training survey will indicate the educator's level of commitment to incorporate the taught strategies within two weeks of the training session.</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator of Gifted Programs, Professional Programs, and Mentorships</p> <p><b>Problem Statements:</b> Student Achievement 2</p> <p><b>Funding Sources:</b> District GT Instructional Coach - Title IV - \$101,442</p>	Formative		Summative
	Dec	Mar	June
	 No Progress	 Some Progress	 Continue/ Modify

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue

**Performance Objective 2 Problem Statements:**

Student Achievement
<p><b>Problem Statement 2:</b> Not all stakeholders understand the academic opportunities and high-quality pathways for post-secondary success. <b>Root Cause:</b> Not all students, staff, and families had appropriate exposure to academic and career pathways available for post-secondary success.</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 3:** Increase effective instruction of teachers through professional learning that promotes inclusive practices and collaboration between Special Education and General Education teachers.

**Evaluation Data Sources:** STAAR Assessment  
Accountability Report

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** Continue this goal and strategies for the 2025-26 school year

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> The Special Education Department will build capacity of Special Education teachers by providing professional learning, coaching, modeling, etc. and monitor using the Special Education services and support tools, trained on and provided. Campuses in the Caney Creek Feeder will be given training and on campus input/feedback from Lead4ward focusing on inclusive practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase grade-level exposure and rigor of core content for special education students.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum and Special Education Coordinators, Director of Special Education, and Special Education Task Force</p> <p><b>Problem Statements:</b> Student Achievement 8</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Identify and provide professional learning for teachers in Reading instruction for students with Dyslexia and learning disabilities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase exposure to proven literacy instructional strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum and Special Education Coordinators, Director of Special Education, and Special Education Task Force</p> <p><b>Problem Statements:</b> Student Achievement 8</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Considerable	 Continue/ Modify

Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Special Education teachers in the Caney Creek feeder will complete Lead4Ward training for best practices in Special Education. Training will include the opportunity for Special Education and General Education staff to collaborate and individualize plans for students to provide opportunities for inclusion to the fullest extent possible with non-disabled peers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase rigor and content focus for Special Education students in their least restrictive environment to achieve academic growth. Promote inclusive practices to the fullest extent possible based on each student's individualized plan. Increased collaboration between Special Education and General Education staff.</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Coordinators and Director of Special Education</p> <p><b>Problem Statements:</b> Student Achievement 8</p>	<b>Formative</b>		<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
	 Considerable	 Considerable	 Accomplished
Strategy 4 Details	Reviews		
<p><b>Strategy 4:</b> Build capacity of district and campus staff by providing instructional coaching, feedback, and training to address identified areas of need.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student assessment outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Teaching and Learning, Executive Director of School Improvement, and Director of Curriculum &amp; Instruction</p> <p><b>Problem Statements:</b> Student Achievement 2</p> <p><b>Funding Sources:</b> Federal Programs-PNP Staff Development - Title II - \$23,328, Federal Programs-PNP Title I P/T Teacher - Title I - \$26,000, T&amp;L - Jim Knight IC Institute (Jim Knight Contract) - Title II - \$26,000, T&amp;L - NWEA MAP - Title II - \$16,000, Federal Programs-PNP Staff Development - Title IV - \$7,815, Federal Programs-PNP Support - Title IV - \$6,418, T&amp;L - Conference Summer 2024 ( Teaching &amp; Learning Marzano &amp; Solution Tree Contracts) - Title II - \$143,353</p>	<b>Formative</b>		<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
	 Considerable	 Considerable	 Accomplished
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Performance Objective 3 Problem Statements:**

<b>Student Achievement</b>
<p><b>Problem Statement 2:</b> Not all stakeholders understand the academic opportunities and high-quality pathways for post-secondary success. <b>Root Cause:</b> Not all students, staff, and families had appropriate exposure to academic and career pathways available for post-secondary success.</p> <p><b>Problem Statement 8:</b> Due to a range of skill levels requiring differentiated instruction, third through twelfth grade students struggle to consistently demonstrate foundational literacy skills that need to be addressed through specialized programming. <b>Root Cause:</b> Not all educators possess the same level of content and professional knowledge which can impact the level of instruction.</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 4:** Increase the utilization of digital resources, hardware, and productivity through support and professional learning.

**Evaluation Data Sources:** SeeSaw, Canvas, Texquest, Google Management Console, and other application usage reports.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Focus professional learning on how teachers can increase engagement using Learning Management Systems and district-provided digital resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and teachers are using Learning Management Systems and district-provided digital resources at a 5% increase from the previous school year.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Technology Coordinator</p> <p><b>Problem Statements:</b> Student Achievement 2</p>	Formative		Summative
	Dec	Mar	June
	 Some Progress	 Considerable	 Accomplished
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Model and support technology integration in all content area classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Instructional Technology coaches are utilized to assist teachers in the planning and modeling of technology integration.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Technology Coordinator</p> <p><b>Problem Statements:</b> Student Achievement 2</p>	Formative		Summative
	Dec	Mar	June
	 Some Progress	 Considerable	 Accomplished
Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Provide updated student devices to support instruction and assessment and provide help desk support for teachers and students as they use devices.</p> <p><b>Strategy's Expected Result/Impact:</b> Student devices are prepared according to district standards for distribution to campuses.</p> <p><b>Staff Responsible for Monitoring:</b> Applications Support Supervisor</p> <p><b>Problem Statements:</b> Student Achievement 2</p> <p><b>Funding Sources:</b> Student Device Technician and Help Desk Support - Title IV - \$110,276</p>	Formative		Summative
	Dec	Mar	June
	 Some Progress	 Considerable	 Accomplished

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 4 Problem Statements:**

**Student Achievement**

**Problem Statement 2:** Not all stakeholders understand the academic opportunities and high-quality pathways for post-secondary success. **Root Cause:** Not all students, staff, and families had appropriate exposure to academic and career pathways available for post-secondary success.

**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 5:** Increase the percentage of campuses that receive a score of three (met current target) or above on the TELPAS campus rating from 80% to 90% (increase of five campuses) on the 2025 TELPAS.

**Evaluation Data Sources:** Summit K-12 student progress from BOY to EOY  
 Teacher participation and engagement  
 TELPAS domains of Listening, Speaking, Reading, and Writing

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Provide teachers of Emergent Bilingual students with instructional strategies/accommodations to scaffold instruction according to the various language proficiency levels of Listening, Speaking, Reading, and Writing.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in percentage of Emerging Bilingual students who progress one proficiency level on TELPAS composite rating in first through twelfth grade.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Bilingual and ESL and Coordinator</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Achievement 1</p> <p><b>Funding Sources:</b> General Supplies - Title III ELA - \$25,000, Extra Duty - Title III ELA - \$10,000, Technology - Title III ELA - \$20,000, District Bilingual/ESL Specialist - State Comp Ed - \$19,085.16</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Accomplished	 Accomplished
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Provide professional learning on the 7 Steps to an Interactive Language-Rich Classroom to support the English language development of Emergent Bilingual students.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in percentage of Emergent Bilingual students who progress one proficiency level on TELPAS composite rating in first through twelfth grade.</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual and ESL Director and Coordinator</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Achievement 1</p> <p><b>Funding Sources:</b> General Supplies - Title III ELA - \$25,000, Extra Duty - Title III ELA - \$20,000, Instructional Materials - Title III ELA - \$15,000, District Bilingual/ESL Specialist - State Comp Ed - \$19,085.16</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Accomplished	 Accomplished

Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Provide professional learning on Sheltered Instruction in the content areas to support the English language development of newcomer Emergent Bilingual students.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in percentage of Emergent Bilingual students who progress one proficiency level on TELPAS composite rating in first through twelfth grade.</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual and ESL Director and Coordinator</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Achievement 1</p> <p><b>Funding Sources:</b> Instructional Resources - Title III ELA - \$30,000, General Supplies - Title III ELA - \$20,000, Extra Duty - Title III ELA - \$5,000, Professional Development - Title III ELA - \$12,000, District Bilingual/ESL Specialist - State Comp Ed - \$19,085.18</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Accomplished	 Accomplished
Strategy 4 Details	Reviews		
<p><b>Strategy 4:</b> Provide professional learning on TELPAS Proficiency Level Descriptors (PLDs) and how to create targeted student language learning objectives to support Emergent Bilingual students.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in percentage of Emergent Bilingual students who progress one proficiency level on TELPAS composite rating in first through twelfth grade.</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual and ESL Director and Coordinator</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Achievement 1</p> <p><b>Funding Sources:</b> Instructional Resources - Title III ELA - \$20,000, General Supplies - Title III ELA - \$30,000, Extra Duty - Title III ELA - \$5,000, Professional Development - Title III ELA - \$15,000</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Accomplished	 Accomplished
Strategy 5 Details	Reviews		
<p><b>Strategy 5:</b> District Bilingual and ESL specialists and facilitators will support identified campuses. They will focus on targeted instructional planning, using English Language Proficiency Standards (ELPS), and familiarity with PLDs to provide students with increased opportunities to develop the skills they lack in each language domain.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in percentage of Emergent Bilingual students who progress one proficiency level on TELPAS composite rating in first through twelfth grade.</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual and ESL Director and Coordinator</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Achievement 1</p> <p><b>Funding Sources:</b> Consultant - Title III ELA - \$25,000, Instructional Resources - Title III ELA - \$35,000, General Supplies - Title III ELA - \$15,000, Extra Duty - Title III ELA - \$15,000</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Accomplished	 Accomplished

Strategy 6 Details	Reviews		
<p><b>Strategy 6:</b> District Bilingual and ESL specialists and facilitators will ensure integration of English language skills into all content areas for Emergent Bilingual area.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in percentage of Emergent Bilingual students who progress one proficiency level on TELPAS composite rating in first through twelfth grade.</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual and ESL Director and Coordinator</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Achievement 1</p> <p><b>Funding Sources:</b> General Supplies - Title III ELA - \$35,000, Books - Title III ELA - \$5,000, Extra Duty - Title III ELA - \$5,000</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Accomplished	 Accomplished
Strategy 7 Details	Reviews		
<p><b>Strategy 7:</b> District Bilingual and ESL specialists and facilitators will utilize instructional technology integration to provide English learners with multiple opportunities across various subjects to practice their language skills on a recording platform.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in percentage of Emergent Bilingual students who progress one proficiency level on TELPAS composite rating in first through twelfth grade.</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual and ESL Director and Coordinator</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Achievement 1</p> <p><b>Funding Sources:</b> General Supplies - Title III ELA - \$25,000, Extra Duty - Title III ELA - \$10,000, Professional Development - Title III ELA - \$7,000, Technology - Title III ELA - \$3,389</p>	Formative		Summative
	Dec	Mar	June
	 Considerable	 Accomplished	 Accomplished
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

**Performance Objective 5 Problem Statements:**

Student Achievement
<p><b>Problem Statement 1:</b> Initial instruction needs to be refined to close the achievement gap for students to meet state standards. <b>Root Cause:</b> Not all educators possess the same level of content and professional knowledge which can impact the level of instruction.</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 6:** Provide intervention for campuses identified as Comprehensive Support and Needs Improvement under the State and Federal Accountability System.

**High Priority**

**Evaluation Data Sources:** Quarterly Assessments  
STAAR Data

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Provide small group intervention support to remediate foundational skills for fifth and sixth grade Math students.  <b>Strategy's Expected Result/Impact:</b> Increase in student performance on the fifth and sixth grade STAAR test.  <b>Staff Responsible for Monitoring:</b> Elementary Math Coordinator &amp; Specialists</p> <p><b>Problem Statements:</b> Student Achievement 15  <b>Funding Sources:</b> Federal Programs-Title I Comprehensive School Support - Title I - \$20,000</p>	<b>Formative</b>		<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
	 Considerable	 Considerable	 Accomplished
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>			

**Performance Objective 6 Problem Statements:**

<b>Student Achievement</b>
<p><b>Problem Statement 15:</b> A campus has been identified as Comprehensive Support and Needs Improvement School under the Federal Accountability System. <b>Root Cause:</b> The implementation of Tier-I best practices was limited.</p>

# Assurances

## Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
  - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
  - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

**Signature indicates the 10 assurances are included in the LEA Plan** Signature of Assurance

# District Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	T&L - Title I Language Arts District Instructional Coach		\$97,242.00
1	1	2	District Early Childhood Coaches		\$48,138.00
1	1	3	Summer School Supplemental Teachers and Materials		\$69,614.00
1	2	3	ELA Coach		\$6,113.00
1	2	4	ELA Coach		\$6,113.00
1	2	5	ELA Coach		\$6,114.00
1	2	6	ELA Coach		\$6,113.00
1	2	7	Summer School Supplemental Staff and Materials		\$69,614.00
1	3	4	ELA Coach		\$6,113.00
1	3	5	ELA Coach		\$6,113.00
1	3	6	ELA Coach		\$6,113.00
1	3	7	ELA Coach		\$6,113.00
1	3	8	Summer School Supplemental Teachers and Materials		\$69,616.00
1	6	1	District Early Childhood Coaches		\$48,138.00
1	6	1	Federal Programs-Supplemental Math Instructional Software for Title I Campuses-PK		\$27,038.00
1	6	2	Federal Programs-Supplemental Math Instructional Software for Title I Campuses-KG		\$27,038.00
1	6	2	T&L - Title I Math District Instructional Coach		\$12,155.20
1	6	2	District Instructional Elementary Math Coach		\$14,282.14
1	6	3	T&L - Title I Math District Instructional Coach		\$12,155.20
1	6	3	District Instructional Elementary Math Coach		\$14,282.14
1	6	3	Federal Programs-Supplemental Math Instructional Software for Title I Campuses-1st		\$27,038.00
1	6	4	T&L - Title I Math District Instructional Coach		\$12,155.20
1	6	4	District Instructional Elementary Math Coach		\$14,282.14
1	6	4	Federal Programs-Supplemental Math Instructional Software for Title I Campuses		\$27,038.00

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	5	Summer School Supplemental Staff and Resources		\$104,422.00
1	7	1	Federal Programs-Supplemental Math Instructional Software for Title I Campuses-3rd		\$27,038.00
1	7	1	T&L - Title I Math District Instructional Coach		\$12,155.20
1	7	1	District Instructional Elementary Math Coach		\$7,141.08
1	7	2	District Instructional Elementary Math Coach		\$7,141.08
1	7	2	Federal Programs-Supplemental Math Instructional Software for Title I Campuses-3rd		\$27,038.00
1	7	2	T&L - Title I Math District Instructional Coach		\$12,155.30
1	7	3	District Instructional Elementary Math Coach		\$14,282.14
1	7	3	Federal Programs-Supplemental Math Instructional Software for Title I Campuses		\$27,038.00
1	7	3	T&L - Title I Math District Instructional Coach		\$12,155.30
1	7	4	T&L - Title I Math District Instructional Coach		\$12,155.30
1	7	4	District Instructional Elementary Math Coach		\$14,282.14
1	7	4	Federal Programs-Supplemental Math Instructional Software for Title I Campuses		\$27,042.00
1	7	5	T&L - Title I Math District Instructional Coach		\$12,155.30
1	7	5	District Instructional Elementary Math Coach		\$14,282.14
1	7	5	Federal Programs-Supplemental Math Instructional Software for Title I Campuses-6th		\$27,042.00
1	7	6	Summer School Supplemental Staff and Resources		\$104,422.00
1	15	1	District Science Instructional Coaches		\$48,621.00
1	15	2	District Science Instructional Coaches		\$48,621.00
1	17	1	Homeless Supplemental Staff		\$191,046.00
1	17	1	Foster Care Support		\$300.00
2	1	1	Federal Programs Support		\$306,620.00
3	1	1	HR Recruitment Strategies		\$22,000.00
4	6	2	SSS District Instructional Coaches		\$190,143.00
4	6	2	SSS District Title I Behavior Coach		\$97,242.00
5	3	4	Federal Programs-PNP Title I P/T Teacher		\$26,000.00

<b>Title I</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
5	6	1	Federal Programs-Title I Comprehensive School Support		\$20,000.00
<b>Sub-Total</b>					\$2,051,271.00
<b>Budgeted Fund Source Amount</b>					\$2,051,271.00
<b>+/- Difference</b>					\$0.00
<b>Title I C</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	17	1	Migrant Staff and ESC6 Support		\$29,384.00
<b>Sub-Total</b>					\$29,384.00
<b>Budgeted Fund Source Amount</b>					\$29,384.00
<b>+/- Difference</b>					\$0.00
<b>Title II</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	ELA Professional Learning and Instructional Resources		\$1,000.00
1	1	2	Staff Development and Materials, District Early Childhood Coach		\$31,924.00
1	2	1	SLA Professional Learning & Instructional Resources		\$3,500.00
1	2	1	SLA District Instructional Coach		\$15,629.16
1	2	1	Instructional Coach Symposium		\$100.00
1	2	2	SLA Professional Learning & Instructional Resources		\$3,500.00
1	2	2	SLA District Instructional Coach		\$15,629.16
1	2	2	Instructional Coaches Symposium		\$100.00
1	2	3	Instructional Coaches Symposium		\$100.00
1	2	4	Instructional Coaching Symposium		\$100.00
1	2	5	Instructional Coaches Symposium		\$100.00
1	2	6	Instructional Coaches Symposium		\$100.00
1	3	1	SLA District Instructional Coach		\$15,629.16
1	3	1	Instructional Coaches Symposium		\$100.00
1	3	1	SLA Professional Learning & Instructional Resources		\$3,500.00
1	3	1	ELA Professional Learning		\$11,566.00
1	3	2	Instructional Coaches Symposium		\$100.00
1	3	2	SLA Professional Learning & Instructional Resources		\$3,500.00

Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	SLA District Instructional Coach		\$15,629.16
1	3	2	ELA Professional Learning		\$11,566.00
1	3	3	SLA Professional Learning & Instructional Resources		\$3,500.00
1	3	3	Instructional Coaches Symposium		\$100.00
1	3	3	SLA District Instructional Coach		\$15,629.16
1	3	3	ELA Professional Learning		\$11,568.00
1	3	4	Instructional Coaches Symposium		\$100.00
1	3	5	Instructional Coaches Symposium		\$100.00
1	3	6	Instructional Coaches Symposium		\$100.00
1	3	7	Instructional Coaches Symposium		\$100.00
1	4	1	SLA District Instructional Coach		\$15,629.20
1	4	1	SLA Professional Learning & Instructional Resources		\$3,500.00
1	5	1	Dyslexia Professional Development		\$5,500.00
1	5	2	Dyslexia Teacher Professional Development		\$5,000.00
1	6	1	Early Childhood Staff Development, Materials, and District Early Childhood Coach		\$31,924.00
1	6	2	Elementary Math Professional Materials & Professional Learning		\$3,375.00
1	6	2	District Instructional Elementary Math Coach		\$6,886.86
1	6	2	Elementary Math Administrative Assistant		\$1,653.14
1	6	3	Elementary Administrative Assistant		\$1,653.14
1	6	3	District Instructional Elementary Math Coach		\$6,886.86
1	6	3	Elementary Math Professional Materials & Professional Learning		\$3,375.00
1	6	4	District Instructional Elementary Math Coach		\$6,886.86
1	6	4	Elementary Math Professional Materials & Professional Learning		\$3,375.00
1	6	4	Elementary Math Administrative Assistant		\$1,653.14
1	7	1	District Instructional Elementary Math Coach		\$3,443.43
1	7	1	Elementary Math Administrative Assistant		\$826.57
1	7	1	Elementary Math Professional Materials & Professional Learning		\$1,687.50
1	7	2	District Instructional Elementary Math Coach		\$3,443.43
1	7	2	Elementary Math Administrative Assistant		\$826.57

<b>Title II</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	7	2	Elementary Math Professional Materials & Professional Learning		\$1,687.50
1	7	3	Elementary Math Professional Materials & Professional Learning		\$3,375.00
1	7	3	District Instructional Elementary Math Coach		\$6,886.86
1	7	3	Elementary Math Administrative Assistant		\$1,653.14
1	7	4	District Instructional Elementary Math Coach		\$6,886.86
1	7	4	Elementary Math Administrative Assistant		\$1,653.14
1	7	4	Elementary Math Professional Materials & Professional Learning		\$3,375.00
1	7	5	Elementary Math Administrative Assistant		\$1,653.14
1	7	5	Elementary Math Professional Materials & Professional Learning		\$3,375.00
1	7	5	District Instructional Elementary Math Coach		\$6,886.86
1	8	2	Instructional Coach		\$49,184.00
1	8	3	Secondary Math General Supplies - Coaching Symposiums		\$500.00
1	8	3	Secondary Math - Instructional Resources		\$4,500.00
1	8	3	Secondary Math - Professional Development		\$7,550.00
1	9	2	Extra Duty for Professional Learning (Secondary Math Level)		\$3,000.00
1	9	2	Additional Learning Opportunities-- Secondary Math		\$1,000.00
1	9	2	Professional Learning for Secondary Math Team		\$2,500.00
1	9	3	Secondary Math - Materials for Coaching Symposiums		\$1,500.00
1	9	3	Professional Learning for Secondary Math Team		\$5,000.00
1	11	1	SS Professional Development		\$2,000.00
1	11	1	SS Quarterly Assessment		\$2,000.00
1	11	1	SS Instructional Materials		\$1,000.00
1	11	2	SS Quarterly Assessment		\$2,000.00
1	11	2	SS Instructional Coach		\$32,898.00
1	11	2	SS Instructional Materials		\$2,000.00
1	11	2	SS Professional Development		\$2,000.00
1	11	3	SS Curriculum Development		\$5,000.00
1	11	4	SS Quarterly Assessments		\$2,000.00
1	11	4	SS Instructional Materials		\$1,000.00
1	11	4	SS Instructional Coach		\$32,899.00

<b>Title II</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	11	4	SS Professional Development		\$2,000.00
1	12	1	SS Curriculum Development		\$2,000.00
1	12	1	SS Instructional Materials		\$1,000.00
1	12	1	SS Quarterly Assessment		\$2,000.00
1	12	2	SS Instructional Materials		\$1,188.00
1	12	2	SS Curriculum Development		\$4,000.00
1	13	1	SS Instructional Coach		\$32,899.00
1	13	1	SS Professional Development		\$3,000.00
1	13	2	SS Professional Development		\$3,000.00
1	13	3	SS Professional Development		\$1,500.00
1	14	1	District Science Instructional Coaches		\$72,273.00
1	15	1	Science Curriculum Writing, Assessment Writing, Professional Learning		\$37,654.00
1	15	1	District Science Instructional Coaches		\$72,273.00
2	1	1	Federal Programs Support		\$27,592.00
2	3	1	Leadership Development Travel and Contracted Services		\$126,075.00
3	1	1	HR Recruitment Strategies		\$21,000.00
3	3	1	Novice Teacher Academy Staff Development		\$10,500.00
4	2	2	Safety - Professional Development Materials		\$5,000.00
4	6	1	Extra Duty for STOIC Standouts, Books, Supplies, Travel		\$5,266.00
4	6	1	Printing and Books for CHAMPS Trainings		\$5,186.00
4	7	1	SSS Substitutes for Professional Learning		\$2,500.00
4	8	2	Professional Dues Health Services		\$12,760.00
4	8	2	Extra Duty/Substitute Pay Health Services		\$1,915.00
5	1	1	EC - Early Childhood Staff Development and Materials		\$7,750.00
5	1	2	T&L - Materials and Technology for Professional Learning		\$106,940.00
5	1	2	T&L - Attend Professional Learning to Support Content Learning		\$29,400.00
5	1	2	T&L - Materials and Technology for Professional Learning (Teaching and Learning)		\$115,682.00
5	1	2	T&L - Subs for Professional Learning		\$11,083.00
5	1	2	T&L - Staff Development Administrative Assistants		\$71,561.00

Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	3	Fine Arts Staff Development		\$13,750.00
5	1	4	PE & Health Travel Coordinator		\$1,300.00
5	1	4	PE & Health Extra Duty		\$1,879.00
5	1	4	Health/PE District Coach		\$48,621.00
5	1	4	PE & Health Travel District IC		\$1,200.00
5	1	4	PE & Health Subs for Training		\$1,205.00
5	1	4	PE & Health General Supplies		\$3,116.00
5	1	4	PE & Health Contracted Services		\$1,800.00
5	1	5	LOTE Teacher Training and Instructional Resources		\$5,250.00
5	3	4	T&L - NWEA MAP		\$16,000.00
5	3	4	T&L - Conference Summer 2024 ( Teaching & Learning Marzano & Solution Tree Contracts)		\$143,353.00
5	3	4	T&L - Jim Knight IC Institute (Jim Knight Contract)		\$26,000.00
5	3	4	Federal Programs-PNP Staff Development		\$23,328.00
<b>Sub-Total</b>					\$1,550,858.00
<b>Budgeted Fund Source Amount</b>					\$1,550,858.00
<b>+/- Difference</b>					\$0.00
Title III ELA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	District Early Childhood Coaches		\$96,689.00
1	6	1	District Early Childhood Coaches		\$96,689.00
5	1	1	Early Childhood District Coach		\$92,500.00
5	5	1	Extra Duty		\$10,000.00
5	5	1	Technology		\$20,000.00
5	5	1	General Supplies		\$25,000.00
5	5	2	Extra Duty		\$20,000.00
5	5	2	General Supplies		\$25,000.00
5	5	2	Instructional Materials		\$15,000.00
5	5	3	Instructional Resources		\$30,000.00
5	5	3	Extra Duty		\$5,000.00

Title III ELA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	5	3	Professional Development		\$12,000.00
5	5	3	General Supplies		\$20,000.00
5	5	4	Extra Duty		\$5,000.00
5	5	4	General Supplies		\$30,000.00
5	5	4	Instructional Resources		\$20,000.00
5	5	4	Professional Development		\$15,000.00
5	5	5	Extra Duty		\$15,000.00
5	5	5	Consultant		\$25,000.00
5	5	5	Instructional Resources		\$35,000.00
5	5	5	General Supplies		\$15,000.00
5	5	6	General Supplies		\$35,000.00
5	5	6	Books		\$5,000.00
5	5	6	Extra Duty		\$5,000.00
5	5	7	Extra Duty		\$10,000.00
5	5	7	Professional Development		\$7,000.00
5	5	7	General Supplies		\$25,000.00
5	5	7	Technology		\$3,389.00
<b>Sub-Total</b>					\$718,267.00
<b>Budgeted Fund Source Amount</b>					\$718,267.00
<b>+/- Difference</b>					\$0.00
Title III Immigrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	1	Parent Liaison		\$84,000.00
4	3	1	General Supplies		\$4,500.00
4	3	1	Professional Development		\$10,149.00
4	3	2	Professional Development		\$18,000.00
4	3	2	Newcomer Support		\$54,000.00
4	3	2	General Supplies		\$10,000.00
4	3	3	Instructional Resources		\$18,000.00
4	3	3	Newcomer Support		\$28,000.00

Title III Immigrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	3	Newcomer Summer School		\$15,500.00
<b>Sub-Total</b>					\$242,149.00
<b>Budgeted Fund Source Amount</b>					\$242,149.00
<b>+/- Difference</b>					\$0.00
Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	14	1	District Science Instructional Coach		\$48,979.00
1	14	2	Science: Bridging the gaps through Robotics; PD & Robotics Kits		\$23,500.00
1	14	2	District Science Instructional Coach		\$48,979.00
1	17	1	Project Mentor Support		\$37,000.00
1	17	3	Transcript Evaluation Services - Region VI (Validate Me)		\$35,000.00
4	5	1	Speakers and Community Events/School Counseling		\$40,000.00
4	6	1	STOIC Standouts Substitutes and Extra Duty		\$35,299.00
4	7	1	Champs Materials for STOIC Standouts		\$14,701.00
5	1	2	Assessment-District Instructional Coach		\$95,533.00
5	1	3	Fine Arts Staff Development		\$15,000.00
5	1	3	Fine Arts Specialist		\$127,190.00
5	1	4	Health/PE District Coach		\$42,424.00
5	2	1	District GT Instructional Coach		\$101,442.00
5	3	4	Federal Programs-PNP Support		\$6,418.00
5	3	4	Federal Programs-PNP Staff Development		\$7,815.00
5	4	3	Student Device Technician and Help Desk Support		\$110,276.00
<b>Sub-Total</b>					\$789,556.00
<b>Budgeted Fund Source Amount</b>					\$789,556.00
<b>+/- Difference</b>					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	SLA District Instructional Coach		\$15,723.00
1	2	1	T&L - Secondary Literacy (LA) Campus Coaches		\$228,807.40
1	2	2	T&L - Secondary Literacy (LA) Campus Coaches		\$228,807.40

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	SLA District Instructional Coach		\$15,723.00
1	2	3	T&L - Elementary/Intermediate Literacy (ELA) Campus Coaches		\$479,316.80
1	2	3	ELA Coaches		\$17,586.75
1	2	4	ELA Coaches		\$17,586.75
1	2	4	T&L - Elementary/Intermediate Literacy (ELA) Campus Coaches		\$479,316.60
1	2	5	T&L - T&L - Elementary/Intermediate Literacy (ELA) Campus Coaches		\$479,316.60
1	2	5	ELA Coaches		\$17,586.75
1	2	6	ELA Coaches		\$17,586.75
1	2	6	T&L - Elementary/Intermediate Literacy (ELA) Campus Coaches		\$479,316.60
1	3	1	T&L - Secondary Literacy (LA) Campus Coaches		\$228,807.40
1	3	1	SLA District Instructional Coach		\$15,723.00
1	3	2	SLA District Instructional Coach		\$15,723.00
1	3	2	T&L - Secondary Literacy (LA) Campus Coaches		\$228,807.40
1	3	3	T&L - Secondary Literacy (LA) Campus Coaches		\$228,807.40
1	3	3	SLA District Instructional Coach		\$15,723.00
1	3	4	T&L - Elementary/Intermediate Literacy (ELA) Campus Coaches		\$479,316.60
1	3	4	ELA Coaches		\$17,586.75
1	3	5	ELA Coaches		\$17,586.75
1	3	5	T&L - Elementary/Intermediate Literacy (ELA) Campus Coaches		\$479,316.60
1	3	6	ELA Coaches		\$17,586.75
1	3	6	T&L - Elementary/Intermediate Literacy (ELA) Campus Coaches		\$479,316.60
1	3	7	ELA Coaches		\$17,586.75
1	3	7	T&L - Elementary/Intermediate Literacy (ELA) Campus Coaches		\$479,316.60
1	4	1	SLA District Instructional Coach		\$15,723.00
1	6	2	District Elementary Math Specialist		\$16,323.79
1	6	2	T&L - Elementary/Intermediate Math Campus Coaches		\$493,200.00
1	6	2	District Instructional Elementary Math Coach		\$7,096.71
1	6	3	District Elementary Math Specialist		\$16,323.79
1	6	3	T&L - Elementary/Intermediate Math Campus Coaches		\$493,200.00
1	6	3	District Instructional Elementary Math Coach		\$7,096.71

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	4	District Instructional Elementary Math Coach		\$7,096.71
1	6	4	District Elementary Math Specialist		\$16,323.79
1	6	4	T&L - Elementary/Intermediate Math Campus Coaches		\$493,200.00
1	7	1	District Instructional Elementary Math Coach		\$3,548.36
1	7	1	District Elementary Math Specialist		\$8,161.88
1	7	1	T&L - Elementary/Intermediate Math Campus Coaches		\$493,200.00
1	7	2	District Elementary Math Specialist		\$8,161.88
1	7	2	District Instructional Elementary Math Coach		\$3,548.36
1	7	2	T&L - Elementary/Intermediate Math Campus Coaches		\$493,200.00
1	7	3	District Instructional Elementary Math Coach		\$7,096.71
1	7	3	T&L - Elementary/Intermediate Math Campus Coaches		\$493,200.00
1	7	3	District Elementary Math Specialist		\$16,323.79
1	7	4	T&L - Elementary/Intermediate Math Campus Coaches		\$493,200.00
1	7	4	District Elementary Instructional Math Coach		\$7,096.71
1	7	4	District Elementary Math Specialist		\$16,323.79
1	7	5	T&L - Elementary/Intermediate Math Campus Coaches		\$493,200.00
1	7	5	District Instructional Elementary Math Coach		\$7,096.73
1	7	5	District Elementary Math Specialist		\$16,323.79
1	8	1	T&L Secondary Math Campus Coaches		\$161,186.00
1	8	1	Secondary Math Coach		\$79,383.67
1	8	2	T&L Secondary Math Campus Coaches		\$161,185.60
1	8	3	T&L Secondary Math Campus Coaches		\$161,185.60
1	9	1	T&L Secondary Math Campus Coaches		\$161,185.60
1	9	1	Secondary Math Coach		\$79,383.67
1	9	2	T&L Secondary Math Campus Coaches		\$161,185.60
1	9	2	Secondary Math Coach		\$79,383.66
1	9	3	T&L Secondary Math Campuses Coaches		\$161,185.60
1	11	1	T&L - SS Instructional Coach		\$23,367.00
1	11	3	SS Instructional Coach		\$23,367.00
1	12	1	T&L - SS Instructional Coach		\$44,511.00

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	12	2	SS Instructional Coach		\$44,510.00
1	13	2	SS Instructional Coach		\$23,367.00
1	13	3	SS Instructional Coach		\$23,367.00
1	17	1	Community Outreach and Dropout Prevention Supplemental Staff		\$326,714.75
1	18	1	Community Outreach and Dropout Prevention Supplemental Staff		\$326,714.75
2	1	1	Supplemental Resources to Support Students At-Risk of Dropping Out		\$1,179,845.00
4	5	2	Crisis Intervention Specialist		\$121,740.00
4	5	2	Crisis Intervention Specialist		\$109,011.00
4	6	2	SSS District Instructional Coaches		\$913,401.50
5	1	2	Assessment-District Instructional Coach		\$93,796.00
5	1	5	LOTE District Instructional Coach		\$88,509.00
5	5	1	District Bilingual/ESL Specialist		\$19,085.16
5	5	2	District Bilingual/ESL Specialist		\$19,085.16
5	5	3	District Bilingual/ESL Specialist		\$19,085.18
<b>Sub-Total</b>					\$13,927,887.00
<b>Budgeted Fund Source Amount</b>					\$13,927,887.00
<b>+/- Difference</b>					\$0.00
Homeless Grant TEHCY 23-24 Continuation					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	17	1	Homeless Supplemental Staff and Support		\$30,675.55
<b>Sub-Total</b>					\$30,675.55
<b>Budgeted Fund Source Amount</b>					\$30,675.55
<b>+/- Difference</b>					\$0.00
Homeless Grant TEHCY 24-25					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	17	1	Homeless Supplemental Staff and Support		\$77,473.00
<b>Sub-Total</b>					\$77,473.00
<b>Budgeted Fund Source Amount</b>					\$77,473.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$19,417,520.55

Homeless Grant TEHCY 24-25					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				<b>Grand Total Spent</b>	\$19,417,520.55
				<b>+/- Difference</b>	\$0.00

# Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the District Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Decision-Making and Planning Policy Evaluation	Assistant Superintendent of Student Support Services	9/9/2024	Tamika Taylor	10/29/2024
Bullying Prevention	Coordinator of Guidance and Counseling	9/9/2024	Tiffany Rhodriquez	9/12/2024
Child Abuse and Neglect	Mental Health Specialist	9/9/2024	Lindsey Taylor	10/25/2024
Coordinated Health Program	Coordinator of PE, Health, and Cheer	9/9/2024	Wade Haymark	9/9/2024
Dropout Prevention	Director of Highly Mobile and At-Risk Programs	9/9/2024	Paola Gorman	10/25/2024
Title I, Part C Migrant	Director of Highly Mobile and At-Risk Programs	9/12/2024	Paola Gorman	10/25/2024
Dyslexia Treatment Program	Coordinator of Dyslexia	8/22/2024	Sharon Henry	8/22/2024
Pregnancy Related Services	Professional Social Worker and Parent Education Specialist	9/11/2024	Lynda Gowin	10/29/2024
Recruiting Teachers and Paraprofessionals	Executive Director of Human Resources	10/21/2024	Paula Green	10/24/2024
Post-Secondary Preparedness	College and Career Readiness Specialist	9/9/2024	Laura Willard	9/9/2024
Student Welfare: Crisis Intervention Programs and Training	Mental Health Specialist and Director of School Safety	9/9/2024	Lindsey Taylor	10/25/2024
Student Welfare: Discipline/Conflict/Violence Management	Mental Health Specialist and Guidance and Counseling Coordinator	9/9/2024	Lindsey Taylor	10/25/2024
Texas Behavior Support Initiative (TBSI)	Executive Director of Special Education	9/9/2024	Kendra Wiggins	10/29/2024
Title I, Part A LEA Program Plan-13 Statutory Required Descriptions	Director of Federal Programs	9/16/2024	Dana Boyer	9/16/2024
Title II Program Requirements	Director of Federal Programs	9/11/2024	Dana Boyer	9/11/2024
Technology Integration	Director of Information Systems	9/11/2024	Jarod Lambert	9/12/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Executive Director of Human Resources	9/3/2024	Paula Green	10/24/2024