

Brazosport Independent School District

Clute Intermediate

2023-2024 Improvement Plan

Accountability Rating: C

Distinction Designations:
Postsecondary Readiness



Board Approval Date: October 16, 2023

Mission Statement

At Clute Intermediate, we ensure all students achieve at high levels in a culture of collaboration.

Vision

Preparing all students to be future ready.

Value Statement

We collaborate to ensure high levels of learning for all.

We focus on results and make instructional decisions to improve learning.

We plan and provide engaging instruction.

We ensure all students are in a safe learning environment.

We build positive connections to students.

We ensure a systematic, collective intervention system when students are struggling.

We provide clear communication to our stake holders.

We prepare students for an ever-changing world.

All means all!

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Comprehensive Needs Assessment Process:

The Clute Intermediate needs assessment process is described below. The CEIC and Guiding Coalition evaluated program evaluations, survey results, and the following data: previous years STAAR, Mock STAAR, screeners, TAPR, ALEKS administrative report, attendance (students and staff), parent/student/teacher surveys, and discipline reports. Documentation of the process includes meeting minutes, agendas, sign-in sheets, and copies of data reviewed. Committee members reviewed the data listed above to identify areas of strengths and problems. The process began at the end of March and went until June following the receipt of state assessment results. Participants in the process included the CEIC, and the guiding coalition. Input was gathered from other stakeholders, including parents and students using surveys. Data was analyzed using a SWOT analysis, and problem statements were derived. A root cause analysis was conducted for each problem statement, and then problem statements were prioritized for planning.

Demographics

Demographics Summary

Clute Intermediate School is one of 19 campuses in Brazosport Independent School District. Clute Intermediate opened its doors in 1969 and serves predominantly at-risk families. Clute serves over 950 students in grades 5 to 8. Our enrollment has increased significantly in the past year, and we anticipate to have over 1,000 students in 2023-24. Clute Intermediate is a unique campus because it is a 5th through 8th grade campus, where other campuses within the district are split as a 5th-6th grade and 7th-8th grade campuses. The school is departmentalized in each grade level and is essentially two schools in one. To reflect this model, we have two separate bell schedules to meet the needs of our students. In addition to core classes, CIS offers a variety of elective choices for students, including art, band, choir, orchestra, dance, drama, athletics, multimedia, CTE courses, and Spanish. We also have an embedded intervention/enrichment period called Cougar Time. This is for all students to receive extra time and support where they need it most.

The overall mobility rate for the campus is approximately 16.4%, with a drop-out rate of 0.3% The average daily attendance rate for all students is 93%; The average daily attendance rate for teachers 95%.

There is a total of 1078 discipline referrals this year,.

Clute Intermediate serves a diverse group of students. We have 80 percent of our students who are Economically Disadvantaged, 2% Homeless, and 13% of students identified as English Learners, 12% of students in the Gifted and Talented program, 13% students served through Special Education services.

Special Programs:

The Clute Intermediate School Wide Title 1 Program consists of various Parent and Family Engagement activities, math and reading Interventionists provide additional Tier 3 support, PLC and RTI professional development, after school tutoring, and numerous professional development to assist teachers in best practices.

The State Compensatory Education Program (SCE) consists of a reading a math interventionist, after-school tutorials in reading, math, science and social studies of at-risk students, and supplemental tutoring materials.

Our enrollment has increased. This will create staffing challenges, so additional staff for class size reduction is needed.

Demographics Strengths

- Enrollment has increased by over 100 students and is projected to continue increasing
- New teachers have completed the first year successfully
- Demographics have remained steady
- Growth in some areas, particularly in math and reading

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There has been improvement in scores across some grade levels and content areas, there are still areas and student groups needing more growth.

Root Cause: Gaps caused from the pandemic learning loss, social and emotional impact, several teacher vacancies and lack of certified personnel in some content areas.

Problem Statement 2: We anticipate full classes and are over the 24:1 ratio in many sections, we will need to maintain our current staffing ratio and anticipate to need additional support. **Root Cause:** Increasing enrollment by over 100 students.

Problem Statement 3 (Prioritized): There has been an increase in student discipline incidents, resulting in more ISS/OSS placements. **Root Cause:** Consistency in the classroom to implement strong classroom management and structure, especially with new staff.

Problem Statement 4 (Prioritized): There are performance gaps among student groups in science and social studies. **Root Cause:** Consistent engagement, paraprofessional support and intervention in science and social studies is needed.

Student Learning

Student Learning Summary

Clute is a C rated campus with an overall State Accountability rating of a 79.. Our Student Achievement is 72, School Progress 81, Growth is 75. Teacher teams have functioned as a Professional Learning Community for the last four years. Each team collaborated weekly to identify essential outcomes, create assessments, review results, and plan interventions together. We are targeting Tier 1 instruction, formative assessments, and focused interventions. Our students made progress from 2019 to 2022 on accountability. Unit tests, progress checks, CBA's and other data is used to plan for interventions. The content specialists in the core areas helped to support the new teachers, as well as support the data digs for each unit of study.

Student Learning Strengths

- Common intervention time
- Collaboration time embedded in day
- Learning targets posted and aligned
- Formative assessments aligned to learning targets and include the STAAR 2.0 item types
- Data digs and analysis with PLC teams
- Progress continued in the core content

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We need more consistency in instruction, rigor, and classroom management so that the academic learning environment is not hindered. **Root Cause:** Lack of certified teachers in critical positions with increase in enrollment.

Problem Statement 2 (Prioritized): There are performance gaps among student groups in science and social studies. **Root Cause:** Consistent engagement, paraprofessional support and intervention in science and social studies is needed.

Problem Statement 3: Cougar Time instruction and planning needs to be streamlined. **Root Cause:** Lack of preplanning from teachers on selecting their groups, frequent absences.

Problem Statement 4: Staff attendance needs to increase, as well as the ability to secure substitutes when staff members are absent. **Root Cause:** The campus paraprofessionals, support staff, and ESS have helped, however, there is still difficulty securing a substitute on a daily basis, especially if it is an unplanned absence. We had several unfilled teacher vacancies this year without a certified long-term sub.

Problem Statement 5 (Prioritized): There has been improvement in scores across some grade levels and content areas, there are still areas and student groups needing more growth. **Root Cause:** Gaps caused from the pandemic learning loss, social and emotional impact, several teacher vacancies and lack of certified personnel in some content areas.

Problem Statement 6 (Prioritized): There has been an increase in student discipline incidents, resulting in more ISS/OSS placements. **Root Cause:** Consistency in the classroom to implement strong classroom management and structure, especially with new staff.

Problem Statement 7: We anticipate full classes and are over the 24:1 ratio in many sections, we will need to maintain our current staffing ratio and anticipate to need additional

support. **Root Cause:** Increasing enrollment by over 100 students.

School Processes & Programs

School Processes & Programs Summary

Clute Intermediate functions as Professional Learning Community. This is embedded in our professional development and our on going staff collaboration. Our goal is to have 100% of our staff trained through PLC at Work and/or RTI at Work through Solution Tree. Each team collaborated weekly to identify essential outcomes, create assessments, review results, and plan interventions. We implemented a common intervention time every day called Cougar Time. Students received Tier 2 and Tier 3 interventions during this period. Cougar Time allows our campus to implement additional time within our school day to support student low performing areas with RTI. In addition, it allows all students additional time in areas such as fine arts, CTE, SpED, ELL, GT, and dyslexia.

Clute Intermediate is a National Showcase Campus for Capturing Kids' Hearts. Our goal is to have 100% of our staff trained in Capturing Kids' Hearts through the Flippen Group. We utilize best practices for building strong relationships with our students and keeping them connected. New staff are provided with training and support for the CKH model. We have applied to be a Model PLC Campus, and are awaiting results based on our evidence that was submitted, showing the implementation of PLC best practices over the last three years.

Clute Intermediate is a family orientated atmosphere where everyone is able to collaborate with each other. Staff members feel that they are part of a family. There is a mentor program for first year teachers to get help from seasoned teachers. We have had some staff turnover, particularly with athletic and electives staff, over the last year. The staff goes above and beyond to help each other become successful for their students.

We have processes and procedures in place for staff. We provide weekly newsletter communication, Google sites for collaboration, and frequent team collaboration time. We need to see our staff attendance rate increase and our ability to secure quality substitute teachers increase as well. Our parent involvement needs to increase as well. We have formed a Parent Engagement Cadre and Sports Committee, so we anticipate seeing an increase in parent involvement this next year.

School Processes & Programs Strengths

- Professional Learning Community campus
- Capturing Kids' Hearts Showcase Campus - 6 years in a row
- BACODA
- Communities in Schools
- Mentoring program
- Student Organizations and Clubs
- Electives participation in UIL and contests
- Academic UIL
- Strong athletics department
- Visible safety specialist
- Character Education lessons
- PBIS Rewards

- Strong mentor and apprenticeship programs for new teachers
- Content specialists support
- Adequately staffed for intervention needs

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There has been improvement in scores across some grade levels and content areas, there are still areas and student groups needing more growth. **Root Cause:** Gaps caused from the pandemic learning loss, social and emotional impact, several teacher vacancies and lack of certified personnel in some content areas.

Problem Statement 2: Staff attendance needs to increase, as well as the ability to secure substitutes when staff members are absent. **Root Cause:** The campus paraprofessionals, support staff, and ESS have helped, however, there is still difficulty securing a substitute on a daily basis, especially if it is an unplanned absence. We had several unfilled teacher vacancies this year without a certified long-term sub.

Problem Statement 3 (Prioritized): More recognition is needed for students and staff who are doing a great job and showing Cougar PRIDE. **Root Cause:** More PBIS celebrations, increase the frequency and specificity of recognitions.

Problem Statement 4: Parent engagement needs to increase. **Root Cause:** Parents want to be involved but are not sure how to get involved to help support

Problem Statement 5: Teachers want more communication from administrators about student management. **Root Cause:** Increase in discipline referrals and knowing that the outcome is for those students.

Problem Statement 6 (Prioritized): There has been an increase in student discipline incidents, resulting in more ISS/OSS placements. **Root Cause:** Consistency in the classroom to implement strong classroom management and structure, especially with new staff.

Problem Statement 7: We anticipate full classes and are over the 24:1 ratio in many sections, we will need to maintain our current staffing ratio and anticipate to need additional support. **Root Cause:** Increasing enrollment by over 100 students.

Problem Statement 8 (Prioritized): There are performance gaps among student groups in science and social studies. **Root Cause:** Consistent engagement, paraprofessional support and intervention in science and social studies is needed.

Problem Statement 9 (Prioritized): We need more consistency in instruction, rigor, and classroom management so that the academic learning environment is not hindered. **Root Cause:** Lack of certified teachers in critical positions with increase in enrollment.

Problem Statement 10: Cougar Time instruction and planning needs to be streamlined. **Root Cause:** Lack of preplanning from teachers on selecting their groups, frequent absences.

Perceptions

Perceptions Summary

Clute Intermediate sent out staff, parent, and student surveys in both English and Spanish.

Staff survey showed overall satisfaction with school processes and procedures. Most described the campus as "family, collaborative, team, welcoming." Staff feel like they are provided with the necessary communication, materials, and support they need. One area that they felt could improve some was the rate of response for discipline referrals and holding all staff accountable for their duties.

Parent survey showed overall satisfaction with the school. Most agreed that they had a positive experience this year. Most felt that the campus was preparing their student for the future. One area that some parents feel could improve is our preparing students to organize and turn in assignments. Another area that needs improvement according to parents is our communication about progress in the classroom. Parents express that they would like more ways to volunteer.

Student survey showed that most students felt safe and positive this year. Most students communicated that they felt prepared for learning and had a positive experience in their classes. Some expressed that they didn't feel all students respected staff or followed the expectations. Overall, students feel safe and connected at our school.

Most of the areas of improvement focused on consistency and communication for students, staff, and parents. Another area of improvement expressed on the surveys and feedback is support with behaviors and discipline.

Perceptions Strengths

- Students, parents, and staff feel safe
- Parents are overall satisfied with campus
- Staff feel supported and feel a family environment
- Parents overall want their students at our campus and feel that we are doing a great job
- Communication
- Visibility of administration

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): More recognition is needed for students and staff who are doing a great job and showing Cougar PRIDE. **Root Cause:** More PBIS celebrations, increase the frequency and specificity of recognitions.

Problem Statement 2: Parent engagement needs to increase. **Root Cause:** Parents want to be involved but are not sure how to get involved to help support

Problem Statement 3: Teachers want more communication from administrators about student management. **Root Cause:** Increase in discipline referrals and knowing that the outcome is for those students.

Priority Problem Statements

Problem Statement 1: There has been an increase in student discipline incidents, resulting in more ISS/OSS placements.

Root Cause 1: Consistency in the classroom to implement strong classroom management and structure, especially with new staff.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 2: There are performance gaps among student groups in science and social studies.

Root Cause 2: Consistent engagement, paraprofessional support and intervention in science and social studies is needed.

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 3: We need more consistency in instruction, rigor, and classroom management so that the academic learning environment is not hindered.

Root Cause 3: Lack of certified teachers in critical positions with increase in enrollment.

Problem Statement 3 Areas: Student Learning - School Processes & Programs

Problem Statement 4: More recognition is needed for students and staff who are doing a great job and showing Cougar PRIDE.

Root Cause 4: More PBIS celebrations, increase the frequency and specificity of recognitions.

Problem Statement 4 Areas: School Processes & Programs - Perceptions

Problem Statement 5: There has been improvement in scores across some grade levels and content areas, there are still areas and student groups needing more growth.

Root Cause 5: Gaps caused from the pandemic learning loss, social and emotional impact, several teacher vacancies and lack of certified personnel in some content areas.

Problem Statement 5 Areas: Demographics - Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Homeless data

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: September 18, 2023

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.





Performance Objective 1: In 2023-24, CIS will improve the percentage of Meets grade level by 5% or more for each student group on all STAAR assessments by improving Tier 1 instruction.

High Priority

Evaluation Data Sources: STAAR Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will identify essential standards and learning targets for each unit of study.</p> <p>Strategy's Expected Result/Impact: By the time students are assessed on STAAR, 100% of the essential learning standards will have been taught and reinforced.</p> <p>Staff Responsible for Monitoring: Campus Administration Guiding Coalition District Content Coordinators and Specialists</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 5 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teacher teams in subjects that are STAAR assessed will use common formative assessments to identify student performance on the essential learning standards for the unit.</p> <p>Strategy's Expected Result/Impact: By the time students are assessed on STAAR, 100% of the essential learning standards will have been taught and assessed through common formative assessments.</p> <p>Staff Responsible for Monitoring: Campus Administration Guiding Coalition</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 5 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will provide relevant and meaningful Tier 1 instruction in the classroom.</p> <p>Strategy's Expected Result/Impact: 75% of all students will meet or exceed expected closing the gap growth targets.</p> <p>Staff Responsible for Monitoring: Campus Administration Guiding Coalition</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 5 - School Processes & Programs 1</p> <p>Funding Sources: Library Books - Local 11 - Library</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will conduct a ten-day STAAR review prior to the administration of all STAAR exams.</p> <p>Strategy's Expected Result/Impact: 75% of students will transition one or more performance levels.</p> <p>Staff Responsible for Monitoring: Campus Administration Department Chairs</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 4 - Student Learning 2 - School Processes & Programs 8</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: There has been improvement in scores across some grade levels and content areas, there are still areas and student groups needing more growth. Root Cause: Gaps caused from the pandemic learning loss, social and emotional impact, several teacher vacancies and lack of certified personnel in some content areas.</p>
<p>Problem Statement 4: There are performance gaps among student groups in science and social studies. Root Cause: Consistent engagement, paraprofessional support and intervention in science and social studies is needed.</p>
Student Learning
<p>Problem Statement 2: There are performance gaps among student groups in science and social studies. Root Cause: Consistent engagement, paraprofessional support and intervention in science and social studies is needed.</p>
<p>Problem Statement 5: There has been improvement in scores across some grade levels and content areas, there are still areas and student groups needing more growth. Root Cause: Gaps caused from the pandemic learning loss, social and emotional impact, several teacher vacancies and lack of certified personnel in some content areas.</p>
School Processes & Programs
<p>Problem Statement 1: There has been improvement in scores across some grade levels and content areas, there are still areas and student groups needing more growth. Root Cause: Gaps caused from the pandemic learning loss, social and emotional impact, several teacher vacancies and lack of certified personnel in some content areas.</p>
<p>Problem Statement 8: There are performance gaps among student groups in science and social studies. Root Cause: Consistent engagement, paraprofessional support and intervention in science and social studies is needed.</p>





Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 2: In 2023-24, the lowest performing racial/ethnic groups, groups of students served by special programs, and at risk students at CIS will meet or exceed their closing the gaps targets.

High Priority

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Students who are at-risk of failing and/or not meeting expected growth will receive additional time and support through tutorials.</p> <p>Strategy's Expected Result/Impact: By the time students are assessed on STAAR, 100% of the students who did not meet standard on essential learning will have been provided tutorials.</p> <p>Staff Responsible for Monitoring: Campus Administration Guiding Coalition</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p> <p>Problem Statements: Demographics 4 - Student Learning 2 - School Processes & Programs 8</p> <p>Funding Sources: Extra duty pay - before/after school tutorials/Saturday School - Local 30-State Comp Ed - 199.11.6118.00.041.30 - \$12,000, Intervention/tutorial supplies - RLA, Math, Science, Social Studies - Local 30-State Comp Ed - 199.11.6399.00.041.30 - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: In class support and intervention in math, reading, science, and social studies will provided to students who need extra time and support.</p> <p>Strategy's Expected Result/Impact: By the time students are assessed on STAAR, 100% of the students who did not meet standard on essential learning will have been provided Tier 3 intervention.</p> <p>Staff Responsible for Monitoring: Campus Administration Guiding Coalition</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 4 - Student Learning 2, 5 - School Processes & Programs 1, 8</p> <p>Funding Sources: Intervention Teachers RLA and Math - 211 - Title I, Part A - 211.11.6119.00.041.30 - \$140,000, Intervention Teachers RLA and Math - Local 30-State Comp Ed Personnel - 199.11.6119.00.041.30 - \$140,000, Campus content specialist RLA - Local 30-State Comp Ed Personnel - 199.11.6119.00.041.30 - \$42,500, Intervention supplies for instruction - Local 30-State Comp Ed - 199.11.6399.00.041.30 - \$500, Online subscription for IXL for intervention - Local 30-State Comp Ed - 199.11.6399.00.041.30 - \$1,916</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teacher teams in core content will use common formative assessments to identify students who need extra time and support on essential learning standards for the unit.</p> <p>Strategy's Expected Result/Impact: By the time students are assessed on STAAR, 100% of the students who did not meet standard on essential learning will have been provided Tier 2 intervention during Cougar Time.</p> <p>Staff Responsible for Monitoring: Campus Administration Guiding Coalition</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: Campus Content Specialists - Math, Science, Social Studies - 211 - Title I, Part A - 211.11.6119.00.041.30 - \$127,500</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: There has been improvement in scores across some grade levels and content areas, there are still areas and student groups needing more growth. **Root Cause:** Gaps caused from the pandemic learning loss, social and emotional impact, several teacher vacancies and lack of certified personnel in some content areas.

Problem Statement 4: There are performance gaps among student groups in science and social studies. **Root Cause:** Consistent engagement, paraprofessional support and intervention in science and social studies is needed.

Student Learning

Problem Statement 2: There are performance gaps among student groups in science and social studies. **Root Cause:** Consistent engagement, paraprofessional support and intervention in science and social studies is needed.

Problem Statement 5: There has been improvement in scores across some grade levels and content areas, there are still areas and student groups needing more growth. **Root Cause:** Gaps caused from the pandemic learning loss, social and emotional impact, several teacher vacancies and lack of certified personnel in some content areas.

School Processes & Programs

Problem Statement 1: There has been improvement in scores across some grade levels and content areas, there are still areas and student groups needing more growth. **Root Cause:** Gaps caused from the pandemic learning loss, social and emotional impact, several teacher vacancies and lack of certified personnel in some content areas.

Problem Statement 8: There are performance gaps among student groups in science and social studies. **Root Cause:** Consistent engagement, paraprofessional support and intervention in science and social studies is needed.

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 3: In 2023-24, Clute Intermediate School will continue to implement best practices as an Internationally Recognized Model Professional Learning Community Campus.

High Priority

Evaluation Data Sources: PLC Rubric

Strategy 1 Details	Reviews			
<p>Strategy 1: Maintain ongoing collaboration and professional learning for staff on Professional Learning Communities at Work and RTI at Work.</p> <p>Strategy's Expected Result/Impact: By the end of the school year, 100% of staff will have been training in PLC at Work best practices and will have implemented them during team collaboration time.</p> <p>Staff Responsible for Monitoring: Campus Administration Guiding Coalition</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 5 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teacher teams will collaborate vertically monthly by content area in order to identify and improve content specific instructional strategies.</p> <p>Strategy's Expected Result/Impact: By the end of the school year, 100% of departments will have identified and</p>	Formative			Summative
	Nov	Jan	Mar	June

<p>improved instructional strategies in their content area. Staff Responsible for Monitoring: Campus Administration Guiding Coalition District Content Coordinators</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - Targeted Support Strategy Problem Statements: Student Learning 1 - School Processes & Programs 9</p>				
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: There has been improvement in scores across some grade levels and content areas, there are still areas and student groups needing more growth. Root Cause: Gaps caused from the pandemic learning loss, social and emotional impact, several teacher vacancies and lack of certified personnel in some content areas.</p>
Student Learning
<p>Problem Statement 1: We need more consistency in instruction, rigor, and classroom management so that the academic learning environment is not hindered. Root Cause: Lack of certified teachers in critical positions with increase in enrollment.</p> <p>Problem Statement 5: There has been improvement in scores across some grade levels and content areas, there are still areas and student groups needing more growth. Root Cause: Gaps caused from the pandemic learning loss, social and emotional impact, several teacher vacancies and lack of certified personnel in some content areas.</p>
School Processes & Programs
<p>Problem Statement 1: There has been improvement in scores across some grade levels and content areas, there are still areas and student groups needing more growth. Root Cause: Gaps caused from the pandemic learning loss, social and emotional impact, several teacher vacancies and lack of certified personnel in some content areas.</p> <p>Problem Statement 9: We need more consistency in instruction, rigor, and classroom management so that the academic learning environment is not hindered. Root Cause: Lack of certified teachers in critical positions with increase in enrollment.</p>

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 4: In 2023-24, CIS will increase the percentage of seventh and eighth grade students who participate in CTE courses by 5%.





Evaluation Data Sources: Number of students registered for CTE courses

Strategy 1 Details	Reviews			
<p>Strategy 1: CTE teachers will highlight their courses for 5th and 6th graders through classroom presentations.</p> <p>Strategy's Expected Result/Impact: By the end of the school year, 100% of 5th and 6th graders will have knowledge of CCMR pathways in 7th-12th grades.</p> <p>Staff Responsible for Monitoring: CTE Teachers Counselors</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 5: In 2023-24, CIS will improve the percentage of proficiency by 5% or more on the district end of year writing measure by improving embedded writing instruction in all core content areas.

Evaluation Data Sources: EOY Writing Measure

Strategy 1 Details	Reviews			
<p>Strategy 1: ELA teachers will collaborate to develop and train students on the use of campus-wide writing rubrics.</p> <p>Strategy's Expected Result/Impact: By the end of the school year, 100% of students 5th-8th will use the rubric to be aligned with writing expectations.</p> <p>Staff Responsible for Monitoring: Campus Administration Guiding Coalition ELA teachers Campus Content Specialist - RLA</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 5 - School Processes & Programs 1, 9</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Journal writing will be implemented in all core content areas.</p> <p>Strategy's Expected Result/Impact: By the end of the year, 100% of core content classes will have used a minimum of 16 journal prompt in their content area.</p> <p>Staff Responsible for Monitoring: Campus Administration Guiding Coalition Core teachers Campus Content Specialists</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 9</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: There has been improvement in scores across some grade levels and content areas, there are still areas and student groups needing more growth. Root Cause: Gaps caused from the pandemic learning loss, social and emotional impact, several teacher vacancies and lack of certified personnel in some content areas.
Student Learning
Problem Statement 1: We need more consistency in instruction, rigor, and classroom management so that the academic learning environment is not hindered. Root Cause: Lack of certified teachers in critical positions with increase in enrollment.
Problem Statement 5: There has been improvement in scores across some grade levels and content areas, there are still areas and student groups needing more growth. Root Cause: Gaps caused from the pandemic learning loss, social and emotional impact, several teacher vacancies and lack of certified personnel in some content areas.
School Processes & Programs
Problem Statement 1: There has been improvement in scores across some grade levels and content areas, there are still areas and student groups needing more growth. Root Cause: Gaps caused from the pandemic learning loss, social and emotional impact, several teacher vacancies and lack of certified personnel in some content areas.
Problem Statement 9: We need more consistency in instruction, rigor, and classroom management so that the academic learning environment is not hindered. Root Cause: Lack of certified teachers in critical positions with increase in enrollment.

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 6: In 2023-24, CIS will maintain a 96% attendance average for student attendance.

Evaluation Data Sources: Attendance reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be recognized monthly for attendance excellence. Strategy's Expected Result/Impact: Attendance will remain at a 93% or higher average weekly. Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.4 Problem Statements: School Processes & Programs 3 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 6 Problem Statements:





School Processes & Programs
<p>Problem Statement 3: More recognition is needed for students and staff who are doing a great job and showing Cougar PRIDE. Root Cause: More PBIS celebrations, increase the frequency and specificity of recognitions.</p>
Perceptions
<p>Problem Statement 1: More recognition is needed for students and staff who are doing a great job and showing Cougar PRIDE. Root Cause: More PBIS celebrations, increase the frequency and specificity of recognitions.</p>

Goal 2: Brazosport ISD learning environments will be safe and conducive to learning.

Performance Objective 1: In 2023-24, all staff will create a classroom environment conducive to learning that will decrease out of class disciplinary placements by 10% and improve student performance.

Evaluation Data Sources: Walkthroughs, office referral reports, assessment data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement classroom management strategies from Capturing Kids' Hearts and Positive Behavior Supports in order to build trust and make positive connections with students.</p> <p>Strategy's Expected Result/Impact: By the end of the school year, 100% of classrooms will display evidence effective CKH and PBIS strategies.</p> <p>Staff Responsible for Monitoring: Campus Administration Counselors PBIS Cadre</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Demographics 3 - Student Learning 6 - School Processes & Programs 6</p> <p>Funding Sources: Supplies and curriculum for counseling department - Local 11 - Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will receive incentives for academic, attendance, and behavior accomplishments.</p> <p>Strategy's Expected Result/Impact: By the end of the school year, 100% of students will have received training on school wide expectations, PBIS lessons, and the opportunity to earn rewards.</p> <p>Staff Responsible for Monitoring: Campus Administration Counselors PBIS Cadre</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: School Processes & Programs 3 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: The BISD police officers and campus administrators will provide training on methods for addressing violence prevention and intervention.</p> <p>Strategy's Expected Result/Impact: The number of mutual combat and assault incidents will be reduced by 15%.</p> <p>Staff Responsible for Monitoring: Assistant Principals</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:





Demographics
<p>Problem Statement 3: There has been an increase in student discipline incidents, resulting in more ISS/OSS placements. Root Cause: Consistency in the classroom to implement strong classroom management and structure, especially with new staff.</p>
Student Learning
<p>Problem Statement 6: There has been an increase in student discipline incidents, resulting in more ISS/OSS placements. Root Cause: Consistency in the classroom to implement strong classroom management and structure, especially with new staff.</p>
School Processes & Programs
<p>Problem Statement 3: More recognition is needed for students and staff who are doing a great job and showing Cougar PRIDE. Root Cause: More PBIS celebrations, increase the frequency and specificity of recognitions.</p>
<p>Problem Statement 6: There has been an increase in student discipline incidents, resulting in more ISS/OSS placements. Root Cause: Consistency in the classroom to implement strong classroom management and structure, especially with new staff.</p>
Perceptions
<p>Problem Statement 1: More recognition is needed for students and staff who are doing a great job and showing Cougar PRIDE. Root Cause: More PBIS celebrations, increase the frequency and specificity of recognitions.</p>

Goal 2: Brazosport ISD learning environments will be safe and conducive to learning.

Performance Objective 2: In 2023-24, all students will receive social-emotional support and character education lessons that will decrease our incident reports by 10% and improve student engagement.

Evaluation Data Sources: Incident report numbers

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will receive character education and anti-bullying training monthly during Cougar Time.</p> <p>Strategy's Expected Result/Impact: By the end of the school year, 100% of students will have received training on character education.</p> <p>Staff Responsible for Monitoring: Campus Administration Counselors PBIS Cadre</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Demographics 3 - Student Learning 6 - School Processes & Programs 6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will receive social-emotional support as needed and will be made aware of available resources.</p> <p>Strategy's Expected Result/Impact: By the end of the school year, 100% of students will have received training on school wide expectations and PBIS lessons.</p> <p>Staff Responsible for Monitoring: Campus Administration Counselors PBIS Cadre Communities in Schools Staff</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Demographics 3 - Student Learning 6 - School Processes & Programs 6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will meet with parents, invite the high school counselors to talk to the students about high school, meet individually with students to complete four year plans for all students in the eighth grade to prepare them for a smooth transition to high school.</p> <p>Strategy's Expected Result/Impact: All 8th grade students will complete a four year plan.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 3: There has been an increase in student discipline incidents, resulting in more ISS/OSS placements. Root Cause: Consistency in the classroom to implement strong classroom management and structure, especially with new staff.</p>
Student Learning
<p>Problem Statement 6: There has been an increase in student discipline incidents, resulting in more ISS/OSS placements. Root Cause: Consistency in the classroom to implement strong classroom management and structure, especially with new staff.</p>
School Processes & Programs
<p>Problem Statement 6: There has been an increase in student discipline incidents, resulting in more ISS/OSS placements. Root Cause: Consistency in the classroom to implement strong classroom management and structure, especially with new staff.</p>





Goal 3: Brazosport ISD will promote, communicate and market the accomplishments, achievements, and successes of students and staff.

Performance Objective 1: In 2023-24, CIS will actively engage parents and families in the education of their children by creating a forum and plan whereby parents and family are give the opportunity to collaborate with the campus in the education of their children and resulting in an increase in parent and family engagement of 10% or more.

Evaluation Data Sources: Parent Surveys, Sign In Sheets, Agendas

Strategy 1 Details	Reviews			
<p>Strategy 1: CIS will organize and train a Family Engagement Cadre that provides input towards the academic success of the students. (ex. Parent Involvement Conference)</p> <p>Strategy's Expected Result/Impact: By the end of the first review cycle, the committee will be in place and all training will be completed.</p> <p>Staff Responsible for Monitoring: CEIC</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: Parent Involvement Conference Training - 211 - Title I, Part A Parent & Family Engagement - 211.61.6411.00.043.30 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The Family Engagement Cadre will convene and work collaboratively to communicate the accomplishments of both the students and the staff in the language most accessible for families.</p> <p>Strategy's Expected Result/Impact: The campus will distribute a parent newsletter collaboratively planned with the PAC each month for the rest of the school year beginning in October.</p> <p>Staff Responsible for Monitoring: Campus Administration Family Engagement Cadre</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: The Family Engagement Cadre will review and revise as needed the school parent Title I compact and parent and family engagement policy.</p> <p>Strategy's Expected Result/Impact: By the end of the school year, The Title I compact and the Parent and Family Engagement Plan will be revised and re posted on the campus website.</p> <p>Staff Responsible for Monitoring: Campus Administration Family Engagement Cadre</p> <p>Title I: 4.1 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Clute Intermediate will host Title I Information Meetings for parents, family, and the community at multiples times and locations throughout the year that are convenient to parents.</p> <p>Strategy's Expected Result/Impact: By the end of the school year, 100% of parents and families will have had the opportunity to attend at least one Title I informational meeting.</p> <p>Staff Responsible for Monitoring: Campus Administration Family Engagement Cadre</p> <p>Title I: 4.2 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: The Clute Intermediate Family Engagement Cadre will host a monthly family engagement event each month beginning in September.</p> <p>Strategy's Expected Result/Impact: By the end of the school year, the Family Engagement Cadre will have hosted nine events.</p> <p>Staff Responsible for Monitoring: Campus Administration Family Engagement Cadre</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: School Processes & Programs 3 - Perceptions 1</p> <p>Funding Sources: Food and refreshments for Parent Engagement Events - 211 - Title I, Part A Parent & Family Engagement - 211.61.6499.00.041.30 - \$475, Training materials for parent engagement - 211 - Title I, Part A Parent & Family Engagement - 211.61.6399.00.041.30 - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Clute Intermediate School will make the Parent and Family Engagement Policy available to all parents in English and Spanish on the campus website, and will communicate that paper copies are available to parents upon request.</p> <p>Strategy's Expected Result/Impact: All parents will be notified about the availability of the Parent and Family Engagement Policy.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 3: More recognition is needed for students and staff who are doing a great job and showing Cougar PRIDE. Root Cause: More PBIS celebrations, increase the frequency and specificity of recognitions.</p>
Perceptions
<p>Problem Statement 1: More recognition is needed for students and staff who are doing a great job and showing Cougar PRIDE. Root Cause: More PBIS celebrations, increase the frequency and specificity of recognitions.</p>

Goal 4: Brazosport ISD will exercise fiscal responsibility to ensure financial strength and provide the resources to equip and maintain quality facilities and educational programming.

Performance Objective 1: In 2023-24, CIS will identify and pursue opportunities for alternative resources that increase general campus activity funds by 10%.

Evaluation Data Sources: Grant applications, fundraiser forms, budget worksheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and staff will apply for local education foundation grants. Strategy's Expected Result/Impact: At least five grant applications will be submitted. Staff Responsible for Monitoring: Campus Administration District Grant Coordinator</p> <p>Title I: 2.5</p> <p>Problem Statements: Demographics 1, 4 - Student Learning 2, 5 - School Processes & Programs 1, 8</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers and staff will work collaboratively with families and community to support fundraising events Strategy's Expected Result/Impact: By the end of the school year, the campus will have conducted one campus-wide fundraiser, and departments and fine arts programs one each as appropriate. Staff Responsible for Monitoring: Campus Administration Campus secretary Department Chairs Extracurricular Sponsors</p> <p>Title I: 4.2</p> <p>Problem Statements: School Processes & Programs 3 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: There has been improvement in scores across some grade levels and content areas, there are still areas and student groups needing more growth. Root Cause: Gaps caused from the pandemic learning loss, social and emotional impact, several teacher vacancies and lack of certified personnel in some content areas.</p>

Demographics

Problem Statement 4: There are performance gaps among student groups in science and social studies. **Root Cause:** Consistent engagement, paraprofessional support and intervention in science and social studies is needed.

Student Learning

Problem Statement 2: There are performance gaps among student groups in science and social studies. **Root Cause:** Consistent engagement, paraprofessional support and intervention in science and social studies is needed.

Problem Statement 5: There has been improvement in scores across some grade levels and content areas, there are still areas and student groups needing more growth. **Root Cause:** Gaps caused from the pandemic learning loss, social and emotional impact, several teacher vacancies and lack of certified personnel in some content areas.

School Processes & Programs

Problem Statement 1: There has been improvement in scores across some grade levels and content areas, there are still areas and student groups needing more growth. **Root Cause:** Gaps caused from the pandemic learning loss, social and emotional impact, several teacher vacancies and lack of certified personnel in some content areas.

Problem Statement 3: More recognition is needed for students and staff who are doing a great job and showing Cougar PRIDE. **Root Cause:** More PBIS celebrations, increase the frequency and specificity of recognitions.

Problem Statement 8: There are performance gaps among student groups in science and social studies. **Root Cause:** Consistent engagement, paraprofessional support and intervention in science and social studies is needed.

Perceptions





Problem Statement 1: More recognition is needed for students and staff who are doing a great job and showing Cougar PRIDE. **Root Cause:** More PBIS celebrations, increase the frequency and specificity of recognitions.

Goal 5: Brazosport ISD will recruit, develop, and retain highly effective staff.

Performance Objective 1: In 2023-24, CIS staff retention will be equal to or less than the district turnover rate.

Evaluation Data Sources: District teacher retention reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff incentives and positive reinforcement activities will be provided to staff.</p> <p>Strategy's Expected Result/Impact: By the end of the school year, 100% of teachers will have had the opportunity to apply for one local grant.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus secretary Climate and Culture Cadre</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: School Processes & Programs 3 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers and staff will be recognized through Staff of the Week, Employee of the Month, Teacher/ Paraprofessional of the Year, excellent attendance, and Grade Level Spotlight Teachers</p> <p>Strategy's Expected Result/Impact: By the end of the school year, 100% of teachers will have had the opportunity to receive positive promotion on campus.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus secretary Climate and Culture Cadre</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: School Processes & Programs 3 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: We will utilize our New Teacher Program/Mentor assignments to support our new teachers.</p> <p>Strategy's Expected Result/Impact: By the end of the school year, 100% of new teachers will have had mentor training and New Teacher Academy tools to help them be successful.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Content Specialists</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: School Processes & Programs 3 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: We will provide professional development to teachers to strengthen their instructional capacity.</p> <p>Strategy's Expected Result/Impact: By the end of the school year, all of our core departments will have sent representatives to applicable professional development sessions in order to increase capacity and positively impact student learning.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 4 - Student Learning 1, 2, 5 - School Processes & Programs 1, 8, 9</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: There has been improvement in scores across some grade levels and content areas, there are still areas and student groups needing more growth. Root Cause: Gaps caused from the pandemic learning loss, social and emotional impact, several teacher vacancies and lack of certified personnel in some content areas.</p>
<p>Problem Statement 4: There are performance gaps among student groups in science and social studies. Root Cause: Consistent engagement, paraprofessional support and intervention in science and social studies is needed.</p>
Student Learning
<p>Problem Statement 1: We need more consistency in instruction, rigor, and classroom management so that the academic learning environment is not hindered. Root Cause: Lack of certified teachers in critical positions with increase in enrollment.</p>

Student Learning

Problem Statement 2: There are performance gaps among student groups in science and social studies. **Root Cause:** Consistent engagement, paraprofessional support and intervention in science and social studies is needed.

Problem Statement 5: There has been improvement in scores across some grade levels and content areas, there are still areas and student groups needing more growth. **Root Cause:** Gaps caused from the pandemic learning loss, social and emotional impact, several teacher vacancies and lack of certified personnel in some content areas.

School Processes & Programs

Problem Statement 1: There has been improvement in scores across some grade levels and content areas, there are still areas and student groups needing more growth. **Root Cause:** Gaps caused from the pandemic learning loss, social and emotional impact, several teacher vacancies and lack of certified personnel in some content areas.

Problem Statement 3: More recognition is needed for students and staff who are doing a great job and showing Cougar PRIDE. **Root Cause:** More PBIS celebrations, increase the frequency and specificity of recognitions.

Problem Statement 8: There are performance gaps among student groups in science and social studies. **Root Cause:** Consistent engagement, paraprofessional support and intervention in science and social studies is needed.

Problem Statement 9: We need more consistency in instruction, rigor, and classroom management so that the academic learning environment is not hindered. **Root Cause:** Lack of certified teachers in critical positions with increase in enrollment.

Perceptions

Problem Statement 1: More recognition is needed for students and staff who are doing a great job and showing Cougar PRIDE. **Root Cause:** More PBIS celebrations, increase the frequency and specificity of recognitions.

State Compensatory

Budget for Clute Intermediate

Total SCE Funds: \$249,966.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

SCE funds cover our intervention staff, after school tutorials, intervention supplies and materials for tutoring, summer school, and our RLA Content Specialist.

Personnel for Clute Intermediate

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Carey Dworacek	Interventionist/Dyslexia	0.5
Liz Royer	Content Specialist - RLA	0.5
Paulette Wiggins	Interventionist	1

Title I

1.1: Comprehensive Needs Assessment

Comprehensive Needs Assessment Process:

The Clute Intermediate needs assessment process is described below. The CEIC and Guiding Coalition evaluated program evaluations, survey results, and the following data: previous years STAAR, Mock STAAR, screeners, TAPR, ALEKS administrative report, IStation growth report, attendance (students and staff), parent/student/teacher surveys, and discipline reports. Documentation of the process includes meeting minutes, agendas, sign-in sheets, and copies of data reviewed. Committee members reviewed the data listed above to identify areas of strengths and problems. The process began at the end of March and went until June following the receipt of state assessment results. Participants in the process included the CEIC, and the guiding coalition. Input was gathered from other stakeholders, including parents and students using surveys. Data was analyzed using a SWOT analysis, and problem statements were derived. A root cause analysis was conducted for each problem statement, and then problem statements were prioritized for planning.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CEI and the Guiding Coalition, with input from the Parent and Family Engagement Committee, met together to create the CIP using the needs identified through the Comprehensive Needs Assessment in May and June. At the beginning of the school year, the entire faculty reviewed the CIP and additional tweaks were made. The plan was finalized with support from the district's Compliance and Data Quality Department.

2.2: Regular monitoring and revision

The CEIC will meet in November to conduct the first formative review of the plan, The council will meet again in January and March to conduct the second and third formative reviews. The Summative review will be conducted by the same group in June.

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

The Campus Improvement Plan will be made available to parents and the community by being translated into Spanish and being posted on the campus website. Hard copies of both the English and Spanish versions will be kept in the front office for review by stakeholde3rs. Hard copies will be kept in the parent resource center as well. Finally, hard copies will be made upon request by any stakeholder requesting it.

2.4: Opportunities for all children to meet State standards

Goal	Performance Objective	Strategy	Description
1	1	1	Teachers will identify essential standards and learning targets for each unit of study.

Goal	Performance Objective	Strategy	Description
1	1	3	Teachers will provide relevant and meaningful Tier 1 instruction in the classroom.
1	1	4	Teachers will conduct a ten-day STAAR review prior to the administration of all STAAR exams.
1	2	1	Students who are at-risk of failing and/or not meeting expected growth will receive additional time and support through tutorials.
1	2	3	Teacher teams in core content will use common formative assessments to identify students who need extra time and support on essential learning standards for the unit.
1	3	1	Maintain ongoing collaboration and professional learning for staff on Professional Learning Communities at Work and RTI at Work.
1	3	2	Teacher teams will collaborate vertically monthly by content area in order to identify and improve content specific instructional strategies.
1	6	1	Students will be recognized monthly for attendance excellence.
5	1	1	Staff incentives and positive reinforcement activities will be provided to staff.
5	1	2	Teachers and staff will be recognized through Staff of the Week, Employee of the Month, Teacher/Paraprofessional of the Year, excellent attendance, and Grade Level Spotlight Teachers
5	1	3	We will utilize our New Teacher Program/Mentor assignments to support our new teachers.
5	1	4	We will provide professional development to teachers to strengthen their instructional capacity.

2.5: Increased learning time and well-rounded education

Goal	Performance Objective	Strategy	Description
1	4	1	CTE teachers will highlight their courses for 5th and 6th graders through classroom presentations.
1	5	1	ELA teachers will collaborate to develop and train students on the use of campus-wide writing rubrics.
1	5	2	Journal writing will be implemented in all core content areas.
2	2	1	Students will receive character education and anti-bullying training monthly during Cougar Time.

Goal	Performance Objective	Strategy	Description
4	1	1	Teachers and staff will apply for local education foundation grants.

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

Goal	Performance Objective	Strategy	Description
1	1	2	Teacher teams in subjects that are STAAR assessed will use common formative assessments to identify student performance on the essential learning standards for the unit.
1	1	3	Teachers will provide relevant and meaningful Tier 1 instruction in the classroom.
1	2	2	In class support and intervention in math, reading, science, and social studies will provided to students who need extra time and support.
1	3	1	Maintain ongoing collaboration and professional learning for staff on Professional Learning Communities at Work and RTI at Work.
1	3	2	Teacher teams will collaborate vertically monthly by content area in order to identify and improve content specific instructional strategies.
1	5	1	ELA teachers will collaborate to develop and train students on the use of campus-wide writing rubrics.
2	1	1	Teachers will implement classroom management strategies from Capturing Kids' Hearts and Positive Behavior Supports in order to build trust and make positive connections with students.
2	1	2	Students will receive incentives for academic, attendance, and behavior accomplishments.
2	1	3	The BISD police officers and campus administrators will provide training on methods for addressing violence prevention and intervention.
2	2	1	Students will receive character education and anti-bullying training monthly during Cougar Time.
2	2	2	Students will receive social-emotional support as needed and will be made aware of available resources.
2	2	3	The campus will meet with parents, invite the high school counselors to talk to the students about high school, meet individually with students to complete four year plans for all students in the eighth grade to prepare them for a smooth transition to high school.
3	1	1	CIS will organize and train a Family Engagement Cadre that provides input towards the academic success of the students. (ex. Parent Involvement Conference)

Goal	Performance Objective	Strategy	Description
3	1	2	The Family Engagement Cadre will convene and work collaboratively to communicate the accomplishments of both the students and the staff in the language most accessible for families.

Save

3.1: Annually evaluate the schoolwide plan

The Clute IS schoolwide plan is evaluated in June following the receipt of state testing data using a campus leadership team consisting of campus administrators and department heads. The results are recorded in the summative evaluation sections of the formative/summative review tab in the plan and published as part of the final evaluated plan.

4.1: Develop and distribute Parent and Family Engagement Policy

Goal	Performance Objective	Strategy	Description
3	1	3	The Family Engagement Cadre will review and revise as needed the school parent Title I compact and parent and family engagement policy.
3	1	6	Clute Intermediate School will make the Parent and Family Engagement Policy available to all parents in English and Spanish on the campus website, and will communicate that paper copies are available to parents upon request.

4.2: Offer flexible number of parent involvement meetings

Goal	Performance Objective	Strategy	Description
3	1	4	Clute Intermediate will host Title I Information Meetings for parents, family, and the community at multiples times and locations throughout the year that are convenient to parents.
3	1	5	The Clute Intermediate Family Engagement Cadre will host a monthly family engagement event each month beginning in September.
4	1	2	Teachers and staff will work collaboratively with families and community to support fundraising events

5.1: Determine which students will be served by following local policy

Students served through Special Education, the Language Acquisition Program and through Gifted and Talented Education are identified and serviced following all legal and local policies from the EHB series related to those special programs, and guided by administrative regulations associated with those policies.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carissa Sanchez Martinez	Teacher	Intervention	1.0
Jennifer Janis	Content Specialist - Science		1
Lanie Simmons	Content Specialist - Social Studies		1
Lori Russell	Teacher	Intervention	1.0

Campus Funding Summary

SCE 199- Summer School/Summer School NOW (HB 4545)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$43,050.00
+/- Difference					\$43,050.00
Local 30-State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Intervention/tutorial supplies - RLA, Math, Science, Social Studies	199.11.6399.00.041.30	\$10,000.00
1	2	1	Extra duty pay - before/after school tutorials/Saturday School	199.11.6118.00.041.30	\$12,000.00
1	2	2	Online subscription for IXL for intervention	199.11.6399.00.041.30	\$1,916.00
1	2	2	Intervention supplies for instruction	199.11.6399.00.041.30	\$500.00
Sub-Total					\$24,416.00
Budgeted Fund Source Amount					\$24,416.00
+/- Difference					\$0.00
Local 30-State Comp Ed Personnel					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Campus content specialist RLA	199.11.6119.00.041.30	\$42,500.00
1	2	2	Intervention Teachers RLA and Math	199.11.6119.00.041.30	\$140,000.00
Sub-Total					\$182,500.00
Budgeted Fund Source Amount					\$182,500.00
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Intervention Teachers RLA and Math	211.11.6119.00.041.30	\$140,000.00
1	2	3	Campus Content Specialists - Math, Science, Social Studies	211.11.6119.00.041.30	\$127,500.00
Sub-Total					\$267,500.00
Budgeted Fund Source Amount					\$251,089.00
+/- Difference					-\$16,411.00

211 - Title I, Part A Parent & Family Engagement

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Parent Involvement Conference Training	211.61.6411.00.043.30	\$2,000.00
3	1	5	Food and refreshments for Parent Engagement Events	211.61.6499.00.041.30	\$475.00
3	1	5	Training materials for parent engagement	211.61.6399.00.041.30	\$500.00
Sub-Total					\$2,975.00
Budgeted Fund Source Amount					\$2,975.00
+/- Difference					\$0.00
Grand Total Budgeted					\$504,030.00
Grand Total Spent					\$477,391.00
+/- Difference					\$26,639.00