

Conroe Independent School District
Ride Elementary
2023-2024 Campus Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Ride Elementary is a PK-4 school in the Conroe Independent School District that currently serves approximately 555 students. The year to date attendance rate for 23-24 school year 96%.

The percentage of low socioeconomic students is 30%. The campus is composed of 12.8% special education students, and 11.5% EB students. The Section 504 population is 3.1% and the GT population is 7.2%. Ride Elementary serves 23.4% of students that are considered at-risk.

All schools in Texas must meet standards set in three state accountability areas. For the 2022-23 school year, Ride Elementary results met all three target areas:

Domain 1- Student Achievement: Ride Elementary Score A

Domain 2- Student Progress: Ride Elementary Score B

Domain 3- Closing Performance Gaps: Ride Elementary Score B

These scores result in Ride Elementary receiving a 2023 Preliminary Accountability rating of A.

The State of Texas Assessment for Academic Readiness (STAAR) results for 2022-2023 was reported by the Federal Report Card indicates the following results:

Grade 3 Reading	Approaches	Meets	Masters
2021	97%	71%	48%
2022	92%	79%	59%
2023	89%	71%	42%
Grade 3 Math	Approaches	Meets	Masters
2021	90%	71%	80%
2022	88%	73%	48%
2023	95%	74%	36%
Grade 4 Reading	Approaches	Meets	Masters
2021	95%	92%	54%
2022	92%	74%	48%
2023	94%	78%	44%

Grade 3 Reading	Approaches	Meets	Masters
Grade 4 Math	Approaches	Meets	Masters
2021	97%	85%	68%
2022	86%	68%	43%
2023	93%	78%	53%

2022-2023 PK-2 Student Progress Summary

Prekindergarten					Prekindergarten			
Early Childhood Literacy					Early Childhood Math			
Goal 1	BOY	MOY	EOY		Goal 1	BOY	MOY	EOY
Progress Measure 1	27%	51%	72%		Progress Measure 1	33%	61%	70%
Progress Measure 2	29%	62%	82%					
Kindergarten: BAS on or above grade level					Kindergarten			
Early Childhood Literacy					Early Childhood Math			
Goal 1	BOY	MOY	EOY		Goal 1	BOY	MOY	EOY
Progress Measure 4	NA	100%	83%		Progress Measure 2	0%	50%	43%
First					First			
Early Childhood Literacy					Early Childhood Math			
Goal 1	BOY	MOY	EOY		Goal 2	BOY	MOY	EOY
Progress Measure 5	73%	75%	80%		Progress Measure 3	72%	48%	77%
Second					Second			
Early Childhood Literacy					Early Childhood Math			
Goal 1	BOY	MOY	EOY		Goal 2	BOY	MOY	EOY
Progress Measure 6	75%	74%	77%		Progress Measure 4	64%	76%	92%
African American								
Early Childhood Literacy								
BAS	BOY	MOY	EOY					
Kinder	NA	67%	57%					
First	0%	67%	50%					
Second	33%	25%	22%					

Student Achievement Strengths

Ride Elementary's scores are a reflection of the hard-working staff and student population found on our campus. We are very proud of the achievement our students show including:

Exceeding above the district and state percentage on all tests in the area of Approaching, Meets, and Masters grade level standards.

Our students identified as special education students demonstrated progress in the percentage meeting STAAR standards from the 2022 to the 2023 school year.

Growth has been achieved in the area of Math with 76% of students participating in STAAR Assessments achieving meets or higher.

Growth has been achieved in the area of RLA with 74% of students participating in STAAR Assessments achieving meets or higher.

In targeted subgroups, growth has been achieved in the area of RLA with 62% of Hispanic students participating in STAAR Assessments achieving meets or higher.

In targeted subgroups, growth has been achieved in the area of Math with 60% of Hispanic students participating in STAAR Assessments achieving meets or higher.

Students achieving their growth goal from 3rd to 4th grade Math increased from 70% in 2022 to 84% in 2023.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): The African American student population at fourth grade did not experience the same increase in meets level for Math as other student groups.

Root Cause: High yield academic strategies that have proven to increase student achievement have not been implemented across content areas with fidelity.

Problem Statement 2 (Prioritized): Although students have shown growth in various content areas, Special Education students have not experienced the same growth in all academic areas. **Root Cause:** High yield academic strategies that have proven to increase student achievement have not been implemented across content areas with fidelity.

Problem Statement 3 (Prioritized): High Focus students are performing below their peers' performance level in Reading and Math. **Root Cause:** Additional targeted small group instruction needed to solidify skills and academic vocabulary.

Problem Statement 4 (Prioritized): Our economic disadvantage students scored lower than their peers in the area of Math. **Root Cause:** Students struggle with the length and complexity of word problems and require additional target instruction to increase problem solving strategies.

Problem Statement 5 (Prioritized): Reading and Language Arts performance on STAAR Assessment for students was 11% lower than 2021-22 academic growth scores. **Root Cause:** The increase in constructed response questions and lack of resources to teach and instruct students.

Problem Statement 6 (Prioritized): In the 2022-23 school year, 38% of K-2 students fell below benchmark on mClass decoding assessments. **Root Cause:** Limited explicit and systematic instruction in phonics

Problem Statement 7 (Prioritized): Fourteen students were at the Masters level on the 3rd grade 2022 Reading STAAR Assessment and fell to the Meets level on the 2023 STAAR Assessment. **Root Cause:** Students do not have the foundational skills for 4th grade teachers to build on and they lack the stamina to perform on 4th grade standardized tests.

Culture and Climate

Culture and Climate Summary

Our school invests in building relationships and connections. As a result, Sally K. Ride enjoys a warm, inviting culture where all students feel supported and accepted. Expectations for student behavior are high and we are blessed to have respectful, confident students. This culture of respect also exists between staff and parents.

Based on an annual review of the discipline records, including student conflicts, bullying, and suspensions, Sally K. Ride has very few problems with discipline as compared with other elementary schools. There have been no significant increases, indicating that resolution programs and interventions are typically successful. We believe the implementation and emphasis on structures, character traits, and high expectations are very well received and accepted by the students. These areas are carefully re-evaluated each year.

As part of a focus on health and wellness and an effort to provide coordinated school health activities, student academic performance data is compared with other data, such as fitness assessments, attendance, participation in physical education, etc. The campus stays tuned to recommendations provided by the district school health advisory council. All campus personnel make an effort to recognize and promote healthy lifestyles through good nutrition, appropriate rest, stress reduction and time for physical activity. We also promote an atmosphere where we encourage students to express themselves, be willing to discuss problems and concerns, and ask for help.

Ride has created a climate of collegiality, collaboration, and professionalism that has proven to attract and keep highly qualified teachers. The climate is built around a strong, passionate commitment to our shared mission and beliefs. Teachers are respected as instructional leaders and have an active voice in campus decision-making. Teachers strive to instill a love of life-long learning, goal-setting, and a growth mindset to ensure students develop to their maximum potential. The school environment meets the need of all student groups, including special education, dyslexia, speech, ESL, GT, and homeless students.

Overall, the students, staff, and parents feel positive about the culture of the school. Expectations on campus are high regarding strong character traits, student behavior and academics. Parents are supportive of the school's mission and vision, and are encouraged by the campus progress. Stakeholders take pride in maintaining a clean, safe, and well-organized facility.

Culture and Climate Strengths

This campus welcomes feedback from staff, parents, and students. A culture of problem solving is fostered, and teachers and staff members are encouraged to give input and assist in developing action plans for improvement.

Staff and community take pride in the campus and value the importance of maintaining a safe environment in which authentic learning can occur.

Conroe ISD and Sally K. Ride Elementary are committed to implementing The Safe & Civil Schools Model (including CHAMPS, Foundations, and PBIS) as a resource to help improve student behavior and school climate.

"The Hallmark of the model is its emphasis on proactive, positive and instructional behavior management - addressing behavior before it necessitates correction, collecting data before embarking on interventions, implementing simple corrections before moving to progressively more intensive and time-intrusive ones, and setting a climate of respect for all." Our focus at Sally K. Ride is to address school wide and class wide policies, procedures, structures, and interventions to help students behave responsibly and respectfully.

Implementation of CHAMPS, Foundations Model:

1. Foundations of Behavior Support: A Continuous Improvement Process
2. Managing Behavior in Common Areas and with school wide policies

3. Conscious construction of an inviting school climate
4. Responding to misbehavior An instructional approach
5. Improving Safety, managing conflict and reducing bullying
6. Establishing and sustaining a continuum of behavior support
 - CLT (Campus Leadership Team) in collaboration with the Foundations committee, participates in surveying, creating, and maintaining action plans to increase and maintain positive campus climate and culture development
 - Development and implementation of campus-wide discipline management structure and plan for continuous improvement
 - Development and implementation of campus-wide structures for all common areas
 - Use of MTSS/Branching Minds as part of addressing students who exhibit more challenging behavior and learning needs
 - Community partnerships with mentors for students

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): There is inconsistency with communication to parents between partner teachers, within grade levels, and school wide. **Root Cause:** Teachers communicate with parents at various levels of frequency, at various levels of urgency, and in multiple platforms. There needs to be a more consistent expectation with how staff members communicate with parents.

Problem Statement 2 (Prioritized): Discipline management procedures as well as classroom and campus wide implementation of school improvement priorities continues to be a focus for improvement. **Root Cause:** Campus wide implementation of school improvement priorities and understanding positive and corrective interactions are inconsistent in the implementation of Safe and Civil School CHAMPS, Foundations, and STOIC systems of behavior management.

Parent and Community Engagement

Parent and Community Engagement Summary

Sally K. Ride Elementary is committed to providing a positive school culture that embraces our community and its families by providing opportunities for involvement in many different capacities.

Sally K. Ride holds parent informational nights in the following areas and topics:

Meet and Greet Your Teacher

Parent Information Night

Parent conferences

Grade level programs

Kindergarten graduation

Family Math/Science Night

Ride's Reading adventure

Field Day

Story Time with Santa

Ride Thru the Decades

Ride Reading Adventure

Field Day

Skill Building

Walk to School Day

Math Tiles

Pumpkin carving with Dad

Gifted and Talented

Holiday parties

Parent Portal - confidential access to their students' progress 24 hours a day via the internet

LMS - Learning systems - Canvas and SeeSaw

Messenger Communication System -- Weekly Newsletter, phone call and text access

School website

Email and post School policies and procedures

Monthly Ride Nights at local restaurant

PTO -- Activity recruits parents to participate and engage

Parent and Community Engagement Strengths

Strengths in the area of parent and community involvement include:

1. Increased family engagement in school wide academic and non-academic activities
2. Increased number of district approved and registered school volunteers
3. Consistent communication with families in English and Spanish through such structures as: Live video feeds, recorded videos, Facebook, email, texts, school newsletters, Class Dojo, Seesaw/Canvas, marquees, phone messages. Blast newsletter, school website, social media, conferences, texts/call outs
4. Employ a diverse staff that compliments our student population
5. Strong community partnerships with such organizations as the Interfaith Food Pantry and the local businesses who monetarily support school endeavors

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Ride Elementary has extremely high rates of positive parental engagement with some parents and extremely low participation rates with other parents. **Root Cause:** Lack of embedded parental engagement opportunities to give all parents the opportunity to participate in community activities.

Priority Problem Statements

Problem Statement 1: High Focus students are performing below their peers' performance level in Reading and Math.

Root Cause 1: Additional targeted small group instruction needed to solidify skills and academic vocabulary.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: In the 2022-23 school year, 38% of K-2 students fell below benchmark on mClass decoding assessments.

Root Cause 2: Limited explicit and systematic instruction in phonics

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: The African American student population at fourth grade did not experience the same increase in meets level for Math as other student groups.

Root Cause 3: High yield academic strategies that have proven to increase student achievement have not been implemented across content areas with fidelity.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: There is inconsistency with communication to parents between partner teachers, within grade levels, and school wide.

Root Cause 4: Teachers communicate with parents at various levels of frequency, at various levels of urgency, and in multiple platforms. There needs to be a more consistent expectation with how staff members communicate with parents.

Problem Statement 4 Areas: Culture and Climate

Problem Statement 5: Ride Elementary has extremely high rates of positive parental engagement with some parents and extremely low participation rates with other parents.

Root Cause 5: Lack of embedded parental engagement opportunities to give all parents the opportunity to participate in community activities.

Problem Statement 5 Areas: Parent and Community Engagement

Problem Statement 6: Discipline management procedures as well as classroom and campus wide implementation of school improvement priorities continues to be a focus for improvement.

Root Cause 6: Campus wide implementation of school improvement priorities and understanding positive and corrective interactions are inconsistent in the implementation of Safe and Civil School CHAMPS, Foundations, and STOIC systems of behavior management.

Problem Statement 6 Areas: Culture and Climate

Problem Statement 7: Fourteen students were at the Masters level on the 3rd grade 2022 Reading STAAR Assessment and fell to the Meets level on the 2023 STAAR Assessment.

Root Cause 7: Students do not have the foundational skills for 4th grade teachers to build on and they lack the stamina to perform on 4th grade standardized tests.

Problem Statement 7 Areas: Student Achievement

Problem Statement 8: Reading and Language Arts performance on STAAR Assessment for students was 11% lower than 2021-22 academic growth scores.

Root Cause 8: The increase in constructed response questions and lack of resources to teach and instruct students.

Problem Statement 8 Areas: Student Achievement

Problem Statement 9: Although students have shown growth in various content areas, Special Education students have not experienced the same growth in all academic areas.

Root Cause 9: High yield academic strategies that have proven to increase student achievement have not been implemented across content areas with fidelity.

Problem Statement 9 Areas: Student Achievement

Problem Statement 10: Our economic disadvantage students scored lower than their peers in the area of Math.

Root Cause 10: Students struggle with the length and complexity of word problems and require additional target instruction to increase problem solving strategies.

Problem Statement 10 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices




Goals








Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 1: Increase the percent of 4th grade African American students that score at the meets grade level or above on the 2024 STAAR Reading Assessment from 33% to 36% .

- High Priority**
- HB3 Goal**
- Evaluation Data Sources:** STAAR, District Benchmark Results, District Curriculum Checkpoints, Campus Common Assessments
- Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide staff development in the components of workshop model, goal setting and conferring. Strategy's Expected Result/Impact: Teachers will gain knowledge on how to target specific skills to increase student success. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative		
	Dec	Mar	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will participate in specialized training with targeted skills in writing and text evidence. Strategy's Expected Result/Impact: Teachers will gain knowledge on how to implement effective strategies in the writing and utilizing text evidence. Staff Responsible for Monitoring: Principal, Assistant Principal, Coaches TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1 Funding Sources: Instructional Materials/Books - Title III - \$2,500	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 1 Problem Statements:

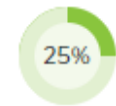

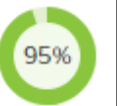
Student Achievement
Problem Statement 1: The African American student population at fourth grade did not experience the same increase in meets level for Math as other student groups. Root Cause : High yield academic strategies that have proven to increase student achievement have not been implemented across content areas with fidelity.








Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 2: Increase the percent of 4th grade students that achieved academic growth on the 2024 STAAR Reading Assessment from 69% to 72%.

- High Priority**
- HB3 Goal**
- Evaluation Data Sources:** STAAR, District Benchmark Results, District Curriculum Checkpoints, Campus Common Assessments
- Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide staff development in progressions of writing and readers response and look for the use of strategies during classroom observations. Strategy's Expected Result/Impact: K-4 students will demonstrate growth during small group instruction in Writing about Reading. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 5 Funding Sources: Instructional Coach-Reading - State Comp Ed - \$33,197	Formative		
	Dec	Mar	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize research based instructional resources to target gaps in learning and increase Reading and Writing performance. Strategy's Expected Result/Impact: Create personalized learning plans for each student to target learning loss Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 5 Funding Sources: At Risk Tutorials - State Comp Ed - \$3,362	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:



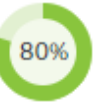

Student Achievement
Problem Statement 5: Reading and Language Arts performance on STAAR Assessment for students was 11% lower than 2021-22 academic growth scores. Root Cause: The increase in constructed response questions and lack of resources to teach and instruct students.

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 3: Increase the percent of students scoring meets grade level or above that are identified as economically disadvantaged on all 2024 STAAR assessments from 43% to 46%.

- High Priority
- HB3 Goal
- Evaluation Data Sources: STAAR, District Benchmark Results, District Curriculum Checkpoints, Campus Common Assessments
- Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide staff development in the use of vocabulary strategies in Guided Reading and the Components of CISD Solves. Strategy's Expected Result/Impact: Teachers will gain knowledge on how to implement effective strategies in reading and writing. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2, 3 Funding Sources: Instructional Coach-Math - State Comp Ed - \$40,466, Instructional Coach-Reading - State Comp Ed - \$23,836	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Incorporate strategic strategies including positive behavior interactions with mentors. Strategy's Expected Result/Impact: Increased academic growth, sense of belonging and increased motivation Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Achievement 3	Formative		
	Dec	Mar	June
			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Student Achievement

Problem Statement 2: Although students have shown growth in various content areas, Special Education students have not experienced the same growth in all academic areas.

Root Cause: High yield academic strategies that have proven to increase student achievement have not been implemented across content areas with fidelity.





Problem Statement 3: High Focus students are performing below their peers' performance level in Reading and Math. **Root Cause:** Additional targeted small group instruction needed to solidify skills and academic vocabulary.

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 4: Increase this year's K-2 decoding with nonsense word fluency of students meeting grade level mastery from 62% to 70%.

- High Priority
- HB3 Goal
- Evaluation Data Sources: Observation Data, mClass and benchmark unit assessments
- Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: K-2 teachers will daily and explicitly teach phonics. Strategy's Expected Result/Impact: Expected progress for each student nonsense word fluency level and instructional plans for each student's individual need. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 6	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Campus Coaches will provide teachers with ongoing staff development and modeling in the Phonics Benchmark System. Strategy's Expected Result/Impact: Increased teacher capacity for teaching phonics and targeting student growth Staff Responsible for Monitoring: Instructional Coach, Assistant Principal, Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 6 Funding Sources: Instructional Coach-Reading - State Comp Ed - \$23,836	Formative		
	Dec	Mar	June
			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 4 Problem Statements:

Student Achievement



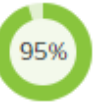


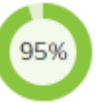
Problem Statement 6: In the 2022-23 school year, 38% of K-2 students fell below benchmark on mClass decoding assessments. **Root Cause:** Limited explicit and systematic instruction in phonics

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 5: Increase the percentage of special education students achieving the Meets level on the 2024 STAAR Math Assessment from 35% to 38%.

- High Priority
- HB3 Goal
- Evaluation Data Sources: STAAR, District Benchmark Results, District Curriculum Checkpoints, Campus Common Assessments
- Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide staff development in the components of CISD Solves and look for the implementation of these components with fidelity. Strategy's Expected Result/Impact: Increased student achievement in Special Ed scores on Common Assessments and STAAR assessments Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 3, 4 Funding Sources: Instructional Coach-Math - State Comp Ed - \$41,828	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide targeted intervention and instruction during and/or after school tutorials, focusing on highly tested TEKS. Strategy's Expected Result/Impact: Increased student achievement in Special Ed scores on Common and STAAR assessments Staff Responsible for Monitoring: Administrators, Campus Coaches TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 3	Formative		
	Dec	Mar	June
			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 5 Problem Statements:

Student Achievement

Problem Statement 3: High Focus students are performing below their peers' performance level in Reading and Math. **Root Cause:** Additional targeted small group instruction needed to solidify skills and academic vocabulary.







Problem Statement 4: Our economic disadvantage students scored lower than their peers in the area of Math. **Root Cause:** Students struggle with the length and complexity of word problems and require additional target instruction to increase problem solving strategies.

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: Sally K. Ride Elementary will maintain efficient and effective fiscal management of resources and operation.

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Meet with financial secretary each month to review / plan expenditures. Strategy's Expected Result/Impact: The campus budget will be managed in accordance with district policy and legal/ethical standards. Staff Responsible for Monitoring: principal financial secretary ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Culture and Climate 1	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: The campus secretary will attend district financial training, receive a mentor, and have district audits to help maintain a well managed financial standard at Ride. Strategy's Expected Result/Impact: A well managed financial standard at Ride. Staff Responsible for Monitoring: Principal, Campus Secretary TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Culture and Climate 1	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 1 Problem Statements:







Culture and Climate

Problem Statement 1: There is inconsistency with communication to parents between partner teachers, within grade levels, and school wide. **Root Cause:** Teachers communicate with parents at various levels of frequency, at various levels of urgency, and in multiple platforms. There needs to be a more consistent expectation with how staff members communicate with parents.

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: Provide opportunities for teacher leaders and teachers who aspire to have leadership goals to learn and grow with the support of campus and district collaboration.

Strategy 1 Details	Formative Reviews		
Strategy 1: Professional employees who aspire to become an assistant principal will attend a series of leadership strand professional Learning opportunities hosted by Conroe ISD to address research based timely topics in order to enhance the qualities and skills needed to become a successful assistant principal in CISD Strategy's Expected Result/Impact: Enhance and develop the qualities and skills needed to become a successful assistant principal in CISD. Staff Responsible for Monitoring: Principal, Department of School Improvement, Assessment, and Accountability. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: Student Achievement 5	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Professional employees who aspire to develop leadership skills in their current position, campus/district coach, coordinators, specialist, or other leadership roles will attend a series of leadership strand professional Learning opportunities hosted by Conroe ISD to address research based timely topics in order to enhance the qualities and skills needed to serve in a successful leadership role in CISD. Strategy's Expected Result/Impact: Enhance and develop the qualities and skills needed to serve in a successful leadership role in CISD. Staff Responsible for Monitoring: Principal, Department of School Improvement, Assessment, and Accountability. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Culture and Climate 2	Formative		
	Dec	Mar	June
			
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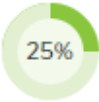




Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 5: Reading and Language Arts performance on STAAR Assessment for students was 11% lower than 2021-22 academic growth scores. Root Cause: The increase in constructed response questions and lack of resources to teach and instruct students.
Culture and Climate
Problem Statement 2: Discipline management procedures as well as classroom and campus wide implementation of school improvement priorities continues to be a focus for improvement. Root Cause: Campus wide implementation of school improvement priorities and understanding positive and corrective interactions are inconsistent in the implementation of Safe and Civil School CHAMPS, Foundations, and STOIC systems of behavior management.

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: To recruit, hire, retain, and develop highly qualified teachers and staff for assigned role within the campus.

Strategy 1 Details	Formative Reviews		
Strategy 1: Hire highly qualified teachers to provide instructional practices Strategy's Expected Result/Impact: To retain highly qualified teachers that remain at Ride year after year to build strong culture and teaching practices and standards. Staff Responsible for Monitoring: Principal, AP, Campus Coaches, hiring committee TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: Culture and Climate 2	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Collaborate within and among the team leader group to build strong leadership and planning skills, positive school culture, and align classroom/team efforts with campus priorities. Strategy's Expected Result/Impact: High-performing classrooms and teams focused on CISD Best Practices, as well as grade level and campus needs. Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Coaches, Team Leaders TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Achievement 3	Formative		
	Dec	Mar	June
			
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Performance Objective 1 Problem Statements:


Student Achievement
Problem Statement 3: High Focus students are performing below their peers' performance level in Reading and Math. Root Cause: Additional targeted small group instruction needed to solidify skills and academic vocabulary.
Culture and Climate
Problem Statement 2: Discipline management procedures as well as classroom and campus wide implementation of school improvement priorities continues to be a focus for improvement. Root Cause: Campus wide implementation of school improvement priorities and understanding positive and corrective interactions are inconsistent in the implementation of Safe and Civil School CHAMPS, Foundations, and STOIC systems of behavior management.

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: Maintain open communication with teams and individuals to address needs while continuing to prioritize student learning.

- Evaluation Data Sources: Communication Documentation, Meeting Agendas, Lesson Plans,
- Next Year's Recommendation: Build high-performing teams focused on grade level and campus needs. Team Planning and collaboration

Strategy 1 Details	Formative Reviews		
Strategy 1: Create, promote and encourage a continuous two-way communicative culture where teachers and admin staff are highly engaged in communication based on effective classroom performance and student outcomes. Strategy's Expected Result/Impact: Highly effective classrooms with high student engagement and student achievement Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Coaches ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 3 - Culture and Climate 1	Formative		
	Dec	Mar	June
			
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Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 3: High Focus students are performing below their peers' performance level in Reading and Math. Root Cause: Additional targeted small group instruction needed to solidify skills and academic vocabulary.
Culture and Climate
Problem Statement 1: There is inconsistency with communication to parents between partner teachers, within grade levels, and school wide. Root Cause: Teachers communicate with parents at various levels of frequency, at various levels of urgency, and in multiple platforms. There needs to be a more consistent expectation with how staff members communicate with parents.

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: To provide and sustain a safe and orderly school environment where students feel welcomed, included and valued, and is conducive to learning for all students and staff.

High Priority

Evaluation Data Sources: CISD Evaluation Instrument

Next Year's Recommendation: To provide and sustain a safe and orderly school environment where students feel welcomed, included and valued, and conducive to learning for all students and staff.

Strategy 1 Details	Formative Reviews		
Strategy 1: Staff will be trained in creating a safe and collaborative school culture. Strategy's Expected Result/Impact: Students will grow academically as a result of them feeling valued and included. Staff Responsible for Monitoring: Principal, Assistant Principal, Coaches TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: Culture and Climate 2	Formative		
	Dec	Mar	June
			
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Performance Objective 1 Problem Statements:

Culture and Climate
Problem Statement 2: Discipline management procedures as well as classroom and campus wide implementation of school improvement priorities continues to be a focus for improvement. Root Cause: Campus wide implementation of school improvement priorities and understanding positive and corrective interactions are inconsistent in the implementation of Safe and Civil School CHAMPS, Foundations, and STOIC systems of behavior management.

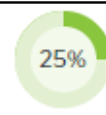




Goal 4: Safe and Collaborative School Culture

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: Create a safe and orderly school environment by providing training on, and access to, the District's Multi Hazard Emergency Operations Plan (MEOP). The document provides guidance and resources for emergency management including prevention, mitigation, preparedness, response and recovery. The MEOP provides a framework and best practices that can be applied to a multitude of emergencies.

Evaluation Data Sources: A safe and orderly school environment where employees have the resources to react and respond to a multitude of emergencies in order to assure the safest possible learning environment.

Next Year's Recommendation: Provide professional development on the implementation of CHAMPS, Foundations, MTSS and Support Services to provide a clear and well-structured setting for all students to be successful and teachers are positively responsive.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide resources, professional development, modeling, mentoring and collaboration to establish a proactive and positive approach to classroom management resulting in high student engagement and achievement. Strategy's Expected Result/Impact: A safe and orderly and well supported school environment where students feel safe in classrooms and large common areas to focus and be successful in school. Staff Responsible for Monitoring: Principal, Assistant Principal, Team Leaders, Foundations Committee ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Culture and Climate 2	Formative		
	Dec	Mar	June
			
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Performance Objective 2 Problem Statements:






Culture and Climate
Problem Statement 2: Discipline management procedures as well as classroom and campus wide implementation of school improvement priorities continues to be a focus for improvement. Root Cause: Campus wide implementation of school improvement priorities and understanding positive and corrective interactions are inconsistent in the implementation of Safe and Civil School CHAMPS, Foundations, and STOIC systems of behavior management.

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 3: Provide multiple modes of communicating campus procedures, expectations, learning experiences and events to staff and parents.

Evaluation Data Sources: Communication logs, Meeting Sign in Sheets, Parent Conference Records

Strategy 1 Details	Formative Reviews		
Strategy 1: Created a Ride Hub with all school information in a centralized area where staff can access it. Communicate to parents with a weekly Ride Blast and staff with a weekly Staff Newsletter. Strategy's Expected Result/Impact: Increased parent and community awareness measured by attendance and participation at school events. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Culture and Climate 1 - Parent and Community Engagement 1	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 3 Problem Statements:

Culture and Climate
Problem Statement 1: There is inconsistency with communication to parents between partner teachers, within grade levels, and school wide. Root Cause: Teachers communicate with parents at various levels of frequency, at various levels of urgency, and in multiple platforms. There needs to be a more consistent expectation with how staff members communicate with parents.
Parent and Community Engagement
Problem Statement 1: Ride Elementary has extremely high rates of positive parental engagement with some parents and extremely low participation rates with other parents. Root Cause: Lack of embedded parental engagement opportunities to give all parents the opportunity to participate in community activities.

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: Provide ongoing support and professional development training for teachers in all content areas with evidence based instructional strategies, data collection and reports, and integration of language support for ESL students to improve TELPAS scores.

High Priority

Evaluation Data Sources: TELPAS, Common Assessment Results

Next Year's Recommendation: Provide ongoing support and professional development training for teachers in all content areas with evidence based instructional strategies, data collection and reports, and integration of technology as a tool to support instruction

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilizing technology committee and staff survey, determine what professional development will be the most impactful to student achievement. Strategy's Expected Result/Impact: Staff are provided the most current staff development focusing on CISD best practices Staff Responsible for Monitoring: Librarian, Computer Teacher, Principal, Assistant Principal, Campus Coaches TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 3, 5, 6, 7	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: The African American student population at fourth grade did not experience the same increase in meets level for Math as other student groups. Root Cause : High yield academic strategies that have proven to increase student achievement have not been implemented across content areas with fidelity.
Problem Statement 3: High Focus students are performing below their peers' performance level in Reading and Math. Root Cause: Additional targeted small group instruction needed to solidify skills and academic vocabulary.

Student Achievement

Problem Statement 5: Reading and Language Arts performance on STAAR Assessment for students was 11% lower than 2021-22 academic growth scores. **Root Cause:** The increase in constructed response questions and lack of resources to teach and instruct students.

Problem Statement 6: In the 2022-23 school year, 38% of K-2 students fell below benchmark on mClass decoding assessments. **Root Cause:** Limited explicit and systematic instruction in phonics

Problem Statement 7: Fourteen students were at the Masters level on the 3rd grade 2022 Reading STAAR Assessment and fell to the Meets level on the 2023 STAAR Assessment. **Root Cause:** Students do not have the foundational skills for 4th grade teachers to build on and they lack the stamina to perform on 4th grade standardized tests.






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: To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

Evaluation Data Sources: Program Usage Report, Teacher Feedback, Lesson Plans

Next Year's Recommendation: To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide 1 to 1 devices for each student to have maximum opportunities to utilize technology and support high levels of learning. Strategy's Expected Result/Impact: Maximized opportunities to utilize technology and support high levels of learning Staff Responsible for Monitoring: Librarian, Computer Teacher, Principal, Assistant Principal, Campus Coaches TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 3, 5, 7	Formative		
	Dec	Mar	June
			
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Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: The African American student population at fourth grade did not experience the same increase in meets level for Math as other student groups. Root Cause : High yield academic strategies that have proven to increase student achievement have not been implemented across content areas with fidelity.
Problem Statement 3: High Focus students are performing below their peers' performance level in Reading and Math. Root Cause: Additional targeted small group instruction needed to solidify skills and academic vocabulary.
Problem Statement 5: Reading and Language Arts performance on STAAR Assessment for students was 11% lower than 2021-22 academic growth scores. Root Cause: The increase in constructed response questions and lack of resources to teach and instruct students.

Student Achievement
Problem Statement 7: Fourteen students were at the Masters level on the 3rd grade 2022 Reading STAAR Assessment and fell to the Meets level on the 2023 STAAR Assessment. Root Cause: Students do not have the foundational skills for 4th grade teachers to build on and they lack the stamina to perform on 4th grade standardized tests.

State Compensatory

Budget for Ride Elementary

Total SCE Funds: \$3,500.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

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Campus Funding Summary

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Materials/Books		\$2,500.00
Sub-Total					\$2,500.00
Budgeted Fund Source Amount					\$2,500.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Instructional Coach-Reading		\$33,197.00
1	2	2	At Risk Tutorials		\$3,362.00
1	3	1	Instructional Coach-Reading		\$23,836.00
1	3	1	Instructional Coach-Math		\$40,466.00
1	4	2	Instructional Coach-Reading		\$23,836.00
1	5	1	Instructional Coach-Math		\$41,828.00
Sub-Total					\$166,525.00
Budgeted Fund Source Amount					\$166,525.00
+/- Difference					\$0.00
Grand Total Budgeted					\$169,025.00
Grand Total Spent					\$169,025.00
+/- Difference					\$0.00