

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



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

On the Reading Language Arts STAAR test for 2023, 86% of 3rd graders scored at the Approaches level, 60% at the Meets level, and 19% at the Masters level. Our 4th graders scored 88% at the Approaches level, 58% at the Meets level, and 27% at the Masters level on the RLA STAAR 2023 test. Suchma Elementary 5th graders scored 90% at the Approaches level, 70% at the Meets level, and 41% at the Masters level. Sixth grade students scored 90% at the Approaches level, 69% at the Meets level, and 37% at the Masters level for the Reading Language Arts STAAR test for 2023. On the 2023 Math STAAR, 3rd grade students scored 89% at the Approaches level, 62% at the Meets level, and 27% at the Masters level. 4th grade Math students scored 91% at the Approaches level, 72% at the Meets level, and 36% at the Masters level on the Math 2023 STAAR. Suchma 5th grade students scored 84% at the Approaches level, 59% at the Meets level, and 26% at the Masters level on the 2023 STAAR Math test. Sixth grade students scored 95% at the Approaches level, 73% at the Meets level, and 44% at the Masters level for the 2023 STAAR Math test. For the Science STAAR, our 5th grade students scored 76% at the Approaches level, 45% at the Meets level, and 23% at the Masters level.

Student Achievement Strengths

Our strengths include:

- 41% of our 5th grade students scored at the Masters level on the 2023 STAAR Reading Assessment and 70% of our 5th grade students scored at the Meets level.
- 44% of our 6th grade students scored at the Masters level on the 2023 STAAR Math Assessment and 73% of our 6th graders scored at the Meets level.
- 76% of our 5th grade students scored at the Approaches level on the 2023 STAAR Science Assessment.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 3rd Grade and 5th Grade Math students at the Masters level are lower than the other tested grades. (Math: 3rd - 27%, 4th - 36%, 5th - 26%, 6th - 44%.) **Root Cause:** Improvement with rigorous lesson planning is needed with high level, targeted instruction and using data to drive instruction and small group instruction.

Problem Statement 2 (Prioritized): The masters level in 3rd grade Reading STAAR decreased from 32% to 19%. The masters level in 4th grade Reading STAAR decreased from 38% to 27% **Root Cause:** Teachers need additional support in implementing the CISD Instructional Model with the various literacy instructional components (Shared Reading, Workshop Model, Guided Reading, Interactive Read Aloud, Phonics Instruction).

Problem Statement 3: At BOY, 73% of K-2 students met or exceeded benchmark goals in foundational skills on literacy assessments. At EOY, 65% of K-2 students met or exceeded benchmark goals in foundational skills on literacy assessments. The percentage of K-2 students who scored on or above benchmark in foundational skills on literacy assessments decreased from BOY to EOY. **Root Cause:** K-2 teachers need support utilizing mClass data, Running Records, and BAS data to address deficits in foundational literacy skills, and need support targeting small group instruction based on student data.

Culture and Climate

Culture and Climate Summary

At Suchma Elementary, we are committed to fostering the social, emotional, behavioral, and academic growth of our students. This learning environment is based on collaboration among our teachers, counselors, administration, instructional coaches, campus staff, as well as district support staff. We believe in a culture of kindness that embodies our namesakes. Our Foundations team focuses on creating a safe environment for our students, staff, parents, and community. Weekly planning and PLC provides staff the opportunity to analyze data and create rigorous lessons, intervention, and enrichment to best meet the needs of our students.

Culture and Climate Strengths

Suchma Elementary strengths include:

- *Staff members, students, parents, and community adopt a culture of kindness to embody the namesakes of our school.
- *Dedicated grade level content PLCs analyze data to determine student strengths and next steps to meet academic goals.
- *Collaborative and problem solving teams, such as Team Leaders, Core Team, Administration, and the Foundations Team exist to build leadership capacity across the campus to drive significant positive change.
- *Suchma connects with the community through targeted events during the day and after school, as well as community outreach events in collaboration with the Suchma PTO.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Planning and PLC processes vary among grade levels. **Root Cause:** Teachers changing content/grade levels and new hires has created inconsistency among grade level planning and PLC processes.

Problem Statement 2: Twenty-two outdoor portable classrooms create additional safety concerns due to two grade levels, students receiving Special Education services, and a Fine Arts classroom being housed in outdoor portable buildings. **Root Cause:** Continued growth at Suchma Elementary has led to outdoor portable classrooms, causing a need for new protocols to address safety, transitions, and weather related events.

Parent and Community Engagement

Parent and Community Engagement Summary

On a campus of almost 1,400 students, our parents and community are important stakeholders and partners in our overall campus success. We are a Title 1 campus with a wide range of socio-economic backgrounds, as well as a diverse culture with over 40 languages spoken in homes and diverse family experiences. The campus strives to find ways to involve parents and the community in school events and volunteer opportunities, both within the school day and outside of school. Connection with our Suchma families is fostered through family newsletters, social media, events, and weekly folders. Our PTO is an integral part of our parent and community engagement and provides opportunities for parents and community to partner with us for our overall school success.

Parent and Community Engagement Strengths

Suchma strengths include:

- *Active PTO involvement in our campus and community to foster the school, home, community relationships.
- *Outreach opportunities to encourage parent engagement with social, emotional, behavioral, and academic growth of their student.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parents are seeking opportunities to be actively engaged in the school community. **Root Cause:** Limited opportunities for parents to partner with the school in education and social outreach events.

Problem Statement 2 (Prioritized): Improved communication is needed with parents and community so that all families are informed about happenings within the school. **Root Cause:** School-wide expectations for communication processes need to be established for each grade level.

Priority Problem Statements

Problem Statement 1: 3rd Grade and 5th Grade Math students at the Masters level are lower than the other tested grades. (Math: 3rd - 27%, 4th - 36%, 5th - 26%, 6th - 44%.)

Root Cause 1: Improvement with rigorous lesson planning is needed with high level, targeted instruction and using data to drive instruction and small group instruction.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: The masters level in 3rd grade Reading STAAR decreased from 32% to 19%. The masters level in 4th grade Reading STAAR decreased from 38% to 27%

Root Cause 2: Teachers need additional support in implementing the CISD Instructional Model with the various literacy instructional components (Shared Reading, Workshop Model, Guided Reading, Interactive Read Aloud, Phonics Instruction).

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Planning and PLC processes vary among grade levels.

Root Cause 3: Teachers changing content/grade levels and new hires has created inconsistency among grade level planning and PLC processes.

Problem Statement 3 Areas: Culture and Climate

Problem Statement 4: Parents are seeking opportunities to be actively engaged in the school community.

Root Cause 4: Limited opportunities for parents to partner with the school in education and social outreach events.

Problem Statement 4 Areas: Parent and Community Engagement

Problem Statement 5: Improved communication is needed with parents and community so that all families are informed about happenings within the school.

Root Cause 5: School-wide expectations for communication processes need to be established for each grade level.

Problem Statement 5 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey 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
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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
- Evaluation(s) of professional development implementation and impact
- 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
- Study of best practices

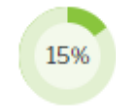
Goals







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 percentage of 3rd through 6th grade students who achieve the Meets level or above on the 2024 STAAR Reading Assessment from 64% to 67%.

HB3 Goal
Evaluation Data Sources: End of Year 2023-2024 ELAR STAAR Results

Strategy 1 Details	Formative Reviews		
Strategy 1: Train, implement and analyze data for Extended Constructed Response to increase ELAR STAAR Extended Response scores to 52% of 3rd through 6th graders scoring 6 or above points. Strategy's Expected Result/Impact: Demonstrate strong comprehension and writing skills by composing informational or literary essays. Staff Responsible for Monitoring: Admin, Instructional Coaches, Academic Interventionists, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2 Funding Sources: Instructional Coach LA Arts - State Comp Ed - \$40,729.75, Instructional Coach Math - State Comp Ed - \$40,241.75	Formative		
	Dec	Mar	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Staff will analyze data from common assessments, district assessments, exit tickets, interims, and STAAR data during PLC meetings. Strategy's Expected Result/Impact: Closed the achievement gaps in reading within all student groups. Staff Responsible for Monitoring: Admin, Instructional Coaches, Academic Interventionists, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2 - Culture and Climate 1 Funding Sources: Instructional Coach LA Arts - State Comp Ed - \$40,729.75, Instructional Coach Math - State Comp Ed - \$40,241.75	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Implement guided reading professional development, observation and feedback coaching with student focus groups. Strategy's Expected Result/Impact: Increased Growth Achievement in reading levels as well as expanding students' reading competencies to tackle complex texts. Staff Responsible for Monitoring: Admin, Instructional Coaches, Academic Interventionists, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2	Formative		
	Dec	Mar	June
			
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Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: The masters level in 3rd grade Reading STAAR decreased from 32% to 19%. The masters level in 4th grade Reading STAAR decreased from 38% to 27% Root Cause: Teachers need additional support in implementing the CISD Instructional Model with the various literacy instructional components (Shared Reading, Workshop Model, Guided Reading, Interactive Read Aloud, Phonics Instruction).

Culture and Climate


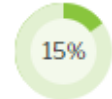
Problem Statement 1: Planning and PLC processes vary among grade levels. Root Cause: Teachers changing content/grade levels and new hires has created inconsistency among grade level planning and PLC processes.

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 percentage of 3rd grade through 6th grade students who achieved the Meets level or above on the 2024 STAAR Math Assessment from 67% to 70%.

HB3 Goal
Evaluation Data Sources: End of Year 2023-2024 STAAR Math Results

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize Guided Math to support students through focused differentiated instruction. Strategy's Expected Result/Impact: The expected result is to close the achievement gaps in reading within all student groups. Staff Responsible for Monitoring: Admin, Instructional Coaches, Academic Interventionists, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Staff will analyze data from Common Assessments, District Assessments, exit tickets, Interim Assessments, and STAAR Assessments data during PLC meetings. Strategy's Expected Result/Impact: Closed achievement gaps in math within all student groups. Staff Responsible for Monitoring: Admin, Instructional Coaches, Academic Interventionists, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Culture and Climate 1	Formative		
	Dec	Mar	June
			



No Progress



Accomplished



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Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: 3rd Grade and 5th Grade Math students at the Masters level are lower than the other tested grades. (Math: 3rd - 27%, 4th - 36%, 5th - 26%, 6th - 44%.)

Root Cause: Improvement with rigorous lesson planning is needed with high level, targeted instruction and using data to drive instruction and small group instruction.

Culture and Climate

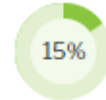




Problem Statement 1: Planning and PLC processes vary among grade levels. **Root Cause:** Teachers changing content/grade levels and new hires has created inconsistency among grade level planning and PLC processes.

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: Resources and instructional support will be provided in Shared Reading to increase the percentage of Kinder through 2nd grade students who score on or above benchmark in foundational and literacy assessments

HB3 Goal
Evaluation Data Sources: mCLASS, Running Records, BAS Literacy Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement Shared Reading professional development, Instructional Rounds, coaching support and feedback. Strategy's Expected Result/Impact: Increased percentage of students reading on or above grade level. Staff Responsible for Monitoring: Admin and Campus Literacy Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2	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:






Student Achievement
Problem Statement 2: The masters level in 3rd grade Reading STAAR decreased from 32% to 19%. The masters level in 4th grade Reading STAAR decreased from 38% to 27% Root Cause: Teachers need additional support in implementing the CISD Instructional Model with the various literacy instructional components (Shared Reading, Workshop Model, Guided Reading, Interactive Read Aloud, Phonics Instruction).

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: The percentage of Kindergarten through 2nd grade students who will score on or above grade level in numeracy on the Early Math Assessment will increase from an average of 62% to 75%

HB3 Goal
Evaluation Data Sources: Early Math Assessments, Fact Fluency Checks, Early Childhood Math Progress Measure

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement Guided Math, instructional rounds, coaching support and feedback. Strategy's Expected Result/Impact: Increase percentage of students scoring on or above grade level on early math assessments. Staff Responsible for Monitoring: Admin, Instructional Coaches, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 4 Problem Statements:


Student Achievement
Problem Statement 1: 3rd Grade and 5th Grade Math students at the Masters level are lower than the other tested grades. (Math: 3rd - 27%, 4th - 36%, 5th - 26%, 6th - 44%.) Root Cause: Improvement with rigorous lesson planning is needed with high level, targeted instruction and using data to drive instruction and small group instruction.

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 Economically Disadvantaged students achieving the Meets level or above on 2024 STAAR Assessments from 53% to 56% for Reading and 56% to 59% for Math.

Evaluation Data Sources: End of Year 2023-2024 ELAR and Math STAAR results

Strategy 1 Details	Formative Reviews		
Strategy 1: Monitor progress on Economically Disadvantaged students through exit tickets, Common Assessments, Interim Assessments, and campus data trackers. Strategy's Expected Result/Impact: Increased percentage of students at the Meets and Masters level on the 3rd through 6th grade 2024 STAAR Assessments. Staff Responsible for Monitoring: Admin, Instructional Coaches, Academic Interventionists, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2	Formative		
	Dec	Mar	June
			
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Performance Objective 5 Problem Statements:






Student Achievement
Problem Statement 1: 3rd Grade and 5th Grade Math students at the Masters level are lower than the other tested grades. (Math: 3rd - 27%, 4th - 36%, 5th - 26%, 6th - 44%.) Root Cause: Improvement with rigorous lesson planning is needed with high level, targeted instruction and using data to drive instruction and small group instruction. Problem Statement 2: The masters level in 3rd grade Reading STAAR decreased from 32% to 19%. The masters level in 4th grade Reading STAAR decreased from 38% to 27% Root Cause: Teachers need additional support in implementing the CISD Instructional Model with the various literacy instructional components (Shared Reading, Workshop Model, Guided Reading, Interactive Read Aloud, Phonics Instruction).

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 6: Increase the percentage of students who meet their growth measure goal on the 2024 STAAR Assessments from 76% to 79% for Reading and from 82% to 85% for Math.

Evaluation Data Sources: Student Progress Measure on 2023-2024 STAAR

Strategy 1 Details	Formative Reviews		
Strategy 1: Staff will analyze data from Common Assessments, District Assessments, exit tickets, Interim Assessment, and STAAR Assessment data during PLC meetings. Strategy's Expected Result/Impact: Increased percentage of students achieving or exceeding the 2024 STAAR growth measure in ELAR and Math. Staff Responsible for Monitoring: Admin, Instructional Coaches, Academic Interventionists, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 6 Problem Statements:


Student Achievement
Problem Statement 1: 3rd Grade and 5th Grade Math students at the Masters level are lower than the other tested grades. (Math: 3rd - 27%, 4th - 36%, 5th - 26%, 6th - 44%.) Root Cause: Improvement with rigorous lesson planning is needed with high level, targeted instruction and using data to drive instruction and small group instruction. Problem Statement 2: The masters level in 3rd grade Reading STAAR decreased from 32% to 19%. The masters level in 4th grade Reading STAAR decreased from 38% to 27% Root Cause: Teachers need additional support in implementing the CISD Instructional Model with the various literacy instructional components (Shared Reading, Workshop Model, Guided Reading, Interactive Read Aloud, Phonics Instruction).






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: Increase the leadership among staff members including Team Leaders, Core Team Leaders, Foundations, CISD Leads and Teacher Led Teams and Initiatives to help increase collaborative decision-making, campus consistency, communication and shared responsibility for the success of the campus.

Evaluation Data Sources: Team Agendas, Team Meeting Notes, Focused Observation Notes, Friday Focus Newsletter, and Teacher Growth Perceptions in the Area of CISD Instructional Model, Participation in CISD Leads, and New Campus Initiatives.

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize staff to provide professional development, mentor new teachers, and model rigorous instruction in target areas. Strategy's Expected Result/Impact: Increased implementation of Conroe ISD instructional components and increased student achievement. Staff Responsible for Monitoring: Admin, Instructional Coaches, Academic Interventionists, Teachers Title I: 2.4, 2.5, 2.6 - 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: Culture and Climate 1	Formative		
	Dec	Mar	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Campus administration and campus core team meet on a minimum of a bi-monthly basis to focus on the academic, social, emotional, and behavioral growth of campus. Strategy's Expected Result/Impact: Continued understanding of campus needs, improvements across the campus, areas of concern, and development of action plans to address campus needs Staff Responsible for Monitoring: Admin, Campus Core Team Title I: 2.4, 2.5, 2.6 - 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Culture and Climate 1 - Parent and Community Engagement 1, 2	Formative		
	Dec	Mar	June
	 5%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:






Culture and Climate
Problem Statement 1: Planning and PLC processes vary among grade levels. Root Cause: Teachers changing content/grade levels and new hires has created inconsistency among grade level planning and PLC processes.
Parent and Community Engagement
Problem Statement 1: Parents are seeking opportunities to be actively engaged in the school community. Root Cause: Limited opportunities for parents to partner with the school in education and social outreach events. Problem Statement 2: Improved communication is needed with parents and community so that all families are informed about happenings within the school. Root Cause: School-wide expectations for communication processes need to be established for each grade level.

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: Monitor financial systems to ensure fiscal responsibility with all campus local, state and federal budgets.

Evaluation Data Sources: Financial Audit Reports, Campus Budget, Title I and III Budgets

Strategy 1 Details	Formative Reviews		
Strategy 1: Meet with campus secretary monthly to review the budgets and statements to ensure funds are being utilized as planned, and purchases are completed in a timely manner. Strategy's Expected Result/Impact: Accurate financial audits and funds utilized with fidelity Staff Responsible for Monitoring: Admin, Campus Secretary Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Achievement 1, 2	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 2 Problem Statements:



Student Achievement
Problem Statement 1: 3rd Grade and 5th Grade Math students at the Masters level are lower than the other tested grades. (Math: 3rd - 27%, 4th - 36%, 5th - 26%, 6th - 44%.) Root Cause: Improvement with rigorous lesson planning is needed with high level, targeted instruction and using data to drive instruction and small group instruction. Problem Statement 2: The masters level in 3rd grade Reading STAAR decreased from 32% to 19%. The masters level in 4th grade Reading STAAR decreased from 38% to 27% Root Cause: Teachers need additional support in implementing the CISD Instructional Model with the various literacy instructional components (Shared Reading, Workshop Model, Guided Reading, Interactive Read Aloud, Phonics Instruction).

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: Suchma Elementary will provide a campus new teacher mentor program in addition to the district provided program. This program will support novice teachers in the four domains of instruction, planning, learning environment, and professional practices and responsibilities. Additionally, Suchma Elementary will implement Focus Group Observation and Feedback opportunities.

Evaluation Data Sources: Mentor/Mentee Evaluations, OHI, Surveys, T-TESS Evaluations, Conroe ISD Job Fairs, Focus Groups

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement campus new teacher mentor program with teacher development topics and to provide new staff with the support and training they need to be successful throughout the school year. Strategy's Expected Result/Impact: Systematic approach to supporting personal and professional growth of new teachers and teachers new to the campus Staff Responsible for Monitoring: Admin, Instructional Coaches, Academic interventionists, Teachers Title I: 2.4, 2.5, 2.6 - 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 1, 2 - Culture and Climate 1	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Participate in CISD Job Fairs to promote Suchma Elementary and to hire highly qualified candidates. Strategy's Expected Result/Impact: Addition of highly qualified staff Staff Responsible for Monitoring: Admin, Instructional Coaches, Academic Interventionist, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: Student Achievement 1, 2 - Culture and Climate 1	Formative		
	Dec	Mar	June
			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: 3rd Grade and 5th Grade Math students at the Masters level are lower than the other tested grades. (Math: 3rd - 27%, 4th - 36%, 5th - 26%, 6th - 44%.)

Root Cause: Improvement with rigorous lesson planning is needed with high level, targeted instruction and using data to drive instruction and small group instruction.

Problem Statement 2: The masters level in 3rd grade Reading STAAR decreased from 32% to 19%. The masters level in 4th grade Reading STAAR decreased from 38% to 27%

Root Cause: Teachers need additional support in implementing the CISD Instructional Model with the various literacy instructional components (Shared Reading, Workshop Model, Guided Reading, Interactive Read Aloud, Phonics Instruction).

Culture and Climate


Problem Statement 1: Planning and PLC processes vary among grade levels. **Root Cause:** Teachers changing content/grade levels and new hires has created inconsistency among grade level planning and PLC processes.






Goal 4: Safe and Collaborative School Culture

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

Performance Objective 1: Provide and promote a safe school environment conducive to teaching and learning for students and staff.

Evaluation Data Sources: Student, Staff, and Parent Surveys

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The Core Team and Foundations team will continue their work to develop systems, survey staff, students and parents to analyze Suchma strengths and challenges with safety and collaboration.</p> <p>Strategy's Expected Result/Impact: Improved and clear procedures set to ensure safety of staff, students and parents, and collaboration among staff and parents</p> <p>Staff Responsible for Monitoring: Admin, Core Team, Foundations Team, Staff</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Culture and Climate 1</p>	Formative		
	Dec	Mar	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Our PBIS Liaison and Counselors will work with individual and groups of students, so they gain the social, emotional, and behavioral skills necessary to contribute to the overall success within the school setting. Strategy's Expected Result/Impact: Less time for students out of the classroom, decreased discipline referrals, conducive teaching environment Staff Responsible for Monitoring: Admin, PBIS Liaisons, Instructional Coaches, Counselors, and Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Culture and Climate 1 Funding Sources: PBIS Liaison - Title I - \$83,838	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: Planning and PLC processes vary among grade levels. Root Cause: Teachers changing content/grade levels and new hires has created inconsistency among grade level planning and PLC processes.

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: Communication will be used as a means to keep parents fully informed about campus activities and initiatives.

Evaluation Data Sources: Parent Newsletters, School Messenger Updates, Social Media Posts

Strategy 1 Details	Formative Reviews		
Strategy 1: Communicate with parents using different modalities such as campus newsletters, email updates, marquee messages, and social media. Strategy's Expected Result/Impact: Increased parent involvement and support Staff Responsible for Monitoring: Admin, Instructional Coaches, Academic Interventionists, Counselors, Teachers Title I: 4.1, 4.2 - 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 3: Positive School Culture Problem Statements: Parent and Community Engagement 1, 2	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Engage 5th and 6th grade parents to increase parental involvement and to connect the elementary setting to the secondary setting. Strategy's Expected Result/Impact: Increased parent involvement for 5th and 6th grade families Staff Responsible for Monitoring: Admin, Counselors, Campus Instructional Coaches, Academic Interventionists, Teachers Title I: 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1, 2 Funding Sources: Parent and Family Engagement Initiatives - Title I - \$3,573	Formative		
	Dec	Mar	June
			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Parent and Community Engagement

Problem Statement 1: Parents are seeking opportunities to be actively engaged in the school community. **Root Cause:** Limited opportunities for parents to partner with the school in education and social outreach events.



Problem Statement 2: Improved communication is needed with parents and community so that all families are informed about happenings within the school. **Root Cause:** School-wide expectations for communication processes need to be established for each grade level.

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: Increase teacher understanding of effective instruction through CISD Best Practices and the CISD Instructional Model

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide technology to be integrated into classroom instruction with focused objectives to support and enrich the content curriculum. Strategy's Expected Result/Impact: Increased achievement in local and state assessments in Reading and Math to close the gaps in foundational and prerequisite skills by working on the student's targeted skills Staff Responsible for Monitoring: Admin, Instructional Coaches, Academic Interventionists, Teachers Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2 Funding Sources: Materials and Supplies to Support Instruction - Title I - \$22,547, Instructional Materials and Supplies - Title III - \$5,250	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize Academic Interventionists and Campus Instructional Coaches to provide small group instruction, implement coaching cycles, and coaching observation feedback with focus groups. Strategy's Expected Result/Impact: Increased achievement in local and state math and literacy assessments Staff Responsible for Monitoring: Admin, Instructional Coaches, Academic Interventionists, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Student Achievement 1, 2 - Culture and Climate 1	Formative		
	Dec	Mar	June
			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Achievement

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Root Cause: Improvement with rigorous lesson planning is needed with high level, targeted instruction and using data to drive instruction and small group instruction.

Problem Statement 2: The masters level in 3rd grade Reading STAAR decreased from 32% to 19%. The masters level in 4th grade Reading STAAR decreased from 38% to 27%

Root Cause: Teachers need additional support in implementing the CISD Instructional Model with the various literacy instructional components (Shared Reading, Workshop Model, Guided Reading, Interactive Read Aloud, Phonics Instruction).

Culture and Climate


Problem Statement 1: Planning and PLC processes vary among grade levels. **Root Cause:** Teachers changing content/grade levels and new hires has created inconsistency among grade level planning and PLC processes.


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: Increase student achievement through a collaborative PLC process to analyze a variety of data sources, plan intervention instruction, and to promote CISD Instructional Model,

Evaluation Data Sources: Assessment Data, Intervention Groups, Progress Monitor Cycles, Walkthroughs

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize Academic Interventionists and Campus Instructional Coaches to analyze and share a variety of formal and informal data, provide small group instruction, perform Coaching Cycles with teachers, and complete observation and feedback cycles with focus groups. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Admin, Instructional Coaches, Academic Interventionists, Teachers. Title I: 2.4, 2.5, 2.6 - 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, 2 - Culture and Climate 1 Funding Sources: Instructional Materials - State Comp Ed - \$2,573, Extra Duty - State Comp Ed - \$2,573	Formative		
	Dec	Mar	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Develop a schedule for interventions, and hold MTSS meetings to track student progress. Strategy's Expected Result/Impact: Increased student performance and minimize academic gaps. Staff Responsible for Monitoring: Admin, Instructional Coaches, Academic Interventionists, Staff Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2 - Culture and Climate 1 Funding Sources: RTI Professional Staff - Title I - \$164,713	Formative		
	Dec	Mar	June
	 15%		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: 3rd Grade and 5th Grade Math students at the Masters level are lower than the other tested grades. (Math: 3rd - 27%, 4th - 36%, 5th - 26%, 6th - 44%.) Root Cause: Improvement with rigorous lesson planning is needed with high level, targeted instruction and using data to drive instruction and small group instruction. Problem Statement 2: The masters level in 3rd grade Reading STAAR decreased from 32% to 19%. The masters level in 4th grade Reading STAAR decreased from 38% to 27% Root Cause: Teachers need additional support in implementing the CISD Instructional Model with the various literacy instructional components (Shared Reading, Workshop Model, Guided Reading, Interactive Read Aloud, Phonics Instruction).
Culture and Climate
Problem Statement 1: Planning and PLC processes vary among grade levels. Root Cause: Teachers changing content/grade levels and new hires has created inconsistency among grade level planning and PLC processes.

State Compensatory

Budget for Suchma Elementary

Total SCE Funds: \$15,820.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Based on our data from 2021-2022, reading continues to be an area of needed growth. \$7,910 of our budget was allocated to materials to support reading intervention, while the remainder of the budget, \$7,910 will be spent on extra duty for tutoring and data disaggregation.

Title I

1.1: Comprehensive Needs Assessment

The campus conducted an annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus developed a CIP involving parents and other stakeholders such as teachers, the campus principal, paraprofessionals, and community stakeholders.

2.2: Regular monitoring and revision

The campus will regularly monitor the CIP and revise strategies based on our identified needs. Our core team will monitor the plan, including administrators, campus coaches, student support services coaches, RTI interventionists, and counselors. Once the Campus Improvement plan is complete, we will share it with staff and parents.

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

The campus ensures our Campus Improvement plan is publicly available to parents and the community (English and Spanish) on the CISD Website under Accountability and available upon request in hard copy.

2.4: Opportunities for all children to meet State standards

The campus implements reform strategies to address school needs, including opportunities for all students and student subgroups to exceed academic standards. Staff and administration closely monitor grades and assessments to ensure students are on target to meet State standards. Students who are at risk of missing their targeted benchmarks receive support and small group instruction, including:

- RTI Instruction
- In Class Small Group Instruction
- Pull Out Support
- Push In Support

2.5: Increased learning time and well-rounded education

The campus executes strategies to increase the quality and amount of learning time available to strengthen the academic program in the school and provides students with an enriched and accelerated curriculum.

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

The campus will address all students' needs, particularly those at risk of not meeting academic standards. We closely monitor our at-risk students and work to ensure we are meeting their educational needs through:

- RTI Instruction
- Small Group Instruction
- Guided Math
- In Class Support

3.1: Annually evaluate the schoolwide plan

The campus conducted an annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students. Data included academic, social, and emotional reviews by stakeholders, including teachers (general and special education), administration, student support, and families. In addition, the campus explored the intent, use of funds, and available school resources. During formative reviews, the core team will evaluate the Title I Schoolwide Plan annually and throughout the school year.

4.1: Develop and distribute Parent and Family Engagement Policy

With parents' input, the campus jointly developed a written Family Engagement Policy and School Family Student Compact. We also used our Parent Survey at the end of the year to make any needed changes to our Family Engagement Policy and School Family Student Compact.

4.2: Offer flexible number of parent involvement meetings

The campus offers various family engagement activities, including flexible times and days of the week. In addition, the campus sends home information regarding family engagement opportunities and required notices in a format and language that families can understand. (English and Spanish).

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
John Villalobos	PBIS Professional Liaison	Title I	1.0
Kimberly Moser	RtI Interventionist	Title I	1.0
Melissa Arnold	PBIS Paraprofessional	Title I	1.0

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	PBIS Liaison		\$83,838.00
4	2	2	Parent and Family Engagement Initiatives		\$3,573.00
5	1	1	Materials and Supplies to Support Instruction		\$22,547.00
5	2	2	RTI Professional Staff		\$164,713.00
Sub-Total					\$274,671.00
Budgeted Fund Source Amount					\$274,671.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	Instructional Materials and Supplies		\$5,250.00
Sub-Total					\$5,250.00
Budgeted Fund Source Amount					\$5,250.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Coach Math		\$40,241.75
1	1	1	Instructional Coach LA Arts		\$40,729.75
1	1	2	Instructional Coach Math		\$40,241.75
1	1	2	Instructional Coach LA Arts		\$40,729.75
5	2	1	Extra Duty		\$2,573.00
5	2	1	Instructional Materials		\$2,573.00
Sub-Total					\$167,089.00
Budgeted Fund Source Amount					\$167,089.00
+/- Difference					\$0.00
Grand Total Budgeted					\$447,010.00
Grand Total Spent					\$447,010.00

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$0.00