

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



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

The teachers at Deretchin Elementary meet in collaborative teams and plan utilizing the district's scope and sequences, which are aligned with the TEKS. Teachers strive to ensure lessons are planned that are meaningful, engaging, and rigorous. Teachers are continuing to work on analyzing data from common assessments and district assessments to help drive instruction and intervention needs for our students.

Summary of 2022 Campus STAAR Results:

STAAR Tests	Approaches	Meets	Masters
3 rd Grade Reading	92%	71%	48%
3 rd Grade Math	91%	71%	46%
4 th Grade Reading	92%	83%	57%
4 th Grade Math	93%	74%	54%
5 th Grade Reading	93%	82%	63%
5 th Grade Math	97%	84%	62%
5 th Grade Science	94%	77%	46%
6 th Grade Reading	98%	82%	60%
6 th Grade Math	98%	84%	64%

The EOY BAS Reading Results for the 2022 school year: 75% of students were on or above grade level for end of year BAS reading level for grades K-6.

The EOY Early Childhood Math assessment results for the 2022 school year: 91% of students were on or above grade level for end of year numeracy in grades K-2. 62% of students were proficient for end of year counting sets in PK.

Student Achievement Strengths

On the 2022 STAAR Tests, our strengths are as follows:

The percentage of Emerging Bilingual students who scored at the Meets level in 3rd grade Reading increased from 43% to 63.33%.

The percentage of Emerging Bilingual students who scored at the Meets level in 6th grade Reading increased from 35% to 73.68%.

The percentage of students who scored at the Meets level in 3rd grade Math increased from 63% to 71.43%.

The percentage of Economically Disadvantaged students who scored at the Meets level in 3rd-6th grades Math increased from 51% to 56%.

The percentage of students in 4th grade who achieved Accelerated Growth on Reading was 44%.

The percentage of students in 4th grade who achieved Accelerated Growth on Math was 45%.

The percentage of students in 5th grade who achieved Accelerated Growth on Reading was 65.57%.

Overall campus STAAR Performance was 78.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): HB 3-Only 71.3% of students scored at the Meets level on Reading STAAR for 3rd grade. **Root Cause:** Data-driven interventions were not incorporated into daily intervention time effectively and in a timely manner.

Problem Statement 2 (Prioritized): HB 3- Only 71% of students scored at the Meets level on Math STAAR for 3rd grade. **Root Cause:** Data-driven interventions were not incorporated into daily intervention time effectively and in a timely manner.

Problem Statement 3 (Prioritized): 41% of Special Education students in grades 3rd-6th scored at the Meets level on the STAAR Reading test. **Root Cause:** Strategies for connecting grade level curriculum to student ability not implemented effectively.

Problem Statement 4 (Prioritized): 55% of Economically Disadvantaged students in grades 3rd-6th scored at the Meets level on the STAAR Math test. **Root Cause:** Staff needs more strategies to build relationships with and relate to the needs of students.

Problem Statement 5 (Prioritized): 66% of Emerging Bilingual students in grades 3rd-6th scored at the Meets level on the STAAR Reading test. **Root Cause:** Staff needs more reading strategies to help improve the reading skills of students.

Problem Statement 6: 44% of Special Education students in grades 3rd-6th scored at the Meets level on the STAAR Math test. **Root Cause:** Strategies for connecting grade level curriculum to student ability not implemented effectively.

Problem Statement 7: 74% of 4th grade students scored at the Meets level on the STAAR Math test. **Root Cause:** Data-driven intervention time focused on students at or below the Approaches level and did not prioritize the needs of students on the Meets level bubble.

Problem Statement 8: 25% of Special Education students in 5th grade scored at the Meets level on the STAAR Science test. **Root Cause:** Strategies for connecting grade level curriculum to student ability not implemented effectively.

Culture and Climate

Culture and Climate Summary

Our Mission Statement at Deretchin is as follows:

Deretchin Elementary School is a school for the community, promoting a safe and nurturing learning environment while developing the whole child and encouraging excellence in all we do.

Our Shared Vision at Deretchin is as follows:

Deretchin Elementary is a community that builds on best practices in order to help our students reach high academic, social, and emotional goals. Our school collaborates with our parents and community to provide a safe and positive culture that embraces the diversity on our campus where everyone is equal and achievements are celebrated.

Student learning is consistently the highest priority of collaborative teams at Deretchin.

At Deretchin Elementary, we say that we "Shine On" because we believe that we shine as we work together as a true team each and every day. We are proud that we have great relationships with our students, families, and each other. Teachers collaborate as teams and take part in the campus-level decision making that impacts our campus. As a Professional Learning Community, our teams work together to strive for continuous improvement of teaching and learning.

The results from our 2022 Staff Climate Survey, with 61 responses, show some of our strongest areas and areas to improve/support:

Areas of Strength:

Students are safe in our school- 100% agree or strongly agree

Staff members are proud to tell others that they work at Deretchin- 100% agree or strongly agree

Staff members believe adults in our building treat students with respect- 98.2% agree or strongly agree

Staff members look forward to coming to work each day-95% agree or strongly agree

Staff members believe that teachers are treated and respected as educational professionals- 93.2% agree or strongly agree

Areas to Improve/Support:

Staff members feel that they spend a large amount of time dealing with the social and emotional challenges of students- 29.4% agree or strongly agree

Teachers believe they spend too much of their time disciplining students-26.9 % agree or strongly agree

Staff believes that school administrators and staff communicate with each other effectively- 15.8% strongly disagree, disagree, or neutral

This is Deretchin's seventh year to be a Foundations Campus in CISD. We have worked hard to set school-wide expectations in areas such as our cafeteria, hallways, and our playgrounds. Our Foundations team has helped create common language and behavior expectations across the campus. In addition, our Foundations team has helped build a positive environment that focuses on building relationships with our students and by bringing awareness to their social and emotional needs.

Deretchin Elementary has committed to conducting Morning Meetings daily in all homeroom classes. During Morning Meetings, teachers are able to incorporate whole group social-emotional lessons into their day and provide students with time to share celebrations and struggles.

Deretchin is committed to providing a safe learning and working environment for our students and staff. We are working hard to continue to implement our school-wide safety procedures as well as implementing new requirements set by the state.

Culture and Climate Strengths

Culture and Climate Strengths

- Teachers and staff are involved in campus decision-making and are able to ensure that their voice is heard.
- Deretchin Elementary fosters a caring, family atmosphere among its students, staff, and the community.
- Deretchin Elementary upholds the CISD belief that "All Means All."
- Deretchin Elementary continues to promote a safe learning and teaching environment through Foundations and Professional Learning Communities.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Staff members feel that they spend a large amount of time dealing with the social and emotional needs of students. **Root Cause:** Students have undergone unprecedented events in the wake of COVID-19 and need reinforcement and normalcy in their day-to-day activities.

Problem Statement 2: Teachers feel that they spend too much time on disciplining students. **Root Cause:** Teachers do not practice consistent routines and expectations within the first few weeks of school.

Problem Statement 3: Staff members feel that the administrators and staff could communicate more effectively. **Root Cause:** Expectations for disseminating information from the administration team to leadership teams were not established to ensure all staff received pertinent information.

Parent and Community Engagement

Parent and Community Engagement Summary

Our Deretchin Elementary parents and our community members are critical stakeholders and partners in our students' overall success. Deretchin Elementary strives to have positive partnerships with our families and encourage them to be very involved in their child's educational journey.

Communication with our Deretchin families is very important to keep everyone connected. We communicate with our families through email notices called "Deretchin Updates", a monthly newsletter called "The Dragon's Den", social media outlets such as Twitter and Facebook, and our teachers communicate with their families with phone calls, parent conferences, Zoom meetings, emails and newsletters.

Parents meet with the teachers at least once or twice a year for a parent conference. This time is spent identifying areas of strength and areas of opportunity for all children. Throughout these conversations, the staff members not only share about their academic successes and opportunities, they share about their social and emotional strengths and opportunities as well.

Deretchin Elementary has an active Parent Teacher Organization that works continuously to support our students and staff. Our PTO helps promote fundraisers that help provide learning materials for our school. Our PTO strives to help our staff know how much they are appreciated by providing them with monthly treats. We are very appreciative of our Deretchin PTO.

Parent and Community Engagement Strengths

Parents are satisfied with their children's academic progress.

Parents feel that classroom discipline is fair.

Parents feel that their children are safe at Deretchin.

Our PTO is very active in supporting our campus.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Teachers do not communicate with parents on a regular basis. **Root Cause:** Not all grade levels had a weekly newsletter and this made parents feel that they were not consistently informed.

Problem Statement 2: Teachers only had one parent conference during the school year and this contributed to parents feeling like teachers did not communicate with them regularly about their child's progress. **Root Cause:** Instead of having two conferences for grades PK-2nd and for struggling students in 3rd-6th grades like in pre-Covid years, teachers only had one conference during the 2021-2022 school year.

Problem Statement 3: Parents are seeking opportunities to continue to build a sense of community in the school. **Root Cause:** Due to COVID-19, we had to limit the number of opportunities for parents to participate in school-related events.

Priority Problem Statements

Problem Statement 5: HB 3-Only 71.3% of students scored at the Meets level on Reading STAAR for 3rd grade.

Root Cause 5: Data-driven interventions were not incorporated into daily intervention time effectively and in a timely manner.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Staff members feel that they spend a large amount of time dealing with the social and emotional needs of students.

Root Cause 6: Students have undergone unprecedented events in the wake of COVID-19 and need reinforcement and normalcy in their day-to-day activities.

Problem Statement 6 Areas: Culture and Climate

Problem Statement 7: Teachers do not communicate with parents on a regular basis.

Root Cause 7: Not all grade levels had a weekly newsletter and this made parents feel that they were not consistently informed.

Problem Statement 7 Areas: Parent and Community Engagement

Problem Statement 4: HB 3- Only 71% of students scored at the Meets level on Math STAAR for 3rd grade.

Root Cause 4: Data-driven interventions were not incorporated into daily intervention time effectively and in a timely manner.

Problem Statement 4 Areas: Student Achievement

Problem Statement 3: 41% of Special Education students in grades 3rd-6th scored at the Meets level on the STAAR Reading test.

Root Cause 3: Strategies for connecting grade level curriculum to student ability not implemented effectively.

Problem Statement 3 Areas: Student Achievement

Problem Statement 2: 55% of Economically Disadvantaged students in grades 3rd-6th scored at the Meets level on the STAAR Math test.

Root Cause 2: Staff needs more strategies to build relationships with and relate to the needs of students.

Problem Statement 2 Areas: Student Achievement

Problem Statement 1: 66% of Emerging Bilingual students in grades 3rd-6th scored at the Meets level on the STAAR Reading test.

Root Cause 1: Staff needs more reading strategies to help improve the reading skills of students.

Problem Statement 1 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- 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 Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- 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
- 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
- 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

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

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 grade students that score on or above the Meets Level on STAAR Reading from 71% to 75%.

HB3 Goal

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase percentage of K-2nd grade students that score on or above benchmark in foundational literacy skills (mClass Composite) from 86% to 88% by EOY. Strategy will include utilizing the small group instruction strategies provided by mClass.</p> <p>Strategy's Expected Result/Impact: Increase percentage of students performing on or above benchmark foundational literacy skills by EOY.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, ELA Coach</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Campus Coach - State Comp Ed - \$75,136</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase percentage of K-2nd grade students that can read on or above grade level (BAS) from 78% to 80%. Strategies will include a refocus on the components of Guided Reading as well as Guided Reading focused Learning Walks.</p> <p>Strategy's Expected Result/Impact: Increase percentage of students reading on or above grade level on their EOY BAS reading level.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, ELA Coach</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Teacher 1st Grade - ESSER II - \$35,000, Books - ESSER III - \$4,233</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Increase percentage of Prekindergarten students that are proficient at identifying upper and lowercase letter sounds (CIRCLE) from 85% to 87%. Strategy will include PK teachers utilizing their CLI data to ensure differentiation during circle and center time.</p> <p>Strategy's Expected Result/Impact: Increase percentage of students performing at the proficient level by EOY.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, ELA Coach</p> <p>Problem Statements: Student Achievement 1</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: 3rd grade ELA teachers will focus on targeted instruction and will provide data-based interventions during Guided Reading and designated intervention time.</p> <p>Strategy's Expected Result/Impact: Increase percentage of students performing at the Meets Level on Reading STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, ELA Coach</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: ELA Instructional Materials - ESSER III - \$553, Planning Staff Development 3rd - ESSER III - \$421.72</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide reading tutoring for struggling students and Emerging Bilinguals after school.</p> <p>Strategy's Expected Result/Impact: Increase percentage of students performing at the Meets Level on Reading STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, ELA Coach</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Tutoring - ESSER III - \$904, Tutoring - Title III - \$1,500</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: HB 3-Only 71.3% of students scored at the Meets level on Reading STAAR for 3rd grade. Root Cause: Data-driven interventions were not incorporated into daily intervention time effectively and in a timely manner.</p>

Goal 1: Student Achievement and Post-Secondary Success





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

Performance Objective 2: Increase the percentage of 3rd grade students that score on or above the Meets Level on STAAR Math from 71% to 75%.

HB3 Goal

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase the percentage of Prekindergarten students that are proficient at counting sets (CIRCLE) from 62% to 64%. Strategy will include PK teachers will utilize their CLI data during PLC and planning time to ensure differentiation in circle time and center time.</p> <p>Strategy's Expected Result/Impact: Increase percentage of students performing at the proficient level by EOY.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Math Coach</p> <p>Problem Statements: Student Achievement 2</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase the percentage of K-2nd students that score on or above grade level in numeracy (Early Math Assessment) from 91% to 93%. Strategy will include data-based differentiation during Guided Math instruction.</p> <p>Strategy's Expected Result/Impact: Increase percentage of students performing on or above grade level in numeracy by EOY.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Math Coach</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: Math Instructional Materials - ESSER III - \$5,434, Planning Staff Development K-2 - ESSER III - \$1,686.82, Teacher Position Funding - ESSER II - \$35,000</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: 3rd grade Math teachers will focus on targeted instruction and will provide data-based interventions during Guided Math and designated intervention time.</p> <p>Strategy's Expected Result/Impact: Increase percentage of students performing at the Meets Level on STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Math Coach</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: Planning Staff Development 3rd - ESSER III - \$421.72</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide math tutoring for struggling students and Emerging Bilinguals after school.</p> <p>Strategy's Expected Result/Impact: Increase percentage of students performing at the Meets Level on STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Math Coach</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: Tutoring - ESSER III - \$904, Tutoring - Title III - \$1,500</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:





Student Achievement
<p>Problem Statement 2: HB 3- Only 71% of students scored at the Meets level on Math STAAR for 3rd grade. Root Cause: Data-driven interventions were not incorporated into daily intervention time effectively and in a timely manner.</p>

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 3: Increase the percentage of Special Education students performing on or above at the Meets Level on Reading STAAR in grades 3rd-6th from 41% to 45%.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide training and support for Special Education teachers to regularly communicate with general education teachers and other support personnel to ensure proper supports are in place for each student according to the student's support plan.</p> <p>Strategy's Expected Result/Impact: Increase percentage of students performing at the Meets Level on STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, ELA Coach, District SPED Coach</p> <p>Problem Statements: Student Achievement 3</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide training and support in incorporating monthly data point checks to monitor the progress of all SPED students.</p> <p>Strategy's Expected Result/Impact: Increase percentage of students performing at the Meets Level on STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, ELA Coach, District SPED Coach</p> <p>Problem Statements: Student Achievement 3</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:





Student Achievement
<p>Problem Statement 3: 41% of Special Education students in grades 3rd-6th scored at the Meets level on the STAAR Reading test. Root Cause: Strategies for connecting grade level curriculum to student ability not implemented effectively.</p>

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 4: Increase the percentage of Economically Disadvantaged students performing on or above the Meets Level on Math STAAR in grades 3rd-6th from 55% to 60%.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide training for staff that includes strategies for building positive relationships with Economically Disadvantaged students that target their social and emotional needs during math instruction.</p> <p>Strategy's Expected Result/Impact: Increase percentage of students performing at the Meets Level on STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Behavior Coach, District Behavior Coach</p> <p>Problem Statements: Student Achievement 4</p> <p>Funding Sources: Behavior Coach/Interventionist - ESSER III - \$67,324.50, Planning Staff Development 3rd-6th - ESSER III - \$1,686.88</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Economically Disadvantaged students will utilize Dreambox computer program to increase their learning of math concepts.</p> <p>Strategy's Expected Result/Impact: Increase percentage of students performing at the Meets Level on STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Math Coach</p> <p>Problem Statements: Student Achievement 4</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Math Interventionist will provide small group, data-based instruction during the designated intervention time for targeted Economically Disadvantaged students at least two days a week.</p> <p>Strategy's Expected Result/Impact: Increase percentage of students performing at the Meets Level on STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Math Coach, Math Interventionist</p> <p>Funding Sources: Math Interventionist - ESSER III - \$67,324.50</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

Student Achievement





Problem Statement 4: 55% of Economically Disadvantaged students in grades 3rd-6th scored at the Meets level on the STAAR Math test. Root Cause: Staff needs more strategies to build relationships with and relate to the needs of students.
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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 Emerging Bilinguals students performing on or above the Meets Level on Reading STAAR in grades 3rd-6th from 66% to 70%.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide training for staff that includes strategies to break down reading instruction in Guided Reading to support language needs of students.</p> <p>Strategy's Expected Result/Impact: Increase percentage of students performing at the Meets Level on STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, ELA Coach, District Bilingual/ESL Coach</p> <p>Problem Statements: Student Achievement 5</p> <p>Funding Sources: Planning Staff Development 3rd-6th - ESSER III - \$1,686.86, Books - Title III - \$500</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Emerging Bilingual students will utilize Imagine Learning computer program to increase their reading skills.</p> <p>Strategy's Expected Result/Impact: Increase percentage of students performing at the Meets Level on STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, ELA Coach</p> <p>Problem Statements: Student Achievement 5</p> <p>Funding Sources: Imagine Learning Program - Title III - \$1,500</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 5 Problem Statements:





Student Achievement
<p>Problem Statement 5: 66% of Emerging Bilingual students in grades 3rd-6th scored at the Meets level on the STAAR Reading test. Root Cause: Staff needs more reading strategies to help improve the reading skills of students.</p>

Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 1: Maintain efficient and effective fiscal management of resources and operations.





Evaluation Data Sources: Campus budget

Strategy 1 Details	Reviews			
Strategy 1: Have a monthly meeting with campus secretary to review monthly records of campus spending. Strategy's Expected Result/Impact: Appropriate spending of campus funds. Staff Responsible for Monitoring: Principal, Campus Secretary	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 2: To increase the leadership among staff members including Team Leaders, Core Team Leaders, and Foundations Team Leaders to help increase collaborative decision-making and expand campus communication.





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide opportunities for leadership teams to collaborate through scheduled team meetings with a focused agenda and decision-making protocols.</p> <p>Strategy's Expected Result/Impact: Increased leadership and communication</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Recruitment, Development, and Retention of Staff

CISD will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students.

Performance Objective 1: Recruit, retain, and develop highly qualified teachers and staff through on-going support.

Evaluation Data Sources: Teacher retainment





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide mentor support for beginning teachers and teachers new to our campus. Strategy's Expected Result/Impact: New teachers feel supported and are successful through the support of their mentor, administrators, and campus coaches. Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Math and ELA Coaches</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 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 strategies that encourage positive classroom climate and effective classroom relationships.

Evaluation Data Sources: Teacher feedback

Strategy 1 Details	Reviews			
<p>Strategy 1: Morning Meeting training for the staff to help encourage a positive classroom climate. Strategy's Expected Result/Impact: Improvement in the social and emotional behaviors of students Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors Problem Statements: Culture and Climate 1</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:





Culture and Climate
<p>Problem Statement 1: Staff members feel that they spend a large amount of time dealing with the social and emotional needs of students. Root Cause: Students have undergone unprecedented events in the wake of COVID-19 and need reinforcement and normalcy in their day-to-day activities.</p>

Goal 4: Safe and Collaborative School Culture

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

Performance Objective 2: Increase parent communication by providing them with weekly newsletters by all grade levels.

Evaluation Data Sources: Parent survey results

Strategy 1 Details	Reviews			
<p>Strategy 1: Grades PK-6 will provide parents with a weekly newsletter to inform them about pertinent information.</p> <p>Strategy's Expected Result/Impact: Increased communication with parents.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p> <p>Problem Statements: Parent and Community Engagement 1</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Communicate with parents through updates through School Messenger, monthly newsletter, post on our campus Twitter and Facebook pages at least 3 times a week, and provide parents with a survey in the fall and spring semesters.</p> <p>Strategy's Expected Result/Impact: Increased parent awareness of campus information and increased parent feedback to help assist with school improvement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:





Parent and Community Engagement
<p>Problem Statement 1: Teachers do not communicate with parents on a regular basis. Root Cause: Not all grade levels had a weekly newsletter and this made parents feel that they were not consistently informed.</p>

Goal 4: Safe and Collaborative School Culture

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

Performance Objective 3: Promote a safe environment through effective emergency response.

Evaluation Data Sources: Results of safety procedures and practice





Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct medical safety drills throughout the year to help ensure preparedness for emergency situations.</p> <p>Strategy's Expected Result/Impact: Increased knowledge about the necessary procedures for each safety drill</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Nurse, Nurse's Aide</p> <p>Funding Sources: School Nurse - ESSER III - \$23,458, Nurse's Aide - ESSER III - \$10,742</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 1: Increase effective data analysis to help guide CISD Best Practices within classrooms.

Evaluation Data Sources: Collaborative planning meetings, team planning, teacher and coach feedback, classroom walk-throughs, common assessments, interims, and STAAR data

Strategy 1 Details	Reviews			
Strategy 1: Review data from BOY, MOY, and EOY literacy and math assessments as well as common formative assessments and interim assessments. Strategy's Expected Result/Impact: Consistent analysis of data to help improve student learning Staff Responsible for Monitoring: Principal, Assistant Principals, Campus ELA and Math Coaches	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize technology to support effective classroom instruction. Strategy's Expected Result/Impact: Increased use of technology tools within classrooms Staff Responsible for Monitoring: Principal, Assistant Principals, Technology Teacher	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for Deretchin Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

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Personnel for Deretchin Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Kristin Garza	Instructional Coach	1

Campus Funding Summary

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Tutoring		\$1,500.00
1	2	4	Tutoring		\$1,500.00
1	5	1	Books		\$500.00
1	5	2	Imagine Learning Program		\$1,500.00
Sub-Total					\$5,000.00
Budgeted Fund Source Amount					\$5,000.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Campus Coach		\$75,136.00
Sub-Total					\$75,136.00
Budgeted Fund Source Amount					\$75,136.00
+/- Difference					\$0.00
ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Teacher 1st Grade		\$35,000.00
1	2	2	Teacher Position Funding		\$35,000.00
Sub-Total					\$70,000.00
Budgeted Fund Source Amount					\$70,000.00
+/- Difference					\$0.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Books		\$4,233.00
1	1	4	ELA Instructional Materials		\$553.00
1	1	4	Planning Staff Development 3rd		\$421.72
1	1	5	Tutoring		\$904.00
1	2	2	Math Instructional Materials		\$5,434.00

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Planning Staff Development K-2		\$1,686.82
1	2	3	Planning Staff Development 3rd		\$421.72
1	2	4	Tutoring		\$904.00
1	4	1	Behavior Coach/Interventionist		\$67,324.50
1	4	1	Planning Staff Development 3rd-6th		\$1,686.88
1	4	3	Math Interventionist		\$67,324.50
1	5	1	Planning Staff Development 3rd-6th		\$1,686.86
4	3	1	Nurse's Aide		\$10,742.00
4	3	1	School Nurse		\$23,458.00
Sub-Total					\$186,781.00
Budgeted Fund Source Amount					\$186,781.00
+/- Difference					\$0.00
Grand Total Budgeted					\$336,917.00
Grand Total Spent					\$336,917.00
+/- Difference					\$0.00