

**Conroe Independent School District**  
**Deretchin Elementary**  
**2023-2024 Improvement Plan**



# Table of Contents

Comprehensive Needs Assessment	3
Student Achievement	3
Culture and Climate	5
Parent and Community Engagement	7
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	11
Goals	13
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.	13
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.	20
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.	22
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.	23
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.	27
State Compensatory	28
Budget for Deretchin Elementary	28
Personnel for Deretchin Elementary	28
Campus Funding Summary	29

# 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 2023 Campus STAAR Results:

STAAR Tests	Approaches	Meets	Masters
3 <sup>rd</sup> Grade Reading	93%	81%	43%
3 <sup>rd</sup> Grade Math	95%	76%	47%
4 <sup>th</sup> Grade Reading	95%	82%	51%
4 <sup>th</sup> Grade Math	92%	80%	54%
5 <sup>th</sup> Grade Reading	96%	81%	56%
5 <sup>th</sup> Grade Math	99%	79%	62%
5 <sup>th</sup> Grade Science	90%	69%	39%
6 <sup>th</sup> Grade Reading	97%	92%	64%
6 <sup>th</sup> Grade Math	97%	84%	51%

The EOY Benchmark Assessment System (BAS) Reading Results for the 2023 school year:

- 73% of students were reading on or above grade level according to EOY BAS Assessments.

The EOY Early Childhood Math assessment results for the 2023 school year:

- 83% of students were on or above grade level for end of year numeracy in grades K-2.
- 67% of students were proficient for end of year counting sets in PK.

### Student Achievement Strengths

On the 2023 STAAR Assessments, our strengths are as follows:

- The percentage of students who scored at the Meets level in 3rd grade Reading increased from 71% to 81%.
- The percentage of Emerging Bilingual (EB) students who scored at the Meets level in 3rd-6th grade Reading increased from 66% to 71%.
- The percentage of students who scored at the Meets level in 3rd grade Math increased from 71% to 76%.
- The percentage of Economically Disadvantaged students who scored at the Meets level in 3rd-6th grade Math increased from 55% to 63%.
- The percentage of students who scored at the Meets level in 4th grade Math increased from 74% to 80%.
- The percentage of students who scored at the Meets level in 6th grade Reading increased from 82% to 92%.
- The percentage of students who scored at the Meets level in 6th grade Math increased from 84% to 85%.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1 (Prioritized):** On HB 3 data, 81% of students scored at the Meets level on the 2023 STAAR Reading Assessment for 3rd grade. **Root Cause:** Data-driven interventions need to be more intentional and followed-up on to determine level of success.

**Problem Statement 2 (Prioritized):** On HB 3 data, 76% of students scored at the Meets level on the 2023 STAAR Math Assessment for 3rd grade. **Root Cause:** Data-driven interventions need to be more intentional and followed-up on to determine level of success.

**Problem Statement 3 (Prioritized):** 69% of 5th grade students scored at the Meets level on the the 2023 STAAR Science Assessment test. **Root Cause:** Small group instruction was not utilized as frequently as needed.

**Problem Statement 4 (Prioritized):** 40% of Special Education students in grades 3-6 scored at the Meets level on the 2023 STAAR Reading Assessment test. **Root Cause:** Strategies for connecting grade level curriculum to student ability were not implemented effectively.

**Problem Statement 5 (Prioritized):** 73% of students in grades Kindergarten through 6th grade were reading on or above grade level on EOY BAS testing. **Root Cause:** Small group Guided Reading and targeted literacy skill interventions need to be implemented consistently.

**Problem Statement 6:** 68% of Economically Disadvantaged students in grades 3rd-6th scored at the Meets Level on the 2023 STAAR Reading Assessment. **Root Cause:** Staff members need more strategies to build relationships with students and better relate to the needs of students.

**Problem Statement 7:** 67% of Emerging Bilinguals in grades 3rd-6th scored at the Meets Level on the 2023 STAAR Math Assessment. **Root Cause:** Strategies for developing math vocabulary were not implemented consistently during small group instruction.

**Problem Statement 8:** 49% of students in grades 3rd-6th scored at the Masters Level on the 2023 STAAR Math Assessment. **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 Masters level bubble.

# 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 are "Simply the Best" because we believe that we are at our best when we strive to 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 (PLC), our teams work together for continuous improvement of teaching and learning.

The results from our 2023 Staff Climate Survey, with 68 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- 91% agree or strongly agree

Staff members believe adults in our building treat students with respect- 91% 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- 32% agree or strongly agree

Teachers believe they spend too much of their time disciplining students-22% agree or strongly agree

Staff believe that the school consistently enforces the student code of conduct- 22% disagree or neutral

This is Deretchin's eighth 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 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

- Staff members feel that our students are safe within our school.
- Deretchin Elementary fosters a caring, respectful 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:** Our society has experienced challenges in the last few years, and students 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:** Campus needs to practice consistent routines and expectations within the first few weeks of school.

**Problem Statement 3:** Staff members feel that the administrators are not aware of what goes on in the classrooms. **Root Cause:** Administrators need to attend more collaborative team meetings to gain a greater insight into challenges they are facing.

**Problem Statement 4 (Prioritized):** Physical aggression makes up a large percentage of student referrals. **Root Cause:** Students need more self-awareness and self-control strategies to help them during challenging situations.

**Problem Statement 5:** Staff members feel that they need to be more involved in decision-making and problem-solving. **Root Cause:** Staff members need to be provided with more opportunities to provide feedback on campus decisions.

# 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 encourages 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.

Teachers meet with parents at least once 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, but 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 helps 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 feel welcomed at Deretchin.

Parents feel that their children are safe at Deretchin.

Parents feel that teachers have communicated with them on a regular basis.

Our PTO is very active in supporting our campus.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1 (Prioritized):** Approximately 25 parents attended each PTO meeting during the 2022-2023 school year. **Root Cause:** There is a need for better communication regarding upcoming meetings and ways parents can get involved.

**Problem Statement 2 (Prioritized):** Parents and families have not had opportunities to learn strategies to support their child's needs. **Root Cause:** Deretchin has not provided parents with any workshop opportunities that target strategies to support student needs.

**Problem Statement 3:** Parents feel that their children need to be challenged more in the classroom. **Root Cause:** Staff needs to seek more input from parents regarding expectations and concerns regarding their child's education.

**Problem Statement 4:** Parents feel that staff needs to spend more time helping their child achieve his or her potential. **Root Cause:** Staff members need to know their students' interests and needs.

**Problem Statement 5:** Parents feel that discipline could be more fair at Deretchin. **Root Cause:** Administrators and/or teachers (depending on the infraction) need to provide

parents with a more thorough explanation about consequences due to inappropriate behavior..



# Priority Problem Statements

**Problem Statement 1:** On HB 3 data, 81% of students scored at the Meets level on the 2023 STAAR Reading Assessment for 3rd grade.

**Root Cause 1:** Data-driven interventions need to be more intentional and followed-up on to determine level of success.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** On HB 3 data, 76% of students scored at the Meets level on the 2023 STAAR Math Assessment for 3rd grade.

**Root Cause 2:** Data-driven interventions need to be more intentional and followed-up on to determine level of success.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** 69% of 5th grade students scored at the Meets level on the the 2023 STAAR Science Assessment test.

**Root Cause 3:** Small group instruction was not utilized as frequently as needed.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 4:** 40% of Special Education students in grades 3-6 scored at the Meets level on the 2023 STAAR Reading Assessment test.

**Root Cause 4:** Strategies for connecting grade level curriculum to student ability were not implemented effectively.

**Problem Statement 4 Areas:** Student Achievement

**Problem Statement 5:** 73% of students in grades Kindergarten through 6th grade were reading on or above grade level on EOY BAS testing.

**Root Cause 5:** Small group Guided Reading and targeted literacy skill interventions need to be implemented consistently.

**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:** Our society has experienced challenges in the last few years, and students need reinforcement and normalcy in their day-to-day activities.

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

**Problem Statement 7:** Physical aggression makes up a large percentage of student referrals.

**Root Cause 7:** Students need more self-awareness and self-control strategies to help them during challenging situations.

**Problem Statement 7 Areas:** Culture and Climate

**Problem Statement 8:** Approximately 25 parents attended each PTO meeting during the 2022-2023 school year.

**Root Cause 8:** There is a need for better communication regarding upcoming meetings and ways parents can get involved.

**Problem Statement 8 Areas:** Parent and Community Engagement

**Problem Statement 9:** Parents and families have not had opportunities to learn strategies to support their child's needs.

**Root Cause 9:** Deretchin has not provided parents with any workshop opportunities that target strategies to support student needs.

**Problem Statement 9 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
- 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 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 the 2024 STAAR Reading Assessment from 81% to 83%.

### HB3 Goal

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Utilize small group instruction strategies to address gaps in foundational literacy skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the percentage of students performing on or above benchmark with foundational literacy skills from 80% to 85% by EOY.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, ELA Coach</p> <p><b>Problem Statements:</b> Student Achievement 1</p> <p><b>Funding Sources:</b> ELA Coach - State Comp Ed - \$8,779.93</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> PK teachers will utilize their assessment data to ensure differentiation occurs during circle and center time.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase percentage of students performing at the proficient level on the CIRCLE Assessment from 71% to 80% by EOY.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, ELA Coach</p> <p><b>Problem Statements:</b> Student Achievement 1</p> <p><b>Funding Sources:</b> ELA Coach - State Comp Ed - \$8,779.93</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 3rd grade ELA teachers will focus on targeted instruction and will provide data-based interventions during Guided Reading and designated intervention times.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in the percentage of students performing at the Meets level on the 2024 STAAR Reading Assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, ELA Coach</p> <p><b>Problem Statements:</b> Student Achievement 1</p> <p><b>Funding Sources:</b> ELA Coach - State Comp Ed - \$8,779.93</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide after school reading tutorials for students that are below grade level expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in the percentage of students performing at the Meets level on the 2024 STAAR Reading Assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, ELA Coach</p> <p><b>Problem Statements:</b> Student Achievement 1</p> <p><b>Funding Sources:</b> Tutoring - Title III - \$1,700, ELA Coach - State Comp Ed - \$8,779.93</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

Student Achievement
<p><b>Problem Statement 1:</b> On HB 3 data, 81% of students scored at the Meets level on the 2023 STAAR Reading Assessment for 3rd grade. <b>Root Cause:</b> Data-driven interventions need to be more intentional and followed-up on to determine level of success.</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 the 2024 STAAR Math Assessment from 76% to 78%.

**HB3 Goal**

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> PK teachers will utilize their assessment data to ensure differentiation occurs during circle and center time.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase percentage of students performing at the proficient level on the CIRCLE Assessment from 71% to 80% by EOY.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Math Coach</p> <p><b>Problem Statements:</b> Student Achievement 2</p> <p><b>Funding Sources:</b> Math Coach - State Comp Ed - \$12,515.17</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will analyze data to provide differentiated instruction during Guided Math and/or intervention time.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase percentage of K-2 students performing on or above grade level in numeracy (Early Math Assessment) from 83% to 85% by EOY.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Math Coach</p> <p><b>Problem Statements:</b> Student Achievement 2</p> <p><b>Funding Sources:</b> Math Coach - State Comp Ed - \$12,515.17</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 3rd grade Math teachers will focus on targeted instruction and will provide data-based interventions during Guided Math and designated intervention time.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in the percentage of students performing at the Meets level on the 2024 STAAR Math Assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Math Coach</p> <p><b>Problem Statements:</b> Student Achievement 2</p> <p><b>Funding Sources:</b> Math Coach - State Comp Ed - \$12,515.17</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide after school math tutorials for students that are below grade level expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in the percentage of students performing at the Meets level on the 2024 STAAR Math Assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Math Coach</p> <p><b>Problem Statements:</b> Student Achievement 2</p> <p><b>Funding Sources:</b> Tutoring - Title III - \$1,700, Math Coach - State Comp Ed - \$12,515.17, Tutoring - State Comp Ed - \$1,229.61</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 2 Problem Statements:**

Student Achievement
<p><b>Problem Statement 2:</b> On HB 3 data, 76% of students scored at the Meets level on the 2023 STAAR Math Assessment for 3rd grade. <b>Root Cause:</b> Data-driven interventions need to be more intentional and followed-up on to determine level of success.</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 at or above the Meets level on the 2024 STAAR Reading Assessment in grades 3-6 from 40-43%.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide training and support for Special Education teachers to implement targeted instruction to support foundational skills in reading.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in the percentage of students performing at the Meets level on the 2024 STAAR Reading Assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Dyslexia teacher, District SPED Facilitator</p> <p><b>Problem Statements:</b> Student Achievement 4</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide support in incorporating scheduled data point checks to monitor the progress of all SPED students.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in the percentage of students performing at the Meets level on the 2024 STAAR Reading Assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, ELA Coach, District SPED Facilitator</p> <p><b>Problem Statements:</b> Student Achievement 4</p> <p><b>Funding Sources:</b> ELA Coach - State Comp Ed - \$8,779.93</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 3 Problem Statements:**





Student Achievement
<p><b>Problem Statement 4:</b> 40% of Special Education students in grades 3-6 scored at the Meets level on the 2023 STAAR Reading Assessment test. <b>Root Cause:</b> Strategies for connecting grade level curriculum to student ability were 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 5th grade students performing at or above the Meets level on the 2024 STAAR Science Assessment from 69% to 73%.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide training for staff that includes strategies for effectively teaching science in small groups.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in the percentage of students performing at the Meets level on the 2024 STAAR Science Assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors, District Science Coach</p> <p><b>Problem Statements:</b> Student Achievement 3</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 4 Problem Statements:**





Student Achievement
<p><b>Problem Statement 3:</b> 69% of 5th grade students scored at the Meets level on the the 2023 STAAR Science Assessment test. <b>Root Cause:</b> Small group instruction was not utilized as frequently as needed.</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 5:** Increase the percentage of kindergarten through sixth grade students reading on or above grade level, according to BAS, from 73% to 77%.

**Evaluation Data Sources:** BAS levels, Running Records, Informal Assessments

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide scheduled training to implement focus strategies within Guided Reading groups in all K-6 classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the percentage of students reading on or above grade level on the EOY BAS in grades K-6.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, ELA Coach</p> <p><b>Problem Statements:</b> Student Achievement 5</p> <p><b>Funding Sources:</b> ELA Coach - State Comp Ed - \$8,779.93, Tutoring - State Comp Ed - \$2,200, Imagine Learning Computer Program - Title III - \$2,850</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will monitor student progress with their BAS levels and will provide interventions for students who are falling below grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> Sufficient growth the end of the school year for students who are below grade level at BOY and MOY testing.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, ELA Coach</p> <p><b>Problem Statements:</b> Student Achievement 5</p> <p><b>Funding Sources:</b> ELA Coach - State Comp Ed - \$8,779.93</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 5 Problem Statements:**





<b>Student Achievement</b>
<p><b>Problem Statement 5:</b> 73% of students in grades Kindergarten through 6th grade were reading on or above grade level on EOY BAS testing. <b>Root Cause:</b> Small group Guided Reading and targeted literacy skill interventions need to be implemented consistently.</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, Materials inventory





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Meet monthly with the campus secretary to review monthly records of campus spending. <b>Strategy's Expected Result/Impact:</b> Appropriate spending of campus funds and a clean audit. <b>Staff Responsible for Monitoring:</b> Principal, Campus Secretary	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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:** Increase the leadership opportunities for staff members including Team Leaders, Core Team Leaders, and Foundations Team Leaders to help increase collaborative decision-making and expand campus communication.

**Evaluation Data Sources:** Teacher surveys and feedback, OHI





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide opportunities for leadership teams to collaborate through scheduled team meetings with a focused agenda and decision-making protocols.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased leadership, collaboration and communication.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p>	Formative		
	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 ongoing support.

**Evaluation Data Sources:** Teacher retention rates, Professional Development Portfolios





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide mentor support for novice teachers and teachers new to our campus.  <b>Strategy's Expected Result/Impact:</b> New and novice teachers feel supported and are successful due to their mentor, administrators, and campus coaches working with them on expectations, coaching instruction and curriculum.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Campus Math and ELA Coaches   <b>Funding Sources:</b> ELA Coach - State Comp Ed - \$8,779.93, Math Coach - State Comp Ed - \$12,515.17</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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, Parent Feedback, Student Feedback

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

**Performance Objective 1 Problem Statements:**





Culture and Climate
<p><b>Problem Statement 1:</b> Staff members feel that they spend a large amount of time dealing with the social and emotional needs of students. <b>Root Cause:</b> Our society has experienced challenges in the last few years, and students 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 the number of parents who attend PTO meetings each month**

**Evaluation Data Sources:** PTO Sign in Sheets

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Increase frequency of communication about upcoming PTO meetings and include agenda topics.  <b>Strategy's Expected Result/Impact:</b> Increased number of parents in attendance at monthly PTO meetings.  <b>Staff Responsible for Monitoring:</b> Principal, PTO President  <b>Problem Statements:</b> Parent and Community Engagement 1</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 2 Problem Statements:**

Parent and Community Engagement
<p><b>Problem Statement 1:</b> Approximately 25 parents attended each PTO meeting during the 2022-2023 school year. <b>Root Cause:</b> There is a need for better communication regarding upcoming meetings and ways parents can get involved.</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:** Decrease the number of discipline referrals due to physical aggression.

**Evaluation Data Sources:** Discipline Referral Data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide students with conflict resolution strategies during guidance lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in number of students able to handle challenging situations by utilizing conflict resolution strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors</p> <p><b>Problem Statements:</b> Culture and Climate 4</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 3 Problem Statements:**





Culture and Climate
<p><b>Problem Statement 4:</b> Physical aggression makes up a large percentage of student referrals. <b>Root Cause:</b> Students need more self-awareness and self-control strategies to help them during challenging situations.</p>

**Goal 4: Safe and Collaborative School Culture**

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

**Performance Objective 4:** Increase the opportunities for parents to learn strategies to support their child's social, emotional, and academic needs.

**Evaluation Data Sources:** Parent participation in counselor-led training opportunities.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Offer training opportunities both during the school day and in the evenings to provide parents with strategies to support their child's needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent engagement with supporting their child at school and home.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselors</p> <p><b>Problem Statements:</b> Parent and Community Engagement 2</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 4 Problem Statements:**





Parent and Community Engagement
<p><b>Problem Statement 2:</b> Parents and families have not had opportunities to learn strategies to support their child's needs. <b>Root Cause:</b> Deretchin has not provided parents with any workshop opportunities that target strategies to support student needs.</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 Agendas, Team Planning Agendas, Teacher and Coach Feedback, Classroom Walkthroughs, Common Assessments, Interim Assessments, STAAR Assessments

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Review data from BOY, MOY, and EOY literacy and math assessments as well as common formative assessments and interim assessments to target areas for growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Campus ELA and Math Coaches</p> <p><b>Problem Statements:</b> Student Achievement 1, 4, 5</p> <p><b>Funding Sources:</b> ELA Coach - State Comp Ed - \$8,779.93, Math Coach - State Comp Ed - \$12,515.17</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Utilize technology in the classroom to support rigorous instruction through online programs and platforms.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Technology Teacher, District Technology Coach</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress                   Accomplished                   Continue/Modify                   Discontinue           </p>			

**Performance Objective 1 Problem Statements:**

Student Achievement
<p><b>Problem Statement 1:</b> On HB 3 data, 81% of students scored at the Meets level on the 2023 STAAR Reading Assessment for 3rd grade. <b>Root Cause:</b> Data-driven interventions need to be more intentional and followed-up on to determine level of success.</p> <p><b>Problem Statement 4:</b> 40% of Special Education students in grades 3-6 scored at the Meets level on the 2023 STAAR Reading Assessment test. <b>Root Cause:</b> Strategies for connecting grade level curriculum to student ability were not implemented effectively.</p> <p><b>Problem Statement 5:</b> 73% of students in grades Kindergarten through 6th grade were reading on or above grade level on EOY BAS testing. <b>Root Cause:</b> Small group Guided Reading and targeted literacy skill interventions need to be implemented consistently.</p>

# State Compensatory

## Budget for Deretchin Elementary

Total SCE Funds: \$0.00

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	4	Tutoring		\$1,700.00
1	2	4	Tutoring		\$1,700.00
1	5	1	Imagine Learning Computer Program		\$2,850.00
<b>Sub-Total</b>					\$6,250.00
<b>Budgeted Fund Source Amount</b>					\$6,250.00
<b>+/- Difference</b>					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	ELA Coach		\$8,779.93
1	1	2	ELA Coach		\$8,779.93
1	1	3	ELA Coach		\$8,779.93
1	1	4	ELA Coach		\$8,779.93
1	2	1	Math Coach		\$12,515.17
1	2	2	Math Coach		\$12,515.17
1	2	3	Math Coach		\$12,515.17
1	2	4	Tutoring		\$1,229.61
1	2	4	Math Coach		\$12,515.17
1	3	2	ELA Coach		\$8,779.93
1	5	1	ELA Coach		\$8,779.93
1	5	1	Tutoring		\$2,200.00
1	5	2	ELA Coach		\$8,779.93
3	1	1	Math Coach		\$12,515.17
3	1	1	ELA Coach		\$8,779.93
5	1	1	ELA Coach		\$8,779.93
5	1	1	Math Coach		\$12,515.17
<b>Sub-Total</b>					\$157,540.00

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				<b>Budgeted Fund Source Amount</b>	\$157,540.00
				<b>+/- Difference</b>	\$0.00
				<b>Grand Total Budgeted</b>	\$163,790.00
				<b>Grand Total Spent</b>	\$163,790.00
				<b>+/- Difference</b>	\$0.00