Conroe Independent School District

Ride Elementary

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

All schools in Texas must meet standards set in three state accountability areas. For the

2018-2019 school year, Sally K Ride Elementary met all three target areas:

Domain 1- Student Achievement: Ride Elementary Score 93

Domain 2- Student Progress: Ride Elementary Score 82

Domain 3- Closing Performance Gaps: Ride Elementary 88

These scores result in Ride Elementary receiving a 2019 Accountability A rating for exemplary performance. Although we are very proud of our scores, we recognize there are still areas of improvement.

On the 2019 STAAR, the following scores for all grades show the percentage for Meets/Masters:

All Subjects 74%

Reading 75%

Math 77%

Analysis of STAAR scores from 2018 to 2019 revealed the performance for our economically disadvantaged students dropped in third grade reading and math while the performance of fourth grade economically disadvantaged students increased in the area of math and writing. Although overall performance of economically disadvantaged students is lower than the campus meets average in all subject areas, some growth has been achieved in the overall math, reading and writing approaches level.

Hispanic students scores remailn strong in all content area tests and outperformed the campus all student perfomance rate in reading and writng in the meets grade level or above perfomance.

Intervention strategies will be implemented to reduce the performance gaps in these areas. The performance for our Special Education students decreased in math, writing, and mat. However, their scores remain lower than our all student scores.

While the campus shows overall strong scores in comparison to state and district averages, there are still gaps in some student groups.

Mclasss and BAS data reveals gaps in phonemic awareness and decoding in lower grades as well as a greater deficit in BAS scores with fewer students reading at or above grade level in first grade.

Continuous data analysis of district and campus assessments will occur to help to close gaps where they are occurring.

STAAR Performance: All Student Groups

All Tests	Year	Approaches	Meets	Masters
	2018-19	95%	79%	53%
	2017-18	93%	74%	47%

STAAR Performance Rates: Approaches Grade Level or Above (All Grades Tested)

	Year	All Students	Econ Dis Adv	Special Education	Hispanic
ELA/Reading	2018-19	94%	75%	63%	96%
	2017-18	94%	76%	81%	96%
Math	2018-19	94%	75%	63%	96%
	2017-18	97%	85%	79%	100%
Writing	2018-19	92%	78%	80%	90%
	2017-18	84%	61%	*	88%

STAAR Performance Rates: Meets Grade Level or Above (All Grades Tested)

	Year	All Students	Econ Dis Adv	Special Education	Hispanic
ELA/Reading	2018-19	75%	58%	75%	81%
	2017-18	74%	47%	57%	81%
Math	2018-19	77%	42%	44%	75%
	2017-18	77%	57%	50%	75%
Writing	2018-19	65%	61%	60%	67%
	2017-18	68%	78%	*	80%

STAAR Performance Rates: Masters Grade Level or Above (All Grades Tested)

	Year	All Students	Econ Dis Adv	Special Education	Hispanic
ELA/Reading	2018-19	50%	17%	25%	50%
	2017-18	52%	29%	31%	54%
Math	2018-19	53%	25%	31%	44%
	2017-18	54%	26%	25%	50%
Writing	2018-19	25%	22%	*	29%
	2017-18	24%	4%	38%	20%

Mclass Reading Data 20-21	BOY Benchmark Percentages (%)

Mclass Reading Data 20-21			BOY Benchmark Percentages (%)			
Total Students	Grade Level	Measures	Well- Below	Below	At	Above
73	K	Letter Names	26	10	29	35
73	K	Phonemic Awareness	26	16	42	
73	K	Letter Sounds	16	21	44	14
73	K	Decoding	22	8	36	19
73	K	Word Reading		38	47	

Mclass Reading Data 20-21			BOY Benchmark Percentages (%)			
Total Students	Grade Level	Measures	Well- Below	Below	At	Above
91	1st	Letter Names	20	18	57	
91	1st	Phonemic Awareness	26	22	37	15
91	1st	Letter Sounds	27	9	33	31
91	1st	Decoding	31	19	27	23
91	1st	Word Reading	20	12	35	33
91	1st	Reading Accuracy	22	19	57	
91	1st	Reading Fluency	18	16	33	31

Mclass Reading Data 20-21			BOY Benchmark Percentages (%)			
Total Students	Grade Level	Measures	Well- Below	Below	At	Above
87	2nd	Letter Names	34	14	11	39
87	2nd	Decoding	36	13	9	37
87	2nd	Word Reading	23	10	25	3
87	2nd	Reading Accuracy	25	11	55	
87	2nd	Reading Fluency	23	15	24	33
87	2nd	Reading Comprehension	33	11	31	25

Mclass Reading Data 20-21			BOY Benchmark Percentages (%)			
Total Students	Grade Level	Measures	Well- Below	Below	At	Above
72	3rd	Letter Sounds	18	18	19	7
73	3rd	Decoding	21	17	21	11
74	3rd	Word Reading	15	8	42	4
75	3rd	Reading Accuracy	6	11	60	
76	3rd	Reading Fluency	13	10	46	31
77	3rd	Reading Comprehension	22	14	45	19

Ride Elementary: BAS Level Report						
Year	Total Student	Grade	Does Not Meet	Approaches	Meets	Exceeds
2020-21	90	1st	24%	19%	27%	30%
2019-20	158		16%	12%	13%	58%

Year	N	Grade	Fail/Does not Meet	Fail/Approaches	Pass/Meets	Pass/Exceeds
2020-21	78	2nd	22%	6%	14%	58%
2019-20	143		13%		17%	70%
2020-21	72	3rd	18%	21%	25%	36%
2019-20	151		12%	16%	25%	47%
2020-21	98	4th	15%	11%	24%	83%
2019-20	153		12%	5%	23%	60%

2020-21

BAS Levels By Grade (Entire Campus)

2019-20

BAS Levels By Grade (Entire Campus)

Legend: Fail/Does not Meet (red), Fail / Approaches (yellow), Pass / Meets (green), Pass / Exceeds (blue)
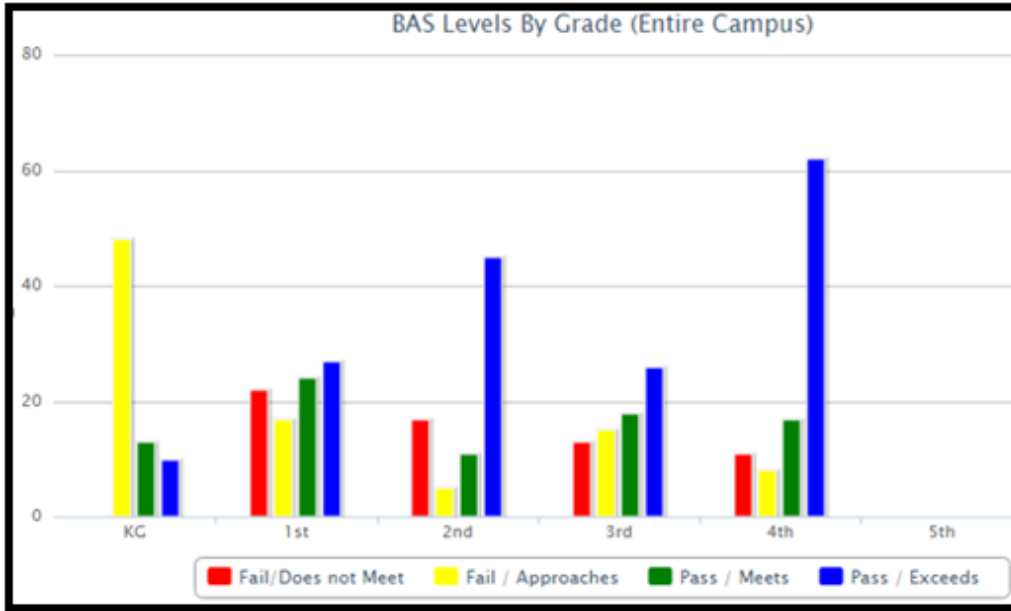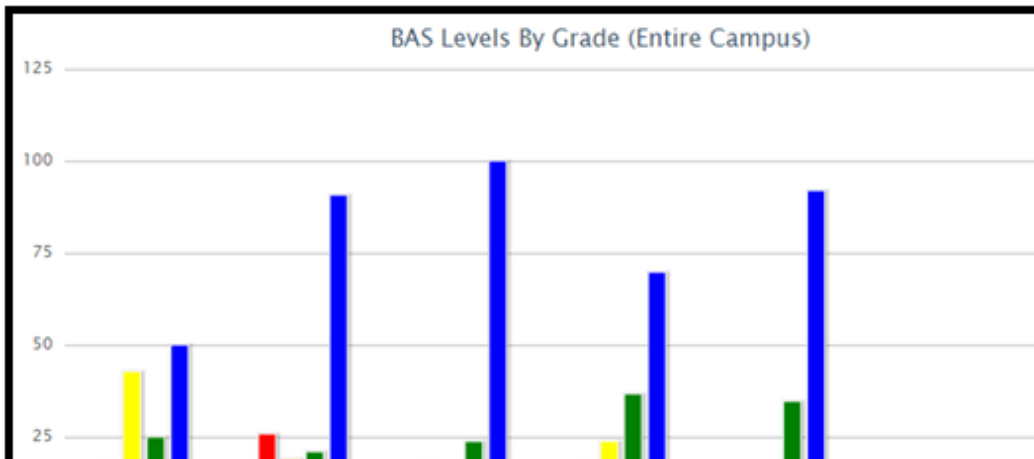
Student Achievement Strengths

Ride's scores reflect the hard-working staff and students on our campus. We are very proud of the achievement our students show including:

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

- Percentage of students meeting all STAAR performance levels increase from 2018 to 2019. (Approaches 2% growth, Meets 5% growth, Masters 6% growth)
- Percentage of students meeting all STAAR approaches performance level in writing increased by 8% from 2017-18 to 2018-19.
- Percentage of economically disadvantaged students meeting all STAAR approaches performance level in writing grew by 17% from 2017-18 to 2018-19.
- Percentage of Hispanic students meeting all STAAR approaches performance level in writing grew by 2% from 2017-18 to 2018-19.
- Percentage of all student groups meeting STAAR meets performance level in reading increase from 2017-18 to 2018-19. (Economically Disadvantages 10% growth, Special education 8% growth)
- Percentage of all student groups meeting STAAR masters performance level in writing increase from 2017-18 to 2018-19. (Economically Disadvantages 18% growth, Hispanic 9% growth)
- BAS Scores increased in grade 1 approaches level by 7% and meets by 14%.
- BAS Scores increased in grade 3 approaches level by 5%.
- BAS Scores increased in grade 4 approaches level by 6% and exceeds by 23%.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: According to STAAR scores in 2018-19, our special education students scored significantly below all student groups in Math, Reading and Writing. **Root Cause:** Provide more intentional support within the classroom to meet the needs of sped students and fill gaps in learning.

Problem Statement 2: The percentage of kindergarten and first grade students scoring at below proficiency in the area for decoding and phonemic awareness is a concern. **Root Cause:** Gaps in learning due to lack of in-person learning opportunities in the fall

Problem Statement 3 (Prioritized): While the student test scores are above the state average, our data shows some possible learning gaps within our economically disadvantaged populations. **Root Cause:** Because of the growth in some sub-populations, our school needs to better analyze the data of these groups to determine how to better address their learning needs.

Problem Statement 4 (Prioritized): Although students have shown growth in various content areas, overall there seems to be limited progress in the area of math and reading. (Meets Grade Level or Above: 75% Reading and 77% Math) **Root Cause:** Lack of fidelity in implementing CISD Solves, Guided Math & Reading along with PLC focus on Reading comprehension

Culture and Climate

Culture and Climate Summary

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

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

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

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

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

Ride	White	Black	Hisp	Asian	SES
19-20	63.40%	5%	16.60%	9.90%	14.50%
20-21	54.10%	8.40%	24.10%	7.40%	30.40%

Culture and Climate Strengths

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

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

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

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

Implementation of CHAMPS, Foundations Model

1. Foundations of Behavior Support: A Continuous Improvement Process
2. Managing Behavior in Common Areas and with school wide policies
3. Conscious construction of an inviting school climate
4. Responding to misbehavior An instructional approach
5. Improving Safety, managing conflict and reducing bullying
6. Establishing and sustaining a continuum of behavior support

- CLT (Campus Leadership Team) in collaboration with the Foundations committee, participates in surveying, creating, and maintaining action plans to increase and maintain positive campus climate and culture development.
- Development and implementation of campus-wide discipline management structure and plan for continous improvement
- Use of RtI as part of addressing students who exhibit more challenging behavior and learning needs.
- Community partnerships with mentors for students.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Low Socio-economic status has increased 17% over previous years to 27%. This demographic shift will impact our culture purely for the reason that over 120 students of different demographic will attend Ride this year. **Root Cause:** The students may feel they have few opportunities to share and celebrate culture. Entire staff does not intentionally maintain and work on a continuous improvement cycle that makes all students feel welcomed and valued with fidelity.

Problem Statement 2: Discipline management procedures classroom and campus wide is inconsistent based on continuous improvement goals, observations, teacher surveys, **Root Cause:** Entire staff does not intentionally focus on improvement priorities and understand positive and corrective interactions, implement Safe and Civil School CHAMPS and Foundations behavior management program

Parent and Community Engagement

Parent and Community Engagement Summary

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

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

Met and Greet your teacher

Parent Information Night

Parent conferences

Grade level programs

Kindergarten graduation

Family Math/Science Night

Ride's Reading adventure

Field Day

Story Time with Santa

Ride Thru the Decades

Ride Reading Adventure

Field Day

Skill Building

Walk to School Day

Math Tiles

Pumpkin carving with Dad

Holiday parties

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

LMS - Learning systems - Canvas and SeeSaw

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

School website

Email and post School policies and procedures

Monthly Ride Nights at local restaurant

PTO -- Activity recruits parents to participate and engage

Ride Elementary utilizes parent portal and school messenger to keep parents informed of students' attendance, academic progress, and other important information.

As well as providing incentives to meet attendance and academic goals,

Parent and Community Engagement Strengths

Strengths in the area of parent and community involvement include:

1. Increase of family engagement in school wide academic and non-academic activities.

2. Increase and large number of district approved and registered school volunteers.

3. Consistent communication with families in English and Spanish through such structure as; The Blast newsletter, school website, social media, texts/call outs.

4. Strong community partnerships with such organizations as the Interfaith Food Pantry and the local businesses who monetarily support school endeavors

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Ride Elementary has extremely high rates of positive parental engagement with some parents and extremely low participation rates with other parents. **Root Cause:** District rezone has created a 20% increase in low socio-economic demographic (from 10% - 30%) and this is historically the demographic area of low participation.

Priority Problem Statements

Problem Statement 1: While the student test scores are above the state average, our data shows some possible learning gaps within our economically disadvantaged populations.

Root Cause 1: Because of the growth in some sub-populations, our school needs to better analyze the data of these groups to determine how to better address their learning needs.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Ride Elementary has extremely high rates of positive parental engagement with some parents and extremely low participation rates with other parents.

Root Cause 2: District rezone has created a 20% increase in low socio-economic demographic (from 10% - 30%) and this is historically the demographic area of low participation.

Problem Statement 2 Areas: Parent and Community Engagement

Problem Statement 3: Low Socio-economic status has increased 17% over previous years to 27%. This demographic shift will impact our culture purely for the reason that over 120 students of different demographic will attend Ride this year.

Root Cause 3: The students may feel they have few opportunities to share and celebrate culture. Entire staff does not intentionally maintain and work on a continuous improvement cycle that makes all students feel welcomed and valued with fidelity.

Problem Statement 3 Areas: Culture and Climate

Problem Statement 4: Although students have shown growth in various content areas, overall there seems to be limited progress in the area of math and reading. (Meets Grade Level or Above: 75% Reading and 77% Math)

Root Cause 4: Lack of fidelity in implementing CISD Solves, Guided Math & Reading along with PLC focus on Reading comprehension

Problem Statement 4 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Domain 1 - Student Achievement

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent Involvement 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
- Action research results

Goals

Goal 1: Student Achievement and Post-Secondary Success:
CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 1: Increase this year's 3rd & 4th grade Math STAAR meets performance from 42% to 45% in the economically disadvantaged student group and by at least 3% in all other student groups.

    Evaluation Data Sources: campus common assessments, district benchmark data and STAAR performance data for 20-21

    Summative Evaluation: None

Strategy 1: Provide staff development for all math teachers in identifying individual academic needs of all student populations and using differentiated instruction to develop math strategies to modify for identified gifted math students and/or close learning gaps for struggling students.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Increase performance in in all student groups	**Feb**	**Apr**	**July**	**July**
Staff Responsible for Monitoring: Campus Administration, Campus Coach, District Math Coach				
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers				
Problem Statements: Student Achievement 4				
Funding Sources: Dreambox - State Comp Ed - $1,300, Instructional Materials - State Comp Ed - $1,000, Tutoring - Title III - $2,000				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 4: Although students have shown growth in various content areas, overall there seems to be limited progress in the area of math and reading. (Meets Grade Level or Above: 75% Reading and 77% Math) **Root Cause:** Lack of fidelity in implementing CISD Solves, Guided Math & Reading along with PLC focus on Reading comprehension

Goal 1: Student Achievement and Post-Secondary Success:
CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 2: Increase this year's 3rd & 4th grade Reading STAAR meets performance from 58% to 61% in the economically disadvantaged student group and by at least 3% in all other student groups.

Evaluation Data Sources: STAAR, District Benchmarks, Campus Assessments, BAS and Mclass data

Summative Evaluation: None

Strategy 1: Provide staff development in CISD Reads and Units of Study Cohorts and identify these strategies to provide targeted intervention to fill learning gaps in the area of comprehension, reading fluency and inferencing.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increase reading assessment results	Feb	Apr	July	July
Staff Responsible for Monitoring: Principal, assistant principal, Instructional coach, district coach				
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning				
Problem Statements: Student Achievement 3				
Funding Sources: Books for classroom libraries - Title III - $1,000, Tutoring - State Comp Ed - $2,000, Books for classroom libraries - State Comp Ed - $2,436, Reading Instructional Materials - State Comp Ed - $1,000				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 3: While the student test scores are above the state average, our data shows some possible learning gaps within our economically disadvantaged populations. **Root Cause:** Because of the growth in some sub-populations, our school needs to better analyze the data of these groups to determine how to better address their learning needs.

Goal 2: Fiscal Responsibility:

CISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.

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

Strategy 1: Monitor and maintain transparancy and efficacy on spending resources targeted to directly impact student growth.		Reviews		
Strategy's Expected Result/Impact: Support high quality curriculum by supplanting resources to support high quality and effective instruction and interventions in order to close student growth gaps. * Maintain high academic results in a cost effective manner. * Implement long-range revenue and budget plans. * Maintain a fund balance of 20-25% of budget Target technology designed to fill student gaps and promote academic growth		**Formative**		**Summative**
		Feb	**Apr**	**July**	**July**
Staff Responsible for Monitoring: Principal, Assistant Principal, Secretary				
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
Funding Sources: - State Comp Ed, - Title III				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 3: Recruitment, Development, and Retention of Staff:
CISD will employ, develop, and retain highly qualified staff to maximize learning for all students.

Performance Objective 1: Recruitment, Development, and Retention of Staff:
Sally K. Ride will employ, develop, and retain highly qualified staff to maximize learning for all students.

Evaluation Data Sources: Campus budget, Teacher activity Fund, Title III

Summative Evaluation: None

Strategy 1: Recruit and retain highly qualified staff by participating in the CISD hosted job fair. Create and train interview teams for each specific position.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: highly qualified and well developed teachers will increase quality of instruction and intervention resulting in closing student learning gaps and increasing academic growth.	Feb	Apr	July	July
Staff Responsible for Monitoring: Principal, Assistant Principal				
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math				
Funding Sources: - Title III				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 4: Parents and Community:

CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.

Performance Objective 1: To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.

Evaluation Data Sources: Record of contact with parents, record of campus communications; newsletters, teacher newsletters, website is current and accurate.

Summative Evaluation: None

Strategy 1: Provide information nights, curriculum nights, promote parent participation at home and school and parent/teacher conferences so parents fully understand the rigor and complexity of CISD curriculum and assessment. Promote and increase participation in Parent Teacher Organization.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Meet or exceed campus Performance Indicators	**Feb**	**Apr**	**July**	**July**
Staff Responsible for Monitoring: Principal, Assistant Principal				
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 5: Safe Schools:

CISD will strive to ensure a safe and orderly environment conducive to learning for all students and staff.

Performance Objective 1: To provide a safe and orderly school environment conducive to learning for all students and staff.

    Evaluation Data Sources: Record of programs/presentations/trainings for students and staff, Quarterly reports of police activity and safety drills for campus, safety audits, record of behavior incidents,

    Summative Evaluation: None

Strategy 1: Conduct fire, disaster, lock-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level. - MEOP App. As well as implement Character Traits/Social Skills Curriculum for building strong character and positive relationships.Keep parents up to date and informed of current safety protocols.	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy's Expected Result/Impact: Safe and orderly school environment. Knowledge and quick response for staff and students in different emergency situations Strong and positive school culture of tolerance, inclusiveness and respect				
Staff Responsible for Monitoring: Principal, Assistant Principal, Safety Committee, Foundations Committee (Safe and Civil Schools)				
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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2: Implement COVID 19 safety protocols regarding wearing masks, social distancing and contact tracing.	Reviews			
Strategy's Expected Result/Impact: Decrease number of COVID cases on campus Stop the spread of the virus within the campus Increase community awareness of campus protocols	Formative			Summative
	Feb	Apr	July	July
Staff Responsible for Monitoring: COVID Manager, Principal, Nurse, Team Leaders, Foundations Committee (Safe and Civil Schools)				
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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 6: Technology:

CISD will provide technology infrastructure, tools, and solutions to meet the administrative requirements of the District and to maximize learning for all students.

Performance Objective 1: To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

Evaluation Data Sources: Classroom Walk-Throughs, evaluations, record of device check out, monitor number of devices in library and computer lab.

Summative Evaluation: None

Strategy 1: Seamless integrated instructional technology in daily lessons.	**Reviews**			
Devices: One to One device for each student, available in library, and computer lab. Google Exploration goggle system		**Formative**		**Summative**
Technology Coach - Provide modeling, Professional Development, planning, troubleshooting. Software: High Quality interactive and targeted academic software to address student growth gaps	**Feb**	**Apr**	**July**	**July**
Strategy's Expected Result/Impact: Seamless integrated instructional technology in daily lessons. Seamless integration of educational software into instruction Increase student achievement Meet Performance Indicators for STAAR				
Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Technology Coach				
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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
Funding Sources: - State Comp Ed				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 7: Communication:

CISD will promote and enhance two-way communication among our staff and our community to maximize the success of all students.

Performance Objective 1: To ensure that all stakeholders receive effective internal and external communication.

Strategy 1: Provide communications regarding campus initiatives, programs, meetings, activities, operations, protocols and procedures and leadership within and among all departments and schools through a variety of media. This includes the CISD website, campus website, campus newsletters, classroom newsletters, email announcements, campus/District meetings, newspaper, radio, television, and social media in both English and Spanish. * Sally K. Ride will involve parents in determining programs and activities needed to address the learning needs of students, staff, and community. * To the extent possible, the campus will make all communications, relating to student safety available in both English and Spanish.	Reviews			
	Formative			Summative
	Feb	Apr	July	July

Strategy's Expected Result/Impact: Increase parent support and participation
   Decrease in parent/community concerns/questions
   Meet Performance Indicators for STAAR				

Staff Responsible for Monitoring: Principal, Assistant Principal				
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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Campus Funding Summary

			State Comp Ed		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Dreambox		$1,300.00
1	1	1	Instructional Materials		$1,000.00
1	2	1	Tutoring		$2,000.00
1	2	1	Books for classroom libraries		$2,436.00
1	2	1	Reading Instructional Materials		$1,000.00
2	1	1			$0.00
6	1	1			$0.00
				Sub-Total	$7,736.00
				Budgeted Fund Source Amount	$7,736.00
				+/- Difference	$0.00
			Title III		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Tutoring		$2,000.00
1	2	1	Books for classroom libraries		$1,000.00
2	1	1			$0.00
3	1	1			$0.00
				Sub-Total	$3,000.00
				Budgeted Fund Source Amount	$3,000.00
				+/- Difference	$0.00
				Grand Total	$10,736.00

Addendums