

Conroe Independent School District

Ride Elementary

2021-2022 CIP Board Item



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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 2021 STAAR, the following scores for all grades show the percentage for Meets/Masters:

3rd Reading: **Approaches** - Ride: 97% (District - 80%) **Meets** - Ride: 71% (District - 54%); **Masters** - Ride: 48% (District - 32%)

3rd Math: **Approaches** - Ride: 90% (District - 61%) **Meets** - Ride: 71% (District - 24 %); **Masters** - Ride: 50% (District - 11%)

4th Reading: **Approaches** - Ride: 95% (District - 77%) **Meets** - Ride: 82% (District - 52%); **Masters** - Ride: 54% (District - 41%)

4th Math: **Approaches** - Ride: 97% (District - 79%) **Meets** - Ride: 85% (District - 59%); **Masters** - Ride: 68% (District - 41%)

3rd Grade **Special Ed** Meets Grade Level in Reading: Ride: 80% (District - 23%)

3rd Grade **Special Ed** Meets Grade Level in Math: Ride: 80% (District - 23%)

3rd Grade **Economically Disadvantaged** in Reading: Meets Grade Level: Ride: 22% (District - 34%)

3rd Grade **Economically Disadvantaged** in Math: Meets Grade Level: Ride: 30% (District - 34%)

4th Grade **Economically Disadvantaged** in Reading: Meets Grade Level: Ride: 56% (District - 35%)

4th Grade **Economically Disadvantaged** in Math: Meets Grade Level: Ride 33% (District - 42%)

3rd Grade **Hispanic** in Reading: Meets Grade Level : Ride: 50% (District - 38%)

3rd Grade **Hispanic** in Math: Meets Grade Level: Ride: 33% (District - 39%)

4th Grade **Hispanic** in Reading: Meets Grade Level: Ride 64% (District - 39%)

4th Grade **Hispanic** in Math: Meets Grade Level: Ride: 64% (District - 47%)

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

Sally K. Ride STAAR Summary

2020-2021

3rd Grade (Approaching Grade Level %, Meets Grade Level%, and Advanced Performance %)

	16-17	17-18	18-19	19-20	20-21
	App / Adv	App / Adv	App / Adv		App / Meets / Adv
Reading	87 / 58	97 / 53		XX	97 / 71 / 48
Math	89 / 46	98 / 52		XX	90 / 71 / 50

4th Grade

	16-17	17-18	18-19	19-20	20-21
	App / Adv	App / Adv	App / Adv		App / Meets / Adv
Reading	92 / 58	92 / 52		XX	95 / 82 / 54
Math	93 / 57	95 / 55		XX	97 / 85 / 68
Writing	87%	84 / 24		XX	88 / 62 / 24

Ride (All Tests)	Eco Dis% (Unofficial)	Total Tests	Approaches	Meets	Masters	Performance	What If (2019 Scale Scores)	What If Relative
	30.3%	424	93%	75%	49%	72%	A	A

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: According to STAAR scores in 2020-21, our special education students in 4th grade scored significantly below all student groups in Math, Reading and Writing. **Root Cause:** Lack of embedded professional opportunities to assist teachers in providing interventions to students with foundational gaps.

Problem Statement 2 (Prioritized): While the student test scores are above the state average, our data shows economically disadvantaged students scores significantly lower than in 3rd grade Math STAAR. **Root Cause:** High yielding academic strategies have proven to increase student achievement have not been implemented across all classrooms with fidelity

Problem Statement 3 (Prioritized): According to STAAR scores in 2020-21, our Hispanic student meets scores are significantly lower than our all students group in the area of math. **Root Cause:** Lack of fidelity in implementing CISD Solves and Guided Math

Problem Statement 4: According to STAAR scores in 2020-21,our Hispanic student meets scores are significantly lower than our all students group in the area of reading. **Root Cause:** Lack of fidelity in implementing reading along with PLC focus on reading comprehension

Problem Statement 5: According to BAS data from 2020-21, 25% of students in grade 1 were below grade level at the EOY screener. **Root Cause:** High yielding academic strategies have proven to increase student achievement have not been implemented across all classrooms with fidelity

Problem Statement 6 (Prioritized): According to STAAR scores in 2021, only 71% of students met meets grade level in the area of Math. **Root Cause:** High yielding academic strategies have proven to increase student achievement have not been implemented across all classrooms with fidelity

Problem Statement 7 (Prioritized): According to STAAR scores in 2021, only 71% of students met meets grade level in the area of Reading. **Root Cause:** High yielding academic strategies have proven to increase student achievement have not been implemented across all classrooms with fidelity

Problem Statement 8 (Prioritized): According to Mclass EOY data from 2020-21, 24% of students in grade 2 were below or well below in letter sounds. **Root Cause:** Lack of embedded professional opportunities to assist teachers in providing interventions to students with foundational gaps

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%
21-22	54.5%	6.4%	23.3%	7.9%	28.3%

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, structures, and interventions to help students behave responsibly and respectfully.

Implementation of CHAMPS, Foundations Model

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

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

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): 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 lack of embedded professional Development opportunities to assist teachers in sharing and celebrate cultures in the community.

Problem Statement 2: Discipline management procedures classroom and campus wide implementation of school improvement priorities is inconsistent based on continuous improvement goals, observations, teacher surveys, **Root Cause:** Lack of consistent campus wide implementation of school improvement priorities and understanding positive and corrective interactions, implement Safe and Civil School CHAMPS, Foundations, and STOIC systems of behavior management.

Problem Statement 3: Although most teachers communicate to their parents in some form, overall there still seems to be inconsistencies with communication to parents between peer teachers, grade levels, and schoolwide comparisons. **Root Cause:** Lack of consistent campus wide implementation of school wide expectations for communicating with parents based on platforms, time sensitivity, frequency, and quality conversations to keep the parents engaged and informed throughout the school year.

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

Gifted and Talented

Holiday parties

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

LMS - Learning systems - Canvas and SeeSaw

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

School website

Email and post School policies and procedures

Monthly Ride Nights at local restaurant

PTO -- Activity recruits parents to participate and engage

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 live video feeds, recorded videos, Facebook, email, texts, school newsletters, Class Dojo, Seesaw/Canvas, marquees, and phone messages. Blast newsletter, school website, social media, conferences, texts/call outs.
4. Employ more like demographic persons to communicate with our community. (ie: Spanish speaking receptionist)
5. Strong community partnerships with such organizations as the Interfaith Food Pantry and the local businesses who monetarily support school endeavors

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Ride Elementary has extremely high rates of positive parental engagement with some parents and extremely low participation rates with other parents. **Root Cause:** Lack of embedded staff development opportunities to assist teachers with providing parent and community engagement based on demographic area of low participation.

Problem Statement 2: Sally K. Ride teachers and staff are lacking strong community relationships and engagement. As well as complete participation and active engagement in

the Parent Teacher Organization and their sponsored events. **Root Cause:** Lack of staff wide promotion, encouragement, and awareness for staff to participate as members of the PTO and engage in all PTO sponsored activities and events both at school and in the community.

Problem Statement 3: The staff at Sally K. Ride Elementary is lacking strong diverse perspectives, including actively listening to differing opinions, understanding diverse backgrounds and demonstrating care and respect for others. **Root Cause:** Sally k. Ride historically operates from a middle-class norms and values approach. Staff members use the hidden rules of their own class to try to relate to the diverse population

Priority Problem Statements

Problem Statement 1: While the student test scores are above the state average, our data shows economically disadvantaged students scores significantly lower than in 3rd grade Math STAAR.

Root Cause 1: High yielding academic strategies have proven to increase student achievement have not been implemented across all classrooms with fidelity

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: According to Mclass EOY data from 2020-21, 24% of students in grade 2 were below or well below in letter sounds.

Root Cause 2: Lack of embedded professional opportunities to assist teachers in providing interventions to students with foundational gaps

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: According to STAAR scores in 2020-21, our Hispanic student meets scores are significantly lower than our all students group in the area of math.

Root Cause 3: Lack of fidelity in implementing CISD Solves and Guided Math

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: According to STAAR scores in 2021, only 71% of students met meets grade level in the area of Math.

Root Cause 4: High yielding academic strategies have proven to increase student achievement have not been implemented across all classrooms with fidelity

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: According to STAAR scores in 2021, only 71% of students met meets grade level in the area of Reading.

Root Cause 5: High yielding academic strategies have proven to increase student achievement have not been implemented across all classrooms with fidelity

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Ride Elementary has extremely high rates of positive parental engagement with some parents and extremely low participation rates with other parents.

Root Cause 6: Lack of embedded staff development opportunities to assist teachers with providing parent and community engagement based on demographic area of low participation.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: 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 7: The lack of embedded professional Development opportunities to assist teachers in sharing and celebrate cultures in the community.

Problem Statement 7 Areas: Culture and Climate

Goals

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 1: Increase the percent of 3rd grade students that score at the meets grade level or above on STAAR Reading from 71% to 74% .

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: campus formative assessments, benchmark data, STAAR Data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details
<p>Strategy 1: provide staff development in the components of Units of Study and look for the use of strategies during classroom observations.</p> <p>Strategy's Expected Result/Impact: Increased reading comprehension</p> <p>Staff Responsible for Monitoring: principal, assistant principal, instructional coach</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Problem Statements: Student Achievement 7</p> <p>Funding Sources: EL Instructional Materials - Title III - \$3,500, Leveled Reading Books - ESSER - \$75,000, Staff Dev Resources - State Comp Ed - \$2,688</p>
Strategy 2 Details
<p>Strategy 2: Utilize research based instructional resources to target gaps in learning and increase reading performance</p> <p>Strategy's Expected Result/Impact: Increased reading comprehension</p> <p>Staff Responsible for Monitoring: principal, assistant principal, instructional coach</p> <p>Problem Statements: Student Achievement 7</p> <p>Funding Sources: Leveled Library - ESSER - \$35,000</p>

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 7: According to STAAR scores in 2021, only 71% of students met meets grade level in the area of Reading. Root Cause: High yielding academic strategies have proven to increase student achievement have not been implemented across all classrooms with fidelity</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 percent of 3rd grade students that score meets grade level or above on STAAR Math from 71% to 74%.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: campus formative assessments, benchmark data, STAAR Data

Strategy 1 Details
<p>Strategy 1: Provide staff development in the components of Guided Math and look for the use of strategies during classroom observations.</p> <p>Strategy's Expected Result/Impact: increased math performance</p> <p>Staff Responsible for Monitoring: principal, assistant principal, instructional coach</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Problem Statements: Student Achievement 6</p> <p>Funding Sources: Professional Development Resources - ESSER - \$5,000</p>
Strategy 2 Details
<p>Strategy 2: Utilize research based instructional resources to target gaps in learning and increase math performance</p> <p>Strategy's Expected Result/Impact: increased math performance</p> <p>Staff Responsible for Monitoring: principal, assistant principal, instructional coach</p> <p>Problem Statements: Student Achievement 6</p> <p>Funding Sources: Tutoring - State Comp Ed - \$7,500, Math Resources and Manipulatives - ESSER - \$15,000</p>

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 6: According to STAAR scores in 2021, only 71% of students met meets grade level in the area of Math. Root Cause: High yielding academic strategies have proven to increase student achievement have not been implemented across all classrooms with fidelity</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 this year's 4th grade Reading STAAR performance from 38% to 41% Meets for the Hispanic student group.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: campus formative assessments, benchmark data, STAAR Data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details
<p>Strategy 1: provide staff development in the components of Units of Study and look for the use of strategies during classroom observations.</p> <p>Strategy's Expected Result/Impact: Increased reading comprehension in Hispanic Student group</p> <p>Staff Responsible for Monitoring: principal, assistant principal, instructional coach</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: Leveled Library - ESSER - \$35,000, Tutoring - State Comp Ed - \$3,500</p>

Performance Objective 3 Problem Statements:

Student Achievement
<p>Problem Statement 3: According to STAAR scores in 2020-21, our Hispanic student meets scores are significantly lower than our all students group in the area of math. Root Cause: Lack of fidelity in implementing CISD Solves and Guided Math</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 this year's 2nd grade mCLASS performance from 76% to 79% of all students meeting grade level expectations in letter sounds.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: mCLASS assessment data, Campus assessments

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details
<p>Strategy 1: Utilize research based instructional resources to target gaps in learning and increase phonemic awareness</p> <p>Strategy's Expected Result/Impact: increase growth in phonemic awareness and reading</p> <p>Staff Responsible for Monitoring: principal, assistant principal, instructional coach</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Problem Statements: Student Achievement 8</p> <p>Funding Sources: Intervention Resources - ESSER - \$4,328</p>

Performance Objective 4 Problem Statements:

Student Achievement
<p>Problem Statement 8: According to Mclass EOY data from 2020-21, 24% of students in grade 2 were below or well below in letter sounds. Root Cause: Lack of embedded professional opportunities to assist teachers in providing interventions to students with foundational gaps</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 this year's 4th grade Math STAAR performance from 34% to 37% Meets for economically disadvantaged student group.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: campus formative assessments, benchmark data, STAAR Data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details
<p>Strategy 1: provide staff development in the components of Guided Math and look for the use of strategies during classroom observations.</p> <p>Strategy's Expected Result/Impact: increased math performance in Economically disadvantages student group</p> <p>Staff Responsible for Monitoring: principal, assistant principal, instructional coach</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: Math manipulatives and resources - ESSER - \$5,000, Staff Development - ESSER - \$7,500</p>

Performance Objective 5 Problem Statements:

Student Achievement
<p>Problem Statement 2: While the student test scores are above the state average, our data shows economically disadvantaged students scores significantly lower than in 3rd grade Math STAAR. Root Cause: High yielding academic strategies have proven to increase student achievement have not been implemented across all classrooms with fidelity</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: Sally K. Ride Elementary will maintain efficient and effective fiscal management of resources and operation.

Goal 2: School Leadership and Fiscal Responsibility

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

Performance Objective 2: Provide opportunities for teacher leaders and teachers who aspire to have leadership goals to learn and grow with the support of campus and district collaboration.

Evaluation Data Sources: CISD Aspiring Leaders class
Campus leadership opportunities

Goal 3: Recruitment, Development, and Retention of Staff

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

Performance Objective 1: To recruit, hire, retain, and develop highly qualified teachers and staff for assigned role within the campus.

Goal 4: Safe and Collaborative School Culture

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

Performance Objective 1: To provide and sustain a safe and orderly school environment where students feel welcomed, included and valued, and conducive to learning for all students and staff.

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

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: Help parents reconnect within the school community through various campus activities. and opportunities to participate and support the school.

Goal 5: Effective Instruction

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

Performance Objective 1: Provide ongoing support and professional development training for teachers in all content areas with evidence based instructional strategies, data collection and reports, and integration of technology as a tool to support instruction

Evaluation Data Sources: Offer professional development based on staff survey, Attendance rosters for professional development. Lesson plans, data protocol forms.

Strategy 1 Details
<p>Strategy 1: Utilizing technology committee and staff survey, determine what professional development will be the most impactful to student achievement.</p> <p>Strategy's Expected Result/Impact: Identify purposeful professional development to develop staff members and grow students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional coach, technology instructor, technology coach, technology committee.</p> <p>Funding Sources: Technology Devices - ESSER - \$34,000</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 2: To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Staff Dev Resources		\$2,688.00
1	2	2	Tutoring		\$7,500.00
1	3	1	Tutoring		\$3,500.00
Sub-Total					\$13,688.00
Budgeted Fund Source Amount					\$13,688.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	EL Instructional Materials		\$3,500.00
Sub-Total					\$3,500.00
Budgeted Fund Source Amount					\$3,500.00
+/- Difference					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Leveled Reading Books		\$75,000.00
1	1	2	Leveled Library		\$35,000.00
1	2	1	Professional Development Resources		\$5,000.00
1	2	2	Math Resources and Manipulatives		\$15,000.00
1	3	1	Leveled Library		\$35,000.00
1	4	1	Intervention Resources		\$4,328.00
1	5	1	Math manipulatives and resources		\$5,000.00
1	5	1	Staff Development		\$7,500.00
5	1	1	Technology Devices		\$34,000.00
Sub-Total					\$215,828.00
Budgeted Fund Source Amount					\$215,828.00
+/- Difference					\$0.00

ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Grand Total					\$233,016.00