Conroe Independent School District

Suchma Elementary

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Mission Statement

Our mission is to do whatever it takes to ensure success for all students.

Vision

At Suchma Elementary, our vision is to create a learning environment where every student can meet their personal goals and experience success now and in the future.

Table of Contents

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Suchma is a new K-6 campus that opened during the 2019-2020 school year. We have 932 students with the following demographics:

- White - 41.4%
- African American - 16.4%
- Hispanic - 30.7%
- Asian - 6%
- Multiple - 4%
- Asian - 0.5%
- Pacific Islander - 0.3%
- SES - 39.9%
- LEP - 10.7%
- Sped - 9.7%

In looking at test data sources, we pulled information that was obtained during the school's first year of operation. Because of school closures in March of 2020, we have BOY Benchmark data and some MOY Benchmark data.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco Dis	LEP	Monitored Year 1	Monitored Year 2	Special Ed
Total Students Testing Reading	484	73	161	188		34	3	24	188	54		9	33
Percent at Approaches	70%	66%	65%	75%		88%	33%	54%	61%	39%		78%	27%
Percent at Meets	39%	32%	35%	42%		56%	33%	42%	31%	7%		67%	18%
Percent at Masters	19%	8%	19%	19%		38%	33%	29%	16%	4%		33%	9%
Total Students Testing Math	471	70	155	189		32	2	23	179	51		8	34
Percent at Approaches	73%	67%	75%	75%		91%	0%	52%	63%	55%		100%	29%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco Dis	LEP	Monitored Year 1	Monitored Year 2	Special Ed
Percent at Meets	59%	40%	50%	49%		78%	0%	39%	40%	24%		100%	21%
Percent at Masters	28%	23%	27%	24%		69%	0%	22%	18%	4%		75%	6%
Total Students Testing Writing	113	23	33	40		11	2	4	37	16		2	12
Percent at Approaches	42%	30%	36%	45%		73%	50%	50%	35%	19%		100%	8%
Percent at Meets	17%	9%	15%	15%		45%	0%	25%	5%	0%		0%	0%
Percent at Masters	5%	0%	0%	5%		36%	0%	0%	3%	0%		0%	0%
Total Students Testing Science	140	18	50	62		6		4	59	14		3	10
Percent at Approaches	75%	67%	78%	73%		100%		75%	76%	50%		100%	40%
Percent at Meets	45%	28%	48%	47%		50%		50%	47%	14%		67%	30%
Percent at Masters	14%	0%	18%	16%		0%		0%	14%	0%		33%	10%

2019-2020 BOY 3rd Grade - All Students Math and Reading

3rd Grade (2020-2021 4th Grade)	# Students	Ave % Score	Approaches	Meets	Masters
Math - All Students	123	62.11%	67.48%	34.15%	13.82%
Math - Eco Dis	52	55.62%	57.69%	21.15%	3.85%
Math - LEP	17	58.29%	70.59%	23.53%	5.88%
Math - Hispanic	42	60.76%	66.67%	38.10%	14.29%
Math - African American	19	56.32%	63.16%	15.79%	5.26%
Reading - All Students	125	58.16%	59.2%	22.4%	16%
Reading - Eco Dis	54	53.61%	48.15%	22.22%	14.81%
Reading - LEP	17	56.18%	35.29%	5.88%	5.88%
Reading - Hispanic	43	53.26%	51.16%	13.95%	11.63%

Reading - African American	17	49.41%	41.18%	11.76%	0%

2019-2020 MOY 4th Grade - All Students Math, Reading and Writing

4th Grade (2020-2021 5th Grade)	# Students	Ave % Score	Approaches	Meets	Masters
Math - All Students	113	69.76%	80.53%	58.41%	39.82%
Math - Eco Dis	37	60.84%	67.57%	43.24%	24.32%
Math - LEP	16	57.44%	56.25%	43.75%	18.75%
Math - Hispanic	33	62.94%	63.64%	48.48%	36.36%
Math - African American	23	62.70%	73.91%	34.78%	30.43%
Reading - All Students	113	63.34%	68.14%	36.28%	12.39%
Reading - Eco Dis	37	54%	54.05%	16.22%	5.41%
Reading - LEP	16	37.69%	18.75%	0%	0%
Reading - Hispanic	33	54.27%	51.52%	18.18%	6.06%
Reading - African American	23	63.65%	78.26%	39.13%	13.04%
Writing - All Students	113	53.58%	42.48%	16.81%	5.31%
Writing - Eco Dis	37	49.05%	35.14%	5.41%	2.70%
Writing - LEP	16	39.81%	18.75%	0%	0%
Writing - Hispanic	33	49.21%	36.36%	15.15%	0%
Writing - African American	23	49.52%	30.43%	8.70%	0%

2019-2020 MOY 5th Grade - All Students Math, Reading and Science

5th Grade (2020-2021 6th Grade)	# Students	Ave % Score	Approaches	Meets	Masters
Math - All Students	140	56.09%	60.71%%	25.71%	16.43%
Math - Eco Dis	56	57.54%	60.71%	25%	16.07%
Math - LEP	15	41.53%	46.67%	0%	0%
Math - Hispanic	50	59.92%	74%	36%	22%
Math - African American	17	46.47%	29.41%	5.88%	0%
Reading - All Students	144	70.53%	72.22%	47.22%	22.92%
Reading - Eco Dis	59	69.59%	69.49%	44.07%	22.03%
Reading - LEP	16	57.38%	50%	12.50%	0%
Reading - Hispanic	53	71.75%	71.70%	54.72%	26.42%
Reading - African American	16	63.63%	62.50%	31.25%	6.25%

2019-2020 MOY 5th Grade - All Students Math, Reading and Science

Science - All Students	140	70.65%	75%	45%	13.57%
Science - Eco Dis	59	70.05%	76.27%	47.46%	13.56%
Science - LEP	14	56.21%	50%	14.29%	0%
Science - Hispanic	50	72.30%	78%	48%	18%
Science - African American	18	62.44%	66.67%	27.78%	0%

2019-2020 BOY 6th Grade - All Students Math and Reading

6th Grade (2020-2021 7th Grade)	# Students	Ave % Score	Approaches	Meets	Masters
Math - All Students	101	74.56%	96.04%%	78.22%	50.5%%
Math - Eco Dis	35	71.14%	97.14%	71.43%	37.14%
Math - LEP	5	62.60%	100%	60%	0%
Math - Hispanic	32	73.25%	100%	75%	43.75%
Math - African American	17	76.76%	100%	82.35%	58.82%
Reading - All Students	102	72.83%	81.37%	50%	24.51%
Reading - Eco Dis	36	69.31%	75%	41.67%	19.44%
Reading - LEP	5	63.20%	80%	20%	20%
Reading - Hispanic	32	73.50%	84.38%	46.88%	28.12%
Reading - African American	17	69.35%	76.47%	41.18%	11.76%

Student Achievement Strengths

All strengths are based on BOY or MOY benchmark testing during the 1st 3 nine weeks in the 19-20 school year.

- 3rd grade - Math - LEP students - 70% Approaches, Hispanic - 67% Approaches, Hispanic - 14.3% Masters
- 4th grade - Math - African American - 73.9% Approaches, Hispanic - 36.36% Masters
- 5th grade - Math - Eco Dis - 60.71% Approaches, Eco Dis - 16.07% Masters
- 6th grade - Math - Eco Dis - 97% Approaches, LEP, Hispanic, and African American - 100% Approaches, Eco Dis - 71.43% Meets, Hispanic - 75% Meets, African American - 82.35% Meets, Hispanic - 43.75% Masters, African American - 58.82% Masters
- 3rd grade - Reading - Hispanic - 14.8% Masters
- 4th grade - Reading - African American - 78.26% Approaches, African American - 39.13% Meets
- 5th grade - Reading - Hispanic - 71.70% Approaches, Hispanic - 54.72% Meets, Hispanic - 26.42% Masters
  6th grade - Reading - Hispanic - 84.38% Approaches, African American - 76.47% Approaches, LEP - 80% Approaches, Hispanic - 46.88% Meets, Hispanic - 28.12%

Masters
* 5th grade - Science - Eco Dis - 76.27% Approaches, African American - 66.67% Approaches

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): LEP meets scores are low in all tests - Reading (7%), Math (24%), Writing (0%), Science (14%). **Root Cause:** Vocabulary and language development strategies are not being utilized.

Problem Statement 2 (Prioritized): Reading scores for all grades at the meets level are low - All students (39%), Hispanic (35%), LEP (7%), Eco Dis (31%), and African American (32%). **Root Cause:** Reading instruction is not consistently being done with fidelity across all grade levels.

Problem Statement 3 (Prioritized): Math scores for all grades at the meets level are low for Special Ed (21%) and LEP (24%). **Root Cause:** Common vocabulary is not being consistently taught vertically.

Problem Statement 4: Writing scores are low across all subgroups - All students (17%). **Root Cause:** Limited exposure to high levels of writing instruction across all content areas at the K-3 level.

Problem Statement 5: Science scores are low for LEP (14%) and African American (28%). **Root Cause:** Vocabulary isn't being consistently taught vertically K-4.

Culture and Climate

Culture and Climate Summary

The culture and climate of Suchma Elementary is very important to the staff, as we are working on a brand new campus. Most teachers chose to transfer to Suchma Elementary for the 2019-2020 school year. Teachers are observed as taking great pride in ther school, their classrooms and their students. Teachers are members of many committees on campus to allow them to be a part of making changes for the better on campus. Our PLCs are designed to make sure staff members can collaborate, learn from and assist others to improve both teaching and student learning.

- The school's schedule allows adequate time for teacher collaboration - 3.61
- The school's schedule allows adequate time for teacher preparation and planning - 3.19
- Students at this school learn ways to manage time - 3.57
- The school environment is clean and in good condition - 4.76
- I take pride in the appearance of the school - 4.86
- I feel safe outside on the school grounds - 4.95
- I feel safein the hallways and bathrooms - 4.90
- I feel safe in the classrooms - 4.76
- Students are safe at this school - 4.76
- In this school, we teach ways to resolve disagreements so that everyone can be satisfied with the outcomes - 4.24
- Students at this school are well behaved - 3.95
- Students at this school don't care about learning - 1.86
- I spend a great deal of time dealing with student's social and emotional challenges - 3.43
- The school community has high expectations of all students - 4.43
- Students have pride in the school - 4.14
- My class enrollments are too large - 3.67
- Students at this school get the chance to work independently - 4.43
- School administrators give me useful feedback on my teaching - 4.43
- Some students at this school just cannot be motivated to do the work - 2.71
- Students at this school are encouraged to think critically - 4.15
- I have access to the tools I need to do my job - 3.71
- I am dissatisfied with opportunities for my professional growth - 2.52
- I look forward to coming to work every day - 4.1
- I spend too much of my teaching time on disciplining students - 1.75
- The best teachers and staff are retained at this school - 4.38
- Teachers have close working relationships with each other - 3.81
- Teachers talk with students about ways to understand and control emotions - 3.91
- At this school, teachers are treated and respected as educational professionals - 4.62
- At this school, it is common for students to tease and insult one another - 2.24
- Parents respect their children's teachers - 3.48
- I do NOT have enough autonomy over my classroom - 2.05
- Adults who work in this school treat students with respect - 4.38
- Adults who work in this school typically work well with one another - 4.19
- Many students at this school go out of their way to treat other students badly - 1.57
- Teachers at this school build strong relationships with students - 4.52

- The code of student conduct is fair - 4.57
- The school consistently enforces the code of student conduct - 3.81
- Parents are actively involved with the school - 3.76
- Students respect their teachers - 4.0
- Parents are made to feel welcome in this school - 4.38
- Parents know what is going on in this school - 4.3
- Parents are aware of what is expected of their child at this school - 4.14
- Parents care how their child performs in school - 3.9
- Students in this school respect each other's differences (for example, gender, race, culture, etc - 4.1
- I am proud to tell others that I work at this school - 4.81
- School administrators recognize teachers for a job well-done - 4.48
- The school staff respects and embraces diversity - 4.48
- School administrators communicate effectively with others from diverse backgrounds - 4.55
- This school encourages students to get involved in extracurricular activities - 3.86
- School administrators follow through on commitments - 4.05
- School administrators involve teachers in decision making and problem solving - 4.05
- School administrators and staff communicate with each other effectively - 4.86
- School administrators promote the success of all students - 4.52
- School administrators hold themselves to the same high expectations as others - 4.76
- School administrators back me up when I need it - 4.67
- School administrators are aware of what goes on in the classrooms - 4.29
- The school is a good place for me to work and learn - 4.71

Overall, based on the school survey results, the culture survey shows a positive comment average of 4.26. The survey also shows a negative comment average of 2.43.

The safety and security survey items rank very high: 4.84

Survey items that are unique to this school year include:

- I spend a great deal of time dealing with students' social and emotional challenges: 3.43
- The school's schedule allows adequate time for preparation and planning: 3.19
- My class enrollments are too large: 3.67

Areas to improve upon include: Code of Conduct Enforcement, Parent support and Parent engagement.

Culture and Climate Strengths

Strengths include: Safety, Low Discipline, Respect and Support

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1: The Code of Conduct is not strictly enforced. **Root Cause:** Not enough training and consistency for staff and students.

Parent and Community Engagement

Parent and Community Engagement Summary

Overall comments from parents show that they are very pleased with the school, the staff and their child's progress. Our survey shows the following with parent and communiy engagement:

- Parents are actively involved with the school – 3.76
- Students respect their teachers – 4.0
- Parents are made to feel welcome in this school – 4.4
- Parents know what is going on in this school – 4.3
- Parents are aware of what is expected of their child at this school – 4.14
- Parents care how their child performs in school – 3.90
- Parents respect their children's teachers – 3.48

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent engagement is not as high as we would like it to be. **Root Cause:** Limited opportunities due to COVID and training on how to involve parents during this time.

Priority Problem Statements

Problem Statement 1: Reading scores for all grades at the meets level are low - All students (39%), Hispanic (35%), LEP (7%), Eco Dis (31%), and African American (32%).
Root Cause 1: Reading instruction is not consistently being done with fidelity across all grade levels.
Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Math scores for all grades at the meets level are low for Special Ed (21%) and LEP (24%).
Root Cause 2: Common vocabulary is not being consistently taught vertically.
Problem Statement 2 Areas: Student Achievement

Problem Statement 3: LEP meets scores are low in all tests - Reading (7%), Math (24%), Writing (0%), Science (14%).
Root Cause 3: Vocabulary and language development strategies are not being utilized.
Problem Statement 3 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- 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
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- 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
- Race and ethnicity 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- Student surveys and/or other feedback
- 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
- Highly qualified 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
- TTESS data

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Other additional data

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 the performance of Meets Grade Level on the STAAR Reading Assessment for the Hispanic, LEP, Eco Dis and African American subgroups by 10% and all other subgroups by 5%.

    Evaluation Data Sources: STAAR Assessments, District Benchmarks, Common Assessments, mCLASS, Running Records, BAS

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1: Provide staff development in the CISD Reads components of Guided Reading and strategy groups, and look for the use of these strategies during classroom observations.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increased achievement in Hispanic, LEP, Eco Dis and African American scores on STAAR assessments	Feb	Apr	July	July
Staff Responsible for Monitoring: Teachers, Coaches, Admin				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction				
Problem Statements: Student Achievement 1, 2, 3				
Funding Sources: Instructional Coach - State Comp Ed - $71,355, Materials to support Guided Reading for at-risk students - State Comp Ed - $8,000, Materials to support Guided Reading for LEP students - Title III - $500, Subs for Instructional Rounds, Planning and Training - Title I - $10,000, Materials to support Guided Reading for all students - Title I - $25,181				
0% No Progress	100% Accomplished	⟶ Continue/Modify	✕ Discontinue	

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: LEP meets scores are low in all tests - Reading (7%), Math (24%), Writing (0%), Science (14%). **Root Cause:** Vocabulary and language development strategies are not being utilized.
Problem Statement 2: Reading scores for all grades at the meets level are low - All students (39%), Hispanic (35%), LEP (7%), Eco Dis (31%), and African American (32%). **Root Cause:** Reading instruction is not consistently being done with fidelity across all grade levels.
Problem Statement 3: Math scores for all grades at the meets level are low for Special Ed (21%) and LEP (24%). **Root Cause:** Common vocabulary is not being consistently taught vertically.

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 Meets Grade Level on the STAAR Math Assessment for the LEP and Special Ed subgroups by 10%, and all other subgroups by 5%.

    Evaluation Data Sources: STAAR Assessments, District Benchmarks, Common Assessments, BAS

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1: Create a common math vocabulary used across all grade levels through vertical teams.				Reviews			
Strategy's Expected Result/Impact: None				**Formative**			**Summative**
Staff Responsible for Monitoring: Staff, Coaches, Admin				Feb	Apr	July	July

Strategy 2: Provide before and/or after school tutorials, focusing on our at-risk and struggling learners.				Reviews			
Strategy's Expected Result/Impact: Increase in student achievement in LEP and Special Ed scores on STAAR assessments				**Formative**			**Summative**
Staff Responsible for Monitoring: Teachers, Coaches, Admin				Feb	Apr	July	July
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction							
Problem Statements: Student Achievement 1, 2, 3							
Funding Sources: Extra Duty Pay for Tutorials - Title I - $6,905, Extra Duty Pay for Tutorials - State Comp Ed - $5,150							

0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: LEP meets scores are low in all tests - Reading (7%), Math (24%), Writing (0%), Science (14%). **Root Cause:** Vocabulary and language development strategies are not being utilized.
Problem Statement 2: Reading scores for all grades at the meets level are low - All students (39%), Hispanic (35%), LEP (7%), Eco Dis (31%), and African American (32%). **Root Cause:** Reading instruction is not consistently being done with fidelity across all grade levels.
Problem Statement 3: Math scores for all grades at the meets level are low for Special Ed (21%) and LEP (24%). **Root Cause:** Common vocabulary is not being consistently taught vertically.

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 3: Increase Meets Grade Level on the STAAR Assessment for students identified as Limited English Proficient by 10%.

    Evaluation Data Sources: STAAR Assessments, District Benchmarks, Common Assessments, BAS

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1: Implement 7 Steps strategies for all students that will enhance the vocabulary and language development for LEP students.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increase in student achievement in LEP scores on STAAR assessments	Feb	Apr	July	July
Staff Responsible for Monitoring: Teachers, Coaches, Admin				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction	0%	0%	0%	
Problem Statements: Student Achievement 1				
Funding Sources: 7 Steps materials to support language development - Title I - $3,000				
Strategy 2: Implement Summit K-12 for our LEP students in Grades 2-6.	Reviews			
Strategy's Expected Result/Impact: Increased achievement in LEP scores on STAAR assessments	Formative			Summative
Staff Responsible for Monitoring: Teachers, Support staff, Coaches, Admin	Feb	Apr	July	July
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction				
Problem Statements: Student Achievement 1	0%	0%	0%	
Funding Sources: Materials for Summit K-12 - Title III - $1,850, Summit K-12 subscription - Title III - $650, Paraprofessional Support - Title I - $23,500				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: LEP meets scores are low in all tests - Reading (7%), Math (24%), Writing (0%), Science (14%). **Root Cause:** Vocabulary and language development strategies are not being utilized.

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.

Evaluation Data Sources: Bank Statements, Documentation for all transactions

Summative Evaluation: None

Strategy 1: Close monitoring of budgeting for campus needs, staffing, and professional development				Reviews			
Strategy's Expected Result/Impact: Improved learning experiences through properly budgeted materials and services.				**Formative**			**Summative**
Staff Responsible for Monitoring: Admin, Campus Secretary				**Feb**	**Apr**	**July**	**July**
Title I Schoolwide Elements: 2.5							
0% No Progress	100% Accomplished	Continue/Modify	Discontinue				
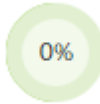
Goal 3: Recruitment, Development, and Retention of Staff:

CISD will employ, develop, and retain highly qualified staff to maximize learning for all students.

Performance Objective 1: To recruit, retain and develop highly qualified teachers and staff for all students.

    Evaluation Data Sources: Staff turnover rates, professional development hours

    Summative Evaluation: None

Strategy 1: Attend and recruit from the CISD Teacher Job Fair and university job fairs.	Reviews			
Strategy's Expected Result/Impact: Highly Qualified teachers hired to support maximum learning	Formative			Summative
Staff Responsible for Monitoring: Admin	Feb	Apr	July	July
Title I Schoolwide Elements: 2.6	0%	0%	0%	

Strategy 2: Utilize social media to promote and recruit highly qualified teachers.	Reviews			
Strategy's Expected Result/Impact: Highly Qualified teachers hired to support maximum learning	Formative			Summative
Staff Responsible for Monitoring: Admin, Technology Coach	Feb	Apr	July	July
Title I Schoolwide Elements: 2.6	0%	0%	0%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue
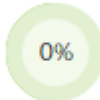
Goal 4: Parents and Community:

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: Newsletters, Meeting Agendas

Summative Evaluation: None

Strategy 1: Provide opportunities for families to participate in shared decision making to empower families.	Reviews			
Strategy's Expected Result/Impact: Increased parent engagement and increased student achievement.	Formative			Summative
Staff Responsible for Monitoring: Teachers, Counselors, Admin	Feb	Apr	July	July
Title I Schoolwide Elements: 3.1, 3.2				
Funding Sources: Parent Engagement Supplies - Title I - $3,228	0%	0%	0%	

Strategy 2: Utilize the CISD and campus website and social media to promote campus and district events and information for parents, families, communities and businesses.	Reviews			
Strategy's Expected Result/Impact: Increased awareness of activities and parent understanding of school events and expectations.	Formative			Summative
Staff Responsible for Monitoring: Teachers, Technology Coach, Admin	Feb	Apr	July	July
Title I Schoolwide Elements: 3.1, 3.2	0%	0%	0%	

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: Discipline referrals

    Summative Evaluation: None

Strategy 1: Provide student support staff to help with behavior and mental health to keep all students on track.	Reviews			
Strategy's Expected Result/Impact: Decreased discipline and crisis referrals	Formative			Summative
Staff Responsible for Monitoring: Counselors, Student support staff, Admin	Feb	Apr	July	July
Title I Schoolwide Elements: 2.5, 2.6, 3.1 - **ESF Levers:** Lever 5: Effective Instruction				
Funding Sources: Paraprofessional Support Staff - Title I - $24,190, Professional Support Staff - Title I - $61,911	0%	0%	0%	

Strategy 2: Training with HRS Consultant on Level I practices for Safe and Collaborative Schools.	Reviews			
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction	Formative			Summative
Problem Statements: Student Achievement 1, 2, 3	Feb	Apr	July	July
Funding Sources: HRS Consultant - Staff Development - Title I - $8,000				

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

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: LEP meets scores are low in all tests - Reading (7%), Math (24%), Writing (0%), Science (14%). **Root Cause:** Vocabulary and language development strategies are not being utilized.
Problem Statement 2: Reading scores for all grades at the meets level are low - All students (39%), Hispanic (35%), LEP (7%), Eco Dis (31%), and African American (32%). **Root Cause:** Reading instruction is not consistently being done with fidelity across all grade levels.
Problem Statement 3: Math scores for all grades at the meets level are low for Special Ed (21%) and LEP (24%). **Root Cause:** Common vocabulary is not being consistently taught vertically.

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: STAAR Testing, District Benchmark Assessments, Campus Common Assessments

    Summative Evaluation: None

Strategy 1: Increase student opportunities for utilizing technology across the curriculum.	Reviews			
Strategy's Expected Result/Impact: Increased student achievement through the use of Learning Management Systems. **Staff Responsible for Monitoring:** Teachers, Technology Coach, Admin **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction	Formative			Summative
	Feb	Apr	July	July
Funding Sources: Technology supplies and resources to support the LMS and Curriculum - Title I - $10,000, Technology supplies and resources to support the LMS and Curriculum - Title III - $500, Chromebooks and iPads - Title I - $8,000	0%	0%	0%	

Strategy 2: Meet the individual learning needs of students using instructional technology tools.	Reviews			
Strategy's Expected Result/Impact: Increased student achievement through the use of Learning Management Systems. **Staff Responsible for Monitoring:** Teachers, Technology Coach, Admin **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction	Formative			Summative
	Feb	Apr	July	July
	0%	0%	0%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	
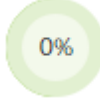
Goal 7: Communication:

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.

    Evaluation Data Sources: Newsletters, Social Media, Meeting Agendas

    Summative Evaluation: None

Strategy 1: Utilize the CISD and campus website and social media to promote campus and district events and information for parents, families, communities, and businesses.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increased awareness of activities and parent understanding of school events and expectations.	Feb	Apr	July	July
Staff Responsible for Monitoring: Teachers, Technology Coach, Admin **Title I Schoolwide Elements:** 3.1, 3.2	0%	0%	0%	

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

State Compensatory

Personnel for Suchma Elementary

Name	Position	Program	FTE
Heather Paugh	Instructional Coach	State Comp Ed	1.00

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

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

We looked through the data we received for the 2019-2020 school year, which consisted of BOY and MOY Benchmarks, and looked at it both together across grade levels and individually.

We included our Faculty Advisory Committee and Parent Representatives to review the Assessment and have our checkpoints set to monitor progress.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus develops the CIP with the involvement of parents and other stakeholders such as teachers, principal, paraprofessionals, and community.

The plan begins with the Core Team (Admin, Counselors and Coaches) pulling together data and looking for strengths and weaknesses. We then get input from our Faculty Advisory Committee, Team Leaders and Parent Representatives.

Once the plan is complete, the Campus Improvement Plan is shared with staff and parents.

2.2: Regular monitoring and revision

The campus will regularly monitor the CIP and revise strategies based on identified needs.

- PLC Meetings
- Data Review Meetings
- Small Groups Sessions
- Monitoring student grades and adjusting as necessary
- Core Team Meetings
- Team Leader Meetings

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

Our Campus Improvement Plan is publicly available to parents and the community (English and Spanish) on the CISD Website under Accountability.

2.4: Opportunities for all children to meet State standards

The campus implements reform strategies to address school needs including opportunities for all students and student groups to exceed academic standards.

Staff and Administration closely monitor grades and assessments to ensure that students are on target to meet State standards. Students who are at risk for missing their target receive support and small group instruction, including:

- RtI Instruction
- In Class Small Group Instruction
- Pull Out support (Summit K-12, Dyslexia, Resource)
- Student Mentors
- Before/After School Tutorials

2.5: Increased learning time and well-rounded education

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

Our campus opens our doors at 7:35 a.m. Students are able to go right to class to begin their morning work. Teachers are available to help students with previous lessons to strengthen their understanding of concepts.

Students also have an Extended Learning Time (ELT) each day where they can continue working on classwork and teachers can pull student groups. We teach bell to bell, and we work to shorten transitions so that the maximum amount of time possible is spent on instruction.

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

The campus will address the needs of all students but particularly the needs of those students who are at-risk of not meeting academic standards.

We closely monitor our at-risk students and work to ensure we are meeting their educational needs through:

- Small groups
- RtI Pull out/Push in lessons
- In Class Support
- Student Mentors

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The campus jointly develops, with the input of parents, a written Family Engagement Policy and School Family Student Compact.

Our Family Engagement Policy and School Family Student Compact are reviewed anually with our Parent Teacher Organization. They make any suggestions/edits to it each summer.

We also use our Parent Survey at the end of each year to make any needed changes to our Family Engagement Policy and School Family Student Compact.

3.2: Offer flexible number of parent involvement meetings

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

- PTO Meetings are available for parents during the day and in the evenings so that working parents and stay at home parents can attend meetings and be involved.
- Although events right now are done over Zoom, we also schedule Zoom meetings for the evenings and during the day to accommodate schedules.
- Many sessions we do are recorded so that parents can watch them at their leisure.
- We send out notices to parents of events coming up by sending home flyers, emailing them and posting them online.

Title I Personnel

Name	Position	Program	FTE
John Villalobos	Positive Behavior Support Liaison	Title I	1.00
Megan Grant	Paraprofessional	Title I	1.00

Campus Funding Summary

			State Comp Ed		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Coach		$71,355.00
1	1	1	Materials to support Guided Reading for at-risk students		$8,000.00
1	2	2	Extra Duty Pay for Tutorials		$5,150.00
				Sub-Total	$84,505.00
				Budgeted Fund Source Amount	$84,505.00
				+/- Difference	$0.00
			Title I		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Subs for Instructional Rounds, Planning and Training		$10,000.00
1	1	1	Materials to support Guided Reading for all students		$25,181.00
1	2	2	Extra Duty Pay for Tutorials		$6,905.00
1	3	1	7 Steps materials to support language development		$3,000.00
1	3	2	Paraprofessional Support		$23,500.00
4	1	1	Parent Engagement Supplies		$3,228.00
5	1	1	Paraprofessional Support Staff		$24,190.00
5	1	1	Professional Support Staff		$61,911.00
5	1	2	HRS Consultant - Staff Development		$8,000.00
6	1	1	Technology supplies and resources to support the LMS and Curriculum		$10,000.00
6	1	1	Chromebooks and iPads		$8,000.00
				Sub-Total	$183,915.00
				Budgeted Fund Source Amount	$183,915.00
				+/- Difference	$0.00
			Title III		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Materials to support Guided Reading for LEP students		$500.00
1	3	2	Materials for Summit K-12		$1,850.00

Title III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	2	Summit K-12 subscription		$650.00
6	1	1	Technology supplies and resources to support the LMS and Curriculum		$500.00
				Sub-Total	$3,500.00
				Budgeted Fund Source Amount	$3,500.00
				+/- Difference	$0.00
				Grand Total	$271,920.00

Addendums