

# Conroe Independent School District

## Suchma Elementary

### 2021-2022 CIP Board Item



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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

Suchma is a new campus that just finished its 2nd year in 2020-2021. We have 959 students with the following demographics:

- White - 41.4%
- African American - 15.8%
- Hispanic - 30.9%
- Asian - 6.3%
- Multiple - 4.7%
- Pacific Islander - 0.5%
- SES - 42.2%
- LEP - 11.3%
- Sped - 11.2%

### Third Grade Math STAAR Data

	# of students	RC #1	RC #2	RC #3	RC #4	Raw Score	Scale Score	% Score	Approaches	Meets	Masters
Suchma K-6 School	116	65.19%	65.19%	60.71%	66.81%	21	1458	64.47%	73.28%	43.1%	18.97%
Economic Disadvantage	50	59.50%	59.38%	55.43%	59%	19	1417	58.58%	64%	30%	10%
Asian	6	68.75%	69.23%	57.14%	62.50%	21	1453	65.67%	83.33%	50%	16.67%
Black/African American	23	60.87%	56.86%	58.39%	56.52%	19	1422	58.22%	60.87%	34.78%	17.39%
Hispanic	31	54.84%	55.09%	47.93%	57.26%	17	1380	53.84%	58.06%	16.13%	3.23%
Native Hawaiian/Pacific Islander	1	37.50%	46.15%	71.43%	0%	14	1322	44%	0%	0%	0%
Two or More Races	3	62.50%	74.36%	71.43%	83.33%	23	1489	71.67%	100%	66.67%	0%
White	52	73.56%	74.26%	68.96%	77.88%	23	1522	73.42%	86.54%	61.54%	30.77%
LEP	12	66.67%	63.46%	60.71%	62.50%	20	1465	63.50%	75%	41.67%	16.67%
Special Ed Indicator	8	39.06%	39.42%	37.50%	46.88%	13	1320	39.88%	25%	25%	12.5%

### Third Grade Reading STAAR Data

	# of students	RC# 1	RC #2	RC #3	Raw Score	Scale Score	% Score	Approaches	Meets	Masters
Suchma K-6 School	115	86.96%	63.71%	66.46%	23	1454	68.19%	77.39%	49.57%	25.22%
Economic Disadvantage	50	84.80%	59.07%	63%	22	1424	64.46%	74%	42%	14%
Asian	6	80%	60%	65.48%	22	1426	65.17%	66.67%	33.33%	16.67%
Black/African American	23	81.74%	55.65%	61.49%	21	1416	61.74%	56.52%	47.83%	17.39%

	# of students	RC# 1	RC #2	RC #3	Raw Score	Scale Score	% Score	Approaches	Meets	Masters
Hispanic	31	81.94%	59.14%	60.37%	21	1413	63%	74.19%	35.48%	12.9%
Native Hawaiian/Pacific Islander	1	100%	40%	50%	18	1345	53%	100%	0%	0%
Two or More Races	3	93.33%	51.11%	59.52%	21	1400	60.67%	66.67%	33.33%	0%
White	51	92.55%	71.76%	73.25%	26	1504	75.35%	90.2%	62.75%	39.22%
LEP	12	85%	63.33%	66.07%	23	1447	67.58%	75%	50%	25%
Special Ed Indicator	8	62.50%	48.33%	47.32%	17	1337	49.88%	37.5%	25%	12.5%

#### Fourth Grade Math STAAR Data

Suchma K-6 School	126	67.99%	68.33%	66.03%	75.40%	23	1599	68.33%	77.78%	57.94%	36.51%
Economic Disadvantage	57	63.16%	59.97%	59.65%	67.54%	21	1549	61.61%	70.18%	47.37%	26.32%
Asian	8	75%	78.41%	78.75%	90.63%	27	1722	79%	87.5%	75%	62.5%
Black/African American	21	66.14%	64.50%	57.62%	69.05%	22	1551	63.43%	80.95%	52.38%	23.81%
Hispanic	42	58.47%	60.82%	60.71%	66.67%	21	1546	60.81%	64.29%	40.48%	26.19%
Two or More Races	10	60%	61.82%	55%	65%	20	1539	59.70%	70%	40%	20%
White	45	78.27%	76.77%	75.11%	86.11%	26	1661	77.67%	88.89%	77.78%	51.11%
LEP	19	56.73%	60.29%	63.68%	63.16%	21	1537	60.58%	68.42%	42.11%	21.05%
Special Ed Indicator	10	43.33%	36.36%	33%	47.50%	13	1413	38.50%	20%	10%	10%

#### Fourth Grade Reading STAAR Data

Suchma K-6 School	126	69.05%	67.72%	69.11%	25	1523	68.48%	76.98%	49.21%	26.98%
Economic Disadvantage	57	62.94%	63.86%	65.86%	23	1498	64.37%	70.18%	40.35%	22.81%
Asian	8	76.56%	75%	74.04%	27	1563	75.13%	87.5%	75%	37.5%
Black/African American	21	63.10%	63.81%	63.74%	23	1487	63.62%	71.43%	33.33%	9.52%
Hispanic	42	63.10%	61.43%	62.64%	22	1483	62.17%	66.67%	35.71%	23.81%
Two or More Races	10	67.50%	60.67%	63.85%	23	1493	63.30%	70%	30%	20%
White	45	76.39%	75.70%	77.95%	28	1578	76.60%	88.89%	68.89%	37.78%
LEP	19	62.50%	60.70%	64.37%	22	1482	62.42%	63.16%	42.11%	15.79%
Special Ed Indicator	10	33.75%	36.67%	38.46%	13	1333	36.70%	10%	0%	0%

#### Fourth Grade Writing STAAR Data

Suchma K-6 School	123	48.88%	59.35%	65.40%	19	3707	59.79%	65.04%	30.08%	13.01%
Economic Disadvantage	56	46.21%	54.69%	61.50%	18	3587	55.96%	58.93%	25%	8.93%

Asian	8	59.38%	73.44%	82.03%	24	4231	74.25%	87.5%	75%	50%
Black/African American	19	46.71%	53.29%	60.86%	18	3561	55.53%	47.37%	26.32%	5.26%
Hispanic	41	45.12%	56.71%	58.84%	18	3553	54.88%	56.1%	21.95%	4.88%
Two or More Races	10	46.25%	53.75%	51.88%	16	3422	50.90%	50%	10%	0%
White	45	51.94%	63.06%	73.33%	21	3878	65.47%	80%	35.56%	20%
LEP	18	40.97%	54.17%	59.72%	17	3495	53.61%	61.11%	16.67%	0%
Special Ed Indicator	8	31.25%	29.69%	46.88%	12	3088	38.63%	12.5%	0%	0%

#### Fifth Grade Math STAAR Data

Suchma K-6 School	130	65.26%	71.40%	64.02%	65.19%	24	1642	67.85%	79.23%	56.92%	35.38%
Economic Disadvantage	42	59.13%	67.23%	58.20%	52.38%	22	1596	62.05%	73.81%	42.86%	21.43%
American Indian/Alaskan Native	2	33.33%	58.82%	44.44%	62.50%	19	1530	51%	50%	50%	0%
Asian	13	80.77%	85.07%	77.78%	84.62%	30	1787	82.54%	92.31%	76.92%	69.23%
Black/African American	26	64.74%	67.87%	59.40%	51.92%	23	1603	63.46%	76.92%	50%	23.08%
Hispanic	36	63.43%	70.75%	62.96%	62.50%	24	1636	66.61%	80.56%	52.78%	33.33%
Native Hawaiian/Pacific Islander	2	75%	61.76%	55.56%	62.50%	23	1582	62.50%	100%	0%	0%
Two or More Races	4	62.50%	80.88%	75%	68.75%	27	1670	75.25%	100%	50%	25%
White	47	63.83%	70.21%	63.83%	69.15%	24	1632	67.47%	74.47%	61.7%	38.3%
First Year of Monitoring	1	50%	82.35%	55.56%	75%	25	1625	69%	100%	100%	0%
LEP	16	55.21%	59.56%	52.78%	45.31%	20	1563	55.56%	56.25%	43.75%	18.75%
Second Year of Monitoring	2	100%	100%	94.44%	100%	36	2005	98.50%	100%	100%	100%
Special Ed Indicator	18	43.52%	53.27%	40.12%	40.28%	17	1506	47%	44.44%	27.78%	11.11%

#### Fifth Grade Reading STAAR Data

Suchma K-6 School	130	65.77%	67.74%	71.43%	26	1571	68.64%	76.15%	46.92%	33.85%
Economic Disadvantage	43	56.69%	60.90%	63.62%	23	1512	60.93%	65.12%	27.91%	18.6%
American Indian/Alaskan Native	2	62.50%	53.13%	60.71%	22	1502	58%	50%	50%	50%
Asian	13	80.77%	85.10%	85.16%	32	1703	84.15%	100%	84.62%	69.23%
Black/African American	26	64.42%	65.87%	68.96%	25	1549	66.65%	80.77%	38.46%	26.92%
Hispanic	36	61.11%	64.58%	68.65%	25	1553	65.25%	63.89%	41.67%	33.33%
Native Hawaiian/Pacific Islander	2	62.50%	62.50%	50%	22	1482	58%	50%	0%	0%
Two or More Races	4	75%	87.50%	82.14%	32	1658	82.75%	100%	75%	50%
White	47	65.43%	65.56%	71.58%	26	1559	67.74%	76.6%	44.68%	27.66%

First Year of Monitoring	1	87.50%	75%	100%	33 1681	87%	100%	100%	100%
LEP	16	45.31%	47.27%	48.66%	18 1424	47.38%	37.5%	12.5%	6.25%
Second Year of Monitoring	2	81.25%	93.75%	89.29%	34 1716	89.50%	100%	100%	100%
Special Ed Indicator	18	42.36%	41.67%	49.21%	17 1401	44.44%	33.33%	11.11%	5.56%

#### Fifth Grade Science STAAR Data

Suchma K-6 School	130	70.77%	69.52%	75.31%	67.76%	25 3928	70.70%	77.69%	50.77%	20%
Economic Disadvantage	43	65.12%	65.99%	70.47%	61.05%	24 3767	65.40%	72.09%	37.21%	9.3%
American Indian/Alaskan Native	2	58.33%	68.75%	70%	62.50%	24 3754	65%	50%	50%	0%
Asian	13	83.33%	81.73%	86.15%	84.62%	30 4382	84.15%	100%	69.23%	46.15%
Black/African American	26	64.10%	62.50%	73.08%	61.22%	24 3770	65.27%	69.23%	34.62%	7.69%
Hispanic	36	64.81%	64.58%	68.89%	61.11%	23 3775	64.50%	66.67%	36.11%	13.89%
Native Hawaiian/Pacific Islander	2	58.33%	56.25%	70%	45.83%	21 3530	57%	50%	0%	0%
Two or More Races	4	87.50%	81.25%	87.50%	75%	30 4221	82%	100%	75%	50%
White	47	75.18%	73.40%	77.87%	72.34%	27 4006	74.60%	85.11%	65.96%	23.4%
First Year of Monitoring	1	83.33%	75%	100%	75%	30 4180	83%	100%	100%	0%
LEP	16	52.08%	48.44%	57.50%	44.79%	18 3395	50.31%	37.5%	12.5%	0%
Second Year of Monitoring	2	83.33%	93.75%	95%	91.67%	33 4679	91.50%	100%	100%	50%
Special Ed Indicator	18	50.93%	47.92%	52.78%	45.83%	18 3369	49%	38.89%	11.11%	5.56%

#### Sixth Grade Math STAAR Data

	# of students	RC #1	RC #2	RC #3	RC #4	Raw Score	Scale Score	% Score	Approaches	Meets	Masters
Suchma K-6 School	155	68.06%	61.20%	70.22%	59.45%	24	1696	64.10%	83.23%	58.06%	33.55%
Economic Disadvantage	65	65.69%	58.67%	68.46%	57.14%	23	1675	61.82%	80%	50.77%	33.85%
Asian	7	84.29%	75.24%	85.71%	73.47%	30	1835	79%	100%	71.43%	57.14%
Black/African American	17	57.06%	49.80%	64.71%	57.98%	21	1627	55.47%	82.35%	41.18%	11.76%
Hispanic	57	65.26%	58.36%	70.76%	57.89%	24	1670	62.05%	78.95%	59.65%	33.33%
Two or More Races	5	62%	50.67%	60%	45.71%	21	1627	54.20%	60%	40%	20%
White	69	71.88%	65.70%	70.29%	60.66%	26	1725	67.12%	86.96%	60.87%	37.68%
LEP	22	55%	46.06%	56.06%	46.10%	19	1597	50%	63.64%	36.36%	18.18%
Second Year of Monitoring	2	90%	83.33%	91.67%	85.71%	33	1830	87%	100%	100%	100%
Special Ed Indicator	17	48.82%	44.71%	45.10%	28.57%	16	1574	43%	35.29%	11.76%	11.76%

#### Sixth Grade Reading STAAR Data

	# of students	RC #1	RC #2	RC #3	Raw Score	Scale Score	% Score	Approaches	Meets	Masters
Suchma K-6 School	155	64.11%	71.99%	65.12%	27	1597	68.09%	70.97%	47.1%	25.81%
Economic Disadvantage	65	65.38%	70.59%	65.23%	27	1593	67.78%	69.23%	49.23%	24.62%
Asian	7	73.21%	78.99%	86.67%	32	1659	81%	100%	85.71%	28.57%
Black/African American	17	58.09%	59.17%	55.69%	23	1522	57.82%	64.71%	17.65%	0%
Hispanic	57	61.40%	70.28%	66.32%	27	1592	67.26%	70.18%	47.37%	26.32%
Two or More Races	5	60%	74.12%	64%	27	1590	67.80%	60%	60%	20%
White	69	67.21%	75.70%	64.35%	28	1614	70.01%	71.01%	49.28%	31.88%
LEP	22	50.57%	59.36%	57.88%	23	1518	57.36%	54.55%	31.82%	0%
Second Year of Monitoring	2	75%	85.29%	93.33%	35	1708	86.50%	100%	100%	50%
Special Ed Indicator	17	47.06%	53.98%	43.53%	19	1482	48.94%	29.41%	11.76%	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 - 73.28% Approaches, 43.1% Meets, 18.97% Masters
- 4th grade - Math - Eco Dis - 70.18% Approaches, 47.37% Meets, 26.32% Masters - African American - 80.95% Approaches, 52.38% Meets, 23.81% Masters - White - 51.11% Masters
- 5th grade - Math - Hispanic - 80.56% Approaches, 52.78% Meets, 33.33% Masters
- 6th grade - Math - Hispanic - 33.33% Masters, Eco Dis - 80% Approaches, 50.77% Meets, 33.85% Masters
- 3rd grade - Reading - LEP students- 75% Approaches, 50% Meets, 25% Masters
- 4th grade - Reading - White - 88.89% Approaches, 37.78% Masters - Eco Dis - 70.18% Approaches
- 5th grade - Reading - African American - 80.77% Approaches, 26.92% Masters - Asian - 69.23% Masters
- 6th grade - Reading - Hispanic - 71.01% Approaches, 26.32% Masters, Eco Dis - 24.62% Masters
- 5th grade - Science - Eco Dis - 72.09% Approaches, African American - 66.67% Approaches

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** Students are not reading on level according to BAS EOY data. (50% of incoming Kinders, 54.88% of incoming 2nd, and 41.11% of incoming 3rd graders) **Root Cause:** A focus needs to be on professional development of the complete BAS Assessment Protocol, including Running Records and mCLASS.

**Problem Statement 2 (Prioritized):** Reading scores for all grades at the meets level are low - Hispanic (40%), LEP (40%), Eco Dis (42%), and Sped (9%). **Root Cause:** Reading instruction across all grade levels needs done with fidelity and training support.

**Problem Statement 3 (Prioritized):** Math scores for all grades at the meets level are low - Eco Dis (42%), and Sped (19%). **Root Cause:** Common vocabulary needs to be introduced and taught vertically through stations and interactive word walls.

**Problem Statement 4 (Prioritized):** Science scores at the meets level are low for LEP (13%), Hispanic (36%0, Eco Dis (34%) and African American (35%) and Sped(11%). **Root Cause:** Common vocabulary needs to be introduced and taught vertically through stations and interactive word walls, especially in the lower grade levels where the majority of the vocabulary is introduced.

**Problem Statement 5 (Prioritized):** Writing scores are low at the meets level for LEP students (17%), ESL students (19%), and Sped students (0%). **Root Cause:** High levels of writing instruction across all content areas needs to occur at the K-3 level.



# Culture and Climate

## Culture and Climate Summary

The culture and climate of Suchma Elementary is very important to the staff. Teachers are observed as taking great pride in their school, their classrooms and their students. Teachers are members of 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 organizational health survey shows that 1 of the ten dimensions of Organizational Health scored at the Interdependent level, 8 at the Independent level, and 1 at the Dependent level. The three highest dimensions were goal focus, at the 71 percentile, communication adequacy at the 66 percentile, and optimal power equalization at the 63 percentile. The three lowest dimensions were cohesiveness at the 27 percentile, adaptability at the 40 percentile, and problem solving adequacy at the 42 percentile.

Behavior data collected by the Foundations team shows that 538 disciplinary referrals were submitted this school year with in school suspension assigned 68 times, out of school suspension assigned 8 times, and DAEP assigned 2 times. The majority of the referrals related to physical aggression (100) and non-compliance (110). 6th graders received 214 of the 538 referrals, and 5th graders received 117 of the 538 referrals.

89% of professional staff are returning to campus for the 2021-22 school year.

On TTESS summatives, 28 out of 40 teachers scored proficient or higher in TTESS domain 3.1. 38 out of 40 scored proficient or higher in 3.2, and 37 out of 40 scored proficient or higher in 3.3.

Areas to improve upon include:

- developing a cohesive culture
- decreasing number of referrals
- decreasing number of students out of class due to ISS and OSS

## Culture and Climate Strengths

Strengths:

The culture and climate of Suchma is growing since we opened in 2019, worked through the pandemic in 2020, and plan for our third year in 2021. Staff have demonstrated resiliency and commitment as shown by the 89% return of professional staff. Staff work collaboratively using norms, protocols, CISD resources, and progress monitoring.

Teachers demonstrate proficiency in the learning environment dimension of TTESS on summatives.

The PBIS team developed Guidelines for Success, CHAMPS for common areas, and instructional materials including videos and the Suchma pledge.

## Problem Statements Identifying Culture and Climate Needs

**Problem Statement 1 (Prioritized):** Teachers do not know how to use the 3 Levels of Behavior System developed from Safe and Civil Schools to improve student behavior and reduce referrals. **Root Cause:** The 3 Levels was just introduced, so more training is needed to understand the process.

**Problem Statement 2:** The number of students assigned in school and out of school suspension is higher than other elementary and intermediate campuses in the feeder. **Root Cause:** Student population and students not being in school. Training is needed for Tier I best practices in behavior.

**Problem Statement 3:** The staff needs to go in cohesiveness within the team. **Root Cause:** Teachers are working to learn their place in the team, and how they can contribute.

# 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 community 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

## Parent and Community Engagement Strengths

Suchma Elementary has a very strong PTO.

Because parents have positive feedback about Suchma and feel welcome here, they work well with teachers to support their child

Although the percentage of parent engagement is not as high as we would like it to be, the PTO is very involved in helping both students and staff.

The community rallies together to organize events for Suchma students and staff.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1 (Prioritized):** 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.

**Problem Statement 2:** Parents are not knowledgeable about how to help their students at home. **Root Cause:** Limited opportunities due to COVID and training on how to involve parents during this time.

**Problem Statement 3:** Parents are not participating in events to support the whole child (social media talks, stranger danger, etc.) **Root Cause:** Limited opportunities due to COVID and training on how to involve parents during this time.

# Priority Problem Statements

**Problem Statement 1:** Students are not reading on level according to BAS EOY data. (50% of incoming Kinders, 54.88% of incoming 2nd, and 41.11% of incoming 3rd graders)

**Root Cause 1:** A focus needs to be on professional development of the complete BAS Assessment Protocol, including Running Records and mCLASS.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 4:** Teachers do not know how to use the 3 Levels of Behavior System developed from Safe and Civil Schools to improve student behavior and reduce referrals.

**Root Cause 4:** The 3 Levels was just introduced, so more training is needed to understand the process.

**Problem Statement 4 Areas:** Culture and Climate

**Problem Statement 5:** Parent engagement is not as high as we would like it to be.

**Root Cause 5:** Limited opportunities due to COVID and training on how to involve parents during this time.

**Problem Statement 5 Areas:** Parent and Community Engagement

**Problem Statement 2:** Reading scores for all grades at the meets level are low - Hispanic (40%), LEP (40%), Eco Dis (42%), and Sped (9%).

**Root Cause 2:** Reading instruction across all grade levels needs done with fidelity and training support.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** Math scores for all grades at the meets level are low - Eco Dis (42%), and Sped (19%).

**Root Cause 3:** Common vocabulary needs to be introduced and taught vertically through stations and interactive word walls.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 6:** Science scores at the meets level are low for LEP (13%), Hispanic (36%), Eco Dis (34%) and African American (35%) and Sped(11%).

**Root Cause 6:** Common vocabulary needs to be introduced and taught vertically through stations and interactive word walls, especially in the lower grade levels where the majority of the vocabulary is introduced.

**Problem Statement 6 Areas:** Student Achievement

**Problem Statement 7:** Writing scores are low at the meets level for LEP students (17%), ESL students (19%), and Sped students (0%).

**Root Cause 7:** High levels of writing instruction across all content areas needs to occur at the K-3 level.

**Problem Statement 7 Areas:** Student Achievement

# 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 meets grade level or above on STAAR Reading from 50% to 55% .

### HB3 Goal

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

#### Strategy 1 Details

**Strategy 1:** Utilize reading coach to work with staff to implement professional development in balanced literacy, targeted instruction, frequent assessments, and data disaggregation to closely monitor student growth.

**Strategy's Expected Result/Impact:** More targeted instruction to close the achievement gaps in reading with all student groups.

**Staff Responsible for Monitoring:** Admin, Coaches, Reading Interventionist, Teachers

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction

**Problem Statements:** Student Achievement 1, 2

**Funding Sources:** Literacy Coach - State Comp Ed - \$82,018, Resources for Supporting Teachers - State Comp Ed - \$10,000

#### Strategy 2 Details

**Strategy 2:** All students will be tested at least 3 times during the school year on BAS to document growth.

**Strategy's Expected Result/Impact:** Increased reading comprehension on grade level campus, district and state assessments.

**Staff Responsible for Monitoring:** Admin, Coaches, Instructional Interventionist, Teachers

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction

**Problem Statements:** Student Achievement 1, 2

**Funding Sources:** Coverage for Testing - Title I - \$10,000

## Performance Objective 1 Problem Statements:

#### Student Achievement

**Problem Statement 1:** Students are not reading on level according to BAS EOY data. (50% of incoming Kinders, 54.88% of incoming 2nd, and 41.11% of incoming 3rd graders)

**Root Cause:** A focus needs to be on professional development of the complete BAS Assessment Protocol, including Running Records and mCLASS.

**Problem Statement 2:** Reading scores for all grades at the meets level are low - Hispanic (40%), LEP (40%), Eco Dis (42%), and Sped (9%). **Root Cause:** Reading instruction across all grade levels needs done with fidelity and training support.

**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 50% to 55% .

**HB3 Goal**

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

Strategy 1 Details
<p><b>Strategy 1:</b> Target subgroups of students for small group tutorials during the day, before/after school, or on Saturdays.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased achievement on the STAAR test</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Coaches, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 3</p> <p><b>Funding Sources:</b> Instructional Para for Small Groups - Title I - \$17,542, Extra Duty Pay for Tutorials - Title I - \$21,300, Tutoring - State Comp Ed - \$5,618</p>

**Performance Objective 2 Problem Statements:**

Student Achievement
<p><b>Problem Statement 3:</b> Math scores for all grades at the meets level are low - Eco Dis (42%), and Sped (19%). <b>Root Cause:</b> Common vocabulary needs to be introduced and taught vertically through stations and interactive word walls.</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:** Improve Early Literacy Reading in K-2, as evidenced by increasing the percent of students on level by 20%, as measured by EOY BAS levels.

**Evaluation Data Sources:** BOY, MOY and EOY BAS testing scores

Strategy 1 Details
<p><b>Strategy 1:</b> Utilize the Campus Interventionist to identify and instruct small groups of students in K-2 that can potentially get back on level in a short period of time with the use of intensive, targeted lessons that close the gaps in early literacy reading skills.</p> <p><b>Strategy's Expected Result/Impact:</b> More students reading on level at the end of the school year.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Interventionist, Literacy Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1, 2</p> <p><b>Funding Sources:</b> Interventionist and Instructional Aide - ESSER - \$225,831</p>

**Performance Objective 3 Problem Statements:**

Student Achievement
<p><b>Problem Statement 1:</b> Students are not reading on level according to BAS EOY data. (50% of incoming Kinders, 54.88% of incoming 2nd, and 41.11% of incoming 3rd graders)</p> <p><b>Root Cause:</b> A focus needs to be on professional development of the complete BAS Assessment Protocol, including Running Records and mCLASS.</p> <p><b>Problem Statement 2:</b> Reading scores for all grades at the meets level are low - Hispanic (40%), LEP (40%), Eco Dis (42%), and Sped (9%). <b>Root Cause:</b> Reading instruction across all grade levels needs done with fidelity and training support.</p>

**Goal 1: Student Achievement and Post-Secondary Success**

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

**Performance Objective 4:** Increase the percent of students in grades 3-6 that are reading on level by 20%, as evidenced by End of Year BAS levels

**Evaluation Data Sources:** EOY BAS Levels

Strategy 1 Details
<p><b>Strategy 1:</b> Ensure quality instruction for students who are below grade level in reading instruction with staff highly trained in MTSS Interventions, LLI and Comprehension Toolkit.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased percent of students reading on level in 3-6.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Literacy Coach, Interventionist, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1, 2</p> <p><b>Funding Sources:</b> LLI Kit and Resources - Title I - \$10,000</p>

**Performance Objective 4 Problem Statements:**

Student Achievement
<p><b>Problem Statement 1:</b> Students are not reading on level according to BAS EOY data. (50% of incoming Kinders, 54.88% of incoming 2nd, and 41.11% of incoming 3rd graders) <b>Root Cause:</b> A focus needs to be on professional development of the complete BAS Assessment Protocol, including Running Records and mCLASS.</p> <p><b>Problem Statement 2:</b> Reading scores for all grades at the meets level are low - Hispanic (40%), LEP (40%), Eco Dis (42%), and Sped (9%). <b>Root Cause:</b> Reading instruction across all grade levels needs done with fidelity and training support.</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:** Aggressively monitor student assessment in reading and math to ensure effective monitoring, differentiated high intensity instruction, and immediate feedback.

**Evaluation Data Sources:** Exit tickets, common assessments, common formative assessments, interim assessments.

### Strategy 1 Details

**Strategy 1:** Aggressively monitor student assessment in reading and math to ensure effective monitoring, differentiated high intensity instruction, and immediate feedback.

**Strategy's Expected Result/Impact:** Increased achievement in local and state reading and math assessments

**Staff Responsible for Monitoring:** Admin, Coaches, Interventionist, Teachers

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Problem Statements:** Student Achievement 1, 2, 3, 4, 5

## Performance Objective 5 Problem Statements:

### Student Achievement

**Problem Statement 1:** Students are not reading on level according to BAS EOY data. (50% of incoming Kinders, 54.88% of incoming 2nd, and 41.11% of incoming 3rd graders)

**Root Cause:** A focus needs to be on professional development of the complete BAS Assessment Protocol, including Running Records and mCLASS.

**Problem Statement 2:** Reading scores for all grades at the meets level are low - Hispanic (40%), LEP (40%), Eco Dis (42%), and Sped (9%). **Root Cause:** Reading instruction across all grade levels needs done with fidelity and training support.

**Problem Statement 3:** Math scores for all grades at the meets level are low - Eco Dis (42%), and Sped (19%). **Root Cause:** Common vocabulary needs to be introduced and taught vertically through stations and interactive word walls.

**Problem Statement 4:** Science scores at the meets level are low for LEP (13%), Hispanic (36%), Eco Dis (34%) and African American (35%) and Sped(11%). **Root Cause:** Common vocabulary needs to be introduced and taught vertically through stations and interactive word walls, especially in the lower grade levels where the majority of the vocabulary is introduced.

**Problem Statement 5:** Writing scores are low at the meets level for LEP students (17%), ESL students (19%), and Sped students (0%). **Root Cause:** High levels of writing instruction across all content areas needs to occur at the K-3 level.

## Goal 2: School Leadership and Fiscal Responsibility

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

**Performance Objective 1:** Maintain a successfully run school through positive relationships and successful leadership.

**Evaluation Data Sources:** OHI

### Strategy 1 Details

**Strategy 1:** Meet with teams frequently to collaborate in planning and MTSS meetings in order to maximize learning.

**Strategy's Expected Result/Impact:** Increased morale with staff, students and community through HRS and OHI Surveys Scores

**Staff Responsible for Monitoring:** Admin, Coaches, Teachers

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

**Problem Statements:** Student Achievement 1, 2, 3 - Culture and Climate 1

**Funding Sources:** Collaboration Time Outside of School Hours - Title I - \$5,000

### Performance Objective 1 Problem Statements:

#### Student Achievement

**Problem Statement 1:** Students are not reading on level according to BAS EOY data. (50% of incoming Kinders, 54.88% of incoming 2nd, and 41.11% of incoming 3rd graders)

**Root Cause:** A focus needs to be on professional development of the complete BAS Assessment Protocol, including Running Records and mCLASS.

**Problem Statement 2:** Reading scores for all grades at the meets level are low - Hispanic (40%), LEP (40%), Eco Dis (42%), and Sped (9%). **Root Cause:** Reading instruction across all grade levels needs done with fidelity and training support.

**Problem Statement 3:** Math scores for all grades at the meets level are low - Eco Dis (42%), and Sped (19%). **Root Cause:** Common vocabulary needs to be introduced and taught vertically through stations and interactive word walls.

#### Culture and Climate

**Problem Statement 1:** Teachers do not know how to use the 3 Levels of Behavior System developed from Safe and Civil Schools to improve student behavior and reduce referrals.

**Root Cause:** The 3 Levels was just introduced, so more training is needed to understand the process.

**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:** Monitor financial systems to ensure fiscal responsibility with all campus local, state and federal budgets.

**Evaluation Data Sources:** Financial Audit Reports

Strategy 1 Details
<p><b>Strategy 1:</b> Meet with campus secretary monthly to review the budgets and statements to ensure that funds are being utilized as planned, and purchases are completed in a timely manner.</p> <p><b>Strategy's Expected Result/Impact:</b> Clean financial audits and funds being utilized with fidelity</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Campus Secretary</p>

### Goal 3: Recruitment, Development, and Retention of Staff

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

#### Performance Objective 1: Retain staff through rigorous mentor programs, professional development and coaching

**Evaluation Data Sources:** Mentor/Mentee Evaluations, OHI, HRS Surveys

Strategy 1 Details
<p><b>Strategy 1:</b> Utilize the campus Mentor Handbook in order to provide mentor staff with teacher development topics and to provide new staff with the support and training they need to be successful throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> New staff work will be well prepared to teach their students.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Coaches, Counselors, Mentor Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1, 2, 3 - Culture and Climate 1</p> <p><b>Funding Sources:</b> Extra Duty for Training and Planning - Title I - \$10,000</p>

#### Performance Objective 1 Problem Statements:

Student Achievement
<p><b>Problem Statement 1:</b> Students are not reading on level according to BAS EOY data. (50% of incoming Kinders, 54.88% of incoming 2nd, and 41.11% of incoming 3rd graders) <b>Root Cause:</b> A focus needs to be on professional development of the complete BAS Assessment Protocol, including Running Records and mCLASS.</p> <p><b>Problem Statement 2:</b> Reading scores for all grades at the meets level are low - Hispanic (40%), LEP (40%), Eco Dis (42%), and Sped (9%). <b>Root Cause:</b> Reading instruction across all grade levels needs done with fidelity and training support.</p> <p><b>Problem Statement 3:</b> Math scores for all grades at the meets level are low - Eco Dis (42%), and Sped (19%). <b>Root Cause:</b> Common vocabulary needs to be introduced and taught vertically through stations and interactive word walls.</p>
Culture and Climate
<p><b>Problem Statement 1:</b> Teachers do not know how to use the 3 Levels of Behavior System developed from Safe and Civil Schools to improve student behavior and reduce referrals. <b>Root Cause:</b> The 3 Levels was just introduced, so more training is needed to understand the process.</p>

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

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

**Performance Objective 1:** Suchma will become a Level 1 Certified High Reliability School through their deep review of Safety and School Procedures, as well as their planning routine with strong collaboration, leading to increased instruction.

**Evaluation Data Sources:** Student, staff and parent survey results, incident reports, Interim Assessments, Common Formative Assessments, STAAR Assessments

Strategy 1 Details
<p><b>Strategy 1:</b> The High Reliability Schools team will work to develop systems, survey staff, students and parents to understand where Suchma is doing well with safety and collaboration, and where we need to improve, and model high levels of collaboration within teams to meet the needs of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved and clear procedures set to ensure safety of staff, students and parents at all times, and collaboration between team members, and parents and the school.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Foundations Team, Coaches, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1, 2, 3 - Parent and Community Engagement 1</p> <p><b>Funding Sources:</b> HRS Certification - Title I - \$2,000, HRS Training Staff - Title I - \$10,000</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Our PBIS liaisons will work with groups of students to meet their individual needs so that they gain the social and coping skills to be successful in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Less time for students out of the classroom, decreased discipline referrals, high school climate</p> <p><b>Staff Responsible for Monitoring:</b> Admin, PBIS Liaisons, Coaches, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Culture and Climate 1</p> <p><b>Funding Sources:</b> Materials to Support PBIS - Title I - \$10,000, Staffing - Title I - \$69,811</p>

#### Performance Objective 1 Problem Statements:

Student Achievement
<p><b>Problem Statement 1:</b> Students are not reading on level according to BAS EOY data. (50% of incoming Kinders, 54.88% of incoming 2nd, and 41.11% of incoming 3rd graders) <b>Root Cause:</b> A focus needs to be on professional development of the complete BAS Assessment Protocol, including Running Records and mCLASS.</p> <p><b>Problem Statement 2:</b> Reading scores for all grades at the meets level are low - Hispanic (40%), LEP (40%), Eco Dis (42%), and Sped (9%). <b>Root Cause:</b> Reading instruction across all grade levels needs done with fidelity and training support.</p> <p><b>Problem Statement 3:</b> Math scores for all grades at the meets level are low - Eco Dis (42%), and Sped (19%). <b>Root Cause:</b> Common vocabulary needs to be introduced and taught vertically through stations and interactive word walls.</p>

### Culture and Climate

**Problem Statement 1:** Teachers do not know how to use the 3 Levels of Behavior System developed from Safe and Civil Schools to improve student behavior and reduce referrals.  
**Root Cause:** The 3 Levels was just introduced, so more training is needed to understand the process.

### Parent and Community Engagement

**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.

#### 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:** Communication will be used as a means to keep parents fully informed about what is going on at school, as well as parents providing feedback on how to improve practices.

**Evaluation Data Sources:** Newsletters, Survey results, Parental Involvement

Strategy 1 Details
<p><b>Strategy 1:</b> Parents receive communication from the school at least every other week, through newsletters, social media and email communication.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent involvement and support</p> <p><b>Staff Responsible for Monitoring:</b> Admin, counselors, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Parent and Community Engagement 1</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Students, staff and parents will be able to share feedback to make positive improvements and have a voice in the direction of the school.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased school culture and parent involvement</p> <p><b>Staff Responsible for Monitoring:</b> Admin, HRS Team, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Achievement 1, 2, 3 - Culture and Climate 1 - Parent and Community Engagement 1</p>

#### Performance Objective 2 Problem Statements:

Student Achievement
<p><b>Problem Statement 1:</b> Students are not reading on level according to BAS EOY data. (50% of incoming Kinders, 54.88% of incoming 2nd, and 41.11% of incoming 3rd graders)</p> <p><b>Root Cause:</b> A focus needs to be on professional development of the complete BAS Assessment Protocol, including Running Records and mCLASS.</p> <p><b>Problem Statement 2:</b> Reading scores for all grades at the meets level are low - Hispanic (40%), LEP (40%), Eco Dis (42%), and Sped (9%). <b>Root Cause:</b> Reading instruction across all grade levels needs done with fidelity and training support.</p> <p><b>Problem Statement 3:</b> Math scores for all grades at the meets level are low - Eco Dis (42%), and Sped (19%). <b>Root Cause:</b> Common vocabulary needs to be introduced and taught vertically through stations and interactive word walls.</p>
Culture and Climate
<p><b>Problem Statement 1:</b> Teachers do not know how to use the 3 Levels of Behavior System developed from Safe and Civil Schools to improve student behavior and reduce referrals.</p> <p><b>Root Cause:</b> The 3 Levels was just introduced, so more training is needed to understand the process.</p>

## Parent and Community Engagement

**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.



#### 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:** Provide opportunities for parents to be involved in the school, whether through PTO or volunteering

**Evaluation Data Sources:** Visitor check in, Meeting attendance, survey results

Strategy 1 Details
<p><b>Strategy 1:</b> Provide multiple opportunities during the day and evening for parents to be involved in their child's education - day and/or night meetings or committees, volunteer opportunities during the day and during night events, and opportunities for parents to volunteer from home.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase school climate, increased parent involvement</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Counselors, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Parent and Community Engagement 1</p> <p><b>Funding Sources:</b> Parent Engagement - Title I - \$3,000</p>

#### Performance Objective 3 Problem Statements:

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

## Goal 5: Effective Instruction

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

### Performance Objective 1: Increase understanding of effective instruction through CISD Best Practices and the Marzano Instructional Model

**Evaluation Data Sources:** Teacher feedback, Walkthroughs, STAAR, Local End of Year Assessments

Strategy 1 Details
<p><b>Strategy 1:</b> Provide professional development for all staff in the CISD Best Practices and the Marzano's Instructional Model.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher effectiveness and student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Coaches, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1, 2, 3</p> <p><b>Funding Sources:</b> Training Materials for Staff - Title I - \$20,000</p>

### Performance Objective 1 Problem Statements:

Student Achievement
<p><b>Problem Statement 1:</b> Students are not reading on level according to BAS EOY data. (50% of incoming Kinders, 54.88% of incoming 2nd, and 41.11% of incoming 3rd graders) <b>Root Cause:</b> A focus needs to be on professional development of the complete BAS Assessment Protocol, including Running Records and mCLASS.</p> <p><b>Problem Statement 2:</b> Reading scores for all grades at the meets level are low - Hispanic (40%), LEP (40%), Eco Dis (42%), and Sped (9%). <b>Root Cause:</b> Reading instruction across all grade levels needs done with fidelity and training support.</p> <p><b>Problem Statement 3:</b> Math scores for all grades at the meets level are low - Eco Dis (42%), and Sped (19%). <b>Root Cause:</b> Common vocabulary needs to be introduced and taught vertically through stations and interactive word walls.</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: Technology Goal - Utilize different types of technology in instruction**

**Evaluation Data Sources:** Working knowledge and understanding of electronic instruction.

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Purchase Chromebooks and iPads to assist with online coursework, assessments, and monitoring. <b>Strategy's Expected Result/Impact:</b> Increased proficiency in online assessments. <b>Staff Responsible for Monitoring:</b> Admin, Technology Coach, Teachers <b>Title I Schoolwide Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> Chromebooks - ESSER - \$40,813, iPads - Title I - \$16,346, Technology for K-12 Online - Title III - \$3,900</p>

# **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 annually 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.

# Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Literacy Coach		\$82,018.00
1	1	1	Resources for Supporting Teachers		\$10,000.00
1	2	1	Tutoring		\$5,618.00
<b>Sub-Total</b>					\$97,636.00
<b>Budgeted Fund Source Amount</b>					\$97,636.00
<b>+/- Difference</b>					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Coverage for Testing		\$10,000.00
1	2	1	Instructional Para for Small Groups		\$17,542.00
1	2	1	Extra Duty Pay for Tutorials		\$21,300.00
1	4	1	LLI Kit and Resources		\$10,000.00
2	1	1	Collaboration Time Outside of School Hours		\$5,000.00
3	1	1	Extra Duty for Training and Planning		\$10,000.00
4	1	1	HRS Certification		\$2,000.00
4	1	1	HRS Training Staff		\$10,000.00
4	1	2	Materials to Support PBIS		\$10,000.00
4	1	2	Staffing		\$69,811.00
4	3	1	Parent Engagement		\$3,000.00
5	1	1	Training Materials for Staff		\$20,000.00
5	2	1	iPads		\$16,346.00
<b>Sub-Total</b>					\$204,999.00
<b>Budgeted Fund Source Amount</b>					\$204,999.00
<b>+/- Difference</b>					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	Technology for K-12 Online		\$3,900.00

<b>Title III</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
<b>Sub-Total</b>					\$3,900.00
<b>Budgeted Fund Source Amount</b>					\$3,900.00
<b>+/- Difference</b>					\$0.00
<b>ESSER</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	3	1	Interventionist and Instructional Aide		\$225,831.00
5	2	1	Chromebooks		\$40,813.00
<b>Sub-Total</b>					\$266,644.00
<b>Budgeted Fund Source Amount</b>					\$266,644.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total</b>					\$573,179.00