

**Conroe Independent School District**  
**Ride Elementary**  
**2022-2023 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

Student Achievement

Student Achievement Summary

Ride Elementary is a PK-4 school in the Conroe Independent School District that currently serves approximately 633 students. The year to date attendance rate 94.3

The percentage of low socio-economic students was 33%. The campus is composed of 12.2% special education students, and 15.2% LEP students. The Section 504 population is 2.9% and the GT population is 7.9%. Ride Elementary serves 32.5% of students considered at-risk.

The State of Texas Assessment for Academic Readiness (STAAR) results for 2021-22 w as reported by the Federal Report Card indicates the following results:

Academic Progress in Grade 3 Reading Meets Grade Level increased by 8% from 71% to 79%. In Math, Grade 3 Meets Academic Progress increased 2% from 71% to 73%.

Ride Elementary met TEA standards for the 2020-21 school year. Preliminary Scores resulted in Ride Elementary receiving a 2020 Accountability A rating.

Sally K. Ride STAAR Summary

2021-2022

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

|         | <b>20-21</b>      | <b>21-22</b>      |
|---------|-------------------|-------------------|
|         | App / Meets / Adv | App / Meets / Adv |
| Reading | 97 / 71 / 48      | 92 / 79 / 59      |
| Math    | 90 / 71 / 50      | 88 / 73 / 48      |

4th Grade

|         | <b>20-21</b>      | <b>21-22</b>      |
|---------|-------------------|-------------------|
|         | App / Meets / Adv | App / Meets / Adv |
| Reading | 95 / 82 / 54      | 92 / 74 / 48      |

|         | 20-21 |    |    | 21-22 |    |    |
|---------|-------|----|----|-------|----|----|
| Math    | 97    | 85 | 68 | 86    | 68 | 43 |
| Writing | 88    | 62 | 24 | ----- |    |    |

2020-21

| Ride<br>(All Tests) | Eco Dis%<br>(Unofficial) | Total Tests | Approaches | Meets | Masters | Performance | What If<br>(2019 Scale<br>Scores) | What If Relative |
|---------------------|--------------------------|-------------|------------|-------|---------|-------------|-----------------------------------|------------------|
| 175                 | 30.3%                    | 424         | 93%        | 75%   | 49%     | 72          | %                                 | A                |

2021-22

| Ride<br>(All Testers) | Eco Dis%<br>(Unofficial) | Total Tests | Approaches | Meets | Masters | Performance | What If<br>(2019 Scale<br>Scores) | What If Relative |
|-----------------------|--------------------------|-------------|------------|-------|---------|-------------|-----------------------------------|------------------|
| 170                   | 25%                      | 340         | 89%        | 74%   | 49%     | 71%         | A                                 | A                |

### Student Achievement Strengths

Student Achievement Strengths

Ride Elementary's scores are a reflection of the hard-working staff and student population found on our campus. We are very proud of the achievement our students show including:

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

Our students identified as special education students demonstrated progress in the percentage meeting STAAR standards from the 2019-20 to the 2020-21 school year.

Significant growth was noted in 4th grade writing and overall in math.

Our 2019 STAAR scores earned a distinction in the areas Academic Achievement in ELA/Reading; Academic Achievement in Mathematics; and Postsecondary Readiness.

Students in 3rd grade increased meets performance percentage by 8% and master performance percentage by 11%.

56.5% of students in 3rd grade are reading above district expectations for EOY BAS level and 62% of students scoring above grade level on mclass assessments.



| Instructional BAS Level | <b>M</b> | <b>O</b> | <b>P</b> |
|-------------------------|----------|----------|----------|
| <b>Below Level</b>      | 29.11%   | 43.4%    | 36.5%    |
| <b>On Level</b>         | 24.05%   | 26.5%    | 7%       |
| <b>Above Level</b>      | 46.84%   | 30.1%    | 56.5%    |

#### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Although students have shown growth in various content areas, overall ELLs have not experienced the same growth in all academic areas. **Root Cause:** High yield academic strategies that have proven to increase student achievement have not been implemented across content areas with fidelity.

**Problem Statement 2 (Prioritized):** Special education students are performing below their peers' performance level in Reading and Math. **Root Cause:** Additional targeted small group instruction needed to solidify skills and academic vocabulary.

**Problem Statement 3:** The Hispanic student population at fourth grade did not experience the same increase in meets levels for Math as other student groups. **Root Cause:** High yield academic strategies that have proven to increase student achievement have not been implemented across content areas with fidelity.

**Problem Statement 4 (Prioritized):** Our economic disadvantage students scored lower than their peers in the area of Math. **Root Cause:** Students struggle with the length and complexity of word problems and require additional target instruction to increase problem solving strategies.

**Problem Statement 5 (Prioritized):** Math performance on STAAR Assessment for White students was 7% lower the state cut score for academic growth. **Root Cause:** Increase differentiated activities and track student growth to increase student scores and provide targeted small group instruction.

**Problem Statement 6 (Prioritized):** 34% of students in grade 1 did not meet district expected BAS level **Root Cause:** Targeted small group instructional practices have not been implemented with fidelity to meet the needs of all student groups

# Culture and Climate

## Culture and Climate Summary

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

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

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

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

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

## Culture and Climate Strengths

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

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

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

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

Implementation of CHAMPS, Foundations Model:

1. Foundations of Behavior Support: A Continuous Improvement Process
2. Managing Behavior in Common Areas and with school wide policies
3. Conscious construction of an inviting school climate
4. Responding to misbehavior An instructional approach
5. Improving Safety, managing conflict and reducing bullying
6. Establishing and sustaining a continuum of behavior support
  - CLT (Campus Leadership Team) in collaboration with the Foundations committee, participates in surveying, creating, and maintaining action plans to increase and maintain positive campus climate and culture development.
  - Development and implementation of campus-wide discipline management structure and plan for continuous improvement
  - Development and implementation of campus-wide structures for all common areas.
  - Use of MTSS/Branching Minds as part of addressing students who exhibit more challenging behavior and learning needs.
  - Community partnerships with mentors for students.

### **Problem Statements Identifying Culture and Climate Needs**

**Problem Statement 1:** The campus has seen a change in campus demographics. **Root Cause:** Sally K. Ride attendance zone now includes all PK students in the College Park High School Feeder zone which includes six elementary schools.

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

**Problem Statement 3:** There are inconsistencies with communication to parents between partner teachers, within grade levels, and school wide. **Root Cause:** Teachers communicate with parents at various levels of frequency, at various levels of urgency, and in multiple platforms. The quality of those communications differ and keep the parents engaged and informed at different levels throughout the school year.

# Parent and Community Engagement

## Parent and Community Engagement Summary

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

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

Met and Greet your teacher

Parent Information Night

Parent conferences

Grade level programs

Kindergarten graduation

Family Math/Science Night

Ride's Reading adventure

Field Day

Story Time with Santa

Ride Thru the Decades

Ride Reading Adventure

Field Day

Skill Building

Walk to School Day

Math Tiles

Pumpkin carving with Dad

Gifted and Talented

Holiday parties

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

LMS - Learning systems - Canvas and SeeSaw



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

School website

Email and post School policies and procedures

Monthly Ride Nights at local restaurant

PTO -- Activity recruits parents to participate and engage

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

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

### **Parent and Community Engagement Strengths**

Strengths in the area of parent and community involvement include:

1. Increase of family engagement in school wide academic and non-academic activities.
2. Increase and large number of district approved and registered school volunteers.
3. Consistent communication with families in English and Spanish through such structure as; The live video feeds, recorded videos, Facebook, email, texts, school newsletters, Class Dojo, Seesaw/Canvas, marquees, and phone messages. Blast newsletter, school website, social media, conferences, texts/call outs.
4. Employ more like demographic persons to communicate with our community. ( ie: Spanish speaking receptionist)
5. Strong community partnerships with such organizations as the Interfaith Food Pantry and the local businesses who monetarily support school endeavors

### **Problem Statements Identifying Parent and Community Engagement Needs**

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

**Problem Statement 2:** Sally K. Ride teachers and staff are lacking strong community relationships and engagement. As well as complete participation and active engagement in the Parent Teacher Organization and their sponsored events. **Root Cause:** Lack of staff wide promotion, encouragement, and awareness for staff to participate as members of the PTO and engage in all PTO sponsored activities and events both at school and in the community.

**Problem Statement 3:** The staff at Sally K. Ride Elementary is lacking strong different perspectives, including actively listening to differing opinions, understanding different backgrounds and demonstrating care and respect for others. **Root Cause:** Sally K. Ride historically operates from long standing norms and values.

# Priority Problem Statements

**Problem Statement 1:** Special education students are performing below their peers' performance level in Reading and Math.

**Root Cause 1:** Additional targeted small group instruction needed to solidify skills and academic vocabulary.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** Our economic disadvantage students scored lower than their peers in the area of Math.

**Root Cause 2:** Students struggle with the length and complexity of word problems and require additional target instruction to increase problem solving strategies.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** Math performance on STAAR Assessment for White students was 7% lower the state cut score for academic growth.

**Root Cause 3:** Increase differentiated activities and track student growth to increase student scores and provide targeted small group instruction.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 4:** 34% of students in grade 1 did not meet district expected BAS level

**Root Cause 4:** Targeted small group instructional practices have not been implemented with fidelity to meet the needs of all student groups

**Problem Statement 4 Areas:** Student Achievement

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

## Employee Data

Ride Elementary  
Generated by Plan4Learning.com

- Professional learning communities (PLC) data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

**Support Systems and Other Data**

- Budgets/entitlements and expenditures data
- Study of best practices

# 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 4th grade students that score at the meets grade level or above on STAAR Reading from 74% to 77% .

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR, District Benchmark Results, District Curriculum Checkpoints, Campus Common Assessments

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Provide staff development in the components of Units of Study and look for the use of strategies during classroom observations.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will gain knowledge on how to implement effective strategies in the foundations of reading.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p><b>- ESF Levers:</b><br/>Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 2</p> <p><b>Funding Sources:</b> Extra Duty Tutorials - State Comp Ed - \$6,830</p> | Formative |     |     | Summative |
|  | Oct       | Dec | Mar | June      |
|  |           |     |     |           |

| Strategy 2 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 2:</b> Teachers participating in the CISD Reading Academy will complete modules according to the district pacing calendar.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will gain knowledge on how to implement effective strategies in the foundations of reading.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 2</p> <p><b>Funding Sources:</b> Instructional Materials/Books - Title III - \$2,850</p> | Formative |     |     | Summative |
|   | Oct       | Dec | Mar | June      |
|   |           |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>  |           |     |     |           |

**Performance Objective 1 Problem Statements:**

| Student Achievement  |
|--|
| <p><b>Problem Statement 2:</b> Special education students are performing below their peers' performance level in Reading and Math. <b>Root Cause:</b> Additional targeted small group instruction needed to solidify skills and academic vocabulary.</p> |

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

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

**Performance Objective 2:** Increase the percent of 4th grade students that score meets grade level or above on STAAR Math from 68% to 71%.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR, District Benchmark Results, District Curriculum Checkpoints, Campus Common Assessments

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Provide staff development in the components of Guided Math and look for the use of strategies during classroom observations.</p> <p><b>Strategy's Expected Result/Impact:</b> K-4 students will demonstrate growth during small group instruction in Math.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levels:</b><br/>Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 4, 5</p> <p><b>Funding Sources:</b> Substitutes: Staff Development - ESSER III - \$8,421</p> | Formative |     |     | Summative |
|   | Oct       | Dec | Mar | June      |
|   |           |     |     |           |
| Strategy 2 Details  | Reviews   |     |     |           |
| <p><b>Strategy 2:</b> Utilize research based instructional resources to target gaps in learning and increase math performance</p> <p><b>Strategy's Expected Result/Impact:</b> Create personalized learning plans for each student to target learning loss</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal,</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levels:</b><br/>Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 4, 5</p> <p><b>Funding Sources:</b> Instructional Materials - State Comp Ed - \$3,000</p>  | Formative |     |     | Summative |
|   | Oct       | Dec | Mar | June      |
|   |           |     |     |           |



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 2 Problem Statements:**

| <b>Student Achievement</b>   |
|--|
| <p><b>Problem Statement 4:</b> Our economic disadvantage students scored lower than their peers in the area of Math. <b>Root Cause:</b> Students struggle with the length and complexity of word problems and require additional target instruction to increase problem solving strategies.</p> <p><b>Problem Statement 5:</b> Math performance on STAAR Assessment for White students was 7% lower the state cut score for academic growth. <b>Root Cause:</b> Increase differentiated activities and track student growth to increase student scores and provide targeted small group instruction.</p> |



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

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





**Performance Objective 3:** Increase this year's economically disadvantaged 3rd and 4th grade STAAR Math meets grade level standard from 37% to 41%.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR, District Benchmark Results, District Curriculum Checkpoints, Campus Common Assessments

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Provide staff development in the components of Units of Study and look for the use of strategies during classroom observations.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will gain knowledge on how to implement effective strategies in reading and writing.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, assistant principal, coach</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p><b>- ESF Levers:</b><br/>Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 4</p> <p><b>Funding Sources:</b> Instructional Materials - State Comp Ed - \$3,830, Teacher/Other Professional - State Comp Ed - \$64,470</p> | Formative |     |     | Summative |
|  | Oct       | Dec | Mar | June      |
|  |           |     |     |           |

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 3 Problem Statements:**

| Student Achievement   |
|---|
| <p><b>Problem Statement 4:</b> Our economic disadvantage students scored lower than their peers in the area of Math. <b>Root Cause:</b> Students struggle with the length and complexity of word problems and require additional target instruction to increase problem solving strategies.</p> |

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

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





**Performance Objective 4:** Increase this year's 1st grade BAS scores from 64% to 67% of all students meeting district expectations to be on grade BAS level.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Observation Data, District Assessment Data, Running Records

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> K-4 teachers will document students' BAS reading level on a monthly tracking sheet and review student progress with curriculum support team.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected progress for each student BAS level and instructional plans for each student's individual need.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math<br/>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 6</p> <p><b>Funding Sources:</b> Staff Salary - ESSER III - \$51,953, Instructional Materials - ESSER III - \$6,582, Extra Duty Pay - ESSER III - \$5,544</p> | Formative |     |     | Summative |
|   | Oct       | Dec | Mar | June      |
|   |           |     |     |           |

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 4 Problem Statements:**

| Student Achievement  |
|--|
| <p><b>Problem Statement 6:</b> 34% of students in grade 1 did not meet district expected BAS level <b>Root Cause:</b> Targeted small group instructional practices have not been implemented with fidelity to meet the needs of all student groups</p> |

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





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

**Performance Objective 5:** Increase this year's Math STAAR performance for special educations students from 25% to 28% Meets.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR, District Benchmark Results, District Curriculum Checkpoints, Campus Common Assessments

| Strategy 1 Details   | Reviews          |            |            |                  |
|--|------------------|------------|------------|------------------|
| <p><b>Strategy 1:</b> Provide staff development in the components of Guided Math and look for the use of strategies during classroom observations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement in Special Ed scores on STAAR assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p><b>- ESF Levers:</b><br/>Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 2</p> <p><b>Funding Sources:</b> Instructional Materials - ESSER III - \$5,000</p> | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Oct</b>       | <b>Dec</b> | <b>Mar</b> | <b>June</b>      |
|  |                  |            |            |                  |
| Strategy 2 Details   | Reviews          |            |            |                  |
| <p><b>Strategy 2:</b> Provide before and/or after school tutorials, focusing on our at-risk and struggling learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement in Special Ed scores on STAAR assessments</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Campus Coach</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p><b>- ESF Levers:</b><br/>Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Extra Duty Pay for Tutorials - ESSER III - \$4,000</p>   | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Oct</b>       | <b>Dec</b> | <b>Mar</b> | <b>June</b>      |
|  |                  |            |            |                  |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>   |                  |            |            |                  |

**Performance Objective 5 Problem Statements:**

| <b>Student Achievement</b>  |
|---|
| <b>Problem Statement 2:</b> Special education students are performing below their peers' performance level in Reading and Math. <b>Root Cause:</b> Additional targeted small group instruction needed to solidify skills and academic vocabulary. |

**Goal 2: School Leadership and Fiscal Responsibility**

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

**Performance Objective 1:** Sally K. Ride Elementary will maintain efficient and effective fiscal management of resources and operation.

**Goal 2: School Leadership and Fiscal Responsibility**





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

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

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

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

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

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Hire highly qualified teachers to provide instructional practices<br><br><b>Funding Sources:</b> staff - ESSER III - \$70,000   | Formative |     |     | Summative |
|  | Oct       | Dec | Mar | June      |
|  |           |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div> |           |     |     |           |





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

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

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

**High Priority**

**Evaluation Data Sources:** CISD Evaluation Instrument

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Provide Clinic assistant to support a safe and collaborative school culture.<br><br><b>Funding Sources:</b> Nurse, Instructional paraprofessional - ESSER III - \$36,501  | Formative |     |     | Summative |
|  | Oct       | Dec | Mar | June      |
|  |           |     |     |           |
|  No Progress  Accomplished  Continue/Modify  Discontinue |           |     |     |           |



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**Performance Objective 2:** Provide professional development on the implementation of CHAMPS, Foundations, MTSS and Support Services to provide a clear and well structured setting for all students to be successful and teachers are positively responsive.

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





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

**Performance Objective 3:** Help parents reconnect within the school community through various campus activities. and opportunities to participate and support the school.

**Goal 5: Effective Instruction**

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

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

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Utilizing technology committee and staff survey, determine what professional development will be the most impactful to student achievement.   | Formative |     |     | Summative |
|  | Oct       | Dec | Mar | June      |
|  |           |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div> |           |     |     |           |

**Goal 5: Effective Instruction**

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

**Performance Objective 2:** To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

# Campus Funding Summary

| Title III                          |           |          |                                       |              |              |
|------------------------------------|-----------|----------|---------------------------------------|--------------|--------------|
| Goal                               | Objective | Strategy | Resources Needed                      | Account Code | Amount       |
| 1                                  | 1         | 2        | Instructional Materials/Books         |              | \$2,850.00   |
| <b>Sub-Total</b>                   |           |          |                                       |              | \$2,850.00   |
| <b>Budgeted Fund Source Amount</b> |           |          |                                       |              | \$2,850.00   |
| <b>+/- Difference</b>              |           |          |                                       |              | \$0.00       |
| State Comp Ed                      |           |          |                                       |              |              |
| Goal                               | Objective | Strategy | Resources Needed                      | Account Code | Amount       |
| 1                                  | 1         | 1        | Extra Duty Tutorials                  |              | \$6,830.00   |
| 1                                  | 2         | 2        | Instructional Materials               |              | \$3,000.00   |
| 1                                  | 3         | 1        | Teacher/Other Professional            |              | \$64,470.00  |
| 1                                  | 3         | 1        | Instructional Materials               |              | \$3,830.00   |
| <b>Sub-Total</b>                   |           |          |                                       |              | \$78,130.00  |
| <b>Budgeted Fund Source Amount</b> |           |          |                                       |              | \$78,130.00  |
| <b>+/- Difference</b>              |           |          |                                       |              | \$0.00       |
| ESSER III                          |           |          |                                       |              |              |
| Goal                               | Objective | Strategy | Resources Needed                      | Account Code | Amount       |
| 1                                  | 2         | 1        | Substitutes: Staff Development        |              | \$8,421.00   |
| 1                                  | 4         | 1        | Staff Salary                          |              | \$51,953.00  |
| 1                                  | 4         | 1        | Extra Duty Pay                        |              | \$5,544.00   |
| 1                                  | 4         | 1        | Instructional Materials               |              | \$6,582.00   |
| 1                                  | 5         | 1        | Instructional Materials               |              | \$5,000.00   |
| 1                                  | 5         | 2        | Extra Duty Pay for Tutorials          |              | \$4,000.00   |
| 3                                  | 1         | 1        | staff                                 |              | \$70,000.00  |
| 4                                  | 1         | 1        | Nurse, Instructional paraprofessional |              | \$36,501.00  |
| <b>Sub-Total</b>                   |           |          |                                       |              | \$188,001.00 |
| <b>Budgeted Fund Source Amount</b> |           |          |                                       |              | \$188,001.00 |
| <b>+/- Difference</b>              |           |          |                                       |              | \$0.00       |
| <b>Grand Total Budgeted</b>        |           |          |                                       |              | \$268,981.00 |

| ESSER III |           |          |                  |                          |              |
|-----------|-----------|----------|------------------|--------------------------|--------------|
| Goal      | Objective | Strategy | Resources Needed | Account Code             | Amount       |
|           |           |          |                  | <b>Grand Total Spent</b> | \$268,981.00 |
|           |           |          |                  | <b>+/- Difference</b>    | \$0.00       |