

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



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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

With all tests, 86% of tests were scored at Approaches or higher, 61% of tests were scored at Meets or higher, and 34% of tests were scored at Masters or higher.

Similarly in Reading, 84% of tests were scored at Approaches or higher, 62% of tests were scored at Meets or higher, and 36% of tests were scored at Masters or higher.

In math, 87% of tests were scored at Approaches or higher, 62% of tests were scored at Meets or higher, and 34% of tests were scored at Masters or higher.

In Science, 87% of tests were scored at Approaches or higher, 56% of tests were scored at Meets or higher, and 30% of tests were scored at Masters or higher.

### Student Achievement Strengths

Our strengths include:

- Student growth - 80% of students showed academic growth in Reading, 84% of students showed growth in Math, and 82% of students showed growth in both subjects.
- Students at the Meets/Masters Level - 61% of our students achieved Meets or higher, and 34% of students achieved the Masters level.
- Closing the Gaps - 99% of our sub-population groups met their target percentage for students meeting Meets GL or above.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** Students are not reading on level according to BAS EOY data. (73.62% of incoming 1st, 58.02% of incoming 2nd, 77.46% of incoming 4th, 55.56% of incoming 5th, and 63.17% of incoming 6th graders) **Root Cause:** More training is needed for targeted Guided Reading instruction with fidelity, along with consistent rating of BAS testing.

**Problem Statement 2 (Prioritized):** 3rd Grade Reading and Math students at the Masters level is lower than the other tested grades. (Reading - 3rd - 53%, 6th 63%, 5th - 65%, 6th - 57%; Math - 3rd - 52%, 4th - 56%, 5th - 63%, 6th - 66%) **Root Cause:** Improvement with rigorous lesson planning is needed with high level, targeted instruction and using data to drive instruction and small group intervention.

**Problem Statement 3:** 15% of our students (109) did not meet their growth goal for 22-23 - 61 students in Reading and 48 students in Math. **Root Cause:** Students need to be involved in their learning through goal setting and reflection/feedback on strengths and weaknesses and how to take steps to meet and exceed their goals.

# Culture and Climate

## Culture and Climate Summary

The Culture and Climate of Suchma has been strong since its opening in 2019. The school works hard to build relationships with students, staff and community, and staff are committed to doing whatever it takes help help students reach their goals. Based on staff and parent feedback, Suchma is a great place to work, and a great school for students. Parents feel that their concerns are heard and addressed, and staff feel supported as teachers and learners.

## Culture and Climate Strengths

- Morale is our highest dimension in the Organizational Health Inventory, followed by Communication.
- Students share that they are happy at school and like their teachers.
- Parent feedback indicates that they are happy with communication and support at school.

## Problem Statements Identifying Culture and Climate Needs

**Problem Statement 1 (Prioritized):** Resource Utilization is an area that is low in our Organizational Health Inventory. **Root Cause:** More effort needs to be put toward tapping into areas of expertise of staff members to share their knowledge with their colleagues.

# Parent and Community Engagement

## Parent and Community Engagement Summary

On a campus of 1200 students, there is quite a range of levels of parent engagement. We have a wide range of students from various socioeconomic backgrounds. The campus strives to find ways to involve parents and the community in school events and volunteer opportunities. Teachers and admin have tried different ways to reach out to parents, get feedback, and involve parents in ways that are not intimidating to volunteers.

## Parent and Community Engagement Strengths

- Overall feedback from families is positive. They feel heard, valued, and also that they have a say in their child's education.
- Because our school zone is small, parents that normally could not travel to school can walk to events, if needed.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1 (Prioritized):** The percentage of parents who frequently attend PTO meetings, parent information nights, and events at school needs to be increased much more than has in the last year. **Root Cause:** We need to find a way to engage parents when they first attend meetings, make sure they feel appreciated and valued, and motivate them to continue to participate in meetings and events at school.

**Problem Statement 2 (Prioritized):** Improved communication is needed with parents and community so that all families are aware of what is going on at school. **Root Cause:** Difficult to find the best way to communicate with parents so that they can quickly and easily access the information.

# Priority Problem Statements

**Problem Statement 1:** Students are not reading on level according to BAS EOY data. (73.62% of incoming 1st, 58.02% of incoming 2nd, 77.46% of incoming 4th, 55.56% of incoming 5th, and 63.17% of incoming 6th graders)

**Root Cause 1:** More training is needed for targeted Guided Reading instruction with fidelity, along with consistent rating of BAS testing.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 3:** Resource Utilization is an area that is low in our Organizational Health Inventory.

**Root Cause 3:** More effort needs to be put toward tapping into areas of expertise of staff members to share their knowledge with their colleagues.

**Problem Statement 3 Areas:** Culture and Climate

**Problem Statement 4:** The percentage of parents who frequently attend PTO meetings, parent information nights, and events at school needs to be increased much more than has in the last year.

**Root Cause 4:** We need to find a way to engage parents when they first attend meetings, make sure they feel appreciated and valued, and motivate them to continue to participate in meetings and events at school.

**Problem Statement 4 Areas:** Parent and Community Engagement

**Problem Statement 2:** 3rd Grade Reading and Math students at the Masters level is lower than the other tested grades. (Reading - 3rd - 53%, 6th 63%, 5th - 65%, 6th - 57%; Math - 3rd - 52%, 4th - 56%, 5th - 63%, 6th - 66%)

**Root Cause 2:** Improvement with rigorous lesson planning is needed with high level, targeted instruction and using data to drive instruction and small group intervention.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 5:** Improved communication is needed with parents and community so that all families are aware of what is going on at school.

**Root Cause 5:** Difficult to find the best way to communicate with parents so that they can quickly and easily access the information.

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

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Running Records results
- 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
- Section 504 data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback



**Employee Data**

- Staff surveys and/or other feedback
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

**Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

**Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals





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

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

**Performance Objective 1:** Increase the percent of 3rd grade students that score at the meets grade level or above on STAAR Reading from 55% to 65%.

### HB3 Goal

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize Reading Interventionists and RtI staff to support students through focused instruction in targeted high leverage TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in reading comprehension and inferencing skills.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Coaches, Interventionists, Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1, 2</p> <p><b>Funding Sources:</b> RtI Professional staff - Title I - \$83,000, Reading Interventionist - ESSER III - \$73,496, Books and Materials for Intervention - ESSER III - \$13,301, Books and Materials for Intervention - Title III - \$1,000</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize reading coach to work with staff to implement professional development in balanced literacy, targeted instruction, frequent assessments, and modeling of leading targeted Guided Reading groups and Running Records with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected result is to close the achievement gaps in reading within all student groups.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Coaches, Reading Interventionist, Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1, 2</p> <p><b>Funding Sources:</b> Materials for Classroom Libraries and Guided Reading - State Comp Ed - \$7,910, Materials for Classroom Libraries and Guided Reading - ESSER III - \$30,000</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Data meetings to dissect the data to pinpoint areas of weakness to target in reading and math.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased growth achievement in local and state reading and math assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Coaches, Interventionist, Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1, 2</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 1:</b> Students are not reading on level according to BAS EOY data. (73.62% of incoming 1st, 58.02% of incoming 2nd, 77.46% of incoming 4th, 55.56% of incoming 5th, and 63.17% of incoming 6th graders) <b>Root Cause:</b> More training is needed for targeted Guided Reading instruction with fidelity, along with consistent rating of BAS testing.</p> <p><b>Problem Statement 2:</b> 3rd Grade Reading and Math students at the Masters level is lower than the other tested grades. (Reading - 3rd - 53%, 6th 63%, 5th - 65%, 6th - 57%; Math - 3rd - 52%, 4th - 56%, 5th - 63%, 6th - 66%) <b>Root Cause:</b> Improvement with rigorous lesson planning is needed with high level, targeted instruction and using data to drive instruction and small group intervention.</p>

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





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

**Performance Objective 2:** Increase the percent of 3rd grade students that score meets grade level or above on STAAR Math from 51% to 56%.

**HB3 Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize Math Interventionists to support students through focused instruction in targeted high leverage TEKS.  <b>Strategy's Expected Result/Impact:</b> Increased achievement in local and state math assessments due to closing the gaps in foundational and prerequisite skills.  <b>Staff Responsible for Monitoring:</b> Admin, Coaches, Interventionist, Teachers</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6                      - <b>ESF Levers:</b>                      Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1, 2  <b>Funding Sources:</b> Math Interventionist - ESSER III - \$73,497</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> Intervention programs within the classroom, and at home, to adapt instruction to meet the needs of each student to close the educational gaps in math and vocabulary/language.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth and extension in math skills resulting in increased math scores on local and state math assessments.  <b>Staff Responsible for Monitoring:</b> Admin, Coaches, Interventionist, Teachers</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6                      -</p> <p><b>Problem Statements:</b> Student Achievement 1, 2  <b>Funding Sources:</b> Online Math Intervention Programs - Title I - \$8,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Tutorials during the day, before and after school, and on Saturdays to target areas of needed growth in math and reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased achievement in local and state math assessments due to closing the gaps in foundational and prerequisite skills.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Coaches, Interventionist, Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1, 2 - Culture and Climate 1</p> <p><b>Funding Sources:</b> Extra Duty pay for tutorials - Title I - \$10,000, Extra Duty pay for tutorials - State Comp Ed - \$7,910, Extra Duty pay for tutorials - Title III - \$2,500, Extra Duty pay for tutorials - ESSER III - \$14,332, Instructional Materials for Tutorials - Title I - \$14,845</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Problem Statements:**

Student Achievement
<p><b>Problem Statement 1:</b> Students are not reading on level according to BAS EOY data. (73.62% of incoming 1st, 58.02% of incoming 2nd, 77.46% of incoming 4th, 55.56% of incoming 5th, and 63.17% of incoming 6th graders) <b>Root Cause:</b> More training is needed for targeted Guided Reading instruction with fidelity, along with consistent rating of BAS testing.</p>
<p><b>Problem Statement 2:</b> 3rd Grade Reading and Math students at the Masters level is lower than the other tested grades. (Reading - 3rd - 53%, 6th 63%, 5th - 65%, 6th - 57%; Math - 3rd - 52%, 4th - 56%, 5th - 63%, 6th - 66%) <b>Root Cause:</b> Improvement with rigorous lesson planning is needed with high level, targeted instruction and using data to drive instruction and small group intervention.</p>
Culture and Climate
<p><b>Problem Statement 1:</b> Resource Utilization is an area that is low in our Organizational Health Inventory. <b>Root Cause:</b> More effort needs to be put toward tapping into areas of expertise of staff members to share their knowledge with their colleagues.</p>





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

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

**Performance Objective 1:** Increase the leadership among staff members including Team Leaders, Core Team Leaders, Foundations, and Teacher Lead Professional Development to help increase collaborative decision-making, campus consistency, communication and shared responsibility for the success of the campus.

**Evaluation Data Sources:** Increased student achievement, and self-reflection of teacher growth in the area of best teaching practices.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize staff to provide professional development, mentor new teachers, and model rigorous instruction in target areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher development and increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Coaches, Teachers</p> <p><b>Title I:</b> 2.4, 2.5</p> <p><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> Culture and Climate 1</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**





<b>Culture and Climate</b>
<p><b>Problem Statement 1:</b> Resource Utilization is an area that is low in our Organizational Health Inventory. <b>Root Cause:</b> More effort needs to be put toward tapping into areas of expertise of staff members to share their knowledge with their colleagues.</p>

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

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

**Performance Objective 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	Reviews			
<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>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </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	Reviews			
<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, and high level of staff retention.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Coaches, Mentor Teachers</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Culture and Climate 1</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

Culture and Climate
<p><b>Problem Statement 1:</b> Resource Utilization is an area that is low in our Organizational Health Inventory. <b>Root Cause:</b> More effort needs to be put toward tapping into areas of expertise of staff members to share their knowledge with their colleagues.</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 continue the process to 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:** OHI, HRS Staff and Community Surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The High Reliability Schools team will continue their 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, HRS Committee, Coaches, Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Culture and Climate 1 - Parent and Community Engagement 2</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<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,</p>	Formative			Summative
	Oct	Dec	Mar	June

high school climate

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

**Title I:**

2.5, 2.6


**- ESF Levers:**

Lever 3: Positive School Culture

**Funding Sources:** PBIS Liaison - Title I - \$70,186, PBIS Paraprofessional - Title I - \$20,000

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 1 Problem Statements:**

**Culture and Climate**

**Problem Statement 1:** Resource Utilization is an area that is low in our Organizational Health Inventory. **Root Cause:** More effort needs to be put toward tapping into areas of expertise of staff members to share their knowledge with their colleagues.

**Parent and Community Engagement**





**Problem Statement 2:** Improved communication is needed with parents and community so that all families are aware of what is going on at school. **Root Cause:** Difficult to find the best way to communicate with parents so that they can quickly and easily access the information.

#### 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:** Parents receive communication from the school at least every other week, through newsletters, social media and email communication, and other ways to engage participation

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Parents receive communication from the school at least every other week, through newsletters, social media and email communication, and other ways to increase parent participation.</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:</b> 4.1, 4.2</p> <p><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, 2</p> <p><b>Funding Sources:</b> Parent Engagement Events - Title I - \$3,520</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

#### Performance Objective 2 Problem Statements:





Parent and Community Engagement
<p><b>Problem Statement 1:</b> The percentage of parents who frequently attend PTO meetings, parent information nights, and events at school needs to be increased much more than has in the last year. <b>Root Cause:</b> We need to find a way to engage parents when they first attend meetings, make sure they feel appreciated and valued, and motivate them to continue to participate in meetings and events at school.</p>
<p><b>Problem Statement 2:</b> Improved communication is needed with parents and community so that all families are aware of what is going on at school. <b>Root Cause:</b> Difficult to find the best way to communicate with parents so that they can quickly and easily access the information.</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:** Informal Assessments, Common Formative Assessments, Interim Assessments, STAAR Test

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide technology to be integrated into classroom instruction with focused objectives to intervene, support and enrich the content curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased achievement in local and state math and reading assessments due to closing the gaps in foundational and prerequisite skills by working on the student's skill level and pace.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Coaches, Interventionist, Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> iPads, Chromebooks, and technology to support instruction - ESSER III - \$21,669, Technology to support instruction - Title I - \$21,669, Technology to support instruction - Title III - \$500</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize a Professional Instructional Interventionist to support classrooms for targeted interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased achievement in local and state math and reading assessments</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Coaches, Interventionist, Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Paraprofessional staff - ESSER III - \$20,664</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </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:** Increase student achievement through a collaborative PLC process to plan with focus and fidelity in a backwards design. This process includes rigorous assessments, interventions, and data disaggregation.

**Evaluation Data Sources:** Planning Agendas, Common Grading, Common Assessments, Data Meetings

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Weekly planning meetings are scheduled with agendas so that teachers are prepared and ready to create high level, engaging lessons so that students can meet their academic goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Rigorous lessons and assessments that increase student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Coaches, Teachers.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1, 2</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Problem Statements:**

Student Achievement
<p><b>Problem Statement 1:</b> Students are not reading on level according to BAS EOY data. (73.62% of incoming 1st, 58.02% of incoming 2nd, 77.46% of incoming 4th, 55.56% of incoming 5th, and 63.17% of incoming 6th graders) <b>Root Cause:</b> More training is needed for targeted Guided Reading instruction with fidelity, along with consistent rating of BAS testing.</p>
<p><b>Problem Statement 2:</b> 3rd Grade Reading and Math students at the Masters level is lower than the other tested grades. (Reading - 3rd - 53%, 6th 63%, 5th - 65%, 6th - 57%; Math - 3rd - 52%, 4th - 56%, 5th - 63%, 6th - 66%) <b>Root Cause:</b> Improvement with rigorous lesson planning is needed with high level, targeted instruction and using data to drive instruction and small group intervention.</p>

# State Compensatory

## Budget for Suchma Elementary

**Total SCE Funds:** \$15,820.00

**Total FTEs Funded by SCE:** 0

**Brief Description of SCE Services and/or Programs**

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# Title I

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

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

## 2. Campus Improvement Plan

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus developed a CIP involving parents and other stakeholders such as teachers, the campus principal, paraprofessionals, and community stakeholders.

### 2.2: Regular monitoring and revision

The campus will regularly monitor the CIP and revise strategies based on our identified needs. Our core team will monitor the plan, including administrators, campus coaches, student support services coaches, RTI interventionists, and counselors. Once the Campus Improvement plan is complete, we will share it with staff and parents.

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

The campus ensures our Campus Improvement plan is publicly available to parents and the community (English and Spanish) on the CISD Website under Accountability and available upon request in hard copy.

### 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 subgroups to exceed academic standards. Staff and administration closely monitor grades and assessments to ensure students are on target to meet State standards. Students who are at risk of missing their targeted benchmarks receive support and small group instruction, including:

- RTI Instruction
- In Class Small Group Instruction
- Pull Out Support
- Push In Support

### 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 with an enriched and accelerated curriculum.

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

The campus will address all students' needs, particularly those 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:

- RTI Instruction
- Small Group Instruction
- Guided Math
- In Class Support

## **3. Annual Evaluation**

### **3.1: Annually evaluate the schoolwide plan**

The campus conducted an annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students. Data included academic, social, and emotional reviews by stakeholders, including teachers (general and special education), administration, student support, and families. In addition, the campus explored the intent, use of funds, and available school resources. During formative reviews, the core team will evaluate the Title I Schoolwide Plan annually and throughout the school year.

## **4. Parent and Family Engagement (PFE)**

### **4.1: Develop and distribute Parent and Family Engagement Policy**

With parents' input, the campus jointly developed a written Family Engagement Policy and School Family Student Compact. We also used our Parent Survey at the end of the year to make any needed changes to our Family Engagement Policy and School Family Student Compact.

### **4.2: Offer flexible number of parent involvement meetings**

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



## 5. Targeted Assistance Schools Only

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
John Villalobos	PBIS Professional Liaison	Title I	1.0
Kimberly Moser	RtI Interventionist	Title I	1.0
Melissa Arnold	PBIS Paraprofessional	Title I	1.0

# Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	RtI Professional staff		\$83,000.00
1	2	2	Online Math Intervention Programs		\$8,000.00
1	2	3	Instructional Materials for Tutorials		\$14,845.00
1	2	3	Extra Duty pay for tutorials		\$10,000.00
4	1	2	PBIS Paraprofessional		\$20,000.00
4	1	2	PBIS Liaison		\$70,186.00
4	2	1	Parent Engagement Events		\$3,520.00
5	1	1	Technology to support instruction		\$21,669.00
<b>Sub-Total</b>					\$231,220.00
<b>Budgeted Fund Source Amount</b>					\$231,220.00
<b>+/- Difference</b>					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Books and Materials for Intervention		\$1,000.00
1	2	3	Extra Duty pay for tutorials		\$2,500.00
5	1	1	Technology to support instruction		\$500.00
<b>Sub-Total</b>					\$4,000.00
<b>Budgeted Fund Source Amount</b>					\$4,000.00
<b>+/- Difference</b>					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Materials for Classroom Libraries and Guided Reading		\$7,910.00
1	2	3	Extra Duty pay for tutorials		\$7,910.00
<b>Sub-Total</b>					\$15,820.00
<b>Budgeted Fund Source Amount</b>					\$15,820.00
<b>+/- Difference</b>					\$0.00

ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Books and Materials for Intervention		\$13,301.00
1	1	1	Reading Interventionist		\$73,496.00
1	1	2	Materials for Classroom Libraries and Guided Reading		\$30,000.00
1	2	1	Math Interventionist		\$73,497.00
1	2	3	Extra Duty pay for tutorials		\$14,332.00
5	1	1	iPads, Chromebooks, and technology to support instruction		\$21,669.00
5	1	2	Paraprofessional staff		\$20,664.00
<b>Sub-Total</b>					\$246,959.00
<b>Budgeted Fund Source Amount</b>					\$246,959.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$497,999.00
<b>Grand Total Spent</b>					\$497,999.00
<b>+/- Difference</b>					\$0.00