

Commerce Independent School District
Commerce Elementary
2018-2019 Campus Improvement Plan

Mission Statement

District Mission Statement: CES is committed to quality education for all. We accept responsibility for preparing students for success at the next level.

Relationships

Opportunity

Achievement

Responsibility

Vision

Commerce Elementary School is a "Paws" itive place to DREAM of a bright future, BELIEVE in yourself and others, and ACHIEVE your highest potential.

Comprehensive Needs Assessment

Revised/Approved: October 15, 2015

Demographics

Demographics Summary

26.2% African-American

21 % Hispanic

41 % White

8.74% Two or more Races

Less than 1% Native American

Less than 1% Native Hawaiian or other Pacific Islander

1.54% Asian

LEP = 14%

Commerce Elementary serves all the children in EE-2nd in Commerce ISD. Commerce ISD is economically disadvantaged with the CES campus having a 79% free/reduced lunch rate. The campus has been a Title I Schoolwide Project for many years. CES has an enrollment of approximately 389 students.

Demographics Strengths

Students:

Strengths

- Curious and excited about learning

- Willingness to please
- Enjoy coming to school

Problem Statements Identifying Demographics Needs

Problem Statement 1: Meeting the needs of diverse cultures. **Root Cause:** Multiple cultures with minimum support resources

Student Achievement

Student Achievement Summary

Data Results

Students:

We found that there are significant achievement gaps between our sub-populations, especially between White students and African-American /Hispanic students. These gaps are more evident in the areas of Reading and Writing. The committee also discovered that our economically disadvantaged population needs to be a focal area due to STAAR scores declining on our ACW report card. We are upgrading our Literacy Program to meet the needs of our at risk and enriched student population. Our RTI process is helping to make significant gains in early identification of struggling learners, applying appropriate interventions, and reducing our number of special education referrals. Continued training in literacy instruction, differentiated instruction and technology will be critical to ensuring that all students access the general curriculum in meaningful ways to build student success.

Student Achievement Strengths

- Curious and excited about learning
- Willingness to please
- Responsive to new programs

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Third grade students in CISD are not being as successful as the region at the "Meets Grade Level" in reading by a rate of 32%. **Root Cause:** Reading instructional strategies do not target all sub-populations. More and/or better efficient data (including storage of) is needed to drive instruction.

School Culture and Climate

School Culture and Climate Summary

Physical, environmental, and social aspects of a school have a profound impact on student experiences, attitudes, behaviors, and performance. Commerce Elementary has a school culture and climate that fosters student learning in a motivational and interactive manner which inspires student to learn, attend and stay in school. It is a healthy and positive school culture where all students experience equally supportive learning environments and opportunities that help them learn and thrive.

School Culture and Climate Strengths

Teachers feel supported by administration.

Welcome and friendly staff to all visitors.

Large number of parents attending events and notable number of volunteers.

Inviting and student friendly environment.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Constant/consistent cohesiveness among staff **Root Cause:** Diverse opinions and ideas sometimes create a gap in cohesiveness.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Administrators take time to review and interview quality candidates that are certified in the area that is sought. We have a staff of 48 members. We are 100% highly qualified. All new teachers and returning teachers that are new to the campus have been assigned to a grade level mentor with ongoing support systems in place. We work through multiple teams to make sure all teachers have a voice and decision making for our campus. We create a family atmosphere so that all teachers and staff are a team and want to be here.

Staff Quality, Recruitment, and Retention Strengths

All teachers are highly qualified, and have required certifications. There is a low level of turn over within the staff, and new hires have experience. The implementation of the newest and most innovative instructional techniques are unfolding on the CES campus.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Staff of diverse cultures and needs. **Root Cause:** Lack of candidates with appropriate certification(s) and training.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

CES sustains average scores in comparison with other districts of size and proximity. It is a continual area of evaluation and growth.

Curriculum, Instruction, and Assessment Strengths

- Math and Reading Computer-Based Program – Education Galaxy continues to support student learning.
- Vocabulary Spelling City - Computer-Based Program supports and enhances vocabulary skills
- Whole Brain Teaching Methods implementation is increasing
- Specialized ELAR Program has been adopted and implemented this year
- STEM Reading Classes have become a focus area for K/1st and 2nd
- Leveled Literacy Intervention is being implemented with fidelity
- Use of TRSCC scope and sequence
- Vertically and horizontally aligned curriculum
- Technology upgrades and training to address student needs
- Abydos Writing Program is a resource in conjunction with Fountas & Pinnell Classroom
- MTA Dyslexia Program utilized to meet the needs of students that qualify with an educational need

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: CES needs more instructional and curriculum focus in the area of Math. **Root Cause:** Lack of resources/more of an emphasis on ELAR

Parent and Community Engagement

Parent and Community Engagement Summary

Campus and district provide multiple opportunities for families and the community to visit and be a part of the educational process. PTO, mentors, and local business sponsors continue to support and enrich CES.

Parent and Community Engagement Strengths

- Parent Volunteers
- PTO is an avid supporter of CES
- Large numbers of parents present for student performances and events
- Fire Department delivers A-Team Students to school
- Mentorship program through TAMU-C is growing and enhancing student relationships.
- Continued implementation of Watch Dog program at CES
- Community and businesses supporting our campus

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Diverse population attendance is not as high as we would like. **Root Cause:** Not as available.

School Context and Organization

School Context and Organization Summary

Campus target areas are a focus with the implementation of TPRI and LLI benchmark testing data. We have aligned our RTI criteria and process to meet the recommendations of the state. We continue to monitor all student data through local benchmarks and state assessments.

School Context and Organization Strengths

- Highly qualified staff
- Highly motivated staff and students
- PLCs
- PTO
- Specialized instructional staff on campus three days per week to provide staff and instructional support
- Specialized technology staff on campus providing and integrating additional technological and instructional support
- The partnership of TAMU-C providing staff and instructional support
- The ACE/Boys and Girl's Club reorganizing and improving their services to meet the needs of our students through the 21st Century Grant.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Need increased family/community support in school and at home. **Root Cause:** The lack of response to communication.

Technology

Technology Summary

Commerce Elementary continues to utilize nine iPad carts. These devices are available for checkout from the library using a shared calendar. Each classroom has at least one Square Panda that interacts with the iPad. In addition, each student visits the computer lab 1-2 times per week. Instructional technology includes a laptop for each classroom, interactive whiteboard (IWB), projector, and document camera in each classroom. The availability of an interactive method for providing instruction through the Google Expeditions program is available. We also have our own technology specialists on campus to support staff and instruction.

Technology Strengths

1 Full Computer Lab with teaching aide

9 iPad Carts available

2 teacher technology integration coaches (iCoach)

Laptop, Promethean IWB, projector, and Elmo document camera for each teacher

Google Expeditions program for interactive instruction

Square Pandas

Osmos available for checkout

Problem Statements Identifying Technology Needs

Problem Statement 1: Utilizing technology in more project-based activities **Root Cause:** Time factor and support for utilization

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility

- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

- Other additional data

Goals

Revised/Approved: October 16, 2018

Goal 1: CISD will provide exemplary programs to ensure that all students are successful learners.

Performance Objective 1: Improve end of year reading performance in each grade level. Kinder end of year data 2017 showed 46% on grade level (Level C or higher). Goal for end of year 2018 is 56% on grade level. First grade end of year data 2017 showed 67% on grade level (Level I or higher). Goal for end of year 2018 is 77% on grade level. Second grade end of year data 2017 showed 73% on grade level (Level M or higher). Goal for end of year 2018 is 83% on grade level.







Evaluation Data Source(s) 1: Fountas & Pinnell Benchmark Assessment System

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Implementation of new literacy program - Fountas & Pinnell Classroom. Five designated days of professional training will be provided for kindergarten - 2nd grade teachers that will target the knowledge and skills to successfully implement the program. Follow up support will also be provided by the trainer.</p>	2.4, 2.5, 2.6	Administration, Elementary Curriculum Director, Teachers	Improved end of year reading performance in all grade levels.				
<p>2) Provide extended learning opportunities, family engagement and educational programs through ACE/Boys&Girls Club.</p>	2.4, 2.5, 2.6, 3.1, 3.2	Administrators, Teachers, Campus ACE Director and staff	Improved academic performance, Benchmark testing increase				
<p>Problem Statements: Demographics 1</p> <p>Funding Sources: 211 - Title I, Part A - 0.00</p>							

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 7</p> <p>3) Utilize ASPIRE Director in collaboration with TAMU-C and CISD to address professional development, community engagement, extended year services and creation of LIGER Institute.</p>	2.4, 2.5, 2.6	TAMU-C, ASPIRE Director, CISD Administration, Classroom Teachers	Improved teacher quality through professional development; Improved student achievement; Increase in community involvement				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>4) Students will show continuous improvement on benchmark and primary assessment instruments.</p>	Principal, Assistant Principal, Instructional Coordinator, Teachers		End of year assessments showing 10% gains.				
Problem Statements: Curriculum, Instruction, and Assessment 1							
<p>Critical Success Factors CSF 1 CSF 2</p> <p>5) Resources for success: Title 1, Part A; Title II, PartA; Title 111 and State Compensatory Education funds will be used to implement school-wide programs to upgrade the entire instructional program.</p>	Administrators, Federal Programs Coordinator		Tests Scores/Benchmark Test scores				
Problem Statements: Demographics 1							
Funding Sources: 263 - Title III LEP - 1990.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>6) Students will be offered a curriculum that includes state of the art technology, research-based programs, and coaching specialist, so that classes simulate real world learning for our students.</p>	Principal, Assistant Principal, Teachers, Instructional Technologist		Mastery of Technology-Based Programs and devices Square Panda Technology Supplement for Literacy RTI				
Problem Statements: Technology 1							
Funding Sources: 211 - Title I, Part A - 3500.00							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>7) Provide a teacher to support ELL students.</p>	Principal, Assistant Principal, Federal Programs Director, Coordinator		Benchmarks, TPRI Reading, TELPAS and Las Links assessments will show student growth				
Funding Sources: 263 - Title III LEP - 50000.00							
<p>Critical Success Factors CSF 1</p> <p>8) All teachers will be ESL certified to support student instruction and social skills.</p>	Principal, Assistant Principal, Federal Programs Director, ESL Coordinator		Benchmarks, TPRI Reading, TELPAS and Las Links assessments will show student growth				
<p>Critical Success Factors CSF 1</p> <p>9) Implementation of STREAM reading and science instruction to enhance student's reading scores.</p>	Principal, Assistant Principal, Reading Specialists		Benchmark Testing, TPRI Reading and Unit Tests				

<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>10) Target reading support for African American, at-risk, ELL and SPED Students during our RTI Prime Time small group sessions. Research-based resources: TPRI, Florida Center for Reading Research, Leveled Learning Literacy (Phonics)</p>	2.4, 2.5, 2.6	Administrators, Reading Specialist, Instructional/Curriculum Coordinator	BAS (Fountas and Pinnell) and TPRI will show increase.				
	<p>Problem Statements: Student Achievement 1 Funding Sources: 211 - Title I, Part A - 2300.00</p>						
<p>Critical Success Factors CSF 1</p> <p>11) Abydos Writing Program in conjunction with Fountas & Pinnell Classroom, Whole Brain Instruction and Fundamental 5 Critical Writing component to teach students writing skills and continue to expand communication.</p>	2.4, 2.5, 2.6	Administration, Elementary curriculum director, teachers	TPRI and LLI Benchmark Testing				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>12) Reading interventionists (1.5 FTE) serve struggling readers in small groups daily. Instructional and technology specialist on campus weekly for coaching support.</p>		Administrators, Reading Specialist	Level Literacy Intervention, MTA Dyslexia Programs, and TPRI Prescribed Skills Support Resources				
	<p>Problem Statements: Demographics 1 Funding Sources: 211 - Title I, Part A - 70000.00</p>						
<p>Critical Success Factors CSF 1</p> <p>13) Full day PreK/Head Start program to meet the needs of students and better prepare them for Kindergarten.</p>							
	<p>Funding Sources: 211 - Title I, Part A - 40000.00</p>						
<p>Critical Success Factors CSF 1</p> <p>14) Instructional aide manages and instructs educational technology programs for all students.</p>		Computer Lab instructional Aide, Administrators	IPADS and Chrome books w/Carts				
	<p>Funding Sources: 211 - Title I, Part A - 18000.00</p>						
<p>Critical Success Factors CSF 1</p> <p>15) Instructional aide provides assistance during RTI instruction for struggling students and teacher support.</p>		Administrators	TPRI and DRA2 Assessments/LLI Benchmark Testing				
	<p>Funding Sources: 211 - Title I, Part A - 15000.00</p>						
<p>Critical Success Factors CSF 6</p> <p>16) Provide assistance to homeless students including school supplies, clothing needs and tutorials.</p>		Counselor, Administrators					
	<p>Funding Sources: 211 - Title I, Part A - 500.00</p>						

<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>17) Provide transitions for Pre-K /Head Start students into the kindergarten program through meeting with kindergarten teachers. Provide transitions for 2nd grade to transition into 3rd grade on another campus, by touring the building and meeting with teachers.</p>		Teachers, Administrators	Student Success Increases				
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>18) Teachers will use Eduphoria Aware, TPRI Literacy Assessment, PreK Brigance Benchmark/At risk, Circle(CLI) Engage Assessments, BAS Leveled Literacy RTI Benchmark and Go Math to analyze student performance and develop intervention groups.</p>		Admin. Teachers, Reading Specialist, Instructional Coordinator	TPRI, LLI Benchmark, PREK Assessments				
<p>19) Implementation of Square Pandas to reinforce the PreK-2nd grade phonemic awareness program.</p>		Administration	LLI Benchmark and TPRI, Circle Engage Testing				
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Meeting the needs of diverse cultures. Root Cause 1: Multiple cultures with minimum support resources
Student Achievement
Problem Statement 1: Third grade students in CISD are not being as successful as the region at the "Meets Grade Level" in reading by a rate of 32%. Root Cause 1: Reading instructional strategies do not target all sub-populations. More and/or better efficient data (including storage of) is needed to drive instruction.
Curriculum, Instruction, and Assessment
Problem Statement 1: CES needs more instructional and curriculum focus in the area of Math. Root Cause 1: Lack of resources/more of an emphasis on ELAR
Technology
Problem Statement 1: Utilizing technology in more project-based activities Root Cause 1: Time factor and support for utilization







Goal 2: CISD will maintain and improve facilities and support systems that enhance a positive learning environment and foster student and community pride.

Performance Objective 1: Commerce Elementary School will maintain an attendance rate of 96% or higher and decrease incidences of disruptive behavior.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Safe Environment. CES will promote a safe, orderly and clean environment.</p>		Principal, Assistant Principal, Maintenance Supervisor	Low to no accidents, injuries, or illnesses.				
<p>Critical Success Factors CSF 6</p> <p>2) The Implementation of TBRI(Trust-Based Relationship Interventions) to foster student and staff relationships, provide strategies, monitor, and enhance behaviors.</p>		Assistant Principal, Principal	Behavior log, Decrease in behavior incidents and increase in instruction				
	Problem Statements: Demographics 1						
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>3) Collaborate with TAMU-C Social Work Department to attain Master's level social work intern on campus which provides behavioral supports/resources for students, teachers and families.</p>	2.6	Administrators, TAMU-C Liaison	Increased student achievement				
<p>Critical Success Factors CSF 6</p> <p>4) Behavioral specialist, provided by Tri-County, to address and facilitate student behavior supports.</p>		Tri-County Behavioral Specialist, Principal, Assistant Principal	Discipline log, Fewer discipline referrals				
<p>Critical Success Factors CSF 1</p> <p>5) Improve student attendance through motivational activities and parent notification.</p> <p>A-Team (Students)</p>		PEIMS coordinator, Administrators, Teachers	Decrease absenteeism/tardiness and increase in academic success.				
	Funding Sources: 461 - Campus Activity Fund - 2000.00						

<p>Critical Success Factors CSF 6</p> <p>6) Facilities Maintain facilities that are comfortable and conducive to the teaching/learning process</p>		Maintenance Dept. Principal, Assistant Principal	Low to no incidents recorded.				
<p>Critical Success Factors CSF 6</p> <p>7) Bullying prevention program for character development and problem solving during morning assembly.</p>		Counselor, Teachers, Administrators	Discipline Log, Reduction in discipline referrals Bucket Fillers TBRI Intervention				
<p>Critical Success Factors CSF 6</p> <p>8) Communication with parents to promote student attendance and increase student learning.</p>		Teachers, Admin. PIEMS Coordinator	Skyward Data, Improved attendance rates and academic success				
<p>Critical Success Factors CSF 6</p> <p>9) The implementation of a Sensory Intervention Room to reduce behavior issues and enhance learning for SPED and GEN ED students.</p>		Sensory Room Aide, Principal, Assistant Principal, Teachers	Decrease in Behavioral Referrals, increase in reporting grades.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:







Demographics
Problem Statement 1: Meeting the needs of diverse cultures. Root Cause 1: Multiple cultures with minimum support resources

Goal 3: CISD will provide timely, open communication and positive parental and community partnership opportunities in our schools.

Performance Objective 1: Parent and community involvement will increase (i.e. PTO membership, attendance at meetings, volunteers, events.)

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>1) Parents and community will participate in the educational process through family night events.</p>		Administration, Teachers,	Increase of attendance at and communication through family night events.				
<p>Problem Statements: Parent and Community Engagement 1 - School Context and Organization 1 Funding Sources: 211 - Title I, Part A - 20000.00</p>							
2) Improve communication among school, parents, students and community.		Principal, Assistance Principal, Campus Webmaster, Teachers	Weekly Folder Responses, Social Media Input, Surveys, Class Dojo implemented school-wide, Principal's Newsletter				
3) Continued partnership with TAMU-C for college student workers to work with at-risk students.		Administration, Internationalist, TAMU-C Personnel	Student worker/mentors sign-in sheets. Decrease in discipline referrals. Increase in academics through benchmark testing. Summer School Activities				
4) Include parents as partners during RTI, 504 and SPED IEP process.		Principal, Assistant Principal	Sign-In sheets, Parent involvement increases academics, Specialty test results increase.				
5) Documentation and communication provided to prevent truancy.		Assistant Principal, PEIMS	Improved attendance and academics.				
6) Parent and community volunteers utilized to provide student support and monitoring.		Principal, Assistant Principal, Teachers	Watch Dog Program impacting student relationships and successes. Reduction of student referrals, increase reading and math scores.				
7) Offer a parent/community forum on dyslexia characteristics.		Dyslexia Teacher/Campus coordinator	Student support/success Parent involvement/knowledgeable				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

Parent and Community Engagement
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Problem Statement 1: Diverse population attendance is not as high as we would like. Root Cause 1: Not as available.

School Context and Organization
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Problem Statement 1: Need increased family/community support in school and at home. Root Cause 1: The lack of response to communication.
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Goal 4: CISD will attract and retain qualified employees by providing competitive benefits, compensation and the training and tools necessary for students.

Performance Objective 1: Commerce Elementary School will achieve 100% Highly Qualified staff with a turnover rate of < 10%.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>1) Highly Qualified Staff: School will maintain 100% highly qualified teachers and paraprofessionals</p>		Principal, Assistant Principal	Student and Teacher Success.				
<p>Critical Success Factors CSF 6 CSF 7</p> <p>2) All staff will be provided curriculum/instructional training and high quality, sustained professional development.</p>		Principal, Assistant Principal, Curriculum Director, iCoach Team	<p>Documentation of Attendance/Certifications</p> <p>Improvement on Student Testing Scores.</p> <p>Implementation of Professional Support Staff Incentive within Campus.</p> <p>Instructional/Curriculum Specialist on campus 2 times per week for support</p>				
Funding Sources: 211 - Title I, Part A - 30000.00							
<p>Critical Success Factors CSF 1</p> <p>3) All staff will meet required technology proficiency levels.</p>		Administration, Technology Instruction Specialist	<p>The implementation of multiple technology-based learning strategies, programs and learning apps within classrooms.</p> <p>Technology Instructional Specialist on campus providing immediate and ongoing support</p> <p>iCoach Training Sessions Provided</p>				
<p>Critical Success Factors CSF 1</p> <p>4) Mandate ESL and encourage GT certifications of all primary grade teachers.</p>		District ESL Coordinator, Principal, Assistant Principal	Improvement on ESL tests scores and increased number of students needing enrichment.				

<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>5) TTESS (Texas Teacher Evaluation and Support Systems) and SLO (Student Learning Objectives) implementation and training provided to all teachers for accountability purposes.</p>		Principal, Assistant Principal	TTESS Appraisal Instrument, Teacher support system, Student test scores improvement				
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>6) Provide staff development for all teachers to implement the ELPS and support second language acquisition for ELL students.</p>		ESL District Coordinator, ESL Campus Coordinator, Administration, District Curriculum Coordinator	Staff development attendance and certificates. ESL Sessions during PLC Meetings				
<p>7) Provide supplemental researched based staff development through various learning opportunities.</p>		Principal, Assistant Principal	Increase teacher quality - TBRI Training, LLI Phonics and Benchmark testing training, Fountas & Pinnell Classroom, Math and Reading Academy, Guided Reading and Differentiation Training				
	<p>Problem Statements: Demographics 1 Funding Sources: 211 - Title I, Part A - 5000.00</p>						
<p>Critical Success Factors CSF 7</p> <p>8) ESL teacher attends Title III Symposium; Provides training to staff.</p>		Principal, ESL Coordinator	Trained staff with updates and strategies for TELPAS and ELPS Implementation				
<p>Critical Success Factors CSF 7</p> <p>9) New hire teachers will be required to do a 15-20 minute mini lesson as part of the hiring process.</p>		Administrators	Employment consideration				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Meeting the needs of diverse cultures. Root Cause 1: Multiple cultures with minimum support resources

Goal 5: CISD will invest resources to ensure that students, parents and the community receive optimal educational services.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Implementation of new literacy program - Fountas & Pinnell Classroom. Five designated days of professional training will be provided for kindergarten - 2nd grade teachers that will target the knowledge and skills to successfully implement the program. Follow up support will also be provided by the trainer.
1	1	6	Students will be offered a curriculum that includes state of the art technology, research-based programs, and coaching specialist, so that classes simulate real world learning for our students.
1	1	7	Provide a teacher to support ELL students.
1	1	8	All teachers will be ESL certified to support student instruction and social skills.
1	1	9	Implementation of STREAM reading and science instruction to enhance student's reading scores.
1	1	10	Target reading support for African American, at-risk, ELL and SPED Students during our RTI Prime Time small group sessions. Research-based resources: TPRI, Florida Center for Reading Research, Leveled Learning Literacy (Phonics)
1	1	11	Abydos Writing Program in conjunction with Fountas & Pinnell Classroom, Whole Brain Instruction and Fundamental 5 Critical Writing component to teach students writing skills and continue to expand communication.
4	1	4	Mandate ESL and encourage GT certifications of all primary grade teachers.
4	1	6	Provide staff development for all teachers to implement the ELPS and support second language acquisition for ELL students.
4	1	8	ESL teacher attends Title III Symposium; Provides training to staff.

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Wanda Beane	Principal
Classroom Teacher	Angie Burns	Pre-K Teacher
Community Representative	Erica Campbell	Community Member
Community Representative	Kerry Crews	Community Member
Classroom Teacher	Shylo Faske	Kindergarten Teacher
Business Representative	Kelsey Lytle	Business Owner
Counselor	Belinda Miller	School Counselor
Parent	Patricia Nelle	Assistant Principal
Classroom Teacher	Nicole Johnson	Kindergarten Teacher
Classroom Teacher	Tiffany Otken	1st Grade Teacher
Parent	Diana Pemberton	2nd Grade Teacher
Classroom Teacher	Amanda Salters	Kindergarten Teacher
Business Representative	Don Samples	Business Owner
District-level Professional	Cari Sturch	Elementary Curriculum Director

Campus Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	21st Century Grant		\$0.00
1	1	6	Square Panda- Technology Literacy Resource		\$3,500.00
1	1	10	TPRI On-line Resource, Florida Center for Reading Research On-line Resource, LLI, BAS		\$2,300.00
1	1	12			\$70,000.00
1	1	13			\$40,000.00
1	1	14			\$18,000.00
1	1	15			\$15,000.00
1	1	16			\$500.00
1	1	19		\$3500.00	\$0.00
3	1	1	Boys and Girl's Club Resources		\$20,000.00
4	1	2			\$30,000.00
4	1	7			\$5,000.00
Sub-Total					\$204,300.00
263 - Title III LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$1,990.00
1	1	7	allocation of teacher		\$50,000.00
Sub-Total					\$51,990.00
461 - Campus Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5			\$2,000.00
Sub-Total					\$2,000.00
Grand Total					\$258,290.00