

Commerce Independent School District
Commerce Elementary
2019-2020 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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

27.4% African-American

20.9% Hispanic

42.5% White

7.7% Two or more Races

Less than 1% Native Hawaiian or other Pacific Island

Less than 1% Asian

LEP = 13.7%

Commerce Elementary serves all the children in EE-2nd in Commerce ISD. Commerce ISD is economically disadvantaged with the CES campus having a 91% free/reduced lunch rate. The campus has been a Title I Schoolwide Project for many years. CES has an enrollment of approximately 402 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: CES is challenged with meeting the needs of diverse cultures. **Root Cause:** CES has a variety of 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 MTSS 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

CES students are:

- Curious and excited about learning.
- Willing 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 compared to the region (Region 10) at the "Meets Grade Level" in reading. **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 and staff 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 students 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 are supported by administration.

Welcoming 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 51 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 are a part of 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 most 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 TRS 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 is 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:** There is a lack of resources/more of an emphasis placed 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 for parent/community activities. **Root Cause:** Transportation is not readily available for many of our families during the evening.

School Context and Organization

School Context and Organization Summary

Campus target areas are a focus with the implementation of TPRI/CLI (Circle/KEA) and F&P benchmark testing data. We have aligned our MTSS 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
- 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: There is a need at CES for increased family/community support in school and at home. **Root Cause:** There is a lack of response to communication and availability of time due to family responsibilities.

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 a shared district technology specialist to support staff and instruction.

Technology Strengths

- 1 Full Computer Lab with teaching aide
- 9 iPad Carts available
- 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: Technology focus should be shifted to more project-based activities. **Root Cause:** There is a lack of support for utilization of technology.

Priority Problem Statements

Problem Statement 1: CES is challenged with meeting the needs of diverse cultures.

Root Cause 1: CES has a variety of cultures with minimum support resources.

Problem Statement 1 Areas: Demographics

Problem Statement 2: CES needs more instructional and curriculum focus in the area of Math.

Root Cause 2: There is a lack of resources/more of an emphasis placed on ELAR.

Problem Statement 2 Areas: Curriculum, Instruction, and Assessment

Problem Statement 3: Diverse population attendance is not as high as we would like for parent/community activities.

Root Cause 3: Transportation is not readily available for many of our families during the evening.

Problem Statement 3 Areas: Parent and Community Engagement

Problem Statement 4: There is a need at CES for increased family/community support in school and at home.

Root Cause 4: There is a lack of response to communication and availability of time due to family responsibilities.

Problem Statement 4 Areas: School Context and Organization

Problem Statement 5: Technology focus should be shifted to more project-based activities.

Root Cause 5: There is a lack of support for utilization of technology.

Problem Statement 5 Areas: Technology

Problem Statement 6: Third grade students in CISD are not being as successful as compared to the region (Region 10) at the "Meets Grade Level" in reading.

Root Cause 6: Reading instructional strategies do not target all sub-populations. More and/or better efficient data (including storage of) is needed to drive instruction.

Problem Statement 6 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 Performance Objectives Summative Review from previous year
- 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
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved Prekindergarten and Kindergarten assessment data

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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- STEM/STEAM 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

Employee Data

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

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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

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. A minimum of 80% of students at CES in grades K-2 will increase their reading level by at least a year's growth as determined by Fountas & Pinnell's Benchmark Assessment System.


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>Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levels Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Implementation of 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 continue with implementation of 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>Problem Statements: Student Achievement 1</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>2) Title 1, Part A; Title II, Part A; Title 111 and State Compensatory Education funds will be used to implement school-wide programs to upgrade the entire instructional program.</p>	2.4	Administrators, Federal Programs Coordinator	Tests Scores/Benchmark Test scores				
<p>Problem Statements: Student Achievement 1 Funding Sources: 263 - Title III LEP - 1990.00</p>							
<p>Comprehensive Support Strategy</p> <p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>ESF Levers Lever 5: Effective Instruction</p> <p>3) Provide a teacher to support ELL students and a teacher to support students with dyslexia.</p>	2.4, 2.6	Principal, Assistant Principal, Federal Programs Director, Coordinator	Benchmarks, TPRI Reading, TELPAS and Las Links assessments will show student growth				
<p>Problem Statements: Student Achievement 1 Funding Sources: 263 - Title III LEP - 50000.00</p>							
<p>Comprehensive Support Strategy</p> <p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction</p> <p>4) All teachers will be ESL certified to support student instruction and social skills.</p>	2.4, 2.6	Principal, Assistant Principal, Federal Programs Director, ESL Coordinator	Benchmarks, TPRI Reading, TELPAS and Las Links assessments will show student growth				
<p>Problem Statements: Demographics 1</p>							
<p>Comprehensive Support Strategy</p> <p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>ESF Levers Lever 5: Effective Instruction</p> <p>5) STREAM instruction to enhance students' reading comprehension/ vocabulary.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Reading Specialists	Benchmark Testing, TPRI Reading and Unit Tests				
<p>Problem Statements: Student Achievement 1</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 5: Effective Instruction 6) Prime Time reading instruction (MTSS) will target support for African American, at-risk, EL and SPED populations.	2.4, 2.5, 2.6	Administrators, Reading Specialist, Instructional/Curriculum Coordinator	BAS (Fountas and Pinnell) and TPRI will show increase.				
	Problem Statements: Demographics 1 - Student Achievement 1 Funding Sources: 211 - Title I, Part A - 2300.00						
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 7) Reading interventionists (1.5 FTE) serve struggling readers in small groups daily. Instructional specialist on campus weekly for coaching support.	2.4, 2.6	Administrators, Reading Specialist	Level Literacy Intervention, MTA Dyslexia Programs, and TPRI Prescribed Skills Support Resources				
	Problem Statements: Student Achievement 1 Funding Sources: 211 - Title I, Part A - 70000.00						
TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 8) Full day PreK/Head Start program to meet the needs of students and better prepare them for Kindergarten.	2.4, 2.5, 2.6	Head Start Coordinator/ Administration	Students will be better prepared for Kindergarten.				
	Problem Statements: Demographics 1 - Student Achievement 1 Funding Sources: 211 - Title I, Part A - 40000.00						
TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 9) Instructional aides provide assistance during MTSS instruction for struggling students and teacher support.	2.4, 2.5, 2.6	Administrators/ Reading Interventionists	TPRI & CLI Engage Assessments/LLI Benchmark Testing				
	Problem Statements: Student Achievement 1 Funding Sources: 211 - Title I, Part A - 15000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>10) Teachers will use Eduphoria Aware, TPRI Literacy Assessment, Circle CLI Engage & KEA Engage Assessments, BAS Leveled Literacy and Go Math to analyze student performance and develop intervention groups.</p>	2.4, 2.5	Admin. Teachers, Reading Specialist, Instructional Coordinator	TPRI, LLI Benchmark, PREK & Kindergarten Assessments				
Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1							
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>ESF Levers Lever 5: Effective Instruction</p> <p>11) Implementation of Square Pandas to reinforce the PreK-2nd grade phonemic awareness program, along with K-2nd focusing on Education Galaxy for scaffolded intervention.</p>	2.4, 2.5, 2.6	Administration, Teachers, and Instructional Aides	LLI Benchmark and TPRI, Circle Engage & KEA Engage Testing				
Problem Statements: Student Achievement 1 Funding Sources: 211 - Title I, Part A - 0.00							
							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: CES is challenged with meeting the needs of diverse cultures. Root Cause 1: CES has a variety of cultures with minimum support resources.
Student Achievement
Problem Statement 1: Third grade students in CISD are not being as successful as compared to the region (Region 10) at the "Meets Grade Level" in reading. 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: There is a lack of resources/more of an emphasis placed on ELAR.

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>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 5: Effective Instruction</p> <p>1) Implement TBRI(Trust-Based Relationship Interventions) to foster student and staff relationships, provide strategies, monitor, and enhance behaviors.</p>	2.4, 2.5	Assistant Principal, Principal	Decrease in behavior incidents and increase in instruction				
Problem Statements: Demographics 1							
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 5: Effective Instruction</p> <p>2) Work with behavioral specialist, provided by Tri-County, to address and facilitate student behavior supports.</p>	2.4, 2.5	Tri-County Behavioral Specialist, Principal, Assistant Principal	Fewer discipline referrals				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 5: Effective Instruction</p> <p>3) Improve student attendance through motivational activities.</p> <p>A-Team (Students)</p>	2.4, 2.5	PEIMS coordinator, Administrators, Teachers	Decrease absenteeism/tardiness and increase in academic success				
<p>Problem Statements: Student Achievement 1 Funding Sources: 461 - Campus Activity Fund - 2000.00</p>							
<p>TEA Priorities Improve low-performing schools</p> <p>ESF Levers Lever 3: Positive School Culture Lever 5: Effective Instruction</p> <p>4) Bullying prevention programs, such as AIMS for Success and NED Show, will be provided for character development and problem solving.</p>	2.4, 2.5, 2.6	Counselor, Teachers, Administrators	Reduction in discipline referrals and increase of instructional time				
<p>Problem Statements: Demographics 1</p>							
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 5: Effective Instruction</p> <p>5) Communication with parents such as Skyward automated phone calls and truancy letters, to promote student attendance and increase student learning.</p>	2.4, 2.5, 2.6	Teachers, Administrators, PEIMS Coordinator	Improved attendance rates and academic success				
<p>Problem Statements: School Context and Organization 1</p>							
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 5: Effective Instruction</p> <p>6) Utilize a sensory room as an intervention to reduce behavior issues and enhance learning for special education and general education students.</p>	2.4, 2.5, 2.6	Sensory Room Aide, Principal, Assistant Principal, Teachers	Decrease in behavioral referrals and increase in academic success				
<p>Problem Statements: Demographics 1</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 5: Effective Instruction 7) Implement Second Step SEL Curriculum campus-wide.	2.4, 2.5, 2.6	Administrators, Counselor, Teachers	Reduce the number of behavioral referrals and increase academic success				
	Problem Statements: Demographics 1						
TEA Priorities Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 5: Effective Instruction 8) Positive reinforcement systems will be utilized such as, Tiger PAWS and On the Ball, to promote acceptable behavior on the campus.	2.4, 2.6	Administrators, Teachers, Counselor, Instructional Aides	Increased positive student behavior				
	Problem Statements: Demographics 1						
							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: CES is challenged with meeting the needs of diverse cultures. Root Cause 1: CES has a variety of cultures with minimum support resources.
Student Achievement
Problem Statement 1: Third grade students in CISD are not being as successful as compared to the region (Region 10) at the "Meets Grade Level" in reading. 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.
School Context and Organization
Problem Statement 1: There is a need at CES for increased family/community support in school and at home. Root Cause 1: There is a lack of response to communication and availability of time due to family responsibilities.

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 2: Maintain facilities that are clean, safe, and conducive to the teaching and learning processes.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 3: Positive School Culture 1) Weekly facility walks conducted by assistant principal and custodial director to monitor cleanliness of building.	2.5, 2.6	Custodial department, Maintenance department and Assistant Principal	Maintain cleanliness and appearance of campus. Low to no incidents of accidents, injuries or illnesses in the building.				
Problem Statements: Parent and Community Engagement 1							

Performance Objective 2 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Diverse population attendance is not as high as we would like for parent/community activities. Root Cause 1: Transportation is not readily available for many of our families during the evening.

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
TEA Priorities Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 5: Effective Instruction 1) Parents and community will participate in the educational process through family night events.	3.1, 3.2	Administration, Teachers,	Increase of attendance at and communication through family night events				
				Problem Statements: Parent and Community Engagement 1 - School Context and Organization 1 Funding Sources: 211 - Title I, Part A - 20000.00			
TEA Priorities Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 2) Through the use of a variety of methods, we will communicate among school, parents, students and community. Examples include but are not limited to: student weekly communication folders, campus-wide Class Dojo, Skyward messaging system, social media, administrators' monthly newsletters.	3.1	Principal, Assistance Principal, Campus Webmaster, Teachers	All stakeholders will receive necessary information for continued campus success				
				Problem Statements: School Context and Organization 1			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 5: Effective Instruction</p> <p>3) Partnership with TAMU-C to provide student workers and volunteers for supporting all and/or at-risk students.</p>	2.4, 2.5, 2.6	Administration, TAMU-C workers/volunteers, and Teachers	Decrease in discipline referrals and increase in academic success				
Problem Statements: Student Achievement 1							
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>4) Include parents as partners during MTSS, 504 and SpEd IEP process.</p>	3.1, 3.2	Principal, Assistant Principal, Counselor	Increase vital communication to parents and/or families in reference to students' academic needs				
Problem Statements: Student Achievement 1 - School Context and Organization 1							
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 5: Effective Instruction</p> <p>5) Parent and community volunteers will be utilized to provide student support and monitoring. Examples include but are not limited to: Watch D.O.G.S, retired teachers, university student athletes (2nd and 7 Program), and PTO.</p>	2.4, 2.5, 2.6, 3.1	Principal, Assistant Principal, Teachers	Reduction of student referrals and increase of reading and math scores				
Problem Statements: Student Achievement 1 - School Context and Organization 1							
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>ESF Levers Lever 3: Positive School Culture Lever 5: Effective Instruction</p> <p>6) Parents and community will be informed of dyslexia characteristics and best practices through newsletters and/or video.</p>	2.6, 3.1	Dyslexia teacher/Campus coordinator	Parent knowledge and student success will increase				
Problem Statements: Student Achievement 1 - School Context and Organization 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Third grade students in CISD are not being as successful as compared to the region (Region 10) at the "Meets Grade Level" in reading. 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.
Parent and Community Engagement
Problem Statement 1: Diverse population attendance is not as high as we would like for parent/community activities. Root Cause 1: Transportation is not readily available for many of our families during the evening.
School Context and Organization
Problem Statement 1: There is a need at CES for increased family/community support in school and at home. Root Cause 1: There is a lack of response to communication and availability of time due to family responsibilities.

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>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 5: Effective Instruction</p> <p>1) Through the interview process the CES interview team will offer teacher contracts and instructional aide positions to only those who are highly qualified.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal	Student and teacher success				
Problem Statements: Student Achievement 1							
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>2) All staff will be provided curriculum/instructional training and high quality, sustained professional development.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Curriculum Director, iCAT Team	Increase student and teacher success				
Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Technology 1 Funding Sources: 211 - Title I, Part A - 30000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 3) ESL certification will be required and GT certification will be encouraged for all primary grade teachers.	2.4, 2.5, 2.6	District ESL Coordinator, Principal, Assistant Principal, Campus ESL Coordinator	Improvement of TELPAS scores and decrease number of ELLs needing intervention; improve the quality of classroom instruction				
				Problem Statements: Student Achievement 1			
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 4) TTESS (Texas Teacher Evaluation and Support Systems) and SLO (Student Learning Objectives) implementation and training provided to all teachers for accountability purposes.	2.4, 2.5, 2.6	Principal, Assistant Principal	Create a teacher focus for self-improvement; student test scores improvement				
				Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1			
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 5) ESL/Reading Specialist attends Title III Symposium in order to provide staff development for all teachers to implement the ELPS and support second language acquisition for EL students.	2.4, 2.5, 2.6	ESL District Coordinator, ESL Campus Coordinator, Administration, District Curriculum Coordinator	Trained staff with updates and strategies for TELPAS and ELPS Implementation; Improved instructional methods within the classrooms; Decrease the number of ELs that require intervention				
				Problem Statements: Demographics 1 - Student Achievement 1			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>6) Provide supplemental, researched-based staff development through various learning opportunities.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal	Improved instructional methods within the classrooms - Second Step, TBRI Training, LLI Phonics and Benchmark Assessment System training, Fountas & Pinnell Classroom, Reading Academy, Guided Reading and Writing Training, Education Galaxy, etc.				
<p>Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Technology 1</p> <p>Funding Sources: 211 - Title I, Part A - 5000.00</p>							
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 5: Effective Instruction</p> <p>7) New hire teachers will be required to do a 15-20 minute mini lesson as part of the hiring process.</p>	2.5	Administrators, Interview Teams	Quality employment consideration				
<p>Problem Statements: Demographics 1</p>							
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction</p> <p>8) Dyslexia/Reading Specialist provides professional development for teachers in best practices for students with dyslexia.</p>	2.4, 2.5, 2.6	Administrators, Elementary Curriculum Coordinator, Dyslexia/Reading Specialist	Improved practices in the area of reading instruction within the classrooms				
<p>Problem Statements: Student Achievement 1</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 9) CES 101, a professional development opportunity for new staff members to be trained on CES best practices already established, is implemented monthly.	2.4, 2.5, 2.6	Administrators	Quality instruction and best practices implemented campus-wide				
Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Technology 1							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: CES is challenged with meeting the needs of diverse cultures. Root Cause 1: CES has a variety of cultures with minimum support resources.
Student Achievement
Problem Statement 1: Third grade students in CISD are not being as successful as compared to the region (Region 10) at the "Meets Grade Level" in reading. 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: There is a lack of resources/more of an emphasis placed on ELAR.
Technology
Problem Statement 1: Technology focus should be shifted to more project-based activities. Root Cause 1: There is a lack of support for utilization of technology.

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

Performance Objective 1: CES will partner with entities to provide educational services to all stakeholders.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 3: Positive School Culture Lever 5: Effective Instruction 1) All CES students will be offered a free breakfast in the classroom.	2.4, 2.5, 2.6	Director of Food Services, Administrators	Increased student focus on learning due to basic needs being met				
	Problem Statements: Demographics 1						
TEA Priorities Improve low-performing schools ESF Levers Lever 3: Positive School Culture 2) CES parents and families will be invited and encouraged to attend Love and Logic Classes provided by CISD Family Services Coordinator.	3.2	Family Services Coordinator, Administrators	Knowledge gained by parents and/or families in the area of parenting strategies				
	Problem Statements: Demographics 1 - School Context and Organization 1						
TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 3) ACE/Boys & Girls Club will provide after school tutoring and enrichment programs for K-2 students.	2.4, 2.5, 2.6, 3.2	ACE/Boys & Girls Club Directors, Administrators	Increase in students' academic achievements.				
	Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 - Technology 1						

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: CES is challenged with meeting the needs of diverse cultures. **Root Cause 1:** CES has a variety of cultures with minimum support resources.

Student Achievement

Problem Statement 1: Third grade students in CISD are not being as successful as compared to the region (Region 10) at the "Meets Grade Level" in reading. **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:** There is a lack of resources/more of an emphasis placed on ELAR.

School Context and Organization

Problem Statement 1: There is a need at CES for increased family/community support in school and at home. **Root Cause 1:** There is a lack of response to communication and availability of time due to family responsibilities.

Technology

Problem Statement 1: Technology focus should be shifted to more project-based activities. **Root Cause 1:** There is a lack of support for utilization of technology.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Implementation of 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 continue with implementation of the program. Follow up support will also be provided by the trainer.
1	1	3	Provide a teacher to support ELL students and a teacher to support students with dyslexia.
1	1	4	All teachers will be ESL certified to support student instruction and social skills.
1	1	5	STREAM instruction to enhance students' reading comprehension/ vocabulary.
1	1	6	Prime Time reading instruction (MTSS) will target support for African American, at-risk, EL and SPED populations.
4	1	3	ESL certification will be required and GT certification will be encouraged for all primary grade teachers.
4	1	5	ESL/Reading Specialist attends Title III Symposium in order to provide staff development for all teachers to implement the ELPS and support second language acquisition for EL students.

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Wanda Beane	Principal
Counselor	Belinda Miller	School Counselor
Administrator	Patricia Nelle	Assistant Principal
District-level Professional	Cari Sturch	Elementary Curriculum Director
Classroom Teacher	Katlyne Couch	Classroom Teacher
Classroom Teacher	Lacie Foster	Classroom Teacher
Classroom Teacher	Stacy Williams	Classroom Teacher
Classroom Teacher	Jamie Oglesby	Classroom Teacher
Business Representative	Erin McKee	Business Owner
Business Representative	Stephanie Pullen	Business Owner
Community Representative	Marilyn Henson	Community Member
Parent	Tony Henry	Parent
Parent	RJ Nanny	Parent

Campus Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	TPRI On-line Resource, Florida Center for Reading Research On-line Resource, LLI, BAS		\$2,300.00
1	1	7			\$70,000.00
1	1	8			\$40,000.00
1	1	9			\$15,000.00
1	1	11	Square Pandas and iPads	\$3500.00	\$0.00
3	1	1	Boys and Girl's Club Resources		\$20,000.00
4	1	2			\$30,000.00
4	1	6			\$5,000.00
Sub-Total					\$182,300.00
263 - Title III LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$1,990.00
1	1	3	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	3			\$2,000.00
Sub-Total					\$2,000.00
Grand Total					\$236,290.00