Commerce Independent School District

Commerce Elementary

2022-2023 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

24% African-American

20.5% Hispanic

47% White

.01% Native Hawaiian or other Pacific Island

.01% Asian

.06% Multi Racial

13% Emergent Bilingual

Commerce Elementary serves all the children in EE-2nd in Commerce ISD. Commerce ISD is economically disadvantaged with the CES campus having a 60% free/reduced lunch rate. The campus has been a Title I Schoolwide Project for many years. CES has an enrollment of approximately 390 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 (Prioritized): 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. 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 and applying appropriate interventions prior to any needed 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 (Prioritized): 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. Due to unplanned school closure in spring of 2020, the impact of COVID-19, and remote asynchronous learning, this problem statement still remains relevant.

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.
- Staff is welcoming and friendly to all visitors.
- Large number of parents attending events and notable number of volunteers.
- Inviting and student friendly environment is provided.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Constant/consistent shared vision among staff is desired. **Root Cause:** Diverse opinions and ideas sometimes create a gap in collaboration.

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 52 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 minimal turn over within the staff. 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 qualifications is desired. **Root Cause:** Lack of diverse 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 – Progress Learning continues to support student learning.
- Whole Brain Teaching Methods implementation is utilized.
- Specialized ELAR Program has been adopted and implemented.
- Leveled Literacy Intervention is being implemented with fidelity.
- Use of TRS scope and sequence is occurring.
- Vertically and horizontally aligned curriculum is in place.
- Technology upgrades and training to address student needs.
- MTA Dyslexia Program is utilized to meet the needs of students that qualify with an educational need.
- Second Step SEL Curriculum has been implemented throughout the campus.
- Implementation of Pre-K On My Way curriculum which is fully aligned to current Prekindergarten guidelines.
- All PK and any new Reading teachers are participating in the HB 3 Texas Reading Academy, all other Reading teachers have previously completed the academy.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): CES needs more instructional and curriculum focus in the STEM areas, (Science, Technology, Engineer, and 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

- PTO is an avid supporter of CES.
- Large numbers of parents participate in student performances and events.
- Mentorship program through TAMU-C is growing and enhancing student relationships.
- Community and businesses support the campus throughout the school year.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): 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 along with many of our families are working and unable to attend events.

School Context and Organization

School Context and Organization Summary

Campus target areas are identified through CLI Engage Assessments (Circle/KEA/TPRI) 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
- Full-time PreK-2nd Grade Curriculum Coordinator/Reading Academy Cohort Leader on-staff to provide instructional support and training
- The partnership of TAMU-C providing staff and instructional support
- Expansion of Reading Intervention Team
- The ACE program reorganizing and improving its services to meet the needs of our students through the 21st Century Grant.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): 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 has become a 1:1 device campus. 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/iPad for each classroom, interactive whiteboard (IWB), projector, and document camera in each classroom. We also have a shared district technology specialist to support staff and instruction, along with four DLT members on the campus.

Technology Strengths

- 1 Full Computer Lab with teaching aide
- iPad or Chromebooks 1:1
- Laptop, Promethean IWB, projector, and document camera for each teacher
- Square Pandas

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Technology use should be shifted to a creation focus for final products. **Root Cause:** There is limited time to develop lessons with a focus on student product creation.

Priority Problem Statements

Problem Statement 4: CES is challenged with meeting the needs of diverse cultures.

Root Cause 4: CES has a variety of cultures with minimum support resources.

Problem Statement 4 Areas: Demographics

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. Due to unplanned school closure in spring of 2020, the impact of COVID-19, and remote asynchronous learning, this problem statement still remains relevant.

Problem Statement 1 Areas: Student Achievement

Problem Statement 3: CES needs more instructional and curriculum focus in the STEM areas, (Science, Technology, Engineer, and Math.)

Root Cause 3: There is a lack of resources/more of an emphasis placed on ELAR.

Problem Statement 3 Areas: Curriculum, Instruction, and Assessment

Problem Statement 6: Diverse population attendance is not as high as we would like for parent/community activities.

Root Cause 6: Transportation is not readily available for many of our families during the evening along with many of our families are working and unable to attend events.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 5: There is a need at CES for increased family/community support in school and at home.

Root Cause 5: There is a lack of response to communication and availability of time due to family responsibilities.

Problem Statement 5 Areas: School Context and Organization

Problem Statement 2: Technology use should be shifted to a creation focus for final products.

Root Cause 2: There is limited time to develop lessons with a focus on student product creation.

Problem Statement 2 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Support Systems and Other Data

- Study of best practices

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.

High Priority

HB3 Goal

Evaluation Data Sources: Fountas &Pinnell Benchmark Assessment System and completed HB3 Reading Academy certifications

Strategy 1 Details	Reviews			
Strategy 1: Continue implementation of literacy program, Fountas & Pinnell Classroom. Follow up support will continue by campus curriculum coordinator. Implementation of F&P "The Writing Mini-Lessons Book" will take place in Kindergarten and 1st Grade. (2nd Grade not yet available from F&P) Implementation of "Writing Strategies Book" by Jennifer Serravallo will take place in 2nd Grade.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: End of year reading performance in all grade levels will improve. **Staff Responsible for Monitoring:** Administration, Elementary Curriculum Director, Teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Title I, Part A; Title II, Part A; Title III and State Compensatory Education funds will be used to implement school-wide programs to upgrade the entire instructional program. (i.e. Scholastic Magazine, Studies Weekly, Summit K12, and ESL resources)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Test Scores/Benchmark Test scores will improve. **Staff Responsible for Monitoring:** Administrators, Federal Programs Coordinator **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - 263 - Title III LEP - $1,990, Scholastic- Getting Started with Pre-K - 199 - General Fund: HS Allotment - $2,999, My Big World/ Scholastic - 199 - General Fund: HS Allotment - $3,217.15				

Strategy 3 Details	Reviews			
Strategy 3: Three reading instructional specialists to support EL students and students with dyslexia.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Benchmarks, TPRI Reading, TELPAS and Las Links assessments will show student growth.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, Federal Programs Director, Curriculum Coordinator **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** allocation of teacher - 263 - Title III LEP - $50,000				

Strategy 4 Details	Reviews			
Strategy 4: All teachers will be ESL certified to support student instruction and social skills.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Benchmarks, TPRI Reading, TELPAS and Las Links assessments will show student growth.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, Federal Programs Director, ESL Coordinator **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
Strategy 5: Prime Time reading instruction (MTSS) will target support for at-risk, EB, and SPED populations.	**Formative**			**Summative**
Strategy's Expected Result/Impact: BAS (Fountas and Pinnell) and CLI Engage Assessments will show increase.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators, Reading Specialists, Curriculum Coordinator **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** TPRI On-line Resource, Florida Center for Reading Research On-line Resource, LLI, BAS - 211 - Title I, Part A - $2,300				

Strategy 6 Details	Reviews			
Strategy 6: Reading interventionists (1.5 FTE) serve struggling readers in small groups daily. Curriculum coordinator on campus for instructional coaching support.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 6: Reading interventionists (1.5 FTE) serve struggling readers in small groups daily. Curriculum coordinator on campus for instructional coaching support.

    Strategy's Expected Result/Impact: Gains in Leveled Literacy Intervention, MTA Dyslexia Program, and CLI Engage Assessments will occur.

    Staff Responsible for Monitoring: Administrators, Reading Specialist

    Title I:
2.4, 2.5, 2.6
 - **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

    Funding Sources: - 211 - Title I, Part A - $70,000, MTA Workshop for new Reading Instructional Specialist - 211 - Title I, Part A - $800

Strategy 7 Details	Reviews			
Strategy 7: Full day PreK/Head Start program to meet the needs of students and better prepare them for Kindergarten.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 7: Full day PreK/Head Start program to meet the needs of students and better prepare them for Kindergarten.

    Strategy's Expected Result/Impact: Students will be better prepared for Kindergarten.

    Staff Responsible for Monitoring: Head Start Coordinator/ Administration

    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

    Funding Sources: - 211 - Title I, Part A - $40,000

Strategy 8 Details	Reviews			
Strategy 8: Instructional aides assist with small groups allowing core teachers to work with struggling readers more effectively during MTSS/PrimeTime Intervention.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: CLI Engage Assessments and LLI Benchmark Testing scores will improve. **Staff Responsible for Monitoring:** Administrators/ Curriculum Coordinator/Reading Interventionists **Title I:** 2.5, 2.6 - **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 **Funding Sources:** - 211 - Title I, Part A - $15,000				

Strategy 9 Details	Reviews			
Strategy 9: Teachers will use Eduphoria Aware, CLI Engage Assessments, BAS Leveled Literacy and Go Math (K-2), and PreK On My Way (PreK) to analyze student performance and develop intervention groups.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: CLI Engage Assessments and LLI Benchmark scores will improve. **Staff Responsible for Monitoring:** Administrators, Teachers, Reading Specialists, Curriculum Coordinator **Title I:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 10 Details		Reviews		
Strategy 10: Continue implementation of Progress Learning to reinforce and provide scaffolded intervention K-2nd.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Gains in LLI Benchmark and CLI Engage Assessments will occur.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration, Teachers, and Curriculum Coordinator, Instructional Aides **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Square Pandas and iPads - 211 - Title I, Part A - $3500.00, Education Galaxy - 211 - Title I, Part A - $3,145, Learning A-Z - 211 - Title I, Part A - $4,803.50				

Strategy 11 Details		Reviews		
Strategy 11: Continue implementation of Accelerated Reader which targets reading fluency and comprehension for Grades 1 and 2.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Gains in CLI Engage Assessments and overall reading abilities of students will occur.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration, Curriculum Coordinator, Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 12 Details		Reviews		
Strategy 12: Reading Academy Cohort Leader will provide professional development in the science of teaching reading for teachers Grades PK-3 in compliance with HB3 and support continued implementation of strategies within PLC meetings.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Improved reading instruction will directly affect student academic growth.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Reading Academy Cohort Leader, Administration, Region 10 ESC **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

Strategy 13 Details	Reviews			
Strategy 13: Implementation of Really Great Reading Phonics program aligned to the Science of Teaching Reading expectations in the core classrooms.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Support foundational reading skills in the areas of phonological awareness and phonics. **Staff Responsible for Monitoring:** Administration, Curriculum Coordinator, classroom teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy** **Funding Sources:** Really Great Reading Phonics - 211 - Title I, Part A - 211-11-6399-101 - $12,486.36				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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 Sources: Attendance records and discipline referral documentation.

Strategy 1 Details	Reviews			
Strategy 1: Continue implementation of TBRI(Trust-Based Relationship Interventions) to foster student and staff relationships, provide strategies, monitor, and enhance behaviors.	**Formative**			**Summative**

Strategy's Expected Result/Impact: There will be a decrease in behavior incidents and increase in instruction.
    Staff Responsible for Monitoring: Assistant Principal, Principal
 	
    Title I:
    2.5, 2.6
     - **TEA Priorities:**
    Recruit, support, retain teachers and principals, Improve low-performing schools
     - **ESF Levers:**
    Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction
	Nov	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Work with behavioral specialist, provided by Tri-County and/or Region 10, to address and facilitate student behavior supports.	**Formative**			**Summative**

Strategy's Expected Result/Impact: There will be fewer discipline referrals/out of placements for students and an increase in classroom instruction.
    Staff Responsible for Monitoring: Tri-County Behavioral Specialist, Region 10 Behavioral Specialist, Principal, Assistant Principal
 	
    Title I:
    2.5, 2.6
     - **TEA Priorities:**
    Recruit, support, retain teachers and principals, Improve low-performing schools
     - **ESF Levers:**
    Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction
	Nov	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Bullying prevention programs, such as AIMS for Success and NED Show, will be provided for character development and problem-solving, as well as, Second Step Bully Proofing unit for K-2nd.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: There will be a reduction in discipline referrals and an increase of instructional time. **Staff Responsible for Monitoring:** Counselor, Teachers, Administrators **Title I:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Second Step Bully Proofing Unit - 255 - Title II, Part A - 289-11-6399-101 - $2,329				

Strategy 4 Details	Reviews			
Strategy 4: Communication with parents such as Parent Square, ClassDojo and truancy letters, to promote student attendance and increase student learning.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved attendance rates and academic success will occur. **Staff Responsible for Monitoring:** Teachers, Administrators, PEIMS Coordinator **Title I:** 2.6, 4.1 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
Strategy 5: Utilize a sensory room and proactive social skills instructional classroom as interventions to reduce behavior issues and enhance learning for special education and general education students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: There will be a decrease in behavioral referrals and increase in academic success. **Staff Responsible for Monitoring:** Sensory Room Aide, Social Skills Aide, Principal, Assistant Principal, Teachers **Title I:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 6 Details	Reviews			
Strategy 6: Continue implementation of Second Step SEL Curriculum campus-wide.	**Formative**			**Summative**
Strategy's Expected Result/Impact: There will be a reduction in the number of student behavior referrals.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators, Counselor, Teachers **Title I:** 2.5, 2.6 - **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				

Strategy 7 Details	Reviews			
Strategy 7: Positive reinforcement systems will be utilized such as, Tiger PAWS and On the Ball, to promote acceptable behavior on the campus.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: An increase in positive student behavior will occur across the campus. **Staff Responsible for Monitoring:** Administrators, Teachers, Counselor, Instructional Aides **Title I:** 2.5, 2.6 - **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				

Strategy 8 Details	Reviews			
Strategy 8: Implementation of PBIS campus committee to assist with MTSS behavior supports and provide opportunities for positive behavior initiatives throughout the school year.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Supports will be provided for classroom teachers, which will promote an increase in positive student behavior. **Staff Responsible for Monitoring:** Administrators and Teachers **Title I:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 9 Details	Reviews			
Strategy 9: A-Team (Attendance Team) motivational activities implemented to improve student attendance. (Classroom competitions, Classroom reward parties, Fire truck rides, and extra recess for 100% classroom attendance)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved daily student attendance rates. **Staff Responsible for Monitoring:** Classroom teachers, Administrators, PEIMS Clerk **Title I:** 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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.

Strategy 1 Details			Reviews		
Strategy 1: Regular facility walks conducted by assistant principal and custodial director to monitor cleanliness of building.		**Formative**			**Summative**
Strategy's Expected Result/Impact: The appearance and cleanliness of the campus will be maintained. Low to no incidents of accidents, injuries or illnesses will occur in the building.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Custodial Director and Assistant Principal **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture					
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

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 effectively support the operations of the campus as well as provide a positive culture and climate.

    Evaluation Data Sources: Sign-in sheets from parent meetings and community events.

Strategy 1 Details	Reviews			
Strategy 1: Parents and community will participate in the educational process through school-wide events at varying times of the day and evening.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: The campus will receive support from families in the educational process.
     Staff Responsible for Monitoring: Administration, Teachers
 	
     Title I:
 4.1, 4.2
  - TEA Priorities:
 Improve low-performing schools
  - ESF Levers:
 Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
 Funding Sources: Boys and Girl's Club Resources - 211 - Title I, Part A - $20,000				

Strategy 2 Details	Reviews			
Strategy 2: Through the use of a variety of methods, the campus will communicate among all stakeholders. Examples include but are not limited to: student weekly communication folders, campus-wide Class Dojo, Parent Square messaging system, social media platforms, administrators' monthly newsletters.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: All stakeholders will receive necessary information for continued campus success.
     Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Webmaster, Teachers
 	
     Title I:
 2.6, 4.1
  - TEA Priorities:
 Improve low-performing schools
  - ESF Levers:
 Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details		Reviews			
Strategy 3: Partnership with TAMU-C to provide student workers and volunteers for supporting all students.		**Formative**			**Summative**
Strategy's Expected Result/Impact: There will be a decrease in discipline referrals and an increase in academic success.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration, TAMU-C workers/volunteers, and Teachers					
Title I: 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction					

Strategy 4 Details		Reviews			
Strategy 4: Include parents as partners during MTSS, 504 and SpEd process.		**Formative**			**Summative**
Strategy's Expected Result/Impact: There will be an increase in vital communication to parents and/or families in reference to students' academic needs.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers					
Title I: 4.2 **- 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					

Strategy 5 Details		Reviews			
Strategy 5: Families of dyslexia students will be informed of dyslexia characteristics and best practices through newsletters and/or campus website.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Parent knowledge and student success will increase.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Dyslexia Coordinator					
Title I: 2.6, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction					

0% No Progress	100% Accomplished	Continue/Modify	✕ Discontinue

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 Sources: Teacher Certifications

Strategy 1 Details	Reviews			
Strategy 1: Through the interview process the CES interview team will offer teacher contracts and instructional aide positions to only those who are highly qualified.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: An increase of student and teacher success will occur.
    Staff Responsible for Monitoring: Principal, Assistant Principal, Interview Team
 	
    Title I:
2.5
 - TEA Priorities:
Recruit, support, retain teachers and principals, Improve low-performing schools
 - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: All staff will be provided curriculum/instructional training and high quality, sustained professional development.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: An increase in student and teacher success will occur.
    Staff Responsible for Monitoring: Principal, Assistant Principal, Curriculum Director, iCAT Team, DLT
 	
    Title I:
2.4
 - TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - ESF Levers:
Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
Funding Sources: - 211 - Title I, Part A - $30,000				

Strategy 3 Details			Reviews		
Strategy 3: ESL certification and GT certification will be encouraged for all primary grade teachers.			**Formative**		**Summative**
Strategy's Expected Result/Impact: An improvement of TELPAS scores will occur and a decrease in number of ELs needing intervention will take place. Advanced students will be challenged through instructional practices. **Staff Responsible for Monitoring:** District ESL Coordinator, Principal, Assistant Principal, Campus ESL Coordinator, Curriculum Coordinator, GT Coordinator **Title I:** 2.6 **- 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	**Nov**	**Jan**	**Mar**	**June**

Strategy 4 Details			Reviews		
Strategy 4: TTESS (Texas Teacher Evaluation and Support Systems) and Teacher Goal Setting implementation and training provided to all teachers for accountability purposes.			**Formative**		**Summative**
Strategy's Expected Result/Impact: A teacher focus for self-improvement will be created which will directly affect student achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I:** 2.5 **- 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	**Nov**	**Jan**	**Mar**	**June**

Strategy 5 Details	Reviews			
Strategy 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 EB students.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Staff will be trained on updates and strategies for TELPAS and ELPS implementation. Instructional methods within the classrooms will improve. The number of ELs that require intervention will decrease. **Staff Responsible for Monitoring:** ESL District Coordinator, ESL Campus Coordinator, Administration, Curriculum Coordinator **Title I:** 2.6 **- 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				

Strategy 6 Details	Reviews			
Strategy 6: Provide supplemental, researched-based staff development through various learning opportunities.	Formative			Summative
Strategy's Expected Result/Impact: Instructional methods within the classrooms will improve. (Second Step, TBRI Training, LLI Benchmark Assessment System training, Fountas & Pinnell Classroom, Guided Reading and Writing Training, Progress Learning, ClassDojo, Classlink, and EdPuzzle, etc.)	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Assistant Principal, Curriculum Coordinator, School Counselor, District Instructional Technologist, DLT **Title I:** 2.6 **- 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 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - 211 - Title I, Part A - $5,000				

Strategy 7 Details	Reviews			
Strategy 7: New hire teachers will be required to do a mini lesson as part of the hiring process.	Formative			Summative
Strategy's Expected Result/Impact: Quality employment consideration for the campus will occur.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administrators, Interview Teams **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 8 Details	Reviews			
Strategy 8: Dyslexia/Reading Specialist provides professional development for teachers in dyslexia updates and best practices for students with dyslexia.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improved practices in the area of reading instruction within the classrooms will occur. **Staff Responsible for Monitoring:** Administrators, Curriculum Coordinator, Dyslexia/Reading Specialist **Title I:** 2.6 - **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				

Strategy 9 Details	Reviews			
Strategy 9: CES 101, a professional development opportunity for new staff members to be trained on CES best practices already established, is implemented monthly.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Quality instruction and best practices will be implemented campus-wide. **Staff Responsible for Monitoring:** Administrators and Curriculum Coordinator **Title I:** 2.5, 2.6 - **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				

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

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.

Strategy 1 Details	Reviews			
Strategy 1: All CES students will be offered a free breakfast.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student focus on learning will increase due to basic needs being met. **Staff Responsible for Monitoring:** Director of Food Services, Campus Food Service Employees, Administrators **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: CES parents and families will be invited and encouraged to attend Love and Logic Classes provided by CISD Family Services Coordinator. Families are also encouraged to make use of services through the F.A.C.E. building such as Carevide, Personal Care Services, and Counseling sessions through TAMU-C.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Parents and/or families will gain knowledge in the area of parenting strategies. **Staff Responsible for Monitoring:** Family Services Coordinator, Administrators **Title I:** 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: ACE will provide after school tutoring and summer enrichment programs for K-2 students.	Formative			Summative
Strategy's Expected Result/Impact: Students' academic achievements will increase.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: ACE Directors, Administrators **Title I:** 2.5 **- 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				

Strategy 4 Details	Reviews			
Strategy 4: CES will partner with TAMUC and the ASPIRE Program to provide additional support and resources through pre-service teachers or social workers in selected classrooms.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: There will be an increase in individual or small group academic and social-emotional instruction. **Staff Responsible for Monitoring:** Administrators, Curriculum Director, School Counselor, ASPIRE Directors, Teachers **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
Strategy 5: Research-based, family engagement curriculum, Ready4K, will be provided to families.	Formative			Summative
Strategy's Expected Result/Impact: Program will support: Parental Resilience, Social Connections, Knowledge of Parent and Child Development, Social & Emotional Competence of Children, and Concrete Support in Times of Need.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Family Services Coordinator, Administration **Title I:** 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 6 Details				**Reviews**			
Strategy 6: CES students can be nominated to participate in the Food 4 Kids and/or Clothe-A-Child programs to assist families in meeting basic physiological needs. **Strategy's Expected Result/Impact:** Students will be better prepared for learning. **Staff Responsible for Monitoring:** Administration, Counselor, Classroom teachers **Title I:** 2.6				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 2: CES will create a Safety and Security committee. They will prioritize and follow safety and security actions.

High Priority

Evaluation Data Sources: Minutes from Safety Security Committee meetings

Strategy 1 Details	Reviews			
Strategy 1: An officer will be present at all campuses for at least part or most of the day when staff and students are present.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased Safety/Security **Staff Responsible for Monitoring:** Commerce ISD Chief of Police and Department, Principal **Title I:** 2.6				

Strategy 2 Details	Reviews			
Strategy 2: Staff and students have been trained on visitor access to campuses including what forms of identification are allowable and what situations visitors are allowed to enter the building.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased Safety and Security **Staff Responsible for Monitoring:** Commerce ISD Chief of Police and Department Principals				

Strategy 3 Details	Reviews			
Strategy 3: All exterior doors will be locked and classroom doors (*for doors that have working locks) will be locked during instructional time. Doors and locks will be functional and checked weekly.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased safety and security **Staff Responsible for Monitoring:** Commerce ISD Police Chief and Department, Principals				

Strategy 4 Details	Reviews			
Strategy 4: Drills are scheduled before the school year and drills and training are conducted throughout the school year for staff and students.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased Safety and Security **Staff Responsible for Monitoring:** Commerce ISD Chief of Police and Department Principals				

Strategy 5 Details	Reviews			
Strategy 5: Building interiors and exteriors, pick-up and drop-off points should have video monitoring capability.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased safety and security **Staff Responsible for Monitoring:** Commerce ISD Chief of Police and Department Principals	**Nov**	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	13	Implementation of Really Great Reading Phonics program aligned to the Science of Teaching Reading expectations in the core classrooms.

Campus Funding Summary

199 - General Fund: HS Allotment					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Scholastic- Getting Started with Pre-K		$2,999.00
1	1	2	My Big World/ Scholastic		$3,217.15
				Sub-Total	$6,216.15

211 - Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	TPRI On-line Resource, Florida Center for Reading Research On-line Resource, LLI, BAS		$2,300.00
1	1	6			$70,000.00
1	1	6	MTA Workshop for new Reading Instructional Specialist		$800.00
1	1	7			$40,000.00
1	1	8			$15,000.00
1	1	10	Learning A-Z		$4,803.50
1	1	10	Square Pandas and iPads	$3500.00	$0.00
1	1	10	Education Galaxy		$3,145.00
1	1	13	Really Great Reading Phonics	211-11-6399-101	$12,486.36
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	$203,534.86

255 - Title II, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	3	Second Step Bully Proofing Unit	289-11-6399-101	$2,329.00
				Sub-Total	$2,329.00

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

			263 - Title III LEP		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$51,990.00