

Clint Independent School District
William D. Surratt Elementary
2022-2023 Campus Improvement Plan



Mission Statement

W.D. Surratt Elementary School Mission Statement:

Every student, every day, whatever it takes.

Vision

At WDS, we will prepare our students to achieve their own academic potential by ensuring equal access to grade level standards, engaging instruction, and powerful enrichment opportunities that inspire a passion for learning.

Core Beliefs

Clint Independent School District Together...We Build Tomorrow

We Are:

Committed to student success as a shared responsibility among students, parents, educators, the School Board and the community.

Learner centered by ensuring that all students receive quality teaching and engaging instruction.

Innovative in using global thinking and technology to empower students to become lifelong learners.

Nurturing by creating an educational environment where all students are socially and emotionally supported, safe, and valued.

Transparent through open communication, leadership, accountability and integrity.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary

1.School

WD Surratt Elementary is a beautiful campus located approximately two miles from the Mexican border, just twenty miles east of El Paso, Texas. We are located in a farm community, rich in culture, cotton and pecans-and our school is the very heart of Clint. We are 1 of 6 elementary schools in Clint I.S.D.

Attendance affected our student achievement in the 2021-22 year. We experienced volatile attendance rates in both teachers and students. Many classrooms had long term subs and we struggled daily to find enough substitutes to cover classes.

- 2018-2019: 95.66% ADA
- 2019-2020: 97.32% ADA
- 2020-2021: 97.78% ADA
- 2021-2022: 92.50% ADA

Enrollment has been steadily declining also.

- 2018- 2019: 1037
- 2019-2020: 986
- 2020-2021: 962
- 2021-2022: 936

2. Race/Ethnicity

Our campus is comprised of the following student groups. (based on the most recent TAPR report)

Our campus is a Pre-k- 5 school with 936 students.

- Hispanic: 98%

- African American: .1%
- White: 4.5%
- American Indian: 0.2%
- Asian: .1%
- 2 or more: 1.8%
- Males: 49.9%
- Females: 50.1%

3. Student Groups:

- Economically Disadvantaged Students 82.3%
- Emergent Bilingual 39%
- Bilingual 43%
- Students receiving Special Education 11%
- Students At-Risk 69%
- Gifted and Talented 4%
- Title 1 participation 100%
- Homeless 2%
- Migrant- .07%
- Military Connected 1%
- Students with Dyslexia .2%
- Foster care .7%
- Students under 504 1.1%

Trends:

We have had an increase from 10% to 11% this year for SPED.

We had had an decrease from 51% to 50% in English Language Learners.

We had an increase from 64% to 69% in At risk students.

We had no change in 83% of Economically Disadvantaged Students.

4. Students by grade level:

Prek- 77

Kindergarten- 117

1st Grade- 150

2nd Grade- 157

3rd Grade-144

4th Grade-148

5th Grade-168

Classroom Makeup:

PK (2 mono, 2 bilingual)

K (3 mono, 3 bilingual)

1st (4 mono, 3 bilingual)

2nd (4 mono, 4 bilingual)

3rd (5 mono, 3 bilingual)

4th (4 mono, 3 bilingual)

5th (4 mono, 4 bilingual)

5. Staff Data: WDS is comprised of the following faculty:

Total Staff: 118

Teachers: 65- 55%

Paraprofessionals: 17- 14%

Office Staff: 12- 10%

Administration: 4 (1 Principal, 3 Assistant Principals)- .03%

Service Personnel: 6- .05%

Monitors: 4- .03%

Cafeteria Staff: 12- 10%

Teacher Assignments:

PE (2 coaches)

SPED (9 teachers)

Music (1 teacher)

GT/Dyslexia (2 teachers, shared with FME)

Curriculum Coaches (2; 1 Math/Science, 1 ELAR/SSudies)

Librarian (1)

Technology Coach (1)

SEL/PBIS (1 teacher)

Interventionist (1 teacher)

Total: 65 fully certified; 3 of which just completed a Teacher Certification program.

Experience ranges from zero to thirty years of experience.

94% of the faculty is of Hispanic descent and 6% is White.

In 2022 we had 2 teachers retire and 1 teacher leave the profession. We currently have 3 teachers that were new to the profession in 21-22 (under the support of at teaching certification program) and starting their first year as a fully certified teachers. They still have a grade-level mentor and a district assigned mentor. New teacher are on coaching plans and supported by our curriculum coaches.

6. Parent/Guardian/Community: Our school has a community that is mostly economically disadvantaged. About 90% of the parents speak Spanish and professions range from migrant field workers to Master Level Engineers. The community is established and therefore the growth of the student population in declining. We have many students that are living with relatives other than parents and about 40% of them are coming from Mexico. About 30% of the students are being raised by grandparents.

7. Attendance: Our attendance rate at this time is at 92.50 %. Most of the absences this year were excused due to illness of or related to Covid-19. We have implemented a new attendance system that will begin tracking absences and contacting parents on the 3rd absence . Attendance incentives include free dress, pizza parties, attendance awards on a monthly basis, and we typically do recognition of medals or trophies at the end of the year. Parent sessions have been offered by our assistant principal, attendance clerk, and CIS coordinator to ensure parents know their current attendance status and understand the importance of sending their children to school daily. Excessive absences have been taken to court and truancy plans to make up time that includes intersession are in place. Administrators meet with parents to go over absences and given the opportunity to rectify the absences. Correlation between student achievement and absences are seen. Tardies are still a problem. Skylerts, call-outs and Dojo messages reminding parents about start time are sent home regularly. We currently post a sign outside our campus indicating if the student has arrived on time and when they are considered tardy.

8. Discipline rates: We had one serious office referral in the school year.

Demographics Strengths

Surratt's demographic strengths include:

- Low teacher and student mobility

- 100% certified teachers
- An addition of key personnel to support our Covid Rebound plan:
 - SEL/PBIS teacher
 - Interventionist

Problem Statements Identifying Demographics Needs

Problem Statement 1: Half of our students are coded ELL, and yet we don't have equitable representation in school based programs such as GT, UIL, or robotics. **Root Cause:** The expectations set for our bilingual students are lower than those of monolingual students.

Problem Statement 2 (Prioritized): WDS average daily attendance has been dropping every year. Our campus goal is 98% **Root Cause:** Poor follow-up on attendance issues; poor system of tracking and support; Poor follow-up using the district truancy plan and addressing tardies during the school year.

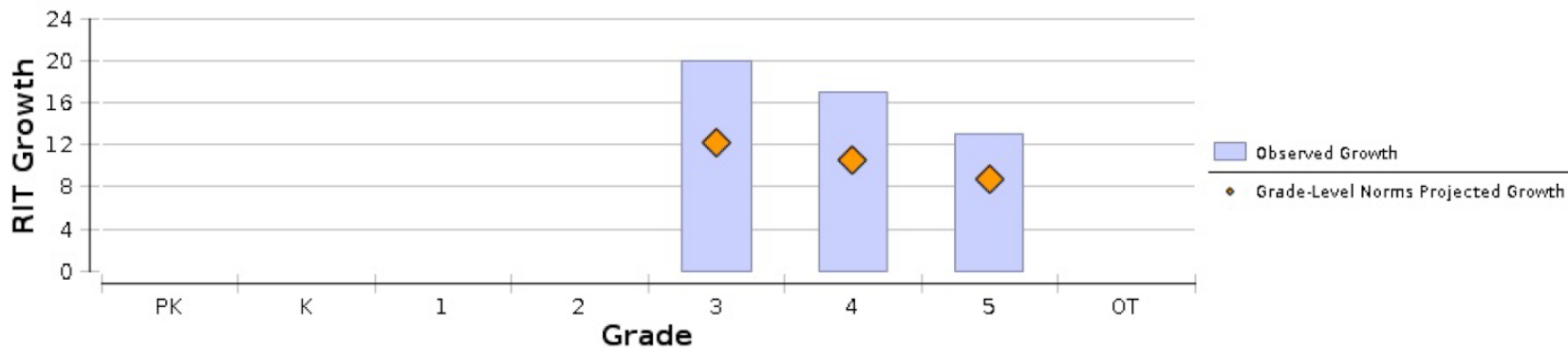
Student Learning

Student Learning Summary

Academic year 2021-22 was a difficult year. Not only were students in third through fifth grade 1 to 3 grade levels behind, but we still had issues with excessive absences for both teacher and student. It was difficult to close gaps. Our focus at the start of this year was and will continue to be student growth. Student achievement on STAAR will reflect this gap in learning. I will share both MAP results, which will show the individual growth that was made- but also STAAR scores, which will illustrate the work that needs to be done in the upcoming year. Additionally, you will see End of the Year (EOY) results for CLI Engage (PreK) and MClass data (K-3). This data will indicate a breakdown in Tier 1 instruction in the lower grades.

MAP results are showing BOY to EOY data:

Math: Math K-12

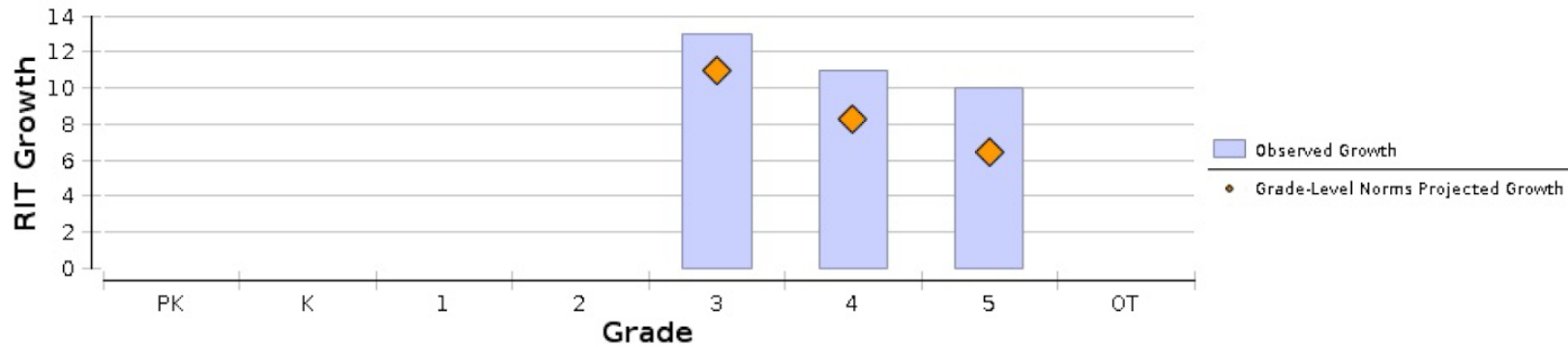


Language Arts: Reading

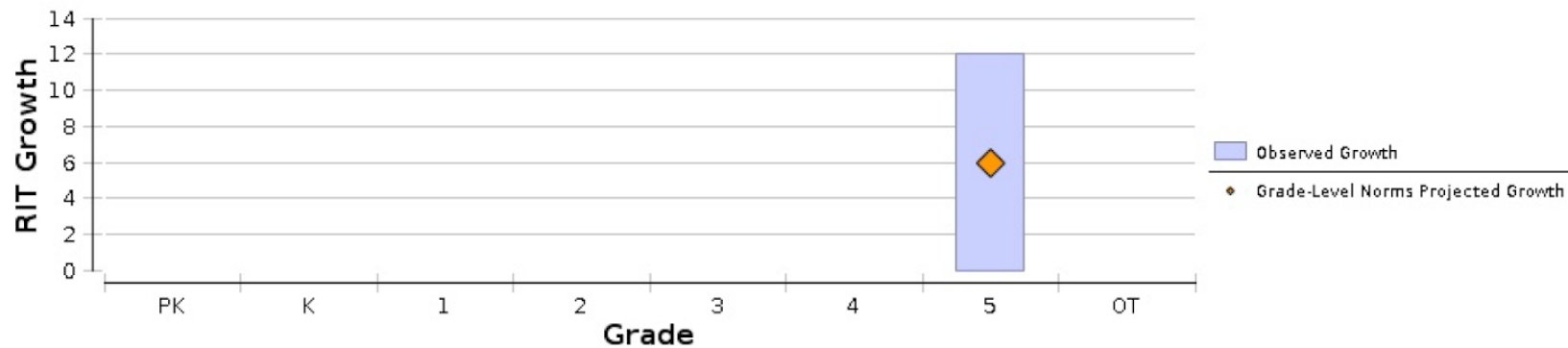


Grade

Language Arts: Language Usage



Science: Science K-12



Although there was a great deal of individual student growth this year, achievement on STAAR is going to require us to do tighten up our Tier 1 instruction in PK-5. We are also going to need to create an intervention system that will close gaps without disrupting Tier 1 instruction.

**2021-2022 Clint 3-8 May STAAR
Summary Report Data
Grade 3**

2022 May Grade 3 Math					
	Total Students	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Domain Raw Score
RSE	99	64%	42%	15%	40
CTW	105	60%	31%	11%	34
WDS	157	63%	29%	10%	34
Clint ISD	697	57%	28%	11%	32
DHE	118	53%	29%	16%	32
FME	150	51%	19%	7%	26
MVE	68	54%	18%	7%	26

Grade 3 Math Performance Level Student Count					
	Total Students	Did Not Meet	Approaches Grade Level	Meets Grade Level	Masters Grade Level
RSE	99	36	63	42	15
CTW	105	42	63	33	12
WDS	157	58	99	44	16
Clint ISD	697	297	400	193	78
DHE	118	56	62	34	19
FME	150	74	76	28	11
MVE	68	31	37	12	5

2022 May Grade 3 Reading					
	Total Students	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Domain Raw Score
RSE	99	72%	46%	22%	47
DHE	118	69%	40%	21%	43
WDS	157	65%	37%	17%	40
Clint ISD	698	64%	36%	17%	39
CTW	105	64%	35%	16%	38
MVE	69	59%	33%	12%	35
FME	150	57%	25%	13%	32

Grade 3 Reading Performance Level Student Count					
	Total Students	Did Not Meet	Approaches Grade Level	Meets Grade Level	Masters Grade Level
RSE	99	28	71	46	22
DHE	118	37	81	47	25
WDS	157	55	102	57	26
Clint ISD	698	250	448	248	117
CTW	105	38	67	37	17
MVE	69	28	41	23	8
FME	150	64	86	38	19

**2021-2022 Clint 3-8 May STAAR
Summary Report Data
Grade 4**

2022 May Grade 4 Math					
	Total Students	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Domain Raw Score
MVE	63	60%	31%	15%	35
CTW	119	62%	23%	10%	32
WDS	138	59%	27%	9%	32
Clint ISD	719	55%	22%	9%	29
DHE	147	57%	22%	10%	29
RSE	98	51%	21%	6%	26
FME	154	48%	14%	5%	22

Grade 4 Math Performance Level Student Count					
	Total Students	Did Not Meet	Approaches Grade Level	Meets Grade Level	Masters Grade Level
MVE	63	26	37	19	9
CTW	119	46	73	27	12
WDS	138	57	81	37	13
Clint ISD	719	320	399	157	62
DHE	147	63	84	32	14
RSE	98	48	50	21	6
FME	154	80	74	21	8

2022 May Grade 4 Reading					
	Total Students	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Domain Raw Score

Grade 4 Reading Performance Level Student Count					
	Total Students	Did Not Meet	Approaches Grade Level	Meets Grade Level	Masters Grade Level

	Students	Grade Level	Level	Level	Score
MVE	63	75%	42%	21%	46
WDS	138	72%	34%	18%	42
RSE	98	63%	38%	17%	39
Clint ISD	719	66%	34%	15%	38
DHE	147	64%	34%	12%	37
FME	154	64%	32%	15%	37
CTW	119	62%	30%	9%	33

	Students	Meet	Grade Level	Level	Grade Level
MVE	63	16	47	26	13
WDS	138	38	100	47	25
RSE	98	36	62	37	17
Clint ISD	719	245	474	244	105
DHE	147	53	94	50	17
FME	154	56	98	49	23
CTW	119	46	73	35	10

**2021-2022 Clint 3-8 May STAAR
Summary Report Data
Grade 5**

2022 May Grade 5 Math					
	Total Students	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Domain Raw Score
MVE	87	83%	55%	24%	54
DHE	143	80%	47%	23%	50
Clint ISD	764	66%	36%	14%	39
RSE	124	67%	37%	12%	38
WDS	149	63%	34%	13%	37
CTW	121	55%	32%	9%	32
FME	140	56%	19%	4%	26

Grade 5 Math Performance Level Student Count					
	Total Students	Did Not Meet	Approaches Grade Level	Meets Grade Level	Masters Grade Level
MVE	87	16	71	47	21
DHE	143	29	114	67	33
Clint ISD	764	258	506	274	106
RSE	124	42	82	45	15
WDS	149	57	92	51	20
CTW	121	54	67	38	11
FME	140	61	79	26	6

2022 May Grade 5 Reading					
	Total Students	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Domain Raw Score
MVE	87	75%	50%	30%	52
DHE	143	80%	43%	27%	50
WDS	149	71%	39%	23%	44
Clint ISD	763	69%	39%	22%	43
CTW	121	66%	38%	20%	41
FME	140	63%	39%	19%	40
RSE	123	60%	31%	16%	36

Grade 5 Reading Performance Level Student Count					
	Total Students	Did Not Meet	Approaches Grade Level	Meets Grade Level	Masters Grade Level
MVE	87	23	64	43	26
DHE	143	29	114	61	39
WDS	149	45	104	58	34
Clint ISD	763	239	524	300	170
CTW	121	41	80	46	24
FME	140	52	88	54	27
RSE	123	50	73	38	20

2022 May Grade 5 Science					
	Total Students	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Domain Raw Score
MVE	86	66%	28%	10%	35
DHE	143	56%	26%	12%	31
WDS	149	53%	24%	13%	30
Clint ISD	763	49%	19%	8%	25
RSE	123	44%	12%	4%	20
CTW	121	43%	13%	3%	19
FME	140	41%	11%	4%	19

Grade 5 Science Performance Level Student Count					
	Total Students	Did Not Meet	Approaches Grade Level	Meets Grade Level	Masters Grade Level
MVE	86	29	57	24	9
DHE	143	63	80	37	17
WDS	149	72	77	36	19
Clint ISD	763	386	377	144	58
RSE	123	70	53	15	5
CTW	121	70	51	16	3
FME	140	82	58	16	5

Data for PK-2 does not reflect a gap due to Covid- but rather it brings to light a gap created by misaligned instructional practices.

Overall				
Total Students	On Track	Monitor	Needs Support	Students not at grade level
78	72%	23%	1%	24%
23	74%	17%	9%	26%
23	57%	39%	4%	43%
17	82%	12%	6%	18%
15	80%	20%	0%	20%

2021-2022 Kindergarten mCLASS EOY				
Overall				
Total Students	Above Benchmark/Benchmark	Below Benchmark/Strategic	Well Below Benchmark/Intensive	Students not at grade level
116	73%	9%	17%	27%
17	82%	12%	6%	18%
22	77%	5%	18%	23%
23	78%	9%	13%	22%
21	43%	14%	43%	57%
17	82%	12%	6%	18%
16	81%	6%	13%	19%

2021-2022 G1 mCLASS EOY				
Overall				
	Above	Below	Well Below	

Total Students	Above Benchmark/Benchmark	Below Benchmark/Strategic	Well Below Benchmark/Intensive	Students not at grade level
135	48%	21%	30%	52%
20	55%	10%	35%	45%
1	0%	0%	100%	100%
20	55%	20%	25%	45%
17	65%	6%	29%	35%
20	65%	15%	20%	35%
18	39%	33%	28%	61%
20	40%	30%	30%	60%
19	21%	37%	42%	79%

2021-2022 G2 mCLASS EOY				
Overall				
Total Students	Above Benchmark/Benchmark	Below Benchmark/Strategic	Well Below Benchmark/Intensive	Students not at grade level
143	52%	14%	34%	48%
2	0%	0%	100%	100%
14	29%	29%	43%	71%
15	53%	13%	33%	47%
14	71%	14%	14%	29%
19	58%	11%	32%	42%
17	65%	6%	29%	35%
21	62%	10%	29%	38%
22	59%	14%	27%	41%
19	21%	21%	58%	79%

2021-2022 Third mCLASS EOY				
Overall				
Total Students	Above Benchmark/Benchmark	Below Benchmark/Strategic	Well Below Benchmark/Intensive	Students not at grade level

Total Students	Benchmark Exceeded	Benchmark Strategic	Benchmark Intensive	Students Not at grade level
157	42%	23%	35%	58%
4	0%	0%	100%	100%
19	53%	21%	26%	47%
18	39%	39%	22%	61%
20	45%	15%	40%	55%
19	58%	16%	26%	42%
19	37%	26%	37%	63%
19	37%	26%	37%	63%
20	45%	10%	45%	55%
19	32%	37%	32%	68%

Student Learning Strengths

- Struggling students have been targeted for additional support and a built-in intervention time has yielded individual growth.
- Daily SEL activities are implemented to support students through Covid 19 pandemic and challenges it has brought to family and school life.
- A focus on Tier 1 instruction and adherence to our Academic Framework has allowed us to surpass all 2021 data and even meet pre-pandemic STAAR achievement levels in several areas:

WDS STAAR Summarized Preliminary Results (Eng/Sp together)

3rd Math	Approaches	Meets	Masters	3rd Reading	Approaches	Meets	Masters				
2019	73%	40%	16%	2019	59%	30%	13%		Surpassed 2019 data	(Pre Pandemic)	
2020	N/A	N/A	N/A	2020	N/A	N/A	N/A				
2021	48%	14%	1%	2021	46%	20%	10%		Surpassed 2021 data		
2022	64%	29%	10%	2022	66%	38%	17%				
4th Math	Approaches	Meets	Masters	4th Reading	Approaches	Meets	Masters				
2019	68%	43%	21%	2019	67%	29%	12%				
2020	N/A	N/A	N/A	2020	N/A	N/A	N/A				

School Processes & Programs

School Processes & Programs Summary

Our leadership team meets every Monday morning to review calendar of events, plan strategically to meet our week's priorities. Campus administration and instructional coaches lead PLC every Thursday. Faculty meetings are held whenever necessary to ensure teachers are informed and updated on our campus goals or upcoming events. Teachers are given a full day of planning every nine weeks. These TEKS academies are lead by our curriculum coaches. Teachers plan their science labs, create their weekly lesson plans, and review data in order to guide instruction. Teachers contact parents regarding students' academic and attendance needs through Class Dojo, email, phone calls, school agendas, and parent/teacher conferences. Instructional leadership team communicates with all stakeholders through a campus calendar, monthly newsletter, ALL Calls, updated marquee, conferences, family nights, and a Campus Class Dojo. Principal communicates with faculty and staff through a weekly newsletter, grade level and individual conferences and through email. Students have opportunities to attend tutoring after school and during intersession.

Students receive additional support during the intervention block as well as after school for tutoring. Special Education teachers are assigned by grade level to help them focus on the grade content so they can become experts. Administration is divided by grade levels and attend PLC meetings for their respective grades as well as all ARD's. Discipline is addressed through our PBIS flowchart and then by administration if necessary. Our school PBIS team helps guide administration with campus wide behavioral and SEL needs. WDS implements SEL weekly lessons to assist students with strategies to deal with different situations they may encounter. The counselors adhere to an 80/20 plan in order to offer class and individual lessons that will focus on different SEL traits and strategies. Additionally, WDS amplifies the Positive Behavior Interventions and Supports (PBIS) campus-wide through the use of the PBIS App and the PBIS store. PBIS Matrix posters hang throughout the school to ensure clear understanding on procedures and expectations in each area. WDS is a 1:1 campus, so every student 1st through 5th receives a chromebook and Pk/K receive an ipad. Students attend Music class every other week. There are literacy materials available for teachers to check-out books for their classroom. The campus offers extra-curricular activities which include: robotics, UIL, Bee Bots, Girls Who Can Code, broadcasting and student council. Students will have additional options to participate in enrichment camps like Arts & Crafts class, Book Club, Yearbook, STEAM, and others we will work on during the upcoming school year. Our special education program offers co-teach and Support Facilitation model in the which the general education and special education personnel teach in the classroom. Teachers also provide resource and specialized support for students that require additional support. WDS has one DSC (Developmental Skills Class) in which they have a teacher and two aides. We also house 2 ASC (Academic Skills Units). We have a Dyslexia and GT teacher who provide services for WDS as well as FME.

WDS provides opportunities to get our community and parents involved. Our CIS organizes various activities to engage our parents and community. Parent sessions are offered monthly to support the campus goals. Coffee with the Principal is offered on a monthly basis. Our Counselors also organize activities that assist with parent engagement.

Data is looked at as a campus, teacher and individual student level to drive instruction. Data talks after each district assessment assist us to identify areas of need as well as vertical instructional gaps. RtI meetings take place monthly to discuss individual student needs. WDS is a

dual language school. Teachers have received training from Dr. Izquierdo and Dr. Medina. The district bilingual coordinators offered trainings that support the dual language goals. Teachers have the option to pair-up with another teacher to focus on one language in all content areas.

Listed below are other items that support our campus and district initiatives:

- Campus playbook created to focus on HQIM and specific instructional programs that will yield the highest return on achievement.
- Effective Schools Framework TIP participant
- Technology applications
- Front Row system in all classrooms
- Lu for PE
- Makerspace
- HMH Phonics/ ELAR Curriculum
- Eureka Math
- Really Great Reading- Reading intervention program

School Processes & Programs Strengths

WDS has worked hard to implement systems that will support tighter alignment to TRS specificity and improve Tier 1 instruction. Our PLC process is a work in progress, and is one focus of our TIP- which should align our practices even more in the upcoming year. Additionally, we started a Super School system (embedded intervention time) that met students where they were at, and closed gaps due to lack on instructional opportunity. It took staff from all grade levels- a true campus effort.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Although we have access to HQIM and to a viable curriculum and pacing guides, we are not seeing an adequate amount of academic achievement K-5. **Root Cause:** Delivery and execution needs to be monitored more closely, from the planning stages of the lesson to the closing of the lesson.

Problem Statement 2 (Prioritized): Teacher accountability by means of goal setting and data tracking is an area of opportunity for us. **Root Cause:** The expectation for teacher and student goal setting and data tracking was not made clear by Administration.

Problem Statement 3 (Prioritized): WDS average daily attendance has been dropping every year. Our campus goal is 98% **Root Cause:** Poor follow-up on attendance issues; poor system of tracking and support; Poor follow-up using the district truancy plan and addressing tardies during the school year.

Problem Statement 4: Half of our students are coded ELL, and yet we don't have equitable representation in school based programs such as GT, UIL, or robotics. **Root Cause:** The expectations set for our bilingual students are lower than those of monolingual students.

Problem Statement 5 (Prioritized): Tier 1 instruction at the PreK-5 has created gaps that were compounded during Covid Remote learning years. **Root Cause:** Lack of training,

coaching, support and follow through has allowed marginal instructional practices to continue in the foundational grades.

Problem Statement 6: The campus has had minimal community events to benefit the students. **Root Cause:** Covid 19 restrictions have limited campus activities due to safety protocols.

Problem Statement 7: Many of our students were unable to participate in afterschool enrichment activities. **Root Cause:** Because 80% of our students are bussed in, the same students participated in after school activities. We will be budgeting for transportation to support a "Magic Mondays" so that ALL students have the same opportunity.

Perceptions

Perceptions Summary

WDS sets high academic standards, and students are aware of the academic expectations of the campus. Many of our students came back from the pandemic remote year behind and struggle to stay on grade-level. Students with low performance and/or attendance issues need to be held accountable. Parents have also shared that there was a need to increase the communication between teachers and parents. Lower grades also had low performance in their respective assessments, however, their issues did not stem from Covid. We will be focusing on fidelity to Elar and math curriculum in the lower grades. The gaps created here were compounded by Covid in the upper grades. Teachers and students would like to see an increase in fun, innovative, content-related activities and/or field trips to provide enriching experiences for students. Live announcements are made daily in the morning.

There needs to be more consistency when it comes to the dress code and PBIS expectations. Discipline has not been an issue, however, there are some teachers that need classroom management assistance due to Sped students being overrepresented in discipline referrals from their classrooms. A student PBIS behavior plan needs to be established with clear expectations. Teacher office referral flowchart and matrix will need to be clearly and explicitly taught to teachers and students. Students use a check in system to assist admin and counselors in identifying and meeting the SEL needs of our students. Additional workshops for parents to improve parent to student relationships will be needed as well as workshops to help students at home. There have been limited activities for students and families on campus this year through the pandemic.

We are establishing school traditions and school spirit has become more consistent with the addition of our SEL/PBIS lead. The STEAM push has also led to more campus wide enrichment activities that we hope will flourish in the upcoming year. Campus activities need to be promoted more by the campus and the student body.

Communication from the WDS to CJHS is missing, and 6th grade teachers would like to meet with 5th grade teachers concerning student discipline and academic strengths/weaknesses. WDS sends “pink and blues” that have student discipline concerns as well as academic concerns to the 6th grade teachers.

WDS would like to work on the attendance to increase it. We want students to look forward to coming to school every day. Incentives need to be given to students to increase attendance, promote school pride and spirit.

There is also a need to increase parent engagement and involvement with their child’s education. This year perception has been shifted to include the need for parents to be more involved in their student's attendance and grades. We are already calandering PFE activities for the upcoming year that will meet these needs.

Perceptions Strengths

In the light of the many gun violence acts against schools and other public places, families feel safe bringing their children to school. WDS has a strong safety protocol led by district officials. Parental communication about our safety procedures is good.

Our PBIS initiative is in full swing and it has been instrumental in creating a positive learning culture for both students and teachers.

Our "Full Steam Ahead" initiative has created many opportunities for ALL of our students to experience science such as robotics, coding, Agri-science and engineering through Makerspace and our science nights.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The campus has had minimal community events to benefit the students. **Root Cause:** Covid 19 restrictions have limited campus activities due to safety protocols.

Problem Statement 2: Many of our students were unable to participate in afterschool enrichment activities. **Root Cause:** Because 80% of our students are bussed in, the same students participated in after school activities. We will be budgeting for transportation to support a "Magic Mondays" so that ALL students have the same opportunity.

Problem Statement 3: Half of our students are coded ELL, and yet we don't have equitable representation in school based programs such as GT, UIL, or robotics. **Root Cause:** The expectations set for our bilingual students are lower than those of monolingual students.

Priority Problem Statements

Problem Statement 3: Although we have access to HQIM and to a viable curriculum and pacing guides, we are not seeing an adequate amount of academic achievement K-5.

Root Cause 3: Delivery and execution needs to be monitored more closely, from the planning stages of the lesson to the closing of the lesson.

Problem Statement 3 Areas: Student Learning - School Processes & Programs

Problem Statement 2: Tier 1 instruction at the PreK-5 has created gaps that were compounded during Covid Remote learning years.

Root Cause 2: Lack of training, coaching, support and follow through has allowed marginal instructional practices to continue in the foundational grades.

Problem Statement 2 Areas: Student Learning - School Processes & Programs

Problem Statement 1: WDS average daily attendance has been dropping every year. Our campus goal is 98%

Root Cause 1: Poor follow-up on attendance issues; poor system of tracking and support; Poor follow-up using the district truancy plan and addressing tardies during the school year.

Problem Statement 1 Areas: Demographics - School Processes & Programs

Problem Statement 4: Teacher accountability by means of goal setting and data tracking is an area of opportunity for us.

Root Cause 4: The expectation for teacher and student goal setting and data tracking was not made clear by Administration.

Problem Statement 4 Areas: Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data

- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: William David Surratt Elementary will be a model of high standards for student academic excellence.

Performance Objective 1: Students in grades 3-5 will show growth in all areas of STAAR and MAP from the previous year.

High Priority

HB3 Goal

Evaluation Data Sources: BOY, MOY and EOY data for MAP and I ready assessments.
District benchmarks and Interim data.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use HQIM designated by the district Academic framework; Frog Street, HMH for ELAR and Eureka Math. Strategy's Expected Result/Impact: Increase 4-9 checkpoint scores STAAR Scores District Common Based Assessments Staff Responsible for Monitoring: Administrators Curriculum Coach Counselor Teachers Title I teacher Funding Sources: Contracted Services - 211 ESEA, TI A IMP - \$11,000	Formative			Summative
	Sept	Nov	Feb	May

Strategy 2 Details	Reviews			
Strategy 2: Utilize a campus developed MTSS program model to refer and provide intervention for all students who are referred for failing subjects, unsatisfactory performance on STAAR, and not reading on grade level. It will include connections with discipline and attendance. Strategy's Expected Result/Impact: Individual student growth in core content areas. More students achieving Approaches, meets and masters on STAAR. Staff Responsible for Monitoring: Administration All teachers Counselor PBIS CIS TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Sept	Nov	Feb	May
Strategy 3 Details	Reviews			
Strategy 3: Provide an intervention time during the school day to focus on instructional needs of students based on assessment data. Strategy's Expected Result/Impact: Individual student growth in core content areas. More students achieving Approaches, meets and masters on STAAR. Staff Responsible for Monitoring: Administration Coaches Teachers	Formative			Summative
	Sept	Nov	Feb	May

Strategy 4 Details		Reviews			
Strategy 4: Teachers will begin goal setting and tracking classroom data in addition to having their students goal set and track their own data. Strategy's Expected Result/Impact: Increased awareness of both teacher and student progress. A better opportunity to reflect and adjust our teaching and learning processes. Higher achievement and growth for students. Data based collaboration opportunities for other students. Staff Responsible for Monitoring: Admin Teachers Students Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Sept	Nov	Feb	May
Strategy 5 Details		Reviews			
Strategy 5: WDS will offer tutoring and intersession to students pre-K- 5 who are in need of support to close gaps, as well as those that require acceleration. Transportation will be provided for all instructional opportunities to include intersession 1-3, tutoring and Saturday school. Strategy's Expected Result/Impact: Growth for all students on MAP assessments and CLI Engage. Staff Responsible for Monitoring: Admin Coaches Teachers Counselors LPAC clerk CIS 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 Funding Sources: - 282 ESSER III - \$11,764.80, - 211 ESEA, TI A IMP - \$19,500		Formative			Summative
		Sept	Nov	Feb	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>					

Goal 1: William David Surratt Elementary will be a model of high standards for student academic excellence.

Performance Objective 2: CLI Engage data for PreK students will be at 90% ON TRACK at EOY.





High Priority

HB3 Goal

Evaluation Data Sources: CLI Engage data
Teacher made assessments
District assessments

Strategy 1 Details		Reviews			
Strategy 1: Teachers will use HQIM designated by the district Academic framework and stick to the Pre- K schedule with fidelity ; HQIM includes Frog Street, Learning Dynamics, St Math. Strategy's Expected Result/Impact: All classrooms will deliver the same grade level appropriate instruction. Staff Responsible for Monitoring: Administrators Curriculum Coach Counselor Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: Contracted Services - 211 ESEA, TI A IMP - \$11,000		Formative			Summative
		Sept	Nov	Feb	May

Strategy 2 Details		Reviews			
Strategy 2: Utilize MTSS program model to refer and provide intervention for all students who are referred for failing subjects, unsatisfactory performance on STAAR, and not reading on grade level. This system will include connections to discipline and attendance. Strategy's Expected Result/Impact: Individual student growth in core content areas. More students achieving Approaches, meets and masters on STAAR. Improved attendance. Improved discipline- Staff Responsible for Monitoring: Administration All teachers Counselor CIS PBIS coordinator TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy		Formative			Summative
		Sept	Nov	Feb	May
Strategy 3 Details		Reviews			
Strategy 3: Provide an intervention time during the school day to focus on instructional needs of students based on assessment data. Strategy's Expected Result/Impact: Individual student growth in core content areas. More students achieving Approaches, meets and masters on STAAR. Staff Responsible for Monitoring: Administration Coaches Teachers		Formative			Summative
		Sept	Nov	Feb	May

Strategy 4 Details	Reviews			
Strategy 4: Teachers will begin goal setting and tracking classroom data in addition to having their students goal set and track their own data. Strategy's Expected Result/Impact: Increased awareness of both teacher and student progress. A better opportunity to reflect and adjust our teaching and learning processes. Higher achievement and growth for students. Data based collaboration opportunities for other students. Staff Responsible for Monitoring: Admin Teachers Students Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Sept	Nov	Feb	May
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 1: William David Surratt Elementary will be a model of high standards for student academic excellence.

Performance Objective 3: 85% of K-2nd grade will be on or above grade on mClass EOY.

High Priority





Evaluation Data Sources: MClass data

HMH checkpoints

Teacher made assessments

District assessments

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use HQIM designated by the district Academic framework; HMH for ELAR and Eureka Math. Strategy's Expected Result/Impact: Increase 4-9 checkpoint scores STAAR Scores District Common Based Assessments Staff Responsible for Monitoring: Administrators Curriculum Coach Counselor Teachers Title I teacher Funding Sources: Contracted Services - 211 ESEA, TI A IMP - \$11,000	Formative			Summative
	Sept	Nov	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: Utilize MTSS program model to refer and provide intervention for all students who are referred for failing subjects, unsatisfactory performance on STAAR, and not reading on grade level. The system will also track attendance and discipline. Strategy's Expected Result/Impact: Individual student growth in core content areas. More students achieving Approaches, meets and masters on STAAR. Staff Responsible for Monitoring: Administration All teachers Counselors CIS PBIS coordinator ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Sept	Nov	Feb	May

Strategy 3 Details	Reviews			
Strategy 3: Provide an intervention time during the school day to focus on instructional needs of students based on assessment data. Strategy's Expected Result/Impact: Individual student growth in core content areas. More students achieving Approaches, meets and masters on STAAR. Staff Responsible for Monitoring: Administration Coaches Teachers	Formative			Summative
	Sept	Nov	Feb	May
Strategy 4 Details	Reviews			
Strategy 4: Teachers will begin goal setting and tracking classroom data in addition to having their students goal set and track their own data. Strategy's Expected Result/Impact: Increased awareness of both teacher and student progress. A better opportunity to reflect and adjust our teaching and learning processes. Higher achievement and growth for students. Data based collaboration opportunities for other students. Staff Responsible for Monitoring: Admin Teachers Students Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Sept	Nov	Feb	May
<div> <div>  No Progress <div>  Accomplished <div>  Continue/Modify <div>  Discontinue </div> </div> </div> </div> </div>				

Goal 2: William David Surratt Elementary will ensure a safe, well-disciplined, positive learning environment for all students.

Performance Objective 1: All staff and students will participate in the campus Positive Behavior and Intervention Support initiative in conjunction with Social Emotional Learning (SEL) strategies and instruction.





Evaluation Data Sources: Reduced number of discipline referrals and counselor referrals for behavior issues and bullying;

Strategy 1 Details	Reviews			
Strategy 1: Staff will attend SEL/ PBIS Region 19 PD to develop learning practices to implement in classrooms and with students school wide. This initiative will support social/emotional capacity of students & teachers. Strategy's Expected Result/Impact: Get to know students needs, building of social emotional capacity Staff Responsible for Monitoring: Counselor, Administration, Teachers Funding Sources: 199.E.11.13.6239.PIC 30 - 282 ESSER III - \$1,100	Formative			Summative
	Sept	Nov	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: All teachers will be trained to use and implement the PBIS app in their classrooms. Strategy's Expected Result/Impact: Student participation and engagement. Minimize off task student behaviors. Improved time on task. Staff Responsible for Monitoring: Administration PBIS/ SEL teacher All teachers ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Sept	Nov	Feb	May

Strategy 3 Details	Reviews			
Strategy 3: PBIS committee will meet in the summer to create a campus matrix/ flowchart for teachers to follow in their classrooms when dealing with off task behavior. Strategy's Expected Result/Impact: Improved time on task Improved student engagement and participation Minimize student interruption of learning Less discipline referrals Improved parent communication Staff Responsible for Monitoring: Administration PBIS teacher All classroom teachers ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Sept	Nov	Feb	May
Strategy 4 Details	Reviews			
Strategy 4: PBIS teacher will conduct monthly parent meetings to provide resources or invite guest speakers to share ideas on how to improve student behavior at home and school. Strategy's Expected Result/Impact: Improved school and parent communication Staff Responsible for Monitoring: Administration PBIS teacher	Formative			Summative
	Sept	Nov	Feb	May
Strategy 5 Details	Reviews			
Strategy 5: Material supplies as any other resource to address SEL/ PBIS social emotional needs for students on campus. Calming corner will be created to give students a safe environment. Incentives will be implemented (PBIS store) along with school wide SEL and PBIS circles to support with proactive strategies to help with mental and emotional behaviors needs of the student. Strategy's Expected Result/Impact: Minimized interruption of instruction Improved student engagement and participation Decrease in discipline referrals Staff Responsible for Monitoring: Administration PBIS/SEL Teacher ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Sept	Nov	Feb	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





Goal 2: William David Surratt Elementary will ensure a safe, well-disciplined, positive learning environment for all students.

Performance Objective 2: WDS will ensure all students and staff are safe from outside threats.

Strategy 1 Details	Reviews			
Strategy 1: Campus Safety Committee will meet at least once a semester to review safety procedures and conduct emergency safety drills (i.e. fire, lockdowns, shelter-in-place).	Formative			Summative
	Sept	Nov	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: SRO and campus Safety Committee will create a "Dads on Duty " or like program to improve campus safety by including active members of the community. Strategy's Expected Result/Impact: Improve the overall safety of the school and improve parental involvement. Staff Responsible for Monitoring: Administration and SRO ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: William David Surratt Elementary will ensure a safe, well-disciplined, positive learning environment for all students.





Performance Objective 3: WDS will utilize it's Communities in School's Personnel to support learning and parental involvement.

Strategy 1 Details	Reviews			
Strategy 1: Offer Communities in Schools program coordinator to provide: academic support in all areas, tutoring, after school homework club, extended learning time, Saturday camps, College and career readiness activities, enrichment activities including health and human services, basic needs, parent and family involvement activities, conduct home visits, and assist in providing supportive guidance to counselor.	Formative			Summative
	Sept	Nov	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: CIS will support campus attendance goals by providing follow up on student absences using phone calls and home visits, and parent classes. Strategy's Expected Result/Impact: Higher attendance rates. Higher parental involvement with at risk families Staff Responsible for Monitoring: AP for Attendance CIS PEIMS and Attendance clerk ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Sept	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: William David Surratt Elementary will ensure a safe, well-disciplined, positive learning environment for all students.

Performance Objective 4: WDS will offer students STEAM enrichment activities to all students both during the school day and afterschool or on Saturdays.





Evaluation Data Sources: Rosters, Extra duty time sheets, student activities.

Strategy 1 Details	Reviews			
Strategy 1: Will offer after school programs such as robotics, technology, sports, cheerleading, and broadcasting to motivate students to improve their grades and school-wide behavior and improve parent participation.	Formative			Summative
	Sept	Nov	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: Fees and supplies needed to support school enrichment programs such as robotics, art club, dance classes. Items may include, spheros robotics, battery packs, Lego robots and kits, Mindstorm kits, bee bot robots and parts, competition mats, power chargers, expansion slots, various art supplies, music equipment and costumes. Strategy's Expected Result/Impact: Increased student participation in STEAM activities. Increased parental involvement. Increased achievement in core areas. Staff Responsible for Monitoring: Teachers Coaches Admin - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Nov	Feb	May
Strategy 3 Details	Reviews			
Strategy 3: Teachers will be recruited to share their expertise and hobby in after school enrichment "Magical Mondays". Strategy's Expected Result/Impact: Improved student teacher relationships. Improved campus culture. Staff Responsible for Monitoring: Teachers Admin ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: William David Surratt Elementary will operate efficiently, being fiscally responsible.

Performance Objective 1: WDS will have an Instructional Leadership Team (ILT) to review campus and district goals, review budget items and address campus needs. This team will also ensure funds are allocated, tracked and encumbered appropriately.

Evaluation Data Sources: All campus allocated funds will be encumbered by district stated deadlines. The CIT will meet every month to review campus needs and make adjustments as necessary.

Strategy 1 Details	Reviews			
Strategy 1: The CIT will meet at minimum twice a semester to review school-related goals and address campus needs. Any member of the CIT may call a meeting to address campus issues. Strategy's Expected Result/Impact: More transparency in the decision-making process for our campus. Staff Responsible for Monitoring: Administration Teachers CIT members Parents Community members	Formative			Summative
	Sept	Nov	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: The ILT will meet twice a month to discuss and review campus initiatives, classroom instructional strategies and discuss feedback in order to promote change at the campus level.	Formative			Summative
	Sept	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: William David Surratt Elementary will operate efficiently, being fiscally responsible.

Performance Objective 2: Produce an average yearly attendance rate of 97%.





Evaluation Data Sources: Share the Average Daily Attendance (ADA) report with all faculty and staff weekly. Provide more students incentives to promote attendance.

Strategy 1 Details	Reviews			
Strategy 1: Creation of an Attendance Committee to provide guidance on students who have severe attendance issues. Strategy's Expected Result/Impact: Improvement of attendance Staff Responsible for Monitoring: Administration Classroom teachers CIS Attendance Clerk	Formative			Summative
	Sept	Nov	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: Every Month WDS will implement an attendance challenge that will encourage students to come to school. Students that have perfect attendance during those challenges will earn a free dress pass. Strategy's Expected Result/Impact: Improvement of attendance Staff Responsible for Monitoring: Teachers Administration	Formative			Summative
	Sept	Nov	Feb	May
Strategy 3 Details	Reviews			
Strategy 3: Develop system of monitoring of students who arrive tardy or are absent frequently will be collected by teachers. Teachers will contact parents of students with frequent absences. If absences continue, office will contact parents along with attendance officer. Staff Responsible for Monitoring: Attendance Clerk Teachers Administration	Formative			Summative
	Sept	Nov	Feb	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 4: William David Surratt Elementary will become the employer of choice in order to seek and retain effective personnel.

Performance Objective 1: WDS will be in compliance with all state and district standards for all certified personnel.

Evaluation Data Sources: All certifications will be up-to-date with district and state standards for certified personnel.





Strategy 1 Details	Reviews			
Strategy 1: All WDS faculty will be fully certified as applies to state and district standards. All certifications will be up-to-date. Strategy's Expected Result/Impact: Certification data Staff Responsible for Monitoring: Administration Central office personnel	Formative			Summative
	Sept	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: William David Surratt Elementary will become the employer of choice in order to seek and retain effective personnel.

Performance Objective 2: All faculty and staff will participate in targeted, appropriate professional development designed to further their craft.

Evaluation Data Sources: All faculty and staff will have participated in at least one professional development session each semester.

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development for all teachers to ensure student growth and success in all content areas assessments. Strategy's Expected Result/Impact: Professional development is meant to support teacher pedagogy and implementation of district materials and programs in order to increase student learning and achievement. Staff Responsible for Monitoring: Administration Curriculum coaches Teachers Para professionals Librarian - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Funding Sources: - 282 ESSER III - 282.E.13.6117 - \$24,651, - 199 GENERAL FUND - 199.E.6117 PIC 23 - \$1,000, - 199 GENERAL FUND - 199.E.6117.PIC 25 - \$8,580, - 199 GENERAL FUND - 199.E.6117.PIC 30 - \$2,500	Formative			Summative
	Sept	Nov	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: Provide professional development to all administrators, counselors, nurse, curriculum coaches, interventionist, and PBIS/SEL coordinator in their respective areas of support. This professional development will be offered by the district, Region 19, out of district and out of town, if necessary. Strategy's Expected Result/Impact: Increased awareness and effectiveness in respective areas. Further development of our counseling/PBIS/SEL program to support the career, social emotional and academic development of all students. Staff Responsible for Monitoring: Administrators Curriculum coach Counselor Nurse Funding Sources: - 211 ESEA, TI A IMP - 211.E.13.6411 - \$5,000, - 211 ESEA, TI A IMP - 211.E.23.6411 - \$8,280, - 211 ESEA, TI A IMP - 211.E.31.6411 - \$1,720, - 282 ESSER III - 282.E.13.6117 - \$24,651, - 282 ESSER III - 282.E.11.6117 - \$37,433, - 282 ESSER III - 282.E.13.6239 - \$2,850	Formative			Summative
	Sept	Nov	Feb	May

Strategy 3 Details	Reviews			
Strategy 3: Teachers will utilize TEKS planning to focus on instructional resources and assess students at the end of every nine weeks in content areas by grade level to better evaluate classroom instruction and student progress Strategy's Expected Result/Impact: Teachers will be provided with data on student achievement levels and understanding of the student expectations for learning. This data will be used to assist in lesson planning and instruction. Staff Responsible for Monitoring: Curriculum Coaches, Administration Funding Sources: - 211 ESEA, TI A IMP - \$6,000, - 282 ESSER III - \$24,651, - 199 GENERAL FUND - \$8,000	Formative			Summative
	Sept	Nov	Feb	May
Strategy 4 Details	Reviews			
Strategy 4: Teachers will be provided time outside of their normal duty hours to fulfill the HB3 requirements to complete the Science of Teaching Reading academy modules. Strategy's Expected Result/Impact: Sign In sheets & Agenda. Teachers will be able to provide evidence based on literacy instruction to be strength teacher growth. Staff Responsible for Monitoring: Curriculum Coach, Administration Funding Sources: - 282 ESSER III - \$24,651, - 199 GENERAL FUND - 199.E.13.6117 PIC 25 - \$1,000, - 199 GENERAL FUND - 199.E.13.6117 PIC 23 - \$500	Formative			Summative
	Sept	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: William David Surratt Elementary will include parents, community, and business members in the education of all students.

Performance Objective 1: Incorporate the input of parents, community and business members in the decision-making process at the campus level.

Evaluation Data Sources: Parents, community members and business partners will participate in PTO, CIT and PAC committees to communicate ideas about WDS.

Strategy 1 Details	Reviews			
Strategy 1: Increase campus parental involvement and communication by providing more opportunities for parents to come to campus to participate and attend workshops -conferences & PD.s. This will assist in improving student behavior and the overall school environment. Strategy's Expected Result/Impact: Sign in sheets for participation will prove increased participation. Agendas Minutes Staff Responsible for Monitoring: Administrators Counselor PTO CIT committee Funding Sources: - 211 ESEA, TI A IMP - \$2,971	Formative			Summative
	Sept	Nov	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: Provide hospitality for parenting classes and trainings and parent nights to increase attendance. Strategy's Expected Result/Impact: Increase the amount of parents to attending training on campus. Staff Responsible for Monitoring: Administration, Counselor, Communities In Schools Funding Sources: - 211 ESEA, TI A IMP - 211.E.61.6496. - \$705	Formative			Summative
	Sept	Nov	Feb	May
Strategy 3 Details	Reviews			
Strategy 3: Reading material and resources will be purchased for parents to help support their child academically and behaviorally at home. Strategy's Expected Result/Impact: Parents will have better understanding of how to work with their children at home in support of their academics Staff Responsible for Monitoring: Administration, Counselors, Teachers, CIS Funding Sources: - 211 ESEA, TI A IMP - 211.E.61.6329.P2 - \$1,500, - 211 ESEA, TI A IMP - 211.E.61.6399.P2 - \$619	Formative			Summative
	Sept	Nov	Feb	May

Strategy 4 Details		Reviews			
Strategy 4: Provide parents with campus and district information on district curriculum, district and campus policies and initiatives, and volunteer opportunities in order to promote parent involvement in campus committees such as Campus Improvement Committee (CIT), District Improvement Committee (DIC), Parent-Teacher Organization (PTO),. Strategy's Expected Result/Impact: Higher parental participation in campus committees. Staff Responsible for Monitoring: Admin Counselors CIS PBIS/SEL		Formative			Summative
		Sept	Nov	Feb	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>					

Goal 5: William David Surratt Elementary will include parents, community, and business members in the education of all students.

Performance Objective 2: Provide more opportunities for parents to become involved in our school by offering a variety of parent sessions, activities and opportunities to be of service to the school they are interested in.

High Priority

Evaluation Data Sources: PFE Survey

State Compensatory

Budget for William D. Surratt Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 8

Brief Description of SCE Services and/or Programs

Coding of At Risk Students Clint ISD uses the At-Risk Criteria to code students and benefit from the SCE program. The campus administration will ensure that all students, who meet At-Risk Criteria, are coded in the appropriate PEIMS submission. The PEIMS department reviews the criteria annually, and ensures all criteria are reviewed and submitted into the student data system – SKYWARD. Annual PEIMS Reviews ensure the coding is correct. Student Supports At all levels, staff are put in place to provide student supports and accelerated instruction. At the Elementary School Level, the district has funded curriculum coach positions and campuses have allocated funding for supplemental resources, extra duty pay for tutoring and travel for staff to gain knowledge of how best to support students. Elementary campuses also fund a Technology Coach to assist teachers and students with integrating technology to support instructional needs. Activities and Support Programs All district campuses conduct intervention programs to strengthen student academic skills. Campuses, at all levels, use SCE funds for extra duty pay for tutoring which will occur before, after-school and on Saturdays. The district also may use SCE funds for intersession. All campuses place SCE funding for resources to support intervention programs. These programs are designed to compliment the regular education program and offer additional supports for students who meet the SCE criteria. Data Review and Program Evaluation The campus and district teams, review student academic data after formative and summative assessments have been administered to ensure the success of programs, use of resources and effectiveness of staff. The Federal Programs annually evaluates the programs, staff, and activities funded through the SCE program. Campuses ensure that all activities are funded with the appropriate SCE funds which are actually entered into strategies of the CIP and DIP.

Personnel for William D. Surratt Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
ACOSTA, FATIMA VALERIA	INST AIDE COMP LAB	1
ALVARADO, MARISELA	TECHNOLOGY COACH	1
GUARDADO PAYAN, MONICA ELIZABETH	INST AIDE SPED SELF-CONTAINED	1
MARTINEZ, ANNABEL	INST AIDE SPED RESOURCE	1
REIFF, MARIA	MATH COORDINATOR ELEM	1
REYES DE GARCIA, PATRICIA	INST AIDE SPED SELF-CONTAINED	1
RODRIGUEZ, CASADY JAE	INST AIDE SPED SELF-CONTAINED	1
Vacant	INST AIDE SPED SELF-CONTAINED	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Karla Turner	CIS Coordinator	Title 1	1
Laura Tullius-Medina	SEL/PBIS lead teacher	Title 1	1
Y Ortiz	Interventionist	Title 1	1