

**Comal Independent School District**  
**Clear Spring Elementary**  
**2018-2019 Campus Improvement Plan**



# **Culture and Commitments**

## **Culture and Commitments**

**Learn and perform your job with high expectations.**

**Deliver exceptional customer service.**

**Work for the team.**

**Own our student performance.**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Clear Spring Elementary School sits in the middle of a semi-rural subdivision and is approximately nine years old. New construction is on-going throughout Avery Park and surrounding areas. Students from the subdivision and the surrounding area attend CSES. Our demographic make-up is similar to that of several Title I schools in Comal ISD. CSES has grown approximately 40% since 2010-11, from 543 to our current enrollment of about 757 students. CSES' enrollment numbers have remained the same as last year's numbers.

According to the Texas Education Agency's (TEA) 2017 School Report Card, Clear Spring's students are made up of the following ethnic backgrounds: 55.6% Hispanic, 39.4% White, 2.1% African American and 2.9% other. The report also indicates 49.2% of CSES students are classified as economically disadvantaged, 48.6% of students are at-risk and our mobility rate is 13.2%. Special program enrollment is as follows: 24.1% ELL, 9.4% GT, and 7.0% Special Education. Our attendance rate remains at approximately 96%.

### Demographics Strengths

Clear Spring is a Title 1 campus and we certainly experience the challenges of meeting the needs of our economically disadvantaged population. However, we have many students who come from middle-class families. We also house the Dual Language program on our campus. We have students who are learning English as a second language. Our students are mixed throughout the day in the Dual Language classes but we also blend all students for our Specials rotations. Students do not remain in their classes when attending Specials. Instead, we mixed all classes (including Dual Language) to create Special rotation groups. The purpose for this is to foster the blending of all populations in order to enhance our philosophy of accepting each others' differences.

## **Student Achievement**

### **Student Achievement Summary**

Student Achievement Summary

Clear Spring Elementary 2017 Accountability Summary indicates the following results:

Accountability Rating: Met Standard

MES Met Standard on:

1. Domain I: Student Achievement Scale Score 76 (Met Standard)
2. Domain IIA: Academic Growth Scale Score 60 (Met Standard)
3. Domain IIB: Relative Performance Scale Score 74 (Met Standard)
4. Domain III: Closing the Gaps Scale Score 69 (Met Standard)

Overall Grade Components Best Scale Score:

Domain II-Part A 74 (weight=70%)

AND Domain III 69 (weight=30%)

Overall Score: 73 Overall Word Rating: Met Standard

### **Student Achievement Strengths**

Clear Spring Elementary met state standards for student achievement, student progress, closing performance gaps and postsecondary readiness according to the 2018 TEA Accountability Summary.

## **School Culture and Climate**

### **School Culture and Climate Summary**

Clear Spring Elementary has a high expectation for learning. Our campus is clean, safe, friendly, and conducive to learning. We offer a variety of programs that encourage a positive campus culture including: SET (Stallion Enrichment Time) Time, Garden Club, Chess Club, Choir, Violin lessons, daily news broadcast (CSES News), Star Stallions (5th grade), Greeter Leaders, Flag Patrol and Safety Patrol (4th grade), and Principal's MVP Award which recognizes student for growth in a variety of areas. Our Community in School (CIS) coordinates Bobcat Buddies, RSVP mentors, Homework Club, and Lunch Bunch (social groups). Our Family Engagement Specialist organizes our parent volunteer program, Watch DOGS and works closely with our PTA to create a welcoming environment for our families.

We set a high expectations for schoolwide behavior as well. We use a campus disciplinary matrix to maintain consistency of office referrals. If a student is referred to the office for a rule infraction, we follow the district procedure for disciplinary actions. CSES does not have incidents of violence, drugs or alcohol. We have implemented the Comal Commitment into our curriculum as well as provide guidance lessons that focus on positive actions, antibullying, and making healthy choices through Connections and classroom guidance lessons.

Parents report that CSES is a safe facility with entrance through only one door allowed during the school day. They like the RaptorWear system and the volunteer background checks that must be completed. They report feeling that their children are in a safe instructional environment.

### **School Culture and Climate Strengths**

CSES focuses on developing the whole child by implementation of the Comal Commitment core values which are introduced and taught through morning meetings, guidance lessons, and classroom lessons. The building is safe during the school day. Background checks are required on any visitor who will have contact with students other than their own. The Watch DOGS program provide an extra level of security. We have established a culture of helping others through our Star Stallions (5th grade Leadership) who assist throughout the school in a variety of ways including helping in primary classes, assisting students who are being dropped off or picked up in cars, delivering end-of-day notes, assisting in library, and the raising and lower of our flags daily. The number of volunteers on campus daily is growing. Parents volunteers support teachers by helping prepare resources needed for lessons and support students by mentoring students who need additional practice with reading or math.

Dual Language Program creates a culture of bilingual-bicultural and biliterate students. Dual Language classes are in place for all grade levels (K-5).

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

#### Staff Quality, Recruitment, and Retention Summary

All teachers at Clear Spring Elementary maintain Highly Qualified Status. CSES currently has 2 teachers in Pre-K, 6 teachers in kindergarten, 6 teachers in 1st grade, 6 teachers in 2nd grade, 7 teachers in 3rd grade, 7 teachers in 4th grade, and 6 teachers in 5th grade. We have two curriculum instruction coaches, one GT teacher, one dyslexia teacher, four special education teachers, and one and half early reading intervention teachers.

We have twenty two new to CSES teachers for the 2018-19 school year. We have developed a strong mentoring team comprised of veteran teachers of CSES. The mentors meet weekly with new staff to provide support in learning all things CSES. We hold monthly meetings with all new staff to address needs and concerns. We want to build the culture of "Once a Stallion, always a Stallion!".

### **Staff Quality, Recruitment, and Retention Strengths**

Teachers at Clear Spring Elementary are dedicated to being life-long learners. Extensive amounts of time is spent collaborating and learning from each other, district personnel, and outside consultants. This continual support helps to maintain the high levels of expectations for all our teachers.

Tuesdays are designated as Learning Tuesdays. The first Tuesday of every month is for the leadership team to meet and discuss operations, systems, and instructional practices.. The second and fourth Tuesdays are full faculty meetings to learn about instructional strategies to improve tier 1 instruction. The third Tuesday of the month is devoted to Positive Behavior Interventions and Supports (PBIS) team meetings, Courtesy committee meetings and Technology committee meetings.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Curriculum, Instruction, and Assessment Summary Teachers will implement the curriculum using the CISD Curriculum Unit Maps and lesson plans for each subject area. Campus benchmarks and district CAs and released STAAR exams will be used to assess specific student needs based on the TEKS. CSES has a math and reading specialist funded by Title I who will intervene with students based on academic needs.

The Response to Intervention process at CSES will be used to determine students who are in need of additional academic intervention. Teachers will ensure that students receive rigorous instruction to ensure that academic goals are met. Regular walkthroughs by the Instructional Team will ensure that student learning is at a high level of rigor. Data-driven, targeted instruction for all students along with instructional technology will ensure that students achieve at high academic levels.

Teachers will use early release Wednesdays to collaborate in the areas of student data/achievement/curriculum. Weekly grade level Collaborative Team Cycle meetings will provide additional time for teams and school leaders to collaborate on best teaching practices and strategies that will promote success for all students at all level of achievement. Monthly faculty meetings will be used to learn and practice Kagan Cooperative Learning Strategies.

### **Curriculum, Instruction, and Assessment Strengths**

The campus Instructional Leadership Team meets monthly to prepare for faculty professional development and to discuss and collaborate in the area of instructional need. RtI meetings are held regularly to review intervention practices for students in the need of additional assistance and the possibility of assessment for dyslexia or other 504 services or Special Education services. Grade level teams collaborate weekly to plan, share best practices and problem solve concerns to ensure the success of all students. Monthly Instructional Teams are devoted to reviewing data from a variety of assessments including common assessments, district assessments, Universal Screeners, DRA, and STAAR to make adjustments to instruction and provide interventions in small groups. Vertical team meetings are schedule monthly will allow for collaboration between the different grade levels to ensure we are in alignment with our instructional focus.



## **Parent and Community Engagement**

### **Parent and Community Engagement Summary**

#### Parent and Community Engagement Summary

CSES' Family Engagement Specialist is responsible for securing volunteers, implementing parent curriculum, overseeing the Watch Dog Dads program as directed by administration and assisting with programs at school that involve parent participation. CSES provides many opportunities for parents to be involved in their child's education in a variety of ways. The CSES PTA sponsors many parent involvement events throughout the year.

School-wide family events are held throughout the year including Reading Night, Math is a Big Deal Night, Science Night, Family Fit Night, Veteran's Day program, Family Thanksgiving Lunch, grade level programs and awards ceremonies, Book Fair and other library-sponsored events, Fall and Spring Festival, PTA Movie Nights, and Breakfast with Santa.

Students at CSES are taught to give to those in need through events such as Pennies for Pasta, Jump for Heart, canned food drives, and other charitable opportunities.

### **Parent and Community Engagement Strengths**

Attendance has increased over the years at our family-focused events, especially those held in the evening. The number of WatchDog Dads has increased over the past several years and involves new and returning fathers/male figures. Parent volunteering has also increased since the school began.

Community support includes Bobcat Buddies and RSVP Volunteers (arranged by the Communities in School program). This year we also have Canyon High School football players and local first responders that donate their time by reading with students.

Events throughout the year that encourage family involvement at school are all PTA sponsored events, Grandparents' Day lunch with kindergarten students, Veteran's Day program, Thanksgiving lunch, Breakfast with Santa, Passion Project Fairs, awards ceremonies, night-time grade level performances, Open House, Reading, Math is a Big Deal, and Science Nights, and Bilingual Family Nights.

## **School Context and Organization**

### **School Context and Organization Summary**

### **School Context and Organization Summary**

Clear Spring Elementary's main focus is on structuring daily operations that will support student learning. Schedules, intervention services, and school activities are carefully considered and structured so maximum time for instruction is maintained.

### **School Context and Organization Strengths**

#### School Context and Organization Strengths

A master schedule as been developed to allow for the maximum uninterrupted instruction time. District guidelines for required minutes for ELA and math are maintained at each grade level. Built in intervention/enrichment times (SET) are a part of the daily schedule for many grade levels.

Collaborative Team Cycle meetings comprised of grade level teachers, administrators, and Campus Instructional Coaches, are scheduled weekly to facilitate systematic continuous improvement. RtI meetings are schedule weekly to discuss students of concern. All grade level teams have a daily common 50-minute planning time and teams are required to meet at least once a week for planning purposes.

# Technology

## Technology Summary

## Technology Summary

The CSES staff is dedicated to enhancing existing instructional practices by integrating technology. Students access a wide variety of technology tools and programs: Interactive Write Boards, cameras, Macbooks, iPads, itouches, remote response systems and television production equipment. Teachers have also embraced new technology to improve communication and efficiency. Once a month, the staff engages in Technology Tuesday which often times will be lead by our campus Instructional Facilitator. The purpose of these meetings is to train teachers in a variety of technology-base tools that can enhance instruction in the classroom.

A technology lab will continue to be a part of our specials rotations which will allow students additional opportunities to develop computer skills. A technology-based has been purchased and implemented.

## Technology Strengths

### Technology Strengths

Teachers are consistently looking for opportunities to incorporate technology into their lessons.

Our award winning morning announcements are produced and broadcasted by 5th grade students, our librarian and technology facilitator.

Each grade level has a COW/CALF with a classroom supply of laptops and each teacher has a computer cart with 4-5 laptops per classroom. In addition, teachers have iPads to use as part of their lessons and activities.

All classrooms are equipped with Elmos and projection systems. Our librarian is highly proficient with technology and takes an active role in promoting and managing the use of technology with students and staff. Students attend Technology class during their specials rotations once a week and learn important computer skills.

# Comprehensive Needs Assessment Data Documentation

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

# Strategic Priorities

## Strategic Priority 1: Maximize academic performance.

**Performance Objective 1:** Increase the percentage of students meeting or exceeding growth in reading to 85% in grades K-5.

**Evaluation Data Source(s) 1:** MAP Screener

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	May
<b>Comprehensive Support Strategy</b> 1) CSES will adhere to the district Balanced Literacy Framework.	Teachers Administrators CICs District Curriculum Personnel	Evidence in lesson planning for adhering to the framework. Teachers will grow in their expertise in balanced literacy.				
	Funding Sources: Title I - 1000.00, Title III Budget - 1000.00					
2) Reorganize the literacy library so that it is accessible to teachers.	CIC Teachers	Literacy Library will be kept current and used. More books in the hands of students.				
	Funding Sources: Title I - 1000.00, Title III Budget - 1000.00					
3) Students in kinder - 2nd grade will take home book bags (Mon.-Thurs.) and get reading logs signed.	Teachers	Students will read more at home and return signed reading logs.				
	Funding Sources: Title I - 800.00					
4) CTC cycles to support and enhance the components of balanced literacy.	Teachers CICs Admin	Admin will see balanced literacy components during T-Tess walk throughs and observations.				
	Funding Sources: Title I - 800.00					
5) Reading Roundups - meetings with district curriculum team to assist with planning and implementation of balanced literacy.	Teachers CICs Admin District ELA Personnel	Admin will see balanced literacy components during T-Tess walk throughs and observations.				
	Funding Sources: Title I - 800.00					
6) Implement Master Schedule created to allow large blocks of time for ELA.	Admin CICs Teachers	Admin will see balanced literacy components during T-Tess walk throughs and observations.				
	Funding Sources: Title I - 800.00					

7) Stallion Enrichment Time- time for teachers to work on HML strategies in small targeted groups based on data from MAP, STAAR, and Common Assessments.	Teachers Admin	Evidence in lesson planning for addressing students not working on grade level content. Students showing improvement on MOY and EOY MAP screener.				
	Funding Sources: Title I - 500.00, Title III Budget - 500.00					
= Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue						

**Strategic Priority 1:** Maximize academic performance.

**Performance Objective 2:** Increase the percentage of students meeting or exceeding growth in math to 85% in grades K-5.

**Evaluation Data Source(s) 2:** MAP Screener

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	May
1) Targeted and differentiated small group guided math instruction will be provided daily.	Teachers Administration CIC's	Students receiving instruction on differentiated levels. Teachers give feedback immediately during small groups.				
Funding Sources: Title I - 500.00, Title III Budget - 500.00						
2) CTC cycles to support and enhance the components of guided math instruction.	Teachers Administration CICs	Admin will see guided math components during T-Tess walk throughs and observations.				
3) Critical Writing across all grade levels in Math using the Reflect and Connect question stems.	Teachers Administration CICs District Math Specialist	Critical writing will let teachers know immediately if students understand the concept or need additional instruction.				
4) Continue "Math Meets" with district math specialist for planning and content development.	Teachers Admin CICs District Math Specialist	Admin will see guided math components during T-Tess walk throughs and observations. Students will improve on CA's and MOY MAP screener.				
5) Stallion Enrichment Time- time for teachers to work on HML strategies in small targeted groups based on data from MAP, STAAR, and Common Assessments.	Teachers Admin CICs	Evidence in lesson planning for addressing students not working on grade level content. Students showing growth on MOY and EOY MAP screener.				
Funding Sources: Title I - 500.00, Title III Budget - 500.00						
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue						

**Strategic Priority 1:** Maximize academic performance.

**Performance Objective 3:** 70% of 4th graders will meet or exceed expectations on the Writing STAAR assessment.

**Evaluation Data Source(s) 3:** Writing Mock STAAR - November  
BOY/MOY MAP -Language Usage  
STAAR 2018-19

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	May
1) Students in all grade levels will participate in the Writer's Workshop model as part of the Balanced Literacy Framework.	Teachers Admin CICs District Writing Specialist	Increased student performance on writing assignments, common assessments, and MAP testing.				
Funding Sources: Title I - 1000.00, Title III Budget - 1000.00						
2) Teachers in all grade levels will use the Patterns of Power process to enhance the writing process.	Teachers Admin CICs District Writing Specialist	Increased student performance on writing assignments, common assessments, and MAP testing.				
3) Writing Meetings and Planning sessions with district writing specialist to ensure teachers are using best practices to teach writing.	Administration Teachers CICs District Writing Specialist	Evidence in Lesson planning for writing in all grade levels. Increased student performance on writing assignments, common assessments, and MAP testing.				
4) CTC meetings will analyze student writing artifacts (across genres) and plan lessons accordingly.	Teachers Admin CICs District Writing Specialist	Evidence in Lesson planning for writing in all grade levels. Increased student performance on writing assignments, common assessments, and MAP testing.				
5) The volume and variety of writing that students compose in k-5 will increase.	Teachers Admin CICs District Writing Specialist	Student writing displayed in hallways. More artifacts to analyze at CTC meetings.				
Funding Sources: Title I - 500.00						



 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

**Strategic Priority 1:** Maximize academic performance.

**Performance Objective 4:** Increase the % of current sped students scoring meets grade level or above (19% ELA, 23% MATH)  
 Increase the % of sped students scoring approaches, meets, and masters to 23% on all STAAR tested subject areas in 3rd- 5th grades.

**Evaluation Data Source(s) 4:** STAAR 17'-18' - ELA 14%  
 STAAR 17'-18' - Math 13%

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	May
1) Each STAAR tested grade level has a special education teacher assigned to their grade level. They have the same conference time and can participate in all CTC meetings.	Admin Special Education Teachers CICS	Special education teachers are part of the CTC process and can directly teach and support the classroom teacher and students in regards to the specific strategies discussed in CTC meetings.				
2) Stallion Enrichment Time (SET) included in the Master Schedule. Students are pulled for resource during SET time and will not miss any new grade level material while they are in resource.	Teachers Special Education Teachers Admin	Students get targeted instruction based on IEP goals during resource.  Students are in class for all grade level instruction.				
3) Special Education teachers will develop a schedule of services that includes more inclusion support than resource and in accordance to students' IEP.	Admin SPED Team Teachers	Students stay in with grade level peers as much as possible to learn grade level content with support.  Students show improvement on grade level TEKS because the time in class increases.				
4) Special education teachers will collaborate with general education teachers, CICS, district instructional coaches, and district special education personnel to improve instructional strategies and content knowledge in order to better support special education students.	Admin Sped team Teachers CICS District personnel Sped District personnel	Instruction for special education students is scaffolded to increase student performance. General education teachers learn and implement strategies to support students in special education.				
= Accomplished                        = Continue/Modify                        = Considerable                        = Some Progress                        = No Progress                        = Discontinue						

**Strategic Priority 1:** Maximize academic performance.

**Performance Objective 5:** Increase the % of students scoring approaches, meets, and masters in 3rd, 4th and 5th grades in Reading and Math.

**Evaluation Data Source(s) 5:** STAAR 2017-18 Data

Approaches Meets Masters

All subjects 78% 45% 21%

STAAR 2018-19 Goals

Approaches Meets Masters

All subjects 85% 55% 25%

**Summative Evaluation 5:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	May
1) Stallion Enrichment Time (SET)- time for teachers to work on HML strategies in small targeted groups built into master schedule.	Teachers Admin CICs	Evidence in lesson planning for addressing students not working on grade level content. Students showing growth on CA's, MAP, and STAAR.				
2) CTC cycles to support and enhance the components of guided math instruction and the balanced literacy framework.	Teachers Administration CICs	Admin will see guided math and balanced literacy components during T-Tess walk throughs and observations.				
3) Critical Writing across all grade levels in Math and Reading using the Reflect and Connect question stems.	Teachers Administration CICs District Curriculum Specialists	Critical writing will let teachers know immediately if students understand the concept or need additional instruction.				
4) Teachers will use KAGAN cooperative learning structures to increase authentic engagement to impact Tier 1 instruction.	Teachers Admin CICs	Admin will see Kagan structures during T-Tess walk throughs and observations.  Students will be accountable for sharing information learned.				
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue						

**Strategic Priority 2: Prepare classrooms and facilities for learning.**

**Performance Objective 1:** Campus Leadership Team will meet monthly to reflect and refine operational systems.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**











Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	May
1) Evaluate the technology work orders, facilities work orders, etc. to make sure they have been completed in a timely manner.	Leadership Team Admin Senior Associate	Work orders completed in a timely manner. Feedback on work orders not completed.				
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue						

**Strategic Priority 2:** Prepare classrooms and facilities for learning.

**Performance Objective 2:** 100% of all Safety Drills will be completed according to district policy.

**Evaluation Data Source(s) 2:** Safety Plan  
Safety Drill Logs

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	May
1) After each drill, we will ask for and analyze feedback from staff for safety and efficiency.	Administration Teachers	Drills will increase in efficiency without sacrificing fidelity of drills.				
2) Students will hold hands during all evacuations as per district guidelines.	Teachers Administration	Students automatically hold hands without prompting because they understand it is about safety.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

### Strategic Priority 3: Embrace choice.

**Performance Objective 1:** We will provide students at all grade levels a choice to participate in leadership or club activities.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	May
1) Students in 4th grade can apply for positions on the safety patrol.	Coach Meeker Administration	4th graders become leaders in greeting students in the morning. 4th graders open car doors for morning drop off.				
Funding Sources: Title I - 100.00						
2) Students in 5th grade can apply for positions for "Star Stallions". Star Stallions help out in classrooms with younger students, help out in the office, and assist teachers with various duties.	Counselor 5th Grade Teachers Classroom Teachers Office Personnel	Students gain leadership skills assisting younger students in reading and math. Students learn responsibility for having a "Job" at school.				
3) Students in all grade levels can participate in the Chess Club.	Cindy Rum Tammy Griffiths	Students learn strategy and problem solving while playing chess.				
Funding Sources: Title I - 100.00						
4) Fourth and Fifth Graders have the opportunity to participate in First Lego League.	Shauna Gonzalez Crystal Frost Admin	Research challenges facing today's scientists Design, build, test and program robots using LEGO MINDSTORMS technology Apply real-world math and science concepts Learn critical thinking, team-building, and presentation skills Participate in tournaments and celebrations Understand and practice Gracious Professionalism				
5) Girls in 4th and 5th grade can participate in "Girls Who Code" Club. Girls Who Code is a nonprofit organization which aims to support and increase the number of women in computer science.	Amber Abatecola Rachel Grubbs	Girls build their self confidence while gaining information about computer science.				
Funding Sources: Title I - 200.00						
6) Students in kinder-5th grade can join The Paradigm Challenge. Students can work in teams to create a project to change the world.	Team Coaches Admin	Students research real world problems and take on leadership roles to problem solve.				
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue						

## Strategic Priority 4: Recruit, develop, and coach talent.

**Performance Objective 1:** We will make sure that all new teachers and new to CSES teachers are supported throughout the school year.

**Evaluation Data Source(s) 1:** Monthly Meeting Forums

### Summative Evaluation 1:











Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	May
1) New to CSES orientation prior to school starting to welcome new staff and answer questions.	Admin Lead Mentor Mentees in various positions	Teachers feel welcome and apart of the CSES team. Questions are answered that are important for them in a "on-time manner."				
2) Each new to CSES staff member attends a monthly meeting to answer questions and address concerns. The meetings are the last Wednesday of each month.	Lead Mentor - Susanna Johnston Admin Counselor Mentees	Teachers receive support for any concerns or situations they are working through. Team environment to ensure teachers feel like they belong to CSES.				
Funding Sources: Title I - 300.00						
3) 1st Year Teachers are part of the coaching cycle during the first few months of school.	CICs Admin	Teachers see others model lessons to help refine their instructional strategies. Immediate feedback is given to support new teachers.				
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue						

**Strategic Priority 4:** Recruit, develop, and coach talent.

**Performance Objective 2:** Opportunities for teacher leaders to present staff development during faculty meetings.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	May
1) Teacher leaders are encouraged to present staff development during faculty meetings.	Admin CICs	Teachers see each other as experts and can go to each other for instructional strategies.				
2) We will hold at least three EdCamps throughout the school year. Edcamps allow participants to collaboratively determine session topics the day of the event	Teachers Admin CICs	foster bonding among staff members and explore school-specific initiatives.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						



# Comprehensive Support Strategies

Strategic Priority	Objective	Strategy	Description
1	1	1	CSES will adhere to the district Balanced Literacy Framework.

# Campus Funding Summary

<b>Title III Budget</b>					
<b>Strategic Priority</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Dual Language Books for literacy Library		\$1,000.00
1	1	2	Dual Language Books for Literacy Library		\$1,000.00
1	1	7	Tutoring Materials		\$500.00
1	2	1	Math Materials		\$500.00
1	2	5	Small group materials		\$500.00
1	3	1	Writing Workshop Materials		\$1,000.00
<b>Sub-Total</b>					\$4,500.00
<b>Title I</b>					
<b>Strategic Priority</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Books for Literacy Library		\$1,000.00
1	1	2	Books for Literacy Library		\$1,000.00
1	1	3	Reusable Bags		\$800.00
1	1	7	Tutoring Materials		\$500.00
1	2	1	Math Materials		\$500.00
1	2	5	Small group materials		\$500.00
1	3	1	Writing Workshop Materials		\$1,000.00
1	3	5	Writing Materials		\$500.00
3	1	1	Safety Vests		\$100.00
3	1	3	Chess Games		\$100.00
3	1	5	Coding Materials		\$200.00
4	1	2	Materials for New Staff		\$300.00
<b>Sub-Total</b>					\$6,500.00
<b>Grand Total</b>					\$11,000.00