Commerce Independent School District

Commerce Elementary

2026-2027 Campus Improvement Plan

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Mission Statement

CES Vision Statement

Commerce Elementary is committed to inspiring excellence through strong relationships, high expectations, and quality instruction for every student. We accept the responsibility of building strong academic, behavioral, and social foundations that prepare every Tiny Tiger for success at the next level.

At CES, we **ROAR**:

R — **Relationships** — Building meaningful connections where every student feels known, valued, and supported.

O — **Opportunity** — Providing every student with opportunities to learn, grow, and experience success.

A — **Achievement** — Holding high expectations and celebrating academic growth, effort, and excellence.

R — **Responsibility** — Teaching students to take ownership of their learning, choices, and character.

Inspiring Excellence — Every Student. Every Lesson. Every Time.

Vision

At Commerce Elementary, we inspire every Tiny Tiger to DREAM big, BELIEVE in themselves, and ACHIEVE their highest potential through strong relationships, meaningful opportunities, high expectations, and a commitment to excellence.

Inspiring Excellence — Every Student. Every Lesson. Every Time.

Table of Contents

CES Vision Statement 2

Comprehensive Needs Assessment 4

Needs Assessment Overview 5

Demographics 6

Student Learning 8

School Processes & Programs 10

Perceptions 14

Priority Problem Statements 17

Data Documentation for CNA 19

Improvement Planning Data 20

Accountability Data 20

Student Data: Assessments 20

Student Data: Student Groups 21

Student Data: Behavior and Other Indicators 21

Employee Data 21

Parent/Community Data 22

Support Systems and Other Data 22

Goals 23

Goal 1 : CISD will provide exemplary programs to ensure that all students are succ... 24

Goal 2 : CISD will maintain and improve facilities and support systems that enhanc... 28

Goal 3 : CISD will provide timely, open communication and positive parental and co... 32

Goal 4 : CISD will attract and retain qualified employees by providing competitive b... 34

Goal 5 : CISD will invest resources to ensure that students, parents and the comm... 38

Plan Notes 42

Funding Summary 44

199 - General Fund: HS Allotment 45

211 - Title I, Part A 45

255 - Title II, Part A 45

263 - Title III LEP 45

Comprehensive Needs Assessment

Needs Assessment Overview

Summary

The comprehensive needs assessment process examined multiple sources of data to identify **campus strengths, student needs, and areas for continued growth**. Data reviewed included student achievement and progress-monitoring results, demographic information, attendance and discipline trends, instructional practices, program effectiveness, family and community engagement, staff capacity, and campus resources.

Findings from the needs assessment will guide the development of **measurable campus goals, targeted strategies, and action steps** focused on strengthening Tier 1 instruction, improving student achievement and growth, providing early and targeted intervention, increasing attendance, developing staff capacity, and strengthening family and community partnerships. CES will continue to monitor data throughout the year and adjust practices and supports based on the needs of our Tiny Tigers.

Demographics

Summary

For 25-26

25% African-American

25% Hispanic

42% White

2% Asian

6% Multi Racial

13% Emergent Bilingual

Commerce Elementary serves all the children in EE-2nd in Commerce ISD. Commerce ISD is economically disadvantaged with the CES campus having a 70.4% free/reduced lunch rate. The campus has been a Title I Schoolwide Project for many years. CES has an enrollment of approximately 397 students.

Strengths

- **Diverse Student Population:** The district serves a racially, culturally, and linguistically diverse student body, enriching classroom discussions and preparing students to thrive in a multicultural society.
- **Growing Bilingual/ESL Population:** Increasing numbers of English Learners contribute to a dynamic learning environment, with students demonstrating strong oral language development and cultural exchange.
- **Inclusive Services:** Special education, gifted/talented, and ESL programs are represented across the district, ensuring that a broad range of student needs are supported and voices included.
- **Community Representation:** Student demographics closely reflect the broader Commerce community, fostering strong partnerships between home, school, and local organizations.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	CES continues to strengthen consistent implementation of high-quality Tier 1 instruction and the use of assessment data to drive instructional decisions across all classrooms.	Teachers are at varying levels of experience with Bluebonnet Learning, lesson internalization, and data-driven instructional practices. Continued PLC collaboration, coaching, classroom feedback, and progress monitoring are needed to strengthen instructional consistency and ensure instruction is responsive to student needs.

★ = Priority

Student Learning

Summary

Student achievement is monitored through state assessments, local benchmarks, and classroom performance data. While Commerce ISD elementary students are not yet assessed through STAAR, progress toward readiness is measured through campus benchmarks, curriculum-based assessments, and state-mandated screeners (such as CIRCLE, and TPRI). Data indicates that many students demonstrate growth across core content areas; however, gaps persist in reading fluency, foundational numeracy, and writing stamina, particularly among students identified as economically disadvantaged, English Learners, and students receiving special education services.

Strengths

Early literacy screeners and classroom observations show that many students are highly engaged in phonemic awareness, oral language development, and early comprehension skills. At the elementary level, students demonstrate strong social-emotional learning skills, curiosity, and collaborative learning behaviors that support classroom engagement and positive peer interactions.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	CES continues to strengthen consistent implementation of high-quality Tier 1 instruction and the use of assessment data to drive instructional decisions across all classrooms.	Teachers are at varying levels of experience with Bluebonnet Learning, lesson internalization, and data-driven instructional practices. Continued PLC collaboration, coaching, classroom feedback, and progress monitoring are needed to strengthen instructional consistency and ensure instruction is responsive to student needs.

★ = Priority

School Processes & Programs

Summary

Curriculum & Instruction

- **Bluebonnet Learning HQIM** provides a state-developed, TEKS-aligned curriculum for K–8 mathematics and K–5 English Language Arts and Reading (ELAR).
- Instruction is evidence-based, using strategies grounded in cognitive science to enhance student learning.
- Materials include daily lesson plans, student-facing resources, and formative/summative assessments, allowing teachers to monitor progress and adjust instruction.
- The curriculum includes scaffolds and supports for diverse learners, including English learners and students with disabilities, promoting equitable access to rigorous instruction.

2. Professional Development

- Educators receive training and workshops specifically designed to support effective implementation of Bluebonnet Learning materials.
- Professional development covers instructional strategies, differentiation, and integration of technology to maximize student engagement and learning outcomes.
- Ongoing coaching and collaboration within PLCs support teacher growth and fidelity of implementation.

3. Leadership & Decision-Making Processes

- Leadership teams guide the adoption and implementation of Bluebonnet Learning, ensuring alignment with campus improvement goals.
- Decisions are data-driven, informed by assessment results provided within Bluebonnet Learning's integrated system.
- Campus leaders facilitate collaborative decision-making through grade-level teams and instructional leadership meetings.

4. Communication

- Staff, students, and families are informed about Bluebonnet Learning through newsletters, parent communications, social media and campus websites.
- Teachers share progress and learning opportunities using digital tools provided by Bluebonnet Learning.
- Feedback mechanisms, including surveys and progress reporting, support continuous improvement and stakeholder engagement.

5. Organization & Context

- Scheduling allows dedicated time for core instruction and targeted interventions using Bluebonnet Learning materials.
- Support services, including special education and English language learning, are integrated seamlessly with instructional programs.
- The campus fosters a positive learning environment that encourages student participation and engagement in both face-to-face and digital learning modalities.

6. Extracurricular & Co-Curricular Opportunities

- While primarily academic, Bluebonnet Learning supports skills that can transfer to extracurricular and co-curricular programs, such as problem-solving, critical thinking, and digital literacy.

7. Technology Integration & Plan

- Digital versions of Bluebonnet Learning materials are fully accessible and support blended learning models.
- Technology is leveraged to differentiate instruction, track student progress, and provide interactive learning experiences.
- Teachers receive guidance and technical support for integrating Bluebonnet Learning tools into classroom instruction.

8. Other Programs

- Bluebonnet Learning is part of Texas's broader initiative to provide high-quality instructional materials (HQIM) as Open Educational Resources (OER), enabling customization to meet campus-specific needs.
- Funding options, such as the Instructional Materials & Technology Allotment (IMTA), SBOE-approved entitlements, and state-developed OER funds, ensure equitable access for all students.

Strengths

1. Curriculum & Instruction

- **Strength:** Our curriculum is TEKS-aligned and research-based, incorporating **Bluebonnet Learning HQIM** for K–8 mathematics and K–5 ELAR.
- Daily lesson plans, student-facing materials, and integrated assessments allow teachers to monitor student progress and adjust instruction quickly.
- Differentiation is built into the program, providing scaffolds for English learners, students with disabilities, and diverse learning needs.
- Strong alignment between curriculum, instruction, and assessment ensures students are prepared for success across grade levels.

2. Professional Development

- **Strength:** Teachers receive targeted training for implementing Bluebonnet Learning effectively, including workshops, PLC collaboration, and coaching.
- Ongoing professional development focuses on literacy, mathematics, technology integration, and evidence-based instructional strategies.
- Supports teacher growth and instructional fidelity, ensuring high-quality learning experiences for all students.

3. Leadership & Decision-Making

- **Strength:** Campus leadership uses data-driven and collaborative decision-making processes to guide instructional priorities.
- Leadership teams, grade-level meetings, and instructional coaches ensure alignment between school goals and classroom practice.
- Decisions about curriculum adoption, interventions, and student support are transparent and evidence-informed.

4. Communication

- **Strength:** Multi-channel communication keeps staff, students, and families informed about academic programs, progress, and opportunities.
- Feedback systems (surveys, progress reports, parent-teacher conferences) allow stakeholders to participate in school improvement and student success.

5. Organization & Support Services

- **Strength:** Scheduling maximizes instructional time while incorporating interventions and enrichment.
- Support services, including counseling, special education, and language acquisition programs, are integrated to address the holistic needs of students.

- Campus culture emphasizes safety, inclusivity, and engagement, creating an environment where students can thrive.

6. Technology Integration

- **Strength:** Digital resources from Bluebonnet Learning and other technology tools support blended and personalized learning.
- Teachers use technology to differentiate instruction, track student progress, and engage students through interactive lessons.
- Staff receive training and technical support to ensure effective technology integration across classrooms.

7. Extracurricular & Co-Curricular Opportunities

- **Strength:** Students have access to a variety of activities that develop leadership, creativity, and collaboration skills.
- Programs complement academic learning and help foster well-rounded student development.

8. Overall Program Strengths

- Comprehensive, evidence-based programs like Bluebonnet Learning strengthen core instruction while providing flexibility for differentiation.
- Strong alignment between curriculum, assessment, professional development, and technology ensures consistent student support and continuous growth.
- Collaborative leadership, clear communication, and structured processes create a culture of high expectations and shared responsibility.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	CES continues to strengthen consistent implementation of high-quality Tier 1 instruction and the use of assessment data to drive instructional decisions across all classrooms.	Teachers are at varying levels of experience with Bluebonnet Learning, lesson internalization, and data-driven instructional practices. Continued PLC collaboration, coaching, classroom feedback, and progress monitoring are needed to strengthen instructional consistency and ensure instruction is responsive to student needs.

★ = Priority

Perceptions

Summary

The district strives to maintain a culture of transparency, collaboration, and continuous improvement, and several data points reflect how effectively we conduct business.

Surveys, Interviews, and Focus Groups: Stakeholder feedback collected through staff, parent, and student surveys provides insight into school climate, communication effectiveness, and instructional priorities. Results consistently highlight that families and staff feel welcomed and valued, while also identifying opportunities for growth in areas such as consistent communication and clarity of processes.

Parent Engagement: Parent participation remains strong in events such as parent-teacher conferences, literacy nights, and school programs. PTO involvement has increased, and families regularly attend campus events. While feedback is generally positive, some families express a need for more flexible engagement opportunities and expanded communication in multiple formats (digital platforms, newsletters, face-to-face).

Culture, Climate, and Core Values: Staff, student, and parent input reflect that our schools emphasize safety, inclusivity, and student-centered learning. A shared belief in high expectations and growth mindset is evident across classrooms and campus activities. Students report positive relationships with their teachers and peers, reinforcing a sense of belonging.

Community Partnerships and Volunteers: Partnerships with local businesses, civic organizations, and the university contribute to mentoring programs, extracurricular support, and enrichment opportunities. Volunteer participation continues to be an area of growth, with structured opportunities being developed to strengthen connections between school and community.

Staff Feedback and Retention: Staff surveys indicate satisfaction with professional learning opportunities and collaboration, while noting the need for additional resources and time for planning. Staff retention remains stable, though the district continues to focus on support for novice teachers and those entering through alternative certification pathways.

Strengths

- **Positive School Climate:** Staff, students, and families report that campuses feel welcoming, safe, and student-centered.
- **Strong Relationships:** Students consistently identify positive connections with teachers and peers as a strength that supports learning and belonging.
- **Family & Community Trust:** Parent and community feedback reflects confidence in the school's commitment to student growth, safety, and well-being.
- **Shared Values & Beliefs:** Stakeholders emphasize high expectations, resilience, and a growth mindset as common values across the district.
- **Open Communication:** Surveys show appreciation for the multiple communication channels (newsletters, ClassDojo, social media, phone calls) used to keep families informed.
- **Staff Collaboration & Culture:** Staff report strong teamwork, shared decision-making, and a culture of mutual respect that contributes to job satisfaction and retention.
- **Student Pride:** Students express pride in their school identity and recognition of their achievements through celebrations and campus traditions.

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	CES continues to strengthen consistent implementation of high-quality Tier 1 instruction and the use of assessment data to drive instructional decisions across all classrooms.	Teachers are at varying levels of experience with Bluebonnet Learning, lesson internalization, and data-driven instructional practices. Continued PLC collaboration, coaching, classroom feedback, and progress monitoring are needed to strengthen instructional consistency and ensure instruction is responsive to student needs.
2 ★	While students use technology frequently, they are not fluent in functionality and troubleshooting.	Students have minimal exposure to using technology for activities involving product creation.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Effective Schools Framework data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Running Records results**
- [x] **Observation Survey results**
- [x] **Prekindergarten Self-Assessment Tool**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Other PreK - 2nd grade assessment data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**

- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**
- [x] **T-PESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**

Goals

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

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Improve student achievement and growth in reading through strong Tier 1 instruction, implementation of Bluebonnet Learning, data-driven PLCs, and targeted intervention. A minimum of 85% of students in grades K-2 will demonstrate at least one year of reading growth by EOY as measured by campus and Bluebonnet assessment data.

Evaluation Data Source: Grade-Level EOY Bluebonnet assessments data tracking sheet (BOY, MOY, EOY)

Strategy 1

Implement Bluebonnet Learning RLA and Math with fidelity in K-2, with an emphasis on strong Tier 1 instruction, grade-level rigor, lesson internalization, and alignment to the intended curriculum.

Strategy's Expected Result/Impact: End of year reading performance in grade levels K-2nd grade will increase with a result of at least 85% of students reading on grade level by EOY.

Staff Responsible for Monitoring: Administration, Elementary Curriculum Director, Teachers

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 2

Conduct collaborative PLCs focused on lesson internalization and student data. Teachers will identify lesson outcomes, exemplars, anticipated misconceptions, checks for understanding, purposeful student discourse, and opportunities for academic feedback.

Strategy's Expected Result/Impact: Test Scores/Benchmark Test scores will improve.

Staff Responsible for Monitoring: Administrators, Federal Programs Coordinator

Funding Sources: 263 - Title III LEP, $1,990, Scholastic- Getting Started with Pre-K 199 - General Fund: HS Allotment, $2,999, My Big World/ Scholastic 199 - General Fund: HS Allotment, $3,217.15

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 3

Two reading instructional specialists to support EL students and students with dyslexia.

Strategy's Expected Result/Impact: Benchmarks, TPRI Reading, TELPAS and Las Links assessments will show student growth.

Staff Responsible for Monitoring: Principal, Assistant Principal, Federal Programs Director, Curriculum Coordinator

Funding Sources: allocation of teacher 263 - Title III LEP, $50,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 4

All teachers will be ESL certified to support student instruction and social skills.

Strategy's Expected Result/Impact: Benchmarks, TPRI Reading, TELPAS and Las Links assessments will show student growth.

Staff Responsible for Monitoring: Principal, Assistant Principal, Federal Programs Director, ESL Coordinator

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 5

Implement a consistent instructional coaching cycle through classroom walkthroughs, specific actionable feedback, coaching conversations, and follow-up observations to strengthen teacher practice.

Strategy's Expected Result/Impact: Bluebonnet and CLI Engage Assessments will show an increase in student performance.

Staff Responsible for Monitoring: Administration, Curriculum Coordinator

Funding Sources: TPRI On-line Resource, Florida Center for Reading Research On-line Resource, LLI, BAS 211 - Title I, Part A, $2,300

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 6

Use BOY, MOY, EOY, TPRI, CIRCLE/CLI Engage, Bluebonnet unit/module assessments, formative assessments, and student work to identify learning gaps and adjust instruction.

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

Staff Responsible for Monitoring: Administrators, Curriculum

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

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 7

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

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

Staff Responsible for Monitoring: Head Start Coordinator/ Administration

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

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 8

Provide targeted Tier 2 intervention through the MTSS process, including flexible small groups and progress monitoring for students not demonstrating expected progress through Tier 1 instruction.

Strategy's Expected Result/Impact: CLI Engage Assessments and Bluebonnet Benchmark Testing scores will improve.

Staff Responsible for Monitoring: Administrators/ Curriculum Coordinator/Reading Interventionists

Funding Sources: 211 - Title I, Part A, $15,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 9

Use student achievement data to monitor grade-level and student-group trends and adjust campus instructional priorities throughout the year.

Strategy's Expected Result/Impact: CLI Engage Assessments and Bluebonnet Benchmark scores will improve.

Staff Responsible for Monitoring: Administrators, Teachers, Reading Specialists, Curriculum Coordinator

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Goal 2

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

Performance Objective 1

Commerce Elementary School will maintain an attendance rate of 96% or higher.

Evaluation Data Source: Attendance records
Family & Community Engagement Events

Strategy 1

Implement campus-wide ROAR expectations and consistent routines across classrooms and common areas to establish clear behavioral expectations for students.

Strategy's Expected Result/Impact: There will be a decrease in behavior incidents and increase in instruction.

Staff Responsible for Monitoring: Assistant Principal, Principal

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 2

Implement Tiny Tiger Bucks and other positive reinforcement systems to recognize students for demonstrating campus expectations, positive behavior, citizenship, and effort.
Work with behavioral specialist, provided by Tri-County and/or Region 10, to address and facilitate student behavior supports.

Strategy's Expected Result/Impact: There will be fewer discipline referrals/out of placements for students and an increase in classroom instruction.

Staff Responsible for Monitoring: Tri-County Behavioral Specialist, Region 10 Behavioral Specialist, Principal, Assistant Principal

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 3

Bullying prevention programs, such as Second Step Bully Proofing unit for K-2nd utilized routinely.

Strategy's Expected Result/Impact: There will be a reduction in discipline referrals and an increase in instructional time.

Staff Responsible for Monitoring: Counselor, Teachers, Administrators

Funding Sources: Second Step Bully Proofing Unit 255 - Title II, Part A, 289-11-6399-101, $2,329

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 4

Communication with parents such as Parent Square, truancy letters, and daily calls for absent Headstart students, to promote student attendance and increase student learning. Communicate regularly with families regarding attendance and tardies, emphasizing the connection between consistent attendance, protected instructional time, and academic achievement.

Strategy's Expected Result/Impact: Improved attendance rates and academic success will occur.

Staff Responsible for Monitoring: Teachers, Administrators, PEIMS Coordinator

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 5

Utilize a sensory room and proactive social skills instructional classroom as interventions to reduce behavior issues and enhance learning for special education and general education students.

Strategy's Expected Result/Impact: There will be a decrease in behavioral referrals and increase in academic success.

Staff Responsible for Monitoring: Sensory Room Aide, Social Skills Aide, Principal, Assistant Principal, Teachers

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 6

Use attendance incentives and recognition, including the Potato Head Challenge, grade-level/ classroom competitions, celebrations, and other motivational activities to encourage daily attendance and on-time arrival.

Strategy's Expected Result/Impact: An increase in positive student behavior will occur across the campus.

Staff Responsible for Monitoring: Administrators, Teachers, Counselor, Instructional Aides

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 7

Provide student recognition and school-pride opportunities, including ROAR recognition, Tunnel Runners, classroom celebrations, and other campus traditions.

Strategy's Expected Result/Impact: Supports will be provided for classroom teachers, which will promote an increase in positive student behavior.

Staff Responsible for Monitoring: Administrators and Teachers

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Performance Objective 2

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

Strategy 1

Regular facility walks conducted by principal and custodial director to monitor cleanliness of building.

Strategy's Expected Result/Impact: The appearance and cleanliness of the campus will be maintained. Low to no incidents of accidents, injuries or illnesses will occur in the building.

Staff Responsible for Monitoring: Custodial Director and Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Goal 3

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

Performance Objective 1

CES will strengthen two-way family communication and meaningful family and community engagement that supports student learning, attendance, positive school culture, and overall student success.

Evaluation Data Source: Sign-in sheets from parent meetings and community events.
Parent surveys

Strategy 1

Use ParentSquare as the primary campus communication platform to provide families with timely information, reminders, student learning information, attendance communication, and opportunities for involvement.

Strategy's Expected Result/Impact: The campus will receive support from families in the educational process.

Staff Responsible for Monitoring: Administration, Teachers

Funding Sources: Boys and Girl's Club Resources 211 - Title I, Part A, $20,000

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 2

Use campus social media to celebrate students, staff, learning experiences, attendance, community partnerships, and campus accomplishments while strengthening the connection between school and community.

Strategy's Expected Result/Impact: All stakeholders will receive necessary information for continued campus success.

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Webmaster, Teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Strategy 3

Strengthen partnerships with PTO, ETAMU, Hydro Aluminum, local businesses, and community organizations to provide student experiences, resources, mentorship, recognition, and support.

Strategy's Expected Result/Impact: There will be a decrease in discipline referrals and an increase in academic success.

Staff Responsible for Monitoring: Administration, ETAMU workers/volunteers, and Teachers

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 4

Include families as active partners in MTSS, 504, Special Education, Dyslexia, attendance, behavioral, and intervention processes.

Strategy's Expected Result/Impact: There will be an increase in vital communication to parents and/or families in reference to students' academic needs.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Goal 4

CISD will attract and retain qualified employees by providing competitive benefits, compensation and the training and tools necessary for students.

Performance Objective 1

Commerce Elementary will maintain highly qualified staff while supporting professional growth, instructional capacity, and staff retention, with a campus turnover rate of less than 10%.

Evaluation Data Source: Teacher Certifications

Strategy 1

Recruit and select highly qualified candidates whose certifications, experience, strengths, and professional dispositions align with campus and student needs.

Strategy's Expected Result/Impact: An increase of student and teacher success will occur.

Staff Responsible for Monitoring: Principal, Assistant Principal, Interview Team

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 2

Provide sustained professional learning focused on Bluebonnet Learning, HQIM, Tier 1 instruction, assessment, intervention, classroom management, and identified campus needs.

Strategy's Expected Result/Impact: An increase in student and teacher success will occur.

Staff Responsible for Monitoring: Principal, Assistant Principal, Curriculum Director, iCAT Team, DLT

Funding Sources: 211 - Title I, Part A, $30,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 3

ESL certification and GT certification will be encouraged for all primary grade teachers.

Strategy's Expected Result/Impact: An improvement of TELPAS scores will occur and a decrease in number of ELs needing intervention will take place. Advanced students will be challenged through instructional practices.

Staff Responsible for Monitoring: District ESL Coordinator, Principal, Assistant Principal, Campus ESL Coordinator, Curriculum Coordinator, GT Coordinator

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 4

Use T-TESS as a growth and coaching system, including goal setting, walkthroughs, observations, actionable feedback, coaching, and follow-up.

Strategy's Expected Result/Impact: A teacher focus for self-improvement will be created which will directly affect student achievement.

Staff Responsible for Monitoring: Principal, Assistant Principal

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 5

ESL/Reading Specialist attends Title III Symposium in order to provide staff development for all teachers to implement the ELPS and support second language acquisition for EB students.

Strategy's Expected Result/Impact: Staff will be trained on updates and strategies for TELPAS and ELPS implementation. Instructional methods within the classrooms will improve. The number of ELs that require intervention will decrease.

Staff Responsible for Monitoring: ESL District Coordinator, ESL Campus Coordinator, Administration, Curriculum Coordinator

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 6

Provide individualized coaching and support based on teacher need, recognizing that staff members enter the campus with varying levels of experience and instructional expertise.
Use PLCs as an ongoing professional learning structure for collaboration, curriculum internalization, data analysis, instructional planning, and shared problem solving.

Strategy's Expected Result/Impact: Instructional methods within the classrooms will improve. (Bluebonnet Internalization)

Staff Responsible for Monitoring: Principal, Assistant Principal, Curriculum Coordinator, School Counselor, District Instructional Technologist, DLT

Funding Sources: 211 - Title I, Part A, $5,000

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 7

Dyslexia/Reading Specialist provides professional development for teachers in dyslexia updates and best practices for students with dyslexia.

Strategy's Expected Result/Impact: Improved practices in the area of reading instruction within the classrooms will occur.

Staff Responsible for Monitoring: Administrators, Curriculum Coordinator, Dyslexia/Reading Specialist

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 8

CES 101, a professional development opportunity for new staff members to be trained on CES best practices already established, is implemented regularly at the beginning of the year.

Strategy's Expected Result/Impact: Quality instruction and best practices will be implemented campus-wide.

Staff Responsible for Monitoring: Administrators and Curriculum Coordinator

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

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

Performance Objective 1

CES will continue to develop and utilize community partnerships, programs, personnel, and resources that address the academic, behavioral, social-emotional, and basic needs of students and families.

Evaluation Data Source: Partnerships with Hydro, ETAMU athletics, and community members will increase involvement at CES and lead to continued student success.

Strategy 1

All CES students will be offered a free breakfast and lunch.

Strategy's Expected Result/Impact: Student focus on learning will increase due to basic needs being met.

Staff Responsible for Monitoring: Director of Food Services, Campus Food Service Employees, Administrators

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 2

Maintain and expand partnerships with ETAMU, Hydro Aluminum, PTO, local businesses, and community organizations to provide mentorship, educational experiences, resources, and student support.

Strategy's Expected Result/Impact: Parents and/or families will gain knowledge in the area of parenting strategies.

Staff Responsible for Monitoring: Family Services Coordinator, Administrators

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Strategy 3

ACE will provide after school tutoring and summer enrichment programs for K-2 students.

Strategy's Expected Result/Impact: Students' academic achievements will increase.

Staff Responsible for Monitoring: ACE Directors, Administrators

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 4

Connect students and families with available district and community resources for food, clothing, counseling, health, and other identified needs.

Strategy's Expected Result/Impact: Program will support: Parental Resilience, Social Connections, Knowledge of Parent and Child Development, Social & Emotional Competence of Children, and Concrete Support in Times of Need.

Staff Responsible for Monitoring: Family Services Coordinator, Administration

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Strategy 5

CES students can be nominated to participate in the Food 4 Kids and Clothe-A-Child programs to assist families in meeting basic physiological needs.

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

Staff Responsible for Monitoring: Administration, Counselor, Classroom teachers

Formative Reviews

November	January	March	June

Performance Objective 2 ☑ High Priority

CES will maintain a Safety and Security committee. They will prioritize and follow safety and security actions.

Evaluation Data Source: Minutes from Safety Security Committee meetings

Strategy 1

An officer will be present at all campuses for at least part or most of the day when staff and students are present.

Strategy's Expected Result/Impact: Increased Safety/Security

Staff Responsible for Monitoring: Commerce ISD Chief of Police and Department, Principal

Formative Reviews

November	January	March	June

Strategy 2

Staff and students have been trained on visitor access to campuses including what forms of identification are allowable and what situations visitors are allowed to enter the building.

Strategy's Expected Result/Impact: Increased Safety and Security

Staff Responsible for Monitoring: Commerce ISD Chief of Police and Department Principals

Formative Reviews

November	January	March	June

Strategy 3

All exterior and classroom doors will remain locked during instructional time. Doors and locks will be functional and checked weekly.

Strategy's Expected Result/Impact: Increased safety and security

Staff Responsible for Monitoring: Commerce ISD Police Chief and Department, Principals

Formative Reviews

November	January	March	June

Strategy 4

Drills and training are conducted throughout the school year for staff and students.

Strategy's Expected Result/Impact: Increased Safety and Security

Staff Responsible for Monitoring: Commerce ISD Chief of Police and Department
Principals

Formative Reviews

November	January	March	June

Strategy 5

Building interiors and exteriors, pick-up and drop-off points should have video monitoring capability.

Strategy's Expected Result/Impact: Increased safety and security

Staff Responsible for Monitoring: Commerce ISD Chief of Police and Department
Principals

Formative Reviews

November	January	March	June

Plan Notes

Plan Notes

Funding Summary

Funding Summary

199 - General Fund: HS Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Scholastic- Getting Started with Pre-K	--	$2,999.00
1	1	2	My Big World/ Scholastic	--	$3,217.15
				Sub-Total	$6,216.15

211 - Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	TPRI On-line Resource, Florida Center for Reading Research On-line Resource, LLI, BAS	--	$2,300.00
1	1	6		--	$70,000.00
1	1	6	MTA Workshop for new Reading Instructional Specialist	--	$800.00
1	1	7		--	$40,000.00
1	1	8		--	$15,000.00
3	1	1	Boys and Girl's Club Resources	--	$20,000.00
4	1	2		--	$30,000.00
4	1	6		--	$5,000.00
				Sub-Total	$183,100.00

255 - Title II, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Second Step Bully Proofing Unit	289-11-6399-101	$2,329.00
				Sub-Total	$2,329.00

263 - Title III LEP

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		--	$1,990.00
1	1	3	allocation of teacher	--	$50,000.00
				Sub-Total	$51,990.00