

Conroe Independent School District
Reaves Elementary
2023-2024 Campus Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Reaves Elementary will continuously grow and maintain rigorous standards of achievement for all of our learners. Our overarching objective is to achieve or exceed state accountability standards for all sub groups.

In 3rd grade Math we are focusing on our three lowest sub-populations: African American students, Emergent Bilingual students, and SpED students, because we are anticipating they will be in our Super Group for the 2023-2024 school year. During the 2023-2024 school year we will be monitoring 3rd grade African American (48%), Emergent Bilingual (53%), and SpED (38%). In 4th grade Math we will be focusing on our three lowest sub-populations: SpED, African American, and Economically Disadvantaged, because we are anticipating they will be in our 4th grade Super Group for the 2023-2024 school year. During the 2023-2024 school year we will be monitoring 4th grade African American (52%), SpEd (48%), and Economically Disadvantaged (67%).

In 3rd grade Reading we are focusing on our three lowest sub-populations: African American students, Emergent Bilingual students, and SpED students, because we are anticipating they will be in our Super Group for the 2023-2024 school year. During the 2023-2024 school year we will be monitoring 3rd grade SpED (30%), Emergent Bilingual (48%), and African American (50%). In 4th grade Reading we will be focusing on our three lowest sub-populations: SpED students, African American students, and Economically Disadvantaged students, because we are anticipating they will be in our 4th grade Super Group for the 2023-2024 school year. During the 2023-2024 school year we will be monitoring 4th grade SpED (41%), African American (47%), and Economically Disadvantaged (61%).

Reaves Elementary will continue to focus on meeting these needs. Data is disaggregated after each campus and district assessment by each subject, sub-groups, teacher, and monitor groups. Data protocols and data meeting decisions are accessible to all campus staff and district leaders via our campus Canvas page, Coaches Corner.

Student Achievement Strengths

In 3rd grade reading, 39% of our Hispanic student group achieved the Meets level (meets target is 37%).

In 3rd grade reading, 50% of our Economically Disadvantaged student group achieved the meets level (meets target is 33%).

In 3rd grade reading, 54% of all students achieved the meets level (meets target is 44%).

In 4th grade reading, 72% of all students achieved the meets level (meets target is 44%).

In 4th grade reading, 68% of our economically disadvantaged student group achieved the meets level (meets target is 33%).

In 4th grade reading, 75% of our Hispanic student group achieved the meets level (meets target is 37%).

in 4th grade reading, 81% of our White student group achieved the meets level (meets target is 60%).

In 4th grade reading, 33% of our SpED student group achieved the meets level (meets target is 19%).

In 4th grade reading we scored above district scores for meets: Economically Disadvantaged (meets district 42%, meets Reaves 68%), African American (meets district 46%, meets Reaves 46%), Hispanic (meets district 51%, meets Reaves 75%), White (meets district 69%, meets Reaves 81%), and SpED (meets district 18%, meets Reaves 33%).

In 3rd grade reading we scored above district scores for meets: Economically Disadvantaged (meets district 47%, meets Reaves 50%) and Hispanic (meets district 53%, meets Reaves 56%).

In 4th grade math we scored above district scores for meets: Economically Disadvantaged (meets district 49%, meets Reaves 70%), Hispanic (meets district 57%, meets Reaves 76%), White (meets district 74%, meets Reaves 86%), and SpED (meets district 25%, meets Reaves 35%).

In 3rd grade math we scored above district scores for meets: Economically Disadvantaged (meets district 45%, meets Reaves 52%) and Hispanic (meets district 50%, meets Reaves 57%).

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Our African-American subgroup, in comparison to other subgroups, is performing significantly lower on STAAR Reading and Math (3rd & 4th). **Root Cause:** Tracking demographic data gave us insight that our instruction was not equally reaching students with different needs, such as, our African American populations.

Problem Statement 2 (Prioritized): Students in all grade levels were reading below grade level at the end of the year on BAS/SEL assessments. **Root Cause:** There is a need to train teachers on strategies to move students to the next BAS level (decoding, comprehension, fluency) in order to address student deficits when performing below district expectation.

Problem Statement 3 (Prioritized): Our Special Education subgroup is performing significantly lower on district and state assessments. **Root Cause:** Tracking demographic data gave us insight that our instruction was not equally reaching students with different needs, such as, our special education population.

Problem Statement 4 (Prioritized): The percentage of K-2 students that score on or above grade level in numeracy on the early math assessment is below the yearly target goals. **Root Cause:** Grade-level teachers need to review the data to determine the needs of the individual students, whether there are any pre-requisite skills that need to be taught before moving on to teaching the at-standard skills and knowledge.

Problem Statement 5 (Prioritized): Students are unable to respond to their reading with a constructed response that answers the question and explains why the evidence supports their answer. **Root Cause:** Teachers lack curriculum, alignment, and training to support writing instruction that will impact the constructive responses on the STAAR Reading test.

Problem Statement 6: The percentage of PreK students that are proficient at counting sets on the Circle assessment are below the district's yearly target goal. **Root Cause:** Students are lacking exposure to number sense and need extensive instruction.

Culture and Climate

Culture and Climate Summary

Our school invests in creating relationships among the students, staff and stakeholders, and as a result, Reaves Elementary School enjoys a welcoming, supportive and accepting environment that feels like home. We believe that all students can and will learn at high levels of achievement. We understand that it is our responsibility to provide help and support to each student and create an environment which results in high standards for learning.

We believe each child has the right to learn in an environment that is free from disruptions and/or the threat of harm from other students. The emphasis is a positive one, with frequent rewards and/or privileges for students who display satisfactory citizenship. The Reaves Elementary Guidelines for Success is our school-wide code of conduct. These are attitudes, traits and behaviors that we believe will allow students to succeed in school and throughout their lives. Reaves Guidelines for Success, which focuses on pride, respect, integrity, kindness and perseverance, is expected to be followed by all students.

Reaves Elementary School created a Foundations/Attendance committee that implements the tenets of PBIS Foundations and CHAMPS, reviews attendance and referral data per semester and creates positive behavior interventions, incentives and supports. Since the implementation of PBIS Foundations and CHAMPS, there has been a significant decrease in discipline referrals.

Supporting a diverse student population has been a priority at Reaves Elementary School so we have focused on creating a diverse faculty to meet the needs of our student demographics. By creating a diverse faculty, we have encouraged an increased success among subgroups that have been traditionally underrepresented on our campus. When our students see themselves reflected in the makeup of our staff, they are encouraged to reach for higher standards of performance.

Culture and Climate Strengths

Every teacher at Reaves Elementary School conducts small group instruction and dives into their lessons with great purpose. No time is wasted when it comes to instruction and lesson delivery. Due to a high economically disadvantaged population, there is a level of urgency that is in place to improve student growth. Reaves Elementary school implements small groups, targeted interventions with students, data tracking and collaborative teamwork.

Reaves Elementary School uses incentive programs that positively reinforce student behavior. The "E" Club party is celebrated each grading period for students with all E's in conduct on their report card. Students who exhibited the attitudes, traits and behaviors of the Guidelines for Success are chosen periodically throughout the school year and are celebrated during our Bee Pep Rallies.

Our Counselor works closely with various business and community partners to provide health and wellness, social emotional, and physical needs for our economically disadvantaged students.

Our faculty and staff work hand in hand with our Administrators on decision making. As a result, our teachers have a voice in the decision making process. This allows them to feel valued and have autonomy. Administration promotes leadership by creating various opportunities to lead on campus as team leaders, committees leaders, and leading community events, among others.

Reaves Elementary School promotes and provides opportunities for students to participate in leadership roles. Students lead morning and afternoon announcements, participate in safety patrol and become student ambassadors.

We strive to create a safe and accepting environment for all students. Our ambassador program provides new students a buddy who welcomes them to the campus, gives them a tour, and shares the school's expectations for success.

Reaves Elementary School has a mentor program where faculty and staff are paired with a student who was nominated by their classroom teacher for varied needs. The mentors and mentees meet monthly to support the social and emotional needs of the mentee.

The Reaves Counselor provides monthly guidance lessons to every student on campus for the social and emotional needs such as a diversity, empathy, problem solving, friendship, etc. She also provides 1:1 and small group lessons to students who are in need.

The ethnicity of our staff is closely aligned to our student population.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Students do not apply the knowledge, skills and attitudes to develop healthy academic strategies, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships and make responsible and caring decisions. **Root Cause:** There is a need to implement a school wide program that focuses on a variety of student needs to create success for all.

Problem Statement 2: We are not actively identifying and celebrating the inclusion of our diverse cultures on our campus. **Root Cause:** Due to our multi-faceted needs, the campus has not focused our attention on promoting celebrations that actively identify diversity among our population.

Parent and Community Engagement

Parent and Community Engagement Summary

Reaves Elementary School fosters relationships through engaging, educating and empowering the community to directly support student success. We are continuously striving to partner with our families and communities to better meet the needs of our students.

Parents are highly encouraged to be actively engaged in their child's education. We provide opportunities for our parents to become equipped with the knowledge, training and resources needed to assist with their child's academic growth through academic nights during the school year.

We encourage our students to participate in community service projects to make the community and world a better place. Students develop real-world skills that help them develop empathy and leadership skills, as well as realize how their actions can have a positive impact.

Reaves Elementary School shows positive two-way communication between the school and home which helps improve academic achievement. Communication acts as a bridge to building strong parent partnerships.

Parent and Community Engagement Strengths

Reaves works closely with 17 community partners to provide health and wellness, social emotional, and physical needs for our low social-economic students.

Communication is sent in various media sources in both English and Spanish. For example, Facebook, Twitter, email, text messaging, school messenger, monthly and weekly newsletters and Tuesday folders. Staff members keep in close contact with the parents regarding their students. A minimum of one parent conference per year with each child's parents is conducted, but as many as necessary, to share success stories or to discuss areas of concern. It is mandatory each grading period for a child with a grade below 70 on the report card to have a parent contact. As of October 2023 we will have over 4,000 parent contacts submitted in view it. Also, teachers are expected to create at least 9 Students Achieving Excellence Awards during each grading period to promote positive communication and to deepen parent/student relationships.

Reaves Elementary School created a Parent/Community Involvement committee that conducts various community service projects a minimum of once per semester.

During academic nights, such as Cultural Night and STEM Night, we average over 40% of our student population in attendance.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Building relationships and trust between some of our families and school staff is difficult. **Root Cause:** Due to a percentage of the housing structures that feed into our school having increase mobility rates, we do not have sufficient time to build strong relationships with families to encourage involvement in their child's education.

Problem Statement 2: We struggle to recruit and retain parent volunteers. **Root Cause:** Many parents cannot volunteer due to a lack of opportunity based on their work schedule, lack of transportation or childcare.

Problem Statement 3: We have limited day to day reciprocal communication with Parents/Guardians in regards to academic expectations. **Root Cause:** Lack of communication from the teachers on the standards being taught throughout the school year.

Priority Problem Statements

Problem Statement 1: Students in all grade levels were reading below grade level at the end of the year on BAS/SEL assessments.

Root Cause 1: There is a need to train teachers on strategies to move students to the next BAS level (decoding, comprehension, fluency) in order to address student deficits when performing below district expectation.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Students are unable to respond to their reading with a constructed response that answers the question and explains why the evidence supports their answer.

Root Cause 2: Teachers lack curriculum, alignment, and training to support writing instruction that will impact the constructive responses on the STAAR Reading test.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Our Special Education subgroup is performing significantly lower on district and state assessments.

Root Cause 3: Tracking demographic data gave us insight that our instruction was not equally reaching students with different needs, such as, our special education population.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Our African-American subgroup, in comparison to other subgroups, is performing significantly lower on STAAR Reading and Math (3rd & 4th).

Root Cause 4: Tracking demographic data gave us insight that our instruction was not equally reaching students with different needs, such as, our African American populations.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: The percentage of K-2 students that score on or above grade level in numeracy on the early math assessment is below the yearly target goals.

Root Cause 5: Grade-level teachers need to review the data to determine the needs of the individual students, whether there are any pre-requisite skills that need to be taught before moving on to teaching the at-standard skills and knowledge.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Students do not apply the knowledge, skills and attitudes to develop healthy academic strategies, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships and make responsible and caring decisions.

Root Cause 6: There is a need to implement a school wide program that focuses on a variety of student needs to create success for all.

Problem Statement 6 Areas: Culture and Climate

Problem Statement 7: Building relationships and trust between some of our families and school staff is difficult.

Root Cause 7: Due to a percentage of the housing structures that feed into our school having increase mobility rates, we do not have sufficient time to build strong relationships with families to encourage involvement in their child's education.

Problem Statement 7 Areas: Parent and Community Engagement

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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- RDA data
- Local Accountability Systems (LAS) 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and 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
- Other additional data

Goals

Goal 1: Student Achievement and Post-Secondary Success






CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 1: Increase the combined percentage of 3rd and 4th grade Special Education students that score at the meets grade level or above on the 2024 STAAR Math & Reading Assessments from 27% to 31% .

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Interim Assessments, District/Campus Assessments, STAAR Assessments

| Strategy 1 Details | Formative Reviews | | |
|---|---|-----|------|
| <p>Strategy 1: Special Education teachers collaborate in PLC on a weekly basis to discuss individual student progress and area of academic need.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on state assessments</p> <p>Staff Responsible for Monitoring: Student Success Manager Special Education Teachers General Education Teachers Administrators Campus Instructional Coaches District SpEd Facilitator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 3</p> | Formative | | |
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| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Performance Objective 1 Problem Statements:

| Student Achievement |
|--|
| Problem Statement 3: Our Special Education subgroup is performing significantly lower on district and state assessments. Root Cause: Tracking demographic data gave us insight that our instruction was not equally reaching students with different needs, such as, our special education population. |

Goal 1: Student Achievement and Post-Secondary Success






CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 2: Increase the combined percentage of 3rd and 4th grade African American students that score at the meets grade level or above on the 2024 STAAR Math & Reading Assessments from 42% to 60%.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Assessments

| Strategy 1 Details | Formative Reviews | | |
|--|---|-----|------|
| <p>Strategy 1: Provide intensive, systematic interventions for identified at risk students throughout the day and after school.</p> <p>Strategy's Expected Result/Impact: Decreased performance gap</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, Interventionists, Teachers (Gen & SPED)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Elementary Academic Interventionist - Title I - \$83,463, Elementary Bilingual Academic Interventionist - Title I - \$81,963, Elementary Student Success Manager - Title I - \$81,463, Math Interventionist (Long Term Sub) - Title I - \$12,372, After-School Tutorials - Title I - \$22,620, After-School Tutorials - Bilingual Teachers - Title III - \$3,600</p> | Formative | | |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

Performance Objective 2 Problem Statements:

| Student Achievement |
|---|
| <p>Problem Statement 1: Our African-American subgroup, in comparison to other subgroups, is performing significantly lower on STAAR Reading and Math (3rd & 4th). Root Cause: Tracking demographic data gave us insight that our instruction was not equally reaching students with different needs, such as, our African American populations.</p> |

Goal 1: Student Achievement and Post-Secondary Success






CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 3: Increase the percentage of students K-2 that can read on or above grade level on the benchmark assessment (BAS) and (SEL) or a running record at EOY from 61% to 71%.

High Priority

HB3 Goal

Evaluation Data Sources: BAS data tracker, BAS Assessment, Running Records

| Strategy 1 Details | Formative Reviews | | |
|---|---|-----|------|
| <p>Strategy 1: Campus Literacy Coach will work one on one with teachers to model and provide feedback on analyzing running records and using MSV to systematically plan for guided reading groups.</p> <p>Strategy's Expected Result/Impact: Students will be on or above grade level by the end of year BAS assessment</p> <p>Staff Responsible for Monitoring: Literacy Coach, Administrators, Teachers, Interventionists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: Campus Instructional Coach (ELA) - State Comp Ed - \$76,799</p> | Formative | | |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

Performance Objective 3 Problem Statements:

| Student Achievement |
|---|
| <p>Problem Statement 2: Students in all grade levels were reading below grade level at the end of the year on BAS/SEL assessments. Root Cause: There is a need to train teachers on strategies to move students to the next BAS level (decoding, comprehension, fluency) in order to address student deficits when performing below district expectation.</p> |

Goal 1: Student Achievement and Post-Secondary Success






CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 4: Increase student performance on the 2024 STAAR constructed responses from a composite score of 2.6 to a 5.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Interim Assessments, District/Campus Assessments, STAAR Assessments

| Strategy 1 Details | Formative Reviews | | |
|--|---|-----|------|
| <p>Strategy 1: Campus Literacy Coach will create vertical alignment on how to implement reader's response across grade levels.</p> <p>Strategy's Expected Result/Impact: Increased student performance on the constructed response</p> <p>Staff Responsible for Monitoring: Campus Literacy Coach, Classroom Teachers, Administrators, ELA District Coordinator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 5</p> | Formative | | |
| | Dec | Mar | June |
| |  | | |
| <p>  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

Performance Objective 4 Problem Statements:

| Student Achievement |
|---|
| <p>Problem Statement 5: Students are unable to respond to their reading with a constructed response that answers the question and explains why the evidence supports their answer.</p> <p>Root Cause: Teachers lack curriculum, alignment, and training to support writing instruction that will impact the constructive responses on the STAAR Reading test.</p> |

Goal 1: Student Achievement and Post-Secondary Success






CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 5: Resources and instructional support will be provided in numeracy to increase the combined average (K-2) on the early math assessment from 63% to 70%.

High Priority

HB3 Goal

Evaluation Data Sources: Early Math Assessment

| Strategy 1 Details | Formative Reviews | | |
|---|---|-----|------|
| <p>Strategy 1: Campus Math Instructional Coach will work one on one with teachers to model and provide scaffolded instruction in numeracy. Strategy's Expected Result/Impact: Students will be 'on' or 'above grade level' in numeracy by the end of year Early Math Assessment Staff Responsible for Monitoring: Campus Math Coach, Administrators, Classroom Teachers, Interventionists</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 4 Funding Sources: Campus Instructional Coach (Math) - State Comp Ed - \$79,507</p> | Formative | | |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

Performance Objective 5 Problem Statements:

| Student Achievement |
|---|
| <p>Problem Statement 4: The percentage of K-2 students that score on or above grade level in numeracy on the early math assessment is below the yearly target goals. Root Cause: Grade-level teachers need to review the data to determine the needs of the individual students, whether there are any pre-requisite skills that need to be taught before moving on to teaching the at-standard skills and knowledge.</p> |






Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 1: To maintain efficient and effective fiscal management of resources and operations.

High Priority

Evaluation Data Sources: Budget Documentation

| Strategy 1 Details | Formative Reviews | | |
|--|---|-----|------|
| <p>Strategy 1: Identify instructional and assessment resources, requested by teachers, to enhance classroom instruction and student achievement. Strategy's Expected Result/Impact: Staff held accountable for the responsible use and management of resources. Staff Responsible for Monitoring: Administrators, Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Instructional Materials - Title I - \$2,214, Bilingual Instructional Materials - Title III - \$1,650, Supplies for Tutorials - State Comp Ed - \$5,989</p> | Formative | | |
| | Dec | Mar | June |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |






Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 2: To manage school operations with clear roles and responsibilities.

High Priority

Evaluation Data Sources: Core Team, Leadership, and School Improvement Committee roles and responsibilities.

| Strategy 1 Details | Formative Reviews | | |
|--|---|-----|------|
| <p>Strategy 1: Distribute responsibility and authority in order to ensure that tasks are completed and associated goals are met.</p> <p>Strategy's Expected Result/Impact: A strongly developed team to create unity of purpose within the organization.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, and Team Leaders</p> <p>Title I: 4.1</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> | Formative | | |
| | Dec | Mar | June |
| |  | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |






Goal 3: Recruitment, Development, and Retention of Staff

CISD will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students.

Performance Objective 1: To recruit, retain, and develop highly qualified teachers and staff for all students.

High Priority

Evaluation Data Sources: TTESS, Walkthroughs, Learning Bites, State Certifications, Teacher Retention Data, Teacher Mentors, Teacher Incentive Allotment, Support from instructional coaches

| Strategy 1 Details | Formative Reviews | | |
|---|---|-----|------|
| <p>Strategy 1: Continuously foster and support collaborative teams to continue the development and implementation of the PLC structure and processes</p> <p>Strategy's Expected Result/Impact: Professional development that has been identified, encouraged and supported.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, and Leadership Team</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: PLC Institute - Title I - \$14,000</p> | Formative | | |
| | Dec | Mar | June |
| |  | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |






Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 1: To work jointly with parents in the community to maximize learning for all students through communication, collaborative partnerships, and unity of purpose.

High Priority

Evaluation Data Sources: School Messenger, Parent Conferences, School Compact ,Newsletter, School Wide Events, Weekly Communication Folders

| Strategy 1 Details | Formative Reviews | | |
|---|---|-----|------|
| <p>Strategy 1: The School Counselor will connect community resources with students and families to tailor their specific needs. Strategy's Expected Result/Impact: A developed School Support Plan outlining all goals and planned supports for the school year. Staff Responsible for Monitoring: Counselor, Administrators</p> <p>Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1 Funding Sources: Parent Engagement - Supplies - Title I - \$3,573</p> | Formative | | |
| | Dec | Mar | June |
| |  | | |
| <p>  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

Performance Objective 1 Problem Statements:

| Parent and Community Engagement |
|--|
| <p>Problem Statement 1: Building relationships and trust between some of our families and school staff is difficult. Root Cause: Due to a percentage of the housing structures that feed into our school having increase mobility rates, we do not have sufficient time to build strong relationships with families to encourage involvement in their child's education.</p> |


Goal 4: Safe and Collaborative School Culture






CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 2: To provide a safe and orderly school environment conducive to learning for all students and staff.

High Priority

Evaluation Data Sources: Monthly Safety Drills Report, Safe Schools Training Report, Foundations Committee Agendas

| Strategy 1 Details | Formative Reviews | | |
|---|---|-----|------|
| <p>Strategy 1: The campus foundations committee establishes a social culture and the behavior supports needed to improve social, emotional, behavioral, and academic outcomes for all students.</p> <p>Strategy's Expected Result/Impact: PBIS implemented school wide to improve academic performance, reduce bullying behaviors, improves social-emotional competence, reduce office referrals, and improve teacher outcomes.</p> <p>Staff Responsible for Monitoring: Foundations Committee, Administrators</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Culture and Climate 1</p> | Formative | | |
| | Dec | Mar | June |
| |  | | |

| Strategy 2 Details | Formative Reviews | | |
|--|---|-----|------|
| <p>Strategy 2: Staff and students will practice safety drills and complete safe schools trainings to empower staff and students, to take actions in each individual situation and act as they think best.</p> <p>Strategy's Expected Result/Impact: Staff and students are confident that they know how to respond to an emergency event, severe weather situation, or other incidents in the school.</p> <p>Staff Responsible for Monitoring: Administration, Staff</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Culture and Climate 1</p> | Formative | | |
| | Dec | Mar | June |
| |  | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Performance Objective 2 Problem Statements:

| Culture and Climate |
|--|
| <p>Problem Statement 1: Students do not apply the knowledge, skills and attitudes to develop healthy academic strategies, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships and make responsible and caring decisions. Root Cause: There is a need to implement a school wide program that focuses on a variety of student needs to create success for all.</p> |






Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 3: To effectively communicate and interact with community organizations to be responsive to the needs of the school's diverse community.

High Priority

Evaluation Data Sources: Calendar, Sign in sheets, Newsletter

| Strategy 1 Details | Formative Reviews | | |
|--|---|-----|------|
| <p>Strategy 1: Work with community partners in order to allow our school families to better meet the needs of and support our students.</p> <p>Strategy's Expected Result/Impact: The community partnerships will help set the proper conditions for learning and improving school climate and environment for learning.</p> <p>Staff Responsible for Monitoring: Administrators, Counselor</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Culture and Climate 1</p> | Formative | | |
| | Dec | Mar | June |
| |  | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

Performance Objective 3 Problem Statements:

| Culture and Climate |
|--|
| <p>Problem Statement 1: Students do not apply the knowledge, skills and attitudes to develop healthy academic strategies, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships and make responsible and caring decisions. Root Cause: There is a need to implement a school wide program that focuses on a variety of student needs to create success for all.</p> |






Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 1: To assist teachers in designing learning experiences to promote improvement of instruction through various activities.

High Priority

Evaluation Data Sources: Full Day Collaboration Agenda, Weekly PLC Meeting Agendas, Weekly Lesson Plans, Coaching Cycle Feedback, Instructional Rounds Feedback

| Strategy 1 Details | Formative Reviews | | |
|---|---|-----|------|
| <p>Strategy 1: The instructional coaches will be on-site professional developers to teach educators how to use research based instructional methods, analyze teacher needs, observe classes, collaborate on interventions, prepare materials, and provide feedback and modeling.</p> <p>Strategy's Expected Result/Impact: The supports will build networks for change, resulting in increased student achievement and teacher growth.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Student Support Manager, Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2, 3, 4, 5</p> | Formative | | |
| | Dec | Mar | June |
| |  | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |

Performance Objective 1 Problem Statements:

| Student Achievement |
|---|
| <p>Problem Statement 1: Our African-American subgroup, in comparison to other subgroups, is performing significantly lower on STAAR Reading and Math (3rd & 4th). Root Cause: Tracking demographic data gave us insight that our instruction was not equally reaching students with different needs, such as, our African American populations.</p> |
| <p>Problem Statement 2: Students in all grade levels were reading below grade level at the end of the year on BAS/SEL assessments. Root Cause: There is a need to train teachers on strategies to move students to the next BAS level (decoding, comprehension, fluency) in order to address student deficits when performing below district expectation.</p> |

Student Achievement

Problem Statement 3: Our Special Education subgroup is performing significantly lower on district and state assessments. **Root Cause:** Tracking demographic data gave us insight that our instruction was not equally reaching students with different needs, such as, our special education population.

Problem Statement 4: The percentage of K-2 students that score on or above grade level in numeracy on the early math assessment is below the yearly target goals. **Root Cause:** Grade-level teachers need to review the data to determine the needs of the individual students, whether there are any pre-requisite skills that need to be taught before moving on to teaching the at-standard skills and knowledge.

Problem Statement 5: Students are unable to respond to their reading with a constructed response that answers the question and explains why the evidence supports their answer. **Root Cause:** Teachers lack curriculum, alignment, and training to support writing instruction that will impact the constructive responses on the STAAR Reading test.






Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 2: Assist teachers in the implementation of technology-based applications to support assessment and instruction across grade levels on campus.

High Priority

Evaluation Data Sources: Reports from Formative, ClassKick, Dreambox, and Seesaw Programs, CFAs, CAs

| Strategy 1 Details | Formative Reviews | | |
|---|---|-----|------|
| <p>Strategy 1: Utilize Formative, ClassKick, Seesaw and Dreambox software to transform lessons to data-informed, real-time assessments that enable teachers to create powerful learning opportunities.</p> <p>Strategy's Expected Result/Impact: Additional data collected to drive instruction</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Instructional Coaches, Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 3, 5</p> <p>Funding Sources: Formative Technology Program - Title I - \$3,000, ClassKick Technology Program - Title I - \$4,232, Dreambox - Title I - \$8,000</p> | Formative | | |
| | Dec | Mar | June |
| |  | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |

Performance Objective 2 Problem Statements:

| Student Achievement |
|---|
| <p>Problem Statement 1: Our African-American subgroup, in comparison to other subgroups, is performing significantly lower on STAAR Reading and Math (3rd & 4th). Root Cause: Tracking demographic data gave us insight that our instruction was not equally reaching students with different needs, such as, our African American populations.</p> <p>Problem Statement 3: Our Special Education subgroup is performing significantly lower on district and state assessments. Root Cause: Tracking demographic data gave us insight that our instruction was not equally reaching students with different needs, such as, our special education population.</p> |

Student Achievement

Problem Statement 5: Students are unable to respond to their reading with a constructed response that answers the question and explains why the evidence supports their answer.
Root Cause: Teachers lack curriculum, alignment, and training to support writing instruction that will impact the constructive responses on the STAAR Reading test.

Title I

1.1: Comprehensive Needs Assessment

The campus conducted an annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus developed a CIP involving parents and other stakeholders such as teachers, the campus principal, paraprofessionals, and community stakeholders.

2.2: Regular monitoring and revision

The campus will regularly monitor the CIP and revise strategies based on our identified needs. Our core team will monitor the plan, including administrators, campus coaches, student support services coaches, RTI interventionists, and counselors. Once the Campus Improvement plan is complete, we will share it with staff and parents.

2.3: Available to parents and community in an understandable format and language

The campus ensures our Campus Improvement plan is publicly available to parents and the community (English and Spanish) on the CISD Website under Accountability and available upon request in hard copy.

2.4: Opportunities for all children to meet State standards

The campus implements reform strategies to address school needs, including opportunities for all students and student subgroups to exceed academic standards. Staff and administration closely monitor grades and assessments to ensure students are on target to meet State standards. Students who are at risk of missing their targeted benchmarks receive support and small group instruction, including:

- RTI Instruction
- In Class Small Group Instruction
- Pull Out Support
- Push In Support

2.5: Increased learning time and well-rounded education

The campus executes strategies to increase the quality and amount of learning time available to strengthen the academic program in the school and provides students with an enriched and accelerated curriculum.

2.6: Address needs of all students, particularly at-risk

The campus will address all students' needs, particularly those at risk of not meeting academic standards. We closely monitor our at-risk students and work to ensure we are meeting their educational needs through:

- RTI Instruction
- Small Group Instruction
- Guided Math
- In Class Support

3.1: Annually evaluate the schoolwide plan

The campus conducted an annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students. Data included academic, social, and emotional reviews by stakeholders, including teachers (general and special education), administration, student support, and families. In addition, the campus explored the intent, use of funds, and available school resources. During formative reviews, the core team will evaluate the Title I Schoolwide Plan annually and throughout the school year.

4.1: Develop and distribute Parent and Family Engagement Policy

With parents' input, the campus jointly developed a written Family Engagement Policy and School Family Student Compact. We also used our Parent Survey at the end of the year to make any needed changes to our Family Engagement Policy and School Family Student Compact.

4.2: Offer flexible number of parent involvement meetings

The campus offers various family engagement activities, including flexible times and days of the week. In addition, the campus sends home information regarding family engagement opportunities and required notices in a format and language that families can understand. (English and Spanish).

Campus Funding Summary

| Title I | | | | | |
|------------------------------------|-----------|----------|---|--------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 1 | Elementary Academic Interventionist | | \$83,463.00 |
| 1 | 2 | 1 | Math Interventionist (Long Term Sub) | | \$12,372.00 |
| 1 | 2 | 1 | Elementary Bilingual Academic Interventionist | | \$81,963.00 |
| 1 | 2 | 1 | After-School Tutorials | | \$22,620.00 |
| 1 | 2 | 1 | Elementary Student Success Manager | | \$81,463.00 |
| 2 | 1 | 1 | Instructional Materials | | \$2,214.00 |
| 3 | 1 | 1 | PLC Institute | | \$14,000.00 |
| 4 | 1 | 1 | Parent Engagement - Supplies | | \$3,573.00 |
| 5 | 2 | 1 | Dreambox | | \$8,000.00 |
| 5 | 2 | 1 | Formative Technology Program | | \$3,000.00 |
| 5 | 2 | 1 | ClassKick Technology Program | | \$4,232.00 |
| Sub-Total | | | | | \$316,900.00 |
| Budgeted Fund Source Amount | | | | | \$316,900.00 |
| +/- Difference | | | | | \$0.00 |
| Title III | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 1 | After-School Tutorials - Bilingual Teachers | | \$3,600.00 |
| 2 | 1 | 1 | Bilingual Instructional Materials | | \$1,650.00 |
| Sub-Total | | | | | \$5,250.00 |
| Budgeted Fund Source Amount | | | | | \$5,250.00 |
| +/- Difference | | | | | \$0.00 |
| State Comp Ed | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 3 | 1 | Campus Instructional Coach (ELA) | | \$76,799.00 |
| 1 | 5 | 1 | Campus Instructional Coach (Math) | | \$79,507.00 |
| 2 | 1 | 1 | Supplies for Tutorials | | \$5,989.00 |

| State Comp Ed | | | | | |
|---------------|-----------|----------|------------------|------------------------------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| | | | | Sub-Total | \$162,295.00 |
| | | | | Budgeted Fund Source Amount | \$162,295.00 |
| | | | | +/- Difference | \$0.00 |
| | | | | Grand Total Budgeted | \$484,445.00 |
| | | | | Grand Total Spent | \$484,445.00 |
| | | | | +/- Difference | \$0.00 |