

**Conroe Independent School District**  
**Deretchin Elementary**  
**2020-2021 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

The #DragonFamily continues to have many things to be proud of on our campus, however, our target is for all students to meet their maximum potential and grow their knowledge from year to year. Student enrollment has changed this year as we have added PREK to our campus. This addition allows us to serve students ranging from age 2 (ECI evaluations) to 13 years old. The teachers and staff at our campus have been working to gain knowledge of the virtual platform. Guided reading through the workshop model, guided reading and writing workshop, along with phonemic awareness are the focus of our learning. Our teachers and staff continue to focus on reading through the implementation of "Dragon Quest" a reading challenge that has been established by our teachers.

For the 2019 school year, Deretchin Elementary received an Overall Rating of an A for accountability. The following scores were obtained for the STAAR assessment in the all subjects category:

2019 All Subjects/All Students:

Approaches: 95%

Meets:79%

Masters: 56%

2018 All Subjects/All Students:

Approaches: 96%

Meets:84

Masters: 60

In 2019, the demographic summary for the percentage of students scoring at the approaches, meets, and masters level were as follows:

Economically Disadvantaged:

91% Approaches

55% Meets

23% Masters

Special Education:

71% Approaches

42% Meets

20% Masters

African American:

91% Approaches

66% Meets

43% Masters

Growth: 76% of student Met the Expected or Accelerated Growth Measure for the 2019 school year in both Reading and Math.

### **Student Achievement Strengths**

Deretchin Elementary continues to push students to the Masters level in all subjects.

In 2019 - 56% of all students scored "Masters Grade Level ".

Mathematics continues to be a strength for our campus with 64% of our student population scoring "Masters Grade level."

The percentage of 3rd grade students scoring at the masters level in math was 54%; Grade 4 masters level was 66%; Grade 5 masters level was 72%; and Grade 6 was 60%.

Our writing STAAR scores increased from 89% approaches grade level in 2018 to 92% approaching grade level in 2019.

95% of all students scored at the "Approaches" grade level and above in all subjects assessed at Deretchin Elementary. 94% of Hispanic students scored at approaches grade level or above in all subjects assessed. 95% of white students scored at approaches grade level or above in all subjects assessed. 99% of Asian students scored at approaches grade level or above in all subjects assessed. 71% of Special Education students scored at approaches grade level or above in all subjects assessed. 91% of Economically Disadvantaged students scored at approaches grade level or above in all subjects assessed.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1 (Prioritized):** Academic Growth in reading (expected or accelerated) decreased from 76% to 72% in Reading. **Root Cause:** Tier 1 Best Practices for Guided Reading were not implemented fully and took the whole school year to work through the Reading Workshop Model (including phonics instruction).

**Problem Statement 2 (Prioritized):** Academic Growth in math (expected or accelerated) decreased from 86% to 81%. **Root Cause:** Tier 1 Best Practices for Guided Math was not fully implemented with fidelity in all classrooms.

# Culture and Climate

## Culture and Climate Summary

Our Mission Statement at Deretchin is as follows:

Deretchin Elementary School is a school for the community, promoting a safe and nurturing learning environment while developing the whole child and encouraging excellence in all we do.

Student learning is consistently the highest priority of collaborative teams at Deretchin. At the beginning of the 2018-2019 school year, our staff expanded on our campus mission by creating a list of collective commitments. We used a process inspired by one of Tim Brown's breakout sessions at the PLC At Work Institute to involve each member of our staff. The list of collective commitments we generated include:

- We commit to upholding of high standards of professionalism by being respectful and kind to one another and always choosing positivity.
- We commit to collaborate as teams, by being flexible, open-minded and interdependent.
- We commit to being passionate and dedicated educators who continually put children first.
- We commit to impacting students by cultivating an authentic and nurturing learning community.
- We commit to staying loyal to the Deretchin Family by resolving issues through honest conversation and moving on.
- We commit to finding the fun in the hard work we do each and every day.

These commitments define what we stand for as a staff and the process through which we arrived at them ensured that each member of our staff feels passionately "bought-in." As the school year drew to a close and we began to hire for the upcoming school year, each candidate was presented with this list of collective commitments as part of the interview process and asked if they agreed to uphold the commitments prior to beginning the interview.

Our commitment to student learning is most prominently displayed in team collaboration. Our teachers consistently work together to collect and analyze data, and make instructional decisions that will benefit the students. Establishing team norms and building trust within teams has been a crucial part of our journey, and as trust has strengthened and developed, sharing data and instructional practices has become the norm. Our teachers see each other as their most accessible and useful sources of knowledge and spend most of their collaborative time asking each other questions about their instructional successes, planning lessons together, and learning from each other.

In addition to their peers, our teams often reach out to instructional support at the district level. Our district instructional coaches have led us through the implementation of curriculum initiatives including using Lucy Calkin's Units of Study for teaching reading and writing as well as using a Guided Math model to incorporate small group instruction in math. Our teachers are always looking for ways to improve their craft and often get their best ideas from watching others. Teachers are required to participate in instructional rounds on our campus twice a year, but many choose to observe other teachers more often than that. Additionally, our administration will reach out to other nearby campuses to set up times for our teachers to observe their instruction and gather new ideas.

Maintaining consistency in our collaboration and holding to our staff generated mission, vision, and collective commitments have been critical in building trust among teams and fostering continuous focus on improved student learning. On this PLC journey, we have become a campus in which staff members truly hold themselves and each other to the highest expectations with regards to collaboration, professional learning, and student achievement. Deretchin Elementary was the first school in Conroe ISD to be named a Model PLC Campus.

During the 2019 school year, Deretchin took on the challenge of becoming a High Reliability Certified School. During the year, we obtained Level 1 certification which indicates a Safe and Collaborative Culture. The campus conducted surveys of parents, students, staff, and administration regarding the perception of Deretchin Elementary's learning environment. The results of the survey indicated the following:

- The faculty and staff perceive the school environment as a safe and orderly place.
- Students, parents and the community perceive the school environment as safe and orderly.
- Teachers have formal roles in the decision making process regarding school initiatives.
- Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.
- Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.
- Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.
- The success of the whole school, as well as individuals within the school, is appropriately acknowledged.
- The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.

### **Culture and Climate Strengths**

As we have learned together and grown as educators, our trust in each other has strengthened. Walk into any team's collaboration time at Deretchin and you will find teachers comparing their assessment data and asking each other what instructional strategies they used to yield the most positive results. We have truly learned to check our egos at the door and use our time together to learn and grow as educators so that we can ensure learning for all of our students.

The Organizational Health Profile for Deretchin Elementary indicates that Goal Focus, Communication, and Cohesiveness are the top strengths for the organization.

### **Problem Statements Identifying Culture and Climate Needs**

**Problem Statement 1 (Prioritized):** The OHI survey indicated a need in the area of Optimal Power Equalization. **Root Cause:** The same group of teacher leaders are influencing the decision making throughout the school year.

**Problem Statement 2 (Prioritized):** The OHI survey indicates a need in the area of Adaptation. **Root Cause:** Due to high success rates obtaining buy in from staff members is difficult for new initiatives.

# Parent and Community Engagement

## Parent and Community Engagement Summary

This past year, Deretchin Elementary has worked to reach level 1 certification with High Reliability Schools (HRS). HRS Level 1 focuses on a Safe and Collaborative Culture. Part of this process is surveying the teachers, parents, and students that attend our school to see if they feel our school is a safe and orderly place. Additionally, the survey asks the stakeholders if they are aware of the rules and procedures that are in place at our school. The results of this survey indicated extremely high rankings from our parent community and solidified our Level 1 Certification with HRS.

We are very appreciative of our PTO that supports our campus. These men and women not only support our school financially, but also in the hours that they dedicate to the well-being and academic success of all children on our campus. Over the past few years, the PTO has sponsored additional community events such as our Turkey Trot, our Winter Wonderland, Holiday readers, and Spring Rodeo.

Parents meet with the teachers twice a year for a parent conference. This time is spent identifying areas of strength and areas of opportunity for all children. Throughout these conversations, the staff members not only share about their academic successes and opportunities, they share about their social and emotional strengths and opportunities as well.

Each Fall and Spring - Dr. Reeves holds parent panels through zoom to get feedback from the community on what is working and what they want us to grow or communicate more to them. One of our goals this year is to conduct parent learning walks once it is safe to have parents back on campus again.

## Parent and Community Engagement Strengths

- \*Parents and students feel safe at our school.
- \*Parents feel informed about academic and social emotional strengths and opportunities for their students.
- \*Parents feel safe contacting school personnel to discuss concerns that arise.
- \*Our school uses the anonymous alerts system to allow the community to report concerns directly to the principal.
- \*Our PTO is very active in supporting our campus.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1 (Prioritized):** New parents to our campus are not as active as we would like them to be in our school. **Root Cause:** Often times people assume new families know how our school operates because we have our students for 8 years.



# Priority Problem Statements

**Problem Statement 1:** Academic Growth in reading (expected or accelerated) decreased from 76% to 72% in Reading.

**Root Cause 1:** Tier 1 Best Practices for Guided Reading were not implemented fully and took the whole school year to work through the Reading Workshop Model (including phonics instruction).

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** Academic Growth in math (expected or accelerated) decreased from 86% to 81%.

**Root Cause 2:** Tier 1 Best Practices for Guided Math was not fully implemented with fidelity in all classrooms.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** The OHI survey indicated a need in the area of Optimal Power Equalization.

**Root Cause 3:** The same group of teacher leaders are influencing the decision making throughout the school year.

**Problem Statement 3 Areas:** Culture and Climate

**Problem Statement 4:** The OHI survey indicates a need in the area of Adaptation.

**Root Cause 4:** Due to high success rates obtaining buy in from staff members is difficult for new initiatives.

**Problem Statement 4 Areas:** Culture and Climate

**Problem Statement 5:** New parents to our campus are not as active as we would like them to be in our school.

**Root Cause 5:** Often times people assume new families know how our school operates because we have our students for 8 years.

**Problem Statement 5 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
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- 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
- Race and ethnicity 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Migrant population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- 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
- Student surveys and/or other feedback
- 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
- State certified and high quality staff data
- Highly qualified staff data
- Campus leadership data

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- TTESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent Involvement Rate
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

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

# Goals

**Goal 1: Student Achievement and Post-Secondary Success:**

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

**Performance Objective 1:** Students will increase the academic growth from 76 to 80.

**Evaluation Data Sources:** STAAR testing, Benchmarks, and grade level common assessments.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Instructional rounds will continue to be implemented with the staff and will continue with our tutors that come to the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase the academic growth from 76 to 80.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 1</p> <p><b>Funding Sources:</b> Tutoring - State Comp Ed - \$7,943, Instructional Coach for At-Risk Students - State Comp Ed - \$69,349</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 1 Problem Statements:**

Student Achievement
<p><b>Problem Statement 1:</b> Academic Growth in reading (expected or accelerated) decreased from 76% to 72% in Reading. <b>Root Cause:</b> Tier 1 Best Practices for Guided Reading were not implemented fully and took the whole school year to work through the Reading Workshop Model (including phonics instruction).</p>





**Goal 1: Student Achievement and Post-Secondary Success:**

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

**Performance Objective 2:** EL students will increase the academic growth from 73 to 78.

**Evaluation Data Sources:** STAAR testing, Benchmarks, and grade level common assessments.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Academic tutoring will target EL students in Reading and Vocabulary.  <b>Strategy's Expected Result/Impact:</b> EL students will increase the academic growth from 73 to 78.  <b>Staff Responsible for Monitoring:</b> LPAC coordinator, Principal, Assistant Principal, Coaches  <b>Problem Statements:</b> Student Achievement 2  <b>Funding Sources:</b> Instructional Materials for ELs - Title III - \$3,900</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Performance Objective 2 Problem Statements:**

<b>Student Achievement</b>
<p><b>Problem Statement 2:</b> Academic Growth in math (expected or accelerated) decreased from 86% to 81%. <b>Root Cause:</b> Tier 1 Best Practices for Guided Math was not fully implemented with fidelity in all classrooms.</p>

**Goal 2: Fiscal Responsibility:**

CISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.





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

<b>Strategy 1:</b> Principal and Secretary will site and reconcile the bank statements monthly. <b>Strategy's Expected Result/Impact:</b> Audit will show reconciled bank statements. Audit will be clean. <b>Staff Responsible for Monitoring:</b> None	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 2:</b> Meet with PTO president and treasurer to review monthly bank statement and spending for the previous month. <b>Strategy's Expected Result/Impact:</b> All bank statements and spending are in alignment with the approved budget. <b>Staff Responsible for Monitoring:</b> Principal	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** Recruitment, Development, and Retention of Staff:

CISD will employ, develop, and retain highly qualified staff to maximize learning for all students.

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





<b>Strategy 1:</b> Attend and recruit from CISD teacher job fair and university job fairs. <b>Strategy's Expected Result/Impact:</b> Highly qualified teachers hired to support academic growth. <b>Staff Responsible for Monitoring:</b> Admin and Core Team members	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				



**Goal 4: Parents and Community:**

CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.

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

<b>Strategy 1:</b> Provide opportunities for families to participate in shared decision making to ensure all stakeholders voices are heard. <b>Strategy's Expected Result/Impact:</b> Increased parent engagement and student success. <b>Staff Responsible for Monitoring:</b> Admin, Teachers, Counselors <b>Problem Statements:</b> Parent and Community Engagement 1	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 2:</b> Continue to seek input from all stakeholders by completing a once a month quick data survey. <b>Strategy's Expected Result/Impact:</b> Parent engagement increases from all populations. <b>Staff Responsible for Monitoring:</b> Team Leaders and Admin	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Performance Objective 1 Problem Statements:**

<b>Parent and Community Engagement</b>
<b>Problem Statement 1:</b> New parents to our campus are not as active as we would like them to be in our school. <b>Root Cause:</b> Often times people assume new families know how our school operates because we have our students for 8 years.

**Goal 5: Safe Schools:**

CISD will strive to ensure a safe and orderly environment conducive to learning for all students and staff.





**Performance Objective 1:** To provide a safe and orderly school environment conducive to learning for all students and staff.

<p><b>Strategy 1:</b> Our Foundations/Team Leaders meet biweekly and ensures building safety procedures set and determined are continued to be used effectively by all staff and students.</p> <p><b>Strategy's Expected Result/Impact:</b> Quick Data will be taken to ensure we continue to meet HRS Level 1.</p> <p><b>Staff Responsible for Monitoring:</b> Foundations/Team Lead Team</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 6: Technology:**

CISD will provide technology infrastructure, tools, and solutions to meet the administrative requirements of the District and to maximize learning for all students.





**Performance Objective 1:** To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

<b>Strategy 1:</b> Provide monthly staff development for teachers that focuses on canvas. <b>Strategy's Expected Result/Impact:</b> Teachers obtain more knowledge of the tools that are available in the Canvas program to help ensure all students are successful. <b>Staff Responsible for Monitoring:</b> Technology coach and Admin	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 7: Communication:**

CISD will promote and enhance two-way communication among our staff and our community to maximize the success of all students.

**Performance Objective 1:** To ensure that all stakeholders receive effective internal and external communication.

<p><b>Strategy 1:</b> Deretchin will continue to use Twitter, Facebook, weekly Parent Newsletters (Deretchin Digest), as well as, School Messenger to communicate with our families.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents are informed of upcoming events, ways to help their child, and can see the great things that are happening inside our campus.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Admin, Technology coach</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

# State Compensatory

## Personnel for Deretchin Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kristen Garza	Instructional Coach	State Comp Ed	1.00

# Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Tutoring		\$7,943.00
1	1	1	Instructional Coach for At-Risk Students		\$69,349.00
<b>Sub-Total</b>					\$77,292.00
<b>Budgeted Fund Source Amount</b>					\$77,292.00
<b>+/- Difference</b>					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Instructional Materials for ELs		\$3,900.00
<b>Sub-Total</b>					\$3,900.00
<b>Budgeted Fund Source Amount</b>					\$3,900.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total</b>					\$81,192.00

# Addendums