

Conroe Independent School District

Ford Elementary

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

We provide a nurturing environment committed to achieving academic excellence.

Vision

Ford will inspire students to achieve their full potential.

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Domain 1: Student Achievement Score 77

Domain 2: School Progress Score 84

Domain 3: Closing the Gaps Score 74

STAAR Summary Compared to District

Ford Elementary STAAR Performance									
	Approaching			Meets			Masters		
Grade Level	2017	2018	2019	2017	2018	2019	2017	2018	2019
3rd Math	93	93	78	67	73	48	32	37	27
4th Math	88	91	78	62	63	51	38	31	26

Student Achievement Strengths

Distinctions

- Quartile 1 for Reading in 4th Grade
- Quartile 1 for Math in 3rd Grade
- Post Secondary Readiness

Distinction for Pct of STAAR Results at Meets Grade Level or Above (All Subjects)

Pct of Grade 3–8 Results at Meets Grade Level or Above in Both

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: In the 18-19 school year, 3rd grade mathematics STAAR scores decreased by an average of 15% from the previous year.

Problem Statement 2: In the 18-19 school year, 3rd grade reading STAAR scores at Meets decreased by 44% compared to 53% in the 2017-2018 school year.

Problem Statement 3: After MOY BAS testing, 70% of 3rd grade bilingual students are below the grade level expectation.

Problem Statement 4 (Prioritized): For the last two years, SPED students in 4th grade have not met STAAR standards and have been achieving at 30% at the approaches level.

Root Cause: There is a lack of communication between SPED and grade level teachers. Staff development is needed for SPED teachers on how to accommodate and modify on grade level material.

Problem Statement 5 (Prioritized): In the 2018-2019 64% of African American students achieved Approaches compared to 78% of all students who achieved Approaches.

Root Cause: Teachers and staff need more training on how to meet the cultural and academic needs of African American students.

Problem Statement 6 (Prioritized): In the 2018-2019 school year all students performed 13% below the district in Math. **Root Cause:** The last few years, teachers in 3rd grade were inexperienced or new the grade level and require significant professional development and coaching.

Problem Statement 7: In the 2018-2019 school year all students at Ford Elementary, in the area of reading, performed 12% below the district.

Culture and Climate

Culture and Climate Summary

Ford Elementary is dedicated to building a community that encourages students and staff to realize his or her full social and academic potential. Our teachers and staff are committed to addressing the social emotional learning (SEL) for all students by incorporating the framework from [Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](#). They know that a student's social emotional health is priority because it allows them to learn "how to understand and manage their emotions, set goals, show empathy to others, establish positive relationships, and make responsible decisions." This commitment has resulted in teachers acquiring further support and training to meet the challenges of our students (virtually and in-person). Our campus has worked hard to establish a culture that believes that learning starts with a caring heart.

Ford Elementary embraces a culture in which personal and academic goals are achieved by all students. We celebrate our diversity and the various social and cultural aspects that make us unique.

Strengths include:

*Monthly recognition for students and staff via social and tangible recognition.

*We strive to foster strong community relationships through school wide spirit nights and campus wide extracurricular activities such as student/parent dances and Ford Fest.

*We address social emotional learning goals through our campus wide anti-bullying campaign, self-esteem building activities and other programs that encourage team building.

At Ford, recognizing and appreciating cultural differences is a part of the whole child approach, which ensures that each student is healthy, safe, engaged, supported and challenged. All students and personnel are valued members of our unique family, each playing a significant role in our success. Ford encourages staff and students to embrace that which makes us different. By supporting an environment that facilitates and encourages safe and open dialogue on diversity, and by empowering our students to embrace their diversity, we are striving to ensure that our students will be sincerely open and equipped to work and live in a diverse world.

Ford Elementary is committed to the social, emotional, behavioral, and academic success of all students. At Ford Elementary, students are taught to successfully manage their emotions, behaviors, and make responsible decisions.

In our efforts to improve not only the social and emotional well-being, we are committed to the health and wellness of all students. In accordance with the guidelines and recommendations from the Texas Education Agency (TEA), Ford Elementary follows the measures to mitigate the spread of COVID-19. Ford Elementary is proactive in keeping campuses, staff, and students safe, as well as, taking a positive proactive instructional approach to behavior in utilizing PBIS Foundations training.

Our top priorities

- Safety for Covid
- Initiative for Diversity
- SEL (Social Emotional Learning)
- PBIS - Foundations

Culture and Climate Strengths

At Ford Elementary, staff will undergo Cultural and Diversity Awareness training.

At Ford Elementary, hiring campus personnel will reflect the cultural and diverse student body is a priority.

“All Means All” in Conroe ISD and "All means All at Ford Elementary. Every students’ academic, social and emotional needs are a priority.

Ford Elementary utilizes all available resources, including Colleges, Universities, Regional Service Centers, education-related professional organizations, job fairs, and Alternative Certification Programs, to recruit a quality, diverse applicant pools, particularly in identified shortage areas.

Ford Elementary strives to ensure a safe and orderly environment conducive to learning for all students and staff.

At Ford Elementary, students will develop a healthy sense of self and social awareness, embrace diversity with empathy and respect for others, successfully manage their emotions, behaviors, and make responsible decisions.

At Ford Elementary, social emotional learning functions as an integral part of the total school environment.

Ford Elementary continues to promote Safe Schools through Safe Schools trainings and utilizes mitigation strategies to keep our schools, students, and staff safe.

At Ford Elementary, we engage students, families, and our community as authentic partners in social and emotional development.

Ford Elementary provides professional development on a campus wide positive, proactive instructional approach to behavior through implementation of PBIS Foundations.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): In the 2018-2019 school year the discipline referrals increased to 471 compared to the number of referrals issued the previous year 283.

Root Cause: We received an increase enrollment of students with behavioral needs who were part of the foster care system. Teachers staff need more training on how to meet the emotional needs of these students to help them be successful socially and academically.

Parent and Community Engagement

Parent and Community Engagement Summary

Raising the next generation is a shared responsibility. It is proven, that when families, communities, and schools work together, students are more successful. Not only are our students more successful, but our entire community, as well. We highly believe that parent involvement is an integral part of our students' education and a forte at our school. At Ford Elementary we understand that parental engagement is a priority. This past year, our school welcomed many volunteers in different areas such as, the library, the workroom, in the classrooms and throughout other special student events, just to name a few. Many of our parent volunteers have mentioned that they truly enjoy volunteering at our campus. They refer to us as family and have expressed their love to help Ford Elementary become a better school for our students. These positive comments make reference on how well the school is doing currently. Not only that, we are actively soliciting feedback from the parent community about any concerning issues in their child's public school. Our school's Parent Teacher Organization is comprised of eager parents willing to volunteer and help our school, teachers and students succeed. Thanks to our PTO we were able to offer our families various options to engage and connect. For instance, our PTO hosted two monthly Spirit Nights in which teachers and staff volunteered and participated. Not only, did our families connect with other families and our staff, but funds were also raised to help achieve proposed goals. Such goals included student assemblies. Last year, our students were able to learn and participate in an All About Reptiles assembly. Plus, our students were also able to learn why kindness matters, while celebrating the semifinals with Orbit from the Houston Astros. Quality partnerships require a shared commitment from staff and families to work together to improve student learning and well-being.

Parent and Community Engagement Strengths

The school's website is kept up to date with daily happenings, upcoming events, and specific resources that can help benefit our students and their families. In addition, our PTO also maintains their actively maintains their page. A school newsletter is sent out at the beginning of each month to introduce and inform our families of the curriculum plans for each grade level, goals, events, and teacher information. The partnership between our parents and our school has promoted student learning and anticipated high expectations for student success. Communication is a very important factor in order to maintain these partnerships. One great example of communication is our Tuesday Folders. Our PTO gracefully purchased Tuesday Folders for all of our students. These Tuesday Folders serve as a communication tool among teachers and parents, which are sent home weekly. We truly cherish the partnership we have with our PTO. Overall, Ford Elementary School enjoys an involved family and community environment. Last year, a family was able to obtain a donation from a very well-known sports goods retailer for our school All grade levels enjoyed new soccer balls, basketballs, volleyballs, and kickballs. This success is largely due to the support, participation and engagement of our families and nearby communities. It is very important to us, for our families to know, that they can voice their feelings and ideas. Our teachers and staff bring focus to the needs of our students and help them reach their full potential. But our families, partners in education and volunteers help us reach above and beyond.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Over the last several years, we have had low participation for our PTO meetings, campus academic nights, and Title 1 nights. **Root Cause:** Lack of event promotion, and the hours we have held our events in the past have not been conducive to needs of the working families we service.

Priority Problem Statements

Problem Statement 1: In the 2018-2019 school year the discipline referrals increased to 471 compared to the number of referrals issued the previous year 283.

Root Cause 1: We received an increase enrollment of students with behavioral needs who were part of the foster care system. Teachers staff need more training on how to meet the emotional needs of these students to help them be successful socially and academically.

Problem Statement 1 Areas: Culture and Climate

Problem Statement 2: In the 2018-2019 school year all students performed 13% below the district in Math.

Root Cause 2: The last few years, teachers in 3rd grade were inexperienced or new the grade level and require significant professional development and coaching.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: In the 2018-2019 64% of African American students achieved Approaches compared to 78% of all students who achieved Approaches.

Root Cause 3: Teachers and staff need more training on how to meet the cultural and academic needs of African American students.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: For the last two years, SPED students in 4th grade have not met STAAR standards and have been achieving at 30% at the approaches level.

Root Cause 4: There is a lack of communication between SPED and grade level teachers. Staff development is needed for SPED teachers on how to accommodate and modify on grade level material.

Problem Statement 4 Areas: Student Achievement

Problem Statement 6: Over the last several years, we have had low participation for our PTO meetings, campus academic nights, and Title 1 nights.

Root Cause 6: Lack of event promotion, and the hours we have held our events in the past have not been conducive to needs of the working families we service.

Problem Statement 6 Areas: Parent and Community Engagement

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: Ford Elementary will increase the number of African American students who are successful on all STAAR tests by 10%.

Evaluation Data Sources: STAAR test, Benchmarks, Campus Checkpoints, and Common Assessments

Summative Evaluation: None

<p>Strategy 1: Teachers will receive Cultural Awareness training by district staff to better understand the social and academic needs of our African American students.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to implement strategies to target the social and emotional needs of our students.</p> <p>Staff Responsible for Monitoring: District staff and Admin</p> <p>Problem Statements: Student Achievement 5</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Implement targeted intervention groups for Reading, Math and Writing for 3rd and 4th grade that addresses the specific needs of the African American subgroup.</p> <p>Strategy's Expected Result/Impact: The overall STAAR scores will increase, for all subjects, due to the target intervention.</p> <p>Staff Responsible for Monitoring: Teachers, Coaches, and Administrators</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 5</p> <p>Funding Sources: Tutor - State Comp Ed - \$9,000, Tutor - Title I - \$23,000, General Ed Teachers for at risk students - State Comp Ed - \$1,508,222</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 5: In the 2018-2019 64% of African American students achieved Approaches compared to 78% of all students who achieved Approaches. Root Cause: Teachers and staff need more training on how to meet the cultural and academic needs of African American students.</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: Ford Elementary will increase the percentage of SPED students at approaches grade level on Reading and Math STAAR test by 8%.

Evaluation Data Sources: STAAR test, Benchmarks, Campus Checkpoints, and Common Assessments

Summative Evaluation: None

<p>Strategy 1: SPED teachers will collaborate with general education teachers by attending grade level meetings and meeting regularly with general education teachers to accommodate and modify grade level standards for SPED students.</p> <p>Strategy's Expected Result/Impact: Students will be able to access the grade level curriculum to close the instructional gaps they have in reading and math.</p> <p>Staff Responsible for Monitoring: Teachers, SPED team leader, and Coaches, and Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 4</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: SPED teachers will receive training on Accessing Grade Level Curriculum and IEP Goal Alignment.</p> <p>Strategy's Expected Result/Impact: Teachers will effectively accommodate and modify grade level instruction and accurately aligned IEP goals to grade level standards to increase SPED student achievement.</p> <p>Staff Responsible for Monitoring: None</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 4</p> <p>Funding Sources: Training - Title I - \$2,000</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 4: For the last two years, SPED students in 4th grade have not met STAAR standards and have been achieving at 30% at the approaches level. Root Cause: There is a lack of communication between SPED and grade level teachers. Staff development is needed for SPED teachers on how to accommodate and modify on grade level material.</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 3: Ford Elementary will increase the percentage of 3rd and 4th grade students making Meets on the Reading and Math STAAR to 60%.

Evaluation Data Sources: STAAR test, Benchmarks, Campus Checkpoints, and Common Assessments

Summative Evaluation: None

<p>Strategy 1: PreK-3rd will implement the Heggerty Phonemic Awareness to build literacy skills.</p> <p>Strategy's Expected Result/Impact: Students will have phonemic and phonological awareness to decode text on their reading level which will increase student comprehension.</p> <p>Staff Responsible for Monitoring: ELA Instructional Coach and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 6</p> <p>Funding Sources: Instructional Para - Title I - \$27,800, Tutor - State Comp Ed - \$5,846</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Teachers will use literacy assessment data to create targeted guided reading groups to increase student comprehension and reading capacity.</p> <p>Strategy's Expected Result/Impact: The students progress appropriately through the reading levels to leave on grade level.</p> <p>Staff Responsible for Monitoring: Coaches, Teachers, and Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Materials for Bilingual - Title III - \$5,500, ELA Instructional Coach - Title I - \$70,602</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 3: Teachers will attend and implement strategies shared during lab sites and training provided by the instructional coach or an outside source, during small group instruction in guided math.</p> <p>Strategy's Expected Result/Impact: Increase overall understanding of math processes and close students gaps in math</p> <p>Staff Responsible for Monitoring: Teachers, Coaches, and Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 6</p> <p>Funding Sources: Lab site materials and training - Title I - \$13,000, Math Instructional Coach - Title I - \$70,602</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July

<p>Strategy 4: Teachers will implement Dreambox math with fidelity to provide differentiated intervention and monitor the learning gaps of students.</p> <p>Strategy's Expected Result/Impact: Students will be able to work on current level math and close the gaps in their math abilities.</p> <p>Staff Responsible for Monitoring: Coaches, teachers, and admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Awards - Title I - \$500</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 3 Problem Statements:

Student Achievement
<p>Problem Statement 6: In the 2018-2019 school year all students performed 13% below the district in Math. Root Cause: The last few years, teachers in 3rd grade were inexperienced or new the grade level and require significant professional development and coaching.</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.

Strategy 1: Conduct weekly meetings with secretary to make sure the budget is being managed efficiently. Strategy's Expected Result/Impact: The monies will be used efficiently to meet the needs of the campus. Staff Responsible for Monitoring: Principal ESF Levers: Lever 1: Strong School Leadership and Planning	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 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.

<p>Strategy 1: Provide staff development for all staff members including SPED and Specials teachers as well as support to increase teacher retention.</p> <p>Strategy's Expected Result/Impact: Teachers will feel supported and confident to implement new instructional strategies for academics and behavior.</p> <p>Staff Responsible for Monitoring: None</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Funding Sources: Professional Development - Summer Institute - Title I - \$6,000</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 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.

<p>Strategy 1: The campus will advertise, promote, and hold PTO meetings and Title I academic nights at various times and through various mediums to increase attendance.</p> <p>Strategy's Expected Result/Impact: Attendance and parent participation will increase.</p> <p>Staff Responsible for Monitoring: PTO, Teachers, Assistant Principals, and Principal</p> <p>Problem Statements: Parent and Community Engagement 1</p> <p>Funding Sources: Monies for academic nights - Title I - \$3,236</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Provide opportunities for stakeholders to contribute to decision making processes through surveys, feedback sheets, and social media.</p> <p>Strategy's Expected Result/Impact: Stakeholders will establish close partnership with the school.</p> <p>Staff Responsible for Monitoring: Foundations Committee</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Parent and Community Engagement 1</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 1 Problem Statements:

Parent and Community Engagement
<p>Problem Statement 1: Over the last several years, we have had low participation for our PTO meetings, campus academic nights, and Title 1 nights. Root Cause: Lack of event promotion, and the hours we have held our events in the past have not been conducive to needs of the working families we service.</p>

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>Strategy 1: Review procedures for all common areas monthly to decrease unsafe environments and behaviors that are not conducive to learning.</p> <p>Strategy's Expected Result/Impact: Ford students will conduct themselves in a safe manner everywhere they go in the building because they know the building wide expectations.</p> <p>Staff Responsible for Monitoring: Foundations Committee</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Culture and Climate 1</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: We will provide staff development for teachers about Early Behavior Intervention protocols and documentation.</p> <p>Strategy's Expected Result/Impact: Teachers will be more prepared to document and intervene with student behaviors early on to make the classroom environment more conducive to learning.</p> <p>Staff Responsible for Monitoring: Principal and counselor and Foundations Committee</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: Culture and Climate 1</p> <p>Funding Sources: Staff Development and materials - Title I - \$2,000</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 1 Problem Statements:

Culture and Climate
<p>Problem Statement 1: In the 2018-2019 school year the discipline referrals increased to 471 compared to the number of referrals issued the previous year 283. Root Cause: We received an increase enrollment of students with behavioral needs who were part of the foster care system. Teachers staff need more training on how to meet the emotional needs of these students to help them be successful socially and academically.</p>

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.

Strategy 1: Provide staff development by district instructional technology coach for virtual teachers. Strategy's Expected Result/Impact: Increase teacher capacity with implement of online instructional tools Staff Responsible for Monitoring: Instructional Coaches and Admin Funding Sources: Devices and software programs - Title I - \$62,354	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 2: Provide students access to devices to learn how to manage online resources and increase academic achievement. Strategy's Expected Result/Impact: Equipping students with devices and instructional strategies will result in increase online student achievement. Staff Responsible for Monitoring: Teachers, Instructional Coaches Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 5: Effective Instruction Funding Sources: Devices - Title I - \$43,000	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.

Strategy 1: Use social media, School Messenger, Surveys and a variety of learning platforms to share information about school happenings and events. Strategy's Expected Result/Impact: More families will receive timely information thorough various medias. Staff Responsible for Monitoring: Teachers, Counselor, and Administrators	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Personnel for Ford Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gen Education	Teachers for At-Risk Students	State Comp Ed	22.00

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The SBDM team meets to desegregate data from EOY STAAR, campus benchmarks, BAS reading levels, TELPAS, TAPR Report, Behavior reports (across the grade levels and by subgroups) and OHI to conduct a needs assessment to analyze all areas and subgroups of the school.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Site Based Committee Members Include:

Danielle Barger - PreK Team Leader

Amber Cooke - Kinder Team Leader

Maricela Pena - Parent Representative

Ansley Wells - 1st Grade Team Leader

Alicia Henslee - 2nd Grade Team Leader

Kelly Doty - 3rd Grade Team Leader

Dana Canales - 4th Grade Team Leader

Dezi Bryz - Specials Team Leader

Nicole Piepler - SPED representative

Lynn Bennett - PARA representative

Laura Bringmann - Instructional Coach

Conchita Ladwig - Instructional Coach

Stacey Sebesta - Admin

Rubi Bothwell - Admin

2.2: Regular monitoring and revision

We will monitor the strategy implementation during monthly SBDM committee meeting.

With their input we will make revisions as needed.

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

Our CIP will be publicly available through our campus website in English and in Spanish and a link to access will be sent through School Messenger.

2.4: Opportunities for all children to meet State standards

All grade levels will create intervention plans for enrichment and intervention for all students in all subgroups performing below grade level expectations.

If students are not able to demonstrate progress additional interventions will be provided through in-class support, guided reading and math, tutoring, small group, and RTI.

2.5: Increased learning time and well-rounded education

Administrators closely monitor the implementation of research based strategies in the classroom that increase student achievement.

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

At risk students will be closely monitored to ensure academic progress and their needs are being met both socially emotionally and academically. Support will be provided through RtI and classroom best practices.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Parent and Family Engagement Policy was sent home in September to parents in Tuesday folders and it was sent electronically to parents of virtual students. We will send a survey at the end of the year. The results will be used for our Needs Assessment in the areas of Parent and Family Engagement as well as Climate and Culture.

3.2: Offer flexible number of parent involvement meetings

PTO meetings are held via zoom and recorded for parents who aren't able to attend to ensure all parents receive the information. We provide electronic copies via social media communication to ensure all parents receive important information in a timely manor.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Conchita Ladwig	Instructional Coach	Title I	1.00
Laura Bringmann	Instructional Coach	Title I	1.00
Solangel Ernest	Paraprofessional	Title I	1.00

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Tutor		\$9,000.00
1	1	2	General Ed Teachers for at risk students		\$1,508,222.00
1	3	1	Tutor		\$5,846.00
Sub-Total					\$1,523,068.00
Budgeted Fund Source Amount					\$1,523,068.00
+/- Difference					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Tutor		\$23,000.00
1	2	2	Training		\$2,000.00
1	3	1	Instructional Para		\$27,800.00
1	3	2	ELA Instructional Coach		\$70,602.00
1	3	3	Lab site materials and training		\$13,000.00
1	3	3	Math Instructional Coach		\$70,602.00
1	3	4	Awards		\$500.00
3	1	1	Professional Development - Summer Institute		\$6,000.00
4	1	1	Monies for academic nights		\$3,236.00
5	1	2	Staff Development and materials		\$2,000.00
6	1	1	Devices and software programs		\$62,354.00
6	1	2	Devices		\$43,000.00
Sub-Total					\$324,094.00
Budgeted Fund Source Amount					\$324,094.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Instructional Materials for Bilingual		\$5,500.00

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Sub-Total	\$5,500.00
				Budgeted Fund Source Amount	\$5,500.00
				+/- Difference	\$0.00
				Grand Total	\$1,852,662.00

Addendums