Conroe Independent School District

Oak Ridge 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

Oak Ridge Elementary is PK - 4 campus. We have a total of 598 students comprised of:

White - 35.8%

Hispanic - 45.7%

African American - 9.9%

Am Indian - .8%

Asian - 2.3%

Pac Islander - .3%

Multiple - 5.2%

SES - 59.2%

LEP - 27.3%

SPED - 10.2%

In looking at test scores, we pulled information from the past 3 years of STAAR excluding the 2020 school year due to the Covid disruption.

2020 Reading All	Approaches	Meets	Masters
2019 Reading All	83	51	28
2018 Reading All	82	53	30
2017 Reading All	82	52	33
2020 Reading White			
2019 Reading White	84	50	42
2018 Reading White	84	54	31

2020 Reading All	Approaches	Meets	Masters
2017 Reading White	90	56	35
2020 Reading Hispanic			
2019 Reading Hispanic	84	50	25
2018 Reading Hispanic	83	52	28
2017 Reading Hispanic	75	48	31
2020 Reading Ed			
2019 Reading ED	78	39	21
2018 Reading ED	71	38	18
2017 Reading ED	71	37	22
2020 Reading SPED			
2019 Reading SPED	48	14	0
2018 Reading SPED	32	12	0
2017 Reading SPED	62	18	13
2020 Writing All			
2019 Writing All	76	37	9
2018 Writing All	72	50	14
2017 Writing All	73	37	10
2020 Writing White			
2019 Writing White	71	35	10
2018 Writing White	75	41	15
2017 Writing White	79	42	11
2020 Writing Hispanic			
2019 Writing Hispanic	78	43	9
2018 Writing Hispanic	71	56	15
2017 Writing Hispanic	66	32	14
2020 Writing ED			
2019 Writing ED	73	31	6
2018 Writing ED	65	39	6
2017 Writing ED	68	31	7
2020 Writing ED			
2019 Writing SPED	21	21	3
2018 Writing SPED	25	25	0
2017 Writing SPED	38	10	10
2020 Math All			
2019 Math All	86	65	40

2020 Reading All	Approaches	Meets	Masters
2018 Math All	91	62	32
2017 Math All	89	62	31
2020 Math White			
2019 Math White	83	65	42
2018 Math White	91	62	32
2017 Math White	90	71	35
2020 Math Hispanic			
2019 Math Hispanic	85	61	41
2018 Math Hispanic	93	61	29
2017 Math Hispanic	89	52	26
2020 Math ED			
2019 Math ED	84	55	32
2018 Math ED	87	50	23
2017 Math ED	81	45	2
2020 Math SPED			
2019 Math SPED	53	30	13
2018 Math SPED	50	23	4
2017 Math SPED	48	19	6

Student Achievement Strengths

3rd grade reading - all students have improved in both the approaches and meets levels from 2017 - 2019 - Approaches 2017 - 84%; 2019 - Approaches - 87%; Meets 2017 - 57 and Meets 2019 - 60%

3rd grade Hispanic reading - has improved in both the approaches and meets levels from 2017 - 2019. Approaches 2017 - 71 and Approaches 2019 - 78%; Meets 2017 - 58% and Meets 2019 - 62%

4th grade Hispanic reading has improved in both approaches and meets. 2017 approaches - 71% and 2019 approaches - 78%; 2017 meets - 37% and 2019 meets is 43%

Reading Economically Disadvantaged all students improved from 71% approaches to 78% approaches.

Fourth grade writing for all has improved in the approaches from 73% to 76%.

Fourth grade writing Hispanic has improved in approaches from 66% to 78% and meets from 32% to 43%.

Fourth grade Economically Disadvantaged math approaches increased from 72% to 82% and meets increased from 36% to 52%.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Students in the student group white have dropped consistently in reading, writing, and math at the meets level. **Root Cause:** Differentiation and interventions are not being implemented with fidelity.

Problem Statement 2 (Prioritized): Students in the student group SPED in approaches, meets and masters have dropped consistently in reading and writing. **Root Cause:** Lack of collaboration between gen ed and SPED teachers in order to plan differentiated lessons for students.

Problem Statement 3 (Prioritized): Students in the student group Economically Disadvantaged have dropped in progress measure consistently over the past three years. **Root Cause:** Data driven decision making and implementation of interventions are not being implemented with fidelity.

Culture and Climate

Culture and Climate Summary

The culture and climate at ORE is important to our staff. ORE maintains a stable staff with minimal turnover which is only from retirements, promotions or moves made out of the area. Teachers take pride in being members of the Oak Ridge family and frequently share that with others. Teachers are members of committees on our campus that allow them to feel as if they have a voice in the decision-making process at our school. Our PLC is designed to ensure that staff members can collaborate, learn from and assist each other to improve teaching strategies and student outcomes. We have a designated planning day where teachers are required to plan together to discuss TEKS, daily activities for the following week, and share ideas of how to ensure learning is taking place.

Based on our Occupational Health Inventory scores from the 2019-2020 school year,

*all ten dimensions increased from 2018-19 to the 2019-20 school year

*biggest changes were seen in Innovativeness, Autonomy and Problem Solving Adequacy

*Our top three areas were Goal Focus, Communcation Adequacy, and Cohesiveness.

*Our lowest scores were in Adaptation, Autonomy, and Optimal Power Equalization and Morale were tied for 3.

Culture and Climate Strengths

Strengths include: safety, low disciplne, goal focus, communication adequacy, and cohesiveness

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1: Teachers do not feel they have clarity, acceptance, support, internalization, and advocacy for externally initiated change efforts. **Root Cause:** New programs are brought in and teachers feel they didn't have a voice in the implementation of the program.

Problem Statement 2: Teachers do not have clarity on the mission of ORE as a whole. **Root Cause:** Mission hasn't been a focus and the statement needs to be revisited and revised.

Parent and Community Engagement

Parent and Community Engagement Summary

Overall data and feedback received from parents shows that they are pleased with the school. staff, and their child's progress. According to our Title 1 end of year survey,

6% of our parents completed the survey which is very common for our population.

Do you feel welcome at school? 88.6% yes

Are parents encouraged to participate in school activities? 95.5% yes

Do parents have opportunities to visit and observe the educational program? 79.5% yes

Do you feel that you are being adequately informed about the schools programs and accomplishments? 84.1% yes

Does the school demonstrate high expectations for teachers and students? 88.6% yes

Are you comfortable contacting school personnel with suggestions or concerns? 77.3% yes

Do you receive clear information regarding your child's academic progress? 90.0% yes

Does the school give information to assist you in working with your child at home? 81.8% yes

Is the school parent-friendly? 93.2% yes

Does you feel that your child likes school? 95.5% yes

Were you invited to attend Parent Informational Night in the fall? 88.6% yes

Did you find Parent Nights or other parent meetings helpful and worthwhile? 72.1% yes

Are limited English speaking parents given opportunities to understand curriculum and participate in school activities? 51.2% yes; 46.5% unsure

Are school communications clear, helpful and timely? 93% yes

Are you well informed of the activities at school? 95.3% yes

Overall, are you satisfied with this school? 90.9% yes

Email was chosen by 90.9% of parents who completed the survey as their best mode of communication.

Parent and Community Engagement Strengths

*Parents and students feel safe at our school.

*Parents feel well informed about both academic and non-academics subjects.

*Parents feel safe contacting school personnel to discuss issues with their child.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parents who are limited English speakers are not engaged in school activities and online surveys. **Root Cause:** Limited opportunities and creating all communication to be sent in dual languages.

Problem Statement 2 (Prioritized): Parent engagement is not as high as we would like it to be. **Root Cause:** Lack of training for staff to appropriately engage parents from diverse backgrounds.

Priority Problem Statements

Problem Statement 1: Students in the student group white have dropped consistently in reading, writing, and math at the meets level.
Root Cause 1: Differentiation and interventions are not being implemented with fidelity.
Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Students in the student group SPED in approaches, meets and masters have dropped consistently in reading and writing.
Root Cause 2: Lack of collaboration between gen ed and SPED teachers in order to plan differentiated lessons for students.
Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Students in the student group Economically Disadvantaged have dropped in progress measure consistently over the past three years.
Root Cause 3: Data driven decision making and implementation of interventions are not being implemented with fidelity.
Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Parent engagement is not as high as we would like it to be.
Root Cause 4: Lack of training for staff to appropriately engage parents from diverse backgrounds.
Problem Statement 4 Areas: Parent and Community Engagement

Problem Statement 5: Parents who are limited English speakers are not engaged in school activities and online surveys.
Root Cause 5: Limited opportunities and creating all communication to be sent in dual languages.
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
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Federal Report Card Data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- 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
- 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
- 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
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- 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
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data
- Other additional data

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: Increase meets grade level on the STAAR Assessment for students identified as student group white by 10% and 5% by all other student groups.

Strategy 1: Teacher's College will provide 5 staff development days & lab site opportunities for K-4th grade teachers, coaches and administrators with follow up by campus coaches to support learning.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increase Student Achievement on STAAR reading by 5% at the meets passing standard.	Feb	Apr	July	July
Staff Responsible for Monitoring: Teachers, Coaches, Admin				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy**				
Problem Statements: Student Achievement 1				
Funding Sources: Subs and supplies - Title I - $4,000, Professional Developers from Teachers College - Title I - $30,000				
Strategy 2: Consistently analyze data to track student progress to effectively plan differentiated lessons to meet the needs of all subpopulation groups.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increased the percentage of students reading on grade level by 10% in each grade level.	Feb	Apr	July	July
Staff Responsible for Monitoring: Teachers, Coaches, Admin				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy**				
Problem Statements: Student Achievement 1				
Funding Sources: General Ed teachers who will track progress - State Comp Ed - $1,356,728, ELA Coach - Title I - $74,227				
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Students in the student group white have dropped consistently in reading, writing, and math at the meets level. **Root Cause:** Differentiation and interventions are not being implemented with fidelity.

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: Increase meets grade level on the STAAR Assessment for students identified as student group SPED by 5% and 7% by all other student groups.

Strategy 1: Provide SPED teachers with opportunities to participate in grade level planning and PLC meetings.	Reviews			
Strategy's Expected Result/Impact: Increased scored based on common language and fully understanding the expectations for the grade levels.	Formative			Summative
Staff Responsible for Monitoring: Administration, Coaches, SPED teachers	Feb	Apr	July	July
Title I Schoolwide Elements: 2.5, 2.6 - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy**				
Problem Statements: Student Achievement 2				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: Students in the student group SPED in approaches, meets and masters have dropped consistently in reading and writing. **Root Cause:** Lack of collaboration between gen ed and SPED teachers in order to plan differentiated lessons for students.

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: Increase the percentage of Economically Disadvantaged students who score at the meets level and achieve their expected growth measure by 5%.

> **Evaluation Data Sources:** Item analysis and data disaggregation of Benchmark assessments

> **Summative Evaluation:** None

Strategy 1: Teachers will use PLC and planning times and planning days provided throughout the year to collaboratively review data, create intervention needs of their students, and implement the plan with fidelity.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Improve instruction and ensure that students are receiving the differentiation they need.	**Feb**	**Apr**	**July**	**July**
Staff Responsible for Monitoring: Teachers, coaches, Admin				
Title I Schoolwide Elements: 2.4, 2.5 - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy**				
Problem Statements: Student Achievement 3				
Funding Sources: Subs to cover for planning days - Title I - $3,000, Subs to cover planning days - Title III - $2,000				

Strategy 2: Campus, district and TC training for staff will be provided to ensure Tier 1 best practices are implemented with fidelity, with a focus on differentiation.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Increase implementation of differentiated practices in the classroom.	**Feb**	**Apr**	**July**	**July**
Staff Responsible for Monitoring: Admin, coaches				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy**				
Problem Statements: Student Achievement 3				
Funding Sources: Supplies - Title III - $2,500, Supplies - Title I - $26,484				

Strategy 3: Maintain and implement Tier 2 best practices to support learning for struggling learners through RtI Interventions.	Reviews			
Strategy's Expected Result/Impact: Increased scores on district and state assessments	**Formative**			**Summative**
Staff Responsible for Monitoring: RtI Interventionist, teachers, admin	**Feb**	**Apr**	**July**	**July**
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **ESF Levers:** Lever 4: High-Quality Curriculum				
Problem Statements: Student Achievement 3				
Funding Sources: RtI Interventionist - Title I - $70,601				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 3 Problem Statements:

Student Achievement

Problem Statement 3: Students in the student group Economically Disadvantaged have dropped in progress measure consistently over the past three years. **Root Cause:** Data driven decision making and implementation of interventions are not being implemented with fidelity.

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: Calendar and hold a monthly meeting with secretary to review monthly records of spending.	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 2: Conduct monthly meetings with PTO President, Treasurer, and Principal to review financials for the previous month.	Reviews			
	Formative			Summative
	Feb	Apr	July	July
0% No Progress 100% 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.

Strategy 1: Attend and recruit from CISD Teacher Job Fair and university job fairs.				Reviews			
Strategy's Expected Result/Impact: Highly qualified teachers hired to support maximum learning. **Staff Responsible for Monitoring:** Admin **Title I Schoolwide Elements:** 2.6 **Problem Statements:** Parent and Community Engagement 1				Formative			Summative
				Feb	Apr	July	July
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue				

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Parents who are limited English speakers are not engaged in school activities and online surveys. **Root Cause:** Limited opportunities and creating all communication to be sent in dual languages.

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.

Strategy 1: Provide opportunities for families to participate in shared decision making to empower families. All surveys will be in dual languages to provide parents opportunities to be a part.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Increased parent engagement and increase student achievement.	**Feb**	**Apr**	**July**	**July**
Staff Responsible for Monitoring: Teachers, Counselor, Admin				
Title I Schoolwide Elements: 3.1, 3.2 - **Targeted Support Strategy**				
Problem Statements: Parent and Community Engagement 1				
Funding Sources: Family Engagement - Title I - $3,228				
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue				

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Parents who are limited English speakers are not engaged in school activities and online surveys. **Root Cause:** Limited opportunities and creating all communication to be sent in dual languages.

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.

Strategy 1: Provide student support staff to help with behavior and mental health to keep all students on track.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Decreased discipline referrals	Feb	Apr	July	July
Staff Responsible for Monitoring: Counselors, Student Support Staff, Admin				
Title I Schoolwide Elements: 2.5, 2.6, 3.1				
Funding Sources: Part time RtI Behavior Interventionist - Title I - $28,228				
0% No Progress 100% 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.

Strategy 1: Increase student opportunities for utilizing technology across the curriculum.	**Reviews**			
Strategy's Expected Result/Impact: Increased student achievement through the use of LMS - Canvas and SeeSaw	**Formative**			**Summative**
Staff Responsible for Monitoring: Teachers, Technology, Coaches, Admin	**Feb**	**Apr**	**July**	**July**
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Funding Sources: Technology and Licenses - Title I - $15,000				
Strategy 2: Meet the individual learning needs of students using technology tools.	**Reviews**			
Strategy's Expected Result/Impact: Increased student achievement through the use of LMS and online programs.	**Formative**			**Summative**
Staff Responsible for Monitoring: Teachers, Coaches, Technology, Admin	**Feb**	**Apr**	**July**	**July**
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction				
0% No Progress	100% 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: Create a monthly parent newsletter in both English and Spanish to promote campus and district events.			Reviews	
Strategy's Expected Result/Impact: Increased awareness of activities and parent understanding of school events and expectations.		Formative		Summative
Staff Responsible for Monitoring: Admin, Teachers, Coaches		Feb	Apr	July	July
Title I Schoolwide Elements: 3.1, 3.2				
Problem Statements: Parent and Community Engagement 1				
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Parents who are limited English speakers are not engaged in school activities and online surveys. **Root Cause:** Limited opportunities and creating all communication to be sent in dual languages.

State Compensatory

Personnel for Oak Ridge Elementary

Name	Position	Program	FTE
Gen Education	Teachers for At-Risk Students	State Comp Ed	19.18

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

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

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus develops a CIP with the involvement of parents and other stakeholders such as teachers, principal, paraprofessional, and community.

We looked through data collected from the 2 previous years, including benchmarks and STAAR test results. We look at it across grade levels and individually.

We included our Parent Teacher Organization, our Team Leaders and our Core Team to review the Assessments and implement checkpoints to monitor progress.

2.2: Regular monitoring and revision

The campus will regularly monitor the CIP and revise strategies based on identified needs.

The plan begins with the Core team (admin, counselor, coaches, behavior support) pulling together data and looking for strengths and weaknesses. We then get input from Team Leaders, Faculty Advisory Committee, and Parent Reprensentatives.

Once the plan is complete, we share it with staff and parents.

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

The campus ensures the CIP is publicly available to parents and the community (English and Spanish).

Our Campus Improvement plan is publicly available to parents and the community (English and Spanish) on the CISD Website under Accountability.

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 that students are on target to meet State standards. Students who are at risk of missing their target receive support and small group instruction, including:

*RtI Instruction

*In class small group instruction

*Pull out support (dyslexia, resource)

*Push in support (resource)

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 an enriched and accelerated curriucum.

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

The campus will address the needs of all students but particiularly the needs of those students who are 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

*Guided math

*In class support

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The campus jointly develops, with the input of parents, a written Family Engagement Policy and School Family Student Compact.

Our Family Engagement Policy and School Family Student Compact are reviewed with our Parent Teacher Organization. They make suggestions/edits to it each summer.

We also use our Parent Survey at the end of the year to make anyneeded changes to our Family Enagement Policy and School Family Student Compact.

3.2: Offer flexible number of parent involvement meetings

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

*PTO meetings are available for parents during the evening via Zoom so that more parents can attend.

*Teachers held parent conferences via Zoom this year so that parents can be involved in learning and updated on their child's progress.

*Notices that are sent home about currejt events are sent as paper copies, as well as emailed, and posted on our social media pages.

Title I Personnel

Name	Position	Program	FTE
Kim Mize	RTI	Title I	.34
Rachel Miller	Instructional Coach	Title I	1.00
Samantha Hier	RTI	Title I	1.00

Campus Funding Summary

			State Comp Ed		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	General Ed teachers who will track progress		$1,356,728.00
				Sub-Total	$1,356,728.00
				Budgeted Fund Source Amount	$1,356,728.00
				+/- Difference	$0.00
			Title I		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Subs and supplies		$4,000.00
1	1	1	Professional Developers from Teachers College		$30,000.00
1	1	2	ELA Coach		$74,227.00
1	3	1	Subs to cover for planning days		$3,000.00
1	3	2	Supplies		$26,484.00
1	3	3	RtI Interventionist		$70,601.00
4	1	1	Family Engagement		$3,228.00
5	1	1	Part time RtI Behavior Interventionist		$28,228.00
6	1	1	Technology and Licenses		$15,000.00
				Sub-Total	$254,768.00
				Budgeted Fund Source Amount	$254,768.00
				+/- Difference	$0.00
			Title III		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Subs to cover planning days		$2,000.00
1	3	2	Supplies		$2,500.00
				Sub-Total	$4,500.00
				Budgeted Fund Source Amount	$4,500.00
				+/- Difference	$0.00
				Grand Total	$1,615,996.00

Addendums