

Conroe Independent School District

Patterson Elementary

2021-2022 CIP Board Item



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Comprehensive Needs Assessment

Revised/Approved: October 4, 2021

Student Achievement

Student Achievement Summary

In Math, scores from the 2018-2019 academic year reflected: 79% Approaching grade level, 48% Meets, and 26% Masters.

2019-2020 BOY Benchmark data from December of 2019, resulted in 76% Approaches, 44% Meets, and 24% Masters. Compared to the above mentioned scores, this group was well on track to meet and/or surpass scores from 2018-2019.

The varying levels of readiness and performance showed the need for Guided Math instruction, Tiered Lesson Plans, and TEKS specific small group instruction. District Coach collaborated with Patterson Instructional Coach for guided math implementation. 100% of teachers attended the Guided Math Training before the school year began. Coaches conducted monthly math PD for 21 day Kick Start, stations, choice boards, tiered stations/lessons, differentiated anchor stations, observations through instructional rounds, and lab site strategy studies: for sage and scribe, Team, 2, 1 and pair check. From October to February, teachers worked on instruction. However, MOY data is non existent due to COVID closure.

2020-2021 BOY data shows improvement across process standards. The current 4th graders are performing 10-30 points above their performance from last year.

Academic Achievement for 2020-2021 Academic Year: 65% Approaching grade Level, 34% Meets Grade Level, and 17% Masters Grade Level

In Reading, scores from the 2018-2019 academic year reflect: 62% Approaches, 33% Meets and 14% Masters. This was similar to the year before with 74% Approaches, 37% Meets and 15% Masters. The slight move in meeting grade level TEKS showed the need to focus on depth and complexity in lesson planning, strengthening Reading skills and stamina. Literacy Coach collaborated with district staff for monthly PD for Units of Study in Reading, lab site studies on conferring, strategy groups, and mini lessons, and instructional rounds. All grade levels fully implemented Units of Study in Reading.

BOY 19-20 reading levels showed 52% of third grade students reading at or above grade level. The BOY for the same group of students now in 4th grade showed 53 % reading at or above grade level; 48% were below in 3rd grade and as 4th graders 47% are still below grade level.

Academic Achievement for 2020-2021 Academic Year: 64% Approaching grade Level, 36% Meets Grade Level, and 13% Masters Grade Level.

In Writing, scores from the 2018-2019 academic year reflect: 64% Approaches, 29% Meets, and 7% Masters. Compared to the year before: 72% Approaches, 45% 11% Masters, the uptick in scores showed the need to continue improving teaching practices and writing strategies.

Literacy Coach collaborated with district staff for PD on Writing Strategy groups using Jennifer Serravallo's "Writing Strategies" book. Teacher's collaborated on ways to document and monitor their strategy group. TEKS based groups met daily through small group instruction.

Academic Achievement for 2020-2021 Academic Year: 57% Approaching grade Level, 28% Meets Grade Level, and 9% Masters Grade Level.

Student Achievement Strengths

The areas of strength are:

- In Reading, our strengths are in Reading achievement in 3rd grade on the Reading STAAR. meets grade level grew from 32 to 40% from the 18-19 to 20-21 school year.
- In Writing, our strength is in the Achievement with 37% at Meets and Mastered. In 2021, 20% students scored in the 5-8 writing composition range vs only 7% in 2019.
- In Math, 3rd and 4th grade students performed above the 46% target at 65% and 59% respectively.

Patterson Elementary received an overall grade of "D" on the State Accountability System.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): When looking at the sub-population of white students in 3rd and 4th grade, Patterson missed the targeted percentage of 60% by 13% in 4th grade and 18% in 3rd grade. **Root Cause:** There has been a lack of the tier I best practice of small group instruction. Small groups have not been pulled with fidelity which has caused individual students' reading needs to suffer.

Problem Statement 2 (Prioritized): Academic achievement in 4th Grade Math regressed for ALL students from 59% to 39% Meets Grade Level. **Root Cause:** Students in 4th grade did not receive small group instruction with fidelity.

Problem Statement 3 (Prioritized): Performance in mathematical operations in Pre-K has been limited compared to other areas. Students showed limited growth at the end of the year assessment with only 39% of students on track for mastery. **Root Cause:** There has been a lack of professional development for Pre-K teachers in the area of mathematical operations. Mathematical operations was not an SLO goal for improvement.

Problem Statement 4 (Prioritized): Academic Achievement in 3rd Grade Math regressed for All students from 48% to 29% Meets Grade Level and did not meet the 46% target. **Root Cause:** Students in 3rd Grade did not receive small group or in person instruction with fidelity.

Problem Statement 5 (Prioritized): Academic achievement in Reading 3rd grade for all students was 4% below the 44% Meets standard and in 4th grade Reading was 11% below the Meets standard. **Root Cause:** Students in 3rd and 4th grade did not receive small group instruction, in person instruction, or engage in independent reading at home or in school with fidelity.

Problem Statement 6: Overall performance in Writing is low in our comparison group schools. **Root Cause:** Students in 4th grade experienced varying degrees of Units of Study implementation for grades K-3.

Problem Statement 7: Academic Achievement in math for our Hispanic sub population for Meets Grade Level was 26% and did not meet the Target of 40% Meets Grade Level

Root Cause: Students did not receive Tier I Best practices in small group or consistent in person instruction.

Culture and Climate

Culture and Climate Summary

Patterson is a Title 1 School with 68% low SES standing, 55% At Risk, 31% White, 61% Hispanic, 9% Sped, and 33%Bilingual.

There is low parent involvement in the PTO, which consists of 4 members. Parent Involvement events that involve social interactions are well attended, but there is minimal attendance for academic conferences. The school engages in monthly, counselor lead, Social Emotional Lessons and currently has a Behavior Interventionist that promotes pro-social behaviors through Positive Behavior Intervention and Support Systems. Staff engage in online safe schools training annually to maintain an orderly environment. The PBIS Committee improves school wide systems with staff input and written protocols.

The Occupational Health Survey shows a decline in Communication Adequacy. To increase credibility, open communication, decision making at the most appropriate level for implementation, we have chosen to combine Faculty Advisory Council with the Team Leader group. This leadership group will meet two times a month with agreed upon minutes for clear communication. This group will be charged with articulating and modeling commitment to organizational vision and purpose.

Due to ongoing Pandemic issues, the staff are given autonomy with their online course and teams will decide content and agree upon assignments rolled out through online platforms. Team leaders will communicate with teams on common Parent Information Night content. Leaders will guide the lesson planning process with all members digging in to curricula while maintaining some autonomy to devise small group lessons to meet their classes needs.

Culture and Climate Strengths

In CISD, all campuses and staff will engage in Cultural and Diversity Awareness training.

Hiring personnel to reflect the diversity of the student body is a focus.

- Conroe ISD 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.

Conroe ISD strives to ensure a safe and orderly environment conducive to learning for all students and staff.

- 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.
- Social emotional learning functions as an integral part of the total school environment.
- Safe Schools training and utilizes mitigation strategies to keep our schools, students, and staff safe.

Conroe ISD provides professional development on a campus wide positive, proactive instructional approach to behavior through implementation of PBIS Foundations. Patterson will continue to support the district wide efforts with monthly PD.

OHI Strengths include:

- Cohesion, Innovativeness, and Problem Solving Adequacy

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Communication Adequacy is rated low on the OHI **Root Cause:** Campus leadership team (FAC and TL) need to anticipate teachers' challenges with district initiatives to encourage a deeper dig into instructional needs.

Problem Statement 2: There is a need to actively support the emotional well-being and mental health of all students. **Root Cause:** COVID-19 decreased the number of opportunities for staff development on supporting the social emotional needs of students that increased during the spring of 2020-21 when students were remote learners.

Problem Statement 3: Communication does not flow vertically and horizontally using all available outlets. **Root Cause:** Turnover for teachers has led to communication breakdowns.

Parent and Community Engagement

Parent and Community Engagement Summary

Communication with our families and community members is an important focus at Patterson Elementary. Our campus sends a monthly e-newsletter through Smore, containing functional information about our school and messages from our Principal, Counselor, Librarian, and additional support staff. With current COVID-19 visitations to a minimum, it is important that our front office/check-in area is welcoming and warm to receive visitors in a manner that reflects our campus positively. We created a curbside service for visitors to attend to their business in a somewhat Face to Face manner.

Expectations for student behavior are high and we have a Positive Behavior Intervention and Support team that creates structures for the campus.

An annual review is conducted of discipline records. Our focus on social/emotional learning and parental support through on campus counseling lessons is assisting the campus with addressing behavioral, social/emotional, and academic needs as they arise.

A Parent Involvement Committee presides over activities and events we offer our constituents: Family Spirit Night, Curriculum Nights, Meet the Teacher and other School Events.

Parent and Community Engagement Strengths

Strengths of Parent Involvement:

Monthly Newsletter

Teacher's Social Media

PTO Involvement and purchases toward Technology Needs

Parent Involvement Committee Created Events are well attended:

- Monthly Spirit Nights
- Semester Curriculum Events

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Participation in the PTO is waning, even though parents attend social/programs at school. **Root Cause:** Families attend events that are more social than academic, seeing the conferences and curriculum nights as stressful.

Problem Statement 2: The school does not provide parent trainings focused on how to assist students at home with academics. **Root Cause:** There is a low parent attendance rate.

Problem Statement 3: We have had to stop, or limit, many opportunities for parents and community members to be involved because we have not been able to operate under our normal structures. **Root Cause:** COVID has been the main cause of this. Other factors include financial strains, changes in jobs, and limited opportunities.

Priority Problem Statements

Problem Statement 1: When looking at the sub-population of white students in 3rd and 4th grade, Patterson missed the targeted percentage of 60% by 13% in 4th grade and 18% in 3rd grade.

Root Cause 1: There has been a lack of the tier I best practice of small group instruction. Small groups have not been pulled with fidelity which has caused individual students' reading needs to suffer.

Problem Statement 1 Areas: Student Achievement

Problem Statement 7: Communication Adequacy is rated low on the OHI

Root Cause 7: Campus leadership team (FAC and TL) need to anticipate teachers' challenges with district initiatives to encourage a deeper dig into instructional needs.

Problem Statement 7 Areas: Culture and Climate

Problem Statement 3: Participation in the PTO is waning, even though parents attend social/programs at school.

Root Cause 3: Families attend events that are more social than academic, seeing the conferences and curriculum nights as stressful.

Problem Statement 3 Areas: Parent and Community Engagement

Problem Statement 2: Academic achievement in 4th Grade Math regressed for ALL students from 59% to 39% Meets Grade Level.

Root Cause 2: Students in 4th grade did not receive small group instruction with fidelity.

Problem Statement 2 Areas: Student Achievement

Problem Statement 4: Performance in mathematical operations in Pre-K has been limited compared to other areas. Students showed limited growth at the end of the year assessment with only 39% of students on track for mastery.

Root Cause 4: There has been a lack of professional development for Pre-K teachers in the area of mathematical operations. Mathematical operations was not an SLO goal for improvement.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Academic Achievement in 3rd Grade Math regressed for All students from 48% to 29% Meets Grade Level and did not meet the 46% target.

Root Cause 5: Students in 3rd Grade did not receive small group or in person instruction with fidelity.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Academic achievement in Reading 3rd grade for all students was 4% below the 44% Meets standard and in 4th grade Reading was 11% below the Meets standard.

Root Cause 6: Students in 3rd and 4th grade did not receive small group instruction, in person instruction, or engage in independent reading at home or in school with fidelity.

Problem Statement 6 Areas: Student Achievement

Goals

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 1: Increase the percentage of 3rd and 4th grade students in the "white" sub population that scored at the meets level on STAAR Reading by at least 5 percentage points.

HB3 Goal

Evaluation Data Sources: Common Assessments, STAAR

Strategy 1 Details
<p>Strategy 1: calibrating effectiveness of small group instruction, instructional rounds, Professional Development with instructional reading coach</p> <p>Strategy's Expected Result/Impact: improved reading scores</p> <p>Staff Responsible for Monitoring: reading coach, administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: books - State Comp Ed - \$11,164, gen ed teacher for at risk students - State Comp Ed - \$1,805,382, RTI Interventionist - Title I - \$74,516, small group tutor - ESSER - \$54,700</p>

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 2: Increase the percent of ALL 4th graders that score meets grade level or above on STAAR Math from 39% to 46% .

HB3 Goal

Evaluation Data Sources: Common Assessments, Interim Assessments and STAAR Math

Strategy 1 Details
<p>Strategy 1: calibrating effectiveness of small group instruction, instructional rounds, and Professional Development with instructional math coach.</p> <p>Strategy's Expected Result/Impact: Increased math achievement for ALL students.</p> <p>Staff Responsible for Monitoring: Math Coach, Classroom Teachers and Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: Math Coach - Title I - \$82,018, Small Group Para - Title I - \$72,465, School day tutor - ESSER - \$46,275</p>

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 3: Pre-K students will increase in the area of mathematical processes from 39% to 70% of students on track to mastery.

HB3 Goal

Evaluation Data Sources: CLI data, lesson plans, intervention data

Strategy 1 Details
<p>Strategy 1: Calibrate effectiveness of Circle Time, conduct instructional rounds, and provide Professional Development with the instructional coach.</p> <p>Strategy's Expected Result/Impact: Increased achievement</p> <p>Staff Responsible for Monitoring: Teacher, Coaches, Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: subs - State Comp Ed - \$11,164</p>

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 4: Increase one to two BAS/SEL reading levels of special education students.

HB3 Goal

Evaluation Data Sources: End of Year BAS/SEL assessments

Strategy 1 Details
<p>Strategy 1: Implement Units of Study and Running Records with fidelity.</p> <p>Strategy's Expected Result/Impact: Increased reading levels</p> <p>Staff Responsible for Monitoring: Teachers, Literacy Coach</p> <p>Title I Schoolwide Elements: 2.4 - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Bilingual readers - Title III - \$7,500, Paras - ESSER - \$41,615</p>

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 5: Increase the percentage of 4th graders at the Reading meets level 33% to 44%.

HB3 Goal

Evaluation Data Sources: STAAR ELA, CFA's

Strategy 1 Details
<p>Strategy 1: Implement Units of Study (TCRWP) with fidelity. Complete the Reading Academy online course that will aid teachers in effective reading/writing strategies.</p> <p>Strategy's Expected Result/Impact: Prolific writing and student achievement on STAAR Writing</p> <p>Staff Responsible for Monitoring: Literacy Coach</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Reading Coach - Title I - \$85,285, Extra duty for training - Title I - \$4,500</p>

Goal 2: School Leadership and Fiscal Responsibility

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

Performance Objective 1: Administrators will join TEPSA and focus on effective leadership. Each administrator will attend district monthly meeting and feeder meetings. Administrators will run weekly PLC meetings and monitor academic data, suggest resources and funding for resources.

Evaluation Data Sources: Eduphoria, Inventories

Strategy 1 Details
<p>Strategy 1: Admin tracks grade level progress on data walls</p> <p>Strategy's Expected Result/Impact: improved achievement</p> <p>Staff Responsible for Monitoring: assistant principals, principal</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning</p>

Goal 2: School Leadership and Fiscal Responsibility

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

Performance Objective 2: Admin team will manage team resources, supply requests, and evaluate effectiveness of resources. Specifically, administrators will monitor spending on Title and Esser funds.

Evaluation Data Sources: Surveys for resource implementation and effectiveness

Goal 3: Recruitment, Development, and Retention of Staff

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

Performance Objective 1: Administrators will train in Winocular searches of quality candidates, interview for a diverse faculty, and develop campus wide New/Novice Teacher training. Monthly "In-The-Know" sessions will deliver timely professional development.

Evaluation Data Sources: Survey Feedback

Strategy 1 Details
<p>Strategy 1: Create campus wide training sessions called "In-The-Know" targeting new teachers.</p> <p>Strategy's Expected Result/Impact: Increase teacher capacity with Tier 1 Best Practices</p> <p>Staff Responsible for Monitoring: Assistant principals</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>

Goal 4: Safe and Collaborative School Culture

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

Performance Objective 1: Patterson is a PBIS campus and continues through staff development with Safe and Civil Schools trainer each semester. District Student Support Coach will conduct monthly training sessions to work on STOIC and CHAMPS structures.

Evaluation Data Sources: PBIS data surveys and behavior referrals

Strategy 1 Details
<p>Strategy 1: Conduct semester training with Safe and Civil Schools; conduct monthly training with district Student Support Coach</p> <p>Strategy's Expected Result/Impact: school wide behavior expectations</p> <p>Staff Responsible for Monitoring: Behavior Coach</p> <p>Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Behavior PBIS Coach - ESSER - \$124,746</p>

Goal 4: Safe and Collaborative School Culture

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

Performance Objective 2: Patterson will focus on communication with its parent constituents through bi-monthly newsletters and staff through weekly updates/monthly staff meetings.

Evaluation Data Sources: Survey

Goal 4: Safe and Collaborative School Culture

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

Performance Objective 3: Patterson has a committee that purports to increase parent engagement with monthly activities and academic nights.

Evaluation Data Sources: attendance at events, surveys

Strategy 1 Details
Strategy 1: Hold Academic Night Drive through to supply with books and reading activities; Funding Sources: Books and Supplies - Title I - \$3,175

Goal 5: Effective Instruction

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

Performance Objective 1: Patterson will utilize Eduphoria and Branching Minds data to monitor campus common assessments and district common formative assessments.

Evaluation Data Sources: Eduphoria

Strategy 1 Details
<p>Strategy 1: Create monitor groups to pull data for progress measure and student achievement.</p> <p>Strategy's Expected Result/Impact: Improved achievement</p> <p>Staff Responsible for Monitoring: Coaches</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>

Goal 5: Effective Instruction

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

Performance Objective 2: Students will be assigned to a Technology Specials rotation to increase their knowledge of technologies and software.

Evaluation Data Sources: Education Galaxy data, DreamBox participation

Strategy 1 Details
<p>Strategy 1: Utilize Education Galaxy to catalog hours spent in Reading and Math content.</p> <p>Strategy's Expected Result/Impact: Expose students to needed areas of Reading or Math TEKS</p> <p>Staff Responsible for Monitoring: grade level teachers</p> <p>Title I Schoolwide Elements: 2.4 - ESF Levers: Lever 5: Effective Instruction</p>

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Leadership 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

Stakeholders met at the BOY to review benchmark data listed above. They outlined target groups that need to make progress this year not only in 44th grade STAAR but to include them in our vertical data and daily focus groups.

Leadership Team includes:

Principal: Julie Miller

Assistant Principals: Genesis Humphrey, Rian Stepp

Coaches: Susan Wold, Lisa Schaller

PK Lead: Amanda Lindsey

Kinder Leads: Hayley Hartley

1st Grade Lead: (Bil) Marilyn Lizardo,

2nd Grade Lead: (Bil) Kary Curtis, Maranda Brown

3rd Grade Lead: Caitlin Cartwright

4th Grade Lead: Rachel Massengale

Special Lead: Stacy Inman

Sped Representative: Jayme Fulcher

Parent Representative: Kristi Everett

2.2: Regular monitoring and revision

Leadership team reviews lesson plans weekly to assure that small group, skill based instruction is intentionally planned. Leadership Team meets bi-monthly to monitor strategy implementation and make revisions as needed.

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

The Plan for Learning (CIP) will be available publicly 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 level teams create intervention times, strategies, and focus for students in target groups, those performing below target expectations and those performing below grade level.

2.5: Increased learning time and well-rounded education

Administrators monitor the implementation of Tier 1 Best Practices and Research Based Strategies to increase student achievement. Team leaders put data meetings on a school wide calendar so that stakeholders know when the data review will occur. Tuesday and Wednesday are designated as instructional planning days to intentionally plan for students not meeting grade level.

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

At risk students will be monitored through each common assessment, grading period, and RTI learning cycle. The student support team meets on designated students every six weeks. Teachers will track interventions in Branching Minds.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Parent and Family Engagement Policy is sent home with Meet the Teacher information in the fall. Surveys at the end of the year gauge their input. Results from the survey are used in the Needs Assessment as well as the Climate and Culture.

3.2: Offer flexible number of parent involvement meetings

PTO meets every month on the first Thursday held via zoom for parents to attend. An open Zoom link is shared by PTO. PTO pushes out parent information via their social media.

On campus, our Parent Involvement Committee meets every month to create events like spirit nights at local restaurants. They also create a Curriculum Night each semester for parents to attend an electronic meeting for links to curricula and online resources to be used at home. A fall Drive through event will be held in December to disburse manipulatives to use as games and reinforcement at home.

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	books		\$11,164.00
1	1	1	gen ed teacher for at risk students		\$1,805,382.00
1	3	1	subs		\$11,164.00
Sub-Total					\$1,827,710.00
Budgeted Fund Source Amount					\$1,827,710.00
+/- Difference					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	RTI Interventionist		\$74,516.00
1	2	1	Math Coach		\$82,018.00
1	2	1	Small Group Para		\$72,465.00
1	5	1	Reading Coach		\$85,285.00
1	5	1	Extra duty for training		\$4,500.00
4	3	1	Books and Supplies		\$3,175.00
Sub-Total					\$321,959.00
Budgeted Fund Source Amount					\$321,959.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Bilingual readers		\$7,500.00
Sub-Total					\$7,500.00
Budgeted Fund Source Amount					\$7,500.00
+/- Difference					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	small group tutor		\$54,700.00
1	2	1	School day tutor		\$46,275.00

ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Paras		\$41,615.00
4	1	1	Behavior PBIS Coach		\$124,746.00
Sub-Total					\$267,336.00
Budgeted Fund Source Amount					\$267,336.00
+/- Difference					\$0.00
Grand Total					\$2,424,505.00