

Conroe Independent School District

Reaves 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

Reaves Elementary will continuously grow and maintain rigorous standards of achievement for all of our learners. Our overarching objective is to achieve or exceed state accountability standards for all sub groups. We are specifically focusing on the SPED, because the SPED sup group missed all target indicators for the 2018-2019 school year, which resulted in our campus to be labeled "additional support". The White sub group is continuously missing the reading target in academic achievement, and could pose a concern in the next year. We recieved a rating of a F in Domain 2 part A for academic growth, due to the inability to show growth from 3rd to 4th grade. Reaves Elementary achieved an overall B rating in 2018-19. Reaves Elementary scored a C in Student Achievement, B in School Progress and a D in Closing the Gaps.

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

Student Achievement Strengths

In 3rd grade reading our economically disadvantaged student group scored 51% and the target is 33%. In 3rd grade math our eco dis scored a 60% and the target is 36%.

In 4th grade math our economically disadvantaged student group scored 47% and the target is 36%.

3rd grade reading and math score higher at or above district and state scores for meets.

- Reading 54% to 45%
- Math 66% to 49%

Though writing is low overall, the Hispanic subgroup in 4th grade increased their performance in both approaches grade level and masters from 2018-2019.

Math across all grade levels is higher than the state and about average compared to the district. In all areas we outscored the state, except for writing.

Outscored the state in reading masters in all grade levels from 25% to 21%.

Outscored the state in math masters in all grade levels from 36% to 26%.

Outscored the state in math meets in all grade levels from 61% to 52%.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 52% of students were reading below grade level at the end of the year on BAS assessments. **Root Cause:** There is a need to train teachers on strategies to move students to the next BAS level (decoding, comprehension, fluency) in order to address student deficits when performing below district expectation.

Problem Statement 2 (Prioritized): The component score of 53 gave us a "F" rating for Academic Growth. **Root Cause:** Students are reading below reading level at the end of the year when looking at BAS scores and not showing proficiency on 50% to 75% of the TEKS assessed with common assessments.

Problem Statement 3 (Prioritized): The component score of 41 gave us a "D" rating for Closing the Gaps. **Root Cause:** Tracking demographic data gave us insight that our instruction was not equally reaching students with different needs, such as, our special ed. population.

Problem Statement 4: SPED subgroup missed all target indicators for the 2018-2019 school year. Reading 7%, Math 17%, and Student Success 15%. **Root Cause:** Tracking demographic data gave us insight that our instruction was not equally reaching students with different needs, such as, our special ed. populations.

Culture and Climate

Culture and Climate Summary

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

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

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

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

In an effort to improve not only the social and emotional wellbeing, we are committed to the health and wellness of all students and staff. In accordance with the guidelines and recommendations from the Texas Education Agency and Conroe ISD, Reaves follows all measures to mitigate the spread of COVID-19.

Culture and Climate Strengths

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

The faculty/staff will participate in a Cultural & Diveristy Awareness Training on January 5, 2021.

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

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

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

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

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

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

The Reaves Counselor provides monthly guidance lessons to every student on campus for the social and emotional needs such as a diversity, empathy, problem solving, friendship, etc.

PreK, Kinder and PE teachers teach lessons from the Ready, Body, Learning Minds Program to improve student's motor skills and appropriate social interaction.

Our diverse staff is comprised of seven males, thirty Hispanic, forty-three White, six African American, one Asian, and one multiple race to meet the needs of our students.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1: There is a need to actively identify and celebrate the diverse cultures on our campus. **Root Cause:** Due to our multi-faceted needs, the campus has not focused our attention on promoting celebrations that actively identify diversity amongst our population.

Problem Statement 2 (Prioritized): Students from marginalized populations feel excluded amongst our resources within the school and classroom. **Root Cause:** We lack diverse literature in our school and classroom libraries, therefore our minority students are under represented.

Problem Statement 3 (Prioritized): Students do not apply the knowledge, skills and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships and make responsible and caring decisions. **Root Cause:** There is a need to implement a school wide program that focuses on the Social and Emotional Learning of all our students

Parent and Community Engagement

Parent and Community Engagement Summary

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

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

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

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

Parent and Community Engagement Strengths

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

Communication is sent in various media sources in both English and Spanish. For example, Facebook, Twitter, email, text messaging, school messenger, monthly and weekly newsletters and Tuesday folders. Staff members keep in close contact with the parents regarding their students. A minimum of one parent conference per year with each child's parents is conducted, but as many as necessary, to share success stories or to discuss areas of concern. It is mandatory each grading period for a child with a grade below 70 on the report card to have a parent contact. As of November 2020, we have over 6,124 parent contacts submitted in view-it. Also, teachers are expected to create at least 9 Students Achieving Excellence Awards during each grading period to promote positive communication and to deepen parent/student relationships.

Reaves Elementary School created a Parent/Community Involvement committee representative of the faculty that conducts community service projects a minimum of once per semester. For example, Animeals - Feeding our Seniors Furry Companions, Meals on Wheels, Letter to Soldiers, Placemats for Senior Living Homes, Care Packages for the Homeless, Blankets for the NICU and donations to the Montgomery County Food Drive.

During academic nights, such as, Winter Wonderland and Weird Science Night, we average over 40% of our student population in attendance.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: We struggle to recruit and retain parent volunteers. **Root Cause:** Many parents cannot volunteer due to a lack of opportunity based on their work schedule, lack of transportation or childcare.

Problem Statement 2 (Prioritized): Parents/Guardians are not actively involved with the school to motivate and educate their child(ren) in an effort to promote higher student achievement. **Root Cause:** Some parents feel intimidated by school, had negative school experiences themselves and/or have feelings of inadequacy.

Problem Statement 3 (Prioritized): We have a higher mobility rate making building relationships and trust between families and school staff more difficult. **Root Cause:** A percentage of the housing structures that feed into our school are more conducive to increased mobility rates.

Priority Problem Statements

Problem Statement 1: Students from marginalized populations feel excluded amongst our resources within the school and classroom.

Root Cause 1: We lack diverse literature in our school and classroom libraries, therefore our minority students are under represented.

Problem Statement 1 Areas: Culture and Climate

Problem Statement 2: Students do not apply the knowledge, skills and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships and make responsible and caring decisions.

Root Cause 2: There is a need to implement a school wide program that focuses on the Social and Emotional Learning of all our students

Problem Statement 2 Areas: Culture and Climate

Problem Statement 3: 52% of students were reading below grade level at the end of the year on BAS assessments.

Root Cause 3: There is a need to train teachers on strategies to move students to the next BAS level (decoding, comprehension, fluency) in order to address student deficits when performing below district expectation.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: The component score of 53 gave us a "F" rating for Academic Growth.

Root Cause 4: Students are reading below reading level at the end of the year when looking at BAS scores and not showing proficiency on 50% to 75% of the TEKS assessed with common assessments.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: The component score of 41 gave us a "D" rating for Closing the Gaps.

Root Cause 5: Tracking demographic data gave us insight that our instruction was not equally reaching students with different needs, such as, our special ed. population.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Parents/Guardians are not actively involved with the school to motivate and educate their child(ren) in an effort to promote higher student achievement.

Root Cause 6: Some parents feel intimidated by school, had negative school experiences themselves and/or have feelings of inadequacy.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: We have a higher mobility rate making building relationships and trust between families and school staff more difficult.

Root Cause 7: A percentage of the housing structures that feed into our school are more conducive to increased mobility rates.

Problem Statement 7 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: Decrease students reading below grade level at the end of the year on BAS assessments from 52% to 25% in all grade levels (K-4th).

Evaluation Data Sources: BAS Assessments

Summative Evaluation: None

<p>Strategy 1: Provide campus based "customized" reading staff development and assist teachers with reading instruction throughout the school year.</p> <p>Strategy's Expected Result/Impact: Increase BAS Assessment Results</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Campus Instructional Coaches - Title I - \$146,972</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Data meetings conducted will be highlighting how to use data gleaned from running records to guide small group Guided Reading instruction.</p> <p>Strategy's Expected Result/Impact: Increase BAS Assessment Results</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: 52% of students were reading below grade level at the end of the year on BAS assessments. Root Cause: There is a need to train teachers on strategies to move students to the next BAS level (decoding, comprehension, fluency) in order to address student deficits when performing below district expectation.</p>

Goal 1: Student Achievement and Post-Secondary Success:

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

Performance Objective 2: Increase the number of students that grew at least one year academically (or maintained performance) for a component score, as measured by STAAR results, to achieve a "C" rating for Academic Growth.

Evaluation Data Sources: STAAR Assessments

Summative Evaluation: None

<p>Strategy 1: Provide mentors to targeted at-risk students. Strategy's Expected Result/Impact: STAAR Results - "C" Rating for Academic Growth Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - Additional Targeted Support Strategy Problem Statements: Student Achievement 2</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: General education teachers will provide differentiated instructional strategies to improve the achievement of all at-risk students. Strategy's Expected Result/Impact: STAAR Results - "C" Rating for Academic Growth Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 2: The component score of 53 gave us a "F" rating for Academic Growth. Root Cause: Students are reading below reading level at the end of the year when looking at BAS scores and not showing proficiency on 50% to 75% of the TEKS assessed with common assessments.</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: Increase the number of students who perform at grade level or above standards for a component score, as measured by STAAR results, to achieve a "C" rating for Closing the Gaps.

Evaluation Data Sources: STAAR Assessments

Summative Evaluation: None

<p>Strategy 1: Provide intensive, systematic tutoring for identified at-risk students during the day and after school. Strategy's Expected Result/Impact: STAAR Results - "C" Rating for Closing the Gaps Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - Additional Targeted Support Strategy Problem Statements: Student Achievement 3 Funding Sources: After School Tutorials - Title III - \$3,500, After School Tutorials - State Comp Ed - \$1,176,321, After School Tutorials - Title I - \$92,212</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Provide Rtl through Tier 1 research-based best practices and Tier II and III targeted and specific interventions to facilitate academic improvement for identified students. Strategy's Expected Result/Impact: STAAR Results - "C" Rating for Closing the Gaps Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy Problem Statements: Student Achievement 3</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Achievement
<p>Problem Statement 3: The component score of 41 gave us a "D" rating for Closing the Gaps. Root Cause: Tracking demographic data gave us insight that our instruction was not equally reaching students with different needs, such as, our special ed. population.</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 4: Increase the number of students receiving special education services who perform at grade level or above standards to meet indicator targets as measured by STAAR results.

Evaluation Data Sources: STAAR Assessments

Summative Evaluation: None

<p>Strategy 1: Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. Strategy's Expected Result/Impact: STAAR Results - Meet Indicator Targets Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Prepare teachers with an in-depth understanding of how to align curriculum, instruction and assessment for students with disabilities Strategy's Expected Result/Impact: STAAR Results - Meet Target Indicators Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

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.

<p>Strategy 1: Identify a variety of resources to enhance classroom instruction and student achievement.</p> <p>Strategy's Expected Result/Impact: Utilize school budget appropriately for resources that align to our campus goals</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy</p> <p>Problem Statements: Culture and Climate 2</p> <p>Funding Sources: Instructional Supplies - Title III - \$1,500, Instructional Supplies - Title I - \$37,922, Instructional Supplies - Title III - \$500</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 2: Students from marginalized populations feel excluded amongst our resources within the school and classroom. Root Cause: We lack diverse literature in our school and classroom libraries, therefore our minority students are under represented.</p>

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: Provide mentor support for beginning teachers. Strategy's Expected Result/Impact: Retain and develop highly qualified teachers Staff Responsible for Monitoring: Principal, Assistant Principal, Mentor Teachers Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 2: Improve qualifications of teachers by providing opportunities to attend workshops and trainings sessions. Strategy's Expected Result/Impact: Retain and develop highly qualified teachers Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Culture and Climate 2 Funding Sources: Staff Development Registration - Title I - \$1,436	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Culture and Climate
Problem Statement 2: Students from marginalized populations feel excluded amongst our resources within the school and classroom. Root Cause: We lack diverse literature in our school and classroom libraries, therefore our minority students are under represented.

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: Provide information nights, curriculum nights, and parent/teacher conferences so parents fully understand the rigor and complexity of CISD curriculum and assessment.</p> <p>Strategy's Expected Result/Impact: Build School-Home Partnerships</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, School Improvement Committee</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Parent and Community Engagement 2</p> <p>Funding Sources: Parent Involvement - Title I - \$2,912</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Expand our community and business partnerships to support the educational achievement of all students.</p> <p>Strategy's Expected Result/Impact: Build School-Community Partnerships</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, School Improvement Committee</p> <p>TEA Priorities: Improve low-performing schools</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 2: Parents/Guardians are not actively involved with the school to motivate and educate their child(ren) in an effort to promote higher student achievement.</p> <p>Root Cause: Some parents feel intimidated by school, had negative school experiences themselves and/or have feelings of inadequacy.</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.

Strategy 1: Provide a program for student and staff awareness of social emotional learning. Strategy's Expected Result/Impact: Safe and Orderly School Environment Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor TEA Priorities: Improve low-performing schools Problem Statements: Culture and Climate 3	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 2: Maintain a campus Foundations Committee to review, revise, and oversee the implementation of PBIS Foundations and CHAMPS. Strategy's Expected Result/Impact: Safe and Orderly School Environment Staff Responsible for Monitoring: Principal, Assistant Principal, School Improvement Committee TEA Priorities: Improve low-performing schools	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Culture and Climate
Problem Statement 3: Students do not apply the knowledge, skills and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships and make responsible and caring decisions. Root Cause: There is a need to implement a school wide program that focuses on the Social and Emotional Learning of all our students

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 on integration of technology across the curriculum. Strategy's Expected Result/Impact: Utilize technology to enhance teaching and learning. Staff Responsible for Monitoring: Principal, Assistant Principal, District Instructional Technology Coach TEA Priorities: Recruit, support, retain teachers and principals	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 2: Provide meaningful opportunities for students to access technology for learning. Strategy's Expected Result/Impact: Utilize technology to enhance teaching and learning Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers Title I Schoolwide Elements: 2.5 - TEA Priorities: Improve low-performing schools	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 7: Communication:

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

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

<p>Strategy 1: Provide communications regarding campus initiatives, programs, meetings, and activities through a variety of media, including campus website, e- newsletters, email announcements, campus meetings, and other sources.</p> <p>Strategy's Expected Result/Impact: Effective communication with all stakeholders</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Problem Statements: Parent and Community Engagement 3</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Utilize the CISD and campus website to promote campus and district events and information for parents, families, communities and businesses.</p> <p>Strategy's Expected Result/Impact: Effective Communication with all stakeholders</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Parent and Community Engagement 3</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 3: We have a higher mobility rate making building relationships and trust between families and school staff more difficult. Root Cause: A percentage of the housing structures that feed into our school are more conducive to increased mobility rates.</p>

State Compensatory

Personnel for Reaves Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gen Education	Teachers for At-Risk Students	State Comp Ed	17.00

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 developed a campus improvement plan with the involvement of the School Improvement Committee and Leadership Team consisting of all stakeholders, including, faculty/staff, parents, school administration and community partners.

The campus improvement plan process consisted of all stakeholders providing clear and concise narrative information on Student Achievement, Culture & Climate and Parent/Community Engagement via an easily accessible Canvas Course, Coach's Corner.

2.2: Regular monitoring and revision

The campus develops a campus improvement plan with the involvement of all stakeholders, including, faculty/staff, parents, school administration and community partners.

The campus engages in intensive review of focused data (district literacy assessments, district benchmarks, STAAR test results) to learn about areas of strengths and challenges. The campus determines the root causes of student achievement or lack thereof.

The leadership team and core team identifies causal factors, proposes and implements better strategies for improvement and determines the effectiveness of educational programs for each subgroup of students served.

The campus continually compiles and analyzes data to monitor progress, alert the school to struggling students, and drive decision making.

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

The campus ensures the Campus Improvement Plan is publicly available to parents and the community in English and Spanish on the CISD Website under Accountability.

2.4: Opportunities for all children to meet State standards

We utilize state standards to help create coherence in our educational practices by aligning teacher instruction, instructional materials, and assessment practices. We make educated decisions about what to teach and how to teach it best in order to design meaningful learning experiences that build bridges between the state standards and the unique intellectual capabilities, cultures, home languages, life experiences, and aspirations of our student population.

The campus believes that all students can and will learn at high levels of achievement. We understand that it is our responsibility to provide help and support to each student and create an environment which results in high standards for learning.

The campus closely monitors data to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on state standards. Individual students who are not meeting state standards receive additional support, including:

- RtI interventions
- In-class small group instruction
- Pull out support (dyslexia, resource, reading/math interventionists)
- In-class support (inclusion, paraprofessionals)
- BEE Time - schoolwide interventions & enrichment

2.5: Increased learning time and well-rounded education

The campus' collaborative teams effectively plan and prepare (team time each grading period, weekly collaboration time and grade level planning meetings) on a routine basis to improve teaching and maximize student learning time.

During the spring semester, the campus increases learning time by offering students additional instruction (after school tutorials) beyond the regular school day in English language arts and math.

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

The campus provides RtI through Tier 1 research-based best practices and Tier II and III targeted and specific interventions to facilitate academic improvement for identified students.

The campus provides intensive, systematic tutoring by a reading and math interventionist for identified at-risk students during the school day.

During the spring semester, the campus increases learning time by offering students additional instruction (after school tutorials) beyond the regular school day in English language arts and math.

All students receive individualized instruction within the classroom via guided math, guided reading and small group instruction.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The school improvement committee jointly develops, with the input of all stakeholders, a written Family Engagement Policy.

The campus conducts a Parent Survey at the end of each school year to make any needed changes to our Family Engagement Policy.

A hard copy of the Family Engagement Policy is distributed to all parents in English and Spanish.

3.2: Offer flexible number of parent involvement meetings

The campus provides information nights, curriculum nights, and parent/teacher conferences so parents fully understand the rigor and complexity of CISD curriculum and assessment.

The campus provides communications regarding campus meetings and activities through a variety of media, including campus website, newsletters, email announcements, School Messenger and other sources.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Blace Werner	Instructional Coach	Title I	1.00
Jamilyn Ondracek	Paraprofessional	Title I	1.00
Michelle Dunn	Instructional Coach	Title I	1.00
Wendy Courington	Title I Teacher	Title I	.50

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	After School Tutorials		\$1,176,321.00
Sub-Total					\$1,176,321.00
Budgeted Fund Source Amount					\$1,176,321.00
+/- Difference					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Campus Instructional Coaches		\$146,972.00
1	3	1	After School Tutorials		\$92,212.00
2	1	1	Instructional Supplies		\$37,922.00
3	1	2	Staff Development Registration		\$1,436.00
4	1	1	Parent Involvement		\$2,912.00
Sub-Total					\$281,454.00
Budgeted Fund Source Amount					\$281,454.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	After School Tutorials		\$3,500.00
2	1	1	Instructional Supplies		\$1,500.00
2	1	1	Instructional Supplies		\$500.00
Sub-Total					\$5,500.00
Budgeted Fund Source Amount					\$5,500.00
+/- Difference					\$0.00
Grand Total					\$1,463,275.00

Addendums