

Conroe Independent School District

Reaves Elementary

2021-2022 CIP Board Item



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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 sub-population, because the SPED sup group missed all target indicators for the 2018-2019 school year, which resulted in our campus being labeled "additional support". Although we are not being rated under state accountability for the 2020-2021 school year, our state assessment data shows we would have met the SPED target indicator. During the 2021-2022 school year we will be monitoring the 4th grade White sub group in both reading and math, due to not meeting the sub group target (60%).

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 42% (meets) and the target is 33%. In 3rd grade math our eco dis scored a 44%(meets) and the target is 36%.

In 4th grade reading our economically disadvantaged student group scored 59% (meets) and the target is 33%. In 4th grade math our eco dis scored a 70% (meets) and the target 33%.

3rd/4th grade ALL students in reading and math scored higher at or above district and state scores for meets.

- Reading 53% (Reaves)
- Math 60% (Reaves)

African American subgroup in 4th grade reading 67% and the target was 33%.

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 (24%) in reading masters in all grade levels with 27%.

Outscored the state (26%) in math masters in all grade levels with 36% .

Outscored the state (48%) in math meets in all grade levels with 60%.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 49% 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): In 2018-2019 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 MCLASS data. We are not showing proficiency on 50% to 75% of the TEKS assessed with common assessments.

Problem Statement 3: In 2018-2019 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. and white population.

Problem Statement 4 (Prioritized): Students who received SpEd services missed target indicators at each grade level. The target for the SpEd sub-population was 23% in Math and 19% Reading. In 3rd, students who were SpEd performed at 14% in Math. In 4th, students who were SpEd performed at 8% in Reading. **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.

Problem Statement 5 (Prioritized): Early childhood literacy scored well below on the end of year diebels assessment. **Root Cause:** Teachers lack training in phonics and phonemic awareness.

Problem Statement 6 (Prioritized): Early childhood math scored well below on the early math assessment. **Root Cause:** Teachers lack training in early mathematics skills.

Problem Statement 7: PreK literacy data **Root Cause:** Teachers lack training in early literacy skills.

Problem Statement 8 (Prioritized): For the WHITE subgroup the target indicator in Reading for the 2020-2021 school year was missed. The target was 60%, but students scored 59%. Additionally, the Student Success Indicator was at 58%. **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 well-being, we are committed to the health and wellness of all students and staff.

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 has participated in a Cultural & Diversity Awareness Training on January 5, 2021 and new staff will be trained during the 2021-2022 school year. We have added a cultural response team, as well as, teachers have added culturally inclusive books into their instruction and classroom libraries.

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 Administrators 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.

The ratio of ethnicity of our staff is closely aligned with our student population.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1: There is a need to actively identify and celebrate the inclusion of our 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 among our population.

Problem Statement 2: Students from marginalized populations have limited 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. This year we will include a Communities in School liaison.

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 October 2021 we will have over 1,862 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, Place mats for Senior Living Homes, Care Packages for the Homeless, Blankets for the NICU and donations to the Montgomery County Food Drive, and visit senior living facilities.

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

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): 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: We have limited day to day reciprocal communication with Parents/Guardians in regards to academic and behavior. **Root Cause:** Title 1 survey results

indicate parents feel intimidated by school, had negative school experiences themselves and/or have feelings of inadequacy.

Problem Statement 3: We have a higher mobility rate which makes 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 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 1: There is a need to implement a school wide program that focuses on the Social and Emotional Learning of all our students.

Problem Statement 1 Areas: Culture and Climate

Problem Statement 2: In 2018-2019 the component score of 53 gave us a "F" rating for Academic Growth.

Root Cause 2: Students are reading below reading level at the end of the year when looking at BAS scores and MCLASS data. We are not showing proficiency on 50% to 75% of the TEKS assessed with common assessments.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Early childhood literacy scored well below on the end of year diebels assessment.

Root Cause 3: Teachers lack training in phonics and phonemic awareness.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Early childhood math scored well below on the early math assessment.

Root Cause 4: Teachers lack training in early mathematics skills.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Students who received SpEd services missed target indicators at each grade level. The target for the SpEd sub-population was 23% in Math and 19% Reading. In 3rd, students who were SpEd performed at 14% in Math. In 4th, students who were SpEd performed at 8% in Reading.

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. populations.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: For the WHITE subgroup the target indicator in Reading for the 2020-2021 school year was missed. The target was 60%, but students scored 59%. Additionally, the Student Success Indicator was at 58%.

Root Cause 6: Tracking demographic data gave us insight that our instruction was not equally reaching students with different needs, such as, our special ed. populations.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: We struggle to recruit and retain parent volunteers.

Root Cause 7: Many parents cannot volunteer due to a lack of opportunity based on their work schedule, lack of transportation or childcare.

Problem Statement 7 Areas: Parent and Community Engagement

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 percent of 3rd grade students that score at the meets grade level or above on STAAR Reading from 46% to 50%.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Common Assessments

Interim Assessments

State Data

BAS

Running Records

MClass

Exit Tickets

Checkpoints

Strategy 1 Details

Strategy 1: Reading Academy facilitator will work one on one with teachers to model and provide feedback on phonemic awareness and phonics instruction.

Strategy's Expected Result/Impact: We will see growth on MClass and BAS data.

Staff Responsible for Monitoring: principal, assistant principal, instructional coaches, reading academy facilitator

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**

Funding Sources: ELA Instructional Coach Support - Title I - \$74,881

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 3rd grade students that score meets grade level or above on STAAR Math from 48% to 52%.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Common Assessments

Interim Assessments

State Data

Checkpoints

Exit Tickets

Dreambox

Early Math Assessment

DMR Quiz

Strategy 1 Details

Strategy 1: Campus Math Instructional Coach will work one on one with teachers to model and provide feedback on CISD Solves.

Strategy's Expected Result/Impact: We will see growth on the Early Math Assessment (K-2) and STAAR (3-4).

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 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**

Funding Sources: Math Instructional Coach - Title I - \$77,369

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: 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 academic growth.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Assessment

Strategy 1 Details
<p>Strategy 1: Provide intensive, systematic interventions for identified at risk students throughout the day and after school.</p> <p>Strategy's Expected Result/Impact: STAAR Results - C Rating</p> <p>Staff Responsible for Monitoring: principal, assistant principal, instructional coaches, interventionist, and teachers</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 - Additional Targeted Support Strategy</p> <p>Funding Sources: ELA Interventionist - Title I - \$77,746, Math Interventionist - Title I - \$12,983, Bilingual Interventionist - ESSER - \$144,881, After School Tutorials - State Comp Ed - \$20,900, After School Tutorials - Title III - \$3,500, Early Childhood Paraprofessional - Title I - \$24,425</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 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.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Assessment

Strategy 1 Details
<p>Strategy 1: Ensure collaboration between general education and special education teachers to plan and prepare comprehensive and instructional opportunities for all students.</p> <p>Strategy's Expected Result/Impact: STAAR Results - Meets Indicator Target</p> <p>Staff Responsible for Monitoring: principal, assistant principal, instructional coaches, general and special education teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: General Education Teachers for At-Risk Students - State Comp Ed - \$1,437,601</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 number of students in the white sub-pop who perform at grade level or above standards to meet indicator targets as measured by STAAR results.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Assessments

Strategy 1 Details
<p>Strategy 1: Assist teachers with the use of data to improve student learning.</p> <p>Strategy's Expected Result/Impact: STAAR Results - Meets Indicator Target</p> <p>Staff Responsible for Monitoring: principal, assistant principal, instructional coaches, general and special education teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum - Additional Targeted Support Strategy</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: To maintain efficient and effective fiscal management of resources and operations.

Targeted or ESF High Priority

Evaluation Data Sources: Budget Documentation

Strategy 1 Details
<p>Strategy 1: Identify instructional and assessment resources, requested by teachers, to enhance classroom instruction and student achievement.</p> <p>Strategy's Expected Result/Impact: We plan, manage, and hold staff accountable for the responsible use of resources.</p> <p>Staff Responsible for Monitoring: principal, assistant principal, instructional coaches</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum - Additional Targeted Support Strategy</p> <p>Funding Sources: General Supplies - Title III - \$2,000, Instructional Materials - Title I - \$26,900, Technology - ESSER - \$86,219, Dreambox - ESSER - \$16,000</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: To manage school operations with clear roles and responsibilities.

Targeted or ESF High Priority

Evaluation Data Sources: Core Team, Leadership, and School Improvement Committee roles and responsibilities.

Strategy 1 Details
<p>Strategy 1: Distribute responsibility and authority in order to ensure that tasks are completed and associated goals are met.</p> <p>Strategy's Expected Result/Impact: Foster teamwork to create unity of purpose within the organization.</p> <p>Staff Responsible for Monitoring: principal, assistant principal, instructional coaches, and leadership</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning - Additional Targeted Support Strategy</p>

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: To recruit, retain, and develop highly qualified teachers and staff for all students.

Targeted or ESF High Priority

Evaluation Data Sources: TTESS

Walkthroughs

Learning Bites

State Certifications

Teacher Retention Data

Teacher Mentors

Teacher Incentive Allotment

Support from instructional coaches

Strategy 1 Details
<p>Strategy 1: Continuously foster the increase of the overall capacity of the campus learning community.</p> <p>Strategy's Expected Result/Impact: Identify, support, develop, and encourage the professional development of staff.</p> <p>Staff Responsible for Monitoring: principal, assistant principal, instructional coaches, and leadership</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 4: High-Quality Curriculum - Additional Targeted Support Strategy</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: To work jointly with parents in the community to maximize learning for all students through communication, collaborative partnerships, and unity of purpose.

Targeted or ESF High Priority

- Evaluation Data Sources:** School Messenger
- Parent Conferences
- School Compact
- Newsletter
- School Wide Events
- Weekly Communication Folders

Strategy 1 Details
<p>Strategy 1: The Communities in Schools site coordinator will connect community resources with students and families to tailor their specific needs</p> <p>Strategy's Expected Result/Impact: The CIS site coordinator will develop a School Support Plan outlining all goals and planned supports for the school year.</p> <p>Staff Responsible for Monitoring: Counselor Administrators</p> <p>Title I Schoolwide Elements: 2.6, 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy</p> <p>Funding Sources: Family Engagement - Title I - \$3,175</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: To provide a safe and orderly school environment conducive to learning for all students and staff.

Targeted or ESF High Priority

Evaluation Data Sources: Monthly Safety Drills
Safe Schools Training
Foundations Committee

Strategy 1 Details

Strategy 1: The campus foundations committee establishes a social culture and the behavior supports needed to improve social, emotional, behavioral, and academic outcomes for all students.

Strategy's Expected Result/Impact: PBIS implemented school wide will improve academic performance, reduce bullying behaviors, improves social-emotional competence, reduce office referrals, and improve teacher outcomes.

Staff Responsible for Monitoring: Foundations Committee
Administrators

Title I Schoolwide Elements: 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Additional Targeted Support Strategy**

Strategy 2 Details

Strategy 2: Staff and students will practice procedures and complete safe schools trainings to empower staff and students, to take actions to each individual situation and act as they think best.

Strategy's Expected Result/Impact: These drills and safe schools trainings will ensure that all staff and students know how to respond to an emergency event, severe weather situation, or other incidents in the school.

Staff Responsible for Monitoring: Administration
Staff

ESF Levers: Lever 3: Positive School Culture - **Additional Targeted Support Strategy**

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: To effectively communicate and interact with community organizations to be responsive to the needs of the school's diverse community.

Targeted or ESF High Priority

Evaluation Data Sources: Calendar

Sign in sheets

Newsletter

Strategy 1 Details
<p>Strategy 1: Community partnerships will allow our school families to better meet the needs of and support our students.</p> <p>Strategy's Expected Result/Impact: The community partnerships will help set the proper conditions for learning and improving school climate for all.</p> <p>Staff Responsible for Monitoring: Administration Counselor Communities in School Site Coordinator</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy</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 1: To assist teachers in designing learning experiences to promote improvement of instruction through various activities.

Targeted or ESF High Priority

Evaluation Data Sources: Full Day Collaboration

Weekly PLC Meetings

Weekly Lesson Planning

Learning Bites- Coaching Cycles

Instructional Rounds

Strategy 1 Details
<p>Strategy 1: The instructional coaches will be on site professional developers to teach educators how to use research based instructional methods, analyze teacher needs, observe classes, collaborate on interventions, prepare materials, and provide feedback and modeling.</p> <p>Strategy's Expected Result/Impact: The supports will build networks for change, resulting in students meeting achievement and teacher growth.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Student Support Manager 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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</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: To use sound judgment in making instructional decisions that are timely and effective.

Targeted or ESF High Priority

Evaluation Data Sources: Reading Roundups
Data Digs
MTSS Meetings

Strategy 1 Details
<p>Strategy 1: Teachers will interpret data to identify the strengths and weaknesses of teachers, individual students, classrooms, and grade level.</p> <p>Strategy's Expected Result/Impact: Teachers will develop hypotheses about factors that affect students' learning in ways to improve instruction to help all students achieve.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Student Support Manager Administration MTSS Team</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 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>

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.

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	After School Tutorials		\$20,900.00
1	4	1	General Education Teachers for At-Risk Students		\$1,437,601.00
Sub-Total					\$1,458,501.00
Budgeted Fund Source Amount					\$1,458,501.00
+/- Difference					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	ELA Instructional Coach Support		\$74,881.00
1	2	1	Math Instructional Coach		\$77,369.00
1	3	1	ELA Interventionist		\$77,746.00
1	3	1	Math Interventionist		\$12,983.00
1	3	1	Early Childhood Paraprofessional		\$24,425.00
2	1	1	Instructional Materials		\$26,900.00
4	1	1	Family Engagement		\$3,175.00
Sub-Total					\$297,479.00
Budgeted Fund Source Amount					\$297,479.00
+/- 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	General Supplies		\$2,000.00
Sub-Total					\$5,500.00
Budgeted Fund Source Amount					\$5,500.00
+/- Difference					\$0.00

ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Bilingual Interventionist		\$144,881.00
2	1	1	Technology		\$86,219.00
2	1	1	Dreambox		\$16,000.00
Sub-Total					\$247,100.00
Budgeted Fund Source Amount					\$247,100.00
+/- Difference					\$0.00
Grand Total					\$2,008,580.00