

**Conroe Independent School District**  
**Reaves Elementary**  
**2022-2023 Campus Improvement Plan**



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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 3rd and 4th math Economically Disadvantage sub-population, because the economically disadvantaged group missed all target indicators for the 2021-2022 school year. During the 2022-2023 school year we will be monitoring 3rd grade and 4th grade math economically disadvantaged group, due to not meeting the sub-group target of 3rd-28% (36%) and 4th-22% (36%). We will also focus on the 4th grade special education group, as they missed their target indicators. During the 2022-2023 school year we will also monitor 4th grade special education group, due to not meeting the sub target of 10% (23%).

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 65% (meets) and the target is 33%.

In 4th grade reading our economically disadvantaged student group scored 64% (meets) and the target is 33%.

3rd reading and math, as well as 4th grade math, scored higher, at, or above district and state scores for meets: District 3rd reading 64%, Reaves 67%, State 52% - District 4th reading 67%, Reaves 65%, State 54% - Math 3rd district 59%, Reaves 69%, State 42% - Math 4th grade district 59%, Reaves 58%, State 41%.

African American sub-group in 4th grade reading 75% and the target was 32%.

Math across all grade levels is higher than the state and about average compared to the district.

We hit all of our sub-group targets in 3rd and 4th grade reading.

## **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1 (Prioritized):** Students in the economically disadvantaged sub group missed target indicators at each grade level in math. The target for the economically disadvantaged sub-population was 36% in Math. In 3rd, students who were eco-dis performed at 28% in Math. In 4th, students who were eco-dis performed at 21% in Math. **Root Cause:** Tracking demographic data gave us insight that our instruction was not equally reaching students with different needs, such as, our economically disadvantaged populations.

**Problem Statement 2 (Prioritized):** 43% 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 3 (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 4 (Prioritized):** Early childhood math scored well below on the early math assessment. **Root Cause:** Teachers lack training in early mathematics skills.

**Problem Statement 5 (Prioritized):** For the 4th grade SPED and WHITE subgroup the target indicator in Math for the 2021-2022 school year was missed. The SPED target was 23%, but students scored 10%. Additionally, the WHITE subgroup indicator is 59% and we were at 51%. **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 populations.

**Problem Statement 6:** In 2021-2022 the component score was a B 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 7:** In 2021-2022 the component score was a C 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 8:** PreK literacy data is below expectations. **Root Cause:** Teachers lack training in early literacy skills.

# 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.

## 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.

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 and are celebrated during our Bee Pep Rallies.

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. She also provides 1:1 lessons to students are in need.

PreK, Kinder and PE teachers teach lessons from the Ready, Body, Learning Minds Program to improve student's motor skills and appropriate social interaction. All grade levels provide a Social, Emotional, Learning lesson for to their students and practice the skill throughout the week.

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

### **Problem Statements Identifying Culture and Climate Needs**

**Problem Statement 1 (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 variety of needs to create success for all our students.

**Problem Statement 2 (Prioritized):** 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 3 (Prioritized):** There is a need to actively monitor that all exterior and interior doors are secured and the locking mechanism is in working condition. **Root Cause:** Due to an increased awareness of school safety, the campus will focus on ensuring our exterior and interior doors are secured.

# 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 2022 we will have over 2474 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 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.

**Problem Statement 2 (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 3 (Prioritized):** 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 they are not receiving adequate communication in regards to academic need.



# Priority Problem Statements

**Problem Statement 11:** Students in the economically disadvantaged sub group missed target indicators at each grade level in math. The target for the economically disadvantaged sub-population was 36% in Math. In 3rd, students who were eco-dis performed at 28% in Math. In 4th, students who were eco-dis performed at 21% in Math.

**Root Cause 11:** Tracking demographic data gave us insight that our instruction was not equally reaching students with different needs, such as, our economically disadvantaged populations.

**Problem Statement 11 Areas:** Student Achievement

**Problem Statement 10:** 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 10:** There is a need to implement a school wide program that focuses on the variety of needs to create success for all our students.

**Problem Statement 10 Areas:** Culture and Climate

**Problem Statement 5:** We have a higher mobility rate which makes building relationships and trust between families and school staff more difficult.

**Root Cause 5:** A percentage of the housing structures that feed into our school are more conducive to increased mobility rates.

**Problem Statement 5 Areas:** Parent and Community Engagement

**Problem Statement 3:** 43% 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 9:** There is a need to actively identify and celebrate the inclusion of our diverse cultures on our campus.

**Root Cause 9:** 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 9 Areas:** Culture and Climate

**Problem Statement 6:** We struggle to recruit and retain parent volunteers.

**Root Cause 6:** Many parents cannot volunteer due to a lack of opportunity based on their work schedule, lack of transportation or childcare.

**Problem Statement 6 Areas:** Parent and Community Engagement

**Problem Statement 1:** Early childhood literacy scored well below on the end of year diebels assessment.

**Root Cause 1:** Teachers lack training in phonics and phonemic awareness.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 8:** There is a need to actively monitor that all exterior and interior doors are secured and the locking mechanism is in working condition.

**Root Cause 8:** Due to an increased awareness of school safety, the campus will focus on ensuring our exterior and interior doors are secured.

**Problem Statement 8 Areas:** Culture and Climate

**Problem Statement 7:** We have limited day to day reciprocal communication with Parents/Guardians in regards to academic and behavior.

**Root Cause 7:** Title 1 survey results indicate parents feel they are not receiving adequate communication in regards to academic need.

**Problem Statement 7 Areas:** Parent and Community Engagement

**Problem Statement 2:** Early childhood math scored well below on the early math assessment.

**Root Cause 2:** Teachers lack training in early mathematics skills.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 4:** For the 4th grade SPED and WHITE subgroup the target indicator in Math for the 2021-2022 school year was missed. The SPED target was 23%, but students scored 10%. Additionally, the WHITE subgroup indicator is 59% and we were at 51%.

**Root Cause 4:** Tracking demographic data gave us insight that our instruction was not equally reaching students with different needs, such as, our special ed. and white populations.

**Problem Statement 4 Areas:** Student Achievement

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- RDA data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

# 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 69% to 73%.

### HB3 Goal

**Evaluation Data Sources:** Common Assessments  
CFA  
Interim Assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Reading Academy facilitator will work one on one with teachers to model and provide feedback on phonemic awareness, fluency and phonics instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> We will see growth on MClass and BAS data.</p> <p><b>Staff Responsible for Monitoring:</b> principal, assistant principal, instructional coaches, reading academy facilitator</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Additional Allocation: 3rd Grade Teacher - ESSER III - \$38,427</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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 68% to 71%.

**HB3 Goal**

**Evaluation Data Sources:** Common Assessments

CFA

Interim Assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus Math Instructional Coach will work one on one with teachers to model and provide feedback on CISD Solves.</p> <p><b>Strategy's Expected Result/Impact:</b> We will see growth on the Early Math Assessment (K-2) and STAAR (3-4).</p> <p><b>Staff Responsible for Monitoring:</b> principal, assistant principal, instructional coaches</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Instructional Coach - Title I - \$79,231, Additional Allocation: 3rd Grade Teacher - ESSER III - \$38,427</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**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 "A" rating to maintain academic growth.

**High Priority**

**Evaluation Data Sources:** STAAR Assessment

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide intensive, systematic interventions for identified at risk students throughout the day and after school.  <b>Strategy's Expected Result/Impact:</b> STAAR Results - "-" Rating  <b>Staff Responsible for Monitoring:</b> principal, assistant principal, instructional coaches, interventionist, and teachers</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6  <b>- TEA Priorities:</b>                      Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b>                      Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Title I Teacher - Title I - \$79,729, Para/Aide Title I - Title I - \$24,499, Academic Interventionist - ESSER III - \$79,002, Tutorials - State Comp Ed - \$10,634, Academic Interventionist - Title I - \$20,000, Tutorials - Bilingual - Title III - \$3,600</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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.


**High Priority**


**Evaluation Data Sources:** Budget Documentation

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Identify instructional and assessment resources, requested by teachers, to enhance classroom instruction and student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> We plan, manage, and hold staff accountable for the responsible use of resources.</p> <p><b>Staff Responsible for Monitoring:</b> principal, assistant principal, instructional coaches</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools -</p> <p><b>Funding Sources:</b> General Supplies - Title I - \$20,423, DreamBox - ESSER III - \$8,840, General Supplies - Bilingual - Title III - \$1,400, Contracted Services Consultants - ESSER III - \$13,500</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue







**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.

**High Priority**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Distribute responsibility and authority in order to ensure that tasks are completed and associated goals are met.  <b>Strategy's Expected Result/Impact:</b> Foster teamwork to create unity of purpose within the organization.  <b>Staff Responsible for Monitoring:</b> principal, assistant principal, instructional coaches, and leadership</p> <p><b>Title I:</b>                      4.1                      - <b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </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.


**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	Reviews			
<p><b>Strategy 1:</b> Continuously foster and increase in the overall leadership capacity of the campus learning community.</p> <p><b>Strategy's Expected Result/Impact:</b> Identify, support, develop, and encourage the professional development of staff</p> <p><b>Staff Responsible for Monitoring:</b> principal, assistant principal, instructional coaches, and leadership team</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>-</p> <p><b>Funding Sources:</b> PLC Institute - Employees - Title I - \$25,000, PLC Institute - Admin - Title I - \$1,000, Staff Dev. Books - Title I - \$2,000</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**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.

**High Priority**

**Evaluation Data Sources:** School Messenger

Parent Conferences





School Compact

Newsletter

School Wide Events

Weekly Communication Folders

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The Communities in Schools site coordinator will connect community resources with students and families to tailor their specific needs</p> <p><b>Strategy's Expected Result/Impact:</b> The CIS site coordinator will develop a School Support Plan outlining all goals and planned supports for the school year.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Administrators</p> <p><b>Title I:</b> 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Parent Inv. - General Supplies - Title I - \$3,520</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**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.

**High Priority**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The campus foundations committee establishes a social culture and the behavior supports needed to improve social, emotional, behavioral, and academic outcomes for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> PBIS implemented school wide will improve academic performance, reduce bullying behaviors, improves social-emotional competence, reduce office referrals, and improve teacher outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Foundations Committee Administrators</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Staff</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Extra Duty - Nurse - ESSER III - \$2,334, Extra Duty - Clinic Aide - ESSER III - \$3,376</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**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.

**High Priority**

**Evaluation Data Sources:** Calendar  
Sign in sheets  
Newsletter

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Community partnerships will allow our school families to better meet the needs of and support our students.</p> <p><b>Strategy's Expected Result/Impact:</b> The community partnerships will help set the proper conditions for learning and improving school climate for all.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Counselor Communities in School Site Coordinator</p> <p><b>Title I:</b> 4.1, 4.2 <b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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.

**High Priority**

**Evaluation Data Sources:** Full Day Collaboration


Weekly PLC Meetings


Weekly Lesson Planning


Learning Bites- Coaching Cycles


Instructional Rounds

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> The supports will build networks for change, resulting in students meeting achievement and teacher growth.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Student Support Manager Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Instructional Coach - Title I - \$76,468</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**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.


**High Priority**


**Evaluation Data Sources:** Reading Roundups


Data Digs


MTSS Meetings

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will interpret data to identify the strengths and weaknesses of teachers, individual students, classrooms, and grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will develop hypotheses about factors that affect students' learning in ways to improve instruction to help all students achieve.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Student Support Manager Administration MTSS Team</p> <p><b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue



# Title I

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

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

## 2. Campus Improvement Plan

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus developed a CIP involving parents and other stakeholders such as teachers, the campus principal, paraprofessionals, and community stakeholders.

### 2.2: Regular monitoring and revision

The campus will regularly monitor the CIP and revise strategies based on our identified needs. Our core team will monitor the plan, including administrators, campus coaches, student support services coaches, RTI interventionists, and counselors. Once the Campus Improvement plan is complete, we will share it with staff and parents.

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

The campus ensures our Campus Improvement plan is publicly available to parents and the community (English and Spanish) on the CISD Website under Accountability and available upon request in hard copy.

### 2.4: Opportunities for all children to meet State standards

The campus implements reform strategies to address school needs, including opportunities for all students and student subgroups to exceed academic standards. Staff and administration closely monitor grades and assessments to ensure students are on target to meet State standards. Students who are at risk of missing their targeted benchmarks receive support and small group instruction, including:

- RTI Instruction
- In Class Small Group Instruction
- Pull Out Support
- Push In Support

### 2.5: Increased learning time and well-rounded education

The campus executes strategies to increase the quality and amount of learning time available to strengthen the academic program in the school and provides students with an enriched and accelerated curriculum.

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

The campus will address all students' needs, particularly those at risk of not meeting academic standards. We closely monitor our at-risk students and work to ensure we are meeting their educational needs through:

- RTI Instruction
- Small Group Instruction
- Guided Math
- In Class Support

## **3. Annual Evaluation**

### **3.1: Annually evaluate the schoolwide plan**

The campus conducted an annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students. Data included academic, social, and emotional reviews by stakeholders, including teachers (general and special education), administration, student support, and families. In addition, the campus explored the intent, use of funds, and available school resources. During formative reviews, the core team will evaluate the Title I Schoolwide Plan annually and throughout the school year.

## **4. Parent and Family Engagement (PFE)**

### **4.1: Develop and distribute Parent and Family Engagement Policy**

With parents' input, the campus jointly developed a written Family Engagement Policy and School Family Student Compact. We also used our Parent Survey at the end of the year to make any needed changes to our Family Engagement Policy and School Family Student Compact.

### **4.2: Offer flexible number of parent involvement meetings**

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

## 5. Targeted Assistance Schools Only

# Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Instructional Coach		\$79,231.00
1	3	1	Title I Teacher		\$79,729.00
1	3	1	Para/Aide Title I		\$24,499.00
1	3	1	Academic Interventionist		\$20,000.00
2	1	1	General Supplies		\$20,423.00
3	1	1	PLC Institute - Admin		\$1,000.00
3	1	1	Staff Dev. Books		\$2,000.00
3	1	1	PLC Institute - Employees		\$25,000.00
4	1	1	Parent Inv. - General Supplies		\$3,520.00
5	1	1	Instructional Coach		\$76,468.00
<b>Sub-Total</b>					\$331,870.00
<b>Budgeted Fund Source Amount</b>					\$331,870.00
<b>+/- Difference</b>					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Tutorials - Bilingual		\$3,600.00
2	1	1	General Supplies - Bilingual		\$1,400.00
<b>Sub-Total</b>					\$5,000.00
<b>Budgeted Fund Source Amount</b>					\$5,000.00
<b>+/- Difference</b>					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Tutorials		\$10,634.00
<b>Sub-Total</b>					\$10,634.00
<b>Budgeted Fund Source Amount</b>					\$10,634.00
<b>+/- Difference</b>					\$0.00

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Additional Allocation: 3rd Grade Teacher		\$38,427.00
1	2	1	Additional Allocation: 3rd Grade Teacher		\$38,427.00
1	3	1	Academic Interventionist		\$79,002.00
2	1	1	DreamBox		\$8,840.00
2	1	1	Contracted Services Consultants		\$13,500.00
4	2	2	Extra Duty - Clinic Aide		\$3,376.00
4	2	2	Extra Duty - Nurse		\$2,334.00
<b>Sub-Total</b>					\$183,906.00
<b>Budgeted Fund Source Amount</b>					\$183,906.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$531,410.00
<b>Grand Total Spent</b>					\$531,410.00
<b>+/- Difference</b>					\$0.00