# Conroe Independent School District

# Rice Elementary

# 2020-2021 Campus Improvement Plan

**Accountability Rating: Not Rated: Declared State of Disaster**

# Mission Statement

More than competency in the basic skills of reading, writing, and math, it is this school's mission to nurture in each child:

The habit of creative independent thinking, a positive self-image, an attitude of social cooperation and moral responsibility, pride in self, community, state, and country, and The ability to be a producer, not just a consumer of Knowledge.

# Table of Contents

# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

Rice Elementary and Conroe ISD have a viable and rigorous district curriculum tightly aligned to our state standards, the TEKS. Campus and district leadership will work with classroom teachers to ensure the alignment of TEKS to our instructional strategies. All curriculum documents are linked in our campus CANVAS page where teachers enter their lesson plans. Teachers include the objective being taught, the activity, and the check for understanding to measure the objective.

We meet in Professional Learning Communities after each common assessment (Math: 1-4th grade and Reading: 3-4th grade) to discuss our progress toward our SMART goals (lowest scoring objectives). We create formative assessments that drive our instruction and lesson planning. During the PLC's we also research different ways to differentiate our instruction to meet the needs of our diverse learners.

### RICE EL (170902114) - CONROE ISD

**This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support. The targeted support and improvement data table is provided for informational purposes.**

#### Targeted Support and Improvement Information

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | EL (Current & Monitored)+ | Special Ed (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Count of Indicators Missed for Three Consecutive Years*** | | | | | | | | | | | |
| A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement. | | | | | | | | | | | |
| | 1 | - | 1 | 2 | - | - | - | - | 1 | 0 | - |
| **Academic Achievement (Percent at Meets Grade Level or Above)** | | | | | | | | | | | |
| **Reading** | | | | | | | | | | | |
| Target | 44% | 32% | 37% | 60% | 45% | 74% | 45% | 56% | 33% | 29% | 19% |
| 2017 | 44%/Y | - | 32%/N | 57%/N | - | - | - | - | 33%/Y | 26%/N | - |
| 2018 | 46%/Y | - | 46%/Y | 51%/N | - | - | - | - | 42%/Y | 45%/Y | - |
| 2019 | 40%/N | - | 30%/N | 53%/N | - | - | - | - | 34%/Y | 34%/Y | - |
| **Mathematics** | | | | | | | | | | | |
| Target | 46% | 31% | 40% | 59% | 45% | 82% | 50% | 54% | 36% | 40% | 23% |
| 2017 | 51%/Y | - | 37%/N | 68%/Y | - | - | - | - | 39%/Y | 29%/N | - |
| 2018 | 51%/Y | - | 41%/Y | 62%/Y | - | - | - | - | 44%/Y | 40%/Y | 36%/Y |
| 2019 | 48%/Y | - | 41%/Y | 63%/Y | - | - | - | - | 42%/Y | 48%/Y | - |
| **Growth (Academic Growth)** | | | | | | | | | | | |
| **Reading** | | | | | | | | | | | |
| Target | 66 | 62 | 65 | 69 | 67 | 77 | 67 | 68 | 64 | 64 | 59 |
| 2017 | 62/N | - | 50/N | 78/Y | - | - | - | - | 56/N | 45/N | - |
| 2018 | 63/N | - | 62/N | 66/N | - | - | - | - | 58/N | - | - |
| 2019 | 59/N | - | 50/N | 68/N | - | - | - | - | 52/N | 58/N | - |
| **Mathematics** | | | | | | | | | | | |
| Target | 71 | 67 | 69 | 74 | 71 | 86 | 74 | 73 | 68 | 68 | 61 |
| 2017 | 51/N | - | 36/N | 61/N | - | - | - | - | 39/N | 29/N | - |
| 2018 | 66/N | - | 67/N | 61/N | - | - | - | - | 68/Y | 70/Y | - |
| 2019 | 77/Y | - | 81/Y | 70/N | - | - | - | - | 74/Y | 89/Y | - |
| **Student Success (Student Achievement Domain Score (STAAR Component Only))** | | | | | | | | | | | |
| Target | 47 | 36 | 41 | 58 | 46 | 73 | 48 | 55 | 38 | 37 | 23 |
| 2017 | 46/N | 48/Y | 35/N | 58/Y | - | - | - | - | 38/Y | 29/N | 21/N |
| 2018 | 47/Y | 37/Y | 41/Y | 56/N | - | - | - | - | 42/Y | 38/Y | 29/Y |
| 2019 | 45/N | 37/Y | 39/N | 55/N | - | 54/N | - | - | 39/Y | 45/Y | 25/Y |

**Student Achievement Strengths**

Rice's scores are a reflection of the hard-working staff and student population found on our campus. We are proud of the achievement our students show including:

- earning a distinction in mathematics
- writing performance of approaches grade level went from 32% to 38% (2018 to 2019)
- mathematic growth was a 77 (state score was a 70)

**Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1 (Prioritized):** Students are performing below expected progress in the area of Reading (52% meets) with the Eco-Dis subpopulation. **Root Cause:** Small group reading instructional methods and conferring strategies need to be developed/implemented across all grade levels with fidelity

**Problem Statement 2 (Prioritized):** Students are performing below expected progress in the area of Reading (58% meets) with the LEP subpopulation. **Root Cause:** Small group reading instructional methods and conferring strategies need to be developed/implemented across all grade levels with fidelity

**Problem Statement 3 (Prioritized):** Students are performing below expected progress in the area of Math (68% meets) with the White subpopulation. **Root Cause:** Guided math instructional methods and tiering strategies need to be developed/implemented across all grade levels with fidelity

**Problem Statement 4:** Students are performing below expected progress in the area of Math (60% meets) with the Hispanic subpopulation. **Root Cause:** Guided math instructional methods and tiering strategies need to be developed/implemented across all grade levels with fidelity

# Culture and Climate

**Culture and Climate Summary**

Our school invests in building connections and, as a result, Rice enjoys a warm, inviting culture where all students feel supported and accepted. Expectations for student behavior are high and we are blessed to have respectful, confident students. This culture of respect also exists between staff and parents.

An annual review is conducted of the discipline records, including student conflicts, all forms of violence, bullying, drug offenses and DAEP placements.

Rice Elem School has very few problems with discipline as compared with other elementary schools. There have been no significant increases, indicating that resolution programs and interventions are typically successful. Therefore, conflict resolution, drug and violence prevention and intervention will not be included as needs in this year's improvement plan. These areas will be carefully re-evaluated each year. Additionally, while bullying is not considered a problem, the campus feels that it is important not to be complacent about bullying and will include this as a need for the campus.

As part of a focus on health and wellness and an effort to provide coordinated school health activities, students' academic performance data is compared with other data, such as fitness assessments, attendance, participation in physical education, etc. The campus stays tuned to recommendations provided by the district school health advisory council. All campus personnel make an effort to recognize and promote healthy lifestyles through good nutrition, appropriate rest, stress reduction time for studying and time for active, physical activity.

In Conroe ISD, recognizing and appreciating cultural differences is our mandate. All students and personnel are valued members of our unique family, each playing a significant role in our success. While the world around us may often face stereotyping, Conroe ISD encourages staff and students to embrace that which makes us different. By supporting an environment that facilitates and encourages safe and open dialogue on diversity, and by empowering our students to embrace their diversity, we are striving to ensure that our students will be sincerely open and equipped to work and live in a diverse world. Conroe ISD is committed to the social, emotional, behavioral, and academic success of all students.

**Culture and Climate Strengths**

•Rice Elem School celebrates a healthy, supportive culture.

•Students report that they feel safe at school.

•Students are accepting of students new to Rice. Our campus even establishes a class ambassador to help welcome new students and show them around the building.

•Students value each other and respect the variety of cultures of our diverse student population.

•Teachers feel empowered and valued.

•Administrators work closely with faculty and staff in decision-making.

•Teachers feel that they have a voice in the decisions that are made.  Teachers meet in committees, grade level teams, vertical PLCs, and serve on district committees to help support decision making and curriculum development.

**Problem Statements Identifying Culture and Climate Needs**

**Problem Statement 1:** There is a need to actively support the social and emotional well-being of the students. **Root Cause:** Lack of daily SEL instruction in all classrooms.

**Problem Statement 2:** There is a need to establish a community within classrooms. **Root Cause:** Lack of time to embed in daily schedule due to academic needs.

# Parent and Community Engagement

**Parent and Community Engagement Summary**

Family involvement is a definite priority for our campus. Due to COVID, parental involvement is imperative now more than ever. Students who are virtual must have adequate parental support at home to access the curriculum. In-person students are returning to school with instructional gaps and need additional practice and support from families.

Rice Elem values the partnership with our PTO.  This relationship is supported throughout the year and campus administration utilizes PTO to assist with different events that we have for the students and their families.  We appreciate working with other district and community organizations.  In addition, we have parent and community members that participate in our campus SBDM committee.  Members are willing to voice their opinion and state their cause as campus issues arise.

Rice Elementary enjoys a warm, inviting culture where students feel welcome, supported and accepted.  Expectations for student behavior are high and we are blessed to have respectful, confident, caring students.  This culture of respect also exists between staff and parents. Our Foundations and the Rice Way support every piece of that.

**Parent and Community Engagement Strengths**

Rice Elementary School enjoys an involved family and community environment.  When events occur, our campus has a high attendance.  Each year, events are re-evaluated to determine how we can improve participation. Our event committees consider working parent schedules, inclusiveness of all cultures, interest levels, and amount student centered participation.

Rice's campus culture and climate are very welcoming and inclusive. Visitors are always greeted with a smile and needs are addressed as soon as possible. Our campus counselor assists families with anything they may need. This includes medical resources, food, clothing, Christmas assistance, and many other areas.

Our Bilingual Committee works hard to address the needs of our LEP population by meeting and planning once per month to review and enrich our opportunities for these students.

**Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1:** Parent support is inconsistent due to parent workload and lack of understanding of what questions to ask or what support to seek. **Root Cause:** Parent information events are not as comprehensive or targeted to family needs.

**Problem Statement 2:** PTO's capability of supporting the campus to its fullest potential **Root Cause:** Low PTO membership

# Priority Problem Statements

**Problem Statement 1**: Students are performing below expected progress in the area of Reading (52% meets) with the Eco-Dis subpopulation.

**Root Cause 1**: Small group reading instructional methods and conferring strategies need to be developed/implemented across all grade levels with fidelity

**Problem Statement 1 Areas**: Student Achievement

**Problem Statement 2**: Students are performing below expected progress in the area of Reading (58% meets) with the LEP subpopulation.

**Root Cause 2**: Small group reading instructional methods and conferring strategies need to be developed/implemented across all grade levels with fidelity

**Problem Statement 2 Areas**: Student Achievement

**Problem Statement 3**: Students are performing below expected progress in the area of Math (68% meets) with the White subpopulation.

**Root Cause 3**: Guided math instructional methods and tiering strategies need to be developed/implemented across all grade levels with fidelity

**Problem Statement 3 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
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

**Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool

- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention 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
- State certified and high quality staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

**Parent/Community Data**

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

**Support Systems and Other Data**

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

# Goals

**Goal 1:** Student Achievement and Post-Secondary Success:
CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

**Performance Objective 1:** Increase meets grade level on the Reading STAAR Assessment for students identified as student group Eco-Dis by 10% and 5% by all other student groups.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** walkthrough tools to target small group reading components
teacher conferences
CORE team debrief sessions

**Summative Evaluation:** None

| Strategy 1: Campus instructional leaders' tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. Conduct weekly CORE meeting to debrief observations/walkthroughs and curriculum planning to target guided reading instruction. | | Reviews | | |
|---|---|---|---|---|
| | | **Formative** | | **Summative** |
| **Strategy's Expected Result/Impact:** To devise a plan of support for the teacher and students | **Feb** | **Apr** | **July** | **July** |
| **Staff Responsible for Monitoring:** instructional coaches; admin | | | | |
| **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 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | | | | |
| **Problem Statements:** Student Achievement 1 | | | | |
| Strategy 2: Student progress toward measurable goals is visible in each and every classroom and throughout the school to foster student ownership and goal setting to target guided reading instructional levels. | | Reviews | | |
| | | **Formative** | | **Summative** |
| **Strategy's Expected Result/Impact:** To devise a plan for students to self-monitor their progress | **Feb** | **Apr** | **July** | **July** |
| **Staff Responsible for Monitoring:** Teachers; instructional coaches; admin | | | | |
| **ESF Levers:** Lever 5: Effective Instruction | | | | |
| **Problem Statements:** Student Achievement 1 | | | | |

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

**Performance Objective 1 Problem Statements:**

## Student Achievement

**Problem Statement 1:** Students are performing below expected progress in the area of Reading (52% meets) with the Eco-Dis subpopulation. **Root Cause:** Small group reading instructional methods and conferring strategies need to be developed/implemented across all grade levels with fidelity

**Goal 1:** Student Achievement and Post-Secondary Success:
CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

**Performance Objective 2:** Increase meets grade level on the Reading STAAR Assessment for the students identified as student group Hispanic by 10% and 5% by all other student groups.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** walkthroughs to target small group reading components
teacher conferences
CORE team debrief sessions

**Summative Evaluation:** None

| Strategy 1: Campus instructional leaders' tasks (including observations, tutorials, debriefs, and leadership team meetings) are scheduled on weekly calendars.  Conduct weekly CORE meeting to debrief observations/walkthroughs and curriculum planning to target guided reading best practices for at-risk students. | Reviews | | | |
|---|---|---|---|---|
| | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** To devise a plan of support and provided resources in guided reading for the teacher and students; address student gaps and provided instruction to maximize student progress | **Feb** | **Apr** | **July** | **July** |
| **Staff Responsible for Monitoring:** instructional coaches; admin | | | | |
| **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 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | | | | |
| **Problem Statements:** Student Achievement 2 | | | | |
| **Funding Sources:** Instructional support for at-risk students - State Comp Ed - $6,413, Tutorials - Title I - $13,128 | | | | |
| Strategy 2: Student progress toward measurable goals is visible in each and every classroom and throughout the school to foster student ownership and goal setting. | Reviews | | | |
| | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** To devise a plan for students to self-monitor their progress | **Feb** | **Apr** | **July** | **July** |
| **Staff Responsible for Monitoring:** Teachers; instructional coaches; admin | | | | |
| **Title I Schoolwide Elements:** 2.4, 2.6 - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | | | | |
| **Problem Statements:** Student Achievement 2 | | | | |

| **Strategy 3:** Provide staff with PLCs and planning days to support planning, implementation, assessment data analysis, and vertical alignment | **Reviews** | | | |
|---|---|---|---|---|
| | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** to create more intentional and targeted planning for instruction | **Feb** | **Apr** | **July** | **July** |
| **Staff Responsible for Monitoring:** instructional coaches, administrators | | | | |
| **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 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | | | | |
| **Problem Statements:** Student Achievement 2 | | | | |
| **Funding Sources:** Substitutes - State Comp Ed - $2,062 | | | | |

| **Strategy 4:** The Teacher's College of Reading & Writing will conduct 5 staff development days & lab sites with K-4th grade teachers, instructional coaches, and administrators. Additional reading and phonics materials for virtual instruction will also be utilized from Teacher's College to support at-risk students. | **Reviews** | | | |
|---|---|---|---|---|
| | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** increase teacher capacity to support student performance in reading & writing | **Feb** | **Apr** | **July** | **July** |
| **Staff Responsible for Monitoring:** K-4th grade teachers, instructional coaches, admin | | | | |
| **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 4: High-Quality Curriculum, Lever 5: Effective Instruction | | | | |
| **Problem Statements:** Student Achievement 2 | | | | |
| **Funding Sources:** Consultant Fees - Title I - $29,000, General education teachers for at-risk students - State Comp Ed - $1,385,806, Instructional Coaches (Math & ELA) - Title I - $134,325 | | | | |

| **Strategy 5:** The Latino Literacy Project will be used to increase parent involvement in our LEP population. | **Reviews** | | | |
|---|---|---|---|---|
| | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increase parent involvement in our LEP population to increase academic performance in students. | **Feb** | **Apr** | **July** | **July** |
| **Staff Responsible for Monitoring:** Bilingual teachers; admin | | | | |
| **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 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction | | | | |
| **Problem Statements:** Student Achievement 2 | | | | |
| **Funding Sources:** Family engagement - Title III - $4,500 | | | | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |
|---|---|---|---|

## Performance Objective 2 Problem Statements:

| **Student Achievement** |
|---|
| **Problem Statement 2:** Students are performing below expected progress in the area of Reading (58% meets) with the LEP subpopulation. **Root Cause:** Small group reading instructional methods and conferring strategies need to be developed/implemented across all grade levels with fidelity |

**Goal 1:** Student Achievement and Post-Secondary Success:
CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

**Performance Objective 3:** Increase meets grade level on the Math STAAR Assessment for the students identified as student group White by 10% and 5% by all other student groups.

> **Targeted or ESF High Priority**
>
> **Evaluation Data Sources:** walkthroughs tools to target guided math components
> teacher conferences
> CORE team debrief sessions
>
> **Summative Evaluation:** None

| Strategy 1: Campus instructional leaders' tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars.  Conduct weekly CORE meeting to debrief observations/walkthroughs and curriculum planning to target guided math instruction. | Reviews | | | |
| --- | --- | --- | --- | --- |
| | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** To devise a plan of support for the teacher and students | **Feb** | **Apr** | **July** | **July** |
| **Staff Responsible for Monitoring:** instructional coaches; admin | | | | |
| **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 4: High-Quality Curriculum, Lever 5: Effective Instruction | | | | |
| **Problem Statements:** Student Achievement 3 | | | | |
| Strategy 2: Student progress toward measurable goals is visible in each and every classroom and throughout the school to foster student ownership and goal setting. | Reviews | | | |
| | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** To devise a plan for students to self-monitor their progress | **Feb** | **Apr** | **July** | **July** |
| **Staff Responsible for Monitoring:** Teachers; instructional coaches; admin | | | | |
| Strategy 3: Teachers will meet with students individually to set goals with students in Math | Reviews | | | |
| **Strategy's Expected Result/Impact:** Increase student performance; student progress is monitored | **Formative** | | | **Summative** |
| **Staff Responsible for Monitoring:** teachers | **Feb** | **Apr** | **July** | **July** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | | | | |
| 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue | |

**Performance Objective 3 Problem Statements:**

| Student Achievement |
| --- |
| **Problem Statement 3:** Students are performing below expected progress in the area of Math (68% meets) with the White subpopulation. **Root Cause:** Guided math instructional methods and tiering strategies need to be developed/implemented across all grade levels with fidelity |

**Goal 2:** Fiscal Responsibility:

CISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.

**Performance Objective 1:** To maintain efficient and effective fiscal management of resources and operations.

| **Strategy 1:** The principal will meet with secretary monthly to review bank statements, budget, and needs. | **Reviews** | | | |
|---|---|---|---|---|
| | **Formative** | | | **Summative** |
| | **Feb** | **Apr** | **July** | **July** |
| **Strategy 2:** The principal will meet monthly with the PTO board to review PTO budget. | **Reviews** | | | |
| | **Formative** | | | **Summative** |
| | **Feb** | **Apr** | **July** | **July** |
| 0% No Progress    100% Accomplished    → Continue/Modify    ✗ Discontinue | | | | |

**Goal 3:** Recruitment, Development, and Retention of Staff:

CISD will employ, develop, and retain highly qualified staff to maximize learning for all students.

**Performance Objective 1:** To recruit, retain and develop highly qualified teachers and staff for all students.

| Strategy 1: Design interview committees and questioning to target campus needs and address campus goals. | | Reviews | | |
| --- | --- | --- | --- | --- |
| | | Formative | | Summative |
| | | Feb | Apr | July | July |

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

**Goal 4:** Parents and Community:

CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.

**Performance Objective 1:** To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.

| Strategy 1: Design parent involvement committee work around collaborative partnerships and unity of purpose to maximize learning for all students. | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Increase communication between the school, parents, and community to benefit the learning of all students. | **Feb** | **Apr** | **July** | **July** |
| **Staff Responsible for Monitoring:** Parent involvement committee members; admin | | | | |
| **Title I Schoolwide Elements:** 3.1, 3.2 | | | | |

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

**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: Implement Rice Way expectations throughout the school to ensure all students and staff follow the campus wide expectations. | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** All students and staff will follow the campus wide expectations. **Staff Responsible for Monitoring:** Foundations team; admin | Feb | Apr | July | July |

| | | | | |
|---|---|---|---|---|
| 0% No Progress | 100% Accomplished | → Continue/Modify | ✖ Discontinue | |

**Goal 6:** Technology:

CISD will provide technology infrastructure, tools, and solutions to meet the administrative requirements of the District and to maximize learning for all students.

**Performance Objective 1:** To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

| | | Reviews | | |
|---|---|---|---|---|
| **Strategy 1:** Ensure that technology and devices are available for all classes to access daily. | | | | |
| **Strategy's Expected Result/Impact:** Students will have access to technology to enhance daily instruction. | **Formative** | | | **Summative** |
| **Staff Responsible for Monitoring:** Technology staff; admin | **Feb** | **Apr** | **July** | **July** |
| 0% No Progress    100% Accomplished    → Continue/Modify    ✗ Discontinue | | | | |

**Goal 7:** Communication:

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

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

| Strategy 1: Establish different communication outlets such as Facebook, Twitter, School Website, and School Messenger to communicate with all stakeholders. | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Ensure that there are multiple ways to access information about school events and necessary notifications. | **Feb** | **Apr** | **July** | **July** |
| **Staff Responsible for Monitoring:** Admin and counselor | | | | |

| 0% No Progress | 100% Accomplished | ➡ Continue/Modify | ✖ Discontinue |
|---|---|---|---|

# State Compensatory

## Personnel for Rice Elementary

| Name | Position | Program | FTE |
|------|----------|---------|-----|
| Gen Education | Teachers for At-Risk Students | State Comp Ed | 20.00 |

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

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

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

## 2.2: Regular monitoring and revision

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

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

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

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

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

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

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

The campus implements reform strategies to address school needs including opportunities for all students and student subgroups to exceed academic standards.

Staff and Administration closely monitor grades and assessments to ensure that students are on target to meet State standards. Students who are at risk of missing their target receive support and small group instruction, including:

*RtI Instruction

*In class small group instruction

*Pull out support (dyslexia, resource)

*Push in support (resource)

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

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

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

The campus will address the needs of all students but particularly the needs of those students who are at-risk of not meeting academic standards.

We closely monitor our at-risk students and work to ensure we are meeting their educational needs through:

*RtI instruction

*Small group

*Guided math

*In class support

# ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

## 3.1: Develop and distribute Parent and Family Engagement Policy

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


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

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

# 3.2: Offer flexible number of parent involvement meetings

The campus offers a variety of family engagement activities which include flexible times and days of the week. The campus sends home information regarding family engagement opportunities and required notices in a format and language that families can understand. (English and Spanish).
*PTO meetings are available for parents during the evening via Zoom so that more parents can attend.
*Teachers held parent conferences via Zoom this year so that parents can be involved in learning and updated on their child's progress.
*Notices that are sent home about current events are sent as paper copies, as well as emailed, and posted on our social media pages.

# Title I Personnel

| Name | Position | Program | FTE |
|------|----------|---------|-----|
| Alexandra Kazmierczak | Instructional Coach | Title I | 1.00 |
| Jeanie Moore | Instructional Coach | Title I | 1.00 |

# Campus Funding Summary

| | | | State Comp Ed | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 2 | 1 | Instructional support for at-risk students | | $6,413.00 |
| 1 | 2 | 3 | Substitutes | | $2,062.00 |
| 1 | 2 | 4 | General education teachers for at-risk students | | $1,385,806.00 |
| | | | | **Sub-Total** | $1,394,281.00 |
| | | | | **Budgeted Fund Source Amount** | $1,394,281.00 |
| | | | | **+/- Difference** | $0.00 |
| | | | **Title I** | | |
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 2 | 1 | Tutorials | | $13,128.00 |
| 1 | 2 | 4 | Consultant Fees | | $29,000.00 |
| 1 | 2 | 4 | Instructional Coaches (Math & ELA) | | $134,325.00 |
| | | | | **Sub-Total** | $176,453.00 |
| | | | | **Budgeted Fund Source Amount** | $176,453.00 |
| | | | | **+/- Difference** | $0.00 |
| | | | **Title III** | | |
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 2 | 5 | Family engagement | | $4,500.00 |
| | | | | **Sub-Total** | $4,500.00 |
| | | | | **Budgeted Fund Source Amount** | $4,500.00 |
| | | | | **+/- Difference** | $0.00 |
| | | | | **Grand Total** | $1,575,234.00 |

# Addendums