

Conroe Independent School District

Rice Elementary

2021-2022 CIP Board Item



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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 One Note Notebook where teachers enter their lesson plans. Teachers include the objective being taught, the activity, and the tool being used for formative assessments 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 drive our small group lesson planning. During the PLC's we also research different ways to differentiate our instruction to meet the needs of our diverse learners. We will monitor the white and LEP sub groups during the 2021-22 school year. 47% of 3rd grade students were at meets or masters on STAAR Reading and 35% on STAAR math. We implement campus protocols to target and track these students to ensure progress is made.

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:

- MClass literacy data showed kinder students grew from 36% at or above benchmark to 48% at or above benchmark by the end of the year
- MClass literacy data showed 1st grade students grew from 30% at or above benchmark to 41% at or above benchmark by the end of the year
- MClass literacy data showed 2nd grade students grew from 44% at or above benchmark to 53% at or above benchmark by the end of the year

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Students are performing below expected progress in the area of 3rd grade reading STAAR at 47% at or above grade level **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 3rd grade math STAAR at 35% at or above grade level **Root Cause:** Small group math instructional methods and conferring strategies need to be developed/implemented across all grade levels with fidelity

Problem Statement 3 (Prioritized): In the 2020-21 school year, 53% of the kindergarten students were below reading level. **Root Cause:** Small group reading instructional methods and conferring strategies need to be developed/implemented across all grade levels with fidelity

Problem Statement 4 (Prioritized): 4th Grade Students are performing below expected progress in the area of Reading(34% meets or above) in the Hispanic subpopulation
Root Cause: Small group reading instructional methods and conferring strategies need to be developed/implemented across all grade levels with fidelity

Problem Statement 5 (Prioritized): 3rd Grade Students are performing below expected progress in the area of Math (40% meets) in the Hispanic subpopulation **Root Cause:** Small group math instructional methods and conferring strategies need to be developed/implemented across all grade levels with fidelity

Problem Statement 6: 3rd Grade Students are performing below expected progress in the area of Math (44% meets or above) in the white subpopulation

Problem Statement 7: 3rd Grade Students are performing below expected progress in the area of Reading(48% meets or above) in the white subpopulation

Problem Statement 8: 3rd Grade Students are performing below expected progress in the area of Reading(48% meets) in the Hispanic subpopulation

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 (Prioritized): Prek- 1st grade students had significantly higher behavioral needs on a daily basis that required additional support. **Root Cause:** Lack of foundational training and educational opportunities for students due to school closures

Problem Statement 2: Virtual learners returning to in-person instruction struggled to acclimate to behavioral and academic expectations.

Problem Statement 3: Students new to the country, struggled to acclimate to academic expectations.

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 (Prioritized): Lack of opportunity for parent involvement **Root Cause:** COVID restrictions during the 2020-21 school year.

Problem Statement 2: PTO's capability of supporting the campus to its fullest potential.

Problem Statement 3: Community/business partnerships participation was low

Priority Problem Statements

Problem Statement 1: In the 2020-21 school year, 53% of the kindergarten students were below reading level.

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 3rd grade reading STAAR at 47% at or above grade level

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 3rd grade math STAAR at 35% at or above grade level

Root Cause 3: Small group math instructional methods and conferring strategies need to be developed/implemented across all grade levels with fidelity

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: 4th Grade Students are performing below expected progress in the area of Reading(34% meets or above) in the Hispanic subpopulation

Root Cause 4: Small group reading instructional methods and conferring strategies need to be developed/implemented across all grade levels with fidelity

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: 3rd Grade Students are performing below expected progress in the area of Math (40% meets) in the Hispanic subpopulation

Root Cause 5: Small group math instructional methods and conferring strategies need to be developed/implemented across all grade levels with fidelity

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Prek- 1st grade students had significantly higher behavioral needs on a daily basis that required additional support.

Root Cause 6: Lack of foundational training and educational opportunities for students due to school closures

Problem Statement 6 Areas: Culture and Climate

Problem Statement 7: Lack of opportunity for parent involvement

Root Cause 7: COVID restrictions during the 2020-21 school year.

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 47% to 52% .

HB3 Goal

Evaluation Data Sources: campus assessments

Strategy 1 Details
<p>Strategy 1: Using small group best practices to raise reading levels in k-2 classrooms.</p> <p>Strategy's Expected Result/Impact: increase reading levels</p> <p>Staff Responsible for Monitoring: Literacy coach</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 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Academic Interventionist - ESSER - \$60,255, Instructional Materials - Title I - \$14,037, Teacher's College - Title I - \$30,000, Subs and Tutorials - State Comp Ed - \$15,900, Tutoring & Materials - ESSER - \$23,251, Literacy Coach - Title I - \$78,500</p>

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: Students are performing below expected progress in the area of 3rd grade reading STAAR at 47% at or above grade level Root Cause: Small group reading instructional methods and conferring strategies need to be developed/implemented across all grade levels with fidelity</p>

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 2: Increase the percent of 3rd grade students that score meets grade level or above on STAAR Math from 35% to 40%.

HB3 Goal

Evaluation Data Sources: campus assessment data

Strategy 1 Details
<p>Strategy 1: Implement small group best practices for guided math in k-2 classrooms. Strategy's Expected Result/Impact: increase on grade level math percentages Staff Responsible for Monitoring: Math Coach Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Student Achievement 2 Funding Sources: Academic Interventionist - ESSER - \$71,370, Guided Math Project School - ESSER - \$15,000, Instructional Materials - Title I - \$14,037, Math Coach - Title I - \$74,202, Dreambox - Title I - \$8,000</p>

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 2: Students are performing below expected progress in the area of 3rd grade math STAAR at 35% at or above grade level Root Cause: Small group math instructional methods and conferring strategies need to be developed/implemented across all grade levels with fidelity</p>

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 3: Increase the percent of kindergarten students that are reading on grade level from 47% to 52%

HB3 Goal

Evaluation Data Sources: BAS level data

Strategy 1 Details
<p>Strategy 1: Implement small group best practices for small group as soon as BOY assessments are complete.</p> <p>Strategy's Expected Result/Impact: increase BAS levels</p> <p>Staff Responsible for Monitoring: Literacy Coach</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 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 3</p>

Performance Objective 3 Problem Statements:

Student Achievement
<p>Problem Statement 3: In the 2020-21 school year, 53% of the kindergarten students were below reading level. Root Cause: Small group reading instructional methods and conferring strategies need to be developed/implemented across all grade levels with fidelity</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 percent of 4th grade Hispanic students that score meets grade level or above on STAAR Reading from 34% to 39%.

Evaluation Data Sources: campus assessment data

Strategy 1 Details
<p>Strategy 1: Implement small group best practices for small group to raise reading levels.</p> <p>Strategy's Expected Result/Impact: increased reading levels</p> <p>Staff Responsible for Monitoring: literacy coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 4</p> <p>Funding Sources: LEP Instructional Materials and Tutoring - Title III - \$4,500</p>

Performance Objective 4 Problem Statements:

Student Achievement
<p>Problem Statement 4: 4th Grade Students are performing below expected progress in the area of Reading(34% meets or above) in the Hispanic subpopulation Root Cause: Small group reading instructional methods and conferring strategies need to be developed/implemented across all grade levels with fidelity</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 percent of 3rd grade Hispanic students that score meets grade level or above on STAAR Math from 40% to 45%.

Evaluation Data Sources: campus assessment data

Strategy 1 Details
Strategy 1: Implement small group best practices for small group instruction for guided math. Problem Statements: Student Achievement 5

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 5: 3rd Grade Students are performing below expected progress in the area of Math (40% meets) in the Hispanic subpopulation Root Cause: Small group math instructional methods and conferring strategies need to be developed/implemented across all grade levels with fidelity

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: CORE instructional team conducts weekly targeted walkthroughs that are intentionally connected to campus expectations and look-fors.

Strategy 1 Details
Strategy 1: CORE team will meet weekly to review data from instructional walk-throughs.

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: Align campus expenditures to goals and objectives.

Strategy 1 Details
Strategy 1: CORE team and campus secretary meet weekly to review expenditures.

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: Hire 100% highly qualified teachers

Strategy 1 Details
Strategy 1: Interview pool only consists of HQ applicants.

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: Implement active outreach to families of every student providing two way communication at least annually through surveys, participation in school decision making committees, and parent forums.

Strategy 1 Details
<p>Strategy 1: Counselor will develop a quarterly survey to address the needs of the families.</p> <p>Strategy's Expected Result/Impact: increase parental involvement</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Parent and Community Engagement 1</p>

Performance Objective 1 Problem Statements:

Parent and Community Engagement
<p>Problem Statement 1: Lack of opportunity for parent involvement Root Cause: COVID restrictions during the 2020-21 school year.</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: Student support plans are communicated and implemented with fidelity.

Evaluation Data Sources: Foundations behavioral data

Strategy 1 Details
<p>Strategy 1: Teachers meet with special programs staff to review student plans each semester.</p> <p>Strategy's Expected Result/Impact: decrease in student behavioral needs</p> <p>Staff Responsible for Monitoring: assistant principal</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Instructional Aide - ESSER - \$58,261, Behavioral Support Materials - Title I - \$1,000</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 3: Teachers will utilize tools to effectively communicate with parents regarding academic/behavioral feedback and updates.

Strategy 1 Details
<p>Strategy 1: Technology platform is utilized once per week to communicate classroom or grade-level updates.</p> <p>Strategy's Expected Result/Impact: Improve parental communication</p> <p>Staff Responsible for Monitoring: Admin team and content leaders</p> <p>Title I Schoolwide Elements: 3.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Family Engagement - Title I - \$3,175</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: Lesson planning will include objectives and formative assessments that are aligned to the TEKS.

Strategy 1 Details
<p>Strategy 1: Grade levels will provide lesson planning templates to include lesson objectives and formative assessments.</p> <p>Strategy's Expected Result/Impact: improve effective instruction alignment</p> <p>Staff Responsible for Monitoring: admin team, instructional coaches, and content leaders</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: General Education Teachers for At-Risk Students - State Comp Ed - \$1,370,457</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: Teachers will increase the use of learner-centered technology tools to enhance instruction.

Strategy 1 Details
<p>Strategy 1: PLC's will be utilized to plan for or provide learning opportunities for technology integration.</p> <p>Strategy's Expected Result/Impact: increase effectiveness of tier 1 instruction</p> <p>Staff Responsible for Monitoring: instructional coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools</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 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.

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Subs and Tutorials		\$15,900.00
5	1	1	General Education Teachers for At-Risk Students		\$1,370,457.00
Sub-Total					\$1,386,357.00
Budgeted Fund Source Amount					\$1,386,357.00
+/- Difference					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Materials		\$14,037.00
1	1	1	Teacher's College		\$30,000.00
1	1	1	Literacy Coach		\$78,500.00
1	2	1	Instructional Materials		\$14,037.00
1	2	1	Math Coach		\$74,202.00
1	2	1	Dreambox		\$8,000.00
4	2	1	Behavioral Support Materials		\$1,000.00
4	3	1	Family Engagement		\$3,175.00
Sub-Total					\$222,951.00
Budgeted Fund Source Amount					\$222,951.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	LEP Instructional Materials and Tutoring		\$4,500.00
Sub-Total					\$4,500.00
Budgeted Fund Source Amount					\$4,500.00
+/- Difference					\$0.00

ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Academic Interventionist		\$60,255.00
1	1	1	Tutoring & Materials		\$23,251.00
1	2	1	Academic Interventionist		\$71,370.00
1	2	1	Guided Math Project School		\$15,000.00
4	2	1	Instructional Aide		\$58,261.00
Sub-Total					\$228,137.00
Budgeted Fund Source Amount					\$228,137.00
+/- Difference					\$0.00
Grand Total					\$1,841,945.00