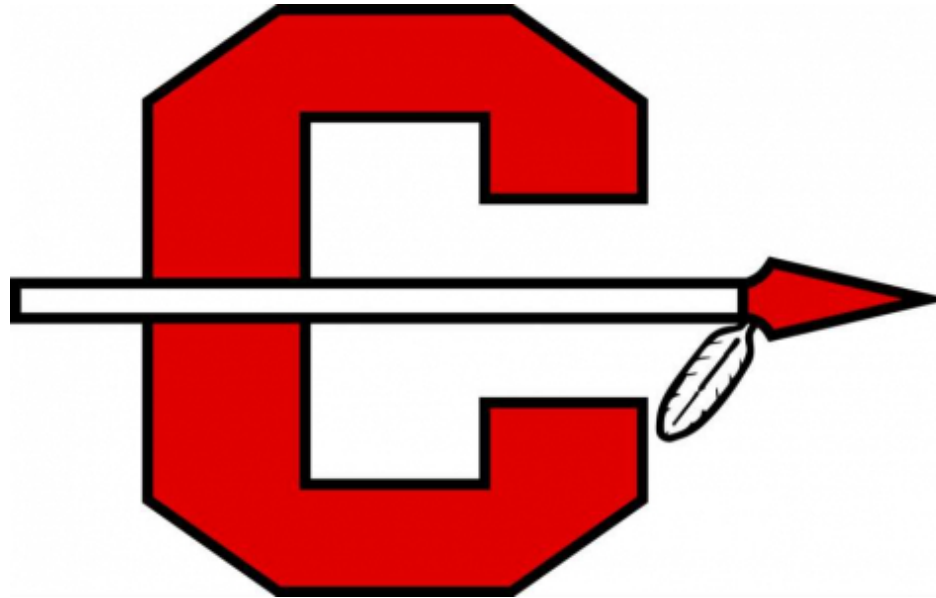


Cleveland Independent School District
Cottonwood Elementary
2021-2022 Campus Improvement Plan



Board Approval Date: October 18, 2021
Public Presentation Date: October 29, 2021

Mission Statement

Cottonwood Elementary Staff will empower all scholars to achieve at high levels of learning.

Vision

Cottonwood Elementary will provide a safe and nurturing learning environment that enables students to conquer challenges in order to succeed in life.

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Comprehensive Needs Assessment

Revised/Approved: October 18, 2021

Demographics

Demographics Summary

Demographic Summary as of September 23, 2021

Enrollment: 1147 students

PK: 124

Kindergarten: 165

1st Grade: 155

2nd Grade: 175

3rd Grade: 188

4th Grade: 154

5th Grade: 186

Demographics Strengths

100% of our students live within a 5-mile radius of Cottonwood Elementary.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Due to hyper-growth, new teachers are added throughout the school year. **Root Cause:** Staffing formula does not account for the hyper-growth that the campus experiences throughout the entire school year.

Problem Statement 2 (Prioritized): We have teacher vacancies throughout the year. **Root Cause:** Not recruiting and hiring early enough to ensure we are 100% staffed at the start of the school year.

Student Learning

Student Learning Summary

Through the implementation of a variety of programs and evidence-based instructional strategies, such as but not limited to, Guided Reading, Guided Math, 'The Ripple Effect', Readers and Writers Workshop, and Dual Language and Inclusion settings, students at Cottonwood Elementary School will continue to work on improving performance academically, behaviorally, and socially.

2021 STAAR Performance

Reading

Approaches GL or Above: 51%

Meets GL or Above: 18%

Masters: 7%

Math

Approaches GL or Above: 53%

Meets GL or Above: 26%

Masters: 10%

Science

Approaches GL or Above: 33%

Meets GL or Above: 11%

Masters: 3%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Only 26% of students in grades 3, 4, and 5 performed at the meets grade-level standard on the 2021 Math STAAR. **Root Cause:** Students lack of proficiency in number sense, problem-solving skills, and lack of effective Tier 1 instruction

Problem Statement 2 (Prioritized): Over half of the students in Grades 3, 4 and 5 are reading below grade level. **Root Cause:** Students lack foundation skills and lack of effective Tier I instruction

Problem Statement 3: Only 11% of students in grade 5 performed at meets grade-level standard on the 2021 Science STAAR. **Root Cause:** Students lack reading and math foundational skills and less than 25% of instructional time was spent on investigations and labs and lack of effective Tier 1 instruction.

School Processes & Programs

School Processes & Programs Summary

Implement planning meetings for the effective implementation of rigorous lessons and instructional strategies. Guided Reading is used daily to meet individual needs in reading. PLC is used to determine and analyze the essential learning targets for all grade levels. We will implement the learning ladders to help with the pacing of the essential TEKS during PLC, disaggregating and monitoring data.

Cottonwood Elementary School staff are supported through various district and campus professional development training. A master schedule has been created to provide for optimal academic and social instruction.

Counselors are implementing "The Ripple Effect" across grade levels to support character education. An inclusion model is used at Cottonwood Elementary. Collaborative planning is designated each week during conference period to help teachers plan effective lessons. RTI time is identified in the Master Schedule during the instructional day per grade level to provide additional support to students.

School Processes & Programs Strengths

The RTI program supports students both academically and behaviorally. Planning meetings occur weekly. Faculty meetings are scheduled for the third Tuesday of every month.

Perceptions

Perceptions Summary

Cottonwood Elementary will promote ongoing learning for teachers and staff by providing professional development and implement Professional Learning Communities. The staff will strive for high levels of achievement for all students.

Perceptions Strengths

Teachers and staff have an understanding of the district expectations. Teachers, instructional coaches, and RTI interventionists have been or will be trained in Professional Learning Communities and will be a support throughout the school year for the new staff from out of the district, as well as first year teachers who are new to the PLC process.

The master schedule for Cottonwood includes a protected time for each grade level/department to meet collaboratively during CTT time. The schedule also includes a built-in time where each grade level has an intervention/enrichment time to provide more intensive support during small group instruction. This is also a time for support staff to intervene with students in special programs.

Priority Problem Statements

Problem Statement 1: Only 26% of students in grades 3, 4, and 5 performed at the meets grade-level standard on the 2021 Math STAAR.

Root Cause 1: Students lack of proficiency in number sense, problem-solving skills, and lack of effective Tier 1 instruction

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Over half of the students in Grades 3, 4 and 5 are reading below grade level.

Root Cause 2: Students lack foundation skills and lack of effective Tier I instruction

Problem Statement 2 Areas: Student Learning

Problem Statement 3: We have teacher vacancies throughout the year.

Root Cause 3: Not recruiting and hiring early enough to ensure we are 100% staffed at the start of the school year.

Problem Statement 3 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- 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
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special education/non-special education population including discipline, progress and participation data
- Homeless data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Support Systems and Other Data

- Organizational structure data

Goals





Goal 1: Cottonwood Elementary will provide a student-centered educational environment in which students are supported to meet or exceed state standards in all areas.

Performance Objective 1: Cottonwood Elementary School will show a 15% increase at Meets and 10% increase at Masters Levels on 2022 Reading STAAR for all students grades 3-5.

Evaluation Data Sources: Reading Overall 2021-2022 STAAR Results.

Strategy 1 Details	Reviews			
<p>Strategy 1: Use TEKS Resource System, District Curriculum, Guided Reading, Bloom's questioning for all students, Question stems, Sheltered Instruction and digital resources such as but not limited to Discover Ed, Eduphoria, Brain Pop, Lead4ward and Canvas</p> <p>Strategy's Expected Result/Impact: Monitoring of Benchmark (CBA) data for progress of all students and respond appropriately to the data.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coaches Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF</p> <p>Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Digital Resources - Title I Part A-Improving Basic Programs - \$24,923, Classroom Libraries and bookshelves for Dual Language Class - Title III-Bilingual/ESL - \$15,000, Classroom libraries, manipulatives, Resources specific to foundational skills - Early Education Allotment - \$65,551, Professional Development - Title I Part A-Improving Basic Programs - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Create a reading intervention plan for students at risk of failing and identified for Tier 2 and Tier 3 intervention.</p> <p>Strategy's Expected Result/Impact: Monitoring of Benchmark (CBA) data for progress of all students and respond appropriately to the data. Increased STAAR Reading assessment scores for all students</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coaches Teachers/RTI</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Intervention materials - State: Compensatory Education - \$2,000, Intervention materials - Title I Part A-Improving Basic Programs - \$2,000, Intervention Materials - Early Education Allotment - \$75,000, Intervention Materials - Title III-Bilingual/ESL - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize Instructional Coaches to provide professional development in foundational reading skills and researched based instructional strategies.</p> <p>Strategy's Expected Result/Impact: Monitoring of Benchmark (CBA) and Renaissance data for progress of all students and respond appropriately to the data. Increased STAAR Reading assessment scores for all students</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coaches Teachers</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Supplies and materials for to implement strategies learned in PD, Materials for make and take workshops, resource books for professional development - Early Education Allotment - \$75,000</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Conduct regular coaching observations, participate in Instructional Rounds with administrative team, and provide immediate feedback and coaching to teachers.</p> <p>Strategy's Expected Result/Impact: Increased STAAR Reading assessment scores for all students. Increase teacher efficacy that results in student achievement. Monitor Benchmark data across all grade levels.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Hire music teachers to support student achievement through fine arts to provide a well-rounded education for all students.</p> <p>Strategy's Expected Result/Impact: Increase academic vocabulary; integration of curriculum through fine arts</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Salary - Title I Part A-Improving Basic Programs - \$78,388</p>	Formative			Summative
	Nov	Jan	Mar	May
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Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: Over half of the students in Grades 3, 4 and 5 are reading below grade level. Root Cause: Students lack foundation skills and lack of effective Tier I instruction</p>

Goal 1: Cottonwood Elementary will provide a student-centered educational environment in which students are supported to meet or exceed state standards in all areas.

Performance Objective 2: 80% of all First Grade students will be reading on or above grade level by the end of the 2021-2022 school year.

Evaluation Data Sources: Running records and universal screening reports.

Strategy 1 Details	Reviews			
<p>Strategy 1: Create digital Data, Tracking and Monitoring system for reading level progress. Strategy's Expected Result/Impact: Students moving reading levels throughout the year on running records. Decrease in the number of students that are still developing and increase in the number of students developed on TPRI and TEJAS LEE at MOY and EOY. Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coaches Teachers Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers Problem Statements: Student Learning 2 Funding Sources: Data Tracking Materials and student incentives - Local Funds - \$7,500</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase usage MyON each quarter. Strategy's Expected Result/Impact: Increased reading fluency. Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coaches Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 2 Funding Sources: Items that will encourage students to read - Early Education Allotment - \$50,000, Student Incentives to encourage reading - Local Funds</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:





Student Learning

Problem Statement 2: Over half of the students in Grades 3, 4 and 5 are reading below grade level. **Root Cause:** Students lack foundation skills and lack of effective Tier I instruction

Goal 1: Cottonwood Elementary will provide a student-centered educational environment in which students are supported to meet or exceed state standards in all areas.

Performance Objective 3: Cottonwood Elementary School will show a 15% increase at Meets and 10% increase at Masters Levels on 2022 Math STAAR for all students grades 3-5.

Evaluation Data Sources: STAAR results.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement problem solving strategies for all students, such as but not limited to CUBESS and the problem solving binder.</p> <p>Strategy's Expected Result/Impact: Increase ability to think critically to solve word problems as measured by CBA and Renaissance data.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coaches Teachers Support staff</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Math materials - Local Funds - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Create a math intervention plan for students at risk of failing and identified for Tier 2 and Tier 3 intervention.</p> <p>Strategy's Expected Result/Impact: Monitoring of Benchmark (CBA) data for progress of all students and respond appropriately to the data.</p> <p>Staff Responsible for Monitoring: Principal Assistance Principals Instructional Coaches Teachers Support Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Intervention Materials - Local Funds - \$20,000, STAAR Test Preparation Materials - State: Compensatory Education - \$30,000, Intervention Materials - Title I Part A-Improving Basic Programs - \$11,200, Furniture that will facilitate center activities and small group instruction and flexible seating to address various learning styles - Local Funds - \$15,031</p>	Formative			Summative
	Nov	Jan	Mar	May
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Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Only 26% of students in grades 3, 4, and 5 performed at the meets grade-level standard on the 2021 Math STAAR. Root Cause: Students lack of proficiency in number sense, problem-solving skills, and lack of effective Tier 1 instruction

Goal 1: Cottonwood Elementary will provide a student-centered educational environment in which students are supported to meet or exceed state standards in all areas.

Performance Objective 4: By the end of 2021-2022 school year, students who are Emergent Bilingual will progress at least one proficiency level on TELPAS Composite.

Evaluation Data Sources: TELPAS reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development that focuses on strategies specific to students who are emergent bilingual including but not limited to 7 Steps to Language Rich Interactive Classroom and SIOP.</p> <p>Strategy's Expected Result/Impact: Student progress in fluency for reading, writing, speaking and listening. Students will grow one level in each TELPAS domain.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Materials for students practice recording listening and speaking skills. - State: Compensatory Education - \$14,000, Supplies, materials, resources for students who are emergent bilingual - Title III-Bilingual/ESL - \$7,177, Fees associated to Professional Development - State: Bilingual/ESL Funds - \$33,841, Materials for students practice recording listening and speaking skills. - Title III-Bilingual/ESL - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilize programs such as but not limited to TELPAS Pro and Flip Grid to increase TELPAS Speaking proficiency levels.</p> <p>Strategy's Expected Result/Impact: Student's TELPAS Speaking domain will be progress monitored.</p> <p>Staff Responsible for Monitoring: Administrator Assistant Principal Instructional Coaches Teachers</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Headphones/microphones for each class. - Title III-Bilingual/ESL - \$2,000, Headphones/microphones for each class. - Local Funds - \$4,000</p>	Formative			Summative
	Nov	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue





Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 2: Over half of the students in Grades 3, 4 and 5 are reading below grade level. Root Cause: Students lack foundation skills and lack of effective Tier I instruction

Goal 1: Cottonwood Elementary will provide a student-centered educational environment in which students are supported to meet or exceed state standards in all areas.

Performance Objective 5: Cottonwood Elementary will promote college, career and military readiness by hosting a minimum of 3 events/activities during the 2021-2022 school year.





Evaluation Data Sources: Calendar of Events

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide students with a Career Day Event to encourage career, college and military opportunities. Strategy's Expected Result/Impact: Increase awareness of possible college, career and military paths. Staff Responsible for Monitoring: Counselors Title I Schoolwide Elements: 2.4 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Funding Sources: Materials for career day - Local Funds - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct college and financial aid planning workshop for parents. Strategy's Expected Result/Impact: Parents will have an increased awareness of how to financially plan for students to attend college. Staff Responsible for Monitoring: Counselors Title I Schoolwide Elements: 2.4 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Funding Sources: Supplies and materials for workshops, incentives for attendance, hospitality - Local Funds - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Cottonwood Elementary will provide a student-centered educational environment in which students are supported to meet or exceed state standards in all areas.

Performance Objective 6: Cottonwood Elementary School will show a 15% increase at Meets and 10% increase at Masters Levels on 2022 Science STAAR for students in grade 5.





Evaluation Data Sources: STAAR Results

Strategy 1 Details	Reviews			
<p>Strategy 1: K-5th grade students will conduct hands-on lab experiments at least 40% of the time in science.</p> <p>Strategy's Expected Result/Impact: Students will increase content mastery on CBA's by having a more in-depth background knowledge of Scientific Content.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF</p> <p>Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p> <p>Funding Sources: Science Consumable and Non Consumable Items - Local Funds - \$15,000, Science Consumable and Non Consumable Items - Title I Part A-Improving Basic Programs - \$15,000, Science Consumable and Non Consumable Items - State: Compensatory Education - \$15,000</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Cottonwood Elementary staff of quality professionals will implement a professional learning community that enhances individual student success.

Performance Objective 1: Cottonwood Elementary will maintain a 5% or less turnover rate at the end of the 2021-2022 school year.

Evaluation Data Sources: Human Resources Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide opportunities for professional growth to all staff .</p> <p>Strategy's Expected Result/Impact: Build teacher capacity and increase student achievement Acquire new best practices to implement on our campus and increase student achievement Increase the number of Proficient teachers</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Funding Sources: Fees, materials, travel associated with professional development - State: Compensatory Education - \$5,558, Fees, materials, travel associated with professional development - Title I Part A- Improving Basic Programs - \$6,400</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Participate in local, region and state job fairs.</p> <p>Strategy's Expected Result/Impact: Increased number of staff with ESL and Bilingual certifications. No vacancies when school begins or during the school year.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: Job Fair Materials and travel expenses - Local Funds - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:





Demographics
<p>Problem Statement 2: We have teacher vacancies throughout the year. Root Cause: Not recruiting and hiring early enough to ensure we are 100% staffed at the start of the school year.</p>

Goal 3: Cottonwood Elementary parents, community, and business partners will strengthen their involvement in our student's education.

Performance Objective 1: Cottonwood Elementary will offer a minimum of seven opportunities for parent, community and business participation during the 2021-2022 school year.

Evaluation Data Sources: Sign-in sheets for activities and calendar of events

Strategy 1 Details	Reviews			
<p>Strategy 1: Create and publish monthly calendar of events and distribute or post using campus website, social media and written communications.</p> <p>Strategy's Expected Result/Impact: Increased attendance in Parent/Family and school partner involvement and awareness in school events.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Webmaster</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Supplies needed to publicize events - Local Funds - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide special events such as but not limited to Muffins with Mom and Donuts with Dad, multicultural programs, Title 1 parent meetings, workshops for parents with students served through special programs (GT, EB, SpEd, 504, Dyslexia, RtI).</p> <p>Strategy's Expected Result/Impact: Increased attendance in Parent/Family involvement in school events.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselors Support Staff</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Supplies and Materials for parent workshops - State: Gifted and Talented Funds - \$2,191 , Resources for School Community Events - Local Funds - \$5,000, Hospitality - Title III-Bilingual/ESL - \$2,000, Hospitality - Title I Part A-Improving Basic Programs - \$2,500, Hospitality - Local Funds - \$5,000, Supplies and Materials and incentives for parent workshops - Local Funds - \$10,000, Supplies and Materials for Parent Workshops - State: Special Education Funds - \$5,338, Resources for School Community Events - Title I Part A-Improving Basic Programs - \$1,000, Resources for School Community Events - State: Compensatory Education - \$1,635, Supplies and Materials for Parent Workshops - Title I Part A-Improving Basic Programs - \$10,000, Supplies and Materials for Parent Workshops - State: Compensatory Education - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Conduct end of the year parent/community survey. Strategy's Expected Result/Impact: Increased stakeholder Parent/Family and community input into district and school decision making. Staff Responsible for Monitoring: Principal Assistant Principals Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Establish a campus-based committee to provide wrap-around services. Strategy's Expected Result/Impact: Increase attendance, student achievement, and increase the number of parents that solicits support and assistance from the school. Staff Responsible for Monitoring: Principal Counselor Support Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 Funding Sources: Provide resources for students, parents, families in need of support - Local Funds - \$10,000	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: Increase membership in our Parents Involved in Education (PIE) committee. Strategy's Expected Result/Impact: Increase in membership from previous year; increased parent satisfaction based on end of year survey Staff Responsible for Monitoring: Principal Counselor Assistant Principal Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Campus Needs Assessment was conducted during the months of August - September 2021.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Maritza Pruitt, Principal

Imelda Andre, Assistant Principal

Adriana Arce, Assistant Principal

Kenyatta Sylvester, Assistant Principal

Omar Munguia, Math/Science Instructional Coach

Lisa Ozminkowski, ELAR Instructional Coach

Guadalupe Lopez, SLAR Instructional Coach

Stephanie Hillard, Math/Science Instructional Coach

Katherine Vera, Literacy Coach

Maria Berrios, Bilingual Literacy Coach

Brandy Ward, STEM Coach

Otalia Chapa, Non-classroom professional

2.2: Regular monitoring and revision

August 2021

September 2021

Cottonwood Elementary
Generated by Plan4Learning.com

November 2021

January 2022

March 2022

May 2022

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

The CIP is available in English to the parents and community with a copy posted on the Cottonwood Elementary website. Parents and the community were informed of the availability of the CIP at the Title I Parent Information Meeting.

2.4: Opportunities for all children to meet State standards

Strategies to help students master Reading STAAR Assessments in Third to Fifth Grade.

1. Use TEKS Resource System and Implementation of Guided Reading across campus.
2. Use research-based programs and strategies such as 7 Steps to a Language Rich Classroom, Blooms questioning for all students, and Guided Reading,
3. Utilize Literacy and Instructional Reading Coaches to monitor and support classroom teachers with instructional strategies and professional growth opportunities to impact student achievement.

Strategies to help students master Math STAAR Assessments in Third to Fifth Grade.

1. Implement a Number Talks program to increase foundational skills for all students.
2. Implement problem-solving strategies for all students.
3. Use problem-solving binders and CUBES Strategy in 1st - 5th grades for all students.
4. Utilize Instructional Math Coaches to monitor and support classroom teachers with instructional strategies and professional growth opportunities to impact student achievement.

Strategies to support our students who are emergent bilinguals in increasing at least one proficiency level on TELPAS Assessment.

1. Use TEKS Resource System, Guided Reading, Read Alouds, and TELPAS Pro to enhance language acquisition.
2. Use 7 Steps to Language Rich Environment strategies and Sheltered Instruction Observation Protocol (SIOP) strategies to address the needs of emergent bilingual students.
3. Utilize Bilingual Instructional Coach and Bilingual Literacy Coach to monitor and support classroom teachers with instructional strategies and professional growth opportunities to impact student achievement for students who are emergent bilinguals.

2.5: Increased learning time and well-rounded education

Strategies to support the well-rounded education:

1. Provide programs and activities such as the STEM Lab, Robotics, and Higher Level Thinking Skills for enrichment to provide a well-rounded education.

2. Provide a well-rounded education by providing professional growth opportunities for staff.
3. Provide a structured daily schedule for each grade level and content to maximize learning time.

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

Strategies to support students that are at risk.

1. Implement a research based intervention plan for identified students in at-risk situations through our RtI program.
2. Provide additional learning opportunities before and after school for students who are at-risk.
3. Provide opportunities for parent and family engagement including family literacy nights.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Cottonwood Elementary's Parent and Family Engagement Policy is distributed in English and Spanish at the first PIE Meeting. The policy can also be located on the campus website.

3.2: Offer flexible number of parent involvement meetings

Parents are encouraged to participate in the Parents Involved in Education (PIE) Committee. They will be invited to join the committee through written communications and at our Open House and other campus events.

All parent workshops and trainings will be offered during the school day and then again after school to accommodate working parents.

Notification will be provided well in advance so that parents may plan accordingly.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Vacancy	Music	Fine Arts	1

Campus Funding Summary

Title I Part A-Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Digital Resources		\$24,923.00
1	1	1	Professional Development		\$1,500.00
1	1	2	Intervention materials		\$2,000.00
1	1	5	Salary		\$78,388.00
1	3	2	Intervention Materials		\$11,200.00
1	6	1	Science Consumable and Non Consumable Items		\$15,000.00
2	1	1	Fees, materials, travel associated with professional development		\$6,400.00
3	1	2	Hospitality		\$2,500.00
3	1	2	Resources for School Community Events		\$1,000.00
3	1	2	Supplies and Materials for Parent Workshops		\$10,000.00
Sub-Total					\$152,911.00
Budgeted Fund Source Amount					\$152,911.00
+/- Difference					\$0.00
Title III-Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Classroom Libraries and bookshelves for Dual Language Class		\$15,000.00
1	1	2	Intervention Materials		\$10,000.00
1	4	1	Supplies, materials, resources for students who are emergent bilingual		\$7,177.00
1	4	1	Materials for students practice recording listening and speaking skills.		\$2,000.00
1	4	2	Headphones/microphones for each class.		\$2,000.00
3	1	2	Hospitality		\$2,000.00
Sub-Total					\$38,177.00
Budgeted Fund Source Amount					\$38,177.00
+/- Difference					\$0.00

State: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Intervention materials		\$2,000.00
1	3	2	STAAR Test Preparation Materials		\$30,000.00
1	4	1	Materials for students practice recording listening and speaking skills.		\$14,000.00
1	6	1	Science Consumable and Non Consumable Items		\$15,000.00
2	1	1	Fees, materials, travel associated with professional development		\$5,558.00
3	1	2	Resources for School Community Events		\$1,635.00
3	1	2	Supplies and Materials for Parent Workshops		\$5,000.00
Sub-Total					\$73,193.00
Budgeted Fund Source Amount					\$73,193.00
+/- Difference					\$0.00
Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Data Tracking Materials and student incentives		\$7,500.00
1	2	2	Student Incentives to encourage reading		\$0.00
1	3	1	Math materials		\$10,000.00
1	3	2	Intervention Materials		\$20,000.00
1	3	2	Furniture that will facilitate center activities and small group instruction and flexible seating to address various learning styles		\$15,031.00
1	4	2	Headphones/microphones for each class.		\$4,000.00
1	5	1	Materials for career day		\$5,000.00
1	5	2	Supplies and materials for workshops, incentives for attendance, hospitality		\$5,000.00
1	6	1	Science Consumable and Non Consumable Items		\$15,000.00
2	1	2	Job Fair Materials and travel expenses		\$5,000.00
3	1	1	Supplies needed to publicize events		\$5,000.00
3	1	2	Resources for School Community Events		\$5,000.00
3	1	2	Hospitality		\$5,000.00
3	1	2	Supplies and Materials and incentives for parent workshops		\$10,000.00
3	1	4	Provide resources for students, parents, families in need of support		\$10,000.00
Sub-Total					\$121,531.00

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$121,531.00
+/- Difference					\$0.00
State: Bilingual/ESL Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Fees associated to Professional Development		\$33,841.00
Sub-Total					\$33,841.00
Budgeted Fund Source Amount					\$33,841.00
+/- Difference					\$0.00
State: Gifted and Talented Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Supplies and Materials for parent workshops		\$2,191.00
Sub-Total					\$2,191.00
Budgeted Fund Source Amount					\$2,191.00
+/- Difference					\$0.00
State: Special Education Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Supplies and Materials for Parent Workshops		\$5,338.00
Sub-Total					\$5,338.00
Budgeted Fund Source Amount					\$5,338.00
+/- Difference					\$0.00
Early Education Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Classroom libraries, manipulatives,Resources specific to foundational skills		\$65,551.00
1	1	2	Intervention Materials		\$75,000.00
1	1	3	Supplies and materials for to implement strategies learned in PD,Materials for make and take workshops, resource books for professional development		\$75,000.00
1	2	2	Items that will encourage students to read		\$50,000.00
Sub-Total					\$265,551.00
Budgeted Fund Source Amount					\$265,551.00

Early Education Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				+/- Difference	\$0.00
				Grand Total	\$692,733.00

Addendums