

Carrollton-Farmers Branch Independent School District

Rainwater Elementary

2022-2023 Campus Improvement Plan



Mission Statement

The Mission of CFBISD, a diverse community of global learners, is to empower scholars to acquire life-long knowledge, skills, and values that prepare them to compete in the world marketplace while contributing to their community.

Vision

CFBISD will be an exceptional learning community where all graduates impact and excel in a complex, interconnected, and ever-changing world.

Value Statement

CFBISD BELIEVES IN...

- Excellence in ALL learning opportunities
- Respecting differences by embracing diversity
- A growth mindset for students, faculty, and staff
- Ongoing partnerships with the community
- Support and love of the whole student

Motto

High Expectations for ALL

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Comprehensive Needs Assessment

Revised/Approved: April 6, 2022

Demographics

Demographics Summary

Rainwater Elementary is a 27-year-old, K-5th grade Title 1 campus in Carrollton Farmers Branch ISD located in Carrollton, TX. Carrollton, an established suburb centrally located in the DFW metroplex, is a diverse community and residents report that it is a great place to live and raise a family. Rainwater Elementary is a neighborhood school that is located on the edge of the town. Due to the location in the neighborhood, the majority of students live close enough to walk to school. Additionally, CFB offers school choice, which contributes to the enrollment of out-of-district students. Throughout the years, student enrollment at Rainwater Elementary has held an average of 354 students. With new growth in the area, open enrollment options, and the fact that the campus is a STEM academy, the campus has plenty of room for growth. Rainwater celebrates the diversity of its students and staff. The African American (20.5%), Hispanic (33.7%), White (25.4%), Asian (12.1%), and Two or More Races (7.8%) student populations are what make the school very diverse.

The last published mobility rate of 13.4% for Rainwater Elementary is slightly below the state average of 13.8%. Attendance rates were high at the end of the year, in spite of COVID and the transitions with remote learning. Attendance rates have traditionally been high. At 98.5%, the attendance rate is higher than the district percentage of 97.8%. Additionally, chronic absenteeism decreased from 7.2% to 3.3%. The campus accredits this achievement to open communication, partnerships with parents, and a focus on high achievement for each student. Rainwater Elementary serves 11.8% Emergent Bilinguals (EBs), 15% Gifted and Talented, and 18.2% Special Education. Additionally, 50.4% are economically disadvantaged and 45% are identified as at risk.

In recent years the school became a STEM academy offering an additional enrichment class while also incorporating a STEM curriculum into core classrooms. The school is currently undergoing Bond renovations to add on to the prior renovations in recent years. This will enhance the STEM program throughout the campus.

Rainwater Elementary employs highly motivated, trained and talented staff. Teachers are provided meaningful professional development and strong mentorship for new teachers. According to the TAPR report, 72.6% of the staff has 6 or more years of experience. This year the campus recently acquired a full-time Assistant Principal and additional support staff.

Demographics Strengths

1. Many families choose to enroll in our school because it is a STEM academy that offers many enrichment opportunities and clubs.
2. Many teachers choose to continue teaching at the campus because of the supportive and collaborative environment.
3. The attendance rate at Rainwater Elementary was higher than the district average.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Staff demographics do not coincide with that of our students. **Root Cause:** Constantly changing demographics of students and also highly qualified staff.

Problem Statement 2 (Prioritized): Data show that staff has a variety of academic levels in the classroom and struggle to meet their needs academically: Special Education 18.2%, Gifted and Talented 15%, and Emergent Bilinguals 11.8%. It is hard to meet the many needs of our students. **Root Cause:** A possible causes include the campus staffing, available resources, campus scheduling/time, and the lack of state funding.

Problem Statement 3 (Prioritized): Our enrollment numbers are not as high as in previous years. **Root Cause:** The neighborhoods around Rainwater are older neighborhoods and the housing market result in less students attending elementary schools. Additionally, there are not many apartment complexes that feed into our campus.

Student Learning

Student Learning Summary

Data dialogues in weekly PLCs with the goal to improve Tier 1 and Tier 2 instruction were conducted throughout the year. Various forms of data were used for small group instruction, intervention, and goal setting for students and campus-wide goals.

After reviewing various students' achievement data points such as MAP, CIP, TAPR, Reading Levels, District Common Formative Assessments, and teacher information, the CNA committee was able to identify current strengths and needs in our student achievement.

Reading MAP Data 2021-2022

Grade Level	Did Not Meet Growth	Met Growth
K	20%	80%
1	26%	74%
2	31%	59%
3	50%	50%
4	48%	52%
5	30%	70%
Campus	37%	63%

Math MAP 2021-2022

Grade Level	Did Not Meet Growth	Met Growth
K	33%	67%
1	21%	79%
2	42%	58%
3	34%	66%
4	36%	64%
5	38%	62%
Campus	34%	66%

STAAR Reading Preliminary

May 2022 STAAR Grade 3 Reading Preliminary					
	Total Students	Scale Score	Approaches	Meets	Masters
Rainwater Elementary	55	1483	83.64%	54.55%	32.73%
Economic Disadvantage	26	1448	73.08%	53.85%	26.92%

May 2022 STAAR Grade 3 Reading Preliminary					
Asian	7	1530	100%	71.43%	42.86%
Black/African American	7	1424	42.86%	42.86%	42.86%
Hispanic	23	1490	91.30%	60.87%	26.09%
Two or More Races	3	1503	100%	33.33%	33.33%
White	15	1476	80%	46.67%	33.33%
Currently Emergent Bilingual	10	1420	90%	40%	0%
Special Ed Indicator	20	1421	65%	35%	20%

May 2022 STAAR Grade 4 Reading Preliminary					
	Total Students	Scale Score	Approaches	Meets	Masters
Rainwater Elementary	52	1554	84.62%	59.62%	28.85%
Economic Disadvantage	26	1513	73.08%	50%	15.38%
Asian	10	1490	80%	50%	0%
Black/African American	10	1524	80%	50%	30%
Hispanic	16	1578	87.50%	56.25%	37.50%
Two or More Races	7	1547	85.71%	71.43%	14.29%
White	9	1623	88.89%	77.78%	55.56%
Currently Emergent Bilingual	11	1508	81.82%	54.55%	9.09%
Special Ed Indicator	12	1471	58.33%	41.67%	8.33%

May 2022 STAAR Grade 5 Reading Preliminary					
	Total Students	Scale Score	Approaches	Meets	Masters
Rainwater Elementary	47	1594	72.34%	55.32%	34.04%
Economic Disadvantage	23	1556	69.57%	47.83%	21.74%
Asian	4	1542	50%	50%	50%
Black/African American	17	1537	52.94%	35.29%	23.53%
Hispanic	11	1610	90.91%	72.73%	27.27%
Two or More Races	4	1577	100%	50%	0%
White	11	1691	81.82%	72.73%	63.64%
Currently Emergent Bilingual	5	1489	40%	40%	20%
Special Ed Indicator	16	1503	43.75%	31.25%	12.50%

STAAR Math Preliminary

May 2022 STAAR Grade 3 Mathematics Preliminary					
	Total Students	Scale Score	Approaches	Meets	Masters
Rainwater Elementary	55	1445	70.91%	41.82%	18.18%
Economic Disadvantage	26	1392	61.54%	30.77%	11.54%
Asian	7	1521	100%	71.43%	28.57%
Black/African American	7	1305	28.57%	14.29%	0%
Hispanic	23	1451	73.91%	43.48%	17.39%
Two or More Races	3	1500	66.67%	33.33%	33.33%
White	15	1455	73.33%	40%	20%
Currently Emergent Bilingual	10	1375	70%	20%	0%
Special Ed Indicator	20	1388	55%	30%	15%

May 2022 STAAR Grade 4 Mathematics Preliminary					
	Total Students	Scale Score	Approaches	Meets	Masters
Rainwater Elementary	52	1560	76.92%	50%	23.08%
Economic Disadvantage	26	1518	73.08%	46.15%	19.23%
Asian	10	1561	80%	60%	20%
Black/African American	10	1512	70%	40%	20%
Hispanic	16	1561	87.50%	43.75%	12.50%
Two or More Races	7	1542	71.43%	57.14%	14.29%
White	9	1628	66.67%	55.56%	55.56%
Currently Emergent Bilingual	11	1536	81.82%	45.45%	9.09%
Special Ed Indicator	12	1423	41.67%	16.67%	0%

May 2022 STAAR Grade 5 Mathematics Preliminary					
	Total Students	Scale Score	Approaches	Meets	Masters
Rainwater Elementary	47	1597	68.09%	40.43%	23.40%
Economic Disadvantage	23	1558	56.52%	30.43%	21.74%
Asian	4	1618	50%	50%	50%
Black/African American	17	1514	41.18%	35.29%	5.88%
Hispanic	11	1649	100%	27.27%	18.18%
Two or More Races	4	1646	100%	50%	50%
White	11	1651	72.73%	54.55%	36.36%
Currently Emergent Bilingual	5	1606	60%	20%	20%
Special Ed Indicator	16	1471	37.50%	6.25%	0%

STAAR Science Preliminary

May 2022 STAAR Grade 5 Science Preliminary					
	Total Students	Scale Score	Approaches	Meets	Masters
Rainwater Elementary	47	3801	55.32%	40.43%	17.02%
Economic Disadvantage	23	3652	39.13%	26.09%	13.04%
Asian	4	3871	50%	50%	25%
Black/African American	17	3457	29.41%	29.41%	0%
Hispanic	11	3926	72.73%	27.27%	18.18%
Two or More Races	4	3902	75%	50%	25%
White	11	4147	72.73%	63.64%	36.36%
Currently Emergent Bilingual	5	3642	60%	20%	20%
Special Ed Indicator	16	3370	18.75%	12.50%	6.25%

TELPAS

TELPAS									
	Total Students	Yearly Progress Indicator				TELPAS Composite Rating			
		Lower/Same Level	1 Level Higher	2 Levels Higher	3 Levels Higher	Beginning	Intermediate	Advanced	Advanced High
Kinder	10	%	%	%	%	10%	60%	30%	0%
1st	11	33.33%	55.56%	11.11%	0%	9.09%	27.27%	27.27%	36.36%
2nd	5	100%	0%	0%	0%	0%	60%	40%	0%
3rd	10	33.33%	66.67%	0%	0%	0%	10%	90%	0%
4th	11	71.43%	28.57%	0%	0%	9.09%	9.09%	63.64%	18.18%
5th	5	100%	0%	0%	0%	40%	20%	40%	0%

- The highest percentage of students earning a Beginning score was in 5th grade for the 2021-2022 school year. Of the 5 students, three were new to Rainwater, two were new to the country and one was in their second year in US schools.
- 80% of tested 3rd graders and 72% of tested 4th graders earned Advanced High in Listening.
- 100% of tested 2nd grade students earned Intermediate in Speaking.
- 70% of tested 3rd graders earned Advanced in Reading
- In 3rd grade, 67% of the student grew one level in the yearly progress indicator
- 21-22 Preliminary STAAR scores correlate with 21-22 TELPAS scores.

Student Learning Strengths

- In all grade levels in math, students are showing growth on STAAR.
- Previous focus on the Asian sub-population and those students appear to score as well as peers in Reading and Math STAAR.
- Emergent Bilinguals are showing growth in Math STAAR in all grade levels.
- 55% of white students are in Mastery level for STAAR in 3rd grade, 37% Asian, and 28% Emergent Bilingual.
- 4th grade 33% Asian, 27% White, and 25% of Two or more races subpopulation scored at Mastery in STAAR in math.
- 5th grade STAAR math 71% Asian, 40% Whites, 50% two or more races, 28% Eco Dis, overall at 8% Mastery.
- 5th grade Reading STAAR 50% African Americans at Mastery in Reading Staar.
- 5th grade at 37% Mastery in Reading STAAR.
- 3rd reading Mastery 33% White, 25% African American sub population.
- Current reading levels:
 - First 58% Meets/Masters
 - Second 51%Meets/Masters (above district average)
 - Third 55% Meets/Masters (above district average)
 - Fourth 66% Meets/Masters (above district average)
 - Fifth 37% Meets/Masters
- K-2 met yearly projected targets on the midyear CIP based on the winter MAP data.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): According to MAP Data, students are struggling to meet the CIP created goals of approaching 3rd-5th grade Reading, while the Meets and Masters groups are meeting their CIP goals. **Root Cause:** Students are missing Tier one instruction due to the number of pull-out programs including Special education, second language support, and dyslexia intervention.

Problem Statement 2 (Prioritized): Based on 2022 Winter MAP data, certain subpops, including Economically Disadvantaged, Hispanic, Emergent Bilingual (EB) and Special Education students are not performing at as high levels as their peers in Reading and Math. **Root Cause:** Students are missing Tier 1 instruction due to the number of pull out programs including Special Education, second language support, and dyslexia intervention.

Problem Statement 3 (Prioritized): Data show that staff has a variety of academic levels in the classroom and struggle to meet their needs academically: Special Education 18.2%, Gifted and Talented 15%, and Emergent Bilinguals 11.8%. It is hard to meet the many needs of our students. **Root Cause:** A possible caues include the campus staffing, available resources, campus scheduling/time, and the lack of state funding.

Problem Statement 4 (Prioritized): Only 29% percent of 4th grade students labeled Economically Disadvantaged approached grade level on STAAR Reading STAAR. None of the Rainwater Elementary
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students earned Masters. **Root Cause:** Staff would benefit from guided reading training in the upper grades to help struggling readers.

Problem Statement 5 (Prioritized): For 4th grade reading, none of our students in the Hispanic subpop earned meets/masters in Reading STAAR in 2019. **Root Cause:** The campus has lacked refresher training focused on ESL strategies, talk moves and accountable talk.

Problem Statement 6 (Prioritized): Staff demographics do not coincide with that of our students. **Root Cause:** Constantly changing demographics of students and also highly qualified staff.

School Processes & Programs

School Processes & Programs Summary

In the 2021-2022 school year, an Upbeat Campus-Based Survey was given to all staff to assess the campus process and programs. Survey results identified one main school-wide process needing improvement: Collaboration

For the 2021-2022 school year, the campus chose to focus on PLT (Planned Learning Time) to implement better common formative assessments and how to conduct an effective assessment analysis of the campus data. During the Summer of 2021, staff attended PLC and DDI training to create a guiding coalition focusing on the importance of data dialogues and essential standards to create effective common assessments. PLTs meet weekly according to the content area.

Additional information from the Upbeat Campus Survey includes:

- Teachers feel that a high-quality curriculum is not readily available.
- Twenty-two percent of teachers do not feel that they have a trusting relationship with their colleagues.

According to the 2020-2021 TAPR:

- Zero teachers had less than one year of experience.
- 7 teachers with 1 to 5 years experience.
- 7 teachers with 6-10 years of experience.
- 8.5 teachers with 11-20 years of experience.
- 3 teachers with over 20 years of experience.
- 19 teachers hold a Bachelor's Degree.
- 6.5 teachers with a Master's Degree.

According to the master schedule, teachers receive 55 minutes of planning time per day. Tutorials occur after school twice a week for an hour as well as extracurricular club opportunities. Thirty minutes of RtI time is built into the classroom's daily schedule.

School Processes & Programs Strengths

- Teachers have influence over the hiring of professional staff.
- Students attend STEM classes for 55 minutes as well as STEM lessons and activities are integrated into other curriculum areas.
- Devices are provided at a 1:1 ratio for each classroom K-5.

- Campus procedures for the transition from elementary to middle school include counselor visits to discuss course selections, presentation of expectations, and a field trip to the middle school to learn about the transitioning process to middle school.
- Guidance lessons are taught by the counselor twice a month.
- SEL and Restorative Practices are implemented in classrooms.
- ESL small group support is available.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): According to the Upbeat Survey, 22% of teachers feel that they cannot trust other staff members. **Root Cause:** Teachers lesson plan and teach in isolation.

Problem Statement 2 (Prioritized): According to the Upbeat Survey, teachers feel they do not have access to high quality, rigorous curriculum to support struggling learners. **Root Cause:** Lack of RtI programs that successfully meet the needs of campus student populations.

Problem Statement 3 (Prioritized): Staff demographics do not coincide with that of our students. **Root Cause:** Constantly changing demographics of students and also highly qualified staff.

Perceptions

Perceptions Summary

At Rainwater Elementary, the staff recognizes the importance of students' attendance. In looking at the data, attendance rates between the different race/ethnicity groups are similar. All fall within the range of 97.8 and 99.2, with the lowest belonging to Special Education students and the highest attendance rates belonging to students of two or more races.

Attendance rates have improved between 2018-2019 and 2019-2020. In particular, chronic absenteeism went from 7.2% overall to 3.3% overall with our African American population improving from 11.1% chronic absenteeism to just 1.3%.

During the annual review of discipline records, it was found that during the school year 2021-2022 so far, 114 behavior incidents were reported. Four of these resulted in ISS. 103 of these incidents involved male students, while 11 incidents involved females. The breakdown of student groups is White(36%), African American(24%), Hispanic(23%), 2 or more (14%), and Asian(2%). The Rainwater population is as follows: African American (20.5%), Hispanic (33.7%), White (25.4%), Asian (12.1%), and Two or More Races (7.8%). This indicates that a higher percentage of White students are receiving discipline referrals.

Conflicts are reduced through restorative practices as well as daily morning meetings with homeroom classes, and bi-monthly counseling classes. In the fall Panorama survey, 69% of students in grades 3-5 reported that their class had a positive classroom climate. 73% of students report feeling overall positive energy in their classes and 81% of students report that their classroom rules are fair. 48% of students in grades 3-5 report that working with other classmates helps their learning.

On the annual Upbeat Survey, the staff at Rainwater report positively on parent communication at 97%. Principal/teacher trust is also 97% positive, Instructional Leadership is 100% positive, Recruitment 95%, Student Engagement 91%, Equity 99%, and Inclusion 96%.

20% of teachers feel negative about professional development with 26% of staff feeling that professional development does not help them improve their teaching, and 31% reporting professional development is not a good use of their time.

35% of teachers report a workload that is too heavy and 39% report dissatisfaction with compensation.

Perceptions Strengths

- Staff members feel supported by the campus principal and trust between administrators and staff is high.
- Staff reports that equity among staff members at Rainwater is positive.
- Parent/Teacher communication is positive according to staff.
- Attendance rates have improved. Chronic absenteeism went from 7.2% overall to 3.3% overall with the African American population improving from 11.1% chronic absenteeism to just 1.3%.
- 73% of students report feeling overall positive energy in their classes and 81% of students report that their classroom rules are fair.
- Teachers report positive self-efficacy and feel confident in their role as a teacher.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Based on the 2021 Panorama survey, only 48% of students in grades 3-5 report that working with other classmates helps their learning. **Root Cause:** There is not enough class time for social-emotional development and interaction between students to teach positive collaboration, especially in the upper grades as academic rigor increases.

Problem Statement 2 (Prioritized): A disproportionate amount of male students receive discipline referrals. **Root Cause:** We lack male role-models on campus and students do not have opportunities make positive connections with older peers.

Problem Statement 3 (Prioritized): According to the 2022 Upbeat survey 20% of teachers feel negative about professional development. **Root Cause:** Professional development is recycled and repeated for veteran teachers instead of extended/varied to meet teachers' needs.

Problem Statement 4 (Prioritized): Data is not available concerning parents and their feelings about Rainwater. **Root Cause:** The lack of parent surveys both school-wide and post school events to gather feedback and increase community involvement.

Problem Statement 5 (Prioritized): Community feedback provided to the campus administration includes concerns about safety and security during the school day including visitors, parent lunches, and grade-level events. **Root Cause:** Media and current events cause parents to become concerned about the school building and campus systems.

Problem Statement 6 (Prioritized): Staff demographics do not coincide with that of our students. **Root Cause:** Constantly changing demographics of students and also highly qualified staff.

Priority Problem Statements

Problem Statement 9: Staff demographics do not coincide with that of our students.

Root Cause 9: Constantly changing demographics of students and also highly qualified staff.

Problem Statement 9 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 1: According to MAP Data, students are struggling to meet the CIP created goals of approaching 3rd-5th grade Reading, while the Meets and Masters groups are meeting their CIP goals.

Root Cause 1: Students are missing Tier one instruction due to the number of pull-out programs including Special education, second language support, and dyslexia intervention.

Problem Statement 1 Areas: Student Learning

Problem Statement 3: According to the Upbeat Survey, 22% of teachers feel that they cannot trust other staff members.

Root Cause 3: Teachers lesson plan and teach in isolation.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 5: Based on the 2021 Panorama survey, only 48% of students in grades 3-5 report that working with other classmates helps their learning.

Root Cause 5: There is not enough class time for social-emotional development and interaction between students to teach positive collaboration, especially in the upper grades as academic rigor increases.

Problem Statement 5 Areas: Perceptions

Problem Statement 13: Data show that staff has a variety of academic levels in the classroom and struggle to meet their needs academically: Special Education 18.2%, Gifted and Talented 15%, and Emergent Bilinguals 11.8%. It is hard to meet the many needs of our students.

Root Cause 13: A possible causes include the campus staffing, available resources, campus scheduling/time, and the lack of state funding.

Problem Statement 13 Areas: Demographics - Student Learning

Problem Statement 2: Based on 2022 Winter MAP data, certain subpops, including Economically Disadvantaged, Hispanic, Emergent Bilingual (EB) and Special Education students are not performing at as high levels as their peers in Reading and Math.

Root Cause 2: Students are missing Tier 1 instruction due to the number of pull out programs including Special Education, second language support, and dyslexia intervention.

Problem Statement 2 Areas: Student Learning

Problem Statement 4: According to the Upbeat Survey, teachers feel they do not have access to high quality, rigorous curriculum to support struggling learners.

Root Cause 4: Lack of RtI programs that successfully meet the needs of campus student populations.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 6: A disproportionate amount of male students receive discipline referrals.

Root Cause 6: We lack male role-models on campus and students do not have opportunities make positive connections with older peers.

Problem Statement 6 Areas: Perceptions

Problem Statement 12: Our enrollment numbers are not as high as in previous years.

Root Cause 12: The neighborhoods around Rainwater are older neighborhoods and the housing market result in less students attending elementary schools. Additionally, there are not many apartment complexes that feed into our campus.

Problem Statement 12 Areas: Demographics

Problem Statement 7: According to the 2022 Upbeat survey 20% of teachers feel negative about professional development.

Root Cause 7: Professional development is recycled and repeated for veteran teachers instead of extended/varied to meet teachers' needs.

Problem Statement 7 Areas: Perceptions

Problem Statement 10: Only 29% percent of 4th grade students labeled Economically Disadvantaged approached grade level on STAAR Reading STAAR. None of the students earned Masters.

Root Cause 10: Staff would benefit from guided reading training in the upper grades to help struggling readers.

Problem Statement 10 Areas: Student Learning

Problem Statement 8: Data is not available concerning parents and their feelings about Rainwater.

Root Cause 8: The lack of parent surveys both school-wide and post school events to gather feedback and increase community involvement.

Problem Statement 8 Areas: Perceptions

Problem Statement 11: For 4th grade reading, none of our students in the Hispanic subpop earned meets/masters in Reading STAAR in 2019.

Root Cause 11: The campus has lacked refresher training focused on ESL strategies, talk moves and accountable talk.

Problem Statement 11 Areas: Student Learning

Problem Statement 14: Community feedback provided to the campus administration includes concerns about safety and security during the school day including visitors, parent lunches, and grade-level events.

Root Cause 14: Media and current events cause parents to become concerned about the school building and campus systems.

Problem Statement 14 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Guiding Objectives

Revised/Approved: August 4, 2022





Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By the end of the 2022-2023 school year, Rainwater's Emergent Bilingual students in Kinder through second grade will close the Achievement Gap in Reading by 6%.

HB3 Guiding Objective

Evaluation Data Sources: MAP, ISIP reports, reading levels

Strategy 1 Details	Reviews			
<p>Strategy 1: Create instructional action plans and fluid RTI groups based on data. RTI instruction will be intentionally planned based on specific needs of the students in each grade level.</p> <p>Strategy's Expected Result/Impact: All learners will make improvements in areas of weakness or receive enrichment in areas where they are successful.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: PLC Time; Data from Pre/Post Assessments; Data Wall; Instructional Coaches - 199 General Budget - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement strategies learned in Science of Teaching Reading to explicitly teach reading instruction.</p> <p>Strategy's Expected Result/Impact: Students will make expected or accelerated growth in reading evaluated by the Progress Monitoring Chart completed every three weeks.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Progress Monitoring Chart; PLC time; Instructional Coaches; Professional Development (Reading Academy for K-3 Teachers); Routine phonics program - 199 General Budget - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Intentionally plan for EBs by implementing the English Language Proficiency Standards and linguistic accommodations across subject areas. Interventions for Emergent Bilinguals will be provided based on need during RTI for reading and writing.</p> <p>Strategy's Expected Result/Impact: Increased performance of EB students evident in reading levels, MAP data and monthly ISIP scores.</p> <p>Staff Responsible for Monitoring: TELPAS Coordinator</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Imagine Learning; ELPS;ESL Assistant; Staff Development from Director of Bilingual Education - 211 Title I - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Implement campus wide Accountable Talk daily in all content areas as monitored by weekly walk-through form.</p> <p>Strategy's Expected Result/Impact: Increase student discourse throughout the instructional day resulting in increase in student achievement for all subject areas.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 5</p> <p>Funding Sources: Book: Intentional Talk and Classroom Discussions; Semester PD;Instructional Coaches - 211 Title I - \$400</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1 Problem Statements:

Student Learning
<p>Problem Statement 2: Based on 2022 Winter MAP data, certain subpops, including Economically Disadvantaged, Hispanic, Emergent Bilingual (EB) and Special Education students are not performing at as high levels as their peers in Reading and Math. Root Cause: Students are missing Tier 1 instruction due to the number of pull out programs including Special Education, second language support, and dyslexia intervention.</p> <p>Problem Statement 5: For 4th grade reading, none of our students in the Hispanic subpop earned meets/masters in Reading STAAR in 2019. Root Cause: The campus has lacked refresher training focused on ESL strategies, talk moves and accountable talk.</p>





Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: On the 2022-2023 Reading STAAR, at least 65% of 3rd-5th grade students will receive a score of "Meets" or higher on Reading STAAR.

HB3 Guiding Objective

Evaluation Data Sources: STAAR data, TAPR Report, MAP, ISIP, Reading Levels

Strategy 1 Details	Reviews			
<p>Strategy 1: Teach students to set and track individual assessment goals with the support of the teacher. Students below grade level will set a reasonable but accelerated growth goal.</p> <p>Strategy's Expected Result/Impact: Increased student performance on assessments and overall understanding of grade level essential standards.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Goal Setting PD; MAP training; Data Wall; Istation PD; Goal Celebration parties - 199 General Budget - \$500</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Disaggregate assessment data during PLCsto determine strengths and weaknesses in instruction and student understanding.</p> <p>Strategy's Expected Result/Impact: Increased student understanding and performance on individual assessments along with improved Tier 1 instruction.</p> <p>Staff Responsible for Monitoring: Instructional Coaches</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Pre/Post Assessment data; Data Wall; PLC time; Instructional Coaches; MTSS training - 199 General Budget - \$0, Instructional Coaches - 211 Title I - \$34,066</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Employ ESSER teachers to work with at-risk students, providing additional support in reading and math in all grade levels.</p> <p>Strategy's Expected Result/Impact: Improved academic performance for students receiving additional small group support beyond Tier 1 instruction.</p> <p>Staff Responsible for Monitoring: Administration, SNAP team, ESSER teachers</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: 2 ESSER Teachers - ESSER, LLI Kits; Bridges math intervention; Blast Off phonics program; Data walls - 211 Title I - \$250</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Use Small Group Title 1 Interventionist to work 4 days a week with struggling students to meet grade-level standards in reading.</p> <p>Strategy's Expected Result/Impact: Greater than 70% of students will meet or exceed their expected growth on reading MAP.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 6 - School Processes & Programs 3 - Perceptions 6</p> <p>Funding Sources: Title 1 Tutor/Small Group - 211 Title I - \$12,654</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Host STAAR Bootcamp for 3rd - 5th grade students during the Spring semester to increase the number of students who earn Meets and Masters on district and state assessments.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in both reading and math.</p> <p>Staff Responsible for Monitoring: Teachers, Principal</p> <p>Funding Sources: Instructional materials; student incentives; Off contract teacher pay - 211 Title I - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2 Problem Statements:

Demographics

Problem Statement 1: Staff demographics do not coincide with that of our students. **Root Cause:** Constantly changing demographics of students and also highly qualified staff.

Student Learning

Problem Statement 1: According to MAP Data, students are struggling to meet the CIP created goals of approaching 3rd-5th grade Reading, while the Meets and Masters groups are meeting their CIP goals. **Root Cause:** Students are missing Tier one instruction due to the number of pull-out programs including Special education, second language support, and dyslexia intervention.

Problem Statement 6: Staff demographics do not coincide with that of our students. **Root Cause:** Constantly changing demographics of students and also highly qualified staff.

School Processes & Programs

Problem Statement 3: Staff demographics do not coincide with that of our students. **Root Cause:** Constantly changing demographics of students and also highly qualified staff.

Perceptions





Problem Statement 6: Staff demographics do not coincide with that of our students. **Root Cause:** Constantly changing demographics of students and also highly qualified staff.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: On the 2022-2023 Math STAAR, at least 55% of 3rd-5th grade students will receive a score of "Meets" or higher on Math STAAR.

Evaluation Data Sources: STAAR, MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: Teach students to set and track individual assessment goals with the support of the teacher. Students below grade level will set a reasonable but accelerated growth goal.</p> <p>Strategy's Expected Result/Impact: Increased student performance on assessments and overall understanding of grade level essential standards.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administrators</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Goal Setting PD; MAP training; Data Wall; Istation PD; Goal Celebration parties - 199 General Budget - \$500</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Disaggregate assessment data during PLCs to determine strengths and weaknesses in instruction and student understanding.</p> <p>Strategy's Expected Result/Impact: Increased student understanding and performance on individual assessments along with improved Tier 1 instruction.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Teachers, Principal</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Pre/Post Assessment data; Data Wall; PLC time; Instructional Coaches; MTSS training - 199 General Budget - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Employ ESSER teachers to work with at-risk students, providing additional support in reading and math in all grade levels.</p> <p>Strategy's Expected Result/Impact: Improved academic performance for students receiving additional small group support beyond Tier 1 instruction.</p> <p>Staff Responsible for Monitoring: Administration, SNAP team, ESSER teachers</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: 2 ESSER Teachers - ESSER, LLI Kits; Bridges math intervention; Blast Off phonics program; Data walls - 211 Title I - \$250</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Host STAAR Bootcamp for 3rd - 5th grade students during the Spring semester to increase the number of students who earn Meets and Masters on district and state assessments.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in both reading and math.</p> <p>Staff Responsible for Monitoring: Teachers, Principal</p> <p>Funding Sources: Instructional materials; student incentives; Off contract teacher pay - 211 Title I - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3 Problem Statements:





Student Learning
<p>Problem Statement 1: According to MAP Data, students are struggling to meet the CIP created goals of approaching 3rd-5th grade Reading, while the Meets and Masters groups are meeting their CIP goals. Root Cause: Students are missing Tier one instruction due to the number of pull-out programs including Special education, second language support, and dyslexia intervention.</p>

Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

Goal 1: For the 2022-2023 school year, Rainwater will complete 100% of the required security and safety drills established by the district.

Evaluation Data Sources: Drill data; Informal feedback; Discipline and Safety committee

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish a Discipline and Safety committee that will meet once every nine weeks to evaluate existing campus safety drills and practices. The committee will discuss concerns and present possible solutions regarding safety drills during the scheduled quarterly meeting.</p> <p>Strategy's Expected Result/Impact: More efficient drills with less anxiety from staff and students as evident by the drill time and also Upbeat survey; Improve response time to ensure the safety of students so they know what to do and where to go in case of an emergency.</p> <p>Staff Responsible for Monitoring: Principal, Discipline and Safety Committee</p> <p>Problem Statements: Perceptions 5</p> <p>Funding Sources: Campus SRO; Safety and Security Training; Drill Information - 199 General Budget - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Schedule all drills on the Rainwater Master calendar for the year.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of staff who respond favorably in the Upbeat survey about working at a safe campus.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Drill Schedule; Drill Information - 199 General Budget - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Attend the Standard Response Protocol Training at the beginning of the 2022-2023 school year.</p> <p>Strategy's Expected Result/Impact: Increased staff awareness about the safety and security of the campus.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Problem Statements: Perceptions 5</p> <p>Funding Sources: Campus SRO - 199 General Budget - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Schedule weekly walks on the campus outlook calendar with the school secretary. Strategy's Expected Result/Impact: Increase in building maintenance and evaluate school safety. Staff Responsible for Monitoring: Principal, Secretary, Head Custodian</p> <p>Problem Statements: Perceptions 5 Funding Sources: Rainwater Outlook Calendar; District maintenance - 199 General Budget - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Review staff feedback regarding maintenance and safety concerns as documented using a campus google form. Strategy's Expected Result/Impact: More efficient system to report concerns from all staff regarding maintenance and safety. This system will keep both the principal and the secretary in the know about needed items and can ensure they are completed in a timely manner. Staff Responsible for Monitoring: Principal, Secretary</p> <p>Funding Sources: Campus google form - 199 General Budget - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 1 Problem Statements:

Perceptions
<p>Problem Statement 5: Community feedback provided to the campus administration includes concerns about safety and security during the school day including visitors, parent lunches, and grade-level events. Root Cause: Media and current events cause parents to become concerned about the school building and campus systems.</p>

Guiding Objective 3: Optimize Community Engagement

Goal 1: By May 2023, Rainwater will increase the attendance at Parent Events by 10%.

Evaluation Data Sources: Sign-in sheets from all events

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide positive experiences for students and families for all school sponsored activities. Activities may include, Parent Conferences, Chili Cook-off, STEM Night, Open House, Taste of Rainwater, Book Fair, Wellness Night, Coffee with the Principal, Grandparents' Lunch, Family Breakfast events, and class parties.</p> <p>Strategy's Expected Result/Impact: Increase community involvement and positive experiences.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>Problem Statements: Perceptions 4</p> <p>Funding Sources: Books and Activities for Home Learning - 211 Title I - \$2,500</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Promote school activities monthly through a variety of social media including Parent Newsletters, Parent Square, Twitter, Facebook, School Marquee, and Instagram.</p> <p>Strategy's Expected Result/Impact: Increase involvement and positive experiences.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Perceptions 4</p> <p>Funding Sources: SMORE; Social Media accounts - 199 General Budget - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Share a parent survey with families once a semester regarding campus events and principal communication. Feedback from the survey will be shared with the campus leadership team and action steps will be outlined and implemented.</p> <p>Strategy's Expected Result/Impact: Increased involvement and positive experience.</p> <p>Staff Responsible for Monitoring: Administration, Leadership Team</p> <p>Problem Statements: Perceptions 4</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1 Problem Statements:





Perceptions

Problem Statement 4: Data is not available concerning parents and their feelings about Rainwater. **Root Cause:** The lack of parent surveys both school-wide and post school events to gather feedback and increase community involvement.

Guiding Objective 3: Optimize Community Engagement

Goal 2: By May 2023, Rainwater will increase the number of partnerships with local businesses by 25%.

Evaluation Data Sources: Participant list for Wellness Night and Mentorship Program

Strategy 1 Details	Reviews			
<p>Strategy 1: Recruit additional businesses for school sponsored activities to participate in school-wide events to include Wellness Night and campus mentoring.</p> <p>Strategy's Expected Result/Impact: Increased involvement and positive experiences for the students and the Rainwater community.</p> <p>Staff Responsible for Monitoring: PE Coach, Administration, Welcome Team, Counselor</p> <p>Problem Statements: Demographics 1 - Student Learning 6 - School Processes & Programs 3 - Perceptions 4, 6</p> <p>Funding Sources: Parent Involvement; Event Schedule; Community Contacts - 211 Title I - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide additional opportunities for mentorships during the school day.</p> <p>Strategy's Expected Result/Impact: Increased involvement and positive experiences while decreasing the number of office referrals and Tier 2 behaviors.</p> <p>Staff Responsible for Monitoring: Counselor, Administration</p> <p>Problem Statements: Demographics 1 - Student Learning 6 - School Processes & Programs 3 - Perceptions 2, 4, 6</p> <p>Funding Sources: Mentors; Lunch Schedule; Mentor Training - 199 General Budget - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Partner with PTA and begin the implementation of a volunteer program "Launch Squad."</p> <p>Strategy's Expected Result/Impact: Increased community involvement and safety on campus while decreasing discipline concerns. Volunteers will assist with morning car duty and support during lunch and recess for all grade levels.</p> <p>Staff Responsible for Monitoring: Principal, Counselor</p> <p>Funding Sources: Volunteer Training; Volunteer Shirt - 199 General Budget - \$400</p>	Formative			Summative
	Oct	Jan	Mar	June
<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 Problem Statements:





Demographics
Problem Statement 1: Staff demographics do not coincide with that of our students. Root Cause: Constantly changing demographics of students and also highly qualified staff.
Student Learning
Problem Statement 6: Staff demographics do not coincide with that of our students. Root Cause: Constantly changing demographics of students and also highly qualified staff.
School Processes & Programs
Problem Statement 3: Staff demographics do not coincide with that of our students. Root Cause: Constantly changing demographics of students and also highly qualified staff.
Perceptions
Problem Statement 2: A disproportionate amount of male students receive discipline referrals. Root Cause: We lack male role-models on campus and students do not have opportunities make positive connections with older peers.
Problem Statement 4: Data is not available concerning parents and their feelings about Rainwater. Root Cause: The lack of parent surveys both school-wide and post school events to gather feedback and increase community involvement.
Problem Statement 6: Staff demographics do not coincide with that of our students. Root Cause: Constantly changing demographics of students and also highly qualified staff.

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 1: By May 2023, decrease the number of office referrals by 10%.

Evaluation Data Sources: Discipline referral data

Strategy 1 Details	Reviews			
<p>Strategy 1: Explicitly teach and practice school-wide and classroom systems and routines during the first 15 days of school, and revisited monthly and/or daily, as needed.</p> <p>Strategy's Expected Result/Impact: Increased behavior support by limited student confusion regarding expectations. All Rainwater staff is able to hold every student accountable for meeting campus expectations.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Counselor</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Perceptions 1, 2</p> <p>Funding Sources: Campus Behavior Plan; Grade Level Behavior Plan; PBS team; - 199 General Budget - \$0, Teach Like a Champion Book - 199 General Budget - \$250</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Receive training in Sanford Harmony and also Restorative Practices to support students' social and emotional needs.</p> <p>Strategy's Expected Result/Impact: Increased staff and student support for SEL through the use of Sanford Harmony and restorative practices. Staff will receive additional training to add strategies to their existing knowledge of restorative practices, morning meetings, and SEL support.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Counselor</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Restorative Practices Handbook - 199 General Budget - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize ISS, OSS, and DAEP as a last resort. Data will be monitored at the end of each 9 weeks for over-represented subgroups.</p> <p>Strategy's Expected Result/Impact: Lower counts of students missing classroom instruction due to out-of-class suspensions. The Discipline and Behavior committee will meet at the end of each 9 weeks to analyze data and make recommendations.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Discipline Committee</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Perceptions 1, 2</p> <p>Funding Sources: Campus Discipline data - 199 General Budget - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Create and train a Discipline Committee to analyze campus discipline data. The team will complete a book study using the Restorative Practices Handbook and share new learning with all Rainwater Faculty quarterly.</p> <p>Strategy's Expected Result/Impact: Increase in campus behavior support and a decrease in office referrals.</p> <p>Staff Responsible for Monitoring: Discipline Committee, Assistant Principal</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Perceptions 1, 2</p> <p>Funding Sources: Restorative Practices Handbook - 199 General Budget - \$0, Campus discipline data - 199 General Budget - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
<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 1 Problem Statements:

Perceptions
<p>Problem Statement 1: Based on the 2021 Panorama survey, only 48% of students in grades 3-5 report that working with other classmates helps their learning. Root Cause: There is not enough class time for social-emotional development and interaction between students to teach positive collaboration, especially in the upper grades as academic rigor increases.</p>
<p>Problem Statement 2: A disproportionate amount of male students receive discipline referrals. Root Cause: We lack male role-models on campus and students do not have opportunities make positive connections with older peers.</p>

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 2: By May 2023, the student attendance rate will increase to at least 98%.

Evaluation Data Sources: Attendance data comparison from 21-22 to 22-23.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a school-wide incentive and recognition program and include the attendance clerk contacting parents for every absence.</p> <p>Strategy's Expected Result/Impact: Increased attendance rate for all students</p> <p>Staff Responsible for Monitoring: Attendance clerk, Teachers, Administrators</p> <p>Funding Sources: Money for parties ex:popcorn - 199 General Budget - \$400</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Monitor and inform administration regarding students reaching 3 or more absences. Administrators will utilize letters, home visits, phone calls, attendance contracts, and the court system as needed to promote high attendance.</p> <p>Strategy's Expected Result/Impact: Increase attendance rate to at least 98%.</p> <p>Staff Responsible for Monitoring: Attendance clerk, Administration</p> <p>Funding Sources: Attendance Binder - 199 General Budget - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
<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>				

Guiding Objective 5: Optimize All Available Resources





Goal 1: By May 2023, at least 90% of 2022-2023 teaching staff will return to Rainwater for the 2023-2024 school year.

Evaluation Data Sources: Upbeat Survey

Staffing

Campus Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Support first-year teachers through staff development opportunities, a campus mentor teacher, their team members, and the administrative team.</p> <p>Strategy's Expected Result/Impact: New teachers will have the support they need throughout the school year for campus norms and logistical information.</p> <p>Staff Responsible for Monitoring: Principal, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Perceptions 3</p> <p>Funding Sources: Staff morale treats - 199 General Budget - \$250, Mentor Teachers - 199 General Budget - \$0 , Content Professional Development - 211 Title I - \$1,500</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase recognition for teachers/staff members through highlights during Staff Meetings, Shout Outs in weekly SMORE, and descriptive feedback and recognition given to teachers by administrators.</p> <p>Strategy's Expected Result/Impact: Retention of teacher/staff</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: SMORE, Recognition Awards - 199 General Budget - \$750</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Create a campus committee that will be involved with interviewing possible candidates for positions that are open at the campus.</p> <p>Strategy's Expected Result/Impact: Quality teachers will be screened and hired using a systematic process. Staff will have the opportunity to provide input on candidates that they feel would be a good fit for Rainwater.</p> <p>Staff Responsible for Monitoring: Principal, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Job Fair Materials - 199 General Budget - \$500</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide teachers with professional development in areas that support student achievement.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal, Leadership Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: School Processes & Programs 2 - Perceptions 3</p> <p>Funding Sources: Professional development workshops - 211 Title I - \$2,500</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Attend trainings and staff development to focus on the objectives of the campus in order for administration to provide additional training to staff.</p> <p>Strategy's Expected Result/Impact: Increase student achievement and increased feedback on the 2022-2023 Upbeat survey focused on professional development.</p> <p>Staff Responsible for Monitoring: Administration, Leadership Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Conferences, Professional books - 211 Title I - \$3,000</p>	Formative			Summative
	Oct	Jan	Mar	June
<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 1 Problem Statements:

School Processes & Programs

Problem Statement 2: According to the Upbeat Survey, teachers feel they do not have access to high quality, rigorous curriculum to support struggling learners. **Root Cause:** Lack of RtI programs that successfully meet the needs of campus student populations.

Perceptions

Problem Statement 3: According to the 2022 Upbeat survey 20% of teachers feel negative about professional development. **Root Cause:** Professional development is recycled and repeated for veteran teachers instead of extended/varied to meet teachers' needs.

Targeted Support Strategies

Guiding Objective	Goal	Strategy	Description
1	2	1	Teach students to set and track individual assessment goals with the support of the teacher. Students below grade level will set a reasonable but accelerated growth goal.
1	2	2	Disaggregate assessment data during PLCs to determine strengths and weaknesses in instruction and student understanding.
1	2	3	Employ ESSER teachers to work with at-risk students, providing additional support in reading and math in all grade levels.
1	3	1	Teach students to set and track individual assessment goals with the support of the teacher. Students below grade level will set a reasonable but accelerated growth goal.
1	3	2	Disaggregate assessment data during PLCs to determine strengths and weaknesses in instruction and student understanding.
1	3	3	Employ ESSER teachers to work with at-risk students, providing additional support in reading and math in all grade levels.

Plan Notes

HB 3 Board Goals (Revised 2022)

Early Childhood Literacy Closing the Gaps Student Groups

Grade 3 Reading	District	Campus	African Amer	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	English Learner
2017 STAAR	44	56	*	62	*		*		*	*	50	*
2018 STAAR	44	48	*	*	75		*	*	*	*	34	*
2019 STAAR	43	52	44	45	70		57	*		63	50	13
2020 STAAR	Not Reported due to COVID-19 cancellation of state testing in Spring 2020											
2021 STAAR	36	38	33	38	56		17			50	20	0
2022 STAAR	39	44	38	41	62		31			55	31	5
2023 STAAR	42	49	42	45	67		46			61	42	11
2024 STAAR	46	55	47	48	73		60			66	53	16

Early Childhood Mathematics Closing the Gaps Student Groups

Grade 3 Math	District	Campus	African Amer	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	English Learner
2017 STAAR	48	85	*	81	100		83		*	*	83	*
2018 STAAR	46	63	*	59	83		*	*	*	*	50	*
2019 STAAR	48	57	56	36	70		86	*		81	50	38
2020 STAAR	Not Reported due to COVID-19 cancellation of state testing in Spring 2020											
2021 STAAR	25	44	42	31	56		67			33	36	40
2022 STAAR	34	49	48	34	62		74			50	42	40
2023 STAAR	42	55	53	36	67		82			67	47	41
2024 STAAR	51	60	59	39	73		89			84	53	41

Campus Improvement Committee

Committee Role	Name	Position
Business Representative	Mark Mohrweis	Redeemer Evangelical Covenant Church
Parent	Denise Castillo	Rainwater PTA President
Parent	Samuel Briones	Rainwater PTA Vice President
Parent	Marissa Hare	Parent
Classroom Teacher	Katelyn Ford	Kindergarten
Classroom Teacher	Laura Dawson	First Grade
Classroom Teacher	Deena Carter	Second Grade
Classroom Teacher	Lauren Marsh	Fourth Grade
Classroom Teacher	Morgan Johnson	Fifth Grade
Classroom Teacher	Nicole Linscomb	Art
Classroom Teacher	Kimberly Jones	Special Education
Non-classroom Professional	Jennifer Crisp	Counselor
Administrator	Nicole Greenleaf	Principal
Administrator	Janna Fisher	Assistant Principal
Business Representative	Larry Bowditch	Owner and director of Preschool Parnters Learning Center
Business Representative	Lucille Bowditch	Owner and director of Preschool Parnters Learning Center

Campus Funding Summary

211 Title I					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	3	Imagine Learning; ELPS;ESL Assistant; Staff Development from Director of Bilingual Education		\$0.00
1	1	4	Book: Intentional Talk and Classroom Discussions; Semester PD;Instructional Coaches		\$400.00
1	2	2	Instructional Coaches		\$34,066.00
1	2	3	LLI Kits; Bridges math intervention; Blast Off phonics program; Data walls		\$250.00
1	2	4	Title 1 Tutor/Small Group		\$12,654.00
1	2	5	Instructional materials; student incentives; Off contract teacher pay		\$0.00
1	3	3	LLI Kits; Bridges math intervention; Blast Off phonics program; Data walls		\$250.00
1	3	4	Instructional materials; student incentives; Off contract teacher pay		\$0.00
3	1	1	Books and Activities for Home Learning		\$2,500.00
3	2	1	Parent Involvement; Event Schedule; Community Contacts		\$0.00
5	1	1	Content Professional Development		\$1,500.00
5	1	4	Professional development workshops		\$2,500.00
5	1	5	Conferences, Professional books		\$3,000.00
Sub-Total					\$57,120.00
Budgeted Fund Source Amount					\$57,120.00
+/- Difference					\$0.00
Grand Total Budgeted					\$57,120.00
Grand Total Spent					\$57,120.00
+/- Difference					\$0.00