Carrollton-Farmers Branch Independent School District

Rainwater Elementary

2023-2024 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: May 10, 2023

Demographics

Demographics Summary

Rainwater Elementary is a 28 year old, K-5th grade Title 1 campus in Carrollton Farmers Branch ISD located in Carrollton, TX. Carrollton is an established suburb centrally located in the DFW metroplex. Carrollton 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 our 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 337 students. With new growth in the area, open enrollment options, and the fact that we are a STEM academy we have plenty of room for growth. Our campus celebrates the diversity of our students and staff. The African American (20.2%), Hispanic (32.3%), White (24.3%), Asian (12.5%), American Indian (0.3%) and Two or More Races (10.4%) of student populations is what makes our school very diverse.

The last published mobility rate of 14.9% for Rainwater Elementary is slightly above the state average of 13.6%. Attendance rates were high at the end of the year, in spite of COVID and our transitions with remote learning. Attendance rates have traditionally been high. At 95.8%, the attendance rate is slightly lower than the district percentage of 97.3%. Additionally, our campus chronic absenteeism increased from 3.3% to 12.5%. The campus attributes this increase of chronic absenteeism to Covid. Rainwater Elementary serves 14.5% Emergent Bilinguals (EBs), 12.8% Gifted and Talented, and 20.2% Special Education. Additionally, 50.1% are economically disadvantaged and 65% are identified as at risk.

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

Rainwater Elementary employs highly motivated, trained and talented staff. Teachers are provided with meaningful professional development and strong mentorship for new teachers. According to the TAPR resort, 76% of our staff has 6 or more years of experience. This year we added 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.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our attendance rate of 95.8% is below the district rate of 97.3%   **Root Cause:** Covid absenteeism or other illnesses, lack of parent accountability.

Problem Statement 2 (Prioritized): Our data shows that we teach a variety of academic levels: Special Education 20.2%, Gifted and Talented 12.8%, and Emergent Bilinguals 14.5%. It is hard to meet the many needs of our students.   **Root Cause:** Staffing, resources, scheduling/time, and lack of state funding.

Problem Statement 3: Our enrollment numbers are not as high as in previous years.   **Root Cause:** Older neighborhood, housing market, not many apartment complexes feed into our campus.

Problem Statement 4 (Prioritized): Staff demographics do not coincide with that of our students.   **Root Cause:** Constantly changing demographics of students and also highly qualified staff.

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

MAP data tables

2023 Spring MAP Projected Proficiency Campus Report				
Grade	Did not Meet	Approaches	Meets	Masters
Kinder				
Rainwater Elementary	7%	28%	16%	49%
Language Arts	4%	26%	15%	55%
Mathematics	11%	30%	17%	43%
First				
Rainwater Elementary	25%	32%	17%	26%
Language Arts	21%	43%	13%	23%
Mathematics	29%	21%	21%	29%
Second				
Rainwater Elementary	25%	42%	20%	14%
Language Arts	24%	42%	19%	15%
Mathematics	25%	41%	22%	12%
Third				
Rainwater Elementary	21%	28%	30%	21%
Language Arts	15%	28%	34%	23%
Mathematics	34%	28%	21%	17%
Fourth				

2023 Spring MAP Projected Proficiency Campus Report

Rainwater Elementary	18%	34%	25%	22%
Language Arts	14%	30%	35%	21%
Mathematics	31%	33%	16%	20%
Science	13%	44%	15%	28%
Fifth				
Rainwater Elementary	19%	23%	29%	29%
Language Arts	19%	18%	30%	33%
Mathematics	18%	31%	25%	25%
Science	20%	25%	31%	24%

Grade level Reading Levels

Grade Level	1st 9 week					2nd9 week					3rd 9 week					4th 9 week				
	Not Assess	DNM	Approa	Meets	Master	Not Assess	DNM	Approa	Meets	Master	Not Assess	DNM	Approa	Meets	Master	Not Assess	DNM	Approa	Meets	Masters
5th	0	25	12	10	54	4	19	13	10	54	0	26	11	17	45	0	30	21	9	40
4th	2	26	8	16	48	10	13	7	15	55	0	25	13	11	51	0	28	13	15	44
3rd	0	24	24	26	26	2	21	9	42	26	0	24	4	26	46	0	24	12	24	40
2nd	0	26	3	37	34	0	21	10	34	35	0	16	8	39	36	0	13	7	38	43
1st	3	30	23	17	27	4	36	13	16	32	4	12	9	35	40	0	11	9	42	38
Kinder						2	19	8	44	27	4	4	33	25	33	0	13	15	38	35

Telpas

Yearly Progress Indicator 22-23

	Lower/Same Level	1 Level Higher	2 Levels Higher	3 Levels Higher
First Grade	33%	56%	11%	0%
Second Grade	100%	0%	0%	0%
Third Grade	33%	67%	0%	0%
Fourth Grade	71%	29%	0%	0%
Fifth Grade	100%	0%	0%	0%

Student Learning Strengths

- 4th grade reading increased the percentage of approaches by 46%, meets by 43%, and masters by 18% on STAAR from the previous year. We were also above the state in all of these areas.
- 4th grade math increased the percentage of approaches by 30%, meets by 33%, and masters by 11% on STAAR from previous year. We were also above the state in all of these areas.
- 3rd grade reading increased in approaches by 14%, meets by 18%, and masters by 9%. We were above the state in approaches and meets.
- 4th Nine Weeks Reading Levels:
    - Kinder: 15% Approaches 29% Meets 30% Masters
    - 1st: 9% Approaches 26% Meets 32% Masters
    - 2nd 13% Approaches 26% Meets 30% Masters
    - 3rd 12% Approaches 24% Meets 32% Masters
    - 4th 15% Approaches 22% Meets 25%Masters
    - 5th 17% Approaches 22% Meets 17% Masters

- Emergent Bilinguals are showing growth in Math and Reading STAAR in all grade levels.

- TELPAS 2022-1st grade testers: 63% were 1+ level up from kinder., esp. gains in speaking category

- TELPAS 2022 3rd gr. testers: 56% were 1 level up or same level

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a significant drop Reading MAP growth from Kinder to 1st grade (from 99% to 10%). **Root Cause:** -Instructional practices differs from kinder to first. -Larger class sizes in first grade. -Phonics concepts become more complex (gaps become much more evident) -Teacher experience.

Problem Statement 2 (Prioritized): Certain Subpops including, Economically Disadvantaged, African American, and Special Education students are not performing to their peers in Reading, Math, and Science. **Root Cause:** Targeted small group instruction that is fluid is needed in all classrooms.

Problem Statement 3 (Prioritized): According to the 2022 TELPAS Yearly Progress Indicator, only 30% of EB students grew one level or higher. **Root Cause:** Kinder and 1st grade are teacher rated tests, amount of teacher talk vs student talk in each classroom, lack of authentic tasks for students to complete to include working and discussing with peers.

Problem Statement 4 (Prioritized): For TELPAS in 2022 2nd gr. testers--100% scored lower or same level as the previous year. **Root Cause:** First time to do online test Look at amount of practice time w/ new test takers (that was increased this year) Look at holistic ratings and use of PLDs in first grade--may have been rated too high?

Problem Statement 5 (Prioritized): For TELPAS in 2022 for 4th gr. testers-62% scored lower or same level as the previous year. **Root Cause:** Lack of practice time given during

classroom time. Over testing by the district as we were also taking district assessments during the TELPAS window.

School Processes & Programs

School Processes & Programs Summary

With new processes and procedures implemented this school year that speak directly to this domain, many of the essential needs of the campus have improved. Regarding safety and security, we now have a discipline committee that meets quarterly to assess data. We have also developed a comprehensive school-wide discipline flow chart that has been imperative in the sharp decrease of discipline referrals throughout the school year. Other effective committees include Diversity and Inclusion, Guiding Coalition, CIC, and Sunshine. In relation to the Upbeat survey, trusting relationships between teachers have increased by 18 percent evidenced by the mentorship processes for new faculty and staff.

For the 2022-2023 school year, the campus chose to focus on PLT to implement better common formative assessment and how to conduct effective assessment analysis on the data. During the Summer of 2022, staff attended PLC and MTSS 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.

The implementation of increased RTI time allowed for an increased amount of varied small-group instruction time.

Due to changes in leadership and outdated materials, there is currently an unsuccessful process for checking out and organizing resources and materials specifically in the literacy library. Due to scheduling conflicts and a lack of protocol, parent communication is inconsistent throughout the year. According to the most recent Parent Survey, and due to the building structure and other challenges, the current dismissal process is concerning. In reference to the data in the CIP, processes and procedures surrounding safety and security can be more detailed, structured, and effective.

School Processes & Programs Strengths

- Teachers have influence over hiring professional staff, committees, leading in PLTs, and other leadership opportunities.
- Professional learning opportunities provided by the campus to grow teachers (Emergent Bilingual trainings, MAP conferences, Region 11 Trainings, Restorative Practices).
- Discipline committee and behavior flow chart were created with teacher input which lead to fewer campus office referrals.
- Students attend STEM class for 55 minutes as well as STEM lessons and activities being integrated into other curriculum areas.
- Leverage leadership for consistent and constructive bi-weekly feedback is provided for all staff.
- Allowed opportunities for communication and collaboration of multiple staff members during SNAP and PLTs to discuss different teacher, student, and team needs.
- 45 minutes of RTI time has allowed an increased amount of small group instruction. This allows for all student equality as this RTI time allows small groups for SPED, ESSER teachers, dyslexia, speech, and ACE.
- Devices are provided at a 1:1 ratio.
- School Counselor pushes into classrooms to model Sanford Harmony lessons for each grade level during morning meeting time.
- Campus procedures for the transition from elementary to middle school include counselor visits to discuss course selections, presentations of expectations, and a field trip to the middle school to learn about the transitioning process to middle school.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The lack of a process for checking out and organizing resources from the literacy library to include guided reading books and also math materials. **Root Cause:** Changes in leadership, bi-weekly coaches, room movement and out-dated books and resources.

Problem Statement 2 (Prioritized): Required parent conferences are only in the fall, which leads to inconsistent parent communication throughout the year. **Root Cause:** Following district protocol of fall-only parent conferences. Scheduling conflicts due to teachers' various responsibilities. No school-wide process for the number of academic conferences. (For example, requiring a conference after winter and spring map when students do not reach their goals)

Problem Statement 3 (Prioritized): The process of dismissal with all 6-grade levels in the front of the building. **Root Cause:** Building structure, surrounding neighborhood, parent compliance, on-time teacher dismissal, and school on a busy street.

Problem Statement 4 (Prioritized): The process of reporting safety concerns. **Root Cause:** Lack of mandated state process, first-year full-time security officer, lack of school-specific safety process (flow chart)

Perceptions

Perceptions Summary

Conflicts are reduced through restorative practices as well as daily morning meetings with homeroom classes, and monthly guidance classes. Mentorships are being provided weekly in a small groups. Individual and structured groups are met with on an as needed basis. There has also been reduced conflict due to teacher-student relationships. Taken in the fall of 2022, the Panorama survey said 73% of students in grades 3-5 reported that their class had a positive classroom climate (District was at 72%). 82% of students report that their classroom rules are fair. 77% of 3-5 students responded to the survey positively toward teacher-student relationships. Specifically, 81% would be excited to have the teacher again (up 7% from previous year).

61% of the staff at Rainwater participated in the annual Upbeat survey. Teachers report positively on parent communication at 99%. Principal/ teacher trust is at 94% positive, Instructional Leadership is 94% positive, Recruitment 92%, Student Engagement 91%, Equity 94%, and Inclusion 97%.

3% of teachers feel negatively about professional development with 4% of staff feeling that professional development does not help them improve their teaching, and 4% reporting professional development is not a good use of their time.

30% of teachers report a workload that is unreasonable and 38% report dissatisfaction with compensation.

Panorama Student Survey 2023

Classroom Climate	**70%**	**down 3% from fall survey**
Classroom Engagement	66%	up !% from fall survey
Classroom Rigorous Expectations	77%	up 1% from fall survey
Classroom Teacher-Student Relationships	76%	down 1% from fall survey
Pedigogial Effectiveness	81%	same as fall survey

Parent Survey Participation 22-23

	Total Responses	**Enrollment**	**% Responses**
CFB Studer Survey	30		2.8%
Parent Square May 2023 Survey	48	331	15%

Perceptions Strengths

- Increased participation of local businesses over the 25% goal.
- Communication of school activities through a variety of media (Parent Newsletter, Parent Square, Twitter, Facebook, School Marquee, and Instagram) which teachers report at 99% (Upbeat).
- "Launch Squad" as a first year having consistent participation at 70%.
- Discipline and Behavior committee reviewing data to make adjustments and recommendations every 9 weeks. Has increased to 85% of meeting goal on Optimize Social and Emotional Health of all Students.
- There are zero referrals that mark Rainwater as an Unsafe School.
- During the Fall Panorama survey, all of the percentages went up by at least one percentage point.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Lack of evidence for parent attendance at school sponsored activities.   **Root Cause:** Need for streamlined documentation.

Problem Statement 2 (Prioritized): Parent/Caregiver Experience Survey had only 30 participants.   **Root Cause:** Survey not given at school level, given at District level.

Problem Statement 3 (Prioritized): 30% of teachers report a workload that is unreasonable and 38% report dissatisfaction with compensation.   **Root Cause:** Extended planning-often used for PLTs or meetings, lack of parent volunteers for clerical work.

Problem Statement 4 (Prioritized): The lowest indicator on the Panorama Survey is in Classroom Engagement.   **Root Cause:** Students are not excited to participate or not interested in the content being taught, lack of authentic tasks, teacher talk vs student talk

Priority Problem Statements

Problem Statement 1: Our attendance rate of 95.8% is below the district rate of 97.3%

Root Cause 1: Covid absenteeism or other illnesses, lack of parent accountability.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our data shows that we teach a variety of academic levels: Special Education 20.2%, Gifted and Talented 12.8%, and Emergent Bilinguals 14.5%. It is hard to meet the many needs of our students.

Root Cause 2: Staffing, resources, scheduling/time, and lack of state funding.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Staff demographics do not coincide with that of our students.

Root Cause 3: Constantly changing demographics of students and also highly qualified staff.

Problem Statement 3 Areas: Demographics

Problem Statement 4: There is a significant drop Reading MAP growth from Kinder to 1st grade (from 99% to 10%).

Root Cause 4: -Instructional practices differs from kinder to first. -Larger class sizes in first grade. -Phonics concepts become more complex (gaps become much more evident) -Teacher experience.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Certain Subpops including, Economically Disadvantaged, African American, and Special Education students are not performing to their peers in Reading, Math, and Science.

Root Cause 5: Targeted small group instruction that is fluid is needed in all classrooms.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: According to the 2022 TELPAS Yearly Progress Indicator, only 30% of EB students grew one level or higher.

Root Cause 6: Kinder and 1st grade are teacher rated tests, amount of teacher talk vs student talk in each classroom, lack of authentic tasks for students to complete to include working and discussing with peers.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: For TELPAS in 2022 2nd gr. testers--100% scored lower or same level as the previous year.

Root Cause 7: First time to do online test Look at amount of practice time w/ new test takers (that was increased this year) Look at holistic ratings and use of PLDs in first grade-- may have been rated too high?

Problem Statement 7 Areas: Student Learning

Problem Statement 8: For TELPAS in 2022 for 4th gr. testers-62% scored lower or same level as the previous year.

Root Cause 8: Lack of practice time given during classroom time. Over testing by the district as we were also taking district assessments during the TELPAS window.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: The lack of a process for checking out and organizing resources from the literacy library to include guided reading books and also math materials.

Root Cause 9: Changes in leadership, bi-weekly coaches, room movement and out-dated books and resources.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Required parent conferences are only in the fall, which leads to inconsistent parent communication throughout the year.

Root Cause 10: Following district protocol of fall-only parent conferences. Scheduling conflicts due to teachers' various responsibilities. No school-wide process for the number of academic conferences. (For example, requiring a conference after winter and spring map when students do not reach their goals)

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: The process of dismissal with all 6-grade levels in the front of the building.

Root Cause 11: Building structure, surrounding neighborhood, parent compliance, on-time teacher dismissal, and school on a busy street.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: The process of reporting safety concerns.

Root Cause 12: Lack of mandated state process, first-year full-time security officer, lack of school-specific safety process (flow chart)

Problem Statement 12 Areas: School Processes & Programs

Problem Statement 13: Lack of evidence for parent attendance at school sponsored activities.

Root Cause 13: Need for streamlined documentation.

Problem Statement 13 Areas: Perceptions

Problem Statement 14: Parent/Caregiver Experience Survey had only 30 participants.

Root Cause 14: Survey not given at school level, given at District level.

Problem Statement 14 Areas: Perceptions

Problem Statement 15: 30% of teachers report a workload that is unreasonable and 38% report dissatisfaction with compensation.

Root Cause 15: Extended planning- often used for PLTs or meetings, lack of parent volunteers for clerical work.

Problem Statement 15 Areas: Perceptions

Problem Statement 16: The lowest indicator on the Panorama Survey is in Classroom Engagement.

Root Cause 16: Students are not excited to participate or not interested in the content being taught, lack of authentic tasks, teacher talk vs student talk

Problem Statement 16 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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
- Enrollment trends

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 7, 2023

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By May 2024, 90% of Kinder-2nd grade students will meet or exceed district expectations for Reading.

Evaluation Data Sources: Fountas & Pinnell, Progress Monitoring, MAP

Strategy 1 Details			Reviews			
Strategy 1: Implement Heggerty for phonemic awareness daily in K-2 classrooms..			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student foundational knowledge and skills; increased student achievement			**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration, Literacy Coach **Problem Statements:** Student Learning 1			100%	100%	100%	

Strategy 2 Details			Reviews			
Strategy 2: Increase competency of teachers with using phonics, other strategies aligned with the Science of Reading, and phonemic awareness resources through targeted professional development and book studies.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased teacher efficacy and improved student achievement.			**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration, Literacy Coach **Problem Statements:** Student Learning 1 **Funding Sources:** Professional Development - 211 Title I - 211-13-6299-00-126-99-000 - $1,598			50%	75%		

Strategy 3 Details			Reviews			
Strategy 3: Use Small Group Title 1 Interventionist to work 4 days a week with struggling students to meet grade-level standards in reading.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student achievement.			**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers **Problem Statements:** Student Learning 1 **Funding Sources:** Small Group Intervention - Retired Teacher - 211 Title I - 211-11-6117-00-126-30-000 - $10,534			100%	100%	100%	

Strategy 4 Details	Reviews			
Strategy 4: 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: All learners will make improvements in areas of weakness or receive enrichment in areas where they are successful. **Staff Responsible for Monitoring:** Teachers, Administration, Instructional Coach **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 2 - Student Learning 2 **Funding Sources:** Supplemental intervention and services for at-risk students - 199-SCE State Comp Ed (SCE) - $149,600	50%	75%		

Strategy 5 Details	Reviews			
Strategy 5: Update reading materials in the guided reading and classroom libraries to include a variety of level texts and genres.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in student achievement. **Staff Responsible for Monitoring:** Administration **Problem Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** Guided Reading Books - 211 Title I - 211-11-6329-00-126-99-000 - $4,000	100%	100%	100%	

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

Goal 1 Problem Statements:

Demographics
Problem Statement 2: Our data shows that we teach a variety of academic levels: Special Education 20.2%, Gifted and Talented 12.8%, and Emergent Bilinguals 14.5%. It is hard to meet the many needs of our students.   **Root Cause**: Staffing, resources, scheduling/time, and lack of state funding.

Student Learning
Problem Statement 1: There is a significant drop Reading MAP growth from Kinder to 1st grade (from 99% to 10%).   **Root Cause**: -Instructional practices differs from kinder to first. -Larger class sizes in first grade. -Phonics concepts become more complex (gaps become much more evident) -Teacher experience.
Problem Statement 2: Certain Subpops including, Economically Disadvantaged, African American, and Special Education students are not performing to their peers in Reading, Math, and Science.   **Root Cause**: Targeted small group instruction that is fluid is needed in all classrooms.

School Processes & Programs
Problem Statement 1: The lack of a process for checking out and organizing resources from the literacy library to include guided reading books and also math materials. **Root Cause**: Changes in leadership, bi-weekly coaches, room movement and out-dated books and resources.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By May 2024, 50% of 1st-5th grade students will grow one level or higher on their TELPAS Composite Rating.

    Evaluation Data Sources: TELPAS, MAP, Writing Samples, Reading levels, Imagine Learning

Strategy 1 Details	Reviews			
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.	**Formative**			**Summative**

Strategy's Expected Result/Impact: All learners will make improvements in areas of weakness or receive enrichment in areas where they are successful.
    Staff Responsible for Monitoring: Teachers, Administration, Instructional Coach
 	
    Problem Statements: Student Learning 3, 4, 5
	Oct	**Jan**	**Mar**	**June**

	50%	70%		

Strategy 2 Details	Reviews			
Strategy 2: 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 all subjects.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Increased performance of EB students evident in reading levels, MAP data and monthly ISIP scores.
    Staff Responsible for Monitoring: TELPAS Coordinator
 	
    Problem Statements: Student Learning 2, 3, 4, 5
	Oct	**Jan**	**Mar**	**June**

	50%	50%		

Strategy 3 Details	Reviews			
Strategy 3: Implement campus wide Accountable Talk daily in all content areas to include the use of technology FLIP application as monitored by weekly walk-through form.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Increase student discourse throughout the instructional day resulting in increase in student achievement for all subject areas.
    Staff Responsible for Monitoring: Administration, Instructional Coaches
 	
    Problem Statements: Student Learning 3, 4, 5
    Funding Sources: Learning A-Z Vocabulary - 211 Title I - $363
	Oct	**Jan**	**Mar**	**June**

	50%	75%		

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

Goal 2 Problem Statements:

Student Learning
Problem Statement 2: Certain Subpops including, Economically Disadvantaged, African American, and Special Education students are not performing to their peers in Reading, Math, and Science.   **Root Cause**: Targeted small group instruction that is fluid is needed in all classrooms.
Problem Statement 3: According to the 2022 TELPAS Yearly Progress Indicator, only 30% of EB students grew one level or higher.   **Root Cause**: Kinder and 1st grade are teacher rated tests, amount of teacher talk vs student talk in each classroom, lack of authentic tasks for students to complete to include working and discussing with peers.
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Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: By May 2024, the percentage of Economically Disadvantage students scoring at Meets or higher on STAAR Reading and Math will increase by 10%.

    Evaluation Data Sources: STAAR, NWEA MAP, District Common Formative Assessment

Strategy 1 Details	Reviews			
Strategy 1: Incorporate standards-based and data-driven small group instruction into daily instructional schedule.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in amount of time students spend in differentiated, small groups based on individual need during campus WIN time. **Staff Responsible for Monitoring:** Administration **Problem Statements:** Demographics 2 - Student Learning 2	**Oct**	**Jan**	**Mar**	**June**
	100%	100%	100%	

Strategy 2 Details	Reviews			
Strategy 2: Provide professional learning for teachers through PLCs on differentiation in the classroom to meet the variety of academic needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased understanding of differentiation and how to design instruction to meet the needs of all students. **Staff Responsible for Monitoring:** Administration, Instructional Coaches **Problem Statements:** Demographics 2 - Student Learning 2 **Funding Sources:** Instructional Coaches - 211 Title I - 211-11-6119-00-126-30-000 - $29,648	**Oct**	**Jan**	**Mar**	**June**
	50%	50%		

Strategy 3 Details	Reviews			
Strategy 3: Participate in Data Dives to focus on student needs, monitoring data and planning next steps.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student growth measures in all tested content areas. **Staff Responsible for Monitoring:** Instructional Coaches, Administration **Problem Statements:** Demographics 2 - Student Learning 2 **Funding Sources:** Substitutes for half day data dives to plan for targeted small group intervention - 211 Title I - 211-11-6112-00-126-30-000 - $3,600	**Oct**	**Jan**	**Mar**	**June**
	50%	50%		

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

Goal 3 Problem Statements:

Demographics
Problem Statement 2: Our data shows that we teach a variety of academic levels: Special Education 20.2%, Gifted and Talented 12.8%, and Emergent Bilinguals 14.5%. It is hard to meet the many needs of our students.   **Root Cause**: Staffing, resources, scheduling/time, and lack of state funding.

Student Learning
Problem Statement 2: Certain Subpops including, Economically Disadvantaged, African American, and Special Education students are not performing to their peers in Reading, Math, and Science.   **Root Cause**: Targeted small group instruction that is fluid is needed in all classrooms.

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

Goal 1: For the 2023-2024 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			
Strategy 1: 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Improve response time to ensure the safety of students so they know what to do and where to go in case of an emergency.
    Staff Responsible for Monitoring: Campus Security Officer, Administration
 	
    Problem Statements: School Processes & Programs 3, 4
	N/A	10%		

Strategy 2 Details	Reviews			
Strategy 2: Increase teacher and school training regarding safety and security protocols.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Increased awareness and understanding of what to do in case of an emergency.
    Staff Responsible for Monitoring: Campus Security Officer, Administration
 	
    Problem Statements: School Processes & Programs 3, 4
	Oct	**Jan**	**Mar**	**June**

	100%	100%	100%	
0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue	

Goal 1 Problem Statements:
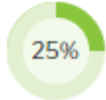
School Processes & Programs
Problem Statement 3: The process of dismissal with all 6-grade levels in the front of the building.   **Root Cause**: Building structure, surrounding neighborhood, parent compliance, on-time teacher dismissal, and school on a busy street.
Problem Statement 4: The process of reporting safety concerns.   **Root Cause**: Lack of mandated state process, first-year full-time security officer, lack of school-specific safety process (flow chart)

Guiding Objective 3: Optimize Community Engagement

Goal 1: By May 2024, each grade level will have at least 33% family participation for scheduled school events.

    Evaluation Data Sources: Event sign-in sheets, Parent surveys

Strategy 1 Details	Reviews			
Strategy 1: Establish a streamlined process for sign-in sheets to track event attendance.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased school and community relationships	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Administration and Teachers **Problem Statements:** Perceptions 1, 2	50%	65%		

Strategy 2 Details	Reviews			
Strategy 2: Communicate events in monthly Parent SMORE, social media and Parent Square.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased parent communication and awareness of campus information	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Administration **Problem Statements:** Perceptions 1, 2	100%	100%	100%	

Strategy 3 Details	Reviews			
Strategy 3: Implement a school-wide incentive program to increase parent and family engagement.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased attendance at school events.	Oct	Jan	Mar	June

Staff Responsible for Monitoring: Administration, Teachers
 	
    Problem Statements: Perceptions 1, 2
    Funding Sources: Parent and Family Engagement Supplies and Materials - 211 Title I - 211-61-6399-00-126-99-000 - $235
	N/A	N/A		

Strategy 4 Details	Reviews			
Strategy 4: Host Fall and Spring Parent Conferences for any student not meeting growth standards on any Winter MAP assessment or performing in the Does Not Meet category.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased parent participation, increase in parent knowledge of strategies to support knowledge at home **Staff Responsible for Monitoring:** Administration, Teachers **Problem Statements:** School Processes & Programs 2 **Funding Sources:** At home learning resources for parents - 211 Title I - 211-61-6399-00-126-99-000 - $1,500	25%	35%		

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

Goal 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Required parent conferences are only in the fall, which leads to inconsistent parent communication throughout the year.   **Root Cause**: Following district protocol of fall-only parent conferences. Scheduling conflicts due to teachers' various responsibilities. No school-wide process for the number of academic conferences. (For example, requiring a conference after winter and spring map when students do not reach their goals)

Perceptions
Problem Statement 1: Lack of evidence for parent attendance at school sponsored activities.   **Root Cause**: Need for streamlined documentation.
Problem Statement 2: Parent/Caregiver Experience Survey had only 30 participants.   **Root Cause**: Survey not given at school level, given at District level.

Guiding Objective 3: Optimize Community Engagement

Goal 2: By May 2024, 100% of Rainwater families will have equitable access to Rainwater Elementary and will be provided with opportunities for engagement.

Evaluation Data Sources: Parent survey, Attendance, sign-in sheets, Friday lunches

Strategy 1 Details	Reviews			
Strategy 1: Host opportunities to develop positive parent relationships with the school through Family Nights, Open House, school programs and PTA events.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increased school and community relationships **Staff Responsible for Monitoring:** Administration **Problem Statements:** Perceptions 1, 2 **Funding Sources:** Perot for STEM night - 211 Title I - $265	75%	75%		

Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities for mentorships and volunteers during the school day.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increased involvement and positive experiences while decreasing the number of Tier 2 behaviors. **Staff Responsible for Monitoring:** Counselor, Administration **Problem Statements:** Demographics 4 - Student Learning 2 **Funding Sources:** Volunteer Games and Activities - 211 Title I - 211-61-6399-00-126-99-000 - $420	25%	50%		

Strategy 3 Details	Reviews			
Strategy 3: Continue the implementation of the "Launch Squad" volunteer program.	**Formative**			**Summative**
	Oct	Jan	Mar	June
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. **Staff Responsible for Monitoring:** Principal, Counselor **Problem Statements:** Demographics 4 - Perceptions 2	50%	50%		

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

Goal 2 Problem Statements:

Demographics
Problem Statement 4: 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 2: Certain Subpops including, Economically Disadvantaged, African American, and Special Education students are not performing to their peers in Reading, Math, and Science.   **Root Cause**: Targeted small group instruction that is fluid is needed in all classrooms.

Perceptions
Problem Statement 1: Lack of evidence for parent attendance at school sponsored activities.   **Root Cause**: Need for streamlined documentation.
Problem Statement 2: Parent/Caregiver Experience Survey had only 30 participants.   **Root Cause**: Survey not given at school level, given at District level.

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

Goal 1: During the 2023-2024 school year, the student attendance rate will increase from 95.8% to at least 98%.

    Evaluation Data Sources: Attendance data

Strategy 1 Details	Reviews			
Strategy 1: Implement a school-wide incentive and recognition program to encourage attendance and increase student academic achievement.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increased attendance rate for all students, resulting in an increase in student academic achievement
    Staff Responsible for Monitoring: Assistant Principal and Attendance Clerk
 	
    Title I:
    2.6
    Problem Statements: Demographics 1
    Funding Sources: Incentives for attendance and increased achievement - 211 Title I - 211-11-6399-00-126-99-000 - $500
	25%	50%		

Strategy 2 Details	Reviews			
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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase attendance rate to at least 98%.
    Staff Responsible for Monitoring: Attendance Clerk, Counselor, Administration
 	
    Problem Statements: Demographics 1
	25%	50%		

Strategy 3 Details	Reviews			
Strategy 3: Increase parent contacts for chronic absences.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase in students that arrive on-time and are ready/prepared for the instructional day.
    Staff Responsible for Monitoring: Teachers, Attendance Clerk
 	
    Problem Statements: Demographics 1 - School Processes & Programs 2
	25%	40%		

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Goal 1 Problem Statements:

Demographics
Problem Statement 1: Our attendance rate of 95.8% is below the district rate of 97.3%   **Root Cause**: Covid absenteeism or other illnesses, lack of parent accountability.

School Processes & Programs
Problem Statement 2: Required parent conferences are only in the fall, which leads to inconsistent parent communication throughout the year.   **Root Cause**: Following district protocol of fall-only parent conferences. Scheduling conflicts due to teachers' various responsibilities. No school-wide process for the number of academic conferences. (For example, requiring a conference after winter and spring map when students do not reach their goals)

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

Goal 2: By May 2024, Rainwater will decrease the number of office referrals by 10%.

    Evaluation Data Sources: Discipline referral data

Strategy 1 Details	Reviews			
Strategy 1: Provide the counselor with appropriate resources to conduct counseling small groups for students who need additional behavior support.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased ability for the counselor to support students and staff.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal	N/A	35%		
Problem Statements: Demographics 2, 4				
Funding Sources: Mentor Counselor once a week - 211 Title I - 211-31-6117-00-126-30-000 - $1,637				

Strategy 2 Details	Reviews			
Strategy 2: Receive training in Sanford Harmony and also Restorative Practices to support and provide resources that meet students' social and emotional needs.	**Formative**			**Summative**
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.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, Administrators, Counselor	25%	25%		
Problem Statements: Demographics 1, 2 - Perceptions 4				

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

Goal 2 Problem Statements:

Demographics
Problem Statement 1: Our attendance rate of 95.8% is below the district rate of 97.3%   **Root Cause**: Covid absenteeism or other illnesses, lack of parent accountability.
Problem Statement 2: Our data shows that we teach a variety of academic levels: Special Education 20.2%, Gifted and Talented 12.8%, and Emergent Bilinguals 14.5%. It is hard to meet the many needs of our students.   **Root Cause**: Staffing, resources, scheduling/time, and lack of state funding.
Problem Statement 4: Staff demographics do not coincide with that of our students.   **Root Cause**: Constantly changing demographics of students and also highly qualified staff.

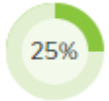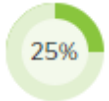| **Perceptions** |
| --- |
| **Problem Statement 4**: The lowest indicator on the Panorama Survey is in Classroom Engagement.   **Root Cause**: Students are not excited to participate or not interested in the content being taught, lack of authentic tasks, teacher talk vs student talk |

Guiding Objective 5: Optimize All Available Resources

Goal 1: By May 2024, 100% of Rainwater teachers will receive bi-weekly observation and feedback in the areas of instructional strengths and growth opportunities.

    Evaluation Data Sources: Leverage Leadership Schedule and data, Feedback forms, TTESS observations

Strategy 1 Details	Reviews			
Strategy 1: Schedule weekly walk throughs using an A/B rotation and will provide timely feedback and coaching opportunities.	**Formative**			**Summative**
	Oct	Jan	Mar	June

Strategy's Expected Result/Impact: Increased teacher efficacy.
    Staff Responsible for Monitoring: Administration
 	
    Problem Statements: Perceptions 4
	75%	75%		

Strategy 2 Details	Reviews			
Strategy 2: Maintain timely on-boarding practices to support new staff members through a systematic mentoring program designed to model, teach, inform and build relationships.	**Formative**			**Summative**
	Oct	Jan	Mar	June

Strategy's Expected Result/Impact: Staff that is new to Rainwater will have the support they need throughout the school year for campus norms and logistical information along with instructional support.
    Staff Responsible for Monitoring: Administration, Mentor Teachers
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
Problem Statements: Perceptions 3, 4
	N/A	25%		

Strategy 3 Details	Reviews			
Strategy 3: Utilize campus walk through data and teacher feedback to provide professional learning for teachers that is differentiated to meet the professional needs of staff and academic needs of students.	**Formative**			**Summative**
	Oct	Jan	Mar	June

Strategy's Expected Result/Impact: Teacher satisfaction on Upbeat survey, teacher efficacy
    Staff Responsible for Monitoring: Administration
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
Problem Statements: Demographics 2 - Student Learning 2 - Perceptions 4
	25%	25%		

Goal 1 Problem Statements:

Demographics
Problem Statement 2: Our data shows that we teach a variety of academic levels: Special Education 20.2%, Gifted and Talented 12.8%, and Emergent Bilinguals 14.5%. It is hard to meet the many needs of our students.   **Root Cause**: Staffing, resources, scheduling/time, and lack of state funding.

Student Learning
Problem Statement 2: Certain Subpops including, Economically Disadvantaged, African American, and Special Education students are not performing to their peers in Reading, Math, and Science.   **Root Cause**: Targeted small group instruction that is fluid is needed in all classrooms.

Perceptions
Problem Statement 3: 30% of teachers report a workload that is unreasonable and 38% report dissatisfaction with compensation.   **Root Cause**: Extended planning- often used for PLTs or meetings, lack of parent volunteers for clerical work.
Problem Statement 4: The lowest indicator on the Panorama Survey is in Classroom Engagement.   **Root Cause**: Students are not excited to participate or not interested in the content being taught, lack of authentic tasks, teacher talk vs student talk

State Compensatory

Budget for Rainwater Elementary

Total SCE Funds: $149,600.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

The supplemental programs and services provided with SCE funds include activities such as: state assessment remediation, PreK-3rd Readiness Skill Support, Core-Subject Small Group Instruction, Emergent Bilingual Support, and Summer School.

Title I

1.1: Comprehensive Needs Assessment

A comprehensive needs assessment is conducted on an annual basis. Multiple data sources are used from various stakeholders (parents, administrators, teachers, and community members) via surveys, meeting participation, etc. The areas of assessment include demographics, student achievement, school processes and programs, and perceptions. The school-wide focus is on academic student achievement as measured by growth throughout the school year.

2.1: Campus Improvement Plan developed with appropriate stakeholders

A campus improvement plan is developed based on the comprehensive needs assessment findings. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the district's website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

2.2: Regular monitoring and revision

Throughout the year the campus improvement plan is monitored and adjusted to best support student achievement and related initiatives. The campus Leadership Team and Rainwater's Campus Improvement Committee are involved in monitoring and adjusting the campus improvement plan.

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

Information is available to parents and community members in an understandable format and language. The district and campus websites include a feature which translates all content. Fliers that are sent home include both English and Spanish. Community meetings are held in English and Spanish.

2.4: Opportunities for all children to meet State standards

Progress monitoring of Math and Reading data is used to determine students in need of academic support. SNAP meetings are held regularly to determine which students are in need of Tier 2 & Tier 3 interventions. Parents are provided resources to help support student progress.

2.5: Increased learning time and well-rounded education

Based on need as identified via the SNAP process, additional learning time is provided during the school day and/or outside of the school day. Designated intervention times limit students missing core instruction.

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

Rainwater's CIP includes strategies to support all students, with an area of focus for students struggling with social emotional balance, bilingual emergent students and students receiving special education services.

3.1: Annually evaluate the schoolwide plan

A campus improvement plan is developed based on the comprehensive needs assessment finding. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the district's website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

4.1: Develop and distribute Parent and Family Engagement Policy

Annually stakeholders, including parents, staff, and administrators, jointly develop a parent and family engagement policy to encourage partnership and participation in activities that foster relationships which support student achievement. Input is gathered via Campus Improvement Committee meetings and online survey, during the spring of the previous school year. Updated policies are reviewed and disseminated at the beginning of the school year via ParentSquare and orientation meetings.

4.2: Offer flexible number of parent involvement meetings

There are multiple opportunities offered to parents in order to encourage participation in campus community meetings. These opportunities span different hours of the day in order to accommodate different schedules and they also span different formats including virtual meetings, face to face meetings, and recorded presentations.

Campus Improvement Committee

Committee Role	Name	Position
Classroom Teacher	Amber Zellmer	Kindergarten
Classroom Teacher	Katelyn DeMars	First Grade
Classroom Teacher	Amanda Etheridge	Second Grade
Classroom Teacher	Shretta Brown	Third Grade
Classroom Teacher	Hannah Brenner	Fourth Grade
Classroom Teacher	Sara Perez	Fifth Grade
Classroom Teacher	Beth Dworak	SPED teacher
Classroom Teacher	Andrea Waller	SPED teacher
Non-classroom Professional	Natalie Merrill	Counselor
Administrator	Jules Davis	Assistant Principal
Administrator	Nicole Greenleaf	Principal
Community Representative	Tre Crume	Community Member
Parent	Denise Castillo	Parent
Parent	Samuel Briones	Parent
Parent	Melissa Hare	Parent
Community Representative	Mark Mohrweis	Community Representative