Sheldon Independent School District

Stephanie Cravens Early Childhood Academy

2020-2021 Campus Improvement Plan



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Comprehensive Needs Assessment

Revised/Approved: June 15, 2020

Needs Assessment Overview

Needs Assessment Overview Summary

The Cravens ECA campus SBDM team reviewed various campus data to evaluate the overall goals for the district, to complete the campus program evaluation and to outline components of our 19-20 needs assessment. These steps were facilitated during the planing meeting on June 15, 2020.

The SBDM reviewed the EOY assessment data (CIRCLE, TKEA, DRA/EDL, and HFW), student and teacher attendance data, student discipline records, and parent and staff surveys to determine the needs and goals for the 2020-2021 school year.

Campus Targets:

The 2019 STAAR data were used to determine our campus accountability rating as a "B" according to the TEA accountability summary report. Our campus is paired with Royalwood Elementary.

In an effort to produce continuous improvement across all grade levels and student demographic populations and to educate a "well-rounded" student, the following priorities will be the focal point for the 2020-2021 school year:

1. Provide training and coaching for all kindergarten teachers in guided reading planning, instruction, and assessing.
2. Provide a reading interventionist to facilitate small group, targeted reading interventions for at-risk students.
3. Provide training, coaching, resources for a standard phonics/ phonemic awareness program and reading comprehension for Pre-K and Kindergarten.
4. Implement Best Practices and monitor with monthly alignment learning walks.
5. Support our collaborative special education/ general education inclusion classrooms to continue improving instruction and learning for students identified with special needs.
6. Provide training and communication to all parents so that they understand the curriculum and learning objectives for their child and provide resources for them to help their child at home with those skills.
7. Continue implementing UDL strategies and planning to improve learning of special education, EL, and at-risk students.
8. Continue to focus on safe and secure schools through PBIS, safe and secure schools, and SEL skills through Conscious Discipline
9. Provide continuous staff development on digital learning apps and programs (SeeSaw, Google Suite/ Classroom, Zoom) to enhance remote learning.
10. Provide communication and virtual trainings for parents to cover Skyward Family Access, curriculum, technology, discipline, and development stages/ skills.
11. Provide resources to encourage critical and creative thinking through the (STEAM) approach by providing resources for students to have hands-on opportunties to discover Science, Technology, Engineering, Arts, and Math concepts.

The campus CNA was developed, reviewed, and revised on the following dates for the 2019-2020 school year:

September 26, 2019

October 15, 2019

November 19, 2019

January 21, 2020

February 18, 2020

March 19, 2020 (Canceled due to Covid)

April 21, 2020 (Canceled due to Covid) - Principal and Assistant Principal went through plan together and conducted a formative review for March.)

and June 15, 2020

A copy of this Campus Improvement Plan can be found in English and Spanish at the campus in the office or the library, online at www.sheldonisd.com, or at our local public library - North Channel Library.

Demographics

Demographics Summary

Cravens ECA has a student population of approx. 630 students. The student body is 83.8% economically disadvantaged which qualifies our campus as a Title 1 school-wide campus. The student body consists of 78% Hispanic, 16% African-American, 3% White, 3% other. 53% of students are identified as English Language Learners and 9% are identified as needing Special Education.

Student Enrollment

Year	Enrollment
2015-16	580
2016-17	630
2017-18	581
2018-19	651
2019-2020	630

Student Demographics by Ethnicity – 19-20

Ethnicity	Campus	District
Hispanic	77%	71.3%
American Indian		
Asian	.6%	.4%
African American	15%	21%
Native Hawaiian		
White	5.5%	5.6%
Two or More Races	1.4%	1.2%

Student Longitudinal Demographics by Ethnicity

Ethnicity	2015	2016	2017	2018	2020
Hispanic	75	76	78	79	77
American Indian	.51	0	0	0	
Asian	.85	0	.5	.5%	.6
African American	15.16	17%	16%	16.5%	15
Native Hawaiian	0	0	0	0	

Ethnicity	2015	2016	2017	2018	2020
White	7.67	4.63	3.3	3%	5.5
Two or More Races	1.34	1.55	1.3	1.5	1.4

Student Demographics by Gender

Gender	Campus	District	State
Male	49.5	50.6	51%
Female	50.4	49.4	49%

1. **Student Demographics by Special Populations 18-19**

Special Population	Campus	District	State
Special Education	4.7%	7.9%	9.6%
ELL	48.9%	30.7%	19.5%
Gifted & Talented	6%	4.96%	7.7%
Section 504	0	2.08%	
Economically Disadvantaged	78.5	77.5%	59%

1. **Staff Demographics by Ethnicity**

Ethnicity	Campus	District	State
Hispanic	46%	23.6%	
AA	14%	31.6%	
White	38%	42.1%	
2 or more races	0	1.1	

1. **Staff Demographics by Gender**

Gender	Campus	District	State
Male	6%	23.8%	23.5

Gender	Campus	District	State
Female	93%	76.2%	76.5

1. **Staff Demographics by Years of Experience**

Years of Experience	Campus	District	State
Beginning	3 - 8%	11.2%	
1-5 years	7 - 19%	35.7%	
6-10 years	14 - 38%	26.6%	
11-20 years	10 - 27%	20.6%	
Over years	3 -8%	6.2%	

Demographics Strengths

Strengths noted after analyzing the data charts:

- Mid-size school allows for more attention of student needs.
- All sub-populations are relatively stable
- Campus student and staff demographic percentages are aligned with district percentages
- Staff demographics are relatively close to student demographics
- Diverse staff population
- Campus staff have more years of experience than that compared to the district

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our economically disadvantaged students are scoring lower in reading than their peers. **Root Cause:** Teachers do not understand the impact that poverty has on oral language and reading comprehension development.

Problem Statement 2: We do not have enough culturally relevant resources (authentic literature, posters, dolls, etc,that mirror our student body **Root Cause:** Diverse cultures are represented in our student body, but many of our resources depict the white culture

Student Learning

Student Learning Summary

In the 19-20 school year, student achievement:

1) DRA 6+ - 47% of English and Spanish students in 2019. For 2020, we only had mid-year scores - 85% met GRL B.

3) HFW - Campus 77% (18-19). No Cumulative test for the 19-20 school year.

4) Science - Kindergarten 99% on EOY assessment; Pre-K 91.5% on EOY (18-19). No EOY assessment for the 19-20 school year.

5) Pre-K Book/ Print Knowledge - MOY - 88%

7) Pre-K Letter Sounds - MOY - English 56%, Spanish 92%

9) Kindergarten Math - MOY E-80%, S-92%.

10) Student attendance increased from 96% to 96% - We maintained. Students with chronic absences tend to be the students falling in the academic "at-risk" category.

Student Achievement Summary:

Kindergarten DRA English 19-20 MOY

Students	% Met (DRA 2)
All Students	85%
Hispanic	85%
African American	91%
White	79%
Two or More Races	100%
Economically disadvantaged	84%
LEP	62.5%
Special Education	71%
Gifted & Talented	100%

Students	% Met (EDL 2)
All Students	85%
Hispanic	85%
African American	
White	100%
Two or More Races	75%
Economically Advantaged	84%
LEP	86%
Special Education	40%
Gifted & Talented	100%

Math EOY Kindergarten 88% 18-19; 19-20 MOY 74% as follows:

Students	% Met	
Male	76	
Female	71	
Hispanic	71	
African American	86	
White	77	
Two or More Races		
Economically Advantaged	74	
LEP	64	
Special Education	52.94	
Gifted & Talented	100	

Student Learning Strengths

Strengths:

1) Pre-K Concepts about Print (Book/Print Knowledge):

- Ethnicity sub-pops scored within 5% points of each other
- 89% of Pre-K students mastered the concepts about print assessment

2) Pre-K Spanish Letters/ Sounds - 97% Mastery

3) Pre-K English Letter/ Sounds - Increased from 85 to 88%

4) Kindergarten DRA - At MOY, we were hire at 85% than the year before at MOY (81). We were on our way to meet our goal before remote learning began.

5) Kindergarten math: All sub-pops scored with 4% of the campus average

6) Pre-k and Kindergarten Science (Kindergarten 99% and Pre-K 91.5% met mastery on EOY benchmarks)

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students need to ask more questions and use problem-solving skills to find answers. **Root Cause:** Teachers are providing too much support and are not allowing for more discovery opportunities. Need more opportunities to move from concrete to abstract number sense.

Problem Statement 2 (Prioritized): Special education students performed below the campus average and all other sub. pops. on DRA **Root Cause:** We have 7.39 percent of our student body that is identified with a disability. Teachers are learning how to support students needs through UDL, but have not mastered it yet to decrease their learning gaps.

Problem Statement 3 (Prioritized): Our economically disadvantaged students are scoring lower in reading than their peers. **Root Cause:** Teachers do not understand the impact that poverty has on oral language and reading comprehension development.

School Processes & Programs

School Processes & Programs Summary

We currently have a district curriculum (Sheldon S.H.I.E.L.D.) As a campus, we are focusing on building the instructional capacity of all of our teachers in each of the balanced literacy components. Our target areas will be in phonics, comprehension strategies, and guided reading.

Phonics Instruction will incorporate McGraw Hill (New Textbook adoption) and Esperanza Lessons. Teachers will also utilize resources from the Children's Learning Institute and Fountas and Pinell

Comprehension Strategies: Teachers will explicitly model and teach comprehension strategies through Interactive and Shared Reading.

Guided Reading: Teachers will plan for and facilitate guided reading groups daily, will maintain anecdotal notes, and running records on each student.

PreK students will be assessed with CIRCLE assessment at the BOY, MOY, and EOY. Students will also be assessed on each standard for the standard's based report card.

Kindergarten students will be assessed with Texas Kindergarten Entry Assessment (TKEA), DRA/ EDL, HFW. Students will also be assessed on each standard for the standard's based report card. LEP students will also participate TELPAS in the Spring.

The school organization is comprised of many processes designed to build the capacity of teachers, maximize the learning for all students, and engage parents in their child's learning. We have the following processes in place:

1) Weekly PLC meetings built into the master schedule and are used to give teacher teams a common planning time for lesson planning, data disaggregation, professional development, and to address student concerns.

2) Instructional Coach works with all teachers to build their instructional capacity. All new teachers have mentors and are supported throughout the year.

4) STEAM lab implementation, STEM activity time built in to the master schedule.

5) Inclusion classrooms - Building an inclusive practice for early childhood in partnership with Region IV - Utilizing UDL framework to meet the needs of all learners.

6) Implementation of dual language one-way bilingual program.

7) School-wide implementation of Conscious Discipline and PBIS

8) RTI team meets weekly to discuss struggling students, develop an intervention plan, and monitor progress.

9) We utilize SeeSaw app and Google Classroom for remote learning and parent communication and collaboration.

School Processes & Programs Strengths

1) Conscious Discipline and PBIS implementation.

2) Implementation of dual language one-way and two-way.

3) Minimal teacher turn-over each year.

4) SeeSaw app implementation for remote learning and parent communication.

Perceptions

Perceptions Summary

Teachers, parents, and students were given an opportunity to complete an anonymous survey at the end of the school year. According to each survey the majority of all stakeholders are pleased with they way we do business. 93% of our parents rated Cravens ECA at a B or higher. There is very minimal teacher turn-over each year and the staff members rated the campus/ principal at 1.8 out of 5 with 1 being the best on the district survey.

Parents indicated that they liked that the campus was organized, safe and secure, and provided special events and parent involvement opportunities. 90% agreed that they were informed in a timely and effective manner about their child and school events. Most were pleased with the SeeSaw app. Parents indicated they wanted to know more about the curriculum and ways they can help their child at home (homework.)

Perceptions Strengths

Strengths noted in surveys:

Parents: 1) Family Involvement, 2) Caring Staff, 3) Communication, 4) Security/ Safety, 5) Discipline/ Patience

Cravens Academy enjoys a high level of parental support as is evidenced by the large number of parents who volunteer at the school. The volunteer program, Cub P.A.C., has been active in fund raising activities that provide additional resources for the school. Parents and Community members participate on the Campus Improvement Team (SBDM), SHAC, and District-Wide Improvement Committees. An annual survey is conducted to measure parent/community perception of the effectiveness of various campus programs. The Title 1 parent nights, attendance at programs, and field day were all successful in the 2018-2019 school year. The Family movie night and Math and Science Night were rated as one of the favorite events for moms. These activities have become an addition to the campus schedules.

Staff: 1) Campus culture- family/ friendly atmosphere, 2) Family Events 3) Supportive Administration 4) Data-driven decisions

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Our economically disadvantaged students are scoring lower in reading than their peers. **Root Cause:** Teachers do not understand the impact that poverty has on oral language and reading comprehension development.

Priority Problem Statements

Problem Statement 1: Our economically disadvantaged students are scoring lower in reading than their peers.

Root Cause 1: Teachers do not understand the impact that poverty has on oral language and reading comprehension development.

Problem Statement 1 Areas: Demographics - Student Learning - Perceptions

Problem Statement 2: Special education students performed below the campus average and all other sub. pops. on DRA

Root Cause 2: We have 7.39 percent of our student body that is identified with a disability. Teachers are learning how to support students needs through UDL, but have not mastered it yet to decrease their learning gaps.

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- Running Records results
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Professional development needs assessment data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Revised/Approved: June 15, 2020

Goal 1: SISD will maximize student learning for All.

Performance Objective 1: Kindergarten student EOY DRA scores will increase from 47% on a DRA independent level of "6" or higher to 68%. DRA scores will also increase from 68% to 75% of students will be on an independent level of "4" or higher by the end of May 2021. The percentage of Pre-k students will increase from 88.5% to 91% on the EOY Book and Print and from 88% to 90% for English and 97% to 97% for Spanish letter-sound assessment by June 2021.

Targeted or ESF High Priority

Evaluation Data Sources: EOY DRA guided reading levels; EOY Concepts about Print (CAP) assessment, Letter/Sound Assessment Checklist

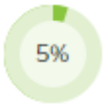
Summative Evaluation: Some progress made toward meeting Objective

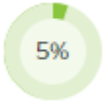
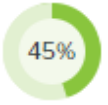
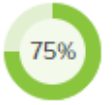
Next Year's Recommendation: Continue strategies from previous year, choose and implement an online EOY assessment for reading skills in case of remote learning.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide staff development and needed resources for Pre-K and K in all balanced literacy components including learning station activities and running records. Utilize TEKS deconstruction/Reflective Practice Model during PLC planning. August 2020- June 2021 **Strategy's Expected Result/Impact:** According to DRA and running records, students will reach established benchmarks: 2nd 9 Weeks - DRA 2 (Instructional) 3rd 9 Weeks - DRA 4 (Independent) 4th 9 Weeks - DRA 6(Independent) **Staff Responsible for Monitoring:** Principal and Assistant Principal Others involved are the campus instructional coach, ELA curriculum specialists, and Director of Curriculum. **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- Comprehensive Support Strategy** **Funding Sources:** Literacy Station Manipulatives - 199-State Comp. Ed. - $6,800				

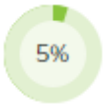
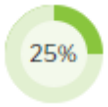
Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continue to provide software/ online programs for all teachers and training for new teachers to utilize in supplementing their lessons: 1) RAZ Kids 2) Reading A to Z 3) More Starfall 4) SeeSaw APP 5) Ready Rosie September 2020- May 2021 **Strategy's Expected Result/Impact:** District CBA mastery, EOY DRA, RAZ kid usage, TX KEA **Staff Responsible for Monitoring:** Principal and Assistant Principal Others involved are the campus instructional coach, ELA curriculum specialists. **Comprehensive Support Strategy** **Funding Sources:** Starfall - 211-Title I - $270, RAZ kids - 211-Title I - $1,679, SeeSaw for Schools - 211-Title I - $3,300				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Interventions for Tier 2 and Tier 3 of intervention program: Targeted interventions during the school day. Kinder. - LLI/ SEL - Leveled Literacy Intervention, phonemic awareness for young children Pre-K interventions - Unique schedule for oral language/ PA interventions - CIRCLE manual resources September 2020 - June 2021 **Strategy's Expected Result/Impact:** Formative: Weekly assessments Running Records Summative: CBAs and report cards Student reading levels at EOY TELPAS writing samples CIRCLE assessments **Staff Responsible for Monitoring:** Staff: Title 1 Aides/ teachers/ parents/ Administrators and Instructional coach. Materials: LLI/ SEL Kits, CIRCLE manual and CLI activities **Schoolwide and Targeted Assistance Title I Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy** **Funding Sources:** LLI Resources - 211-Title I				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Pre-K interventionist to target interventions in literacy skills in small group instruction. September 2020-May 2021 **Strategy's Expected Result/Impact:** Formative: Anecdotal notes of students and walkthrough observations of teachers Summative: Letter sound assessment, CAP and report cards **Staff Responsible for Monitoring:** Staff: Instructional Coach, Administrators, Curriculum Specialists **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **- Comprehensive Support Strategy - Targeted Support Strategy** **Funding Sources:** Pre-K Instructional Aide Interventionist - 211-Title I - $32,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Develop oral language, listening skills, and comprehension for all students, including ELL students, through use of Primary Comprehension Toolkit lesson, Scholastic Magazines, shared reading, interactive read aloud texts, collaborative charts, flannel story, dramatic play stations, an author visit, AVID Reader Books for contest, and Wild About Reading Program. August 2020 - June 2021 **Strategy's Expected Result/Impact:** Formative: Common Assessments, DRA, Anecdotal notes, observations Summative: DRA Data **Staff Responsible for Monitoring:** Administrators, Teachers, Instructional Coach **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- Comprehensive Support Strategy** **Funding Sources:** Charts - 211-Title I				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Build writing and literacy skills through: writer's workshop and Interactive writing. K - Empowering writers, Pre-K - Rice StoryTelling; Purchase new student white boards and journals for interactive writing; provide incentives for students learning their high frequency words each 9 weeks. August 2020 - June 2021 **Strategy's Expected Result/Impact:** Formative: Writing journals/ samples and SeeSaw Summative: EOY portfolio, report card **Staff Responsible for Monitoring:** Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Training - 199-State Comp. Ed.				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Provide classroom libraries of guided reading books, mentor texts, and read alouds in English and Spanish to be used for reading comprehension instruction, guided reading instruction, and independent reading during literacy work stations. September 2020-December 2021 **Strategy's Expected Result/Impact:** Teachers have all the resources they need to implement balanced literacy. **Staff Responsible for Monitoring:** Administrators, Instructional Coach **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **Funding Sources:** - 211-Title I				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Teachers participate in learning walks each semester to observe literacy stations and guided reading groups. October 2020, February 2021 **Strategy's Expected Result/Impact:** Teachers will have participated in two learning walks and completed reflection sheets. **Staff Responsible for Monitoring:** Administrators, Instructional Coach	N/A			

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Provide training in UDL and provide resources for sp. ed. collaboration with gen. ed. teachers to support our special education students. Sp.Ed. Cohort/Region IV and more inclusion in gen ed classroom. August 2020 - May 2021 **Strategy's Expected Result/Impact:** Increased reading scores of all Sp. Ed. students. **Staff Responsible for Monitoring:** Administrations, Sp. Ed. Teachers, Gen. Ed. Teachers, Program specialists **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6	N/A			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: SISD will maximize student learning for All.

Performance Objective 2: Kindergarten students will increase from 88% meeting expectations on the TKEA Math assessment to 90% of all students meeting expectations.

Kindergarten students will maintain a 99% meeting expectations on the Science TKEA.

85% of Pre-K students will master the math Pre-K guidelines as determined by the EOY CIRCLE assessment.

Evaluation Data Sources: TKEA evaluation; CIRCLE assessment

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue strategies from previous year and implement an online EOY assessment for math and science skills in case of remote learning.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue to develop the campus STEAM lab and STEAM events (STEAM week, STEAM themed days, STEAM Night) on campus to increase opportunities for students to learn and discover Science, Technology, Engineering, Art, and Math concepts through hands on- purposeful play activities **Strategy's Expected Result/Impact:** Increase Math and Science scores, students exposed to STEAM opportunities early to help them discover their strengths and passions for learning. **Staff Responsible for Monitoring:** The principal and instructional coach will conduct walk-throughs in the STEAM lab. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math	10%	15%	50%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide staff development in number sense, problem solving, guided math, PBL, and StemScopes to all teachers and provide necessary resources and manipulatives for effective math and science instruction. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals	N/A	15%	50%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Build and Maintain a campus garden for students to observe and practice Life cycles, measurement skills, and nutrition. Provide measuring tools in garden for students to access. August 2020-June 2021 **Strategy's Expected Result/Impact:** Understand how to grow food. Know nutritional value and have opportunities to taste test different items grown in the garden. Use measuring tools in real life situations. **Staff Responsible for Monitoring:** Campus administrators, teachers, parent volunteers **Schoolwide and Targeted Assistance Title I Elements:** 2.5	N/A	N/A		

 No Progress  Accomplished  Continue/Modify  Discontinue

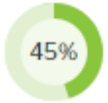
Goal 1: SISD will maximize student learning for All.

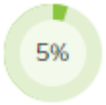
Performance Objective 3: Improve attendance rate from 96% to 96.5% by June 2021.

Evaluation Data Sources: End of the year attendance reports.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue training parents on importance of attendance, conducting attendance conferences, and providing incentives.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Nine weeks attendance awards for students: Strive for 5 campaign - Parent awareness/ information booklets. Bubble party at end of year. Name announced in 9WK newsletter and picture posted in hallway. Every perfect attendance day your class earns a letter. Once they spell out "Cubby Bear and get cubby bear picture, they earn class tokens. August 2020- June 2021 **Strategy's Expected Result/Impact:** Nine week awards Summative: End of year attendance rate. **Staff Responsible for Monitoring:** Assistant principal, attendance clerk, staff members, and support staff Materials: awards and incentives Cost: 500.00 Fund: Student Activity/donations				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide activities for students to learn Social and Emotional skills, build relationships, and to keep students engaged and wanting to be at school. 1)Morning meetings in each CR to build the school family. 2)Tuesday Enrichment activities 3) Theme days 4) Conscious Discipline - School Family rituals August 2020 - June 2021 **Strategy's Expected Result/Impact:** Formative: Attendance rates Summative: End of year attendance rate, student surveys **Staff Responsible for Monitoring:** Campus administration and Support staff				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Student Attendance for May Students with perfect attendance each week go into a raffle for an educational basket or gift card ($15). 4 parents will be selected in drawing as well. May 2021 **Strategy's Expected Result/Impact:** Formative: Attendance rates Summative: End of year attendance rate **Staff Responsible for Monitoring:** Assistant principal, attendance clerk, and support staff	N/A	N/A		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Staff Attendance Incentives 1) Monthly perfect attendance recognition. 2) Semester Perfect Attendance - Grab bag with gift cards. 3) End of year - No more than two absences = $25.00 gift card and Perfect attendance = $50.00 gift card. August 2020 - June 2021 **Strategy's Expected Result/Impact:** Monthly and End of the year attendance rate for employees **Staff Responsible for Monitoring:** Campus Administration, Secretary **TEA Priorities:** Recruit, support, retain teachers and principals	N/A	15%	30%	→

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

Goal 1: SISD will maximize student learning for All.

Performance Objective 4: Set the foundation for all students to become college and career ready through achieving academic success so that all sub-groups perform within 5% points of each other on the end of year reading and math assessments in May 2021.

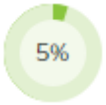
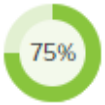
Evaluation Data Sources: All sub-groups will score equally on all assessments given. Identified GT students will have 100% mastery on EOY assessments.

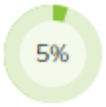
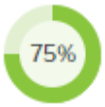
Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue enrichment and interventions based on individual student needs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Interventions - Tier II small group Interventions will be targeted skills based on TX-KEA and DRAs and will include guided reading interventions. September 2020- June 2021 **Strategy's Expected Result/Impact:** Increased reading scores on EOY DRA and TKEA **Staff Responsible for Monitoring:** Administration, Counselor, staff members **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **- TEA Priorities:** Build a foundation of reading and math **- Comprehensive Support Strategy**	5%	5%	50%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continue implementation of dual language one way and two way. Provide curriculum resources and training in ESL strategies and Spanish phonics. August 2020 - June 2021 **Strategy's Expected Result/Impact:** End of year assessments, TELPAS, and district CBAs. **Staff Responsible for Monitoring:** Campus Administrators, Instructional Coach, ML Director.	5%	50%	60%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide staff development in targeted areas to meet the needs of all learners. Conferences: Texas School Ready Institute, RICE, Lead4Ward , ASCD August 2020- June 2021 **Strategy's Expected Result/Impact:** End of the year CBA assessment data on students indicating that each student has met expectations. **Staff Responsible for Monitoring:** Campus administrators, Instructional Coach, RTI chair, and Counselor **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- Comprehensive Support Strategy** **Funding Sources:** - 211-Title I		N/A		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Build Fine Motor Skills to improve the handwriting. Build Gross Motor skills. Create a motor lab space. Provide training on how to build fine motor skills. August 2020 - June 2021 **Strategy's Expected Result/Impact:** Formative: Weekly writing assignments Summative: 9 week writing samples Motor Lab will be provided for teachers and specialists to work with students on fine and gross motor skills. **Staff Responsible for Monitoring:** Administration, Sp. ed.staff, and interventionists **Schoolwide and Targeted Assistance Title I Elements:** 2.5 **- Comprehensive Support Strategy** **Funding Sources:** Gross motor, fine motor manipulatives - 199-State Comp. Ed.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: SISD will attract, develop, and retain highly effective personnel.

Performance Objective 1: To maintain the teacher turn-over rate from 4 teachers and 2 paras in the 19-20 school year to no more than two total in the 20-21 school year.

Evaluation Data Sources: Resignations

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue to provide support for teachers and monitor staff goals and morale

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide staff development in targeted areas based on teachers' individual needs based on TTESS observations. Utilize SimpleK-12 - Online Training Software to create individual PD plans for the year August 2019 - June 2020 and July 2020 **Strategy's Expected Result/Impact:** Documentation of completion of trainings, observations, 100% of teachers maintain highly qualified status. **Staff Responsible for Monitoring:** Administration and Staff **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers **- Comprehensive Support Strategy** **Funding Sources:** Simple K12 Staff Development - 211-Title I - $5,873	5%	50%	75%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: SISD will attract, develop, and retain highly effective personnel.

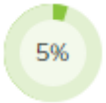
Performance Objective 2: Provide all staff with training opportunities to ensure all personnel meet guidelines established in the district technology plan and are utilizing technology in the classroom.

Evaluation Data Sources: Walkthrough data on technology usage, STAR chart survey, staff surveys

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Provide more strategic and ongoing technology training to enhance remote learning

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Use Ipads, chromebooks w/ headphones and mice, and interactive projectors, interactive panels, wireless presenter remotes, to conduct research, explore new concepts, and participate in online learning programs. August 2020 to June 2021 **Strategy's Expected Result/Impact:** Walkthroughs, cart usage, student work samples, staff surveys **Staff Responsible for Monitoring:** ITS, Administration, and staff members **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Utilize technology to enhance communication between campus, parents, and community: Twitter, School-wide SeeSaw, Ready Rosie, website. Provide lap tops for PEIMS, Attendance Clerk, and Counselor to ensure effective data entry, reporting and communication with parents. Provide a scanner for the counselor and RTI lead to maintain RTI paperwork. Technology training: August 2020 August 2020- June 2021 **Strategy's Expected Result/Impact:** Parent and Staff surveys **Staff Responsible for Monitoring:** ITS, Administration, staff members **Funding Sources:** Dell Laptop computers and docking stations (3) - 199-State Comp. Ed. - $2,012				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide staff members training on using technology to enhance learning, collaboration, SeeSaw, Ready Rosie, and communication with other communities. *Share apps *Mini workshops during PLCs or after school to learn how to utilize our technology with our curriculum *Interactive panels training August 2020 - June 2021 **Strategy's Expected Result/Impact:** Walkthroughs and staff surveys **Staff Responsible for Monitoring:** ITS, Administration, Instructional Coach				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: SISD will promote parent/ community engagement.

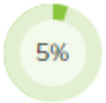
Performance Objective 1: Increase the number of parent/ community volunteers from 20 consistent volunteers to 30 volunteers by March 2021.

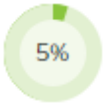
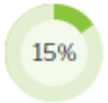
Evaluation Data Sources: Parent volunteer hour logs, parent meeting sign-in sheets, parent survey

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue programs. Rewrite goal to clarify "consistent."

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Parent communication *Principal will facilitate a "coffee and chat" with all interested parents once a 9 weeks to allow for parents to give input or learn new strategies to use at home with their child. *Provide take-home binders for each K students to use as home communication/ data notebook (AVID) *Academic monitoring - Intervention notices sent home, parent conferences for "at-risk" students held in January *All teachers will communicate with their classroom parents through SeeSaw August 2019 - June 2020 **Strategy's Expected Result/Impact:** Parent Surveys **Staff Responsible for Monitoring:** Administration and classroom teachers **Funding Sources:** Binders - 211-Title I				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Parent Reading Involvement *Wild About Reading Program for K and Prek *Take home phonics/ literacy kits *Family Literacy Night *Take home book pouches, reading activities to do at home. *AVID reading program August 2019 - June 2020 **Strategy's Expected Result/Impact:** Participation - sign-in sheets, library record of materials checked out by parents, number of medals awarded at end of year **Staff Responsible for Monitoring:** Administration and Staff **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 3.1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: CUB "P.A.C." (Parent and community volunteer program including a representative on rep. council). Provide resources for volunteers to use to assist teachers in making resources for the classroom (die-cuts, etc.) August 2019 - June 2020 **Strategy's Expected Result/Impact:** # of volunteer hours will increase, programs and process will run more efficiently **Staff Responsible for Monitoring:** Administration and Title 1 staff members **Schoolwide and Targeted Assistance Title I Elements:** 3.1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide parents with workshops and events designed to engage and educate them with current strategies to support student learning at home. Utilize Ready Rosie as a resource to assist/ train parents. August 2019 - June 2020 **Staff Responsible for Monitoring:** Administration and staff **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 3.2 **- Comprehensive Support Strategy**				

 No Progress  Accomplished  Continue/Modify  Discontinue

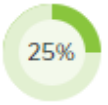
Goal 4: SISD will ensure a safe and positive environment.

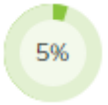
Performance Objective 1: Maintain office referrals to no more than 30 office referrals by the end of the year by implementing PBIS and Conscious Discipline in order to provide procedures and processes that create and maintain and safe and orderly learning environment.

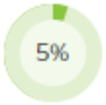
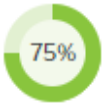
Evaluation Data Sources: Office discipline referrals, stakeholder surveys, RTI documentation

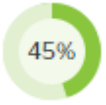
Summative Evaluation: Met Objective

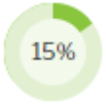
Next Year's Recommendation: Continue strategies and work to implement PBIS.

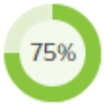
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement CHAMPS and Conscious Discipline as part of our school-wide discipline plan to help students learn self regulation to control their emotions and behaviors. Provide on-site training and resources to all staff members on Conscious Discipline. August 2020 - June 2021 **Strategy's Expected Result/Impact:** Decrease in office referrals and behavioral interventions **Staff Responsible for Monitoring:** Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide lessons, resources (books/ puppets/ sit spots) for teacher to help students learn self-regulation skills and character traits. August 2020 - June 2021 **Strategy's Expected Result/Impact:** Decrease in office referrals and counselor referrals for anger and emotion control. **Staff Responsible for Monitoring:** Administration, Counselor, Staff				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Monitor Crisis management plan. Conduct monthly safety drills. Provide outdoor emergency kit to utilize at recess and during drills. August 2020 - June 2021 **Strategy's Expected Result/Impact:** Monthly drill logs and after action reports. **Staff Responsible for Monitoring:** Administration, Nurse, & Staff members. **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Implement Positive Behavior Interventions and Supports. "Pawsitive" behavior. Rules and expectations posted in classrooms and all common areas including the hallways leading to the playground. Recognize students each 9 weeks through the following initiatives: Cubby Bear Hug ceremony and Star Cub. August 2020 - June 2021 **Strategy's Expected Result/Impact:** Maintain 30 or less office discipline referrals **Staff Responsible for Monitoring:** Administration, Counselor, and all staff members. **Schoolwide and Targeted Assistance Title I Elements:** 2.5				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: "Stop Bullying" training - provide students with guidance lessons that promote safety and protect against violence and bullying. Utilize Second Step and Character Counts, Stop Bullying, Anti-Cyber bullying, and Conscious Discipline. August 2020 - June 2021 **Strategy's Expected Result/Impact:** Maintain 30 or less discipline referrals. Data collected on student and parent surveys. **Staff Responsible for Monitoring:** Counselor and staff members **Schoolwide and Targeted Assistance Title I Elements:** 2.5				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Maintain a positive environment for staff members by providing activities to motivate staff including monthly activities, staff appreciation week, potluck lunches, etc.; Increase collaboration & communication among teams. August 2020 - June 2021 **Strategy's Expected Result/Impact:** Staff survey and MAPA participation **Staff Responsible for Monitoring:** Administration and staff members **TEA Priorities:** Recruit, support, retain teachers and principals				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: SISD will ensure a safe and positive environment.

Performance Objective 2: To provide a safe and organized transition from Pre-K to kindergarten and kindergarten to first grade as students transition from the ECA to the elementary campuses.

Evaluation Data Sources: Teacher, parent surveys

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide a transition orientation visit for kindergarten students to visit their receiving elementary campus. May 2021. Provide resources and support for students and their parents who are transitioning from home or daycare to Pre-K or K. **Strategy's Expected Result/Impact:** Transition visit attendance and student surveys. **Staff Responsible for Monitoring:** Counselor and administration **Comprehensive Support Strategy**	N/A	N/A	10%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Kindergarten Graduation ceremonies - To celebrate our students' Kindergarten transition to 1st grade. Share resources with parents to help their child prepare for 1st grade and their new campus. Provide opportunities for parents to share in the transition celebration with their child. May 2021 **Strategy's Expected Result/Impact:** Parent attendance (sign-in sheets), parent surveys **Staff Responsible for Monitoring:** Administration, Counselor, and staff members	N/A	N/A	15%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: SISD will ensure a safe and positive environment.

Performance Objective 3: Provide a safe and secure dismissal process to allow for social distancing and secure dismissal for all students.

Evaluation Data Sources: 1) Dismissal Logs
2) Parent Survey
3) Staff Survey

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue with the Safe Schools app.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize Safe Dismissal App/ Program during our dismissal process to allow for social distancing and efficient documentation of each student's dismissal home. **Strategy's Expected Result/Impact:** To allow for social distancing - dismissal from the classroom. More efficient dismissal logs on how and when a student goes home. **Staff Responsible for Monitoring:** All staff members	10%	80%	90%	100%

No Progress


Accomplished

Continue/Modify

Discontinue

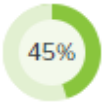
Goal 5: SISD will maintain and monitor systems to ensure financial responsibility across the district.

Performance Objective 1: By June 2021, Cravens ECA will deplete or encumber 100% of all federal and state funds in a timely manner during the 2020-2021 school year to meet the goals and expectations for academic support. (Some funds will be encumbered for summer school)

Evaluation Data Sources: Budget Report

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue weekly meetings

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Weekly meetings with the campus secretary to review expenditures and the accounting management systems to ensure compliance with federal and state funding. August 2020- July 2021 **Strategy's Expected Result/Impact:** 100% of funds will be depleted in a timely manner **Staff Responsible for Monitoring:** Principal, Secretary				

 No Progress  Accomplished  Continue/Modify  Discontinue

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

TThe Cravens ECA campus SBDM team reviewed various campus data to evaluate the overall goals for the district, to complete the campus program evaluation and to outline components of our 19-20 needs assessment. These steps were facilitated during the planing meeting on June 10, 2019.

The SBDM reviewed the EOY assessment data (CIRCLE, TKEA, DRA/EDL, and HFW), student and teacher attendance data, student discipline records, and parent and staff surveys to determine the needs and goals for the 2019-2020 school year.

Campus Targets:

The 2018 STAAR data were used to determine our campus accountability rating as "Met Standard" according to the TEA accountability summary report. Our campus is paired with Monahan Elementary.

In an effort to produce continuous improvement across all grade levels and student demographic populations and to educate a "well-rounded" student, the following priorities will be the focal point for the 2019-2020 school year:

1. Provide training and coaching for all kindergarten teachers in guided reading planning, instruction, and assessing.
2. Provide a reading interventionist to facilitate small group, targeted reading interventions for at-risk students.
3. Provide training, coaching, resources for a standard phonics/ phonemic awareness program for Pre-K and Kindergarten.
4. Implement Best Practices and monitor with monthly alignment learning walks.
5. Support our collaborative special education/ general education inclusion classrooms to continue improving instruction and learning for students identified with special needs.
6. Provide training and communication to all parents so that they understand the curriculum and learning objectives for their child and provide resources for them to help their child at home with those skills.
7. Continue implementing UDL strategies and planning to improve learning of special education, EL, and at-risk students.
8. Continue to focus on SEL skills through Conscious Discipline

The campus CNA was developed, reviewed, and revised on the following dates for the 2018-2019 school year:

September 18, 2018

October 16, 2018

November 13, 2018

February 19, 2019

March 19, 2019

April 16, 2019

and June 10, 2019

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan was developed by the SBDM committee on June 10, 2018.

2.2: Regular monitoring and revision

The 19-20 CIP will be reviewed formerly quarterly by the SBDM team in November, January, March, June. However, the CIP is a living document and will be updated throughout the year as needed ad determined by the SBDM team.

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

A copy of our Campus Improvement Plan can be found on our website, in our front office, in our campus library, and at North Channel Harris County Public Library.

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

To support our At-Risk students, we will hire an additional instructional aide to provide interventions and supports to struggling students. We will also contract with an interventionists to provide small group targeted instruction to identified students three days a week.

3.1: Develop and distribute Parent and Family Engagement Policy

Our campus parent engagement policy was developed by administrators, teachers, and parents. A copy can be found on our campus and district website. We will a quarterly parent focus group.

Title I Personnel

Name	Position	Program	FTE
Brenda Flores	Instructional Aide	Pre-K Interventions	1
Dena Rivera	Instructional Aide	Interventions	1
Gabriela Turcious	Instructional Aide	Pre-K Interventions	1
Rosalinda Aguilar	Instructional Aide	Interventions	1

2020-2021 Campus Site-Based Committee

Committee Role	Name	Position
District-level Professional	J. R. Webster	
Classroom Teacher	Ashley Callis	Lead Mentor
Classroom Teacher	Melissa Cunningham	Chair
Parent	Brenda Deleon	
Parent	Jennifer Cervantes	
Classroom Teacher	Deirdre Brown	
Classroom Teacher	Jeanne Lacy	
Classroom Teacher	Selina Mancha	Co-Chair
Secretary	Terry Autry	
Non-classroom Professional	Heather Rowland	
Non-classroom Professional	Tiffany Cross	CIS
Administrator	Kathy Spell	
Administrator	Denise Mustin	
Classroom Teacher	Aliza Draine	SPED Lead
Classroom Teacher	Kathie Cussen	Pre-K Lead
Classroom Teacher	Carmen Saenz	Pre-K Lead
Classroom Teacher	Luz Cruz	Kinder Lead
Classroom Teacher	Norma Cotten	Kinder Lead
Classroom Teacher	Jeremy Williams	
Classroom Teacher	Desirae Feemster	

Campus Funding Summary

199-State Comp. Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Literacy Station Manipulatives		$6,800.00
1	1	6	Training		$0.00
1	4	4	Gross motor, fine motor manipulatives		$0.00
2	2	2	Dell Laptop computers and docking stations (3)		$2,012.00
				Sub-Total	$8,812.00

211-Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Starfall		$270.00
1	1	2	RAZ kids		$1,679.00
1	1	2	SeeSaw for Schools		$3,300.00
1	1	3	LLI Resources		$0.00
1	1	4	Pre-K Instructional Aide Interventionist		$32,000.00
1	1	5	Charts		$0.00
1	1	7			$0.00
1	4	3			$0.00
2	1	1	Simple K12 Staff Development		$5,873.00
3	1	1	Binders		$0.00
				Sub-Total	$43,122.00