Carrollton-Farmers Branch Independent School District

Rainwater Elementary

2024-2025 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 15, 2024

Demographics

Demographics Summary

Rainwater Elementary is a 29-year-old, Pre-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 city of Carrollton. 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. We have a high percentage of in-district and out-of-district transfers on our campus. Our campus celebrates the diversity of our students and staff. The African American (20.2%), Hispanic (32.3%), White (24.3%), Asian (12.5%), and Two or More Races (10.4%) of student populations are 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 have traditionally been high. At 95.8%, the attendance rate is lower than the district percentage of 97.3% Additionally our campus chronic absenteeism decreased from 12.5% to 4.44%. The campus accredits this achievement to open communication, partnerships with parents, and a focus on high achievement for each student. Rainwater Elementary serves 17.3% Emergent Bilinguals (EBs), 17% Gifted and Talented, and 26.8% Special Education. Additionally, 53.9% are economically disadvantaged and 51.8% 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, 59.7% of our staff has 6 or more years of experience. 2.9% are beginning teachers and 37.3 are 1-5 years of experience.

Demographics

2022-23

Student Demographics (2022 - 2023 Fall PEIMS file loaded 01/19/2023)	Count	Percent
Gender		
Female	151	44.94%
Male	185	55.06%
Ethnicity		
Hispanic-Latino	104	30.95%
Race		
American Indian - Alaskan Native	1	0.30%
Asian	48	14.29%
Black - African American	64	19.05%
Native Hawaiian - Pacific Islander	0	0.00%
White	83	24.70%
Two-or-More	36	10.71%

Student Programs (2022 - 2023 Fall PEIMS file loaded 01/19/2023)	Count	Percent
Dyslexia (Dyslexia-Indicator-Code = 1)	13	3.87%
Gifted and Talented (Gifted-Talented-Indicator-Code = 1)	57	16.96%
Regional Day School Program for the Deaf (Reg-Day-Sch-Prog-Deaf-Code = 3)	0	0.00%
Section 504 (Section-504-Indicator-Code = 1)	7	2.08%
Special Education (SPED) (Special-Ed-Indicator-Code = 1)	90	26.79%
Bilingual/ESL		
Emergent Bilingual (EB) (Emergent-Bilingual-Indicator-Code = 1)	61	18.15%
Bilingual (Bilingual-Program-Type-Code= 2,3,4,5)	0	0.00%
English as a Second Language (ESL) (ESL-Program-Type-Code= 2,3)	58	17.26%
Alternative Bilingual Language Program (Alternative-Language-Program-Code-CD = 01)	0	0.00%
Alternative ESL Language Program (Alternative-Language-Program-Code-CD = 02)	0	0.00%

2023-24

Student Demographics (2023 - 2024 Fall PEIMS file loaded 01/23/2024)	Count	Percent
Gender		
Female	165	47.01%
Male	186	52.99%
Ethnicity		
Hispanic-Latino	117	33.33%
Race		
American Indian - Alaskan Native	1	0.28%
Asian	58	16.52%
Black - African American	53	15.10%
Native Hawaiian - Pacific Islander	0	0.00%
White	89	25.36%
Two-or-More	33	9.40%

Student Programs (2023 - 2024 Fall PEIMS file loaded 01/23/2024)	Count	Percent
Dyslexia (Dyslexia-Indicator-Code = 1)	22	6.27%
Gifted and Talented (Gifted-Talented-Indicator-Code = 1)	59	16.81%
Regional Day School Program for the Deaf (Reg-Day-Sch-Prog-Deaf-Code = 3)	0	0.00%
Section 504 (Section-504-Indicator-Code = 1)	7	1.99%
Special Education (SPED) (Special-Ed-Indicator-Code = 1)	95	27.07%
Bilingual/ESL		
Emergent Bilingual (EB) (Emergent-Bilingual-Indicator-Code = 1)	66	18.80%
Bilingual (Bilingual-Program-Type-Code= 2,3,4,5)	0	0.00%
English as a Second Language (ESL) (ESL-Program-Type-Code= 2,3)	64	18.23%
Alternative Bilingual Language Program (Alternative-Language-Program-Code-CD = 01)	0	0.00%
Alternative ESL Language Program (Alternative-Language-Program-Code-CD = 02)	0	0.00%

Demographics

2022-23

2023-24

Student Indicators (2022 - 2023 Fall PEIMS file loaded 01/19/2023)	Count	Percent
At-Risk (At-Risk-Indicator-Code = 1)	174	51.79%
Foster Care (Foster-Care-Indicator-Code = 1,2)	0	0.00%
IEP Continuer (IEP-Continuer-Indicator-Code = 1)	0	0.00%
Immigrant (Immigrant-Indicator-Code = 1)	12	3.57%
Intervention Indicator (Intervention-Strategy-Indicator-Code = 1)	0	0.00%
Migrant (Migrant-Indicator-Code = 1)	0	0.00%
Military Connected (Military-Connected-Student-Code = 1,2,3,4,5,6)	0	0.00%
Transfer In Students (Student Attribution Code = 6)	19	5.6548%
Unschooled Asylee/Refugee (Unschooled-Asylee/Refugee-Code = 1, 2)	0	0%
Economic Disadvantage		
Economic Disadvantage Total (Economic-Disadvantage-Code = 01,02,99)	181	53.87%
Free Meals (Economic-Disadvantage-Code = 01)	148	44.05%
Reduced-Price Meals (Economic-Disadvantage-Code = 02)	33	9.82%
Other Economic Disadvantage (Economic-Disadvantage-Code = 99)	0	0.00%
Homeless and Unaccompanied Youth		
Homeless Status Total (Homeless-Status-Code = 2,3,4,5)	5	1.49%
Shelter (Homeless-Status-Code = 5)	1	0.30%
Doubled Up (Homeless-Status-Code = 2)	2	0.60%
Unsheltered (Homeless-Status-Code = 3)	0	0.00%
Hotel/Motel (Homeless-Status-Code = 4)	2	0.60%
Not Unaccompanied Youth (Unaccompanied-Youth-Status-Code = 3)	5	1.49%
Is Unaccompanied Youth (Unaccompanied-Youth-Status-Code = 4)	0	0.00%

Student Indicators (2023 - 2024 Fall PEIMS file loaded 01/23/2024)		
At-Risk (At-Risk-Indicator-Code = 1)		
Foster Care (Foster-Care-Indicator-Code = 1,2)		
IEP Continuer (IEP-Continuer-Indicator-Code = 1)		
Immigrant (Immigrant-Indicator-Code = 1)		
Intervention Indicator (Intervention-Strategy-Indicator-Code = 1)		
Migrant (Migrant-Indicator-Code = 1)		
Military Connected (Military-Connected-Student-Code = 1,2,3,4,5,6)		
Transfer In Students (Student Attribution Code = 6)		
Unschooled Asylee/Refugee (Unschooled-Asylee/Refugee-Code = 1, 2)		
Economic Disadvantage		
Economic Disadvantage Total (Economic-Disadvantage-Code = 01,02,99)		
Free Meals (Economic-Disadvantage-Code = 01)		
Reduced-Price Meals (Economic-Disadvantage-Code = 02)		
Other Economic Disadvantage (Economic-Disadvantage-Code = 99)		
Homeless and Unaccompanied Youth		
Homeless Status Total (Homeless-Status-Code = 2,3,4,5)		
Shelter (Homeless-Status-Code = 5)		
Doubled Up (Homeless-Status-Code = 2)		
Unsheltered (Homeless-Status-Code = 3)		
Hotel/Motel (Homeless-Status-Code = 4)		
Not Unaccompanied Youth (Unaccompanied-Youth-Status-Code = 3)		
Is Unaccompanied Youth (Unaccompanied-Youth-Status-Code = 4)		

Demographics Strengths

1. Many families choose to enroll in our school because we are a STEM academy and offer many enrichment opportunities and clubs.

2. Many teachers choose to continue teaching at our 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: Earlier time with school starts 10 minutes earlier and close to half of our students are transfers.

Problem Statement 2 (Prioritized): Our data shows that we teach a variety of academic levels: 14.5% Emergent Bilinguals (EBs), 17%Gifted and Talented, and 26.8% Special Education. Additionally, 53.9% are economically disadvantaged and 51.8% are identified as at risk.
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.

MAP Data Tables

2024 Spring MAP Proficiency by Grade				
Subject	Did Not Meet	Approaches	Meets	Masters
Kinder				
Reading	2%	41%	22%	34%
Mathematics	5%	34%	27%	34%
First				
Reading	19%	43%	14%	24%
Mathematics	16%	36%	19%	29%
Second				
Reading	9%	29%	22%	40%
Mathematics	13%	42%	29%	16%
Third				
Reading	24%	22%	33%	22%
Language Usage	12%	16%	32%	40%
Mathematics	25%	27%	21%	27%
Fourth				
Reading	23%	27%	10%	40%
Language Usage	21%	17%	53%	9%
Mathematics	27%	35%	17%	21%
Science	11%	36%	26%	28%
Fifth				
Reading	16%	20%	28%	36%
Language Usage	23%	26%	34%	17%

2024 Spring MAP Proficiency by Grade				
Mathematics	16%	36%	22%	26%
Science	14%	22%	22%	42%

2024 Spring MAP Achievement & Growth Percentile by Grade		
Subject	Growth Percentile	Achievement Percentile
Kinder		
Reading	64%	67%
Mathematics	56%	78%
First		
Reading	26%	62%
Mathematics	37%	65%
Second		
Reading	58%	79%
Mathematics	49%	63%
Third		
Reading	43%	65%
Language Usage	39%	56%
Mathematics	47%	63%
Fourth		
Reading	61%	68%
Language Usage	60%	65%
Mathematics	47%	61%
Science	79%	81%
Fifth		
Reading	63%	69%
Language Usage	69%	64%
Mathematics	41%	60%
Science	65%	86%

Grade Level Reading Levels

Grade Level	1st 9 weeks	2nd 9 weeks	3rd 9 weeks	4th 9 weeks
	DNM	DNM	DNM	DNM
Kinde	0%	19%	15%	
1st	16%	24%	27%	
2nd	10%	4%	6%	
3rd	11%	7%		
4th	21%	19%	26%	
5th	27%	22%	22%	

STAAR Results

Subject	Does Not Meet	Approaches	Meets	Masters
Third				
RLA	20%	33%	25%	22%
Mathematics	16%	31%	38%	15%
Fourth				
RLA	6%	29%	27%	38%
Mathematics	35%	27%	21%	17%
Fifth				
RLA	12%	10%	32%	46%
Mathematics	12%	16%	46%	26%
Science	20%	24%	32%	24%

STAAR Growth Trend

Grade/Subject	Approaches Grade Level or Above	Meets Grade Level or Above
3rd Reading	**-5%**	**-10%**
4th Reading	5%	0%
5th Reading	6%	11%
3rd Math	16%	4%

Grade/Subject	Approaches Grade Level or Above	Meets Grade Level or Above
4th Math	**-4%**	**-9%**
5th Math	**-4%**	**-3%**
5th Science	0%	1%

Student Learning Strengths

School Report Card

- Went from a C to a B in Student Achievement (78-88)
- Closing the gaps went from a B to an A (83-92)
- Overall rating went from B to A (88 to 93)

2022-2023 STAAR to 2023-2024 STAAR
- 3rd Grade Math does not meet reduced from 29% to 16%
- 4th Grade Reading does not meet reduced from 12% to 6%
- 3rd Grade Math STAAR: jump in meets (5%)
- 5th grade students (23-24) does not meet scores reduced from previous year; 25% DNM (22-23) to 12% DNM (23-24)
- 5th grade students (23-24) meets and masters scores increased from previous year; meets: 31% (22-23) to 46% (23-24); masters: 18% (22-23) to 26% (23-24)

3rd 9 Weeks Reading Levels
- Kinder: 15% DNM, 6% App, 31% Meets, 46% Masters
- 1st: 27% DNM, 9% App, 16% Meets, 48% Masters
- 2nd: 6% DNM, 17% App, 40% Meets, 36% Masters
- 3rd: *did not upload reading levels to 3rd 9 weeks report card
- 4th: 26% DNM, 6% App, 18% Meets, 50% Masters
- 5th: 22% DNM, 7% App, 24% Meets, 46% Masters

Spring Reading MAP Met Projected Growth (Fall-Spring)

K	1	2	3	4	5
72.3%	33.36%	57.8%	42.3%		68.1%

Spring Math MAP Met Projected Growth (Fall to Winter)

K	1	2	3	4	5
56%	33%	48%	50%	63%	53%

Problem Statements Identifying Student Learning Needs

Problem Statement 1: First Grade MAP growth is low in both reading and math.
Root Cause: Everyone is new to the grade level, causing a lack of experience with instruction. Students come into first grade high-achieving; it is hard to maintain high achievement and then we see a drop in growth.

Problem Statement 2 (Prioritized): First grade reading level data has the lowest DNM group (27%).
Root Cause: Everyone is new to the grade level, causing a lack of experience with instruction. Students come into first grade high-achieving; it is hard to maintain high achievement and then we see a drop in growth.

Problem Statement 3 (Prioritized): Our students are performing lower in addition and subtraction (3rd-5th).
Root Cause: Academic growth could be hindered due to gaps in learning in K-2 that are not closed by the time they get to 3rd. Students in 3rd grade are coming to 3rd with learning gaps. This problem trickles to fourth grade because they are still trying to catch them up and fill in the gaps. Pacing-not enough lessons that address addition & subtraction in the higher grades.

Problem Statement 4 (Prioritized): Fourth grade math has shown a negative growth trend three years in a row.
Root Cause: Instructional coaching support has not focused on fourth grade specifically. As a district, we score lower in math than in reading. The teacher is a singleton.

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 teacher retention and leadership, we have teacher say in the hiring process. Six teachers were involved this school year in Innovation Academy to continue their professional growth.

For the 2023-2024 school year we focused on teacher collaboration. Opportunities included extended plan time, weekly/bi weekly Planned Learning Timer (PLT), half day planning and team time in the fall semester. Teachers felt this was helpful, and contributed to increased student growth.

The implementation of increased RTI time allowed for an increased amount of varied small-group instruction time. Teachers collaborated with other staff and enrichment teachers to streamline behavior for students who needed it. This year we included fall and spring conferences to increase the frequency of communication with parents. Data tracking is consistently used across the school.

Due to the building structure and other challenges, the current dismissal process is concerning. Changes need to be made to ensure the safety and efficiency of our dismissal process.Duty Schedule

The duty schedule issue stems from a lack of available personnel. Contractual obligations and duty assignments for Paras impact availability for Special Education and parent bus drop-offs.

Communication challenges on Parent Square arise from the high volume of messages from various sources. To address this, all newsletters could be consolidated into one communication to be submitted by Friday for distribution the following week.

The issue with the RTI Process is due to campus misalignment with future district standards.

School Processes & Programs Strengths

- Teachers have influence over hiring professional staff, committees, leading in Planned Learning Timer (PLT), and other leadership opportunities.
- Professional learning opportunities provided by the campus to grow teachers.
    - 6 teachers were able to go to Innovation Academy
- Allowed opportunities for communication and collaboration of multiple staff members during SNAP and Planned Learning Timer (PLT) and extended plan time/ half day planning 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.
- Collaboration with behavior charts with enrichment teachers, and other staff.

- Increased communication due to more frequent parent conferences. (conferences, phone calls, emails, newsletters)
- Master Calendar- Calendar of Events
- Data tracking throughout the school, MAP cards, WIG Goals, Reading Levels, etc.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (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 2 (Prioritized): There is at time a lack of parent input.
Root Cause: Parents do not fill out the parent surveys, limited number of parents who are vocal through PTA

Perceptions

Perceptions Summary

68% of the staff at Rainwater participated on the annual Upbeat survey(up 7% from last year). Teachers report positively on parent communication at 93%. Principal/teacher trust is at 100% positive(up 6% from last year), Instructional Leadership is 100% positive(up 6% from last year), Recruitment 95%(up 3%), Student Engagement 96%(up from 91%), Opportunities 75% (formerly Equity 94%), and Inclusion 99%(up from 97%).

2024-11% of teachers feel negatively about professional development with 12% of staff feeling that professional development does not help them improve their teaching, 16% reporting professional development is not a good use of their time.
(2023-3% 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.)

2024-24% of teachers report a workload that is unreasonable and 48% report dissatisfaction with compensation.

(2023-30% of teachers report a workload that is unreasonable and 38% report dissatisfaction with compensation.)

Fall 2022　　Perceptions　　Fall 2023

Student Classroom Survey
What feedback did students have about their experience in class?

Grades 3-5
303 responses | show breakdown　　Save as PDF

Topic	Percent Favorable	Compared to others nationally	Change since Spring 2022
Pedagogical Effectiveness	81%	60th-79th percentile	▲ 5 Greatest increase
Classroom Teacher-Student Relationships	77%	80th-99th percentile	▲ 4
Classroom Rigorous Expectations	76%	60th-79th percentile	▲ 1
Classroom Climate	73%	60th-79th percentile	▲ 3
Classroom Engagement	65%	60th-79th percentile	▲ 2

Student Classroom Survey
What feedback did students have about their experience in class?

Grades 3-5
301 responses | show breakdown　　Save as PDF

Topic	Percent Favorable	Compared to others nationally	Change since Spring 2023 Surveys
Pedagogical Effectiveness	75%	40th-59th percentile	▼ 6
Classroom Teacher-Student Relationships	72%	60th-79th percentile	▼ 4
Classroom Rigorous Expectations	71%	20th-39th percentile	▼ 6
Classroom Climate	69%	40th-59th percentile	▼ 1
Classroom Engagement	62%	60th-79th percentile	▼ 4

School Belonging and Safety was added in Spring of 2022 - This data reflects response shared Fall of 2023 only.

School Belonging & Safety Survey
What feedback did students have for their school?

Grades 3-5
188 responses | show breakdown

Topic	Percent Favorable	Compared to others nationally	Change since Spring 2023 Surveys
School Belonging	66%	60th-79th percentile	▼ 5
School Safety	59%	40th-59th percentile	▼ 18
School Safety (additional questions)	56%		▼ 28

At Rainwater Elementary, we recognize the importance of students' attendance. In looking at the data, our attendance rates between the different race/ethnicity groups are similar. All fall within the range of 94.8 and 96.5.

Attendance Rates

2022-23
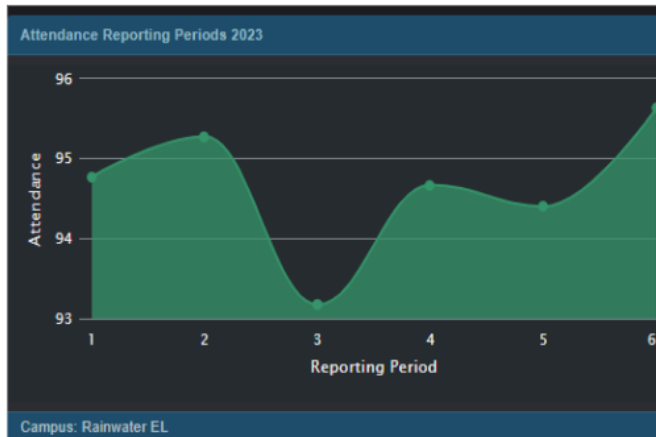
2023-24
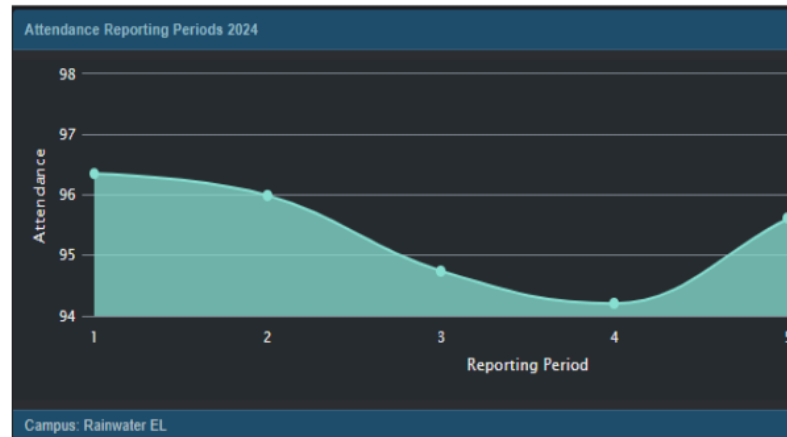
These are reported by 6 weeks.

Conflicts are reduced through restorative practices as well as daily morning meetings with homeroom classes, and monthly guidance classes. Mentorship are being provided weekly in a small group. 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 2023, the Panorama survey said 69% of students in grades 3-5 reported that their class had a positive classroom climate (District was at 72%). 73% of students report that their classroom rules are fair. 72% of 3-5 students responded on the survey positively toward teacher-student relationships. Specifically, 77% would be excited to have the teacher again(down from 81%).

State Reported Discipline Incidents

2022-23

Disciplinary Incidents by Reporting Period 2023

Campus: Rainwater EL

2023-24

Disciplinary Incidents by Reporting Period 2024

Campus: Rainwater EL
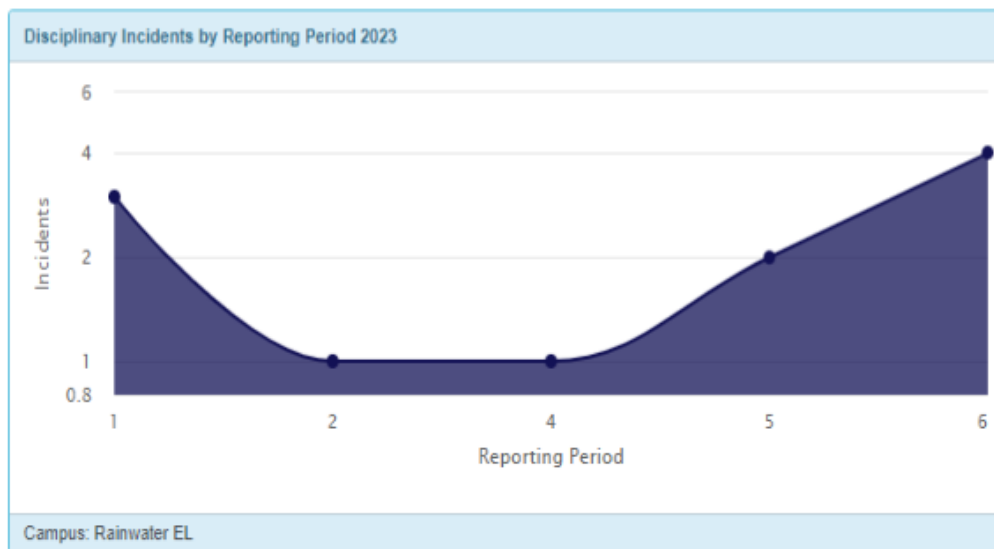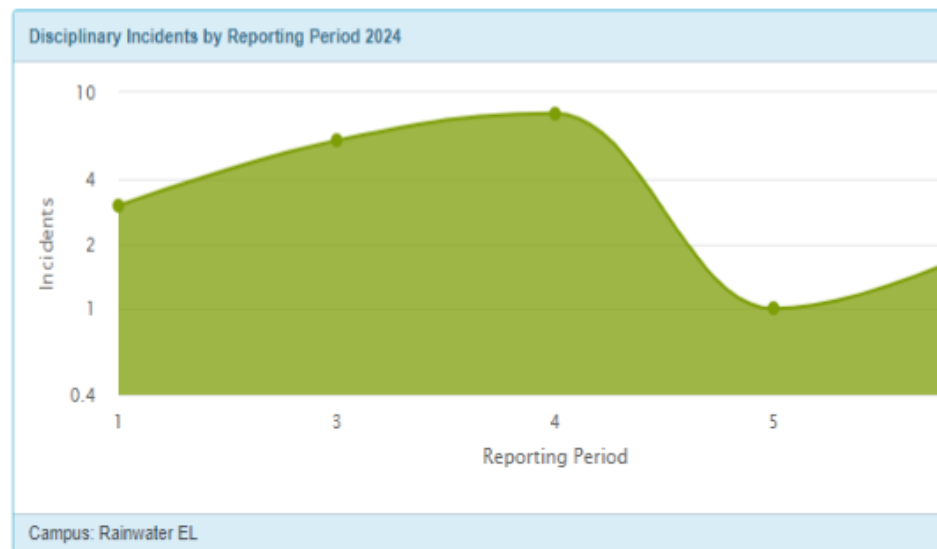
Perceptions Strengths

Parent Communication- Parent Square, Tuesday folders, newsletters, TEAMS, Parent Smore
Volunteer and Mentor Programs
Parent Lunch Fridays
Upbeat Survey
Dismissal and positive contacts with parents- face to face time, efficiency
PTA- communication, QR codes
Community Outreach- Chili Cook Off, Taste of Rainwater, STEM Night, Wellness Night, Annie Heads Rainwater Black History performance, Open House,
Parent University, Kinder/PreK Night
Social Media
Launch Squad

Discipline Committee
Cultural Diversity Committee

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): 24% of teachers report a workload that is unreasonable and 48% report dissatisfaction with compensation
Root Cause: District budget, TIA limitations, state of Texas legislation

Problem Statement 3 (Prioritized): 11% of teachers feel negatively about professional development with 12% of staff feeling that professional development does not help them improve their teaching, 16% reporting professional development is not a good use of their time.
Root Cause: Lack of teacher involvement in professional development Teachers would rather have time to plan independently or with their team Teacher led professional development is sometimes more helpful than PD led by others Teachers have more to plan now- small groups, WIN time, large group, differentiated instruction

Priority Problem Statements

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

Root Cause 1: Earlier time with school starts 10 minutes earlier and close to half of our students are transfers.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our data shows that we teach a variety of academic levels: 14.5% Emergent Bilinguals (EBs), 17%Gifted and Talented, and 26.8% Special Education. Additionally, 53.9% are economically disadvantaged and 51.8% are identified as at risk.

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

Root Cause 4: Building structure, surrounding neighborhood, parent compliance, on-time teacher dismissal, and school on a busy street.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Lack of evidence for parent attendance at school sponsored activities.

Root Cause 5: Need for streamlined documentation.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Fourth grade math has shown a negative growth trend three years in a row.

Root Cause 6: Instructional coaching support has not focused on fourth grade specifically. As a district, we score lower in math than in reading. The teacher is a singleton.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Our students are performing lower in addition and subtraction (3rd-5th).

Root Cause 7: Academic growth could be hindered due to gaps in learning in K-2 that are not closed by the time they get to 3rd. Students in 3rd grade are coming to 3rd with learning gaps. This problem trickles to fourth grade because they are still trying to catch them up and fill in the gaps. Pacing-not enough lessons that address addition & subtraction in the higher grades.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: First grade reading level data has the lowest DNM group (27%).

Root Cause 8: Everyone is new to the grade level, causing a lack of experience with instruction. Students come into first grade high-achieving; it is hard to maintain high achievement and then we see a drop in growth.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: There is at time a lack of parent input.

Root Cause 9: Parents do not fill out the parent surveys, limited number of parents who are vocal through PTA

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: 24% of teachers report a workload that is unreasonable and 48% report dissatisfaction with compensation

Root Cause 10: District budget, TIA limitations, state of Texas legislation

Problem Statement 10 Areas: Perceptions

Problem Statement 11: 11% of teachers feel negatively about professional development with 12% of staff feeling that professional development does not help them improve their teaching, 16% reporting professional development is not a good use of their time.

Root Cause 11: Lack of teacher involvement in professional development Teachers would rather have time to plan independently or with their team Teacher led professional development is sometimes more helpful than PD led by others Teachers have more to plan now- small groups, WIN time, large group, differentiated instruction

Problem Statement 11 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
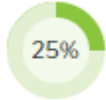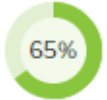
Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By May 2025, 90% of Kinder-2nd grade students will meet or exceed district expectations for Reading and Math MAP.

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

Strategy 1 Details	Reviews			
Strategy 1: Provide phonics and phonemic awareness lessons in grades PK-2 daily and review number fluency daily in grades 3rd-5th.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increased student foundational knowledge and skills; increased student achievement and increased penmanship for students. **Staff Responsible for Monitoring:** Administration, Literacy Coach **Problem Statements:** Student Learning 2 **Funding Sources:** Sight Word Flashcards and Multiplication Flashcards - 211 Title I - $707	50%	65%	70%	

Strategy 2 Details	Reviews			
Strategy 2: Increase competency of teachers with using phonics, other strategies aligned with the HMH curriculum, Science of Reading, and phonemic awareness resources through targeted professional development and book studies.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increased teacher efficacy and improved student achievement. **Staff Responsible for Monitoring:** Administration, Literacy Coach **Problem Statements:** Student Learning 2 **Funding Sources:** Vocabulary A-Z - 211 Title I - $220	30%	30%	30%	

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
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in student achievement. **Staff Responsible for Monitoring:** Teachers **Problem Statements:** Student Learning 2 **Funding Sources:** Small Group Intervention - Retired Teacher - 211 Title I - 211-11-6117-00-126-30-000 - $10,527	30%	50%	100%	

Strategy 4 Details	Reviews			
Strategy 4: Create instructional action plans and fluid RTI groups based on data and routine progress monitoring. 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:** Student Learning 2, 3, 4 - Perceptions 3 **Funding Sources:** Supplemental intervention and services for at-risk students - 199-SCE State Comp Ed (SCE) - $149,600	25%	40%	65%	

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

Goal 1 Problem Statements:

Student Learning
Problem Statement 2: First grade reading level data has the lowest DNM group (27%).   **Root Cause**: Everyone is new to the grade level, causing a lack of experience with instruction. Students come into first grade high-achieving; it is hard to maintain high achievement and then we see a drop in growth.
Problem Statement 3: Our students are performing lower in addition and subtraction (3rd-5th).   **Root Cause**: Academic growth could be hindered due to gaps in learning in K-2 that are not closed by the time they get to 3rd. Students in 3rd grade are coming to 3rd with learning gaps. This problem trickles to fourth grade because they are still trying to catch them up and fill in the gaps. Pacing-not enough lessons that address addition & subtraction in the higher grades.
Problem Statement 4: Fourth grade math has shown a negative growth trend three years in a row.   **Root Cause**: Instructional coaching support has not focused on fourth grade specifically. As a district, we score lower in math than in reading. The teacher is a singleton.

Perceptions
Problem Statement 3: 11% of teachers feel negatively about professional development with 12% of staff feeling that professional development does not help them improve their teaching, 16% reporting professional development is not a good use of their time.   **Root Cause**: Lack of teacher involvement in professional development Teachers would rather have time to plan independently or with their team Teacher led professional development is sometimes more helpful than PD led by others Teachers have more to plan now- small groups, WIN time, large group, differentiated instruction

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By May 2025, the percentage of students scoring at Meets or higher on STAAR Reading and Math will increase by 10% for each tested grade level.

    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 - Perceptions 3	**Oct**	**Jan**	**Mar**	**June**
	50%	65%	75%	

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 to include those students who are scoring in the Meets and Masters.	**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:** Perceptions 2, 3 **Funding Sources:** Instructional Coach - 211 Title I - 211-13-6119-00-126-30-000 - $30,327	**Oct**	**Jan**	**Mar**	**June**
	30%	45%	50%	

Strategy 3 Details	Reviews			
Strategy 3: Participate in grade level and vertical 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 **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 - $2,515	**Oct**	**Jan**	**Mar**	**June**
	30%	30%	30%	

Strategy 4 Details	Reviews			
Strategy 4: Participate in Building Thinking Classrooms professional development for 3rd-5th grade math teachers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student achievement evidenct by MAP growth.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration, Instructional Coach **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3, 4 **Funding Sources:** Building Thinking Classrooms subs and training - 211 Title I - 211-11-6112-00-126-30-000 - $1,560	50%	70%	70%	

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue
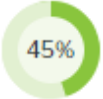
Goal 2 Problem Statements:

Demographics
Problem Statement 2: Our data shows that we teach a variety of academic levels: 14.5% Emergent Bilinguals (EBs), 17%Gifted and Talented, and 26.8% Special Education. Additionally, 53.9% are economically disadvantaged and 51.8% are identified as at risk.   **Root Cause**: Staffing, resources, scheduling/time, and lack of state funding.

Student Learning
Problem Statement 3: Our students are performing lower in addition and subtraction (3rd-5th).   **Root Cause**: Academic growth could be hindered due to gaps in learning in K-2 that are not closed by the time they get to 3rd. Students in 3rd grade are coming to 3rd with learning gaps. This problem trickles to fourth grade because they are still trying to catch them up and fill in the gaps. Pacing-not enough lessons that address addition & subtraction in the higher grades.
Problem Statement 4: Fourth grade math has shown a negative growth trend three years in a row.   **Root Cause**: Instructional coaching support has not focused on fourth grade specifically. As a district, we score lower in math than in reading. The teacher is a singleton.

Perceptions
Problem Statement 2: 24% of teachers report a workload that is unreasonable and 48% report dissatisfaction with compensation   **Root Cause**: District budget, TIA limitations, state of Texas legislation
Problem Statement 3: 11% of teachers feel negatively about professional development with 12% of staff feeling that professional development does not help them improve their teaching, 16% reporting professional development is not a good use of their time.   **Root Cause**: Lack of teacher involvement in professional development Teachers would rather have time to plan independently or with their team Teacher led professional development is sometimes more helpful than PD led by others Teachers have more to plan now- small groups, WIN time, large group, differentiated instruction

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

Goal 1: For the 2024-2025 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 1
	N/A	45%	70%	

0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue
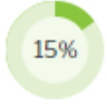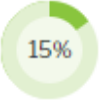
Goal 1 Problem Statements:

School Processes & Programs
Problem Statement 1: 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.

Guiding Objective 3: Optimize Community Engagement

Goal 1: By May 2025, 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	N/A	50%	50%	

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:** School Processes & Programs 2	50%	75%	75%	

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:** Demographics 1 - Perceptions 1	10%	15%	15%	

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**
Strategy's Expected Result/Impact: Increased parent participation, increase in parent knowledge of strategies to support knowledge at home	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Administration, Teachers **Problem Statements:** Demographics 2 - School Processes & Programs 2	30%	30%	75%	

Goal 1 Problem Statements:

Demographics
Problem Statement 1: Our attendance rate of 95.8% is below the district rate of 97.3% **Root Cause**: Earlier time with school starts 10 minutes earlier and close to half of our students are transfers.
Problem Statement 2: Our data shows that we teach a variety of academic levels: 14.5% Emergent Bilinguals (EBs), 17%Gifted and Talented, and 26.8% Special Education. Additionally, 53.9% are economically disadvantaged and 51.8% are identified as at risk. **Root Cause**: Staffing, resources, scheduling/time, and lack of state funding.
School Processes & Programs
Problem Statement 2: There is at time a lack of parent input. **Root Cause**: Parents do not fill out the parent surveys, limited number of parents who are vocal through PTA
Perceptions
Problem Statement 1: Lack of evidence for parent attendance at school sponsored activities. **Root Cause**: Need for streamlined documentation.

Guiding Objective 3: Optimize Community Engagement

Goal 2: By May 2025, 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:** School Processes & Programs 2 **Funding Sources:** Purchase supplies for STEM night - 211 Title I - 211-61-6299-00-126-99-000 - $81.73	50%	65%	80%	

Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities for mentors and volunteers during the school day.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased involvement and positive experiences while decreasing the number of Tier 2 behaviors.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor, Administration **Problem Statements:** Demographics 4 - Perceptions 2	55%	60%	70%	

Strategy 3 Details	Reviews			
Strategy 3: Continue the implementation of the "Launch Squad" volunteer program.	**Formative**			**Summative**
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.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Counselor **Problem Statements:** Demographics 1	50%	65%	65%	

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**: Earlier time with school starts 10 minutes earlier and close to half of our students are transfers.
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.

School Processes & Programs
Problem Statement 2: There is at time a lack of parent input.   **Root Cause**: Parents do not fill out the parent surveys, limited number of parents who are vocal through PTA

Perceptions
Problem Statement 2: 24% of teachers report a workload that is unreasonable and 48% report dissatisfaction with compensation   **Root Cause**: District budget, TIA limitations, state of Texas legislation

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

Goal 1: During the 2024-2025 school year, the student attendance rate will increase 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 - $291.27
	50%	75%	75%	

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
	50%	60%	60%	

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
	50%	60%	60%	

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

Goal 1 Problem Statements:
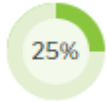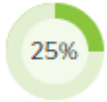
Demographics
Problem Statement 1: Our attendance rate of 95.8% is below the district rate of 97.3%   **Root Cause**: Earlier time with school starts 10 minutes earlier and close to half of our students are transfers.

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

Goal 2: By May 2025, Rainwater will decrease the number of office referrals by 10%.

Evaluation Data Sources: Discipline referral data

Strategy 1 Details	Reviews			
Strategy 1: Receive training in Sanford Harmony and also Restorative Practices to support and provide resources that meet students' social and emotional needs.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

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.
   Staff Responsible for Monitoring: Teachers, Administrators, Counselor
 	
   Problem Statements: Demographics 2, 4
	25%	25%	50%	

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

Goal 2 Problem Statements:

Demographics
Problem Statement 2: Our data shows that we teach a variety of academic levels: 14.5% Emergent Bilinguals (EBs), 17%Gifted and Talented, and 26.8% Special Education. Additionally, 53.9% are economically disadvantaged and 51.8% are identified as at risk. **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.

Guiding Objective 5: Optimize All Available Resources

Goal 1: By May 2025, 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: Student Learning 2, 3, 4
	50%	50%	75%	

Strategy 2 Details	Reviews			
Strategy 2: 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:** Perceptions 3 **Funding Sources:** Books for Summer PD - 211 Title I - 211-13-6329-00-126-99-000 - $625.10	35%	35%	45%	

Strategy 3 Details	Reviews			
Strategy 3: Participation by campus Administration in a Crucial Conversations training.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Effective feedback will be provided to all staff for walkthroughs and TTESS observations. **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Perceptions 3 **Funding Sources:** Crucial Conversations Materials - 211 Title I - 211-23-6411-00-126-99-000 - $250	N/A	100%	100%	

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

Goal 1 Problem Statements:

Student Learning
Problem Statement 2: First grade reading level data has the lowest DNM group (27%). **Root Cause**: Everyone is new to the grade level, causing a lack of experience with instruction. Students come into first grade high-achieving; it is hard to maintain high achievement and then we see a drop in growth.
Problem Statement 3: Our students are performing lower in addition and subtraction (3rd-5th). **Root Cause**: Academic growth could be hindered due to gaps in learning in K-2 that are not closed by the time they get to 3rd. Students in 3rd grade are coming to 3rd with learning gaps. This problem trickles to fourth grade because they are still trying to catch them up and fill in the gaps. Pacing-not enough lessons that address addition & subtraction in the higher grades.
Problem Statement 4: Fourth grade math has shown a negative growth trend three years in a row. **Root Cause**: Instructional coaching support has not focused on fourth grade specifically. As a district, we score lower in math than in reading. The teacher is a singleton.

Perceptions
Problem Statement 3: 11% of teachers feel negatively about professional development with 12% of staff feeling that professional development does not help them improve their teaching, 16% reporting professional development is not a good use of their time. **Root Cause**: Lack of teacher involvement in professional development Teachers would rather have time to plan independently or with their team Teacher led professional development is sometimes more helpful than PD led by others Teachers have more to plan now- small groups, WIN time, large group, differentiated instruction

Guiding Objective 5: Optimize All Available Resources

Goal 2: By May 2025, principal and assistant principal will grow in their instructional leadership knowledge and understanding of how to effectively lead teachers in the areas of curriculum, MTSS, and Professional Learning Communities by attending professional development and sharing and implementing strategies learned.

Evaluation Data Sources: TPESS, TTESS, faculty meeting agendas, PD agendas, PLC agendas, Upbeat and campus survey data

Strategy 1 Details	Reviews			
Strategy 1: Increase Principal and Assistant Principal leadership knowledge and build collective efficacy through in-person professional development and targeted online learning associated with professional association memberships.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased leadership knowledge; increased student achievement and teacher engagement **Staff Responsible for Monitoring:** Administration **Problem Statements:** Demographics 2 **Funding Sources:** Principal Institute PD - 211 Title I - 211-23-6411-00-126-99-000 - $9,621	50%	60%	75%	
0% No Progress 100% Accomplished Continue/Modify ✖ Discontinue				

Goal 2 Problem Statements:

Demographics
Problem Statement 2: Our data shows that we teach a variety of academic levels: 14.5% Emergent Bilinguals (EBs), 17%Gifted and Talented, and 26.8% Special Education. Additionally, 53.9% are economically disadvantaged and 51.8% are identified as at risk.   **Root Cause**: Staffing, resources, scheduling/time, and lack of state funding.

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 - Previous

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 Parent Square 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.

Title I - Updated

Campus Improvement Committee

Committee Role	Name	Position
Parent	Marissa Hare	Parent
Community Representative	Mark Mohrweis	Community Representative
Parent	Melissa Hare	Parent
Parent	Tasha Wilks	Parent
Community Representative	Tre Crume	Community Member
Administrator	Nicole Greenleaf	Principal
Administrator	Jules Davis	Assistant Principal
Non-classroom Professional	Carly Berterman	Counselor
Non-classroom Professional	Kristine Franco	Diag
Classroom Teacher	Beth Dworak	SPED teacher
Classroom Teacher	Sara Perez	Fifth Grade
Classroom Teacher	Hannah Brenner	Fourth Grade
Classroom Teacher	Shretta Brown	Third Grade
Classroom Teacher	Amanda Etheridge	Second Grade
Classroom Teacher	Katelyn DeMars	First Grade
Classroom Teacher	Amber Zellmer	Kindergarten

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Services	8/1/2024	Brian Moersch	8/8/2024
Child Abuse and Neglect	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Coordinated Health Program	Director of Athletics	7/16/2024	Renee Putter	7/16/2024
Decision-Making and Planning Policy Evaluation	Assistant Superintendent of Curriculum and Instruction	8/16/2024	Brian Moersch	8/16/2024
Disciplinary Alternative Education Program (DAEP)	Assistant Superintendent of Student Services	7/31/2024	Lance Hamlin	8/2/2024
Dropout Prevention	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Dyslexia Treatment Program	Director of Special Services	8/16/2024	Sara Roland	8/2/2024
Title I, Part C Migrant	Director of Federal Programs	7/8/2024	Lori Traynham	7/9/2024
Pregnancy Related Services	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Post-Secondary Preparedness	Coor College and Career/CTE		Aurora St. Laurent	8/9/2024
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	7/17/2024	Brian Moersch	7/17/2024
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Texas Behavior Support Initiative (TBSI)	Assistant Superintendent of Support Services	8/2/2024	Sara Roland	8/2/2024
Technology Integration	Chief Technology Officer		Robin Stout	7/22/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Executive Director of Safety & Security	7/29/2024	Rachael Freeman	7/29/2024
Title I Parent Involvement Policy	Director of Federal Programs	7/8/2024	Lori Traynham	7/8/2024
ESSA Program Descriptions	Director of Federal Programs	7/8/2024	Lori Traynham	7/8/2024