

Carrollton-Farmers Branch Independent School District

Rainwater Elementary

2025-2026 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: July 14, 2025

Demographics

Demographics Summary

Rainwater Elementary is a 30-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. Rainwater attendance is at 95.8%, the attendance rate is lower than the district percentage of 97.3%, but higher than the state at 95%. The campus accredits this achievement to open communication, partnerships with parents, and a focus on high achievement for each student. Rainwater Elementary serves 14.5% Emergent Bilinguals (EBs), 18.9% Gifted and Talented, and 20.2% Special Education. Additionally, 50.1% are economically disadvantaged.

In recent years our school became a STEM academy offering an additional enrichment class while also incorporating STEM curriculum into core classrooms. This has enhanced 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 report, 54.6% of our staff has 6 or more years of experience. 12.3% are beginning teachers and 33.1% are 1-5 years of experience.

Demographics

2023-2024

2024-2025

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 Demographics		
	Count	Percent
Gender		
Female	149	45.43%
Male	179	54.57%
Ethnicity		
Hispanic-Latino	106	32.32%
Race		
American Indian - Alaskan Native	1	0.30%
Asian	58	17.68%
Black - African American	45	13.72%
Native Hawaiian - Pacific Islander	0	0.00%
White	88	26.83%
Two-or-More	30	9.15%

Student Programs (2023 - 2024 Fall PEIMS file loaded 01/23/2024)		
	Count	Percent
Dyslexia	22	6.27%
Gifted and Talented	59	16.81%
Regional Day School Program for the Deaf	0	0.00%
Section 504	7	1.99%
Special Education (SPED)	95	27.07%
Bilingual/ESL		
Emergent Bilingual (EB)	66	18.80%
Bilingual	0	0.00%
English as a Second Language (ESL)	64	18.23%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	0	0.00%
Title I Part A		
Schoolwide Program	351	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Student Programs		
	Count	Percent
Dyslexia	21	6.40%
Gifted and Talented	48	14.63%
Regional Day School Program for the Deaf	1	0.30%
Section 504	7	2.13%
Special Education (SPED)	101	30.79%
Bilingual/ESL		
Emergent Bilingual (EB)	57	17.38%
Bilingual	0	0.00%
English as a Second Language (ESL)	56	17.07%
Alternative Methods for Bilingual Education	0	0.00%
Alternative Methods for ESL	0	0.00%
Title I Part A		
Schoolwide Program	328	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Demographics Strengths

Our school is recognized as a STEM academy, which is a significant draw for many families. This focus on science, technology, engineering, and mathematics equips our students with critical skills that are essential in today's rapidly evolving world. In addition to our strong STEM curriculum, we offer a wide array of enrichment opportunities and clubs that cater to diverse interests, allowing students to explore their passions and develop new skills outside the traditional classroom setting. Our commitment to academic excellence is reflected in our high performance on the STAAR assessments, consistently surpassing both state and district averages, which reassures families of the quality education their children receive here.

Our teachers are integral to our success, and we are proud to provide a supportive, hands-on administrative environment that values their contributions. The collaborative, team-oriented culture we foster encourages professional growth and innovation, making our school a desirable place for educators to continue their careers. This supportive atmosphere not only benefits our teachers but also enhances the learning experience for our students.

We are dedicated to reaching a diverse range of learners, as evidenced by our inclusive approach to education. Our student body includes 14.5% Emergent Bilinguals, 18.9% Gifted and Talented students, 20.2% in Special Education, and 50.1% who are economically disadvantaged. This diversity enriches our school community and challenges us to tailor our teaching strategies to meet the unique needs of each student. By embracing this diversity, we ensure that all students have the opportunity to succeed and thrive in our school 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 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 3 (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 of improving 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.

Rainwater students show strong foundational learning in its youngest students. Kindergarteners excelled in both Reading and Mathematics, with over 70% achieving "Meets" or "Masters" in Reading and nearly 69% in Mathematics. This early success is a significant strength. However, challenges emerge in First Grade, where a higher percentage of students fell into the "Did Not Meet" and "Approaches" categories for both Reading and Mathematics, suggesting a need for increased support in these foundational skills.

As students progress, Third Grade Reading stands out with 74.47% in "Meets" or "Masters." Fifth Grade generally performs well on MAP, particularly in Mathematics (65.11% Meets/Masters) and Reading (69.77% Meets/Masters). Language Usage across Fourth and Fifth Grade also shows strong proficiency, with over 65% of students meeting or mastering the content.

An area requiring attention is Fourth Grade Mathematics, which has a relatively high 26.32% of students in the "Did Not Meet" category and lower percentages in "Meets" and "Masters." Science in both Fourth and Fifth Grade also shows room for improvement in achieving higher proficiency levels.

Rainwater Elementary's STAAR results reveal a mixed picture. While a high percentage of students generally "Approach" grade level or above, the proportion reaching "Meets" and "Masters" is often lower, indicating a gap in deeper understanding or higher-level application.

Fifth Grade RLA is a strong point, with 90.70% approaching grade level and over half (51.16%) achieving "Masters." Third and Fourth Grade RLA also show high rates of students approaching grade level.

However, several areas need significant focus:

- Fourth Grade Mathematics is a major concern, with 28.07% of students "Did Not Meet" the standard and only 43.86% meeting grade level and 28.07% mastering it.
- Fifth Grade Science shows a substantial drop-off between students who "Approach" (83.72%) and those who "Meet" (39.53%) or "Master" (25.58%).

Rainwater Elementary has a solid foundation with strong early childhood performance on MAP assessments, indicating effective instruction in Kindergarten. However, the campus faces challenges in sustaining and deepening student learning, particularly in Fourth Grade Reading and Mathematics and Fifth Grade Reading and Science, as highlighted by the STAAR results and concerning growth trends.

While students generally show good growth on MAP assessments, the disparity between "Approaches" and "Meets/Masters" on STAAR suggests a need to refine instruction to push more students beyond basic understanding. The negative STAAR growth trends in specific subjects for Fourth and Fifth graders require immediate attention to identify root causes and implement targeted interventions. The campus should leverage the strengths in early grades and the positive growth in other subjects (like Third Grade Reading and Fifth Grade Math) to inform strategies for improving higher-level proficiency and reversing negative trends in the identified challenge areas.

MAP Data Tables

2025 Spring MAP Proficiency by Grade				
Subject	Did Not Meet	Approaches	Meets	Masters
Kinder				

2025 Spring MAP Proficiency by Grade				
Reading	6.25%	22.92%	37.50%	33.33%
Mathematics	8.33%	22.92%	41.67%	27.08%
First				
Reading	18.92%	37.84%	27.03%	16.22%
Mathematics	20%	37.14%	22.86%	20%
Second				
Reading	6.67%	24.44%	44.44%	24.44%
Mathematics	13.33%	35.56%	33.33%	17.78%
Third				
Reading	10.64%	14.89%	25.53%	48.94%
Mathematics	15.22%	21.74%	30.43%	32.61%
Fourth				
Reading	10.53%	33.33%	19.30%	36.84%
Language Usage	14.29%	19.64%	41.07%	25%
Mathematics	26.32%	21.05%	17.54%	35.09%
Science	19.64%	39.29%	14.29%	26.79%
Fifth				
Reading	11.63%	18.60%	32.56%	37.21%
Language Usage	13.95%	20.93%	41.86%	23%
Mathematics	6.98%	27.91%	30.23%	34.88%
Science	18.60%	30.23%	20.93%	30.23%

2025 Spring MAP Achievement & Growth Percentile by Grade		
Subject	Growth Percentile	Achievement Percentile
Kinder		
Reading	70th	72nd
Mathematics	67th	79th
First		
Reading	51st	43rd
Mathematics	55th	61st
Second		
Reading	56th	66th

2025 Spring MAP Achievement & Growth Percentile by Grade

Mathematics	58th	66th
Third		
Reading	58th	82nd
Mathematics	46th	71st
Fourth		
Reading	65th	67th
Language Usage	57th	66th
Mathematics	62nd	64th
Science	79th	82nd
Fifth		
Reading	55th	62nd
Language Usage	53rd	66th
Mathematics	64th	65th
Science	66th	82nd

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2025 STAAR Results

Subject	Does Not Meet	Approaches	Meets	Masters
Third				
RLA	15.22%	84.78%	71.74%	41.30%
Mathematics	17.39%	82.61%	60.87%	26.09%
Fourth				
RLA	12.28%	87.72%	64.91%	31.58%
Mathematics	28.07%	71.93%	43.86%	28.07%
Fifth				
RLA	9.30%	90.70%	67.44%	51.16%
Mathematics	18.60%	81.40%	55.81%	32.56%
Science	16.28%	83.72%	39.53%	25.58%

2025 STAAR Growth Trend

Grade/Subject	Approaches Grade Level or Above	Meets Grade Level or Above	Masters Grade Level
3rd Reading	+4.8	+24.5	+19.5
4th Reading	-6.1	-0.4	-5.9
5th Reading	+2.7	-10.6	+5.1
3rd Math	-1	+8.2	+11.4
4th Math	+7.3	+6.4	+11.4
5th Math	+2.7	-4.6	+25.2
5th Science	+3.7	-16.5	+1.6

Student Learning Strengths

Progress Learning:

Our 3rd to 5th-grade students have been consistently utilizing Progress Learning during WIN (What I Need) time, which has been instrumental in supporting and enhancing student growth. This dedicated time allows students to focus on personalized learning paths, ensuring that each child receives the targeted support they need to excel academically.

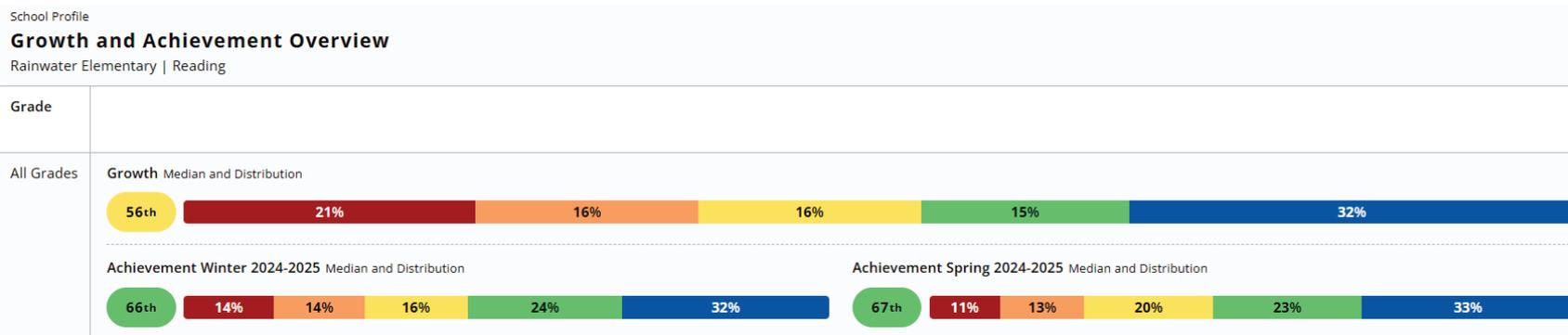
Usage Report:

Grade	Hours Worked (DD:HH:MM:SS)	Questions Answered
2	28:21:21:37	8690
3	47:08:31:03	8397
4	14:20:21:01	10200
5	41:02:22:59	12887

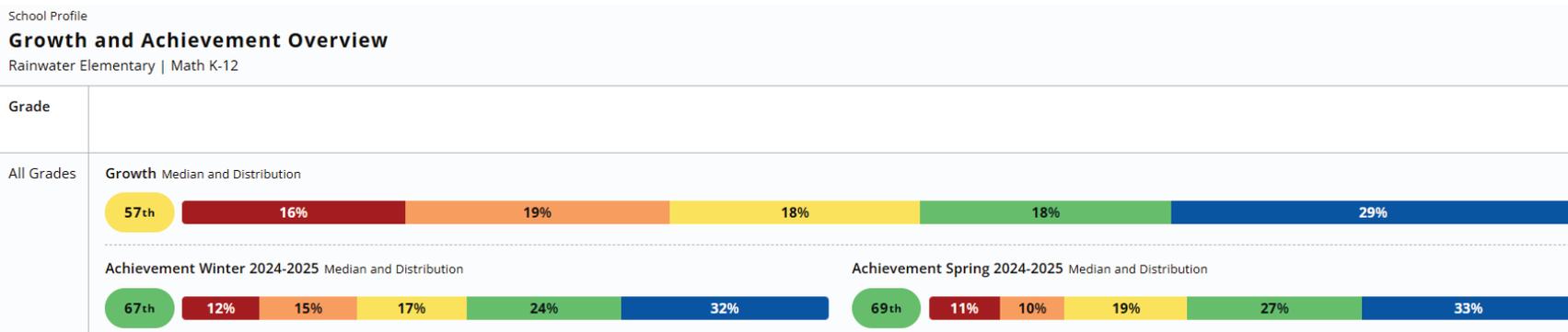
2024-2025 MAP:

In terms of MAP testing, we have observed a commendable improvement in reading achievement across all grades, with our percentile ranking increasing from the 66th in winter to the 67th in spring. This growth is a testament to the hard work of our students and the dedication of our teachers in fostering a strong reading culture. Additionally, we have seen an increase in reading mastery from 31% to 33%, while the percentage of students not meeting standards (DNM) has decreased from 13% to 11%. These metrics highlight our commitment to elevating reading proficiency and ensuring that all students are progressing.

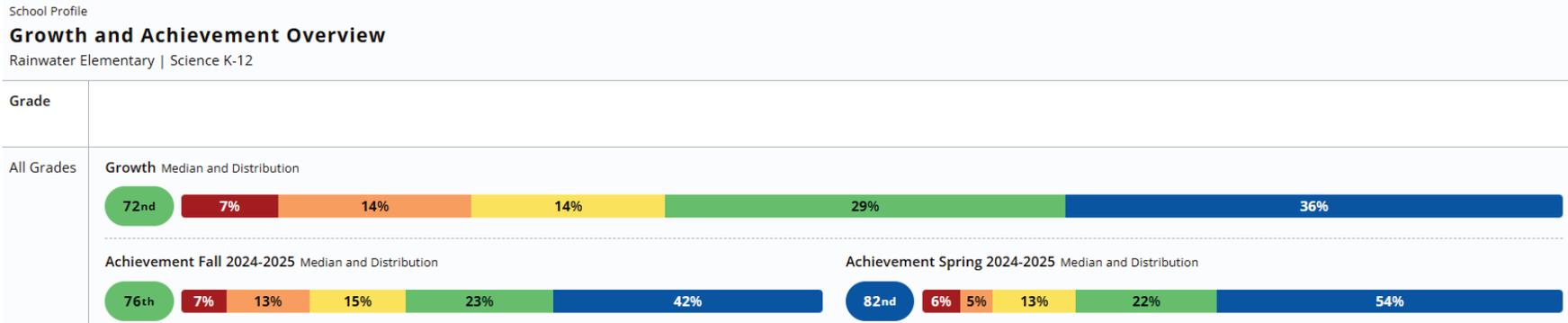
- Kindergarten: Strong performance in both Reading and Mathematics, with a high percentage of students achieving "Meets" or "Masters" (Reading: 70.83%, Math: 68.75%).
- Third Grade Reading: High percentage of students in "Meets" or "Masters" (74.47%).
- Fifth Grade: Generally good performance, especially in Mathematics (65.11% Meets/Masters) and Reading (69.77% Meets/Masters).
- Language Usage (Fourth & Fifth Grade): Over 65% of students in "Meets" or "Masters" categories.
- Kindergarten, Fourth Grade Science, and Fifth Grade Science: Show strong growth, with growth percentiles in the 66th-79th range.
- Most other grades and subjects show moderate growth (51st-67th percentile), indicating that students are generally progressing as expected or better.



Our kindergarten students have demonstrated exceptional performance in math, achieving the 79th percentile in achievement. This early success in mathematics lays a strong foundation for future learning and reflects the effectiveness of our early childhood education strategies.



In science, our students have shown remarkable overall growth, with a growth rate of 78% and achieving the 82nd percentile in achievement. This indicates a robust understanding and application of scientific concepts, preparing our students to excel in an increasingly STEM-focused world. Our focus on inquiry-based learning and hands-on experiments has undoubtedly contributed to these outstanding results.



2024-2025 STAAR:

The preliminary STAAR data has highlighted significant growth in our students' academic performance, particularly in 3rd-grade reading and both 3rd and 4th-grade math. This improvement is a testament to the dedication of our teachers and the effectiveness of our instructional strategies, which have been tailored to meet the diverse learning needs of our students. The progress in these areas reflects our commitment to fostering a strong foundation in literacy and numeracy, which are critical for our students' future academic success.

Moreover, we have observed major gains in the number of students achieving the Masters level in 5th-grade math, with a remarkable 25% increase. This achievement underscores the hard work and perseverance of our students, as well as the support and guidance provided by our educators. It is a clear indication that our focus on advanced mathematical concepts and problem-solving skills is yielding positive results. We are proud of these accomplishments and remain dedicated to continuing this upward trajectory in student performance.

Strengths (Approaches Grade Level or Above):

- Fifth Grade RLA: Very strong with 90.70% approaching grade level or above, and a high percentage achieving "Masters" (51.16%).
- Third and Fourth Grade RLA: Also show high percentages approaching grade level (84.78% and 87.72% respectively).
- Third Grade Reading: Shows significant positive growth in "Meets" (+24.5) and "Masters" (+19.5).
- Fourth Grade Mathematics: Shows positive growth across all categories, especially in "Masters" (+11.4).
- Fifth Grade Mathematics: Shows a remarkable increase in "Masters" (+25.2).

Rainwater Preliminary STAAR data comparison

Subject	Grade	Performance Level	2024	2025	Gain/Loss
Reading	3	Approaches	80	84.8	+4.8
		Meets	47.2	71.7	+24.5
		Masters	21.8	41.3	+19.5
	4	Approaches	93.8	87.7	-6.1
		Meets	64.6	65	-0.4
		Masters	37.5	31.6	-5.9%
	5	Approaches	88	90.7	+2.7
		Meets	78	67.4	-10.6
		Masters	46	51.1	+5.1
Math	3	Approaches	83.6	82.6	-1
		Meets	52.7	60.9	+8.2
		Masters	14.6	26	+11.4
	4	Approaches	64.6	71.9	+7.3
		Meets	37.5	43.9	+6.4
		Masters	16.7	28.1	+11.4
	5	Approaches	88	90.7	+2.7
		Meets	72	67.4	-4.6
		Masters	26	51.2	+25.2
Science	5	Approaches	80	83.7	+3.7
		Meets	56	39.5	-16.5
		Masters	24	25.6	+1.6

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Decrease in First Grade reading MAP Achievement (50th to 43rd) from the Fall to the Spring testing.

Root Cause: Declining student achievement and growth stem from a combination of factors, including challenges with first-grade classroom and behavior management, the introduction of a new reading curriculum, and teacher absence due to maternity leave. Additionally, a lack of professional development in extension activities and difficulties with small group time management further contribute to these issues.

Problem Statement 2 (Prioritized): First Grade reading is only in the 46th percentile in growth on MAP which is the lowest on the campus.

Root Cause: Declining student achievement and growth stem from a combination of factors, including challenges with first-grade classroom and behavior management, the introduction of a new reading curriculum, and teacher absence due to maternity leave. Additionally, a lack of professional development in extension activities and difficulties with small group time management further contribute to these issues.

Problem Statement 3 (Prioritized): As a campus, Student Achievement is higher than the Student Growth in MAP.

Root Cause: A lack of professional development in extension activities and difficulties with small group time management further contribute to these issues.

Problem Statement 4: 4th and 5th Grade Reading show negative trends in "Approaches, Meets, and Masters" on STAAR.

Root Cause: Need for more targeted intervention for Meets and Masters students. The campus did not have an Instructional Coach that focused on Reading. Teachers are Singletons and lack partners for planning.

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. Three teachers were involved this school year in Innovation Academy to continue their professional growth.

For this school year, we continued to focus on teacher collaboration. Opportunities included extended planning time, weekly/bi weekly PLTs, half day planning and team time in the fall semester. Teachers felt this was helpful, and contributed to increased student growth.

The implementation of RTI/WIN 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 a challenge. Changes should be considered to ensure the safety and efficiency of our dismissal process.

Communication can be missed by parents via ParentSquare due to the amount of posts or users connected to a student account.

School Processes & Programs Strengths

Our school is committed to empowering our teachers by giving them a significant role in the hiring process of professional staff. This involvement ensures that our team is composed of individuals who align with our educational values and goals. Additionally, teachers are encouraged to participate in various committees and take on leadership roles within Professional Learning Teams (PLTs), fostering a collaborative environment where educators can share insights and drive school-wide initiatives.

We prioritize the professional growth of our teachers by offering a range of learning opportunities on campus. These opportunities are designed to enhance their skills and knowledge, ultimately benefiting our students' learning experiences. Our commitment to professional development is further exemplified by our participation in the Innovation Academy, where three of our teachers are actively involved in exploring and implementing innovative teaching practices.

In August, we provide a platform for our teachers to showcase their expertise by leading breakout sessions during professional development days. This not only allows them to share their knowledge with colleagues but also encourages a culture of continuous learning and peer-to-peer support. We were fortunate to have Briannah Burrell join us to support the implementation of the new HMH curriculum, ensuring our teachers are well-equipped to deliver high-quality instruction.

To further enhance student achievement, we invited a GT representative to present on Depth & Complexity, providing our teachers with strategies to challenge and engage our gifted students. Additionally, Kim Holcomb's presentation on the Fundamental 5 offered valuable insights into effective teaching practices, reinforcing our commitment to maintaining high standards of instruction across the school.

One of our key strengths is the support system we have in place for new teachers. Each new teacher is paired with a mentor teacher within their grade level, which fosters a nurturing environment for professional growth and development. This mentorship ensures that new educators have a reliable resource for guidance and support, helping them to integrate smoothly into our school community and enhance their teaching practices.

We also prioritize effective communication and collaboration among our staff. Opportunities are provided for multiple staff members to engage in discussions during RTI meetings, Professional Learning Teams (PLTs), and extended planning sessions. These collaborative efforts allow us to address the diverse needs of teachers, students, and teams, ensuring that we are all working towards common goals and improving educational outcomes.

Our dedicated 45 minutes of RTI time has significantly increased the amount of small group instruction we can offer. This structured time is crucial for promoting student equality, as it allows us to provide targeted support for students in special education, those with dyslexia, speech needs, and those in the ACE program. By focusing on small group instruction, we can tailor our teaching strategies to meet the individual needs of each student, fostering a more inclusive and supportive learning environment.

Collaboration extends beyond the classroom with our use of behavior charts, which are developed in partnership with enrichment teachers and other staff members. This collaborative approach ensures consistency in behavior management and supports a positive school culture. Many of these charts are digital, providing parents with the opportunity to view them in real time. This transparency strengthens the home-school connection, as parents are kept informed and can actively participate in their child's educational journey. Additionally, sending charts home for parent communication further reinforces this partnership, ensuring that parents are engaged and informed about their child's progress and behavior.

Our school places a strong emphasis on effective communication with parents, utilizing tools such as ParentSquare, weekly newsletters, conferences, and phone calls. This multi-faceted approach ensures that parents are consistently informed and engaged in their child's educational journey, fostering a collaborative environment between home and school.

The Master Calendar serves as a comprehensive guide to all school events, providing clarity and organization for both staff and families. By maintaining a well-structured calendar, we ensure that everyone is aware of important dates and activities, which helps in planning and participation.

Data tracking is a cornerstone of our educational strategy, with tools like MAP cards, WIG Goals, and Reading Levels being used to monitor student progress. This systematic approach allows us to tailor instruction to meet the individual needs of each student, ensuring that we are supporting their academic growth effectively.

We have integrated Progress Learning and tracking standards into our curriculum, which allows us to measure and support student achievement in a structured manner. This incorporation ensures that our teaching methods are aligned with educational standards and that we are consistently working towards improving student outcomes.

Morning meetings are held across all grade levels to promote positive behavior and emotional well-being. These gatherings provide a platform for students to start their day with a focus on community building and emotional support, setting a positive tone for the learning environment.

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): Parents at times miss communication regarding school information and activities.

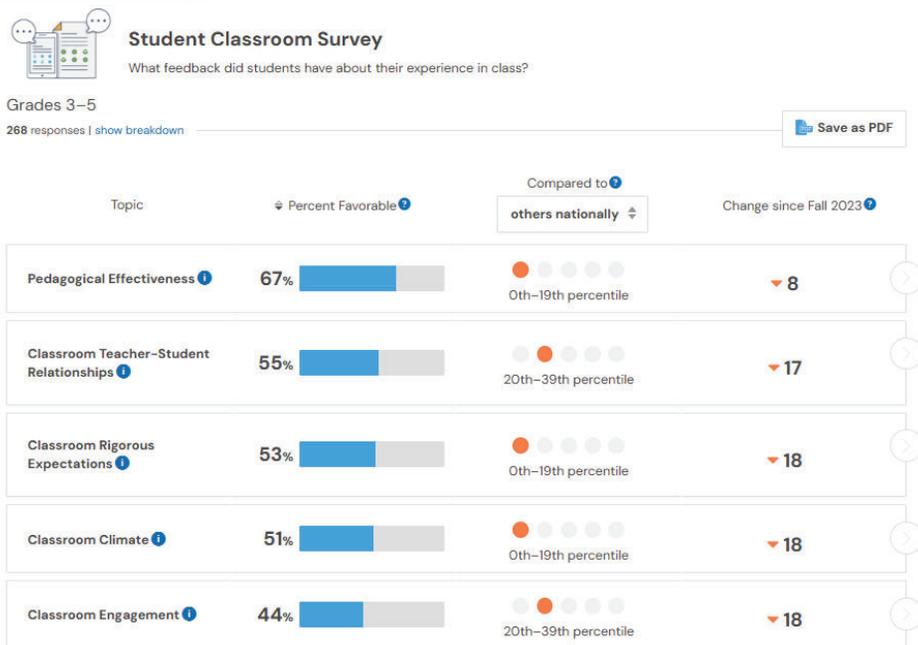
Root Cause: Multiple messages go out via Parent Square, issues logging into and access, Notifications are turned off.

Perceptions

Perceptions Summary

Conflicts are reduced through restorative practices as well as daily morning meetings with homeroom classes, and monthly guidance classes. mentorships are being provided weekly in a small 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 2024, the Panorama survey said 72% of students felt their classrooms had positive moods. 74% of students felt that their teachers had positive classroom management skills, and 81% of student felt that they learn significant amounts from their teachers. School safety increased 2% since 2024, and 75% of students said they feel safe online when it comes to fighting on school.

Panorama Survey:





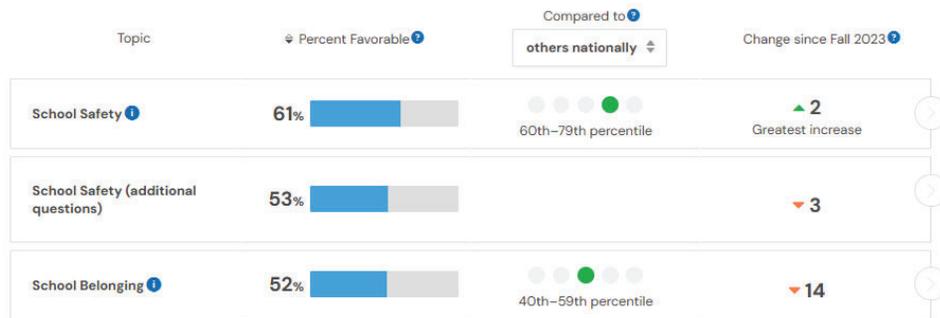
School Belonging & Safety Survey

What feedback did students have for their school?

Grades 3–5

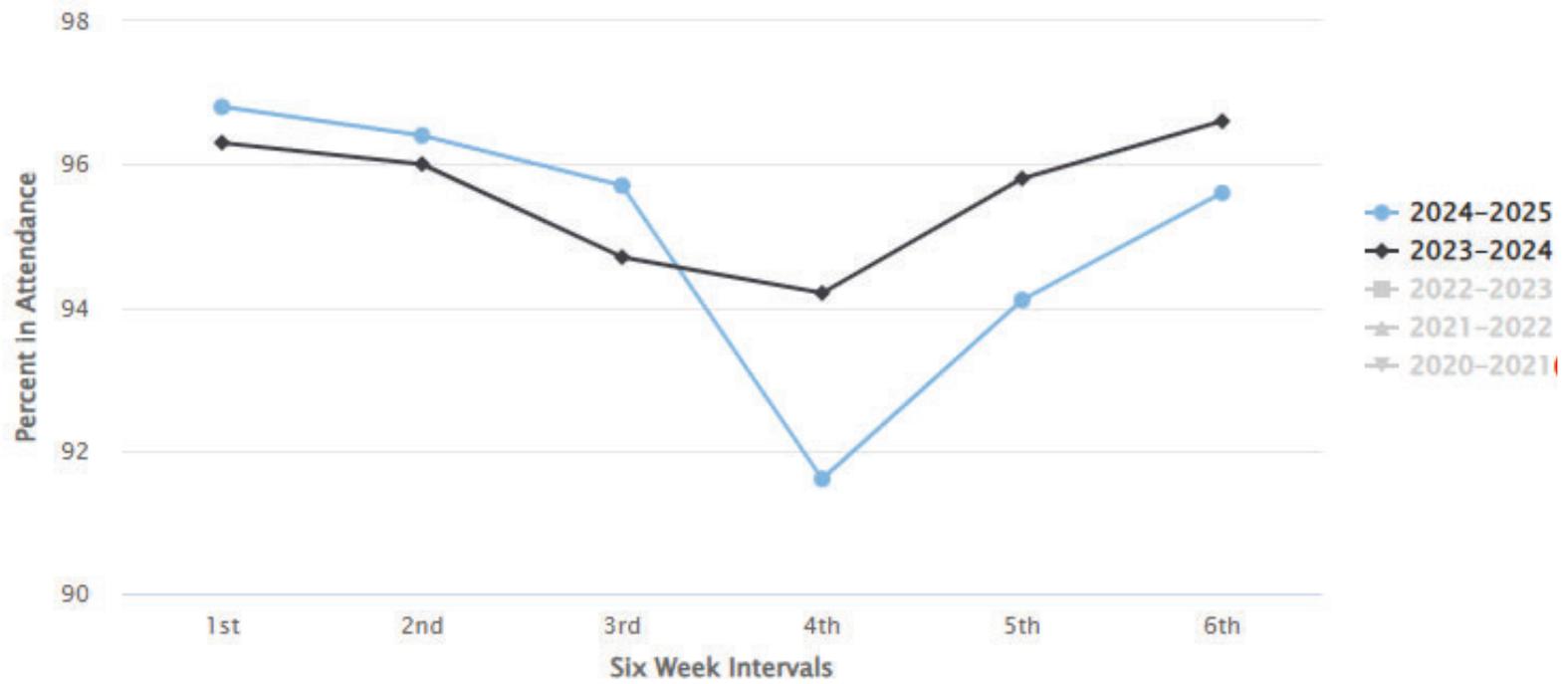
134 responses | [show breakdown](#)

[Save as PDF](#)



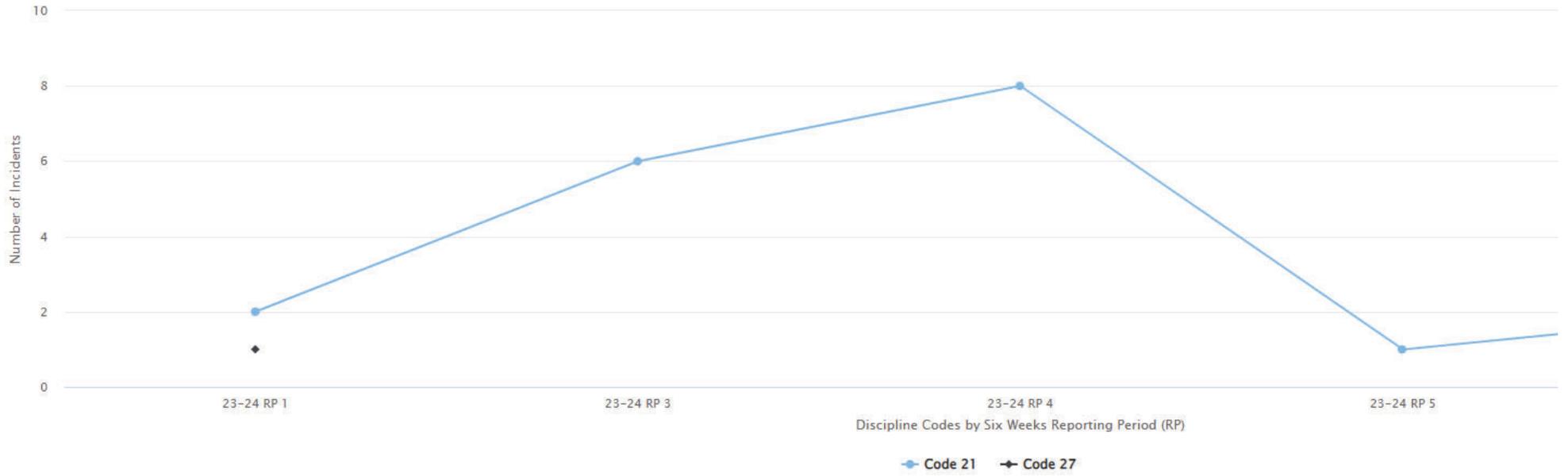
At Rainwater Elementary, we recognize the importance of students' attendance. In looking at the data, our attendance rate is at 95%.

Attendance Rates



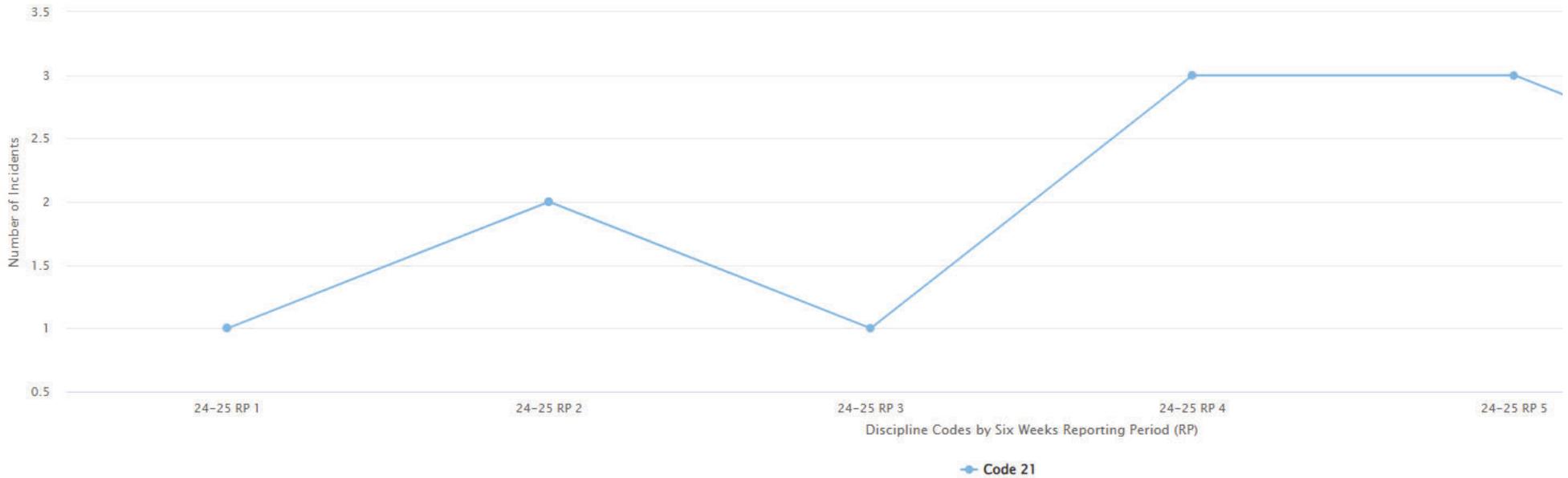
State Reported Discipline Report 2023-2024

Discipline Action Reason Code Trend Analysis for 2024 for Carrollton-Farmers Branch ISD Where Ethnicity is All Eth-Race



2024-2025

Discipline Action Reason Code Trend Analysis for 2025 for Carrollton-Farmers Branch ISD Where Ethnicity is All Eth-Rac



Perceptions Strengths

Our school excels in parent communication through a variety of platforms, ensuring that parents are consistently informed and engaged in their child's education. We utilize ParentSquare, Tuesday folders, newsletters, TEAMS, and Parent Smore to maintain a steady flow of information, making it easy for parents to stay updated on school events, student progress, and important announcements. This multi-channel approach allows us to reach parents in the manner that best suits their preferences, fostering a strong partnership between home and school.

Our Volunteer and Mentor Programs are a cornerstone of our community involvement, providing opportunities for parents and community members to actively participate in the educational experience. These programs not only support our students academically and socially but also strengthen the bonds between the school and the wider community, creating a nurturing environment for all.

Parent Lunch Fridays offer a unique opportunity for parents to engage with their children in the school setting, promoting a sense of community and involvement. This initiative allows parents to experience the school environment firsthand and fosters a welcoming atmosphere where families feel valued and included.

Our dismissal process is designed to maximize face-to-face interactions with parents, ensuring efficiency and positive communication. This approach allows us to address any immediate concerns and maintain a personal connection with families, reinforcing our commitment to a collaborative educational experience.

The PTA plays a vital role in our school community, enhancing communication through innovative methods such as QR codes. With 100% staff participation in the PTA, we demonstrate our collective dedication to supporting the school's mission and fostering a strong partnership with parents.

Community outreach events such as the Chili Cook Off, Taste of Rainwater, STEM Night, Wellness Night, Annie Heads Rainwater Black History performance, Open House, Back to School Night, and Kinder/PreK Night are integral to our school's culture. These events provide opportunities for families to engage with the school community, celebrate diversity, and participate in enriching educational experiences.

Our presence on social media allows us to connect with the community in a dynamic and interactive way, sharing updates, celebrating achievements, and promoting school events. This platform enhances our communication strategy, reaching a broader audience and engaging with families in real-time.

The Launch Squad is an innovative initiative that supports our students' transition into the school environment, ensuring they feel welcomed and prepared. This program is designed to foster a sense of belonging and confidence, setting the stage for academic and social success.

Our Discipline Committee is dedicated to maintaining a positive and respectful school environment. By addressing behavioral issues proactively and collaboratively, we ensure that our school remains a safe and supportive place for all students to learn and grow.

The Cultural Diversity Committee is committed to celebrating and embracing the rich tapestry of cultures represented in our school community. Through various initiatives and events, we promote inclusivity and understanding, preparing our students to thrive in a diverse world.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Low Panorama student survey data- school wide and district wide

Root Cause: Location of testing- completed in extended planning Lack of consistent understanding of the word choice (example: sometimes is a negative) Short window to accomplish the survey- 7 days to complete

Problem Statement 2 (Prioritized): Low parent involvement.

Root Cause: Lack of parent availability Lack of parent surveys

Problem Statement 3 (Prioritized): Lower attendance rate than in the 23-24 school year.

Root Cause: Lots of sickness this year Students living far away and are transfer Home circumstances keeping students home

Priority Problem Statements

Problem Statement 1: Staff demographics do not coincide with that of our students.

Root Cause 1: Constantly changing demographics of students and also highly qualified staff.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The process of dismissal with all 6-grade levels in the front of the building.

Root Cause 2: Building structure, surrounding neighborhood, parent compliance, on-time teacher dismissal, and school on a busy street.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Our attendance rate of 95.8% is below the district rate of 97.3%

Root Cause 3: Earlier time with school starts 10 minutes earlier and close to half of our students are transfers.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Our enrollment numbers are not as high as in previous years.

Root Cause 4: Older neighborhood, housing market, not many apartment complexes feed into our campus.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Decrease in First Grade reading MAP Achievement (50th to 43rd) from the Fall to the Spring testing.

Root Cause 5: Declining student achievement and growth stem from a combination of factors, including challenges with first-grade classroom and behavior management, the introduction of a new reading curriculum, and teacher absence due to maternity leave. Additionally, a lack of professional development in extension activities and difficulties with small group time management further contribute to these issues.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: First Grade reading is only in the 46th percentile in growth on MAP which is the lowest on the campus.

Root Cause 6: Declining student achievement and growth stem from a combination of factors, including challenges with first-grade classroom and behavior management, the introduction of a new reading curriculum, and teacher absence due to maternity leave. Additionally, a lack of professional development in extension activities and difficulties with small group time management further contribute to these issues.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: As a campus, Student Achievement is higher than the Student Growth in MAP.

Root Cause 7: A lack of professional development in extension activities and difficulties with small group time management further contribute to these issues.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Parents at times miss communication regarding school information and activities.

Root Cause 8: Multiple messages go out via Parent Square, issues logging into and access, Notifications are turned off.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Low Panorama student survey data- school wide and district wide

Root Cause 9: Location of testing- completed in extended planning Lack of consistent understanding of the word choice (example: sometimes is a negative) Short window to accomplish the survey- 7 days to complete

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Low parent involvement.

Root Cause 10: Lack of parent availability Lack of parent surveys

Problem Statement 10 Areas: Perceptions

Problem Statement 11: Lower attendance rate than in the 23-24 school year.

Root Cause 11: Lots of sickness this year Students living far away and are transfer Home circumstances keeping students home

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

Revised/Approved: July 14, 2025

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By the end of the 2025-2026 school year, Rainwater will increase a minimum of 5% in the percentage of Grade 3 students at Meets Grade Level or above on STAAR Math from 61% to 66%.

HB3 Guiding Objective

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

Strategy 1 Details	Reviews			
<p>Strategy 1: 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.</p> <p>Strategy's Expected Result/Impact: Increased understanding of differentiation and how to design instruction to meet the needs of all students.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Instructional Coach - 211 Title I - 211-13-6119-00-126-30-000 - \$39,162</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Participate in grade level and vertical half day data dives to focus on student needs, monitoring data and planning next steps.</p> <p>Strategy's Expected Result/Impact: Increase student growth measures in all tested content areas.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Administration</p> <p>Problem Statements: Student Learning 3</p> <p>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 - \$2,200</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Participate in Building Thinking Classrooms and on-going professional development for 2nd-5th grade math teachers.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement evident by MAP growth.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Building Thinking Classrooms subs and training - 211 Title I - 211-11-6112-00-126-30-000 - \$1,560</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1 Problem Statements:

Student Learning
<p>Problem Statement 3: As a campus, Student Achievement is higher than the Student Growth in MAP. Root Cause: A lack of professional development in extension activities and difficulties with small group time management further contribute to these issues.</p>

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By the end of the 2025-2026 school year, Rainwater Elementary will increase a minimum of 2% in the percentage of Grade 5 students at Meets Grade Level or above on STAAR Math from 56% to 58%.

High Priority

Evaluation Data Sources: STAAR, DCFA, MAP, Classroom Assessment Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Walkthrough feedback cycles to monitor instruction and use of multilingual instructional strategies will include coaching from district level administrators, campus administrators and instructional coaches. Specific monitoring on Tier 1 expectations, Fundamental 5,ELPS, visuals and curriculum alignment will be tracked, monitored and reinforced through staff development.</p> <p>Strategy's Expected Result/Impact: Emergent Bilingual students will increase in meets grade level by a minimum of 3%.</p> <p>Staff Responsible for Monitoring: Principals, Assistant Principals</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: By the end of the 2025-2026 school year, Rainwater will increase in the percentage of Pre-K students who meet expectations at the end of Pre-K on the Circle assessment.

Evaluation Data Sources: Circle Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: PreK Teachers participate in grade level PLCs and Data Dives to focus on student needs, monitoring data and planning next steps.</p> <p>Strategy's Expected Result/Impact: Increased student achievement and Kindergarten Readiness</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Walk-Throughs and Observations will occur weekly to ensure the delivery of instruction and materials align with the assessment and standards.</p> <p>Strategy's Expected Result/Impact: Mastery of grade level standards, Circle Assessment</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Demographics 3</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3 Problem Statements:

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

Student Learning

Problem Statement 1: Decrease in First Grade reading MAP Achievement (50th to 43rd) from the Fall to the Spring testing. **Root Cause:** Declining student achievement and growth stem from a combination of factors, including challenges with first-grade classroom and behavior management, the introduction of a new reading curriculum, and teacher absence due to maternity leave. Additionally, a lack of professional development in extension activities and difficulties with small group time management further contribute to these issues.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 4: By the end of the 2025-2026 school year, Rainwater will increase a minimum of 5% in the percentage of Grade 3 students at Meets Grade Level or above on STAAR Reading from 72% to 77%.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: Map Data, STAAR, Formative Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Guided Reading instruction along with targeted skill small group work will be implemented daily during the ELA block daily.</p> <p>Strategy's Expected Result/Impact: Targeted /differentiated instruction to ensure mastery of grade level concepts, MAP growth</p> <p>Staff Responsible for Monitoring: Administration, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 4 Problem Statements:

Student Learning
<p>Problem Statement 2: First Grade reading is only in the 46th percentile in growth on MAP which is the lowest on the campus. Root Cause: Declining student achievement and growth stem from a combination of factors, including challenges with first-grade classroom and behavior management, the introduction of a new reading curriculum, and teacher absence due to maternity leave. Additionally, a lack of professional development in extension activities and difficulties with small group time management further contribute to these issues.</p>

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 5: By 2026, students will increase in the percentage of emergent bilingual students advancing at least one TELPAS proficiency level from 48% to 53%.

High Priority

Evaluation Data Sources: TELPAS, Formative Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Plan targeted professional development sessions, to include review of sheltered instructional strategies, each quarter that focus on supporting language acquisition.</p> <p>Strategy's Expected Result/Impact: Increase in campus TELPAS scores in all areas, MAP Growth</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5 Problem Statements:

Student Learning
<p>Problem Statement 3: As a campus, Student Achievement is higher than the Student Growth in MAP. Root Cause: A lack of professional development in extension activities and difficulties with small group time management further contribute to these issues.</p>

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 6: Rainwater will increase the percentage of Kindergarten - Second grade students who perform at meets grade level on foundational skills mastery on MAP Reading Fluency Literacy screener in phonics and phonological awareness from 8% Meets to 13% Meets.

Evaluation Data Sources: MAP Data, Progress Learning, Formative Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide phonics and phonemic awareness lessons in grades PK-3 daily.</p> <p>Strategy's Expected Result/Impact: Increased student foundational knowledge and skills; increased student achievement and increased penmanship for students.</p> <p>Staff Responsible for Monitoring: Administration, Literacy Coach</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Sight Word Flashcards - 211 Title I - 211-11-6399-00-126-30-000 - \$800</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Use Small Group Title 1 Interventionist to work 4 days a week with struggling students to meet grade-level standards in reading.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Small Group Intervention - Retired Teacher - 211 Title I - 211-11-6117-00-126-30-000 - \$8,058</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement district provided online reading programs: Istation (K-2) to fill student learning gaps identified through assessments and MAP on a weekly basis.</p> <p>Strategy's Expected Result/Impact: Fill student learning gaps by differentiating instruction via online reading platform to meet the needs of all learners.</p> <p>Staff Responsible for Monitoring: Administration and Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: 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 planning focus.</p> <p>Strategy's Expected Result/Impact: All learners will make improvements in areas of weakness or receive enrichment in areas where they are successful.</p> <p>Staff Responsible for Monitoring: Teachers, Administration, Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 3</p> <p>Funding Sources: Supplemental intervention and services for at-risk students - 199-SCE State Comp Ed (SCE) - \$149,600</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 6 Problem Statements:

Demographics
<p>Problem Statement 3: Staff demographics do not coincide with that of our students. Root Cause: Constantly changing demographics of students and also highly qualified staff.</p>
Student Learning
<p>Problem Statement 1: Decrease in First Grade reading MAP Achievement (50th to 43rd) from the Fall to the Spring testing. Root Cause: Declining student achievement and growth stem from a combination of factors, including challenges with first-grade classroom and behavior management, the introduction of a new reading curriculum, and teacher absence due to maternity leave. Additionally, a lack of professional development in extension activities and difficulties with small group time management further contribute to these issues.</p> <p>Problem Statement 2: First Grade reading is only in the 46th percentile in growth on MAP which is the lowest on the campus. Root Cause: Declining student achievement and growth stem from a combination of factors, including challenges with first-grade classroom and behavior management, the introduction of a new reading curriculum, and teacher absence due to maternity leave. Additionally, a lack of professional development in extension activities and difficulties with small group time management further contribute to these issues.</p>

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 7: Rainwater will increase the percentage of students from 60% to 62% meeting growth measures from Beginning of Year to End of Year assessments on the Math MAP

Evaluation Data Sources: MAP Data, Progress Learning

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide 45-minute intervention time (WIN - What I Need) for grades K-5th during the school day so teachers can provide needed interventions for math and reading 4 days a week</p> <p>Strategy's Expected Result/Impact: Increase in amount of time students spend in differentiated, small groups based on individual need during campus WIN time.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 7 Problem Statements:

Student Learning
<p>Problem Statement 3: As a campus, Student Achievement is higher than the Student Growth in MAP. Root Cause: A lack of professional development in extension activities and difficulties with small group time management further contribute to these issues.</p>

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 8: Rainwater will increase the percentage of students from 62% to 63% meeting growth measures from Beginning of Year to End of Year assessments on the Reading MAP.

Evaluation Data Sources: MAP data, Progress Learning, Formative Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide 45-minute intervention time (WIN - What I Need) for grades K-5th during the school day so teachers can provide needed interventions for math and reading 4 days a week</p> <p>Strategy's Expected Result/Impact: Increase in amount of time students spend in differentiated, small groups based on individual need during campus WIN time.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 8 Problem Statements:

Student Learning
<p>Problem Statement 3: As a campus, Student Achievement is higher than the Student Growth in MAP. Root Cause: A lack of professional development in extension activities and difficulties with small group time management further contribute to these issues.</p>

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

Goal 1: For the 2025-2026 school year, Rainwater will complete 100% of the required security and safety drills established by the district.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Meet once every nine weeks to evaluate existing campus safety drills and practices. The committee will discuss concerns and present possible solutions regarding safety drills during the scheduled quarterly meeting.</p> <p>Strategy's Expected Result/Impact: Improve response time to ensure the safety of students so they know what to do and where to go in case of an emergency.</p> <p>Staff Responsible for Monitoring: Campus Security Officer, Administration</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Goal 1 Problem Statements:

Perceptions
<p>Problem Statement 1: Low Panorama student survey data- school wide and district wide Root Cause: Location of testing- completed in extended planning Lack of consistent understanding of the word choice (example: sometimes is a negative) Short window to accomplish the survey- 7 days to complete</p>

Guiding Objective 3: Optimize Community Engagement

Goal 1: By May 2026, Rainwater Elementary will host a minimum of four Principal Coffee Talk sessions (one per quarter) to enhance communication, build relationships, and foster collaboration between administration and families.

Evaluation Data Sources: Parent Feedback, Increased Parental Involvement

Strategy 1 Details	Reviews			
<p>Strategy 1: Create a master calendar by September that includes: Coffee Talks, parent education opportunities, parent conferences, performances, parties, PTA meetings, and other school events.</p> <p>Strategy's Expected Result/Impact: Increased family involvement</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: Supplies for Parent Events - 211 Title I - 211-61-6399-00-126-30-000 - \$1,680</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: By September 2025, each grade level will have 50% of parents participate in a Parent Needs Assessment, shared by the school Counselor, to increase parent involvement.</p> <p>Strategy's Expected Result/Impact: Parent Voice, Increased family involvement</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1 Problem Statements:

Perceptions
<p>Problem Statement 2: Low parent involvement. Root Cause: Lack of parent availability Lack of parent surveys</p>

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

Goal 1: During the 2025-2026 school year, the student attendance rate will increase by at least 2%.

Evaluation Data Sources: Attendance data

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a school-wide incentive and recognition program to encourage attendance and increase student academic achievement.</p> <p>Strategy's Expected Result/Impact: Increased attendance rate for all students, resulting in an increase in student academic achievement</p> <p>Staff Responsible for Monitoring: Assistant Principal and Attendance Clerk</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Incentives for attendance and increased achievement - 211 Title I - 211-11-6399-00-126-30-000 - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Monitor and inform administration regarding students reaching 3 or more absences. Administrators will utilize letters, home visits, phone calls, attendance contracts and the court system as needed to promote high attendance.</p> <p>Strategy's Expected Result/Impact: Increase attendance rate to at least 98%.</p> <p>Staff Responsible for Monitoring: Attendance Clerk, Counselor, Administration</p> <p>Problem Statements: Perceptions 3</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase parent contacts for chronic absences.</p> <p>Strategy's Expected Result/Impact: Increase in students that arrive on-time and are ready/prepared for the instructional day.</p> <p>Staff Responsible for Monitoring: Teachers, Attendance Clerk</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 1 Problem Statements:

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.

Perceptions

Problem Statement 3: Lower attendance rate than in the 23-24 school year. **Root Cause:** Lots of sickness this year Students living far away and are transfer Home circumstances keeping students home

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

Goal 2: By May 2026, Rainwater will increase Student Belonging in the classroom and on campus by 25% on the Panorama Survey.

Evaluation Data Sources: Panorama Survey (Fall and Spring administration)

Strategy 1 Details	Reviews			
<p>Strategy 1: Receive training in Sanford Harmony, Morning Meetings and also Restorative Practices to support and provide resources that meet students' social and emotional needs.</p> <p>Strategy's Expected Result/Impact: Increased staff and student support for SEL through the use of Sanford Harmony and restorative practices. Staff will receive additional training to add strategies to their existing knowledge of restorative practices, morning meetings, and SEL support.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Counselor</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Professional Development for Staff - 211 Title I - 211-13-6411-00-126-30-000 - \$800</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Prioritize the monthly character award and weekly student Shout Outs by selecting students in each grade who exhibit the character trait that is the focus for that month.</p> <p>Strategy's Expected Result/Impact: Increase in percentage of positive student responses on Panorama from students about school belonging.</p> <p>Staff Responsible for Monitoring: Administration, Counselor</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Books for the Book Vending Machine - 211 Title I - 211-11-6329-00-126-30-000 - \$1,200</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Introduce Steve Hartman videos into weekly Morning Announcements to provide examples of positive character building.</p> <p>Strategy's Expected Result/Impact: Increased knowledge of our focused character traits and examples of real world application for students.</p> <p>Staff Responsible for Monitoring: Administration, Counselor</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Resource for Character Building - 211 Title I - 211-11-6399-00-126-30-000 - \$650</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 2 Problem Statements:

Perceptions

Problem Statement 1: Low Panorama student survey data- school wide and district wide **Root Cause:** Location of testing- completed in extended planning Lack of consistent understanding of the word choice (example: sometimes is a negative) Short window to accomplish the survey- 7 days to complete

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			
<p>Strategy 1: Schedule weekly walk throughs using an A/B rotation and will provide timely feedback and coaching opportunities.</p> <p>Strategy's Expected Result/Impact: Increased teacher efficacy.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Problem Statements: Demographics 3</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Teacher satisfaction on Upbeat survey, teacher efficacy</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Books for Summer PD - 211 Title I - 211-13-6329-00-126-30-000 - \$850</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1 Problem Statements:

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

Student Learning

Problem Statement 3: As a campus, Student Achievement is higher than the Student Growth in MAP. **Root Cause:** A lack of professional development in extension activities and difficulties with small group time management further contribute to these issues.

State Compensatory

Budget for Rainwater Elementary

Total SCE Funds: \$149,600.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

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

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

Rainwater Elementary conducts an annual CNA using multiple data sources (STAAR, MAP, TELPAS, discipline, surveys, stakeholder feedback). Stakeholders include parents, administrators, teachers, and community members. The CNA addresses demographics, student achievement, school processes, and perceptions. It was revised and approved on **May 15, 2024**.

1.2: Location for Evidence of Multiple Meetings Held

Stakeholder engagement and planning are documented through CIC participation, surveys, and formative/summative CIP reviews. CIC members are listed with roles in the plan.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

CIP was developed following the CNA approval on **May 15, 2024**, and revised/approved on **August 7, 2024**. It is monitored quarterly and evaluated annually.

2.2: Stakeholders 1114(b)(2)

Stakeholders include administrators, teachers, parents, and community members as documented in the Campus Improvement Committee membership.

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

The CIP is shared on the campus/district websites with translation features. Parent communication is delivered bilingually via fliers, Parent Square, and bilingual meetings.

2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

Rainwater coordinates Title I, SCE, SPED, EB, and MTSS supports. Interventions are guided by SNAP and RTI processes, using small groups, WIN time, and instructional coaching.

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

The CIP includes:

- Academic interventions (phonics, WIN time, Title I tutor, math fact fluency)

- Increased learning time (before/after school support, targeted RTI)
- Supports for EB, SPED, and at-risk students
- Professional development (Science of Reading, PLCs, coaching cycles)
- SEL/behavioral supports (Sanford Harmony, Restorative Practices)
- Family engagement (STEM Night, Parent Conferences, SMOREs, Parent University)

3. Evaluation of Program Effectiveness ESSA Section 114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

The CIP is evaluated annually and reviewed quarterly by the CIC. Data sources include MAP, STAAR, TELPAS, attendance, and stakeholder surveys. Evaluations guide plan updates.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jamie Taylor	Title I Instructional Math Coach	Title I	.5

Campus Improvement Committee

Committee Role	Name	Position
Business Owner	Arezou Arefi-Afshar	Community Member
SPED Teacher	Marelyn Balderas	SPED Teacher
Classroom Teacher	Kristeen Muth	Enrichment
Classroom Teacher	Brian Marrs	Fifth Grade
Classroom Teacher	Cynthia Mayberry	PreK
Parent	Marissa Hare	Parent
Parent	Tasha Wilks	Parent
Community Representative	Tre Crume	Community Member
Administrator	Lori Parker	Principal
Administrator	Megan Britton	Assistant Principal
Non-classroom Professional	Carly Berterman	Counselor
Classroom Teacher	Mariah Santos	SPED teacher
Classroom Teacher	Sara Perez	Second Grade
Classroom Teacher	Deanna Carter	Third Grade
Classroom Teacher	Lauren Marsh	Fourth Grade
Classroom Teacher	Laura Dawson	First Grade
Classroom Teacher	Katie Owen	Kindergarten

Campus Funding Summary

199-SCE State Comp Ed (SCE)					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	6	4	Supplemental intervention and services for at-risk students		\$149,600.00
Sub-Total					\$149,600.00
Budgeted Fund Source Amount					\$149,600.00
+/- Difference					\$0.00
211 Title I					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Coach	211-13-6119-00-126-30-000	\$39,162.00
1	1	2	Substitutes for half day data dives to plan for targeted small group intervention	211-11-6112-00-126-30-000	\$2,200.00
1	1	3	Building Thinking Classrooms subs and training	211-11-6112-00-126-30-000	\$1,560.00
1	6	1	Sight Word Flashcards	211-11-6399-00-126-30-000	\$800.00
1	6	2	Small Group Intervention - Retired Teacher	211-11-6117-00-126-30-000	\$8,058.00
3	1	1	Supplies for Parent Events	211-61-6399-00-126-30-000	\$1,680.00
4	1	1	Incentives for attendance and increased achievement	211-11-6399-00-126-30-000	\$0.00
4	2	1	Professional Development for Staff	211-13-6411-00-126-30-000	\$800.00
4	2	2	Books for the Book Vending Machine	211-11-6329-00-126-30-000	\$1,200.00
4	2	3	Resource for Character Building	211-11-6399-00-126-30-000	\$650.00
5	1	2	Books for Summer PD	211-13-6329-00-126-30-000	\$850.00
Sub-Total					\$56,960.00
Budgeted Fund Source Amount					\$56,960.00
+/- Difference					\$0.00
Grand Total Budgeted					\$206,560.00
Grand Total Spent					\$206,560.00
+/- Difference					\$0.00

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	8/26/2025	Tracey Battle	8/26/2025
Child Abuse and Neglect	Executive Director of Counseling Services	8/11/2025	Victoria Cisneros	8/11/2025
Coordinated Health Program	Director of Athletics		Jonathan Wilk	8/11/2025
Disciplinary Alternative Education Program (DAEP)	Assistant Superintendent of Student Services	8/28/2025	Tracey Battle	8/28/2025
Dropout Prevention	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Dyslexia Treatment Program	Director of Special Services	8/11/2025	Sara Roland	8/12/2025
Pregnancy Related Services	Director of Special Services	8/11/2025	Sara Roland	8/12/2025
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Texas Behavior Support Initiative (TBSI)	Assistant Superintendent of Support Services	8/11/2025	Sara Roland	8/12/2025
Technology Integration	Chief Technology Officer		Robin Stout	8/11/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Executive Director of Safety & Security		Rachael Freeman	8/15/2025
Title I Parent Involvement Policy	Director of Federal Programs	8/11/2025	Lori Traynham	8/11/2025
ESSA Program Descriptions	Director of Federal Programs	8/11/2025	Lori Traynham	8/11/2025