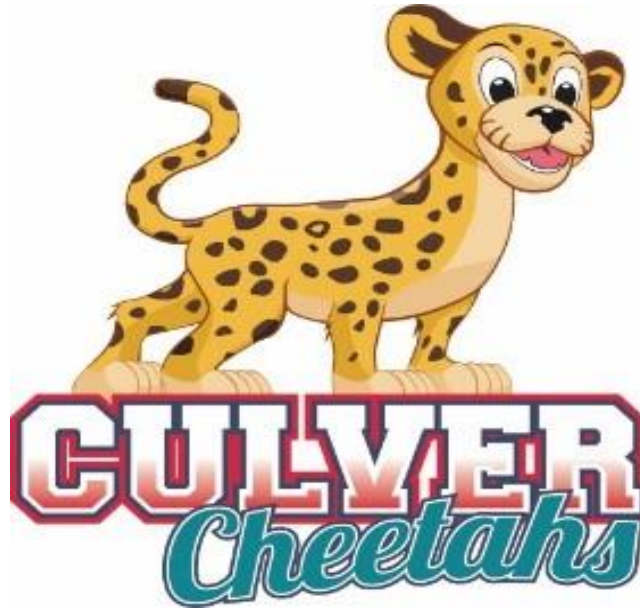


Lamar CISD -- Judge Thomas R. Culver, III Elementary School



Campus Improvement Plan 2020-2021

Vision Statement: The Vision of Culver Elementary is to provide a learning environment that will inspire, empower, and cultivate the curiosity of all students, while preparing them to become life-long learners and productive members of society.

Mission Statement: At Culver Elementary our mission is to create a safe and enriching environment that inspires, empowers, and cultivates curious learners.

Culver Elementary Comprehensive Needs Assessment

School Profile

Culver Elementary is one of **45** Campuses in the Lamar Consolidated Independent School District. Culver Elementary opened its doors in 2019. Culver serves **675** students in Early Childhood through 5th Grade. The campus is a combination of self-contained teaching in Early Childhood through 2nd Grade and departmentalized teaching in 3rd through 5th Grade.

The Student population is **62.7%** Hispanic/Latino, **18.4%** Black/African American, **14.4%** White, **2.5%** Asian, **50.07%** (338) Female, and **49.93%** (337) Male with **63.4%** of the student population designated as economically disadvantaged status as of December 2nd, 2019. The staff population is **55.2%** White, **25.9%** Black/African American, **17.2%** Hispanic/Latino, **1.7%** Asian. **100%** of teachers are certified and **100%** of paraprofessionals are highly qualified.

The overall mobility rate is approximately **15.4%** with a drop-out rate of **0%**. The average daily attendance rate for students is **95.37%** with the average daily attendance rate for staff being **97.05%** There are **87** total discipline referrals for the 2019-20 school year. Please note that due to lack of prior year data and COVID-19 we are unable to obtain final calculations for the 2019-2020 school year.

Culver Elementary serves **135** (20%) Limited English Proficiency students, **110** students served through Special Education, **32** students in the Gifted and Talented Program, **22** identified for 504 services, **62** students in RTI Tier 2, and **24** students in RTI Tier 3.

Special Programs

Our State Compensatory Program (SCE) consists of a Literacy Coach (provides training to teachers in best practices for reading/writing, provides intervention for at-risk students), a Math Coach (provides training to teachers for best practices in mathematics, provides intervention for at-risk students), two Pre-Kindergarten paraprofessionals (provide direct services to at-risk students through support in the pre-kindergarten classroom), two Pre-Kindergarten teachers (Provide direct instruction to At-Risk Pre-Kindergarten students who meet the eligibility criteria in order to increase early childhood outcomes using the identified 10 domains of Pre-Kindergarten that are meant to increase language development and literacy), a Reading Tutor (provides tutorials during the day for students who are identified At-Risk in grades 3-5 who may not meet grade level on STAAR). The program also includes Cheetah Time (before school tutorials) and Cheetah Power Hour (after-school tutorials) for K-2 students performing below grade level and 3-5 students who are in jeopardy of failing reading/writing/math/science STAAR. The SCE program includes the purchase of supplemental materials that increase content area literacy, math, and tutorial materials that prepare students for academic achievement and success on the state assessments.

Our Title III(Bilingual/ESL) consists of a Summer Language Academy for Bilingual/ESL students to front-load content area academic vocabulary for students in an effort to increase English Language Proficiency, Literacy Cohort Training for ELL teachers provided by a consultant, supplemental materials aimed at increasing content area literacy and language proficiency, computer-based programs for students, before and after school tutorials for ESL students aimed at increasing language proficiency and outcomes on TELPAS and STAAR.

Comprehensive Needs Assessment Process

The site-based decision-making committee, the Grade Level Chairperson, and the Instructional Support Team evaluated the current years' CIP and data. The committees evaluated programs, survey results, and the following data: Benchmarks, GRA, TPRI, EOY Math Screeners, STAAR, Attendance (Student/Staff), and the campus climate survey (Parent/Student/Staff). Documentation of the process includes meeting minutes, agendas, sign-in sheets, and copies of data reviewed. **(As of 5.29.2020 all data sources are available. STAAR data will not be available this school year as normally released by TEA. The committee will reconvene to update any further findings.)**

The 2019-2020 Campus Improvement Plan was reviewed and revised, and data was reviewed to initiate development of the 2020-2021 Comprehensive Needs Assessment on the following dates:

January 21, 2020, February 18, 2020, May 20, 2020, May 22, 2020, June 8, 2020

Committee members reviewed the data listed above to identify areas of strength and problems. The data showed:

Strengths:

The implementation of the House System and PBIS have brought about a sense of community and has had a positive impact on campus moral, student discipline and achievement. 89% of the staff has their ESL certification. Overall 3rd -5th Grade reading Benchmark scores averaged to be 80%. Most of the subpopulation student groups are not showing signs of an achievement gap. Culver also formed a partnership with Terry High School PALS. This group is serving as mentors and reading buddies to our students.

Problems:

Students who are served in special education show significant achievement gaps in all assessed areas as compared to other student groups. 4th grade students performed lower than other student groups on the benchmark assessments for writing. Students identified as SpEd have a 39% achievement gap on the writing benchmark in comparison to their general education peers. The committees indicated a desire to implement a consistent PLC model which allows teams an opportunity to collaborate, analyze data, monitor student progress, and create a plan of action for closing achievement gaps in all identified areas. The Solution Tree model of PLCs will be implemented to provide consistent collaboration both vertically across our campus and within each grade level team. The committees also wanted to investigate the possibility of implementing after school tutorials in the fall. This would allow increased intervention time for students in jeopardy of failing reading/writing/math/science STAAR. It was also indicated that parents would like to develop a campus support organization affiliated with Lamar CISD (PTO/PTA).

Comprehensive Needs Assessment

Data Sources Reviewed Title 1 Element Addressed: 1.1

- 2019-2020 iReady
- 2020 TEA School Report Card (not available)
- Spring 2020 Benchmark Scores (3rd-5th Grade)
- 2019-2020 TPRI
- 2020 TELPAS Data Overall
- 2019-2020 Campus Climate Survey
- 2019-2020 GRA
- 2019-2020 Math Universal Screeners
- 2019-2020 Skyward Discipline Data
- 2019-2020 Employee Absentee Report WebCenter
- 2020 TAPR Report (not available)
- 2019-2020 Parent Climate Survey

Identified Strengths

Demographics

- Culver has had 87 total discipline referrals as of March 7, 2020.
- 50.3% of the staff represent diversity
- 88% of the staff are retained from the previous year
- 89% of the staff are ESL certified
- The staff attendance rate is 97.1%
- The ADA Rate for students is 95.4%

Family and Community Involvement

- Culver utilizes Terry HS PALS and Friends of Culver to increase students' educational opportunities and support for social/emotional wellbeing.
- Culver parents are very involved and volunteer often to provide teachers and staff with support.

Curriculum, Instruction, and Assessment

- Culver uses common assessments school-wide to help teachers differentiate and meet students' needs on objectives.
- Culver uses Lead4ward Field Guides and District Roadmaps for planning to ensure teacher lessons are aligned with the level of rigor of the TEKS.
- Culver uses a Kid Watch Wall in grades K-5 to visually display each students' strengths and challenges while serving as a reference tool to design instruction around each of these areas. PLCs convene at the end of each 4 ½ and 9-week assessments.
- Culver implements sheltered-instruction strategies to address the needs of the ELL student population.

Staff Quality, Recruitment, and Retention

- Currently all Culver teaching staff have the required state certification for their respective teaching positions.
- Culver strives to recruit the most qualified educator for all positions. They are retained through consistent administrative support, a positive school culture, coaching, and high-quality professional development.
- 89% of teachers currently hold an ESL Certification.

School Culture and Climate

- The Culver staff have implemented Ron Clark's Essential 55 to help create a unified campus culture through the consistent application of agreed upon campus norms and expectations. Culver has also adapted the Ron Clark House System to build positive relationships and community amongst, staff, students, and parents.
- Culver is a No Place for Hate Campus.
- Culver students receive Character Counts as the Social Emotional Learning Curriculum.

School Organization

- As a campus we are utilizing every part of the instructional day to increase student achievement by planning instruction that utilizes highly effective strategies and through extending the school day to include Cheetah Time and Cheetah Power Hour.
- Students can participate in extracurricular activities including: Morning Book Club, Library Helpers, Safety Patrol, House Leaders, Science Olympiad, UIL, Art Club, and Choir.

Technology

- Students in grades 2-5 have the basic knowledge needed to utilize the internet and databases for research.
- Students have access to at least 3 iPads per classroom. Students also have access to iPads in the media center. Teachers who have participated in Interact have more devices available to them.
- There is at least 1 computer in each classroom. The school has 3 laptop carts with 30 computers in each cart as well as a computer lab with 25 desktop computers for students to access in order to utilize technology in the classroom.

Demographics

Identified Needs	Priorities Based off Identified Needs
<p>Recruit teachers and staff members that reflect the cultural identity of the diverse student population at Culver.</p> <p>Staff absenteeism reflects that staff members are often absent for reasons other than School Business.</p>	<ol style="list-style-type: none"> 1. Attend recruiting events to broaden the candidate pool. 2. Provide incentives to staff every month who have perfect attendance.

Student Achievement

Percentage of Students Approaching				
Subpopulations	Reading	Math	Writing	Science
All	3 rd -82% 4 th -81% 5 th -77%	3 rd -89% 4 th -88% 5 th - 94%	4 th 59%	5 th -79%
Hispanic	3 rd -81% 4 th -82% 5 th -71%	3 rd -87% 4 th -88%, 5 th -92%	4 th 58%	5 th -79%
Asian	3 rd -66% 4 th -100% 5 th -71%	3 rd -100% 4 th -100%, 5 th -100%	4 th 100%	5 th -100%
African American	3 rd -89% 4 th -80% 5 th -93%	3 rd -84% 4 th -95%, 5 th -100%	4 th 70%	5 th -67%
White	3 rd -82% 4 th -82% 5 th -78*	3 rd -100% 4 th -82% 5 th -89%	4 th 64%	5 th -89%
Two or More Races	3 rd -50% 4 th -50% 5 th -50%	3 rd -100% 4 th -50%, 5 th -100%	4 th 0%	5 th -100%
Eco Dis	3 rd -81% 4 th -82% 5 th -73%	3 rd -85% 4 th -90% 5 th -93%	4 th 61%	5 th -77%
SPED	3 rd -65% 4 th -27% 5 th -40%	3 rd -49% 4 th - 40% 5 th -59%	4 th 19%	5 th -27%
LEP	3 rd -80% 4 th -80% 5 th -70%	3 rd -80% 4 th -89% 5 th -100%	4 th 67%	5 th -90%

Identified Needs	Priorities Based off Identified Needs																
<p><u>K-2 Reading:</u></p> <p>Students met or exceeded the End of the Year GRA expectations.</p> <table border="1" data-bbox="346 375 800 505"> <thead> <tr> <th>Grade</th> <th>Met/Exceeded</th> </tr> </thead> <tbody> <tr> <td>Kindergarten</td> <td>30%</td> </tr> <tr> <td>1st Grade</td> <td>41%</td> </tr> <tr> <td>2nd Grade</td> <td>58%</td> </tr> </tbody> </table>	Grade	Met/Exceeded	Kindergarten	30%	1 st Grade	41%	2 nd Grade	58%	<ol style="list-style-type: none"> 1. Provide consistent high-quality professional development and support to all K-2 Reading Teachers on the Next Steps to Guided Reading model to ensure a consistent method of teaching guided reading is being used vertically. 2. Provide Dyslexia Intervention for students who qualify. 3. Utilize a prescriptive phonics-based program for all kindergarten and first grade students. 4. Provide before and after school tutorials for K-2nd grade students who are reading below level. 								
Grade	Met/Exceeded																
Kindergarten	30%																
1 st Grade	41%																
2 nd Grade	58%																
<p><u>K-2nd Math:</u></p> <p>K-2 Math middle of year math screener (meets/masters).</p> <table border="1" data-bbox="111 850 1033 1013"> <thead> <tr> <th>Grade</th> <th>Tier 1</th> <th>Tier 2</th> <th>Tier 3</th> </tr> </thead> <tbody> <tr> <td>Kindergarten</td> <td>23%</td> <td>77%</td> <td>0%</td> </tr> <tr> <td>1st Grade</td> <td>24%</td> <td>59%</td> <td>17%</td> </tr> <tr> <td>2nd Grade</td> <td>29%</td> <td>54%</td> <td>17%</td> </tr> </tbody> </table>	Grade	Tier 1	Tier 2	Tier 3	Kindergarten	23%	77%	0%	1 st Grade	24%	59%	17%	2 nd Grade	29%	54%	17%	<ol style="list-style-type: none"> 1. Provide high-quality professional development to teachers modeling Math Talks and number fluency to increase student achievement 2. Ensure teachers are using the Concrete, Pictorial, Abstract model to build student understanding on math concepts. 3. Provide before and after school tutorials for students who do not demonstrate understanding of the prerequisite math skills assessed on the BOY screener.
Grade	Tier 1	Tier 2	Tier 3														
Kindergarten	23%	77%	0%														
1 st Grade	24%	59%	17%														
2 nd Grade	29%	54%	17%														

All Students: Benchmarks

Content	Approaches	Meets	Masters
Writing	61%	23%	8%
Science	79%	48%	27%
Reading	Approaches	Meets	Masters
3rd	82%	38%	17%
4th	81%	38%	24%
5th	77%	49%	27%
Math	Approaches	Meets	Masters
3rd	89%	50%	22%
4th	88%	61%	39%
5th	94%	69%	46%

Reading: When reviewing the 2020 benchmark data for **3rd grade** reading in the area of 3.6f: use the reading process to develop and deepen comprehension of increasingly complex texts Inference-make inferences and use evidence to support understanding, Culver Elementary met standard at a rate of **67%**. The special education sub population met standard at a rate of **54%** in the same area. The learning gap between these two subpopulation is **13%**.

When reviewing the 2020 benchmark data for **4th grade** reading in the area of 4.6f: use the reading process to develop and deepen comprehension of increasingly complex texts Inference-make inferences and use evidence to support understanding, Culver Elementary met standard at a rate of **70%**. The special education sub population met standard at a rate of **40%** in the same area. The learning gap between these subpopulations is **30%**.

1. Provide teachers with professional development opportunities to address the campus performance deficits -Differentiation strategies for diverse student sub-populations.
2. Provide resources, including technology, for teachers to differentiate instruction to meet the needs of student groups.
3. Increase student access to authentic literature.
4. Provide tutorials in the fall for students identified At-Risk and those underperforming to increase student achievement.
5. Utilize Literacy, Math, and ESL/BIL Lead to model instruction and coach teachers on highly effective strategies.
6. Provide tutorial assistance for ESL students who have not made growth on their TELPAS.
7. Ensure teachers are using Concrete, Pictorial, and Abstract models to build student understanding on math concepts.
8. In effort to close the learning gap in reading for grades 3-5, we will provide additional intervention opportunities for students, monitor student progress in reading at each 4 ½ and 9 weeks, provide additional professional development support for special education instruction.
9. In effort to close the learning gap in math for grades 3-5, we will provide individualized instruction through Cheetah Time, visuals and models to represent equations in the problem, and manipulatives to demonstrate the action of the problems.

When reviewing the 2020 benchmark data for **5th grade** reading in the area of 5.6f: use the reading process to develop and deepen comprehension of increasingly complex texts Inference-make inferences and use evidence to support understanding, Culver Elementary met standard at a rate of **70%**. The special education sub population met standard at a rate of **50%** in the same area. The learning gap between these two subpopulations is **20%**.

Math: When reviewing the 2020 benchmark data for **3rd grade** math in the area of, 3.4(K): solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts , Culver Elementary met standard at a rate of **70%**. The special education sub population met standard at a rate of **62%** in the same area. The learning gap between these two subpopulations is **8%**.

When reviewing the 2020 benchmark data for **4th grade** math in the area of, 4.4(H) solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders, Culver Elementary met standard at a rate of **70%**. The special education sub population met standard at a rate of **50%** in the same area. The learning gap between these two subpopulations **20%**.

When reviewing the 2020 benchmark data for **5th grade** math in the area of, 5.4(B): represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity, Culver Elementary met standard at a rate of **90%**. The special education sub population met standard at a rate of **80%** in the same area. The learning gap between these two subpopulations **10%**.

Parent and Family Engagement

Identified Needs	Priorities Based off Identified Needs
<p>There is a need to increase parent involvement opportunities to enhance parent/staff communication and improve student outcomes.</p>	<ol style="list-style-type: none"> 1. Use our Bil/ESL Coach and Parent Engagement facilitators to provide training to parents of our ELLs. 2. Provide parents with opportunities to develop a campus support organization affiliated with Lamar CISD (PTO/PTA).
<p>There is a need to increase partnerships with local businesses and community organizations to help fund and provide access to educational opportunities to students.</p>	<ol style="list-style-type: none"> 1. Partner with the YMCA to allow students in the afterschool program access to the computer lab for extended day interventions. 2. Provide at least one family engagement activity per nine weeks (Meet/Greet the Teacher, Fall Festival, Curriculum Night, STEAM Night, and Multicultural Week).
<p>Membership of this committee to include: Carla Thomas Carolyn Flemming Amy Uribe Julie Jackson Natalie Ferguson Rebecca Prado Valerie Martinez Keren Gutierrez</p>	<p>Principal Asst. Principal Attendance Clerk 3rd Grade Teacher Parent Parent Parent Parent</p>

Curriculum, Instruction, and Assessment

Identified Needs	Priorities Based off Identified Needs
There is a need to provide training on desegregating assessment data, to consistently identify trends and plan actionable steps to address curriculum gaps vertically.	1. Use Eduphoria and Lead4ward to analyze how students have performed on curriculum checkpoints, common assessments, Benchmarks, and STAAR. Data will be used to guide instruction to increase student achievement.
Assessment data indicates the continued need to refine curriculum/ instruction/assessment alignment for PreK-5 with a focus on all sub-populations of students in 4 th grade writing.	1. Major assessments in K-5 and all contents areas will be approved by coaches to ensure alignment.
Assessment data indicates the need for students to acquire academic vocabulary and grow in English language proficiency levels necessary to meet the demands of STAAR and TELPAS.	1. Provide training on frontloading vocabulary, ESL sheltered strategies, Unwrapping the TEKS, and increasing student engagement.

Staff Quality, Recruitment, and Retention

Identified Needs	Priorities Based off Identified Needs
<p>There is a need to increase the number of ESL Certified teachers to 100%.</p> <p>There is need to hire a computer and PE paraprofessional.</p>	<ol style="list-style-type: none"> 1. Recruit highly qualified teachers and paraprofessionals. 2. Teachers who are not ESL certified will participate in the ESL Cohort, facilitated by ALP to prepare them for the examination. 3. Provide continuous contact and high-quality professional development to support all teachers.
<p>Retain effective teachers and provide high quality professional development. This year we retained 88% of the staff from the previous year.</p> <p>Continue to hire highly qualified teachers, paraprofessionals, and supplemental staff.</p>	<ol style="list-style-type: none"> 1. Ensure new teachers are supported by highly qualified campus and district mentors. 2. Meet monthly with new to Culver teachers and provide them with consistent support.

<p>There is a need to hire an Academic Facilitator to assist K-5 students who are in jeopardy of failing. Early intervention will increase academic achievement.</p>	
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School Culture and Climate

Identified Needs	Priorities Based off Identified Needs
<p>The 2019-2020 campus climate survey indicates that staff, students, and parents feel there is a need to improve communication amongst all stakeholders.</p>	<ol style="list-style-type: none"> 1. Hire and retain highly qualified paraprofessionals to serve in the front office. 2. Create a warm and welcoming environment for parents, staff, and students. 3. Principal and Admin. Asst. will implement effective strategies shared during The Breakthrough Coach conference. 4. Teachers will provide parents with weekly communication updates via Canvas. 5. Administrators will provide parents with daily updates through our multiple social media sources. 6. Parents will receive a monthly calendar and parent newsletter, and a conduct calendar every nine weeks.

School Organization

Identified Needs	Priorities Based off Identified Needs
Regular consistent time for collaboration utilizing the Solution Tree PLC model.	1. Train staff using the Solution Tree model of PLC.
There is a need to provide students with interventions that are researched-based.	1. Provide staff with training on effective MTSS strategies, implementation, and proper documentation sources such as SuccessEd.

Technology

Identified Needs	Priorities Based off Identified Needs
Culver needs to continue to expand learning opportunities to students as technology evolves and expands.	1. Submit LEAF grants in hopes of acquiring innovative and cutting-edge technology.
Culver will continue to increase the number of technology devices the students are able to use in class.	1. Utilize the school budget to purchase technology to integrate into daily instructional practices.
Partner with newly organized PTO/PTA to provide students with additional technology applications and devices.	1. Continue to encourage staff to participate in the district's summer T3 Conference and Interact.
Provide teachers with high quality professional development on strategies integrating technology into lessons.	

Summary of Identified Problems and Related Strategies

1. **Assessment data indicates a need to improve student achievement in all sub-populations of students in 4th grade writing.**
2. **Assessment data indicates there is a need to improve vertical alignment in grades PreK-5.**
3. **Data collected from our 2019-2020 Campus and Parent Climate Surveys relay the need for increased parent involvement opportunities to enhance parent and staff communication.**

Based on our 2020 writing benchmark data there is an identified problem in 4th grade. We will refine curriculum, instruction, and assessment alignment for PreK-5th with a focus on all sub-populations of students in 4th grade writing. The committee identified several intervention strategies: provide campus-wide training on revising and editing, provide high quality professional development, and purchase materials to support this practice i.e. Patterns of Power for first 1st- 5th Grade. The committee recognizes there is a need to increase parent involvement opportunities to enhance parent/staff communication to assist with improving student outcomes. We will continue creating a positive school culture and climate to increase positive communication with staff, students, and parents. Parents will receive weekly communication updates from teachers via Canvas. Administrators will send a monthly calendar and parent newsletter, and a conduct calendar every nine weeks. Finally, the committee recognizes the need to improve vertical alignment in grades PreK-5. The target strategies implemented are, using an effective implementation of PLCs (Solutions Tree Model) and increase vertical team meetings by scheduling them once every nine weeks.

Title 1 Element Addressed: 1.1

The 2019-2020 Campus Improvement Plan was reviewed and revised, and data was reviewed to initiate development of the 2020-2021 Comprehensive Needs Assessment on the following dates:

January 21, 2020, February 18, 2020

The 2020-2021 Campus Improvement Plan was developed, reviewed, and discussed on the following dates:

May 20, 2020, May 22, 2020, June 8, 2020

The Comprehensive Needs Assessment and 2020-2021 Campus Improvement plan will be finalized after all data is reviewed.

SBDMC that oversee the Comprehensive Needs Assessment and Campus Improvement Plan process

Name	Position
Carla Thomas	Principal
Carolyn Flemming	Assistant Principal
Rita Lozano	Kindergarten Teacher

Jazmine Mejia	First Grade Teacher
Caitlyn Cross	Second Grade Teacher
Sarah Barker	3 rd Grade Teacher
Amber Westfield	4 th Grade Teacher
Laura Mendez	5 th Grade Teacher
James Ferris	Music Teacher
Christina Roehling	Resource Inclusion Teacher
Natalie Ferguson	Parent
Keren Gutierrez	Parent
Kristine Mikolas	Parent
John Hoelscher	Business Member

Goal 1

<p>Goal Statement: Goal 1A: By June 2021 student achievement for all students in 3rd - 5th grade will increase by at least 10% in approaches, meets, and masters level as measured by their performance on the Spring 2021 Math, Reading, Science, and Writing STAAR test.</p>	<p>CNA Focus Area(s): Teaching and Learning: Student Achievement, At-Risk Student Services / Drop-Out Prevention, College, Career, and Military Readiness</p>
<p>Goal Statement: Goal 1B: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 35% to 48% by June 2024.</p>	<p>CNA Focus Area(s): Teaching and Learning: Student Achievement, At-Risk Student Services / Drop-Out Prevention, College, Career, and Military Readiness</p>
<p>Goal Statement: Goal 1C: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 54% to 67% by June 2024.</p>	<p>CNA Focus Area(s): Teaching and Learning: Student Achievement, At-Risk Student Services / Drop-Out Prevention, College, Career, and Military Readiness</p>

Strategy 1: Overall 3-5 students will achieve an increase of 10% in all grade level standards as measured by STAAR Math, Reading, Science, and Writing.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
1. Utilization of Literacy Coach to instruct students, coach teachers and facilitate weekly planning sessions.		Principals, Curriculum & Instructional Specialists, Teachers	A minimum of 3/week	State Comp. Ed- Literacy Coach and FTE 0.25	Summative-STAAR, District Assessments, and Walkthroughs, CFA's, and Review Lesson Plans
2. Implement with fidelity the balanced literacy framework using GRA as a diagnostic tool to structure instructional time. Appropriate instructional resources will be utilized to meet expectations and improve learning to provide opportunities for all students to meet the challenging state academic standards. (i.e. iReady, RazKidz, Reading A-Z).	Title I Element 2.4	Principals, Curriculum & Instructional Specialist, Teachers	Ongoing	Local State Comp Ed. Title I, Title III Bilingual/ESL	Summative-STAAR, District Assessments, and Walkthroughs, CFA's, and Review Lesson Plans
3. Provide and implement intervention strategies (Cheetah Time, Cheetah Power Hour, Tier 3 small group) for all students to achieve STAAR Approaches, Meets, and Masters standards in Grade 4 Writing.	Title I Element 2.4	Principals, Curriculum & Instructional Specialist, Teachers	Beginning 8/31/2020 a minimum of 2/week	Local State Comp Ed. Title III Bilingual/ESL	Summative-Review Lesson Plans, Walkthroughs, STAAR
4. Training on the effective use of Canvas and Eduphoria to assess student learning and analyze data will be provided to teachers to guide Tier 1 instruction.		Principals	Monthly	Local State Comp Ed. Title III Bilingual/ESL	Summative-Review Lesson Plans, Walkthroughs, STAAR
5. Teams will plan collaboratively to develop a spiraling math curriculum, including hands on math, problem solving, math wall, and common math vocabulary will be implemented as a framework which will include small group instruction with supplies and resources for teachers to use.		Principals	Monthly	State Comp Ed. Title III Bilingual/ESL	Summative-Review Lesson Plans, Walkthroughs, STAAR
6. All teachers in K-5 will work collaboratively with campus and district Math, Reading, Science and		Principals	Monthly	State Comp Ed. Title III Bilingual/ESL	Summative-Review Lesson Plans,

ALP facilitator to increase their knowledge of instructional tools across their grade level curriculum.					Walkthroughs, STAAR
7. SpEd staff will receive LLI, Blast Foundations and Moving with Math training to effectively provide inclusion and resource support, which will increase student's academic performance.		Principals, Teachers	Annually	State Comp. Ed	Summative, District Assessments, CFA's, GRA, TPRI/Tejas Lee, Running Records, and Reading Rubrics
8. All Bilingual/ESL teachers will receive continuous support and resources to plan for quality lessons and meeting student needs so that they can become advanced high, not only in writing but also in the areas of listening, speaking, and reading.		Curriculum and Instructional Specialist, Principals, Teachers	Monthly	Title III Funds	Summative-TELPAS results, STAAR, Writing samples, Teacher Observation, Lesson Plans, Walkthroughs
9. Parent involvement activities will be held to explain literacy skills and/or comprehension strategies to support partnerships connected to Parent, Family & Community Engagement Plan.	Title I Element 3.2	Principals Literacy Coach ESL/Bilingual Lead Teachers Title I Campus Contact	November and March	Title I and Title III Funds	Sign-in Sheets

Strategy 2: Provide additional intervention opportunities for identified students.					
Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
1. Morning Math and Reading interventions (Cheetah Time) will be implemented for students that are most at risk of not meeting the challenging State academic standards.	Title I Element 2.6	Principals, Curriculum & Instructional Specialist, Teachers	Morning tutorials (Cheetah Time) is held Monday-Friday, 7:30 a.m. -7:50 a.m.	Local Funds	Summative-STAAR, District Assessments, and Walkthroughs, and CFA's
2. Math, Bil/ESL Lead, and Literacy coaches are assigned to monitor, train and coach Sheltered Instruction strategies across content and grade levels. They will tutor students in small groups to assist with improving academic achievement and instruction in all content areas.		Principals, Curriculum & Instructional Specialist, Teachers	Morning tutorials (Cheetah Time) is held Monday-Friday, 7:30 a.m. -7:50 a.m. Cheetah Power Hour takes place after school at least two times a	Local Funds	Summative-STAAR, District Assessments, and Walkthroughs, and CFA's

			week 3:15 p.m. – 4:15 p.m.		
3. Provide still developing students with before/during/after school tutorials in math, reading, science, and writing (Cheetah Time and Cheetah Power Hour).	Title I Element 2.5	Curriculum & Instructional Specialist, Principals, Teachers, SpEd Instructional Facilitator	Morning tutorials (Cheetah Time) is held Monday-Friday, 7:30 a.m. -7:50 a.m. Cheetah Power Hour takes place after school at least two times a week 3:15 p.m. – 4:15 p.m.	State Comp. Ed.	Summative-District Assessments, Student sign-in sheets, GRA, TPRI/Tejas Lee, Running Records, Reading Rubrics
4. Interventions, additional supplies, and resources will be provided to meet the diverse needs of our student population; included but not limited to leveled readers, standardized testing material, manipulatives, educational field trips, appropriate snacks, and transportation.		Curriculum & Instructional Specialists, Principals, Teachers	Morning tutorials (Cheetah Time) is held Monday-Friday, 7:30 a.m. -7:50 a.m. Cheetah Power Hour takes place after school at least two times a week 3:15 p.m. – 4:15 p.m.	State Comp. Ed.	Summative-TELPAS Writing Samples, teacher Observations
5. Utilize teachers and tutors through small group instruction to intervene with all at-risk and SpEd students in science, writing, math, and reading.	Title I Element 2.6	Principals, Teachers	A minimum of 3/week, before, during and afterschool Beginning January19, 2021	Local State Comp. Ed	Summative, District Assessments, CFA's, GRA, TPRI/Tejas Lee, Running Records, and Reading Rubrics
6. Employ certified PreK teachers, PreK aides, Literacy Coach, and Tutor in all subjects for Economically Disadvantaged, African American, Sped, ELL, and Hispanic subpopulations to provide early literacy and writing, small group instruction with a decreased teacher to student ratio.		Principals, Curriculum & Instructional Specialist, Teachers	3/week, before, during and afterschool Beginning January19, 2021	State Comp. Ed-Tutor and FTE 4.75	Summative-STAAR, District Assessments, and Walkthroughs, CFA's, and Review Lesson Plans

7. Patterns of Power and Lucy Calkins, Units of Writing will be implemented in grades 1-5 to improve overall writing skills and in turn improve STAAR writing scores.		Principals	Daily	Title III Bilingual/ESL	Summative- Student writing samples, Review Lesson Plans, Walkthroughs, and STAAR
8. 100% of PreK-5 ELAR teachers will be trained to effectively implement aligned research-based writing strategies including but not limited to Empowering Writers, Patterns of Power, and Meredith Alvarado to more effectively provide Tier 1 Instruction.		Principals, Curriculum & Instructional Specialist	Daily	Local Funds	Summative- Student writing samples, Review Lesson Plans, Walkthroughs, and STAAR
9. i-Ready will be used with fidelity as a diagnostic tool and intervention resource to assist with closing the instructional gaps caused during COVID-19.		Principals, Curriculum & Instructional Specialist, Teachers	Diagnostic: Beginning, middle and end of year Instruction: a minimum of 45 mins/week	Title Funds	Comparative review of diagnostic data once per grading period

Strategy 3: The percentage of special education students Approaching Grade Level Standards as evidenced by Reading and Math STAAR will increase by 10%.

Action	Title 1 Element	Staff Responsible	Timeline	Resources	Evaluation
1. Additional resources and supplies will be provided as interventions to meet the needs of our special education students including but not limited to LLI and Moving with Math. (Target Group: SPED)	Title I Element 2.4 Title I Element 2.6	Principal(s), SPED Teachers	August-June	Local Funds	Formative - IEP Progress Reports, Lesson Plans will provide data on progress. Formative data will show evidence in student growth (GRA, Checkpoints, and Math Screeners). Summative- STAAR data will reflect student growth and decrease in achievement gap.
2. Provide targeted intervention opportunities for SpEd students resulting in a 5% decrease in failures.	Title I Element 2.4 Title I Element 2.6	Principal(s), SPED Teachers	Every 4.5 week grading period		Review of grading period data to ensure decreased failure rate as compared to 2019-2020

Goal 2

<p>Goal Statement: By June 2021 80% of all K-2 students will obtain a level of On or Above in Reading as measured by their performance on the EOY GRA.</p>	<p>CNA Focus Area(s): Teaching and Learning: Student Achievement, At-Risk Student Services / Drop-Out Prevention, College, Career, and Military Readiness</p>
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Strategy 1: Provide professional learning opportunities for PreK-5 teachers to improve high quality Tier 1 instruction.					
Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
1. An instructional focus on the components of balanced literacy with an emphasis on guided reading, reading workshop, and phonics will be implemented.		Curriculum & Instructional Specialist, Principals, Teachers	Minimum of 1 component per day	Local Funds	Summative- Student sign-in sheets, GRA, TPRI/Tejas Lee, Running Records, Reading Rubrics
2. Teachers in PreK - 1st grade will receive training on how to use and plan for instruction in phonemic awareness.		Literacy Coach, Reading Interventionist, Teachers	September 2020 – May 2021	Local Funds	Walkthroughs and student TPRI data will be used to evaluate implementation.
3. PLCs will be held with grade level teams in PreK-5 immediately following the administration of district assessments to analyze student performance and determine need.		Principals Literacy Coach ESL/Bilingual Lead	Minimum 1 meeting per grading period	Local Funds	Summative – district/campus assessments, benchmarks, universal screeners, STAAR
4. Students in PreK-2 will have access to online tools (iReady, RazKidz, A-Z Learning, HMH, etc.) and technology to support, remediate and/or enrich academic concepts taught.		Principals Literacy Coach ESL/Bilingual Lead Digital Learning Coach Teachers	Ongoing	Title Funds	Summative, running records, universal screeners
5. All teachers in PreK-3 rd Grade will be complete the Science of Reading Academies.		Principals Curriculum & Instructional Specialist Literacy Coach ESL/Bilingual Lead Teachers	Completion by 2024	Local Funds	Completion of academies and classroom integration observed through observation.

Strategy 2: Provide additional intervention opportunities for identified students.					
Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
1. All K-2nd students who do not master grade level PMAs and TIAs will attend before, during, and/or after school tutorials (Cheetah Time and/or Cheetah Power Hour). Students will receive additional support with effective and timely feedback. Additional supplies, materials, and snacks will be provided.		Curriculum & Instructional Specialist, Principals, Teachers	Beginning 8/31/2020	Local Funds	Summative- Student sign-in sheets, GRA, TPRI/Tejas Lee, Running Records, Reading Rubrics
2. The Reading Interventionist will support teachers in the general education setting through intentional planning and in-person modeling. Reading Interventionist and Literacy Coach will be a Tier III intervention for developing K-5th graders.		Principals, Teachers, Reading Recovery Specialist	Teacher Support: A minimum of 2/week Intervention: A minimum of 3/week	Local Funds	Summative- Reading Recovery Data and Evaluations
3. Designated K-2 students will have a license to Razz Kidz and Learning Reading A-Z programs to provide individualized instruction in phonics, fluency, vocabulary and comprehension.		Facilitators, Teachers, Principals	September 2020 – May 2021	Local Funds	Summative – Weekly reports will be run for close observation of student success and progress.
4. Implement a transition plan for incoming PreK and Kindergarten students. Local Early Child Care Centers and schools will be contacted to assist with transitioning. Parents will receive an invitation to PreK - Kindergarten Roundup, Culver's annual kindergarten orientation and Meet the Teacher activities.		Principals	Spring 2021 Summer 2021	Local	Summative – Calendar, fliers and email blasts will be made available for incoming kindergarten students/parents.

Goal 3

<p>Goal Statement: Culver Elementary will attract, recruit, and engage parents, guardians, and community organizations to capitalize their strengths, resources, and talents to meet student needs and align to desired learner outcomes of a well- rounded education.</p>	<p>CNA Area of Need: Parent and Family Engagement, School Culture and Climate</p>
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Strategy 1: Culver will provide various opportunities for families to engage with staff and the community to improve student outcomes in pursuit of a well-rounded education.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
<p>1. Students will receive guidance lessons through Character Counts to provide a well-rounded education. (Target Group: All)</p>	<p>Title I Element 2.5</p>	<p>Counselors</p>	<p>Monthly during Guidance Rotations</p>	<p>Local Funds</p>	<p>Summative - Survey results will indicate a decrease in the percentage of stakeholders that feel students are bullied at school.</p>
<p>2. Culver ES will use the House System and the Essential 55 developed by Ron Clark to establish norms, build community and relationships with students, staff, parents to provide a well-rounded education. (Target Group: All)</p>	<p>Title I Element 2.5</p>	<p>Assistant Principal(s), Principals</p>	<p>Essential 55 and House Updates – 3 times per week House Parties and TRRFC Store – 1 time per month</p>	<p>Local Funds</p>	<p>Summative - Survey results will indicate a decrease in the percentage of stakeholders that feel students are bullied at school.</p>
<p>3. Provide at least one family engagement activity per nine weeks (Math/Science, Literacy, STEAM Night, and Multicultural Week, Meet the Teacher) (Target Group: ALL)</p>	<p>Title I Element 3.2</p>	<p>PFE Committee, Academic Facilitator, Principal (s)</p>	<p>Once per nine weeks (September, December, March, May)</p>	<p>Title 1 Funds -</p>	<p>Sign -in sheets will indicate an increase of the number of families who are engaged in activities offered. Survey Results will indicate an increased sense of community and belonging for parents, students, staff, and community members.</p>

<p>4. Provide parent and family engagement activities that are critical to educate parents on how to assist their children at home including but not limited to: (STAAR Information Sessions, Homework help, progress monitoring, Open House, Curriculum Nights). These sessions will be offered multiple times to meet challenges of working parents' schedules. These sessions will take place on campus and at local community centers. (Target Group: ALL)</p>	<p>Title I Element 3.2</p>	<p>Principal(s), Academic Facilitator</p>	<p>Sessions are scheduled at the end of every 9 weeks. October 22 & 23 January 14 & 15 March 25 & 26 May 20 & 21 Sessions will be offered during the day and in the evening.</p>	<p>Title 1 Funds -</p>	<p>Sign-in Sheets will reflect the number of parents engaged in the activities. STAAR and EOY Assessments will evidence an increase of academic achievement.</p>
<p>5. Students will have the opportunity to participate in extra-curricular activities that provide for a well-rounded education. Activities may include but are not limited to: (Cheetah Patrol, Choir, Library Helpers, Media Team, National Elementary Honor Society, Robotics Club, Book Club, Science Olympiad, Art Club) Target Group: ALL)</p>	<p>Title I Element 2.5</p>	<p>Principal(s), Academic Facilitators, Teachers, Counselor, Community Organizations</p>	<p>Weekly (September-June)</p>	<p>Title1 Funds</p>	<p>Sign-in sheets will reflect the participants in the clubs. Engagement in extra-curricular activities motivate students to engage in school, positively impacting student achievement. Participation will be encouraged through positive relationships, assigned mentors, student interests, and highlighted in parent/student communication.</p>

Financial Summary

Funding Source	Total Amount
Title 1	101,827.00
SCE	13,101.00
Title 3	4,280.00

SBDMC Members

SBDMC that oversee the Comprehensive Needs Assessment and Campus Improvement Plan process

Name	Position
Carla Thomas	Principal
Carolyn Flemming	Asst. Principal
Rita Lozano	K Teacher
Jazmine Mejia	1 st Grade Teacher
Caitlyn Cross	2 nd Grade Teacher
Sarah Barker	3 rd Grade Teacher
Amber Westfield	4 th Grade Teacher
Laura Mendez	5 th Grade Teacher
James Ferris	Music Teacher
Christina Roehling	Resource Inclusion Teacher
Natalie Ferguson	Parent
Kristine Mikolas	Parent
John Hoelscher	Business Member

Additional Information to Address Title 1 Elements:

Element 2.2: To remain current and relevant, the CIP will be revised for the 2020-2021 school year and/or evaluated during the following months (August, October, January, June). **Element 2.3:** To help parents be informed the campus will provide the following in English and Spanish for families: CIP, Title 1 Compact, and the Parent and the Family Engagement Policy. These policies will accessible in the following locations for parents and community members: campus website, the school's front office, at parent engagement activities, in the State and Federal Programs Office at the district's administration building and in offices for new housing developments within campus boundaries. The locations of Culver ES Campus Improvement Plan will be shared with parents during parent meetings, weekly Skylerts, and monthly newsletters.

Membership committee that assists with the development of the Parent and Family Engagement Policy:

Name	Position
Carla Thomas	Principal
Carolyn Flemming	AP
Amy Uribe	Parent
Julie Jackson	Parent
Natalie Ferguson	Parent
Rebecca Prado	Parent
Valerie Martinez	Parent
Keren Gutierrez	Parent

Element 3.1: The Parent and Family Engagement Policy will be adopted and revised in the fall and spring. The Parent and Family Engagement Policy will be distributed at Open House and at each Parent and Family Engagement Activity offered at Culver ES. The policy will be available in English and Spanish, and it will be located on the campus website, the front office, in the State and Federal Programs Office at the district administration building and in offices for new housing developments within campus boundaries. The locations of Culver ES Campus Improvement Plan will be shared with parents during parent meetings, weekly Skylerts, and monthly newsletters.

State Compensatory Education

Position	FTEs Funded by Compensatory Education
PreK Teacher	0.5
PreK Teacher	0.5
PreK Teacher	0.5
PreK Aide	1
PreK Aide	1
PreK Aide	1
Literacy Coach	.25
	SCE FTE Total – 252,707.00

**The contents of this plan support the Texas Education Agency
Strategic Priorities and Enablers**