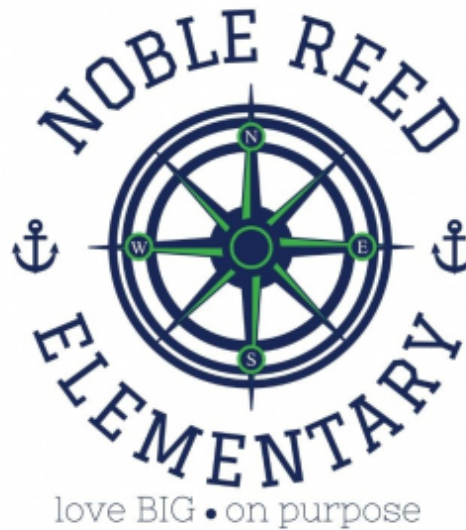


# **Crandall Independent School District**

## **Noble-Reed Elementary**

### **2020-2021 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



**Board Approval Date:** October 19, 2020

# Mission Statement

Noble Reed Elementary School will empower each student to discover their full potential by creating a culture anchored in truth and grace, encouraging academic achievement and personal growth, and by fostering a sense of self-awareness and belonging.

## Vision

To empower each student to positively impact the world.

# Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Learning	6
School Processes & Programs	8
Perceptions	10
Priority Problem Statements	11
Goals	12
Goal 1: Offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.	12
Goal 2: Train, support and retain staff who are vested in education all students through teamwork, resourcefulness and problem solving.	25
Goal 3: Provide an inclusive, safe and secure environment where staff and students thrive with Pirate Pride.	28
Goal 4: Foster respectful, compassionate and honest communication between staff, students, parents, and community to unify our school district.	32
Goal 5: Allocate funds to develop all students to achieve the CISD Learner Profile.	34
Addendums	38

# Comprehensive Needs Assessment

## Needs Assessment Overview

This is the year of adaptation. Many of the initiatives we planned for the 2020-2021 school year have been paused due to COVID. Also, we have had to re-evaluate how we do things to ensure alignment to district expectations. In short, our biggest focus this year is to maintain strong instructional practice and student learning during COVID expectations and limitations.

Access to consistent and accurate historical academic data for students is crucial at this point. We are consistently adapting instruction design to provide support to students and close gaps in learning. We made strong gains last year for our students in reading, but the lack of educational opportunity for face to face instruction has caused regression in most.

# Demographics

## Demographics Summary

As of 9.30.20

Total student population, 372 (White 27%, African American 17%, Hispanic 54%)

ESL Student Count, 82 (22%); SpEd Student Count, 34 (9%); 504 Student Count, 15; GT Student Count, 9

Free & Reduced Lunch 70+%

Total Staff Population, 48 (White 73%, African American 14%, Hispanic 13%)

## Demographics Strengths

Our campus serves families who are very supportive and engaged with the learning of their student. A culture of inclusivity and acceptance has been created during our first year to promote a true partnership with our families and community. Prior to COVID restrictions, we average around 100 family members attending our Family Friday events, with even more participating in night events and programs. Our faculty includes 8 Spanish speaking members. All faculty are committed to campus success and personal growth.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Students haven't had consistent educational opportunities and school experiences due to district growth. **Root Cause:** For over 60% of our student population, Noble Reed is the 3rd elementary campus attended.

**Problem Statement 2 (Prioritized):** Noble Reed is expected to double in student population throughout the 20-21 school year. **Root Cause:** Noble Reed is located in a developing neighborhood and receives overflow students from other campuses.

**Problem Statement 3 (Prioritized):** EL students have learning gaps in reading and math. **Root Cause:** The lack of bilingual supports in upper grades as well as weak ESL instructional supports.

**Problem Statement 4 (Prioritized):** RtI procedures do not adequately provide implementation and progress monitoring for students in need. **Root Cause:** The RtI process/procedure hasn't been implemented with fidelity due to COVID-19.

**Problem Statement 5:** NR students lack consistent historical academic data. **Root Cause:** COVID - no STAAR test given in Spring of 2020, End of Year data was subjective in 2020, Beginning of Year data for 2020 has been inconsistent due to technology and instructional restrictions.

# Student Learning

## Student Learning Summary

Due to COVID during the spring of 2020, Noble Reed was unable to complete the instructional year to the extent we had hoped for, leaving some students with large gaps in learning (specifically with reading). Furthermore, a lack of End of Year data now exists that has caused challenges to individualization of instruction for the beginning of this school year. Additionally, our 6th grade students have had 2 prior years of interrupted or poor instruction causing foundational skill deficit leading to slow or no growth in both math and reading.,

To start our 20-21 school year, following COVID guidelines has led to more whole group, less engaging instructional opportunity in both virtual and face-to-face learning. The lack of instructional technology devices has led to inconsistent learning for students relying on devices to participate in virtual instruction as well as complete classwork. Teachers have struggled to collect necessary Beginning of Year data to best support student learning on an individual level due to the shift to complete online testing with inadequate access to devices.

## Student Learning Strengths

Our students are eager to learn. While the start to this year has been unconventional, they have made the best of the guidelines and are happy to be back at Noble Reed. Our teachers have been supportive when working with students and parents as we reestablish campus expectations and virtual learning procedures. Each week, we analyze the needs of our students and staff to create appropriate plans for both student and staff learning. We utilize a master schedule that allows for intense intervention for students, small group instruction and opportunities to extend learning. To the maximum extent appropriate, we follow a "co-teach" model for ESL services. We believe this has two positive results - student ability to remain in instructional environment with peers as well as the opportunity for classroom teachers to learn best practices from our ESL teachers when using SIOP strategies. To capitalize on our times with staff, we follow a 6 week plan for our PLCs that promote data analysis, instructional planning and professional growth. This has shown a direct impact on our first instruction and student learning.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** RtI procedures do not adequately provide implementation and progress monitoring for students in need. **Root Cause:** The RtI process/procedure hasn't been implemented with fidelity due to COVID-19.

**Problem Statement 2 (Prioritized):** Students haven't had consistent educational opportunities and school experiences due to district growth. **Root Cause:** For over 60% of our student population, Noble Reed is the 3rd elementary campus attended.

**Problem Statement 3 (Prioritized):** Noble Reed is expected to double in student population throughout the 20-21 school year. **Root Cause:** Noble Reed is located in a developing neighborhood and receives overflow students from other campuses.

**Problem Statement 4:** Virtual learning for COVID guidelines cannot be adequately implemented. **Root Cause:** Lack of access to technology (devices for student use).

**Problem Statement 5:** NR students lack consistent historical academic data. **Root Cause:** COVID - no STAAR test given in Spring of 2020, End of Year data was subjective in 2020, Beginning of Year data for 2020 has been inconsistent due to technology and instructional restrictions.

**Problem Statement 6 (Prioritized):** EL students have learning gaps in reading and math. **Root Cause:** The lack of bilingual supports in upper grades as well as weak ESL

instructional supports.

**Problem Statement 7 (Prioritized):** ELAR resources are not effectively incorporated into lessons that reach the depth and complexity of new ELAR TEKS. **Root Cause:** Lack of quality training for teachers on new resources and TEKS.

# School Processes & Programs

## School Processes & Programs Summary

6 Week PLC Rotation (Instructional strategy, Unit Design, SEL, Academic & Support Data)

Daily Morning Meeting

6 Week SEL Plan (Campus lesson during Tett Tuesday, classroom lessons each 6 weeks, family lessons at each Family Friday, teacher focus during week 2 of PLC)

6 week Family Involvement Plan (Awards, Academic Nights, Family Fridays, Morning Meeting, Family 411)

Small Group instruction Cycle (Allow teachers opportunity for comfortable growth and goal setting, focuses on first instruction and effective teacher table instruction)

Reflective Planning (Separate from Unit design, this practice allows teachers a real-time opportunity for reflection and tweaking of instructional practices)

Extended Specials (Extension opportunities for students - Foreign Language, STEM, Art, Technology; additional collaborative planning time for teachers)

\*\*\*Student choice in elective (5th/6th grades)\*\*\*

\*\*\*Independent Study (3rd/4th grades)\*\*\*

## School Processes & Programs Strengths

Noble Reed has worked hard to modify our practices to meet the guidelines/restrictions of COVID. We conduct Morning Meeting, Awards and Family Friday virtually. We have adapted our campus procedures regarding PLCs, Professional Development and lesson planning to better align with new district expectations.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Students haven't had consistent educational opportunities and school experiences due to district growth. **Root Cause:** For over 60% of our student population, Noble Reed is the 3rd elementary campus attended.

**Problem Statement 2 (Prioritized):** Noble Reed is expected to double in student population throughout the 20-21 school year. **Root Cause:** Noble Reed is located in a developing neighborhood and receives overflow students from other campuses.

**Problem Statement 3 (Prioritized):** EL students have learning gaps in reading and math. **Root Cause:** The lack of bilingual supports in upper grades as well as weak ESL instructional supports.

**Problem Statement 4 (Prioritized):** RtI procedures do not adequately provide implementation and progress monitoring for students in need. **Root Cause:** The RtI process/procedure hasn't been implemented with fidelity due to COVID-19.

**Problem Statement 5 (Prioritized):** ELAR resources are not effectively incorporated into lessons that reach the depth and complexity of new ELAR TEKS. **Root Cause:** Lack of quality training for teachers on new resources and TEKS.

**Problem Statement 6:** NR students lack consistent historical academic data. **Root Cause:** COVID - no STAAR test given in Spring of 2020, End of Year data was subjective in 2020, Beginning of Year data for 2020 has been inconsistent due to technology and instructional restrictions.

# Perceptions

## Perceptions Summary

Our goal is to welcome each person who walks through our doors. The foundational components of truth and grace have allowed us the chance to establish strong relationships using honesty and compassion for our crew. This applies to students, staff, families and any visitor who enters. We believe in supporting the "whole child" through a strong and consistent SEL program. We believe that our first instruction is our best instruction, meaning that attention to our own instructional practices and their impact on student learning is of utmost importance. This year, our major focus is to love BIG, on purpose. We choose each to show Bold, Intention and Graceful love to ourselves and others.

## Perceptions Strengths

Our goal is to welcome each person who walks through our doors. The foundational components of truth and grace have allowed us the chance to establish strong relationships using honesty and compassion for our crew. This applies to students, staff, families and any visitor who enters. We believe in supporting the "whole child" through a strong and consistent SEL program. We believe that our first instruction is our best instruction, meaning that attention to our own instructional practices and their impact on student learning is of utmost importance. This year, our major focus is to love BIG, on purpose. We choose each to show Bold, Intention and Graceful love to ourselves and others.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Students haven't had consistent educational opportunities and school experiences due to district growth. **Root Cause:** For over 60% of our student population, Noble Reed is the 3rd elementary campus attended.

**Problem Statement 2 (Prioritized):** Noble Reed is expected to double in student population throughout the 20-21 school year. **Root Cause:** Noble Reed is located in a developing neighborhood and receives overflow students from other campuses.

**Problem Statement 3:** NR students lack consistent historical academic data. **Root Cause:** COVID - no STAAR test given in Spring of 2020, End of Year data was subjective in 2020, Beginning of Year data for 2020 has been inconsistent due to technology and instructional restrictions.

# Priority Problem Statements

**Problem Statement 1:** Students haven't had consistent educational opportunities and school experiences due to district growth.

**Root Cause 1:** For over 60% of our student population, Noble Reed is the 3rd elementary campus attended.

**Problem Statement 1 Areas:** Demographics - Student Learning - School Processes & Programs - Perceptions

**Problem Statement 2:** Noble Reed is expected to double in student population throughout the 20-21 school year.

**Root Cause 2:** Noble Reed is located in a developing neighborhood and receives overflow students from other campuses.

**Problem Statement 2 Areas:** Demographics - Student Learning - School Processes & Programs - Perceptions

**Problem Statement 3:** EL students have learning gaps in reading and math.

**Root Cause 3:** The lack of bilingual supports in upper grades as well as weak ESL instructional supports.

**Problem Statement 3 Areas:** Demographics - Student Learning - School Processes & Programs

**Problem Statement 4:** RtI procedures do not adequately provide implementation and progress monitoring for students in need.

**Root Cause 4:** The RtI process/procedure hasn't been implemented with fidelity due to COVID-19.

**Problem Statement 4 Areas:** Demographics - Student Learning - School Processes & Programs

**Problem Statement 5:** ELAR resources are not effectively incorporated into lessons that reach the depth and complexity of new ELAR TEKS.

**Root Cause 5:** Lack of quality training for teachers on new resources and TEKS.

**Problem Statement 5 Areas:** Student Learning - School Processes & Programs





# Goals

Revised/Approved: October 9, 2020

**Goal 1:** Offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.

**Performance Objective 1:** All staff at Noble Reed will be provided ongoing leadership development training and opportunities throughout the school year.

**Evaluation Data Sources:** PD events (sign in sheets, agendas, artifacts)  
Leadership opportunities (sign in sheets, agendas, artifacts)

<b>Strategy 1:</b> Utilize mentor teachers for first year teachers. <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 2:</b> Teachers will lead beginning of the year professional development. <b>Strategy's Expected Result/Impact:</b> Number of Teacher Leaders will increase <b>Staff Responsible for Monitoring:</b> Administration Team <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 3:</b> Teachers will participate and lead after school professional development. <b>Strategy's Expected Result/Impact:</b> Teacher ownership of professional development <b>Staff Responsible for Monitoring:</b> Administration Team <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1:** Offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.


**Performance Objective 2:** Noble Reed will prioritize creating and sustaining first instruction as the most important instruction for all students.


### HB3 Goal


**Evaluation Data Sources:** MAP, BAS, TPRI, local & state assessment, attendance trends


<b>Strategy 1:</b> A Master Schedule will be implemented to ensure the following supports are provided to the fullest extent: Extended Specials, Intervention Services, ESL Co-Teach Model, Independent Study & Elective Choice <b>Strategy's Expected Result/Impact:</b> Adequate instructional time, specialized student support inside classroom setting, student choice in learning <b>Staff Responsible for Monitoring:</b> Amount of uninterrupted instructional time, Testing Data, Campus Walks, Staff & Family Surveys <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 2:</b> Reading and Math instruction will be provided in small group setting for all grade levels. (mini lesson, teacher table, station activities) <b>Strategy's Expected Result/Impact:</b> Intentional student support opportunities to best meet individual needs. Frequent opportunity for lesson extension, enrichment or intervention. <b>Staff Responsible for Monitoring:</b> Reflective Planning Testing Data Campus Walks <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 3:</b> The Noble Reed Instructional Playbook will be implemented to guide lesson plan development, campus procedures and instructional practices. <b>Strategy's Expected Result/Impact:</b> Well developed lessons that support first instruction as best instruction. Continual teacher growth in lesson development. Sound instructional practice. <b>Staff Responsible for Monitoring:</b> Extended Planning Time Reflective Planning Campus Walks TTESS Goals <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<b>Strategy 4:</b> NR teachers will participate in week Reflective Planning Practices to monitor and adjust first instruction. <b>Strategy's Expected Result/Impact:</b> Well developed lessons that support first instruction as best instruction. Continual teacher growth in lesson development. Sound instructional practice based on results of reflections and student achievement. Achieved TTESS goals. <b>Staff Responsible for Monitoring:</b> Reflective Planning TTESS Goals Campus Walks <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 1:** Offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.

**Performance Objective 3:** Noble Reed will implement district curriculum and resources with fidelity in all subject areas and grade levels.

### HB3 Goal











**Evaluation Data Sources:** Campus Walks

Lesson Plans

TTESS

Testing Data

<b>Strategy 1:</b> Fountas & Pinnell resources will be implemented in each grade level to support guided reading. <b>Strategy's Expected Result/Impact:</b> student gaps in reading level will close, small group instruction will allow for teacher/student conferencing <b>Staff Responsible for Monitoring:</b> campus walks walkthroughs reflective planning <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 2:</b> Extended Specials each week will provide students with 30 minutes for additional learning opportunities (SEL curriculum, library curriculum, STEM and Fine Art activities). <b>Strategy's Expected Result/Impact:</b> SEL curriculum implemented with fidelity  Student participation and ownership of learning. <b>Staff Responsible for Monitoring:</b> Reflective Planning Campus Walks <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 3:</b> 3rd and 4th grade students participate in Independent Study Choice inside of the instructional day which provides topic choice for students with a data driven skill focus for growth. <b>Strategy's Expected Result/Impact:</b> Closing gaps in student learning <b>Staff Responsible for Monitoring:</b> MAP, BAS, Test results and growth Project Completion & Presentation Reflective Planning <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<b>Strategy 4:</b> 5th and 6th grade students will have elective choice (PE or Pre Athletics, Art & Music options) <b>Strategy's Expected Result/Impact:</b> Student choice in learning Increased participation in "specials" Introduction to secondary-type electives <b>Staff Responsible for Monitoring:</b> Campus Walks Walkthroughs Course Selection Surveys Student Survey (EOY) <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 5:</b> Stem Scopes, iStation and Study Island will be used as intervention, assessment and monitoring tools throughout the school year. <b>Strategy's Expected Result/Impact:</b> Individualized intervention opportunities for all students in math, reading & science. <b>Staff Responsible for Monitoring:</b> Teachers, Testing Coordinator, Campus Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1, 2, 3 - Student Learning 2, 3, 6 - School Processes & Programs 1, 2, 3 - Perceptions 1, 2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<b>Strategy 6:</b> MAP, BAS, TPRI and other state/district assessments and screeners will be used to monitor growth of students in all tested areas. <b>Strategy's Expected Result/Impact:</b> On-going monitoring of student growth and need throughout the school year. Individualized instruction based on need and strength. <b>Staff Responsible for Monitoring:</b> Teacher, Campus Testing Coordinator, Campus Administration <b>Problem Statements:</b> Demographics 1, 2, 3, 4 - Student Learning 1, 2, 3, 6 - School Processes & Programs 1, 2, 3, 4 - Perceptions 1, 2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Performance Objective 3 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Students haven't had consistent educational opportunities and school experiences due to district growth. <b>Root Cause:</b> For over 60% of our student population, Noble Reed is the 3rd elementary campus attended.
<b>Problem Statement 2:</b> Noble Reed is expected to double in student population throughout the 20-21 school year. <b>Root Cause:</b> Noble Reed is located in a developing neighborhood and receives overflow students from other campuses.
<b>Problem Statement 3:</b> EL students have learning gaps in reading and math. <b>Root Cause:</b> The lack of bilingual supports in upper grades as well as weak ESL instructional supports.
<b>Problem Statement 4:</b> RtI procedures do not adequately provide implementation and progress monitoring for students in need. <b>Root Cause:</b> The RtI process/procedure hasn't been implemented with fidelity due to COVID-19.

### Student Learning

**Problem Statement 1:** RtI procedures do not adequately provide implementation and progress monitoring for students in need. **Root Cause:** The RtI process/procedure hasn't been implemented with fidelity due to COVID-19.

**Problem Statement 2:** Students haven't had consistent educational opportunities and school experiences due to district growth. **Root Cause:** For over 60% of our student population, Noble Reed is the 3rd elementary campus attended.

**Problem Statement 3:** Noble Reed is expected to double in student population throughout the 20-21 school year. **Root Cause:** Noble Reed is located in a developing neighborhood and receives overflow students from other campuses.

**Problem Statement 6:** EL students have learning gaps in reading and math. **Root Cause:** The lack of bilingual supports in upper grades as well as weak ESL instructional supports.

### School Processes & Programs

**Problem Statement 1:** Students haven't had consistent educational opportunities and school experiences due to district growth. **Root Cause:** For over 60% of our student population, Noble Reed is the 3rd elementary campus attended.

**Problem Statement 2:** Noble Reed is expected to double in student population throughout the 20-21 school year. **Root Cause:** Noble Reed is located in a developing neighborhood and receives overflow students from other campuses.

**Problem Statement 3:** EL students have learning gaps in reading and math. **Root Cause:** The lack of bilingual supports in upper grades as well as weak ESL instructional supports.

**Problem Statement 4:** RtI procedures do not adequately provide implementation and progress monitoring for students in need. **Root Cause:** The RtI process/procedure hasn't been implemented with fidelity due to COVID-19.

### Perceptions

**Problem Statement 1:** Students haven't had consistent educational opportunities and school experiences due to district growth. **Root Cause:** For over 60% of our student population, Noble Reed is the 3rd elementary campus attended.

**Problem Statement 2:** Noble Reed is expected to double in student population throughout the 20-21 school year. **Root Cause:** Noble Reed is located in a developing neighborhood and receives overflow students from other campuses.

**Goal 1:** Offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.

**Performance Objective 4:** Noble Reed will provide consistent and sustainable opportunities for learning and growth to all staff members throughout the year.

<b>Strategy 1:</b> Teachers participate in weekly, structured PLC meetings. (Campus Walks, Data digs, SEL Lessons, Discipline/Attendance, Instructional Practice) <b>Strategy's Expected Result/Impact:</b> Campus "norm" of focus on campus trends/needs. <b>Staff Responsible for Monitoring:</b> Attendance Campus Walk Data SEL implementation <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 2:</b> Teachers will participate in monthly Faculty meetings. (Campus initiatives, Testing Training, Procedures, Events) <b>Strategy's Expected Result/Impact:</b> Sustainable campus procedures that impact day-to-day operations and create "norms" for campus culture. <b>Staff Responsible for Monitoring:</b> Attendance Campus Walk Data <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 3:</b> Noble Reed will utilize the TTESS process to create, monitor and evaluate teacher personal goals. <b>Strategy's Expected Result/Impact:</b> Ongoing teacher growth, goal mastery <b>Staff Responsible for Monitoring:</b> TTESS Goal Setting TTESS Mid-Year Goal Review TTESS Summative Walkthroughs PLCs Reflective Planning <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<b>Strategy 4:</b> Noble Reed will utilize teacher skill sets to establish a Master Teacher Program focused on the growth and development of all campus staff. <b>Strategy's Expected Result/Impact:</b> Create on-going, sustainable PD support systems within staff. Opportunity for rotation membership in program based on accomplishment/ growth in personal TTESS Goals. Campus culture owned and led by teachers to ensure sustainability through rapid growth. <b>Staff Responsible for Monitoring:</b> Participation Ongoing review of program priorities and practice. Created purpose and expectation for program participants by EOY. Measured teacher growth. <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

**Goal 1:** Offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.

**Performance Objective 5:** Noble Reed will utilize SEL curriculum to meet the needs of the whole child and ensure academic success.

**HB3 Goal**

**Evaluation Data Sources:** decrease in counselor interventions

<b>Strategy 1:</b> SEL curriculum is based on CNA data as well as student/teacher survey. <b>Strategy's Expected Result/Impact:</b> Intentional SEL supports and strategies designed for year-long implementation <b>Staff Responsible for Monitoring:</b> Survey Results Reflective Planning YAG of SEL curriculum <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 2:</b> SEL curriculum is embedded into the instructional day (Morning Meeting, Extended Specials, Lunch Bunch & Individual). <b>Strategy's Expected Result/Impact:</b> Embedded practices to ensure sustainability through rapid growth. <b>Staff Responsible for Monitoring:</b> YAG of SEL curriculum Reflective Planning	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 3:</b> SEL curriculum is purposefully aligned to support Campus, Teachers, Students and Parents in social and emotional growth. <b>Strategy's Expected Result/Impact:</b> Embedded practices to ensure sustainability through rapid growth. <b>Staff Responsible for Monitoring:</b> Lesson Cycles Counselor Data Parent Participation <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<b>Strategy 4: 6 Week SEL Plan</b> Weekly: Campus Wide SEL mini lessons Weeks 1 & 2: Grade Level SEL lessons w/ strategies; PLC lesson with teachers to support strategy implementation in the classroom; Family Friday lesson for parents to support strategy implementation at home Weeks 3 - 5: Classroom Lessons and Individual sessions to support SEL focus Week 6: Data Collection  <b>Strategy's Expected Result/Impact:</b> Embedded practices to ensure sustainability through rapid growth. <b>Staff Responsible for Monitoring:</b> YAG for SEL curriculum Counselor Data Parent Participation <b>Title I Schoolwide Elements:</b> 3.2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

No Progress

Accomplished

Continue/Modify

Discontinue

**Goal 1:** Offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.

**Performance Objective 6:** Special Program implementation will be designed to best support first instruction and learning for all students.

### HB3 Goal

<b>Strategy 1:</b> Appropriate supports for Sped/504 students based on individual need and data <b>Strategy's Expected Result/Impact:</b> Individualized supports for each student. Emphasis on LRE at all times. <b>Staff Responsible for Monitoring:</b> Accommodation Data Review RtI Review <b>Title I Schoolwide Elements:</b> 2.4, 2.6, 3.2 - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 2:</b> Streamlined MTSS procedures <b>Strategy's Expected Result/Impact:</b> Efficient Intervention implementation, monitoring and review. <b>Staff Responsible for Monitoring:</b> Paperwork completion and effectiveness. Consistency of MTSS meeting schedule and fidelity. <b>Title I Schoolwide Elements:</b> 2.4, 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 3:</b> Appropriate supports for ESL students, including push in model, based on need and data. <b>Strategy's Expected Result/Impact:</b> Academic Growth Foundational Skill Support Instructional Practice Growth <b>Staff Responsible for Monitoring:</b> TELPAS ESL schedule of services BAS/MAP <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 4:</b> Intervention schedule created to meet needs of more students. <b>Staff Responsible for Monitoring:</b> LLI Schedule of Services LLI participation/completion reports Dyslexia Schedule of Services Dyslexia Program participation/completion reports Grade Level/Teacher intervention schedule and lessons MAP/BAS/Test Scores <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June


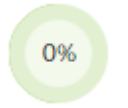
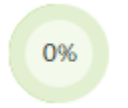




<b>Strategy 5:</b> LLI monitoring to ensure appropriate progress and/or completion of program . <b>Strategy's Expected Result/Impact:</b> Program implementation that supports student completion of program and allows for increased student participation. <b>Staff Responsible for Monitoring:</b> Schedule of Services Participation/Completion Reports BAS/MAP <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 6:</b> GT services provided during instructional day to extend and support core curriculum. <b>Strategy's Expected Result/Impact:</b> Individualized attention and growth <b>Staff Responsible for Monitoring:</b> Differentiation of Lesson 3/4 Independent Study Projects and Data <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 7:</b> Use of dyslexia staff to implement dyslexia program and provide instructional support for teachers. <b>Strategy's Expected Result/Impact:</b> Students will begin coping with their dyslexia and functioning better in their classrooms. <b>Staff Responsible for Monitoring:</b> Dyslexia monitoring staff, general education teachers, and administration staff <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 1:** Offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.

**Performance Objective 7:** Explicit and systematic instruction in foundational reading skills will be provided for our K-2 learners.

### HB3 Goal

**Evaluation Data Sources:** MAP, TPRI, TX-KEA, BAS, running records

<b>Strategy 1:</b> Kinder, First, ESL and SpEd Teachers will implement Reading Academy instructional practices. <b>Strategy's Expected Result/Impact:</b> Stronger foundational reading skills for K-2 students, leading to more success in grades 3-6 on state and district assessment. <b>Staff Responsible for Monitoring:</b> Teacher, Campus Administration <b>Problem Statements:</b> Demographics 3 - Student Learning 6, 7 - School Processes & Programs 3, 5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Performance Objective 7 Problem Statements:





Demographics
<b>Problem Statement 3:</b> EL students have learning gaps in reading and math. <b>Root Cause:</b> The lack of bilingual supports in upper grades as well as weak ESL instructional supports.
Student Learning
<b>Problem Statement 6:</b> EL students have learning gaps in reading and math. <b>Root Cause:</b> The lack of bilingual supports in upper grades as well as weak ESL instructional supports.
<b>Problem Statement 7:</b> ELAR resources are not effectively incorporated into lessons that reach the depth and complexity of new ELAR TEKS. <b>Root Cause:</b> Lack of quality training for teachers on new resources and TEKS.
School Processes & Programs
<b>Problem Statement 3:</b> EL students have learning gaps in reading and math. <b>Root Cause:</b> The lack of bilingual supports in upper grades as well as weak ESL instructional supports.
<b>Problem Statement 5:</b> ELAR resources are not effectively incorporated into lessons that reach the depth and complexity of new ELAR TEKS. <b>Root Cause:</b> Lack of quality training for teachers on new resources and TEKS.

**Goal 2:** Train, support and retain staff who are vested in education all students through teamwork, resourcefulness and problem solving.

**Performance Objective 1:** All Noble Reed teachers will be ESL certified by the end of the 2020-2021 school year.

### HB3 Goal

**Evaluation Data Sources:** SBEC certification reports





<b>Strategy 1:</b> Teachers will participate in district provided and funded ESL academy in order to prepare and pass the ESL certification exam. <b>Strategy's Expected Result/Impact:</b> Academic success of EL students will increase due to impact of ESL strategies implemented in teacher instruction. <b>Staff Responsible for Monitoring:</b> Asst. Supt. of C&I, CFO, Director of BE <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 2:</b> All Noble Reed teachers will receive continued support through training using Proficiency Level Descriptor folders each grading period. <b>Title I Schoolwide Elements:</b> 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 3:</b> Teachers receive push in support in their classrooms from the campus ESL teachers. <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2:** Train, support and retain staff who are vested in education all students through teamwork, resourcefulness and problem solving.

**Performance Objective 2:** Noble Reed teachers participating in an alternative certification program, will be provided continuous support throughout the completion of their program

### HB3 Goal

**Evaluation Data Sources:** Alternative Certification Evaluations, Walkthroughs, T-Tess

<b>Strategy 1:</b> Personal Growth (mentor teachers, campus walks, PLC's, goal setting) <b>Strategy's Expected Result/Impact:</b> Retention of teachers <b>Staff Responsible for Monitoring:</b> Campus Administration <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 2:</b> Monitoring ( walkthroughs, evaluation, goal setting conferences) <b>Strategy's Expected Result/Impact:</b> Improved performance of TTESS observations <b>Staff Responsible for Monitoring:</b> Campus Administration <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2:** Train, support and retain staff who are vested in education all students through teamwork, resourcefulness and problem solving.

**Performance Objective 3:** Noble Reed will foster a sense of self awareness & belonging.

### HB3 Goal





**Evaluation Data Sources:** Teacher participation, attendance rate, overall campus professional demeanor, teacher retention rates

<b>Strategy 1:</b> Continued focus on truth and grace <b>Strategy's Expected Result/Impact:</b> Campus procedures and practices that impact day-to-day operations and create "norms" for campus culture and ensure sustainability through rapid growth. <b>Staff Responsible for Monitoring:</b> TTESS Goals Campus Walks Reflective Planning Extended Planning Teacher Survey <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 2:</b> Opportunities team building (lunch bunch, social hour, retreat, jingle jam, family meals, staff Facebook page, Sunshine Committee, kindness cart) <b>Strategy's Expected Result/Impact:</b> Campus procedures and practices that impact day-to-day operations and create "norms" for campus culture and ensure sustainability through rapid growth. <b>Staff Responsible for Monitoring:</b> Participation Retention Rate Teacher Survey <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 3:** Provide an inclusive, safe and secure environment where staff and students thrive with Pirate Pride.

**Performance Objective 1:** All students will be educated in learning environments that are safe, drug-free, and conducive to learning during the 2019-2020 school year.

**Evaluation Data Sources:** Counselor interventions decrease

<b>Strategy 1:</b> Campus procedures (morning and afternoon dismissal, cafeteria, safe-keepers pledge, time out signal) <b>Strategy's Expected Result/Impact:</b> Sustainable campus procedures that impact day-to-day operations and create "norms" for campus culture. <b>Staff Responsible for Monitoring:</b> Campus Administration <b>Title I Schoolwide Elements:</b> 2.6, 3.2 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 2:</b> Proactive Practices (conflict resolution, social contracts, morning meeting, SEL lessons, restorative circles, greeting at the door, bounce back bases, lunch bunch, Be Noble Award, Red Ribbon Week) <b>Strategy's Expected Result/Impact:</b> Campus procedures and practices that impact day-to-day operations and create "norms" for campus culture and ensure sustainability through rapid growth. <b>Title I Schoolwide Elements:</b> 2.6, 3.2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 3:</b> Facility & Operations (Drills; evacuate, shelter in place, lock down, maintenance walks, safety procedures; locked doors, key card entries, name badge, require visitor check in) <b>Strategy's Expected Result/Impact:</b> Campus procedures and practices that impact day-to-day operations and create "norms" for campus culture and ensure sustainability through rapid growth. <b>Staff Responsible for Monitoring:</b> Assistant Principal <b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 3:** Provide an inclusive, safe and secure environment where staff and students thrive with Pirate Pride.








**Performance Objective 2:** Noble Reed will implement morning meeting to support campus procedures and culture.

<b>Strategy 1:</b> Teach campus procedures ( time out, movement in building, safe keepers pledge) <b>Strategy's Expected Result/Impact:</b> Campus procedures and practices that impact day-to-day operations and create "norms" for campus culture and ensure sustainability through rapid growth. <b>Staff Responsible for Monitoring:</b> All stakeholders <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 2:</b> Influence campus culture (Tett Tuesday, class chants, Be Noble Award, movement Thursday, tell me something good, birthdays) <b>Strategy's Expected Result/Impact:</b> Campus procedures and practices that impact day-to-day operations and create "norms" for campus culture and ensure sustainability through rapid growth. <b>Staff Responsible for Monitoring:</b> Counselor <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 3:** Provide an inclusive, safe and secure environment where staff and students thrive with Pirate Pride.

**Performance Objective 3:** Campus will implement and follow COVID-19 protocols.








**Evaluation Data Sources:** Walkthroughs and Surveys

<b>Strategy 1:</b> Faculty, staff, and students will practice hand washing and physical distancing on all areas on the campus. <b>Strategy's Expected Result/Impact:</b> 100% compliance to provide a safe environment. <b>Staff Responsible for Monitoring:</b> Administration Team <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 0%	 0%	 0%	
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** Provide an inclusive, safe and secure environment where staff and students thrive with Pirate Pride.

**Performance Objective 4:** Faculty, staff, and students will wear appropriate face coverings.





**Evaluation Data Sources:** Walkthroughs

<b>Strategy 1:</b> Communication shared with all stakeholders on the latest COVID-19 updates in regards to face coverings. <b>Strategy's Expected Result/Impact:</b> 100% Compliance <b>Staff Responsible for Monitoring:</b> Administration Team <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 0%	 0%	 0%	
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 4:** Foster respectful, compassionate and honest communication between staff, students, parents, and community to unify our school district.

**Performance Objective 1:** Parents, families and community will become active participants in student learning and campus initiatives.

**Evaluation Data Sources:** Virtual participation





<b>Strategy 1:</b> Parents will take an active role in Student Learning (Family Fridays, CIP Committee, Clubs, morning meeting) <b>Strategy's Expected Result/Impact:</b> Increased parental involvement; stronger levels of academic support in the home; adequate resources provided to families for use at home. <b>Staff Responsible for Monitoring:</b> Principal, Counselor, AP, IC, teachers <b>Title I Schoolwide Elements:</b> 2.5, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 2:</b> Collaborate with stakeholders to best utilize resources and communication (Family 411, campus Facebook page, backpack program, Clothes Closet) <b>Strategy's Expected Result/Impact:</b> Increased parent comfort and capability to support student learning. Increased parent comfort/fluency with campus initiatives and procedures. <b>Staff Responsible for Monitoring:</b> Principal, Counselor, AP, IC, teachers <b>Title I Schoolwide Elements:</b> 2.5, 3.2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 3:</b> Families will influence campus culture (Watch Dogs, PTO, Volunteer programs) <b>Strategy's Expected Result/Impact:</b> Increased male presence and impact on campus. <b>Staff Responsible for Monitoring:</b> AP <b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 4:** Foster respectful, compassionate and honest communication between staff, students, parents, and community to unify our school district.

**Performance Objective 2:** Implement Love Big on Purpose initiative to unify district campuses.





**HB3 Goal**

**Evaluation Data Sources:** Teacher Retention Rates

<b>Strategy 1:</b> Noble Reed will perform purposeful acts of service and compassion for a specific campus each grading period. <b>Strategy's Expected Result/Impact:</b> Campus and district unity Overall sense of belonging, welcoming and acceptance at NR <b>Staff Responsible for Monitoring:</b> Activity Completion Participation Surveys AP, Principal <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 2:</b> Noble Reed will focus on the 5 Love Languages with students through out the school year. <b>Strategy's Expected Result/Impact:</b> Campus procedures and practices that impact day-to-day operations and create "norms" for campus culture and ensure sustainability through rapid growth.  Overall sense of belonging, welcoming and acceptance at NR. <b>Staff Responsible for Monitoring:</b> Program completion Surveys Participation AP, Counselor, Principal <b>Title I Schoolwide Elements:</b> 2.5, 2.6, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





**Goal 5:** Allocate funds to develop all students to achieve the CISD Learner Profile.

**Performance Objective 1:** State Compensatory Education funds will be used appropriately to reduce the dropout rate and to enable at-risk students to succeed with the core curriculum during the 2019-2020 school year.

<b>Strategy 1:</b> Study Island <b>Strategy's Expected Result/Impact:</b> Decreased gap in student learning. Growth in MAP and STAAR scores. Individualized intervention opportunity <b>Staff Responsible for Monitoring:</b> Campus Administration Team <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 2:</b> Fountas & Pinnell Guided Reading resources for 4th and 6th grades. <b>Strategy's Expected Result/Impact:</b> Decreased gap in reading levels for upper grade students. Increased opportunity for small group instruction. Implementation of reading program with fidelity. <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 3:</b> Canva Pro for communication <b>Strategy's Expected Result/Impact:</b> Streamlined communication tool that helps to create visual graphics easy to understand for staff and families. <b>Staff Responsible for Monitoring:</b> Participation Teacher/Parent Survey <b>Title I Schoolwide Elements:</b> 2.4, 2.6, 3.1, 3.2 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 5:** Allocate funds to develop all students to achieve the CISD Learner Profile.

**Performance Objective 2:** Federal Compensatory Education funds will be used appropriately to reduce the dropout rate and to enable at-risk students to succeed with the core curriculum during the 2019-2020 school year.

<b>Strategy 1:</b> The Watch Dog program will bring a positive impact of male figures at Noble Reed. <b>Strategy's Expected Result/Impact:</b> Campus procedures and practices that impact day-to-day operations and create "norms" for campus culture and ensure sustainability through rapid growth. <b>Staff Responsible for Monitoring:</b> Participation Parent/Student Survey <b>Title I Schoolwide Elements:</b> 2.6, 3.2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 2:</b> Fountas and Pinnell will be utilized to help support guided reading in all grade levels. <b>Strategy's Expected Result/Impact:</b> Decreased gap in reading levels for upper grade students. Increased opportunity for small group instruction. Implementation of reading program with fidelity. <b>Staff Responsible for Monitoring:</b> BAS/MAP/Test Scores <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 3:</b> Provide opportunities for parents to participate in the learning of their student (Family Friday, Morning Meeting) <b>Strategy's Expected Result/Impact:</b> Campus procedures and practices that impact day-to-day operations and create "norms" for campus culture and ensure sustainability through rapid growth. <b>Staff Responsible for Monitoring:</b> Participation Parent/Student/Staff Survey <b>Title I Schoolwide Elements:</b> 2.6, 3.2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 4:</b> Plan transition activities for incoming students as well as students transitioning to middle school. <b>Strategy's Expected Result/Impact:</b> Campus procedures and practices that impact day-to-day operations and create "norms" for campus culture and ensure sustainability through rapid growth. <b>Staff Responsible for Monitoring:</b> Participation Parent/Student/Staff Survey <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Goal 5:** Allocate funds to develop all students to achieve the CISD Learner Profile.

**Performance Objective 3:** Campus funds will be used to support campus initiatives, student success and teacher growth.

**HB3 Goal**

**Evaluation Data Sources:** Administrative review of purchases

<b>Strategy 1:</b> Lead4Ward strategies and practices will be used to support student achievement AND professional teacher growth. <b>Strategy's Expected Result/Impact:</b> Campus procedures and practices that impact day-to-day operations and create "norms" for campus culture and ensure sustainability through rapid growth. <b>Staff Responsible for Monitoring:</b> BAS MAP Test/STAAR Scores Reflective Planning Campus Walks Walkthroughs <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 2:</b> Implement student clubs into the campus to encourage student choice of learning as well as positive ownership of campus culture and practices. ( News Crew, Kindness Counts, Master Builders, Culinary Kids, Art, Garden Growers, Language Lovers, Color My World) <b>Strategy's Expected Result/Impact:</b> Campus procedures and practices that impact day-to-day operations and create "norms" for campus culture and ensure sustainability through rapid growth. <b>Staff Responsible for Monitoring:</b> Participation Student/Staff/Parent Survey Campus initiative impact on culture <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<b>Strategy 3:</b> Provide 1-to-1 technology opportunity to ALL students to support distance and flipped learning. <b>Strategy's Expected Result/Impact:</b> Support student learning both on campus and at home by utilizing technology and online learning platforms such as Google Classroom. <b>Staff Responsible for Monitoring:</b> purchases student usage reports teacher usage reports <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 4:</b> Teacher Professional Growth - opportunities to attend conferences, provide real time learning for staff, etc (Lead4Ward Conference, 'the Masters' teacher program, Skyward Conference, ASCD) <b>Strategy's Expected Result/Impact:</b> Campus procedures and practices that impact day-to-day operations and create "norms" for campus culture and ensure sustainability through rapid growth. <b>Staff Responsible for Monitoring:</b> Participation Reflective Plans Surveys <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

# Addendums