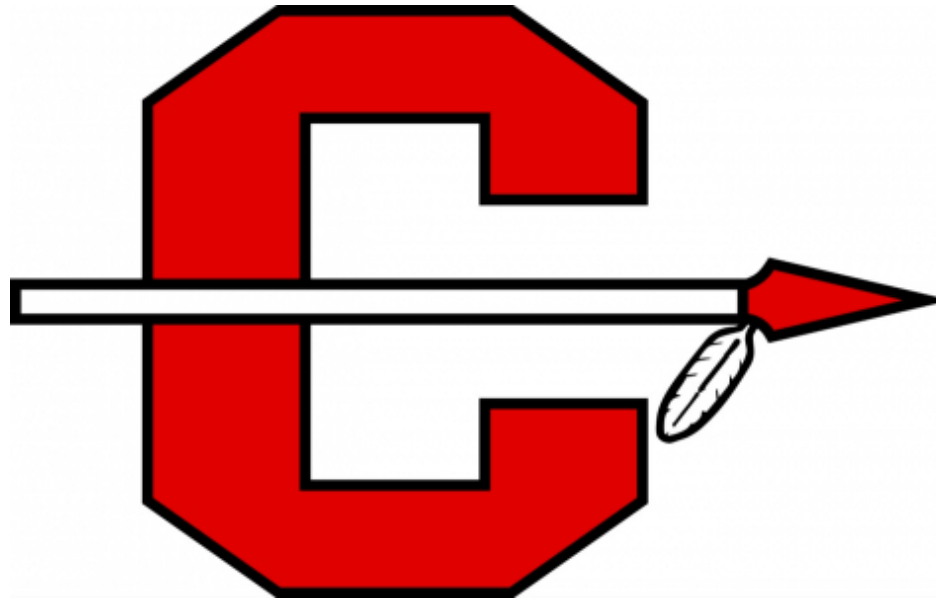


Cleveland Independent School District
Eastside Elementary
Campus Improvement Plan
2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: October 19, 2020

Mission Statement

Eastside Elementary builds a community of empowered lifelong learners that focuses on high levels of learning for all students.

Vision

Eastside Elementary strives to make an everlasting difference for all students.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Eastside Elementary is a PK-5th grade campus within Cleveland ISD. The enrollment for the 2019-2020 school year was 1,641 students. As of September 28, 2020, Eastside Elementary has an enrollment of 1,157 students. Eastside Elementary has approximately 350 more students than an average Elementary school.

Attendance Rate:

2018-2019	94.7%
2017-2018	94.9%
2016-2017	95.5%

Student Group (%)	Afr Am	Hisp	Wht	As/PI	Nat Am
2020-2021	6%	80%	14%	.0%	.0%

44% of teachers at Eastside Elementary have 1-5 years of experience.
21.3 % of teachers at Eastside Elementary are in their first year of teaching.

Demographics Strengths

In spite of the 25% growth on campus, Eastside Elementary had a 5% increase in 5th grade STAAR Reading and Math Assessment. Students scoring at the Masters level on 5th grade STAAR Reading and Math increased By 5%.

Problem Statements Identifying Demographics Needs

- Problem Statement 1:** High teacher turnover rate as a result of high student enrollment. **Root Cause:** Interview process was late due to school closure during pandemic.
- Problem Statement 2:** Attendance rate is below the district expectation of 95% **Root Cause:** Procedures were not implemented with fidelity to monitor student absences.

Student Learning

Student Learning Summary

3rd Grade Math

- The approaches grade level category was 64%
- The meets grade level category was 33%
- The masters grade level category was 18%

4th Grade Math

- The approaches grade level category was 78%
- The meets grade level category was 43%
- The masters grade level category was 25%

5th Grade Math

- The approaches grade level category was 98%
- The meets grade level category was 64%
- The masters grade level category was 34%

3rd Grade Reading

- The approaches grade level category was 59%
- The meets grade level category was 33%
- The masters grade level category was 16%

4th Grade Reading

- The approaches grade level category was 68%
- The meets grade level category was 32%
- The masters grade level category was 12%

5th Grade Reading

- The approaches grade level category was 83%
- The meets grade level category was 41%
- The masters grade level category was 23%

4th Grade Writing

- The approaches grade level category was 57%
- The meets grade level category was 18%
- The masters grade level category was 4%

5th Grade Science

- The approaches grade level category was 68%
- The meets grade level category was 38%
- The masters grade level category was 16%
-

Our campus received a C rating with an overall score of 79.

Student Achievement = 72

School Progress = 80

Closing the Gap = 75

Student Learning Strengths

Eastside Elementary exceeded our learning target in 5th grade math with 98% approaches, 64% meets and 34% masters.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): White students scored 15% below campus average on 3rd Grade STAAR Reading Assessment. **Root Cause:** Did not monitor progress of student groups throughout the year.

Problem Statement 2 (Prioritized): 10% of EL students did not move one proficiency level on TELPAS. **Root Cause:** Did not monitor the progress of EL students with fidelity.

School Processes & Programs

School Processes & Programs Summary

The average class size for PK-5th grade classes is 22 students per class.

Eastside offers numerous professional development opportunities to its staff throughout the year. The staff generates decisions concerning professional development.

Eastside manages the campus by utilizing decisions made by the Campus Education Improvement Committee, Parents Involved in Education, Data Teams, Grade teams leaders, the sunshine committee, grant committee and bulletin board committee.

The campus discipline policy is clearly outlined for staff, parents, and students in the district code of conduct and in the campus and district handbooks online on the CISD website.

Master schedule designates time daily for math and reading interventions that do not interrupt or interfere with Tier I instruction. The majority of the time teachers are arranged in teaching teams where one teaches ELAR or SLAR and Social Studies and the other teaches Math and Science.

Instructional Coaches and Literacy Coaches provide instructional support for all teachers within their specific content area.

Assistant Principals are encouraged to participate in the Aspiring Principal Academy to further develop their leadership skills.

The following programs enhance the school climate: Accelerated Reader, C.H.A.M.P.S., Staff Appreciation days, 5th Grade M.E.T.H. Presentation (Drug Prevention), Attendance and Honor Roll recognition, Science Fair, Science Club, Student Council, award programs, and volunteers.

A variety of Professional Learning opportunities are provided to staff such as but not limited to: Training for Technology for classroom use/Gradebook, Discipline/Classroom management/C.H.A.M.P.S., Assessment and Accountability, Data Analysis Training, GT Training, Bilingual /ESL Training, Kagan Training, Shelter Instruction Training, AR Reading, ELL for Administrators, Crisis Prevention Intervention, Parental Involvement training, Differentiated Instruction/Small Group Training, RTI, Legal updates, TxEIS, Eduphoria, MobyMax, Guided Math and the use of Math Manipulatives.

Eastside has a parental involvement plan in place, along with a parent compact. Each month, a parent newsletter/calendar goes home to parents. It lists all activities, holidays, meetings, deadlines, tests, etc. Each Tuesday, students take home information from their teachers to their parents. The school marquee is kept current. School Messenger and Remind are used to contact parents about urgent or important issues. Extra copies of flyers are kept in the front office for parents on issues addressing how to help their child in school, health issues, school board reports and more. All flyers are sent home in English and Spanish.

Parents in Education (PIE) is the campus parent organization which allows for parents to become involved at Eastside Elementary.

Numerous opportunities are available for participation and communication: P.I.E.(Parents Involved in Education), Title I Parent Meetings, Title I brochures/letters, “Meet the Teacher” Night, Field Day, various class projects, class celebrations, CEIC, fundraisers, Teacher/Parent conferences (within first 9-weeks), Public School Week, Grandparent’s Day, Donuts for Dad breakfast, Muffins for Mom breakfast, family lunches, volunteers in school, monthly newsletters, Tuesday Folders, web-pages, Career Day, Science Fair, Parent Portals, and Literacy Night.

The leadership team is an integral part of the interview process at Eastside Elementary. All applicants must participate in a panel interview and meet a specified criteria before being considered for employment.

School Processes & Programs Strengths

Content teachers have common planning time which supports professional learning communities.

Instructional Coaches support teachers with lesson development and best practices for instruction and classroom management.

100% of Teachers are Highly-Qualified and all ELAR teachers are ESL certified. Eastside Elementary did not have to submit a Bilingual/ESL exception wavier this year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Less than 50% of parents attend after school activities/events. **Root Cause:** Only in person activities/events were offered to parents. Options weren't given for virtual participation.

Perceptions

Perceptions Summary

Eastside Elementary has 163 staff members who serve our 1,157 students. Our teachers believe all students can learn at a high level. Teachers work in collaborative meetings during their common planning time. Eastside Elementary prides itself on having a family atmosphere. Parent Volunteers are highly encouraged to join Eastside's Parents In Education (PIE) organization.

Staff members are provided an opportunity to participate in a satisfaction survey at the end of the school year.

The leadership team meets regularly and discusses processes or strategies to rectify matters of focus related to the survey.

Perceptions Strengths

According to the TNTP Insight Satisfaction Survey, Eastside Elementary had an index score of 7.1 of out of 10 ranking in the 83% percentile. The survey also revealed our teachers feel Instructional Planning for Students Growth is a strength at Eastside scoring 7.1 out of 10.

Collaborative teams are embraced or are included in the decision-making process such as : Campus Improvement Committee, Parent In Education, Data Teams, Professional Learning Community, grade level team leaders and leadership team.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Observation and feedback were the lowest score on TNTP Satisfaction Survey with a score of 4.8 out of 10. **Root Cause:** Teachers weren't able to view observations and feedback wasn't a part of the protocol.

Priority Problem Statements

Problem Statement 1: White students scored 15% below campus average on 3rd Grade STAAR Reading Assessment.

Root Cause 1: Did not monitor progress of student groups throughout the year.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 10% of EL students did not move one proficiency level on TELPAS.

Root Cause 2: Did not monitor the progress of EL students with fidelity.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Less than 50% of parents attend after school activities/events.

Root Cause 3: Only in person activities/events were offered to parents. Options weren't given for virtual participation.

Problem Statement 3 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Enrollment trends

Employee Data

- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Goals

Goal 1: Eastside Elementary will provide a student-centered educational environment in which students are expected to meet or exceed state standards in all areas.

Performance Objective 1: By the end of the 2020-2021 school year, Eastside Elementary will increase the End-of-Year TPRI and Tejas LEE for first and second-grade scoring developed on the reading fluency and comprehension section by 10%.

Targeted or ESF High Priority








HB3 Goal

Evaluation Data Sources: TPRI/Tejas LEE

Summative Evaluation: None

<p>Strategy 1: Implement, with fidelity, phonemic awareness and phonological awareness skills and use running records to track and move students up in their reading levels.</p> <p>Strategy's Expected Result/Impact: Increased reading fluency and comprehension. Students progressing in their reading levels. ELAR/SLAR teachers will have a concrete understanding of foundational reading skills of phonemic and phonological awareness and work attack.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s) Instructional Coach Teacher(s) ELAR team Leads</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Decodable and Guided Reading books - Title I Part A-Improving Basic Programs - \$2,000, Classroom Library - Local Funds - \$2,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May

<p>Strategy 2: Provide training to teachers on My On, HMH and other professional development that focuses on foundational reading skills.</p> <p>Strategy's Expected Result/Impact: Teachers will use My On and HMH for decodable readers to increase reading fluency Student growth will be evident in Reading Assessments</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s) Instructional Coach Teacher(s) ELAR team Leads</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levels: Level 4: High-Quality Curriculum - Comprehensive Support Strategy</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Decodable Readers - Title I Part A-Improving Basic Programs - \$3,000</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	May				
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<p>Strategy 3: Establish a uniform way to disaggregate data with teachers.</p> <p>Strategy's Expected Result/Impact: Build teacher knowledge in interpreting student data and using the data to improve student performance; teachers will share student data with the student to allow them to take ownership of their learning. Teachers communicate goals to students in all core subjects</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s) Instructional Coach Teacher(s)</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levels: Level 2: Effective, Well-Supported Teachers, Level 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	May				
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<p>Strategy 4: Designate time during department planning to unpack the TEKs.</p> <p>Strategy's Expected Result/Impact: Provide instruction that includes accommodations and modifications that will address the needs of all students for growth in student performance; target students for meeting higher reading levels and advancement. Weekly summarized lessons as a team so that the structure of the lesson is clearly defined.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s) Instructional Coach Teacher(s)</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levels: Level 1: Strong School Leadership and Planning, Level 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 2</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	May				
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<p>Strategy 5: Create exemplars lessons using the District Curriculum Guide and Scope and Sequence.</p> <p>Strategy's Expected Result/Impact: Exemplar lesson will be evident through class walkthroughs and student learning.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s) Instructional Coach Teacher(s)</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Teacher Compensation - Title I Part A-Improving Basic Programs - \$5,000</p>	Reviews				
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 No Progress		 Accomplished		 Continue/Modify	 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: White students scored 15% below campus average on 3rd Grade STAAR Reading Assessment. Root Cause: Did not monitor progress of student groups throughout the year.
Problem Statement 2: 10% of EL students did not move one proficiency level on TELPAS. Root Cause: Did not monitor the progress of EL students with fidelity.

Goal 1: Eastside Elementary will provide a student-centered educational environment in which students are expected to meet or exceed state standards in all areas.

Performance Objective 2: By the end of the 2020-2021 school year, Eastside Elementary will increase a minimum of 10% in Math "Meets" and 5% in "Masters" level for grades 3 through 5 as measured by STAAR.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR Results

Summative Evaluation: None

<p>Strategy 1: Implement the Cleveland Math Problem Solving Process daily. Strategy's Expected Result/Impact: Increased "Meets" and "Masters" percentages on Campus Based Assessments and Benchmarks. Increase student achievement in 2nd-5th grade on Common Assessments and Benchmarks Staff Responsible for Monitoring: Principal Assistant Principal(s) Teacher(s) Instructional Coach Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy Problem Statements: Student Learning 1</p>	Reviews			
	Formative			Summative
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<p>Strategy 2: Schedule regular Collaborative Meetings to analyze data, plan instruction, compare instructional practices, and practice various ways to deliver instruction. Strategy's Expected Result/Impact: Increase student achievement in 2nd-5th grade on Common Assessments and Benchmarks Instructional Strategies evident during walk throughs. Staff Responsible for Monitoring: Principal Assistant Principal(s) Teacher(s) Instructional Coach Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum - Comprehensive Support Strategy Problem Statements: Student Learning 1</p>	Reviews			
	Formative			Summative
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<p>Strategy 3: Track and analyze data after each campus-based assessment and benchmark by teacher, student group, TEK(s) and objective by utilizing Eduphoria.</p> <p>Strategy's Expected Result/Impact: Small groups will be focused on student needs. Increased "Meets" and "Masters" percentages on Campus -Based Assessments and Benchmarks. The data collected will be sorted and arranged to identify students in need of additional assistance during WIN time.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal(s) Teacher(s) Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levels: Lever 4: High-Quality Curriculum - Comprehensive Support Strategy</p> <p>Problem Statements: Student Learning 2</p>	Reviews			
	Formative			Summative
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<p>Strategy 4: Provide training in Guided Math process and using manipulatives in the math classroom.</p> <p>Strategy's Expected Result/Impact: Increase student achievement in 2nd-5th grade on Common Assessments and Benchmarks</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal(s) Teacher(s) Instructional Coach</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levels: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p> <p>Funding Sources: Instructional Materials - State: Compensatory Education - \$2,000</p>				
Reviews				
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<p>Strategy 5: Eastside Elementary will create and utilize a Data Room for teachers and administrators to disaggregate student assessment data.</p> <p>Strategy's Expected Result/Impact: Data collected will be sorted and arranged to identify students in need of additional assistance during WIN time. Intervention groups will be created within the grade levels</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal(s) Instructional Coaches Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levels: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>				
Reviews				
Formative			Summative	
Nov	Jan	Mar	May	
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: White students scored 15% below campus average on 3rd Grade STAAR Reading Assessment. **Root Cause:** Did not monitor progress of student groups throughout the year.

Problem Statement 2: 10% of EL students did not move one proficiency level on TELPAS. **Root Cause:** Did not monitor the progress of EL students with fidelity.

Goal 1: Eastside Elementary will provide a student-centered educational environment in which students are expected to meet or exceed state standards in all areas.

Performance Objective 3: By the end of the 2020-2021 school year, Eastside Elementary will have at least 10% increase in student achievement by one or more proficiency levels as measured on TELPAS.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: TELPAS

Summative Evaluation: None

<p>Strategy 1: Provide professional development opportunities in the English Language Proficiency (ELP's), Seven Steps to a Language Rich Environment, and other ELL training throughout the year.</p> <p>Strategy's Expected Result/Impact: ELL students will increase one to two levels in English proficiency.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coaches Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Supplies and Materials - Title III-Bilingual/ESL - \$2,000</p>	Reviews			
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<p>Strategy 2: Create a master list of English Language Learners by grade level to track and monitor their academic progress and achievement throughout the year and on progress measurements.</p> <p>Strategy's Expected Result/Impact: Immediate interventions and feedback on student performance after each assessment to make effective instructional decisions; increase student achievement and language acquisition.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coaches Teachers LPAC Liaison Campus Testing Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy</p> <p>Problem Statements: Student Learning 2</p>	Reviews			
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Strategy 3: Provide supplemental learning experiences for English Learners promoting language acquisition and academic achievement.

Strategy's Expected Result/Impact: Assessment Results will increase for ELs on (STAAR, Progress Monitoring, Universal Screenings, CBA's)

Staff Responsible for Monitoring: Principal
Assistant Principals
Instructional Coaches
Teachers
LPAC Liaison

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Reviews			
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 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: 10% of EL students did not move one proficiency level on TELPAS. Root Cause: Did not monitor the progress of EL students with fidelity.

Goal 1: Eastside Elementary will provide a student-centered educational environment in which students are expected to meet or exceed state standards in all areas.

Performance Objective 4: By the end of the 2020-2021 school year, Eastside Elementary will increase student achievement by 10% in Reading "Meets" and 5% in the "Masters" level for grades 3 through 5 as measured by STAAR.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Campus-Based Assessments, Benchmarks, STAAR

Summative Evaluation: None

<p>Strategy 1: Provide training and implementation for My On, HMH and other research based programs on foundational skills in reading.</p> <p>Strategy's Expected Result/Impact: Increased "Meets" and "Masters" percentages on Campus-Based Assessments and Benchmarks. Increase student achievement in 2nd-5th grade on Common Assessments and Benchmarks</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coaches Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Supplies and Materials - State: Compensatory Education - \$2,000</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>May</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	May				
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Nov	Jan	Mar	May														

<p>Strategy 3: Schedule collaborative meetings to analyze data, plan instruction, compare instructional practices, and practice various ways to deliver instruction.</p> <p>Strategy's Expected Result/Impact: Build teacher knowledge in interpreting student data and using the data to improve student performance; teachers will share student data with the student to allow them to take ownership of their learning. Teachers communicate goals to students in all core subjects</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coaches Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p> <p>Problem Statements: Student Learning 1, 2</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	May
<p>Strategy 4: Provide professional development on instructional strategies, small group instruction, and other professional development that focuses on reading.</p> <p>Strategy's Expected Result/Impact: Student performance will increase by the EOY STAAR</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coaches Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum - Comprehensive Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Instructional Materials - Title I Part A-Improving Basic Programs - \$4,000</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	May
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 1: White students scored 15% below campus average on 3rd Grade STAAR Reading Assessment. Root Cause: Did not monitor progress of student groups throughout the year.</p>
<p>Problem Statement 2: 10% of EL students did not move one proficiency level on TELPAS. Root Cause: Did not monitor the progress of EL students with fidelity.</p>

Goal 1: Eastside Elementary will provide a student-centered educational environment in which students are expected to meet or exceed state standards in all areas.








Performance Objective 5: By the end of the 2020-2021 school year, Eastside Elementary will increase student performance by 10% in Special Education on the 3rd -5th STAAR Reading and Math test.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Immediate interventions and feedback on student performance after each assessment to make effective instructional decisions; STAAR Tests

Summative Evaluation: None














<p>Strategy 1: Monitor all students in Special Education and RTI using teacher data tracking sheets.</p> <p>Strategy's Expected Result/Impact: Provide immediate feedback on student performance after every assessment in order to make effective decisions increasing performance of student in Special Education and RTI.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coaches Teachers Special Education Chair RTI Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
 0%	 0%	 0%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Eastside Elementary will provide a student-centered educational environment in which students are expected to meet or exceed state standards in all areas.

Performance Objective 6: By the end of the of the 2020-2021 school year, Eastside Elementary will coordinate at least 3 college, career and military readiness activities.

Evaluation Data Sources: Principal
Assistant Principal(s)
Counselor(s)
Teachers

Summative Evaluation: None

<p>Strategy 1: Conduct a college, career and military interest survey with 5th grade students. Strategy's Expected Result/Impact: Student awareness of opportunities after high school. Staff Responsible for Monitoring: Principal Assistant Principal(s) Counselor(s) Teachers Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	May
<p>Strategy 2: Display college signs outside of the teachers' classrooms identifying their college they attended. Strategy's Expected Result/Impact: Awareness of different colleges Staff Responsible for Monitoring: Principal Assistant Principal(s) Counselors Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	May
<p>Strategy 3: Host a Career Day for PK-5 students. Strategy's Expected Result/Impact: Knowledge and understanding of college, career and military readiness Staff Responsible for Monitoring: Principal Assistant (s) Counselors Teacher(s) Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Funding Sources: Materials and Supplies - Title I Part A-Improving Basic Programs - \$500</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Eastside Elementary's staff of quality professionals will implement a professional learning community that enhances individual student success.

Performance Objective 1: During the 2020-2021 school year at least 40 hours of high quality and on-going campus based professional development for teaching staff and administrators. Activities will be provided based on the needs assessment and assessment results.





Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Professional Development Calendar

Summative Evaluation: None

<p>Strategy 1: Provide staff development for data interpretation and analysis.</p> <p>Strategy's Expected Result/Impact: understanding of data Focus and planned small groups</p> <p>Staff Responsible for Monitoring: Principal Asst. Principals Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<p>Strategy 2: Provide opportunities for all teachers to obtain GT certification.</p> <p>Strategy's Expected Result/Impact: Increase in GT certified teachers</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p> <p>Funding Sources: Professional Development - Local Funds - \$500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<p>Strategy 3: Provide opportunities for all teachers to obtain ESL certification.</p> <p>Strategy's Expected Result/Impact: Increase in ESL Certifications</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Teacher(s)</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p> <p>Funding Sources: Professional Development - Title III-Bilingual/ESL - \$2,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May

<p>Strategy 4: Provide learning opportunities to staff in student interventions for social skills training and positive behavioral programs.</p> <p>Strategy's Expected Result/Impact: Improved classroom behavior, decrease of discipline referrals, C.H.A.M.P.S. Implementation of Ripple Effect</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselor(s) RTI Behavior Teacher Teacher(s)</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Eastside Elementary's parents, community, and business partners will strengthen their involvement in our student's education.

Performance Objective 1: Eastside will increase opportunities for parent, family and community involvement in the educational process of all students by a minimum of 10% by the end of 20-21 school year.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: parental involvement/community calendar

Summative Evaluation: None

<p>Strategy 1: Provide school day programs and after school events in order to encourage involvement of parents and community in school activities such as but not limited to: Meet the Teacher Night, Academic Intervention classes, Web Page, Volunteer read-in, Campus Improvement Team, Motivational/special programs, Student Awards Ceremonies, Parents Involved in Education, Title 1 Parent Meeting, Field Day, Parent/Family Recognition Days, Parent/teacher conferences, Book Fairs, Science Fair, Career Day, Student Council, Volunteer Program and Parents in Education (PIE) organization.</p> <p>Strategy's Expected Result/Impact: parental involvement increase over last year</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teacher(s)</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Event materials - Title I Part A-Improving Basic Programs - \$4,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May

No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Less than 50% of parents attend after school activities/events. Root Cause: Only in person activities/events were offered to parents. Options weren't given for virtual participation.</p>

State Compensatory

Budget for Eastside Elementary

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$0.00
211	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$0.00
199	6129 Salaries or Wages for Support Personnel	\$0.00
211	6129 Salaries or Wages for Support Personnel	\$0.00
255	6129 Salaries or Wages for Support Personnel	\$0.00
6100 Subtotal:		\$0.00

Personnel for Eastside Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
JULIA BRADFORD	Teacher	ES	1
TERESA LUNA	Teacher	ES	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The CNA was developed in Fall of 2020.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan was developed with the following stakeholders:

Rebecca Smith, Principal

Mary Giles, Assistant Principal

Kenyetta Sylvester, Assistant Principal

Javian Johnson, Assistant Principal

Kelly Cox, Assistant Principal

Debria Esters, Math Instructional Coach

Shereece Perry, ELAR Instructional Coach

Tomi Dodson, Literacy Coach

Jacqueline Aguilar, Literacy Coach

Paul Dean, Teacher

Rebecca Ashley, Teacher

Melony Scott, Teacher

Eduardo Villasmil, Bilingual Teacher

Sharon Spurgeon, Paraprofessional

Leslie Taylor, Parent

2.2: Regular monitoring and revision

September 4, 2020

September 28, 2020

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

The CIP is available in English to the parents and community with a copy posted on Eastside Elementary website. Parents and community were informed of the availability of the CIP at the Title I Parent Information Meeting.

2.4: Opportunities for all children to meet State standards

In the summer, CISD Curriculum documents were revised to ensure rigorous lessons and alignment across content areas. Eastside Elementary provides opportunities for all students to meet state standards.

2.5: Increased learning time and well-rounded education

Eastside Elementary provides methods and instructional strategies that strengthen the academic program at our school, increase the amount and quality learning time and help provide enriched and accelerated curriculum, which may include programs and activities that provide a well-rounded education. WIN Time is provided for all students during the day for enrichment and remediation.

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

Eastside Elementary provides instructional programs and strategies that target at-risk students. WIN time is designated for each grade level to provide specific targeted instruction for at-risk students.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Eastside Elementary's Parent and Family Engagement Policy is distributed in English and Spanish at the first PIE Meeting. The policy can also be located on the campus website.

3.2: Offer flexible number of parent involvement meetings

We have several parent involvement meetings during the school year. Parents are invited and encouraged to attend all after school events held on campus.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
ASHLEY LOWERY	Teacher	Title I (ES)	1

Campus Improvement Team

Committee Role	Name	Position
Administrator	Rebecca Smith	Principal
Paraprofessional	Sharon Spurgeon	Paraprofessional
Parent	Leslie Taylor	Parent
Classroom Teacher	Rebecca Ashley	Classroom Teacher
Classroom Teacher	Eduardo Villasmil	Classroom Teacher
Classroom Teacher	Paul Dean	Classroom Teacher
Administrator	Mary Giles	Assistant Principal
Classroom Teacher	Melony Scott	Classroom Teacher

Campus Funding Summary

Title I Part A-Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Decodable and Guided Reading books		\$2,000.00
1	1	2	Decodable Readers		\$3,000.00
1	1	5	Teacher Compensation		\$5,000.00
1	4	4	Instructional Materials		\$4,000.00
1	6	3	Materials and Supplies		\$500.00
3	1	1	Event materials		\$4,000.00
Sub-Total					\$18,500.00
Title III-Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Supplies and Materials		\$2,000.00
2	1	3	Professional Development		\$2,000.00
Sub-Total					\$4,000.00
State: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	Instructional Materials		\$2,000.00
1	4	1	Supplies and Materials		\$2,000.00
Sub-Total					\$4,000.00
Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Classroom Library		\$2,000.00
2	1	2	Professional Development		\$500.00
Sub-Total					\$2,500.00
Grand Total					\$29,000.00

Addendums