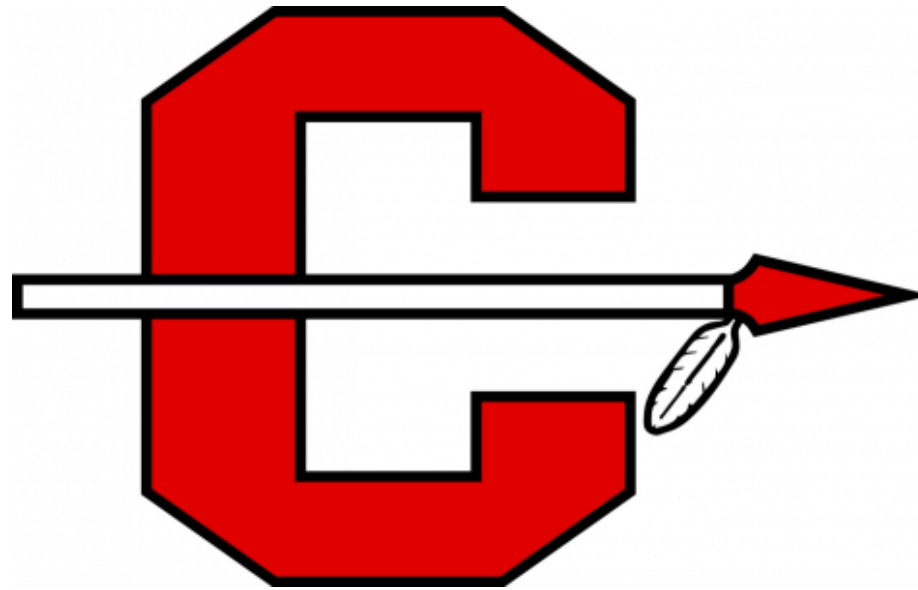


Cleveland Independent School District

Eastside Elementary

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: October 18, 2021
Public Presentation Date: October 29, 2021

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.

Core Beliefs

- We believe in creating a safe, secure learning environment where respect, honesty, and appreciation of individual differences are fostered.
- We believe in providing all students with a balanced curriculum aligned with quality instruction.
- We believe maintaining rigorous standards and high expectations for all students is key to academic excellence.
- We believe differentiated instruction is the key to addressing the needs of all students.
- We believe holding students accountable to become independent learners leads to taking responsibility for their own learning.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Eastside Elementary is a PK-5th grade campus within Cleveland ISD. As of September 28, 2021, Eastside Elementary has an enrollment of 1,220 students. Eastside Elementary has approximately 450 more students than an average Elementary school.

Attendance Rate:

2020-2021	95.1%
2019-2020	95.7%
2018-2019	96.1%
2017-2018	94.9%
2016-2017	95.5%

Student Group (%)	Afr Am	Hisp	Wht	As/PI	Nat Am
2021-2022	5%	79%	13%	.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 a difficult year of adjusting to Covid, Eastside Elementary maintained an acceptable 95.1% student attendance rating, and an 84.4% teacher retention rate.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Almost half of the teachers at Eastside Elementary have less than 5 years experience. **Root Cause:** Recruiting practices targeting experienced teachers were not utilized.

Problem Statement 2: Student attendance rate has consistently dropped over the past two years. **Root Cause:** Procedures were not implemented with fidelity to monitor student absences and provide intervention.

Student Learning

Student Learning Summary

3rd Grade Math

- The Approaches grade level category was 52%
- The Meets grade level category was 15%
- The Masters grade level category was 7%

4th Grade Math

- The Approaches grade level category was 51%
- The Meets grade level category was 25%
- The Masters grade level category was 15%

5th Grade Math

- The Approaches grade level category was 66%
- The Meets grade level category was 39%
- The Masters grade level category was 17%

3rd Grade Reading

- The Approaches grade level category was 55%
- The Meets grade level category was 20%
- The Masters grade level category was 9%

4th Grade Reading

- The Approaches grade level category was 56%
- The Meets grade level category was 18%
- The Masters grade level category was 7%

5th Grade Reading

- The Approaches grade level category was 60%
- The Meets grade level category was 31%
- The Masters grade level category was 16%

4th Grade Writing

- The Approaches grade level category was 40%
- The Meets grade level category was 20%
- The Masters grade level category was 3%

5th Grade Science

- The Approaches grade level category was 43%
- The Meets grade level category was 11%
- The Masters grade level category was 5%

Student Achievement = 29

School Progress = 29

Closing the Gap = 11%

Student Learning Strengths

Eastside Elementary targeted a 10% gain on the TPRI and the campus reached a 26% gain.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 18% of all 4th grade students scored Meets grade level standard on 4th grade Reading STAAR. **Root Cause:** Quality instruction utilizing Tier 1 best strategies not evident in lesson plans or walkthrough data.

Problem Statement 2 (Prioritized): 20% of all 3rd grade students scored Meets grade level standard on 3rd grade Reading STAAR. **Root Cause:** Quality instruction utilizing Tier 1 best strategies not evident in lesson plans or walkthrough data.

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: MyON, Staff Appreciation days, 5th Grade M.E.T.H. Presentation (Drug Prevention), Attendance and Honor Roll recognition, UIL Academics, 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, ELL for Administrators, Crisis Prevention Intervention, Parental Involvement training, Differentiated Instruction/Small Group Training, RTI, Legal updates, 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, 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 conference periods to support collaborative discussions focused on quality instruction.

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 (with exception to Alternative Certification Interns). Eastside Elementary did not have to submit a Bilingual/ESL exception wavier this year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Less than 50% of parents attend after school activities/events. **Root Cause:** Activities were not always provided at multiple times to maximize parent potential nor communicated using multiple venues.

Perceptions

Perceptions Summary

Eastside Elementary has 135 staff members who serve our 1,220 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 5.8 of out of 10 ranking in the 54% percentile.

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 (Prioritized): Leadership and Academic Feedback were the lowest score domains on TNTP Satisfaction Survey with a score of 4.2 out of 10. **Root Cause:** Lack of clear communication of purpose through conversations of Mission and Vision and a clear direction for instructional improvement.

Priority Problem Statements

Problem Statement 2: 18% of all 4th grade students scored Meets grade level standard on 4th grade Reading STAAR.

Root Cause 2: Quality instruction utilizing Tier 1 best strategies not evident in lesson plans or walkthrough data.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Leadership and Academic Feedback were the lowest score domains on TNTP Satisfaction Survey with a score of 4.2 out of 10.

Root Cause 3: Lack of clear communication of purpose through conversations of Mission and Vision and a clear direction for instructional improvement.

Problem Statement 3 Areas: Perceptions

Problem Statement 1: 20% of all 3rd grade students scored Meets grade level standard on 3rd grade Reading STAAR.

Root Cause 1: Quality instruction utilizing Tier 1 best strategies not evident in lesson plans or walkthrough data.

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Effective Schools Framework data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data

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 2021 -2022 school year, Eastside Elementary will increase the End-of-Year TPRI and Tejas LEE for first and second-grade scoring developed on the word reading and accuracy section by 10%.

Evaluation Data Sources: TPRI/Tejas LEE

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement, with fidelity, phonemic awareness and phonological awareness skills and use running records and skill checks 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</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Classroom Library - Local Funds - \$10,000, : Instructional materials to supplement current classroom systems and organize small group instruction - State: Compensatory Education - \$15,000, Reading manipulatives - Early Education Allotment - \$30,000, Manipulatives - Early Education Allotment - \$15,000</p>	Formative			Summative
	Nov	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide training to teachers on Foundational Skills strategies and conducting and utilizing quality assessments.</p> <p>Strategy's Expected Result/Impact: Teachers will use 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 Levers: Lever 4: High-Quality Curriculum</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Workshop supplies and materials - Early Education Allotment - \$15,000, Fees associated with professional development - Title I Part A-Improving Basic Programs - \$15,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<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 reading and math</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 Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Student Materials - State: Compensatory Education - \$5,000, Teacher Training - State: Compensatory Education - \$8,000</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
<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 Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Adapt exemplar lessons using current student data and TEKS to ensure student progress following 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; increase in student achievement</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>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6 Details	Reviews			
<p>Strategy 6: Offer support programs for students transitioning into Kindergarten.</p> <p>Strategy's Expected Result/Impact: Increase readiness levels to engage with new content; Improve levels of maturation to support learning; Students exposed proactively to new schedules and expectations</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s) Instructional Coach Teacher(s)</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				
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Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: 18% of all 4th grade students scored Meets grade level standard on 4th grade Reading STAAR. **Root Cause:** Quality instruction utilizing Tier 1 best strategies not evident in lesson plans or walkthrough data.

Problem Statement 2: 20% of all 3rd grade students scored Meets grade level standard on 3rd grade Reading STAAR. **Root Cause:** Quality instruction utilizing Tier 1 best strategies not evident in lesson plans or walkthrough data.





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 2021-2022 school year, Eastside Elementary will increase a minimum of 20% in Math/Science "Meets" and 10% in "Masters" level for grades 3 through 5 as measured by STAAR.

Evaluation Data Sources: STAAR Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement the Cleveland Math Problem Solving Process daily.</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 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 Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Schedule regular Collaborative Meetings to analyze data, plan instruction, compare instructional practices, and practice various ways to deliver instruction.</p> <p>Strategy's Expected Result/Impact: Increase student achievement in 2nd-5th grade on Common Assessments and Benchmarks Instructional Strategies evident during walk throughs.</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 Levers: Lever 4: High-Quality Curriculum Funding Sources: Learning Materials - State: Compensatory Education - \$10,000, Instructional Planning Tools - State: Compensatory Education - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Track and analyze data after each campus-based assessment and benchmark by teacher, student group, TEKS 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 intervention 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 Levers: Lever 4: High-Quality Curriculum</p> <p>Funding Sources: Training in data utilization - Title I Part A-Improving Basic Programs - \$9,434</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide training in Guided Math and Foundational Math processes 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 Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p> <p>Funding Sources: Training - State: Compensatory Education - \$5,000, Manipulatives - Title I Part A-Improving Basic Programs - \$15,000</p>	Formative			Summative
	Nov	Jan	Mar	May





Strategy 5 Details	Reviews			
<p>Strategy 5: Utilize Data Rooms 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 accelerated time. Intervention groups will be created within the grade levels based on students identified areas of need; decrease in achievement gaps between student groups</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 Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Supplies and Materials - Local Funds - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6 Details	Reviews			
<p>Strategy 6: Host Saturday School and tutorial sessions for students in grade 3rd-5th in order to increase student achievement on STAAR Assessments.</p> <p>Strategy's Expected Result/Impact: Based on Benchmark data, student groups will be created to provide intervention to students in lowest TEKS; Increase in students at mastery on essential TEKS</p> <p>Staff Responsible for Monitoring: Principal Instructional Coaches 3rd-5th Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Supplies and Materials - Local Funds - \$5,000, Acceleration Materials - State: Compensatory Education - \$30,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7 Details	Reviews			
<p>Strategy 7: Conduct engaging Science labs to enrich the Science Curriculum at least 40% of the time.</p> <p>Strategy's Expected Result/Impact: Increase achievement in 3rd-5th Science Benchmarks and 5th Science STAAR</p> <p>Staff Responsible for Monitoring: Principal Instructional Coach Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Science Lab Materials - State: Compensatory Education - \$50,000, Professional Development - Local Funds - \$2,000, Make and Take Materials - Early Education Allotment - \$14,080</p>	Formative			Summative
	Nov	Jan	Mar	May
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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 2021 - 2022 school year, Eastside Elementary will have at least 10% increase in student achievement by one or more proficiency levels as measured on TELPAS.

Evaluation Data Sources: TELPAS

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development opportunities in the English Language Proficiency (ELP's), Seven Steps to a Language Rich Environment, and other Emergent Bilingual (EB) training throughout the year.</p> <p>Strategy's Expected Result/Impact: EB 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</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Fees associated with Professional Development - State: Bilingual/ESL Funds - \$9,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Create a master list of Emergent Bilinguals 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</p> <p>Funding Sources: Supplies and Materials - Local Funds - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide supplemental learning experiences, resources and materials for Emergent Bilinguals promoting language acquisition and academic achievement.</p> <p>Strategy's Expected Result/Impact: Assessment Results will increase for EBs on (STAAR, Progress Monitoring, Universal Screenings, CBA's)</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coaches Teachers LPAC Liaison</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</p> <p>Funding Sources: Big Books by George - State: Bilingual/ESL Funds - \$23,500</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Increase the number of Spanish books in the Library to meet the expectations per Texas Librarian Association.</p> <p>Strategy's Expected Result/Impact: Students will have a larger selection of books to choose from within their reading level and interest level; improve literacy in Spanish and English</p> <p>Staff Responsible for Monitoring: Librarian</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Spanish Books - State: Compensatory Education - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Hold Parent Information Nights to inform parents of student learning expectations and teach parents how to help their child with successful learning strategies at home.</p> <p>Strategy's Expected Result/Impact: Increased number of parents participating in school events; Parents will be able to assist their child with mastering the essential learning objectives established at school.</p> <p>Staff Responsible for Monitoring: Principal Asst. Principals Instructional Coaches Teachers</p> <p>Funding Sources: Hospitality for Parent Workshop - State: Bilingual/ESL Funds - \$3,000, Take home readers - State: Bilingual/ESL Funds - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: 18% of all 4th grade students scored Meets grade level standard on 4th grade Reading STAAR. **Root Cause:** Quality instruction utilizing Tier 1 best strategies not evident in lesson plans or walkthrough data.

Problem Statement 2: 20% of all 3rd grade students scored Meets grade level standard on 3rd grade Reading STAAR. **Root Cause:** Quality instruction utilizing Tier 1 best strategies not evident in lesson plans or walkthrough data.





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 2021 -2022 school year, Eastside Elementary will increase student achievement by 20% in Reading "Meets" and 10% in the "Masters" level for grades 3 through 5 as measured by STAAR.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide training and implementation for 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</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Training - Early Education Allotment - \$20,000, Materials - State: Compensatory Education - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Establish a uniform way to disaggregate data with teachers and teachers communicate goals to students in reading.</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 thereby increasing student achievement</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</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Interactive Notebook - State: Compensatory Education - \$14,000, Materials - Early Education Allotment - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
<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 reading and math thereby increasing student achievement</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</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<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</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Early Education Professional Development - Early Education Allotment - \$10,000, Professional Development - Title I Part A-Improving Basic Programs - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Hire music teachers to support student achievement through fine arts to provide a well-rounded education for all students.</p> <p>Strategy's Expected Result/Impact: Increase academic vocabulary; integration of curriculum through fine arts</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Salary - Title I Part A-Improving Basic Programs - \$71,553</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 6 Details	Reviews			
Strategy 6: Provide digital resources such as but not limited to Discover Ed, Brain Pop, Lead4ward, Eduphoria and Canvas Strategy's Expected Result/Impact: Increase student achievement in reading, math and science Staff Responsible for Monitoring: Principal Instructional Coach Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Digital resources - Title I Part A-Improving Basic Programs - \$28,038	Formative			Summative
	Nov	Jan	Mar	May
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Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 1: 18% of all 4th grade students scored Meets grade level standard on 4th grade Reading STAAR. Root Cause: Quality instruction utilizing Tier 1 best strategies not evident in lesson plans or walkthrough data.</p> <p>Problem Statement 2: 20% of all 3rd grade students scored Meets grade level standard on 3rd grade Reading STAAR. Root Cause: Quality instruction utilizing Tier 1 best strategies not evident in lesson plans or walkthrough data.</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 2021 - 2022 school year, Eastside Elementary will increase student performance by 10% in Special Education on 3rd -5th STAAR Reading .

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Monitor all students in Special Education and RTI using progress monitoring.</p> <p>Strategy's Expected Result/Impact: Provide immediate feedback on student performance after every assessment in order to make effective decisions that will increase performance and close achievement gaps of students 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</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Materials - State: Special Education Funds - \$1,700</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional development opportunities to ensure strong instruction by Inclusion Teachers, Life Skills, and Classroom Teachers.</p> <p>Strategy's Expected Result/Impact: Teachers will have strong instructional strategies to ensure all students are learning at high levels which will result in an increase in student achievement</p> <p>Staff Responsible for Monitoring: Inclusion Teachers, Life Skills Teachers, Classroom Teachers</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Professional Development - State: Special Education Funds - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Create a master file for all students served in special education by grade level to chart and track their academic performance.</p> <p>Strategy's Expected Result/Impact: Provide a greater long-term understanding for better decision making regarding specific interventions; improved academic results</p> <p>Staff Responsible for Monitoring: Diagnostician</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 5 Problem Statements:

Student Learning





Problem Statement 1: 18% of all 4th grade students scored Meets grade level standard on 4th grade Reading STAAR. **Root Cause:** Quality instruction utilizing Tier 1 best strategies not evident in lesson plans or walkthrough data.

Problem Statement 2: 20% of all 3rd grade students scored Meets grade level standard on 3rd grade Reading STAAR. **Root Cause:** Quality instruction utilizing Tier 1 best strategies not evident in lesson plans or walkthrough data.

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 2021 - 2022 school year, Eastside Elementary will coordinate at least 3 college, career and military readiness activities.







Evaluation Data Sources: Calendar of events

Strategy 1 Details	Reviews			
<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 Funding Sources: CCMR Resources - Local Funds - \$8,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<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 Funding Sources: College pennants - Local Funds - \$500</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<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: Hospitality for career day presenters - Local Funds - \$2,500, Supplies and Materials - Local Funds - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	May
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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 7: Coordinate efforts between the district's truancy office, campus attendance committee, and parents/guardians to encourage attendance at school.

Evaluation Data Sources: Students placed on attendance contracts as a preventive measure; District attendance rate at 95% or higher; Increase in student achievement

Strategy 1 Details	Reviews			
Strategy 1: Monitor and track daily attendance and communicate with parents for absences Strategy's Expected Result/Impact: Increased attendance rates; Increase in student achievement Staff Responsible for Monitoring: Principal Assistant Principals Attendance Clerks Teachers Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Provide attendance incentives for students Strategy's Expected Result/Impact: Increased attendance rates; Increase in student achievement Staff Responsible for Monitoring: Principal Assistant Principals Attendance Clerks Teachers Attendance Committee Title I Schoolwide Elements: 2.4, 2.6	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 2021- 2022 school year at least 40 hours of high quality and on-going campus based professional development will be provided for teaching staff and administrators based on the needs assessment and assessment results.

Evaluation Data Sources: Professional Development Calendar

Strategy 1 Details	Reviews			
<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; closing the achievement gap between student 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</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Professional Development - Local Funds - \$3,205, Data Walls/Data Room supplies - Local Funds - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide opportunities for all teachers to obtain GT certification thereby equipping them to provide more rigorous and individualized instruction to above level learners.</p> <p>Strategy's Expected Result/Impact: Increase in GT certified teachers; increase in the number of GT students scoring masters on state assessments</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</p> <p>Funding Sources: Professional Development - Local Funds - \$3,000, Professional Development - State: Gifted and Talented Funds - \$3,060</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide opportunities for all teachers to obtain ESL certification and professional development for Emergent Bilinguals such as but not limited to Bilingual/ESL Conference and La Cosecha.</p> <p>Strategy's Expected Result/Impact: Increase in ESL Certifications; Increase English language acquisition for EBs</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</p> <p>Funding Sources: Fees associated with professional development - State: Bilingual/ESL Funds - \$25,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<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, implementation of C.H.A.M.P.S.; increase usage 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</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Social Skills and Social Emotional Learning training and resources - Local Funds - \$18,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide mentor program for new teachers.</p> <p>Strategy's Expected Result/Impact: Improve instructional strategies, classroom management and collaboration; increase retention rate of new teachers</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Professional resources - Title I Part A-Improving Basic Programs - \$13,000, Make and take supplies and materials - Title I Part A-Improving Basic Programs - \$9,000</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 6 Details	Reviews			
Strategy 6: Hire fully certified teachers to ensure our vacancy rate is less than 5%. Strategy's Expected Result/Impact: Decrease in vacancies at the campus level; Decrease in number of waivers and exemptions for Biligual/ESL teachers Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7 Details	Reviews			
Strategy 7: Reduce teacher turnover rates to reflect +/-5% of Region IV's average Strategy's Expected Result/Impact: Improve culture and climate; Highly trained and skilled instructional leaders and classroom teachers: Improved academic accountability scores Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	May
Strategy 8 Details	Reviews			
Strategy 8: Promote safety and security by recognizing and designating campus wide events such as, but not limited to Red Ribbon Week, Child Abuse Prevention Month, Unity Day, and Digital Citizenship (Including cyberbullying). Strategy's Expected Result/Impact: Creating and promoting healthy lifestyle choices; Decrease in the number of bullying incidents Staff Responsible for Monitoring: Principals Assistant Principals Counselors Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	May
Strategy 9 Details	Reviews			
Strategy 9: Provide online training to all staff members through Vector Solutions including, but not limited to, suicide awareness, prevention, and postvention, dating violence, child abuse, and sexual misconduct. Strategy's Expected Result/Impact: Increased awareness of early warning signs, ability to recognize abuse when it is occurring and knowledge of what to do in the event a student is a victim of abuse Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 18% of all 4th grade students scored Meets grade level standard on 4th grade Reading STAAR. Root Cause: Quality instruction utilizing Tier 1 best strategies not evident in lesson plans or walkthrough data.

Student Learning

Problem Statement 2: 20% of all 3rd grade students scored Meets grade level standard on 3rd grade Reading STAAR. **Root Cause:** Quality instruction utilizing Tier 1 best strategies not evident in lesson plans or walkthrough data.


Perceptions

Problem Statement 1: Leadership and Academic Feedback were the lowest score domains on TNTP Satisfaction Survey with a score of 4.2 out of 10. **Root Cause:** Lack of clear communication of purpose through conversations of Mission and Vision and a clear direction for instructional improvement.







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

Performance Objective 1: Increase parental involvement at instructional meetings and events at school by 15%

Evaluation Data Sources: Number of attendees at events, whether virtual or in person.
Increased student mastery on assessments and Benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: Hold informative meetings and workshops on Essential TEKS for each grade level</p> <p>Strategy's Expected Result/Impact: Increased number of parents participating in school activities; Monthly scheduled meetings will be provided to inform parents about the learning of their child and what they will be expected to master; Increase in academic achievement of lower performing students.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Funding Sources: Make and Take - Students - State: Compensatory Education - \$5,746, Hospitality - Title I Part A-Improving Basic Programs - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Create a newsletter to be distributed to parents through our school website and School Messenger on a monthly basis.</p> <p>Strategy's Expected Result/Impact: Parents will be informed of events which are held on campus or virtually. Increased parent participation at events and activities.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Attend Professional Development to increase knowledge for staff to enhance communication and create engaging Parental Involvement activities.</p> <p>Strategy's Expected Result/Impact: Better communication and more parents involved in school activities</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Funding Sources: Training - Local Funds - \$12,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Collaborate with district and local agencies to provide services and supplies for identified homeless to meet their academic goals.</p> <p>Strategy's Expected Result/Impact: Equitable learning opportunities for all students</p> <p>Staff Responsible for Monitoring: Principal Counselors</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	May
				

Strategy 5 Details	Reviews			
Strategy 5: Increase membership in parent organization (PIE) Strategy's Expected Result/Impact: Increase in parent and family participation at every campus; Improve communications between the campus and parents Staff Responsible for Monitoring: Principals Assistant Principals Teachers and Staff Title I Schoolwide Elements: 3.1, 3.2	Formative			Summative
	Nov	Jan	Mar	May
	0%			
Strategy 6 Details	Reviews			
Strategy 6: Provide opportunities that highlight students , alumni, community partners and local businesses through activities such as but not limited to, Star Student of the Week, Career Day, guest speakers, half-time recognition at high school football games and sponsorship opportunities. Strategy's Expected Result/Impact: Increase in community and business partner participation; Increase in the number of Star Students recognized; Increase in the number of district website viewers Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	May
	0%			
Strategy 7 Details	Reviews			
Strategy 7: Provide opportunities for stakeholders to participate in campus-led initiatives such as, but not limited to, PreK Parent Committee Strategy's Expected Result/Impact: Shared community vision of Cleveland ISD; Expansion of community involvement, collaboration, and partnerships Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	May
	0%			
Strategy 8 Details	Reviews			
Strategy 8: Participate in community events such as, but not limited to, events sponsored by the Chamber of Commerce, City of Cleveland, and Liberty County. Strategy's Expected Result/Impact: Improved relations between campus and community business partners. Title I Schoolwide Elements: 2.6	Formative			Summative
	Nov	Jan	Mar	May
	0%			
Strategy 9 Details	Reviews			
Strategy 9: Expand campus communication methods by improving campus websites, social media outlets, automated messenger system, school marque and written communication. Strategy's Expected Result/Impact: Increase in parents surveyed expressing satisfaction with campus communication; Increase usage of websites; Increase number of followers on social media Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4	Formative			Summative
	Nov	Jan	Mar	May
	0%			

Strategy 10 Details	Reviews			
<p>Strategy 10: Title III Parent Literacy Night -Provide training for parents through a modeled read aloud focusing on questioning strategies for high level comprehension</p> <p>Strategy's Expected Result/Impact: Increased home-school connection; Increase academic discussion around literacy; Increase in reading comprehension</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Teachers LPAC Liaisons</p> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 11 Details	Reviews			
<p>Strategy 11: Title III Family Math/Science Night -Provide training for parents focusing on school-home connections for math and science</p> <p>Strategy's Expected Result/Impact: Increased home-school connection; Increase academic discussion around math and science; Increase in comprehension and relevance of math/science in everyday life</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Teachers LPAC Liaisons</p> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The CNA was developed in Fall of 2021.

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:

Terri Benson, Principal

Mary Giles, Assistant Principal

Laura Trevino, Assistant Principal

Javian Johnson, Assistant Principal

Kelly Cox, Assistant Principal

Eduardo Villasmil, Math Instructional Coach

Amanda Harris, Math Instructional Coach

Shereece Perry, ELAR Instructional Coach

Sandra Garza, SLAR Instructional Coach

Tomi Dodson, Literacy Coach

Jacqueline Aguilar, Literacy Coach

Paul Dean, Teacher

Elvira Cortez, LPAC Liaison

Sharon Spurgeon, Paraprofessional

Leslie Taylor, Parent

2.2: Regular monitoring and revision

September 28, 2021

November 5, 2021

January 28, 2022

March 25, 2022

May 20, 2022

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>
Joshua Leger	Music	Fine Arts	1