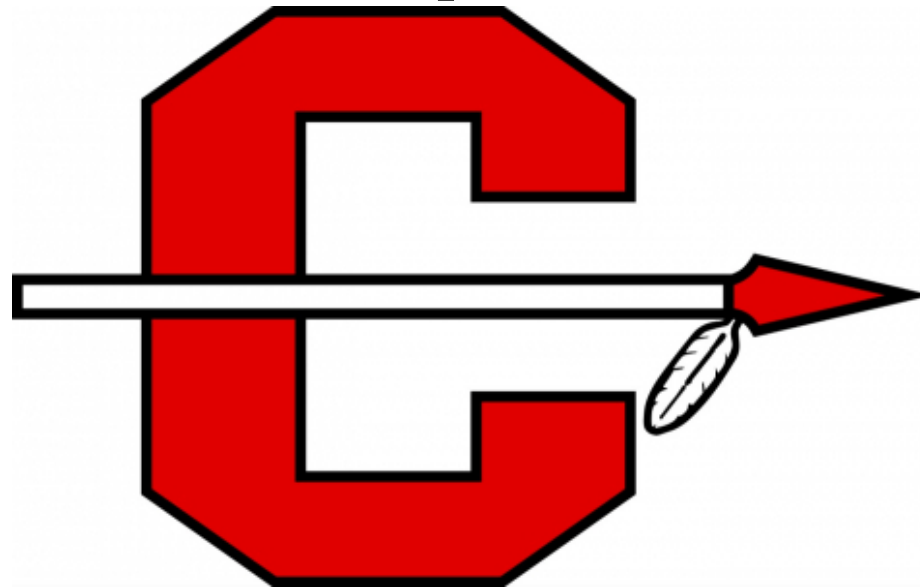# Cleveland Independent School District

Eastside Elementary

2023-2024 Improvement Plan

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 5/25/23, Eastside Elementary has an enrollment of 956 students. Eastside Elementary has an average enrollment compared to other CISD Elementary campuses.

Attendance Rate:

2022-2023 93.6%

2021-2022 92.3%

2020-2021 95.1%

2019-2020 95.7%

2018-2019 96.1%

2017-2018 94.9%

Student Group (%)	Afr. Am.	Hisp.	Wht.	As/PI	Nat. Am
2021-2022	5%	81%	12%	.11%	0%
2022-2023	4%	72%	11%	.1%	.1%

40% of teachers at Eastside have 1-5 years of experience as of the 2022-2023 school year.

32% of teachers at Eastside Elementary are in their first year of teaching as of the 2022-2023 school year.

Demographics Strengths

Attendance for the 2022-2023 school year was 93.6%.

Eastside's attendance rate is the highest in the district.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): While student attendance rates increased from last year, Eastside still needs to increase attendance overall. **Root Cause:** Attendance incentives did not start until after the first 9 weeks.

Problem Statement 2 (Prioritized): 40% of the teachers at Eastside have less than 5 years of experience. **Root Cause:** Teacher turnover can be attributed to principal turnover (4 different Principals in 4 years) and distance teachers are driving to get to Cleveland ISD.

Student Learning

Student Learning Summary

3rd Grade Math

The Approaches grade level category was 36%

The Meets grade level category was 16%

The Masters grade level category was 6%

4th Grade Math

The Approaches grade level category was 24%

The Meets grade level category was 15%

The Masters grade level category was 6%

5th Grade Math

The Approaches grade level category was 37%

The Meets grade level category was 33%

The Masters grade level category was 6%

3rd Grade Reading

The Approaches grade level category was 37%

The Meets grade level category was 17%

The Masters grade level category was 3%

4th Grade Reading

The Approaches grade level category was 36%

The Meets grade level category was 16%

The Masters grade level category was 2%

5th Grade Reading

The Approaches grade level category was 35%

The Meets grade level category was 27%

The Masters grade level category was 9%

5th Grade Science

The Approaches grade level category was 33%

The Meets grade level category was 12%

The Masters grade level category was 3%

TELPAS Data

Beginning/Intermediate/Advanced/Advanced High

Kinder percentages: 80/17/1/1

1st percentages: 42/37/16/5

2nd percentages: 34/59/7/0

3rd percentages: 31/51/17/1

4th percentages: 13/49/37/1

5th percentages: 5/38/46/10

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Sixteen percent of all 3rd grade math testers and fifteen percent of all 4th grade math testers scored meets on the Math STAAR.   **Root Cause:** High yield instructional strategies have not been utilized in Tier 1 instruction.

Problem Statement 2 (Prioritized): Seventeen percent of all 3rd grade reading testers and sixteen percent of all 4th grade reading testers scored meets on the Reading STAAR.
Root Cause: High yield instructional strategies have not been utilized in Tier 1 instruction.

School Processes & Programs

School Processes & Programs Summary

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

Eastside offers numerous professional development opportunities to its staff throughout the year.

Eastside manages the campus by utilizing decisions made by the Campus Education Improvement Committee, Parents Involved in Education, Data Teams, and Grade level team leaders.

The district discipline policy is clearly outlined for staff, parents, and students in the district Student Code of Conduct and in the district Student Handbook 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 provide instructional support for all teachers within their specific content area.

Assistant Principals are encouraged to participate in professional development to further develop their leadership skills.

The following programs enhance the school climate: MyON, Staff Appreciation days, Read to the Final Four, Book Blast, Attendance and Honor Roll recognition, GT Fair, 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, Assessment and

Accountability, Data Analysis Training, GT Training, Bilingual /ESL Training, Seidlitz Training, Kim Sutton, Ellevation, Crisis Prevention Intervention, Ready to Advance,

Parental Involvement training, Differentiated Instruction/Small Group Training, RTI, Legal updates, Eduphoria, and the use of Math Manipulatives.

Eastside has a parental involvement plan in place, along with a Student/Parent/Teacher compact. Eastside sends all information to parents through Class Dojo. All flyers are sent home in English and Spanish.

Parent Teacher Organization (PTO) is the campus parent organization which allows for parents to become involved at Eastside Elementary.

Numerous opportunities are available for participation and communication: PTO, Title I Parent Meetings, Title I brochures/letters, "Meet the

Teacher" Night, Field Day, various class projects, class celebrations, fundraisers, Grandparent's Day, family lunches, volunteers in school, web-pages, Parent Portals, and

Emergent Bilingual Literacy Night, and GT Night.

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.

The majority of our primary teachers PK-3 and instructional coaches have completed the Texas Reading Academy.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Less than 50% of parents attend after school activities/events.   **Root Cause:** Activities are not always provided at convenient times for parents.

Problem Statement 2 (Prioritized): Lack of consistency in communication, procedure, and processes.   **Root Cause:** Multiple changes in structure and leadership.

Perceptions

Perceptions Summary

Eastside Elementary has 131 staff members who serve our 956 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 Parent Teacher Organization (PTO). 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

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): From the last data source Leadership and Academic Feedback continues to be the lowest scored area.   **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 1: Sixteen percent of all 3rd grade math testers and fifteen percent of all 4th grade math testers scored meets on the Math STAAR.
Root Cause 1: High yield instructional strategies have not been utilized in Tier 1 instruction.
Problem Statement 1 Areas: Student Learning

Problem Statement 2: Seventeen percent of all 3rd grade reading testers and sixteen percent of all 4th grade reading testers scored meets on the Reading STAAR.
Root Cause 2: High yield instructional strategies have not been utilized in Tier 1 instruction.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: While student attendance rates increased from last year, Eastside still needs to increase attendance overall.
Root Cause 3: Attendance incentives did not start until after the first 9 weeks.
Problem Statement 3 Areas: Demographics

Problem Statement 4: 40% of the teachers at Eastside have less than 5 years of experience.
Root Cause 4: Teacher turnover can be attributed to principal turnover (4 different Principals in 4 years) and distance teachers are driving to get to Cleveland ISD.
Problem Statement 4 Areas: Demographics

Problem Statement 5: Less than 50% of parents attend after school activities/events.
Root Cause 5: Activities are not always provided at convenient times for parents.
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Lack of consistency in communication, procedure, and processes.
Root Cause 6: Multiple changes in structure and leadership.
Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: From the last data source Leadership and Academic Feedback continues to be the lowest scored area.
Root Cause 7: Lack of clear communication of purpose through conversations of Mission and Vision and a clear direction for instructional improvement.
Problem Statement 7 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- 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 failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: Eastside Elementary will provide a student-centered educational environment where students are expected to meet or exceed state standards in all areas.
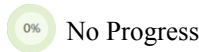
Performance Objective 1: By the end of the 2023-2024 school year, Eastside Elementary students will have an increase of one or more proficiency levels as measured by TELPAS.

    Evaluation Data Sources: EOY TELPAS Scores

Strategy 1 Details				Reviews			
Strategy 1: Implement the use of Summit K12 for all 2nd-5th Emergent Bilingual students				**Formative**			**Summative**
Strategy's Expected Result/Impact: EB student will increase in their TELPAS proficiency level.				**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal, Assistant Principal(s), Teacher(s), Instructional Coach(es), LPAC Liaison, Testing Coordinator **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 2 **Funding Sources:** - Title III, Part A - English Language Acquisition, - State: Bilingual Education Allotment (BEA)							

Strategy 2 Details	Reviews			
Strategy 2: Implement the use of ELLevation with all Emergent Bilingual students in grades K-5.	**Formative**			**Summative**
Strategy's Expected Result/Impact: EB students will increase in their TELPAS proficiency level.	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal, Assistant Principal(s), Teacher(s), Instructional Coach(es), LPAC Liaison(s) **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 **Funding Sources:** - Title III, Part A - English Language Acquisition, - State: Bilingual Education Allotment (BEA)				

Strategy 3 Details	Reviews			
Strategy 3: Provide CBLI training to all Instructional Coaches and teachers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The teachers will gain a greater knowledge on the rigor of the TEKS and ELPS and in return STAAR and TELPAS scores will go up.	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal, Assistant Principal(s), Instructional Coach(es) **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 **Funding Sources:** - Title III, Part A - English Language Acquisition, - State: Bilingual Education Allotment (BEA)				

Strategy 4 Details	Reviews			
Strategy 4: Coordinate efforts between the district truancy office, campus attendance committees, and parents and guardians to increase attendance at school.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Students placed on attendance contracts as a preventative measure; the campus attendance rate will be 97% or higher and increase in student achievement.
    Staff Responsible for Monitoring: Truancy officer, Principal, Assistance Principal(s), Attendance Clerk
 	
    Title I:
2.4, 2.5, 2.6
 - TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
    Problem Statements: Demographics 1 - Student Learning 1, 2
    Funding Sources: - Local Funds, - State: Compensatory Education, - Title IV, Part A, Subpart 1 - St Supp & Ac. Enrich				

0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: While student attendance rates increased from last year, Eastside still needs to increase attendance overall. **Root Cause**: Attendance incentives did not start until after the first 9 weeks.

| Student Learning |
|---|
| **Problem Statement 1**: Sixteen percent of all 3rd grade math testers and fifteen percent of all 4th grade math testers scored meets on the Math STAAR. **Root Cause**: High yield instructional strategies have not been utilized in Tier 1 instruction. |
| **Problem Statement 2**: Seventeen percent of all 3rd grade reading testers and sixteen percent of all 4th grade reading testers scored meets on the Reading STAAR. **Root Cause**: High yield instructional strategies have not been utilized in Tier 1 instruction. |

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

Performance Objective 2: By the end of the 2023-2024 school year, Eastside Elementary Math scores, as measured by STAAR, will increase from 26% to 40% meets or above.

> **High Priority**

> **Evaluation Data Sources:** EOY STAAR Scores

Strategy 1 Details	Reviews			
Strategy 1: Improve instruction for all students in PK-5 including At-Risk, Emergent Bilingual, Special Education, Gifted and Talented, and Dyslexia by implementing TIL strategies including Observation and Feedback, Lesson Alignment and Formative Assessment.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Through coaching teachers and Instructional coaches, we will increase student achievement in Math on common assessments, benchmarks, and STAAR. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Instructional Coaches **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1 - Perceptions 1 **Funding Sources:** - Local Funds, - State: Compensatory Education, - Title I, Part A - Improving Basic Programs, - Title III, Part A - English Language Acquisition, - State: Gifted and Talented, - State: Early Education Allotment, - State: Special Education				

Strategy 2 Details	Reviews			
Strategy 2: Improve student achievement in Math through the implementation of MTSS in Tier 2 and 3 instruction for all students in PK-5 including At-Risk, Emergent Bilingual, Special Education, and Dyslexia.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Through implementing small group instruction we will increase student achievement in Math on common assessments, benchmarks, and STAAR. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Instructional Coaches, RtI Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1 - Perceptions 1 **Funding Sources:** - Local Funds, - State: Compensatory Education, - Title I, Part A - Improving Basic Programs, - Title III, Part A - English Language Acquisition, - State: Special Education, - State: Early Education Allotment				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: 40% of the teachers at Eastside have less than 5 years of experience.   **Root Cause**: Teacher turnover can be attributed to principal turnover (4 different Principals in 4 years) and distance teachers are driving to get to Cleveland ISD.

Student Learning
Problem Statement 1: Sixteen percent of all 3rd grade math testers and fifteen percent of all 4th grade math testers scored meets on the Math STAAR.   **Root Cause**: High yield instructional strategies have not been utilized in Tier 1 instruction.

Perceptions
Problem Statement 1: From the last data source Leadership and Academic Feedback continues to be the lowest scored area.   **Root Cause**: Lack of clear communication of purpose through conversations of Mission and Vision and a clear direction for instructional improvement.

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

Performance Objective 3: By the end of the 2023-2024 school year, Eastside Elementary Reading scores, as measured by STAAR, will increase from 23% to 37% meets or above.

High Priority

Evaluation Data Sources: EOY STAAR Scores

Strategy 1 Details	Reviews			
Strategy 1: Improve instruction for all students in PK-5 including At Risk, Special Education, Emergent Bilinguals, Gifted and Talented and Dyslexia by implementing TIL strategies including observation and feedback, lesson alignment and formative assessment.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase in student achievement in Reading on Common Assessments, Benchmark, and STAAR **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches, Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 2 - Perceptions 1 **Funding Sources:** - Title I, Part A - Improving Basic Programs, - State: Compensatory Education, - State: Early Education Allotment, - State: Special Education, - State: Gifted and Talented, - Title III, Part A - Immigrant				

Strategy 2 Details	Reviews			
Strategy 2: Improve student achievement in Reading through the implementation of MTSS in Tier 2 and Tier 3 instruction for all students in PK-5 including At Risk, Special Education, Emergent Bilinguals, and Dyslexia.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students closing achievement gaps over a shorter time period; Ability to identify specific academic gaps and design personalized instruction to close them **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches, Teachers, RtI Teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 2 - Perceptions 1 **Funding Sources:** - State: Compensatory Education, - State: Early Education Allotment, - Title III, Part A - Immigrant, - Title I, Part A - Improving Basic Programs				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: 40% of the teachers at Eastside have less than 5 years of experience.   **Root Cause**: Teacher turnover can be attributed to principal turnover (4 different Principals in 4 years) and distance teachers are driving to get to Cleveland ISD.

Student Learning
Problem Statement 2: Seventeen percent of all 3rd grade reading testers and sixteen percent of all 4th grade reading testers scored meets on the Reading STAAR.   **Root Cause**: High yield instructional strategies have not been utilized in Tier 1 instruction.

School Processes & Programs
Problem Statement 2: Lack of consistency in communication, procedure, and processes.   **Root Cause**: Multiple changes in structure and leadership.

| Perceptions |
|---|
| **Problem Statement 1**: From the last data source Leadership and Academic Feedback continues to be the lowest scored area.   **Root Cause**: Lack of clear communication of purpose through conversations of Mission and Vision and a clear direction for instructional improvement. |

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

Performance Objective 1: By the end of the 2023-2024 school year, at least 40 hours of high-quality and ongoing campus-based professional development (including PLC) will be provided for teaching staff and administrators based on the needs assessment and student performance results.

High Priority

Evaluation Data Sources: PD sign in sheets and PD surveys

Strategy 1 Details	Reviews			
Strategy 1: Implement the use of ELLevation with all Emergent Bilingual students in grades K-5.	**Formative**			**Summative**
Strategy's Expected Result/Impact: EB students will increase in their TELPAS proficiency level.	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal, Assistant Principal(s), Teacher(s), Instructional Coach(es), LPAC Liaison(s) **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 **Funding Sources:** - Title III, Part A - English Language Acquisition, - State: Bilingual Education Allotment (BEA), - Title II, Part A - Supporting Effective Instruc.				

Strategy 2 Details	Reviews			
Strategy 2: Provide CBLI training to all Instructional Coaches and teachers.	Formative			Summative
Strategy's Expected Result/Impact: The teachers will gain a greater knowledge on the rigor of the TEKS and ELPS and in return STAAR and TELPAS scores will go up. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Instructional Coach(es) **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 **Funding Sources:** - Title III, Part A - English Language Acquisition, - State: Bilingual Education Allotment (BEA)	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Provide learning opportunities to staff in student interventions for social skills training, de-escalation strategies, and positive behavioral programs.	Formative			Summative
	Nov	Jan	Mar	May
Strategy's Expected Result/Impact: Improved classroom behavior; decrease of discipline referrals; implementation of CHAMPS. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Counselor(es), RtI Behavior, Teacher(s) **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 2 - Student Learning 1, 2 **Funding Sources:** - State: Special Education, - Title IV, Part A, Subpart 1 - St Supp & Ac. Enrich, - Local Funds				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: 40% of the teachers at Eastside have less than 5 years of experience.   **Root Cause**: Teacher turnover can be attributed to principal turnover (4 different Principals in 4 years) and distance teachers are driving to get to Cleveland ISD.
Student Learning
Problem Statement 1: Sixteen percent of all 3rd grade math testers and fifteen percent of all 4th grade math testers scored meets on the Math STAAR.   **Root Cause**: High yield instructional strategies have not been utilized in Tier 1 instruction.

Student Learning
Problem Statement 2: Seventeen percent of all 3rd grade reading testers and sixteen percent of all 4th grade reading testers scored meets on the Reading STAAR.   **Root Cause**: High yield instructional strategies have not been utilized in Tier 1 instruction.

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

Performance Objective 1: Increase parent attendance at family engagement events by twenty percent by the end of the 2023-2024 school year.

High Priority

Evaluation Data Sources: Attendance at events.

Strategy 1 Details	Reviews			
Strategy 1: All information pertaining to events at school will be posted on the school's social media including but not limited to the campus webpage, Class Dojo, and flyers sent home. **Strategy's Expected Result/Impact:** Parents will be informed of events which are held on campus. **Staff Responsible for Monitoring:** Principal, Technology Teacher, Teacher(s) **Title I:** 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - School Processes & Programs 1, 2 - Perceptions 1 **Funding Sources:** - Local Funds, - Title I, Part A - Improving Basic Programs, - Title III, Part A - English Language Acquisition	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

Strategy 2 Details	Reviews			
Strategy 2: Increase opportunities for parents and families to participate in school-related activities such as but not limited to Meet the Teacher, Open House, EB Information Night, GT Expo Night and Academic Nights. **Strategy's Expected Result/Impact:** Increase parent involvement	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers

Title I:
4.2
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
Problem Statements: Demographics 1 - School Processes & Programs 1, 2 - Perceptions 1
Funding Sources: - Title I, Part A - Improving Basic Programs, - Title III, Part A - Immigrant

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: While student attendance rates increased from last year, Eastside still needs to increase attendance overall.   **Root Cause**: Attendance incentives did not start until after the first 9 weeks.

School Processes & Programs
Problem Statement 1: Less than 50% of parents attend after school activities/events.   **Root Cause**: Activities are not always provided at convenient times for parents.
Problem Statement 2: Lack of consistency in communication, procedure, and processes.   **Root Cause**: Multiple changes in structure and leadership.

Perceptions
Problem Statement 1: From the last data source Leadership and Academic Feedback continues to be the lowest scored area.   **Root Cause**: Lack of clear communication of purpose through conversations of Mission and Vision and a clear direction for instructional improvement.

Campus Funding Summary

			Local Funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4			$0.00
1	2	1			$0.00
1	2	2			$0.00
2	1	3			$0.00
3	1	1			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00
			State: Compensatory Education		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4			$0.00
1	2	1			$0.00
1	2	2			$0.00
1	3	1			$0.00
1	3	2			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00
			Title I, Part A - Improving Basic Programs		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1			$0.00
1	2	2			$0.00
1	3	1			$0.00
1	3	2			$0.00
3	1	1			$0.00
3	1	2			$0.00

Title I, Part A - Improving Basic Programs					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00
Title III, Part A - English Language Acquisition					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	2			$0.00
1	1	3			$0.00
1	2	1			$0.00
1	2	2			$0.00
2	1	1			$0.00
2	1	2			$0.00
3	1	1			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00
State: Bilingual Education Allotment (BEA)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	2			$0.00
1	1	3			$0.00
2	1	1			$0.00
2	1	2			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00
State: Special Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1			$0.00
1	2	2			$0.00

State: Special Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1			$0.00
2	1	3			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00
State: Early Education Allotment					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1			$0.00
1	2	2			$0.00
1	3	1			$0.00
1	3	2			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00
State: Career & Technical Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00
Perkins V - CTE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00
GEAR UP					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00

GEAR UP					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

State: Gifted and Talented					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1			$0.00
1	3	1			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

IDEA-B Formula (Special Education)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

IDEA-B Preschool (Special Education)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Instructional Materials Allotment					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Title II, Part A - Supporting Effective Instruc.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1			$0.00

			Title II, Part A - Supporting Effective Instruc.		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00
			Title IV, Part A, Subpart 1 - St Supp & Ac. Enrich		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4			$0.00
2	1	3			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00
			ESSER III		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00
			TCLAS - Decision 6 (Tutoring)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00
			Title III, Part A - Immigrant		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1			$0.00
1	3	2			$0.00
3	1	2			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

TCLAS - Decision 1 (RSSP)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00
				Grand Total Budgeted	$0.00
				Grand Total Spent	$0.00
				+/- Difference	$0.00