Fort Worth Independent School District

125 Eastern Hills Elementary School

2024-2025 Campus Improvement Plan

Mission Statement

Our mission at Eastern Hills Elementary School is to prepare all students for success in college, career, and community leadership.

Vision

The vision of Eastern Hills Elementary School is to provide a safe and supportive environment that fosters social and emotional development and promotes academic rigor for all students.

Table of Contents

125 Eastern Hills Elementary School
Generated by Plan4Learning.com
    3 of 45
    October 7, 2024 11:20 AM

Comprehensive Needs Assessment

Revised/Approved: April 9, 2024

Demographics

Demographics Summary

We currently have 470 students:

- 50% African American
- 36% Hispanic
- 6% White
- 3% Asian
- 5% Two or More Races
- 10% SPED
- 21% LEP
- 94% Economically Disadvantaged

We serve students from Pre-K 3 - 5th grade. Most of our students live more than two miles away from our school. Over 60% of our students are residents of apartments. We currently have a 30% mobility rate. This is a decrease from 38%.

Demographics Strengths

Currently our Hispanic population has a low mobility rate with an average attendance rate of 94%. Over 70% of our African American student met or exceeded their academic progress in reading and math according to the 2023 STAAR. 2024 EOY MAP Literacy data indicates that there has been a 19% increase in the percentage of African American students that met or exceeded projected growth on MAP Growth Reading EOY 2022 to EOY 2024. EOY MAP math data indicates that there has been a 27% increase in the percentage of African American students that met or exceeded projected growth on MAP Growth math EOY 2022 to EOY 2024. . EOY MAP math data indicates that there has been a 17% increase in the percentage of ELL students that met or exceeded projected growth on MAP Growth math from EOY 2022 to EOY 2024.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 50% of Kinder - 5th grade economically disadvantaged students met projected growth on 2024 MOY reading MAP Growth assessment   **Root Cause:** There is lack of consistency with the unit planning process.

Problem Statement 2: 33 % of 1st - 5th grade EL students had an increase in language proficiency rating on the 2023 TELPAS.   **Root Cause:** There is a lack of consistency with a system to monitor the progress of EL students language proficiency.

Student Learning

Student Learning Summary

Over 85% 2023- 2024 Pre-K students were kindergarten ready as measured by Children's Learning Institute. Over 50% of kindergarten and 1st grade students met or exceeded their projected MAP math growth projection. There is a need to increase the percentage of students in 2nd - 5th grade that met or exceed their projected growth in MAP math and reading growth projection. There is a need to increase the number of students who achieve approaches, meets, and masters as measured by STAAR. There is a gap in achievement between African American students in comparison to Hispanic students on MAP and STAAR.

Student Learning Strengths

Over 50% of Emerging Bilingual students improved their TELPAS composite score in 2023-2024. The School Growth percentile for 1st - 3rd grade MOY MAP math was over the 50th percentile. Kindergarten School Growth Percentile for MOY MAP literacy was over the 60 percentile. At the BOY 76% of students were performing below grade level, 19% in grade level, and 5% above grade level on the Lexia Literacy program. At the EOY 30% of students were performing below grade level, 35% in grade level, and 35% above grade level on the Lexia Literacy program.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 54% of African American students met or exceeded projected growth on the 2023 EOY Map Growth math assessment.   **Root Cause:** There is lack of consistency with the unit planning process.

Problem Statement 2: 25% of 3rd - 5th grade students scored meets on the 2023 math STAAR.   **Root Cause:** There is lack of consistency with the unit planning process.

School Processes & Programs

School Processes & Programs Summary

The campus uses a diverse leadership team to recruit highly qualified educators that fit the need of the students on the campus. Prospective educators engage in tasks that are aligned to the desired job and have an opportunity to engage in discourse with current staff members. The campus clearly defines the roles and responsibility of the leadership team. The leadership team uses instructional data to plan and execute professional learning to increase the capacity of each educator. The goal is to increase the growth and achievement of each student. Staff and students identify a need to support the self regulation of emotions for students.

School Processes & Programs Strengths

There are processes and procedures for continuous improvement in the planning and execution of instruction. Before each unit, teachers will engage in standard aligned unit internalizations to ensure teachers and instructional leadership team know what students must be able to know and be able to do by the end of the Unit There are systems to identify the individual academic goal of each student with all stakeholders. Students' progress on mastery of standards will be tracked for each unit assessment. There is a process to responds to students' individual data within the school day to ensure progress towards mastery of the standards. The campus has improved on establishing MTSS systems to identify and respond to learning gaps of students. By September 22nd, 2024, 100% of teachers will have created individual professional learning goals, student learning objectives, and aligned professional development plans to help reach individual professional and student goals.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): During the 2023-2024 school year, 5% of 1st - 5th grade students are identified as dyslexic, the norm is 10% of your enrollment.   **Root Cause:** The campus system to proactively identify students who have significant learning gaps throughout the year is not well coordinated or timely.

Problem Statement 2: During the 2023-2024 school year, 8% of 2nd - 5th grade students are identified as gifted and talented, the norm is 10% of your enrollment.   **Root Cause:** The campus system to proactively identify students is not well coordinated or timely.

Perceptions

Perceptions Summary

Eastern Hills Elementary hosts Academic Parent Teacher Team meetings three times a year. Parents have an opportunity to collaborate with teachers on academic growth, achievement, and next steps to increase student growth and achievement. Eastern Hills Elementary hosts porch visits for all Opportunity Group students to collaborate with families on any individual needs and construct a collaborative plan to help students to meet or exceed the individual MAP growth goals in reading and math. Eastern Hills Elementary partners with the Junior League of Fort Worth to support family, staff, and student engagement. Eastern Hills Elementary partners with Read2Win to increase the individual reading goals of identified students.

Perceptions Strengths

Class Dojo is established to ensure consistent collaboration and engagement between school and families. There were 13,261 messages were sent to families via Class Dojo during the 2023-2024 school year. There were 1,671 school stories posted on the campus class story page to engage parents in cultural and academic events. Over 14,000 positive feedback points were earned by students during the 2023-2024 school year. The following services are regularly available to families: the Cornerstone, My Health My Resources, GED and ESL courses, Parent Champions, Food Pantry, Family Engagement Specialist, Student Success Coordinator, and Case Managers. There has been a 8% decrease in the percentage of students that are chronically absent.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 35% African American and 41% of Special Education Students are identified as chronically absent in the 2023-2024 School Year. **Root Cause:** There is need to increase an equity focus when addressing chronically absent students.

Problem Statement 2 (Prioritized): 57% of the 61 duplicate incident referrals from the 2023-2024 school year are from African American males. **Root Cause:** The campus systems to provide proactive support in positive behavior intervention system does not consistently have an equity focus.

Priority Problem Statements

Problem Statement 1: 50% of Kinder - 5th grade economically disadvantaged students met projected growth on 2024 MOY reading MAP Growth assessment
Root Cause 1: There is lack of consistency with the unit planning process.
Problem Statement 1 Areas: Demographics

Problem Statement 2: 54% of African American students met or exceeded projected growth on the 2023 EOY Map Growth math assessment.
Root Cause 2: There is lack of consistency with the unit planning process.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: During the 2023-2024 school year, 5% of 1st - 5th grade students are identified as dyslexic, the norm is 10% of your enrollment.
Root Cause 3: The campus system to proactively identify students who have significant learning gaps throughout the year is not well coordinated or timely.
Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: 35% African American and 41% of Special Education Students are identified as chronically absent in the 2023-2024 School Year.
Root Cause 4: There is need to increase an equity focus when addressing chronically absent students.
Problem Statement 4 Areas: Perceptions

Problem Statement 5: 57% of the 61 duplicate incident referrals from the 2023-2024 school year are from African American males.
Root Cause 5: The campus systems to provide proactive support in positive behavior intervention system does not consistently have an equity focus.
Problem Statement 5 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)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability 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

Student Data: Assessments

- Other PreK - 2nd grade assessment data

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
- Male / Female performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

Student Data: Behavior and Other Indicators

- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data
- Equity data
- T-TESS data

- T-PESS data

Parent/Community Data

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

Goals

Goal 1: Early Literacy
Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 1: *Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from _83_% to _90_% by May 2025.
*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from _92_% to _95_% by May 2025.
*Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from _79_% to _85_% by May 20235.

> **High Priority**
>
> **HB3 Goal**
>
> **Evaluation Data Sources:** Formative assessments, Summative Assessments, and BOY, MOY, and EOY CLI

Strategy 1: Improve the quality and alignment of Tier 1 Instruction for all students through the use of Creative Curriculum unit and lesson internalization process to ensure standard aligned lessons based upon pre-k guidelines, assessments, curriculum, and individual student data.

> **Strategy's Expected Result/Impact:** Outcome Goal: Student mastery on phonological awareness skills will increase. Teachers will increase efficiency in planning standard aligned units, assessments, and lessons on phonological awareness skills. Teachers and leaders will meet every three weeks to review student achievement
>
> **Staff Responsible for Monitoring:** Progress Monitoring: CLI, Teacher, and Instructional Assistant Academic Observation Notes
>
> **Title I:**
> 2.4, 2.6
> - **TEA Priorities:**
> Build a foundation of reading and math
> - **ESF Levers:**
> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing
>
> **Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Teachers will engage in professional learning and PLCs that are focused on unit internalization, lesson internalization, lesson practice, analyzing and responding to student data following an established professional learning and PLC schedule.	Formative		Summative	
	Nov	Jan	Mar	June
Intended Audience: Pre-K Teachers and Instructional Assistants **Provider / Presenter / Person Responsible:** Early Learning Specialist **Date(s) / Timeframe:** Every two weeks in the 2024-2025 School year. **Collaborating Departments:** Early Learning **Delivery Method:** In-Person or Virtual				

Action Step 2 Details	Reviews			
Action Step 2: Develop a system/cycle of observation and feedback of Tier 1 Instruction aligned to the pre-k guidelines, curriculum, and data with a goal of 100% of teachers achieving proficient or higher in TTESS Dimensions 1 and 2 by December 2025.	Formative		Summative	
	Nov	Jan	Mar	June
Intended Audience: Pre-K Teachers **Provider / Presenter / Person Responsible:** Principal and Assistant Principal **Date(s) / Timeframe:** By August 2024 **Collaborating Departments:** Learning and Leading **Delivery Method:** In-Person				

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

Strategy 2: Establish a data driven culture that tracks, analyzes, and responds to student academic phonological awareness needs by engaging staff, students, and families.

Strategy's Expected Result/Impact: Outcome Goal: Leadership Team, Teachers, Families, and students will know students' individual goals with a visible data tracker for phonological awareness skills.

Staff Responsible for Monitoring: Progress Monitoring: Teacher and Instructional Assistant Data Tracking System, Classroom Tracker, and Campus Data Tracker of Students' Progress on Phonological Awareness.

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 4: High-Quality Instructional Materials and Assessments

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Upgrade student goal setting and data tracking systems (Campus, Classroom, Teacher, Instructional Assistant, and Families) that will allow all stakeholders to track, monitor, and respond to each student's academic needs.	**Formative**		**Summative**	
Intended Audience: Campus Leadership, Pre-K Teachers, Students, and Families **Provider / Presenter / Person Responsible:** Campus Leader, Data Analyst, and Pre-K Teachers **Date(s) / Timeframe:** 2024-2025 School year **Collaborating Departments:** Early Learning **Delivery Method:** In-Person	**Nov**	**Jan**	**Mar**	**June**

Action Step 2 Details	Reviews			
Action Step 2: Campus Instructional Leaders will review disaggregated data to track and monitor the progress of each student and provide evidence based feedback to teachers.	**Formative**		**Summative**	
Intended Audience: Pre-K teachers **Provider / Presenter / Person Responsible:** Principal, Assistant Principal, Data Analyst, and Early Learning Specialist **Date(s) / Timeframe:** 2024-2025 **Collaborating Departments:** Early Learning **Delivery Method:** In-Person	**Nov**	**Jan**	**Mar**	**June**

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 50% of Kinder - 5th grade economically disadvantaged students met projected growth on 2024 MOY reading MAP Growth assessment   **Root Cause**: There is lack of consistency with the unit planning process.

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 2: *Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from _52_% to _65_% by May 2025.

*Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from _40_% to _65_% by May 2025.

*Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from _52_% to _65_% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: Formative Assessment Data, Unit Assessment Data, Core 5, Boy, MOY, and EOY MAP Fluency

Strategy 1: Improve the quality and alignment of Tier 1 Instruction for all K- 5th grade students through the use of unit and lesson internalization process to ensure standard aligned lessons based upon literacy TEKS, assessments, and individual student data using district approved resources (Amplify, Core 5, and Estrelita).

Strategy's Expected Result/Impact: Outcome Goal: Student mastery on literacy skills will increase. Teachers will increase efficiency in planning standard aligned units, assessments, and lessons on literacy skills. Teachers and leaders will meet every week to review student achievement data.

Progress Monitoring: Summative Assessments, Formative Assessments, Core 5, and MAP Fluency

Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Coaches

Title I:
2.4, 2.6

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Provide professional learning on the Science of Teaching Reading and Planning Tier 1 and Tier 2 Instruction using Amplify and Core 5.	Formative		Summative	
	Nov	Jan	Mar	June
Intended Audience: Kindergarten - 5th Grade Teachers **Provider / Presenter / Person Responsible:** Principal and Learning and Leading **Date(s) / Timeframe:** Fall 2024 and Spring 2025 **Collaborating Departments:** Learning and Leading **Delivery Method:** In-Person				

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: 50% of Kinder - 5th grade economically disadvantaged students met projected growth on 2024 MOY reading MAP Growth assessment   **Root Cause**: There is lack of consistency with the unit planning process.

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 3: *Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from _51_% to _65_% by May 2025.

*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from _50_% to _65_% by May 2025.

*Increase the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from _50_% to _65_% by May 2025.

> **High Priority**
>
> **HB3 Goal**
>
> **Evaluation Data Sources:** Formative Assessment Data, Unit Assessment Data, Core 5, Boy, MOY, and EOY MAP Fluency

Strategy 1: Improve the quality and alignment of Tier 1 Instruction for all K- 5th grade students through the use of unit and lesson internalization process to ensure standard aligned lessons based upon literacy TEKS, assessments, and individual student data using district approved resources (Amplify, Core 5, and Estrelita).

> **Strategy's Expected Result/Impact:** Outcome Goal: Student mastery on literacy standards will increase. Teachers will increase efficiency in planning standard aligned units, assessments, and lessons on literacy TEKS. Teachers and leaders will meet every week to review student achievement data.
>
> Progress Monitoring: Summative Assessments, Formative Assessments, Core 5, and MAP Growth
>
> **Staff Responsible for Monitoring:** Progress Monitoring: Summative Assessments, Formative Assessments, Core 5, and MAP Growth
>
> **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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
>
> **Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Kindergarten - 5th grade Teachers will engage in professional learning and PLCs that are focused on unit internalization, lesson internalization, lesson practice, analyzing and responding to student data following an established professional learning and PLC schedule.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Kindergarten - 5th Grade Teachers **Provider / Presenter / Person Responsible:** Principal, Assistant Principal, Instructional Coaches, and Learning and Leading **Date(s) / Timeframe:** Weekly following the Professional Learning and PLC Schedule **Collaborating Departments:** Learning and Leading **Delivery Method:** In-Person				

Action Step 2 Details	Reviews			
Action Step 2: Develop a system/cycle of observation and feedback of Tier 1 Instruction aligned to the TEKS, curriculum, and data with a goal of 100% of teachers achieving proficient or higher in TTESS Dimensions 1 and 2 by December 2024.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Kindergarten - 5th Grade Teachers **Provider / Presenter / Person Responsible:** Principal and Assistant Principal **Date(s) / Timeframe:** By August 2024 **Collaborating Departments:** Learning and Leading **Delivery Method:** In-Person				

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

Strategy 2: Establish a data driven culture that tracks, analyzes, and responds to student academic literacy needs by engaging staff, students, and families.

Strategy's Expected Result/Impact: Outcome Goal: Leadership Team, Teachers, Families, and students will know students' individual goals with a visible data tracker for literacy goals and skills.

Progress Monitoring: Teacher and Instructional Assistant Data Tracking System, Classroom Tracker, and Campus Data Tracker of Students' Progress on literacy TEKS.

Staff Responsible for Monitoring: Principal, Assistant Principal, Data Analyst, and Instructional Coaches

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 2: Strategic Staffing, Lever 5: Effective Instruction

Problem Statements: Demographics 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Provide Professional Learning on Data Driven Literacy Instruction to engage in weekly data meetings to respond to students individual academic needs in Tier 1 and Tier 2 Instruction. Implement weekly data meetings to increase student achievement on literacy standards.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Pre-k - 5th grade Teachers **Provider / Presenter / Person Responsible:** Reading Intervention Teacher **Date(s) / Timeframe:** Fall 2024 and Spring 2025 **Collaborating Departments:** Leader and Learning **Delivery Method:** In-Person **Funding Sources:** - TITLE I (211) - 211-11-6119-04E-125-30-510-000000-25F10 - $69,525, - SPED (199 PIC 23) - $3,450, - GT (199 PIC 21) - $319, - BEA (199 PIC 25) - 199-11-6399-001-125-25-313-000000 - $1,230, - BASIC (199 PIC 11) - 199-11-6321-XXX-125-11-313-000000- - $6,000				

Action Step 2 Details	Reviews			
Action Step 2: Action Step Upgrade student goal setting and data tracking systems (Campus, Classroom, Teacher, Instructional Assistant, and Families) that will allow all stakeholders to track, monitor, and respond to each student's academic needs through Tier 1 and Tier 2 Literacy instruction.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Campus Leadership, Kindergarten - 5th grade teachers, students, and families **Provider / Presenter / Person Responsible:** Campus Leader, Title 1 Teacher, Instructional Coaches and Kindergarten - 5th grade General Education and Special Education Teachers **Date(s) / Timeframe:** Fall 2024 and Spring 2025 **Collaborating Departments:** Learning and Leading and Accountability and Data Quality **Delivery Method:** In-Person **Funding Sources:** - TITLE I (211) - 211-12-6116-04E-125-30-510-000000-25F10 - $2,067, - TITLE I (211) - 211-11-6112-0PD-125-30-510-000000-25F10 - $600, - TITLE I (211) - 211-11-6112-04E-125-30-510-000000-25F10 - $600				

Action Step 3 Details	Reviews			
Action Step 3: Teachers and Instructional Assistants will conduct after school tutoring for at-risk students. Teachers will use PLC and MTSS data to assign students to tutoring groups and implement planned standard aligned literacy activities based on students academic needs.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Kindergarten - 5th grade students **Provider / Presenter / Person Responsible:** Principal, Assistant Principal, Title 1 Teacher , Instructional Coaches, Teachers, and Instructional Assistants. **Date(s) / Timeframe:** Fall and Spring **Collaborating Departments:** Learning and Leading **Delivery Method:** In-Person **Funding Sources:** - TITLE I (211) - 211-11-6116-04E-125-30-510-000000-25F10 - $3,668.20, - TITLE I (211) - 211-11-6399-04E-125-30-510-000000-25F10 - $17,475				

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

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: 50% of Kinder - 5th grade economically disadvantaged students met projected growth on 2024 MOY reading MAP Growth assessment   **Root Cause**: There is lack of consistency with the unit planning process.

School Processes & Programs
Problem Statement 1: During the 2023-2024 school year, 5% of 1st - 5th grade students are identified as dyslexic, the norm is 10% of your enrollment.   **Root Cause**: The campus system to proactively identify students who have significant learning gaps throughout the year is not well coordinated or timely.

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math from _88_% to _90_% by May 2025.
Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from _90_% to _92_% by May 2025.

High Priority

Evaluation Data Sources: Formative Assessments, Summative Assessments, BOY, MOY, and EOY CLI

Strategy 1: Improve the quality and alignment of Tier 1 Instruction for all students through the use of Creative Curriculum unit and lesson internalization process to ensure standard aligned lessons based upon pre-k guidelines, assessments, curriculum, and individual student data.

Strategy's Expected Result/Impact: Outcome Goal: Student mastery on math skills will increase. Teachers will increase efficiency in planning standard aligned units, assessments, and lessons on phonological awareness skills. Teachers and leaders will meet every three weeks to review student achievement

Progress Monitoring: CLI, Teacher, and Instructional Assistant Academic Observation Notes

Staff Responsible for Monitoring: Principal, Assistant Principal, Early Learning Coach, and Pre-K Grade Level Leader

Title I:
2.4, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Teachers will engage in professional learning and PLCs that are focused on unit internalization, lesson internalization, lesson practice, analyzing and responding to student data following an established professional learning and PLC schedule.	Formative		Summative	
	Nov	Jan	Mar	June
Intended Audience: Pre-K Teachers and Instructional Assistants **Provider / Presenter / Person Responsible:** Early Learning Specialist **Date(s) / Timeframe:** Every two weeks in the 2024-2025 School year. **Collaborating Departments:** Early Learning **Delivery Method:** In-Person or Virtual				

Action Step 2 Details	Reviews			
Action Step 2: Develop a system/cycle of observation and feedback of Tier 1 Instruction aligned to the pre-k guidelines, curriculum, and data with a goal of 100% of teachers achieving proficient or higher in TTESS Dimensions 1 and 2 by December 2023.	Formative		Summative	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Pre-K Teachers **Provider / Presenter / Person Responsible:** Principal and Assistant Principal **Date(s) / Timeframe:** By August 2025 **Collaborating Departments:** Learning and Leading **Delivery Method:** In-Person				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 50% of Kinder - 5th grade economically disadvantaged students met projected growth on 2024 MOY reading MAP Growth assessment   **Root Cause**: There is lack of consistency with the unit planning process.

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

Performance Objective 2: : Increase the percentage of Kinder students who score On Track on TX-KEA Math from _32_% to _50_% by May 2025.
Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from _19_% to _40_% by May 2023.

High Priority

Evaluation Data Sources: Formative Assessments, Unit Assessments, BOY, MOY, and EOY TX KEA

Strategy 1: Establish a data driven culture that tracks, analyzes, and responds to student academic math needs by engaging staff, students, and families.

Strategy's Expected Result/Impact: Outcome Goal: Leadership Team, Teachers, Families, and students will know students' individual goals with a visible data tracker for math skills.
Progress Monitoring: Teacher and Instructional Assistant Data Tracking System, Classroom Tracker, and Campus Data Tracker of Students' Progress on Identified Math goals.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, and Teachers

Title I:
2.4, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals
 - **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: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Campus Instructional Leaders will review disaggregated data to track and monitor the progress of each student and provide evidence based feedback to teachers on identified math standards	Formative		Summative	
Intended Audience: : Kindergarten Teachers **Provider / Presenter / Person Responsible:** Principal, Assistant Principal, Instructional Coach **Date(s) / Timeframe:** 2024-2025 School Year **Collaborating Departments:** Learning and Leading **Delivery Method:** In-Person	Nov	Jan	Mar	June

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: 54% of African American students met or exceeded projected growth on the 2023 EOY Map Growth math assessment.   **Root Cause**: There is lack of consistency with the unit planning process.

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

Performance Objective 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from _59_% to _65_% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from _54_% to _65_% by May 202.

High Priority

Evaluation Data Sources: Formative Assessments, summative assessments, BOY, MOY, and EOY MAP Growth

Strategy 1: Improve the quality and alignment of Tier 1 Instruction for all K- 5th grade students through the use of unit and lesson internalization process to ensure standard aligned lessons based upon math TEKS, assessments, and individual student data using district approved resources (Eureka and Dreambox).

Strategy's Expected Result/Impact: Outcome Goal: Student mastery on math TEKS will increase. Teachers will increase efficiency in planning standard aligned units, assessments, and lessons on math standards. Teachers and leaders will meet every week to review student achievement data.
Progress Monitoring: Summative Assessments, Formative Assessments, Dreambox, and MAP

Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Coach.

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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Kindergarten - 5th grade Teachers will engage in professional learning and PLCs that are focused on unit internalization, lesson internalization, lesson practice, analyzing and responding to student data following an established professional learning and PLC schedule.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**

Intended Audience: Kindergarten - 5th Grade Teachers
    Provider / Presenter / Person Responsible: Principal, Assistant Principal, Instructional Coaches, and Learning and Leading
    Date(s) / Timeframe: Weekly following the Professional Learning and PLC Schedule
    Collaborating Departments: Learning and Leading
    Delivery Method: In-Person				

Action Step 2 Details	Reviews			
	Formative		Summative	
Action Step 2: Upgrade student goal setting and data tracking systems (Campus, Classroom, Teacher, Instructional Assistant, and Families) that will allow all stakeholders to track, monitor, and respond to each student's academic needs through Tier 1 and Tier 2 math instruction	**Nov**	**Jan**	**Mar**	**June**
Intended Audience: Campus Leadership, Kindergarten - 5th grade teachers, students, and families **Provider / Presenter / Person Responsible:** Campus Leader, Data Analyst, Instructional Coaches and Kindergarten - 5th grade General Education and Special Education Teachers **Date(s) / Timeframe:** 2024-2025 School year **Collaborating Departments:** Learning and Leading and Accountability and Data Quality **Delivery Method:** In-Person				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Strategy 2: Establish a data driven culture that tracks, analyzes, and responds to student academic math needs by engaging staff, students, and families.

Strategy's Expected Result/Impact: Outcome Goal: Leadership Team, Teachers, Families, and students will know students' individual goals with a visible data tracker for literacy goals and TEKS.

Staff Responsible for Monitoring: Progress Monitoring: Teacher and Instructional Assistant Data Tracking System, Classroom Tracker, and Campus Data Tracker of Students' Progress on math TEKS.

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 2: Strategic Staffing

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Provide Professional Learning on Data Driven Literacy Instruction to engage in weekly data meetings to respond to students individual academic needs in Tier 1 and Tier 2 Instruction. Implement weekly data meetings to increase student achievement on math standards.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Pre-k - 5th grade Teachers **Provider / Presenter / Person Responsible:** Title 1 Reading Teacher **Date(s) / Timeframe:** Fall 2024 and Spring 2025 **Collaborating Departments:** Leading and Learning **Delivery Method:** In-Person **Funding Sources:** - SCE (199 PIC 24) - 199-11-6399-001-125-24-313-000000- - $5,250				

Action Step 2 Details	Reviews			
Action Step 2: Upgrade student goal setting and data tracking systems (Campus, Classroom, Teacher, Instructional Assistant, and Families) that will allow all stakeholders to track, monitor, and respond to each student's academic needs through Tier 1 and Tier 2 math instruction.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Campus Leadership, Kindergarten - 5th grade teachers, students, and families **Provider / Presenter / Person Responsible:** Campus Leader, Reading Teacher, Instructional Coaches and Kindergarten - 5th grade General Education and Special Education Teachers **Date(s) / Timeframe:** 2024-2025 School year **Collaborating Departments:** Learning and Leading and Accountability and Data Quality **Delivery Method:** In-Person				

Action Step 3 Details	Reviews			
Action Step 3: Teachers and Instructional Assistants will conduct after school tutoring for at-risk students. Teachers will use PLC and MTSS data to assign students to tutoring groups and implement planned standard aligned literacy activities based on students academic needs.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Kindergarten - 5th grade students **Provider / Presenter / Person Responsible:** Principal, Assistant Principal, Title 1 Reading Teacher, Instructional Coaches, Teachers, and Instructional Assistants. **Date(s) / Timeframe:** Fall and Spring 2024-2025 **Collaborating Departments:** Learning and Leading **Delivery Method:** In-Person **Funding Sources:** - TITLE I (211) - 211-11-6116-04E-125-30-510-000000-25F10 - $3,000, - TITLE I (211) - 211-11-6399-04E-125-30-510-000000-25F10 - $2,000				

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

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: 54% of African American students met or exceeded projected growth on the 2023 EOY Map Growth math assessment.   **Root Cause**: There is lack of consistency with the unit planning process.

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025

Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from _19_% to _40_% by May 2025.
Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from _13_% to _40_% by May 2025.

High Priority

Evaluation Data Sources: MAP, Formative and Summative Assessments, Benchmarks, and STAAR

Strategy 1: Improve the quality and alignment of Tier 1 Instruction for all K- 5th grade students through the use of unit and lesson internalization process to ensure standard aligned lessons based upon literacy TEKS, assessments, and individual student data using district approved resources (Amplify, Core 5, and Estrelita).

Strategy's Expected Result/Impact: Outcome Goal: Student mastery on literacy standards will increase. Teachers will increase efficiency in planning standard aligned units, assessments, and lessons on literacy TEKS. Teachers and leaders will meet every week to review student achievement data.

Progress Monitoring: Summative Assessments, Formative Assessments, Core 5, and MAP Growth

Staff Responsible for Monitoring: Principal, Assistant Principals and Instructional Coaches

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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Kindergarten - 5th grade Teachers will engage in professional learning and PLCs that are focused on unit internalization, lesson internalization, lesson practice, analyzing and responding to student data following an established professional learning and PLC schedule.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Kindergarten - 5th Grade Teachers **Provider / Presenter / Person Responsible:** Principal, Assistant Principal, Instructional Coaches, and Learning and Leading **Date(s) / Timeframe:** Weekly following the Professional Learning and PLC Schedule **Collaborating Departments:** Learning and Leading **Delivery Method:** In-Person				

Action Step 2 Details	Reviews			
Action Step 2: Develop a system/cycle of observation and feedback of Tier 1 Instruction aligned to the TEKS, curriculum, and data with a goal of 100% of teachers achieving proficient or higher in TTESS Dimensions 1 and 2 by December 2024	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Kindergarten - 5th Grade Teachers **Provider / Presenter / Person Responsible:** Principal and Assistant Principal **Date(s) / Timeframe:** July-August 2024 **Collaborating Departments:** Learning and Leading **Delivery Method:** In-Person				

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

Strategy 2: Establish a data driven culture that tracks, analyzes, and responds to student academic math needs by engaging staff, students, and families

Strategy's Expected Result/Impact: Outcome Goal: Leadership Team, Teachers, Families, and students will know students' individual goals with a visible data tracker for literacy goals and TEKS.

Staff Responsible for Monitoring: Progress Monitoring: Teacher and Instructional Assistant Data Tracking System, Classroom Tracker, and Campus Data Tracker of Students' Progress on math TEKS.

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 2: Strategic Staffing

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Provide Professional Learning on Data Driven Literacy Instruction to engage in weekly data meetings to respond to students individual academic needs in Tier 1 and Tier 2 Instruction. Implement weekly data meetings to increase student achievement on math standards.	Formative		Summative	
	Nov	Jan	Mar	June
Intended Audience: Pre-k - 5th grade Teachers **Provider / Presenter / Person Responsible:** Principal, Assistant Principal, Instructional Coach **Date(s) / Timeframe:** Fall 2024-Spring 2025 **Collaborating Departments:** Leader and Learning and Accountability and Data Quality **Delivery Method:** In-Person				

Action Step 2 Details	Reviews			
Action Step 2: Upgrade student goal setting and data tracking systems (Campus, Classroom, Teacher, Instructional, Assistant, and Families) that will allow all stakeholders to track, monitor, and respond to each student's academic needs through Tier 1 and Tier 2 math instruction.	Formative		Summative	
	Nov	Jan	Mar	June
Intended Audience: Campus Leadership, Kindergarten - 5th grade teachers, students, and families **Provider / Presenter / Person Responsible:** Campus Leader, Data Analyst, Instructional Coaches and Kindergarten - 5th grade General Education and Special Education Teachers **Date(s) / Timeframe:** 2024-2025 School year **Collaborating Departments:** Learning and Leading and Accountability and Data Quality **Delivery Method:** In-Person				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 50% of Kinder - 5th grade economically disadvantaged students met projected growth on 2024 MOY reading MAP Growth assessment   **Root Cause**: There is lack of consistency with the unit planning process.

School Processes & Programs
Problem Statement 1: During the 2023-2024 school year, 5% of 1st - 5th grade students are identified as dyslexic, the norm is 10% of your enrollment.   **Root Cause**: The campus system to proactively identify students who have significant learning gaps throughout the year is not well coordinated or timely.

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025

Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from __% to __% by May 2025. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from __% to __% by May 2025.

Strategy 1: Improve the quality and alignment of Tier 1 Instruction for all K- 5th grade students through the use of unit and lesson internalization process to ensure standard aligned lessons based upon math TEKS, assessments, and individual student data using district approved resources (Eureka and Dreambox).

Strategy's Expected Result/Impact: Outcome Goal: Student mastery on math TEKS will increase. Teachers will increase efficiency in planning standard aligned units, assessments, and lessons on math standards. Teachers and leaders will meet every week to review student achievement data.

Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Coach.

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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Kindergarten - 5th grade Teachers will engage in professional learning and PLCs that are focused on unit internalization, lesson internalization, lesson practice, analyzing and responding to student data following an established professional learning and PLC schedule	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Kindergarten - 5th Grade Teachers **Provider / Presenter / Person Responsible:** Principal, Assistant Principal, Instructional Coach, and Learning and Leading **Date(s) / Timeframe:** Weekly following the Professional Learning and PLC Schedule **Collaborating Departments:** Learning and Leading **Delivery Method:** In-Person				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: 54% of African American students met or exceeded projected growth on the 2023 EOY Map Growth math assessment.   **Root Cause**: There is lack of consistency with the unit planning process.

Goal 4: Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 31% to 28% by May 2024.

HB3 Goal

Evaluation Data Sources: Attendance Data from Focus

Strategy 1: Student Support Team will analyze chronic absent students' data to determine next steps to decrease the percentage of chronically absent students.

Strategy's Expected Result/Impact: Outcome Goal: Individualized action steps for each chronically absent student.

Progress Monitoring: Action Steps and Attendance Data

Staff Responsible for Monitoring: Principal, AP, Teachers, and Student Success Team

Title I:
2.4, 2.5, 2.6, 4.1, 4.2
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 3: Positive School Culture

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Meet every three weeks with SST following an established meet schedule and protocol to develop individualized plans for students.	Formative		Summative	
	Nov	Jan	Mar	June
Intended Audience: Chronically Absent Students				
Provider / Presenter / Person Responsible: Date(s) / Timeframe 2022-2023 School Year				
Date(s) / Timeframe: 2024-2025 School Year				
Collaborating Departments: Learning and Leading				
Delivery Method: In-Person				

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

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: 35% African American and 41% of Special Education Students are identified as chronically absent in the 2023-2024 School Year. **Root Cause**: There is need to increase an equity focus when addressing chronically absent students.

Goal 4: Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 2: Decrease the overall number of discipline referrals by school personnel from __61_ to __50_ by May 2025.
Decrease the number of discipline referrals by school personnel for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from _43__ to _30__ by May 2025.

   Evaluation Data Sources: Focus Referral Data

Strategy 1: Align and leverage programs, resources, and Multi-Tiered Systems of Support to decrease behavior and discipline incidents and improve school climate and culture

   Strategy's Expected Result/Impact: Result/Impact
   Outcome Goal: Faculty and Staff will implement knowledge of PBIS, De-Escalation, and culturally responsive teaching. Students will use de-escalation strategies.

   Progress Monitoring: Branching Minds and Focus Referral Data

   Staff Responsible for Monitoring: Principal, AP, Student Success Team, and Teachers

   Title I:
   2.4, 2.5, 2.6
    - **TEA Priorities:**
   Recruit, support, retain teachers and principals
    - **ESF Levers:**
   Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

   Problem Statements: Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: Implement targeted activities and events for the school year, and convene after each event to engage in the continuous improvement process that includes stakeholder feedback.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Eastern Hills Elementary Families				
Provider / Presenter / Person Responsible: Principal, Assistant Principal, Family and Community Partnership Manager, Family Engagement Specialist, and Teachers				
Date(s) / Timeframe: 2024-2025				
Collaborating Departments: Parent Partnership				
Delivery Method: In-Person				

Action Step 2 Details	Reviews			
Action Step 2: Meet every three weeks with SST following an established meet schedule and protocol to develop individualized plans for students with referrals.	Formative		Summative	
	Nov	Jan	Mar	June
Intended Audience: Duplicate Referral Students **Provider / Presenter / Person Responsible:** Principal, Assistant Principal, and Student Support Team **Date(s) / Timeframe:** 2024-2025 School Year **Collaborating Departments:** Learning and Leading **Delivery Method:** In-Person				

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

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: 57% of the 61 duplicate incident referrals from the 2023-2024 school year are from African American males.   **Root Cause**: The campus systems to provide proactive support in positive behavior intervention system does not consistently have an equity focus.

Goal 4: Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 3: Decrease the number of out-of-school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 7% to 3% by May 2025.

    Evaluation Data Sources: Focus Suspension Data

Strategy 1: Align and leverage programs, resources, and Multi-Tiered Systems of Support to decrease behavior and discipline incidents and improve school climate and culture.

    Strategy's Expected Result/Impact: Outcome Goal: Faculty and Staff will implement knowledge of PBIS, De-Escalation, and culturally responsive teaching. Students will use de-escalation strategies.

    Progress Monitoring: Branching Minds and Focus Suspension Data

    Staff Responsible for Monitoring: Principal, AP, Student Success Team, and Teachers

    Title I:
2.5, 2.6
    - **TEA Priorities:**
Recruit, support, retain teachers and principals
    - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

    Problem Statements: Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: Through professional learning, develop the capacity of faculty, staff, and students on PBIS and De-Escalation Strategies and system	**Formative**		**Summative**	

Intended Audience: Eastern Hills Elementary Staff
  Provider / Presenter / Person Responsible: Principal, Assistant Principal, Counselor, and Case Manager
  Date(s) / Timeframe: 2024-2025 School Year
  Collaborating Departments: Learning and Leading
  Delivery Method: In-Person
 	
  Funding Sources: - BASIC (199 PIC 11) - 199-11-6329-XXX-125-11-313-000000- - $5,000, - BASIC (199 PIC 11) - 199-11-6399-XXX-125-11-313-000000- - $2,590, - UNDISTRIBUTED (199 PIC 99) - 199-13-6299-XXX-125-99-313-000000- - $13,590
	Nov	**Jan**	**Mar**	**June**

Action Step 2 Details	Reviews			
Action Step 2: Meet every three weeks with SST following an established meet schedule and protocol to develop individualized plans for students with referrals.	Formative		Summative	
Intended Audience: Duplicate Referral Students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Principal, Assistant Principal, and Student Support Team				
Date(s) / Timeframe: 2024-2025				
Collaborating Departments: Learning and Leading				
Delivery Method: In-Person				

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

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 2: 57% of the 61 duplicate incident referrals from the 2023-2024 school year are from African American males.   **Root Cause**: The campus systems to provide proactive support in positive behavior intervention system does not consistently have an equity focus.

Goal 4: Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 4: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from _30__ to _35__ by May 2025.

    Evaluation Data Sources: Parent Engagement Activities Agenda and Surveys

Strategy 1: Family Engagement Committee will collaborate with school staff and community to plan and implement high-impact family engagement activities and events for the school year.

    Strategy's Expected Result/Impact: Outcome Goal: Increased Family Collaboration and Engagement

    Progress Monitoring: Campus Communication Systems and Events Attendance

    Staff Responsible for Monitoring: Principal, Assistant Principal, Family and Community Partnership Manager, Family Engagement Specialist, and Teachers

    Title I:
    4.1, 4.2

    Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 1, 2

Action Step 1 Details	Reviews			
Action Step 1: Implement targeted activities and events for the school year, and convene after each event to engage in the continuous improvement process that includes stakeholder feedback.	Formative		Summative	
Intended Audience: Eastern Hills Elementary Families **Provider / Presenter / Person Responsible:** Principal, Assistant Principal, Family and Community Partnership Manager, Family Engagement Specialist, and Teachers **Date(s) / Timeframe:** 2024-2025 **Collaborating Departments:** Learning and Leading **Delivery Method:** In-Person **Funding Sources:** Paper good and items for family engagement events - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-125-30-510-000000-25F10 - $1,218, Snacks for family engagement events - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-125-30-510-000000-25F10 - $1,500	Nov	Jan	Mar	June

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

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: 50% of Kinder - 5th grade economically disadvantaged students met projected growth on 2024 MOY reading MAP Growth assessment   **Root Cause**: There is lack of consistency with the unit planning process.

Student Learning
Problem Statement 1: 54% of African American students met or exceeded projected growth on the 2023 EOY Map Growth math assessment.   **Root Cause**: There is lack of consistency with the unit planning process.

Perceptions
Problem Statement 1: 35% African American and 41% of Special Education Students are identified as chronically absent in the 2023-2024 School Year.   **Root Cause**: There is need to increase an equity focus when addressing chronically absent students.
Problem Statement 2: 57% of the 61 duplicate incident referrals from the 2023-2024 school year are from African American males.   **Root Cause**: The campus systems to provide proactive support in positive behavior intervention system does not consistently have an equity focus.

Plan Notes

Meeting with Windy

Campus Funding Summary

TITLE I (211)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	2	1		Title I Reading/ Mathematics Teacher	211-11-6119-04E-125-30-510-000000-25F10	$69,525.00
1	3	2	2		Subs for professional development	211-11-6112-0PD-125-30-510-000000-25F10	$600.00
1	3	2	2		Extra duty for library access after hours	211-12-6116-04E-125-30-510-000000-25F10	$2,067.00
1	3	2	2		Subs for supplemental instruction	211-11-6112-04E-125-30-510-000000-25F10	$600.00
1	3	2	3		Supplies and materials for instructional use	211-11-6399-04E-125-30-510-000000-25F10	$17,475.00
1	3	2	3		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-125-30-510-000000-25F10	$3,668.20
2	3	2	3		Supplies and materials for instructional use	211-11-6399-04E-125-30-510-000000-25F10	$2,000.00
2	3	2	3		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-125-30-510-000000-25F10	$3,000.00
						Sub-Total	$98,935.20
						Budgeted Fund Source Amount	$98,935.20
						+/- Difference	$0.00

FAMILY ENGAGEMENT (211)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1	Paper good and items for family engagement events	Supplies and materials for parental involvement	211-61-6399-04L-125-30-510-000000-25F10	$1,218.00
4	4	1	1	Snacks for family engagement events	Snacks for parents to promote participation	211-61-6499-04L-125-30-510-000000-25F10	$1,500.00
						Sub-Total	$2,718.00
						Budgeted Fund Source Amount	$2,718.00
						+/- Difference	$0.00

BASIC (199 PIC 11)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	2	1		INSTRUCTION | INSTRUCTIONAL MATERIALS	199-11-6321-XXX-125-11-313-000000-	$6,000.00
4	3	1	1		INSTRUCTION | OTHER READING MATERIALS	199-11-6329-XXX-125-11-313-000000-	$5,000.00
4	3	1	1		INSTRUCTION | GENERAL SUPPLIES	199-11-6399-XXX-125-11-313-000000-	$2,590.00
						Sub-Total	$13,590.00
						Budgeted Fund Source Amount	$13,590.00
						+/- Difference	$0.00

GT (199 PIC 21)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	2	1		GENERAL SUPPLIES		$319.00
						Sub-Total	$319.00
						Budgeted Fund Source Amount	$319.00
						+/- Difference	$0.00

SPED (199 PIC 23)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	2	1		SUPPLIES MAINT & OPERATION		$3,450.00
						Sub-Total	$3,450.00
						Budgeted Fund Source Amount	$3,450.00
						+/- Difference	$0.00

SCE (199 PIC 24)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	2	1		Supplies and materials for instructional use	199-11-6399-001-125-24-313-000000-	$5,250.00
						Sub-Total	$5,250.00
						Budgeted Fund Source Amount	$5,250.00

SCE (199 PIC 24)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
						+/- Difference	$0.00

BEA (199 PIC 25)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	3	2	1		Supplies and materials - instruction	199-11-6399-001-125-25-313-000000	$1,230.00
						Sub-Total	$1,230.00
						Budgeted Fund Source Amount	$1,230.00
						+/- Difference	$0.00

UNDISTRIBUTED (199 PIC 99)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	3	1	1		STAFF DEVELOPMENT | MISC CONTRACTED SERVICES	199-13-6299-XXX-125-99-313-000000-	$13,590.00
						Sub-Total	$13,590.00
						Budgeted Fund Source Amount	$13,590.00
						+/- Difference	$0.00
						Grand Total Budgeted	$139,082.20
						Grand Total Spent	$139,082.20
						+/- Difference	$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Child Abuse and Neglect	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Coordinated Health Program	Administrative Services, Learning and Leading, Operations	8/22/2024	Lisa Inzar	8/21/2024
Decision-Making and Planning Policy Evaluation	Administrative Services, Governance and Strategic Communications	8/22/2024	Lisa Inzar	8/21/2024
Disciplinary Alternative Education Program (DAEP)	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dropout Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dyslexia Treatment Program	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Title I, Part C Migrant	Learning and Leading, Business and Finance	8/22/2024	Lisa Inzar	8/21/2024
Pregnancy Related Services	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Post-Secondary Preparedness	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Recruiting Teachers and Paraprofessionals	Talent Management, Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Crisis Intervention Programs and Training	Learning and Leading, Administrative Services	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Discipline/Conflict/Violence Management	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Technology Integration	Technology	8/22/2024	Lisa Inzar	8/21/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Administrative Services, Safety & Security	8/22/2024	Lisa Inzar	8/21/2024