

Spring Independent School District
Eickenroht Elementary
2023-2024 Improvement Plan



Mission Statement

Student centered every day in every way.

Vision

Eickenroht will create an environment of excellence where students achieve academic success, build relationships, take ownership of their growth and know they can write their future story.

Core Beliefs

- We base our decisions on what is best for our students.
- We strive for excellence in all we do.
- We build trust through integrity and lead by example.
- We communicate openly.
- We value diversity and treat everyone with dignity and respect.
- We see joy in our work and in our students.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Eickenroht Elementary serves 553 students in grades PK through 5. We are a neighborhood school that serves students from six apartment complexes and one small community of houses. It is an open enrollment school that has been open for 14 years in Spring ISD and includes a CASE program, SILC program, bilingual students and gifted students.

35% of students at Eickenroht are identified as Emergent Bilingual students who's primary language is Spanish. 14% of students are serviced in a special education program that includes speech services, in class support and resource room pull-out. 62% of students meet the state criteria to be identified as At Risk and 94% of students are economically disadvantaged though all students receive free lunch and breakfast.

Our students also have access to an after school program through 21st Century SAFE program where students get homework help, academic assistance and various enrichment opportunities in the arts and STEM arenas. The ethnic breakdown of the school shows a slight shift with majority now being the Hispanic population. Eickenroht serves a highly mobile population with 32% of students leaving before the school year ended and 28% of students being new to Eickenroht since the first day.

African American	47%
Hispanic	51%
White	1%
Multiple Races	1%

There were 113 office referrals this year for students with the highest infractions being unacceptable physical contact and fighting. 85% of infractions were identified as B/Af students with almost equal numbers amongst girls and boys and the highest number of referral in third grade and then fifth grade. The 113 office referrals were among 53 students so some students had multiple referrals.

The overall attendance rate for 2022-23 is 92%. This does not reflect a change from the previous year. PK and Kindergarten continue to be the lowest attendance grade levels and the area to target for 2023-24. The attendance committee meets monthly to discuss strategies and students with truancy issues. A schoolwide campaign for classes to earn an incentive from the menu of rewards was successful in bringing up attendance early in the Spring semester.

The administrative team will all be returning for 2023-24 as well as two additional members of the instructional leadership team. 17 classroom teachers will be returning with 16 new classroom teachers being hired. That reflects an increase of retained teachers over the previous year. The electives team and First grades teams will be completely new and need support from ILT.

Demographics Strengths

The administrative team returning as a cohesive group will be a strength and works together for the good of the students and culture of the school. Teachers express a care and concern for the education of the students and work in partnership with parents. Many of the paraprofessionals are invested in the lives of the students and extend their influence to the after school program and encouraging students outside of class time as well teachers who work in the 21st century program . The school also partners with AVANCE to create a supportive PK environment that meets the physical, emotional and academic needs of our youngest students.

Parent support is growing with the establishment of a PTA in May 2023. Multiple community and faith based partnerships are being cultivated with Hosanna Lutheran Church and Refined Technologies.

Student strengths include a decrease in office referrals from 201 to 113 this year. a dedicated SEL time in which all homeroom teachers are addressing student behaviors and a culture of high expectations. Despite these strengths, student behavior continues to be a challenge for teachers who need additional training, tools and support in the area of classroom management.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student behaviors and disruptions contribute to a classroom environment that creates difficulties with staff retention, attendance and student learning. **Root Cause:** Lack of well thought out processes and procedures that are practiced alongside relationship building to overcome trauma and cultural practices were not in place and led to consistent disruptions and frustration by teachers.

Student Learning

Student Learning Summary

Final achievement data for TELPAS and STAAR is not available due to state reporting dates being moved to August of 2023. Data included in this summary is preliminary.

In 2022-2023, students were tested in STAAR using the new STAAR question formats. The STAAR ELA test was redesigned to include reading with writing. This new format included short and extended response items as well as revising and editing passages for all grade levels.

Students in grades K-2 were administered MClass and MAP.

Preliminary STAAR data shows that 3rd grade students continue to struggle in both reading and math. Historical data shows that this is an issue that has been and continues to be an area of concern. Students are not leaving 2nd grade ready for the rigor of 3rd grade learning.

Data also indicates that this trend is impacting student achievement at the next grade level. In reading and math, students ended 3rd grade in 2022 performing at 39% approaches. They did not enter 4th grade with the foundational skills necessary to learn 4th grade TEKS in reading or math. Our 5th grade students performed at a higher level. This could be attributed to data indicating that they entered 5th grade more prepared. These students left 4th grade performing at 67% in math and reading (Approaches).

Science continues to be a low performing area. Students are not entering 5th grade with a basic foundation of science concepts.

	*Previous Year	STAAR Math 2023	*Previous Year	STAAR ELAR 2023	Science
3 rd Grade	36%	39%	45%	39%	
4 th Grade	59%	40%	59%	40%	
5 th Grade	67%	65%	67%	59%	29%

**4th and 5th grade previous year is STAAR data. 3rd Grade incoming data is based on 3rd grade BOY testing.*

Emergent Bilingual students are achieving with monolingual learners in STAAR measures. TELPAS holistic data is not available at this time.

A point of concern that remains is the number of students leaving their grade not reading on level. Based on mClass data, we can conclude that students are leaving kindergarten prepared for 1st grade. However, only 48% of students are leaving 1st grade reading on grade level and only 49% of 2nd grade English speaking students are reading on grade level. Amplify curriculum is used in these grade levels and BURST intervention was introduced this year. We need to examine the fidelity of BURST intervention and the proficiency of the staff when implementing the curriculum.

English	% at or Above	Spanish	% at or Above
Kinder	77%	Kinder	96%
1st Grade	48%	1st Grade	47%
2nd Grade	49%	2nd Grade	90%

MAP data in reading and math reflects STAAR data performance in grades 3-5. Math data for K-5 supports a systemic issue in math.

EES EOY MAP Data

Math		Reading	
	% at or above GL		% at or above GL
K	25%	3	29%
1	15%	4	35%
2	18%	5	36%
3	33%		
4	55%		
5	46%		

Circle assessment data for PK students indicates that students are entering kindergarten with the skills necessary to be successful. Early writing indicators show that although still strong, this is an area where PK students are showing more of a struggle than any other areas. This trend continues across the grade levels and contributes to low scores on STAAR ELAR/SLAR.

	Rapid Letter	Rapid Vocabulary	Phonological	Math	Letter/ Sound	SEL	Early Writing
English	96%	72%	98%	97%	100%	68%	88%
Spanish	100%	100%	100%	100%	100%	100%	90%

All STAAR areas showed digression in reading, math and science. It is unclear how much new STAAR question types contributed to this digression. Teacher turnover was also a contributing factor. In 3rd grade, the four general education teachers that started the school year were not remaining at the end of the school year, with teachers leaving 3rd grade in October, November, December and April. Students in this grade level did not have academic consistency and lost the social and emotional support that a consistent teacher provides in a classroom. 4th grade also lost one general education teacher that was responsible for a majority of the ELAR instruction for general education students. 5th grade students performed at the highest level in reading and math and had consistent teachers throughout the school year.

Student Learning Strengths

5th grade students performed at the highest level in reading and math and had consistent teachers throughout the school year.

Kindergarten students are leaving reading on grade level and ready for literacy instruction in 1st grade.

PK students have a high level of readiness with letter/sound correspondence and phonological awareness with most students being on track and ready for Kindergarten. PK students also show a readiness for math instruction.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students are unable to read or write on grade level at Eickenroht Elementary. **Root Cause:** Lack of teacher development and coaching resulted in ineffective core reading and writing instruction in grades K-2 which does not adequately prepare students to be ready for comprehension, writing and literacy processing skills needed in grades 3-5.

Problem Statement 2 (Prioritized): Students are entering each grade without the foundational math skills necessary to be successful with current grade level TEKS. **Root Cause:** Lack of teacher development in reteaching and closing gaps. Teachers can present the core instruction but do not know how to differentiate or intervene for students who need more.

School Processes & Programs

School Processes & Programs Summary

Eickenroht Elementary has just finished its second year of using the new Math and ELA curriculum, Eureka and Amplify. The Science curriculum utilized this school year was Science Fusion. Math and ELA lessons are scripted with an emphasis on lesson internalization and rehearsals. Science lessons have a pacing calendar and are guided and emphasis on lesson internalization, and exploration. Teachers attended planning PLC's each week with an instructional coach and received feedback from members of ILT. The curriculum needed to be supplemented in grades 3-5 to give students additional exposure to STAAR formatted materials and strategies.

Eickenroht Elementary integrated technology in the classroom this year through our blended learning program. Students had access to ST Math, Amplify, and Progress Learning. These programs were used to support daily instruction and build students capacity on content by closing learning gaps. Additionally, teachers were able to use the data to plan instruction, create intervention groups and target high leverage TEKs areas.

Eickenroht has special education programs to meet the needs of students that qualify through a full evaluation process. Students can attend the CASE program, ECSE, or SILC at Eickenroht. Additionally, all PK students are part of AVANCE which provides additional staff and resources to the PK classrooms. Eickenroht also has an afterschool enrichment program, 21st Century, that provides various electives and homework help for up to 100 students per semester. Additionally for the 23-24 school year we will be adding PASS and AB programs.

Students participated in monthly community circle assemblies, and in daily SEL lessons through Quaver curriculum. The district has created a scope and sequence of lessons and topics that are shared with teachers. Additional counseling is available through the teacher, student or parent referral to include groups and individual counseling as well as collaboration with the counselor in classroom observations and feedback.

Teachers are recruited from SISD job fairs and referrals from current and past master teachers. A committee made up of numerous leaders conduct interviews and discuss what best meets the needs of the campus. New teachers are provided a district new teacher orientation as well as a building new teacher meeting and a mentor teacher. Teachers are supported by a math coach, literacy coach, academic specialist, data specialist, team leader and counselor as well as the principal and AP. Teachers attend biweekly PLCs for support with data, instruction, classroom management and special populations support.

School Processes & Programs Strengths

Both 21st century and AVANCE provide additional support to our students and are valuable assets for Eickenroht Elementary.

Digital resources are being utilized across grade levels and content areas to support students' learning and engagement. Streamlined procedures are in place for common areas of the building and all staff members work to make arrival and dismissal a success each day. Parents have clearly written policies to follow concerning such things as uniforms, checking in and picking up students, absences, communication and discipline. Staff are given a handbook at the beginning of the year to orient them on policies and processes for the upcoming year. Members of the leadership team have clearly defined roles and responsibilities given by the Principal as well as regular leadership team meetings and communications.

As a campus, staff followed safety procedures and protocol thoroughly to ensure student and staff safety. As a campus, we passed the TEA safety audit, which ensures that the building is secured with all perimeter and classroom doors locked.

The bilingual and ESL programs consistently show both academic and language achievement and growth from our students. Teachers go above and beyond to be sure that emergent bilingual students have their needs met and grow in acquisition of the English language as evidence by TELPAS.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Staff does not uphold the expectations and processes outlined during training and in the staff handbook. **Root Cause:** All staff members do not hold each other accountable for the process and procedures during day to day activities. Leadership does not hold staff members accountable in a manner that promotes improvement.

Problem Statement 2: New and DOI teachers are not adequately prepared at the beginning of the year to take on academic needs, behavioral needs and challenges associated with maintaining a classroom. **Root Cause:** Limited professional development time and numerous areas of need create a feeling of being overwhelmed with new information and learning for teachers.

Perceptions

Perceptions Summary

The mission of Eickenroht Elementary is student centered every way, every day. Our vision is Eickenroht will create an environment of excellence where students achieve academic success, build relationships, and take ownership of their growth so they can write their future story. We dream big and work hard so we can be great. We believe every student deserves opportunity and access to quality instruction and that every child can learn.

84% of the parents rate the overall quality of EES for the 22-23 school year as good or excellent.

51% of the staff rated the overall quality of the school as good or excellent.

69% of the students surveyed rated the overall quality of EES as good or excellent.

The discrepancies between parent perception and staff perception is markedly contrasted. While parents rated the campus higher than the overall percentages of elementary schools and the district in academic support, student support, school leadership, family involvement, and safety and behavior, the teachers and staff rated the complete opposite on the same categories.

Family involvement had the biggest discrepancy at 13% difference between staff and parents. This includes informing parents about activities, encouragement to be involved and attend functions, and respect between staff and parents to staff. Student support was rated the same between teachers and parents at 79%. This includes students having someone they can go to for a school related problem and a personal problem. School leadership and safety and behavior both had an 11% discrepancy between the staff rating and parent rating. School leadership revolved around admin making decisions in the best interest of students, communicating the mission and vision, and the availability, courteousness, and responsiveness of admin. Safety and behavior is directly related to staff and students being aware of procedures, the school being safe, fair discipline, staff and students treating one another with respect, and bullying.

Our community partnerships are minimal. We partner with Hosanna Lutheran Church. Parent involvement has increased and a PTA was established in May for the first time in the history of EES.

Perceptions Strengths

84% of students rate the overall quality of Eickenroht as good or excellent.

84% of parents agree or strongly agree that their child receives academic support.

Parents and staff both rated 79% agree or strongly agree that students are supported.

We have a mission and a vision statement that embody the culture we want to create and foster at Eickenroht.

In addition, there is a core group of parents interested in being volunteers and a part of the PTA. This group is willing to help and be a part of changing Eickenroht. One of our parents received the Spring ISD Volunteer of the Year award in May 2023 and has been elected the PTA President for the upcoming year. Additionally, several businesses have been

contacted and initial meetings set up to begin looking at partnerships with Refined Technologies, Houston Respond, Fallbrook Church and HEB.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Only 51% of the staff rated the overall quality of the school as good or excellent on the annual survey. **Root Cause:** Staff members do not feel that they are supported with student behaviors and therefore instruction is difficult and results in poor student performance.

Problem Statement 2 (Prioritized): 69% of students and 84% of parents rate Eickenroht as good or excellent. **Root Cause:** Students and their families do not receive the support and communication that they need to feel successful and connected.

Priority Problem Statements

Problem Statement 1: Students are unable to read or write on grade level at Eickenroht Elementary.

Root Cause 1: Lack of teacher development and coaching resulted in ineffective core reading and writing instruction in grades K-2 which does not adequately prepare students to be ready for comprehension, writing and literacy processing skills needed in grades 3-5.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Staff does not uphold the expectations and processes outlined during training and in the staff handbook.

Root Cause 2: All staff members do not hold each other accountable for the process and procedures during day to day activities. Leadership does not hold staff members accountable in a manner that promotes improvement.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: 69% of students and 84% of parents rate Eickenroht as good or excellent.

Root Cause 3: Students and their families do not receive the support and communication that they need to feel successful and connected.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Students are entering each grade without the foundational math skills necessary to be successful with current grade level TEKS.

Root Cause 4: Lack of teacher development in reteaching and closing gaps. Teachers can present the core instruction but do not know how to differentiate or intervene for students who need more.

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Student Data: Assessments

- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- 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
- Male / Female performance, progress, 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
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices
- Action research results


Goals









Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 1: By June 2024, students enrolled in Grades 3-5 participating in the 2024 Spring STAAR Reading assessment will increase performance by 3% at the Approaches and Meets performance levels.

By June 2024, students enrolled in Grades 3-5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters level on the 2024 Spring STAAR Reading assessment.

Performance Level	2023	2024
Approaches	60%	to 63%
Meets	33%	to 36%
Masters	9%	to 12%

Strategy 1 Details	Reviews			
Strategy 1: A dedicated universal intervention time in the master schedule to address student deficiencies in reading, including the use of interventionists and tutors. Strategy's Expected Result/Impact: Increase student achievement in reading levels. Staff Responsible for Monitoring: Literacy coach, Campus Academic Specialist, interventionists, Principal, AP Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Tutors - 211 Title I, Part A - \$40,000	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: A scheduled additional PLC time for each team to include time for at-bats, planning and /or examining work samples. Strategy's Expected Result/Impact: Additional time for teacher preparation and internalization of lessons resulting in stronger core instruction and targeted small group time. Staff Responsible for Monitoring: Coaches, teachers, admin Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: 5th Grade students will be exposed to furthering their educational opportunities by attending Prairie View A & M University. Strategy's Expected Result/Impact: Motivated and Expose students to post secondary school. Staff Responsible for Monitoring: 5th grade teachers Administration Coaches Title I: 2.4, 2.5 Funding Sources: Registration and Bus - 211 Title I, Part A - \$2,000	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:


Student Learning
Problem Statement 1: Students are unable to read or write on grade level at Eickenroht Elementary. Root Cause: Lack of teacher development and coaching resulted in ineffective core reading and writing instruction in grades K-2 which does not adequately prepare students to be ready for comprehension, writing and literacy processing skills needed in grades 3-5.








Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 2: By June 2024, students enrolled in Grades 3-5 participating in the 2024 Spring STAAR Math Assessment will increase performance by 3% at the Approaches and Meets performance level.

By June 2024, students enrolled in Grades 3-5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters performance level on the Spring STAAR Math Assessment.

Performance Level	2023 %	2024 %
Approaches	64%	to 67%
Meets	36%	to 39%
Masters	11%	to 14%

Strategy 1 Details	Reviews			
Strategy 1: A dedicated universal intervention time in the master schedule to address student deficiencies in math, including the use of interventionists and tutors. Strategy's Expected Result/Impact: Improvement in math readiness in each grade level. Staff Responsible for Monitoring: math coach, teachers, admin. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: A scheduled additional PLC time for each team to include time for at-bats, planning and /or examining work samples. Strategy's Expected Result/Impact: Additional time for teacher preparation and internalization of lessons resulting in stronger core instruction and targeted small group time Staff Responsible for Monitoring: math coach, teachers, admin, campus academic specialist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1 Funding Sources: Campus Academic Specialist - 211 Title I, Part A - \$90,000		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:




Student Learning
Problem Statement 2: Students are entering each grade without the foundational math skills necessary to be successful with current grade level TEKS. Root Cause: Lack of teacher development in reteaching and closing gaps. Teachers can present the core instruction but do not know how to differentiate or intervene for students who need more.
School Processes & Programs
Problem Statement 1: Staff does not uphold the expectations and processes outlined during training and in the staff handbook. Root Cause: All staff members do not hold each other accountable for the process and procedures during day to day activities. Leadership does not hold staff members accountable in a manner that promotes improvement.





Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 3: By June 2024, students enrolled in Grade 5 participating in the 2024 Spring STAAR Science Assessment will increase performance by 3% at the Approaches and Meets performance level.

By June 2024, students enrolled in Grade 5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters performance level on the Spring STAAR Science Assessment.

Performance Level	2023 %	2024 %
Approaches	39%	to 42%
Meets	13%	to 16%
Masters	1%	to 4%

Strategy 1 Details	Reviews			
Strategy 1: A dedicated science teacher purchased through ESSER to decrease class size and focus on science content. Strategy's Expected Result/Impact: Increased time in Science core content. Staff Responsible for Monitoring: Science lead, academic specialist, admin Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Provide science tutoring twice weekly to increase exposure to STAAR formatted questions from science content. Strategy's Expected Result/Impact: Increase proficiency with STAAR type questions. Staff Responsible for Monitoring: Science lead, science teacher, academic specialist, admin Title I: 2.4, 2.5, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				









Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Staff does not uphold the expectations and processes outlined during training and in the staff handbook. Root Cause: All staff members do not hold each other accountable for the process and procedures during day to day activities. Leadership does not hold staff members accountable in a manner that promotes improvement.

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 4: By June 2024 (Wave 3), 90% of students enrolled in Prekindergarten will reach "On Target" on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing.

	2023 Percentages
Phonological Awareness	100%
Letter-Sound Correspondence	100%
Early Writing	89%

Strategy 1 Details	Reviews			
Strategy 1: A daily consistent routine of phonics and literacy utilizing Texas Teaching Strategies and Heggerty will be implemented in every PK classroom. Strategy's Expected Result/Impact: Increase literacy skills in early childhood grades. Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize partnership with Avance to ensure every PK student has multiple and varied opportunities for one to one instruction when struggling with letter sound correspondence, phonemic awareness and early writing. Strategy's Expected Result/Impact: By June, 2024, students in PK will be on target in letter-sound correspondence, phonemic awareness and early writing Staff Responsible for Monitoring: PK Teachers Avance Director Principal AP Literacy Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				


Performance Objective 4 Problem Statements:






Student Learning
Problem Statement 1: Students are unable to read or write on grade level at Eickenroht Elementary. Root Cause: Lack of teacher development and coaching resulted in ineffective core reading and writing instruction in grades K-2 which does not adequately prepare students to be ready for comprehension, writing and literacy processing skills needed in grades 3-5.

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 5: By June 2024 (Wave 3), 90% of students enrolled in Prekindergarten will reach "On Target" on CLI Engage/CIRCLE in the area of Overall Math.

Overall Math 100% 2023 Percentage

Strategy 1 Details	Reviews			
Strategy 1: Purposeful planning to include math rotations and stations that support Texas Teaching Strategies Strategy's Expected Result/Impact: Increased math achievement as measured by EOY Circle data Staff Responsible for Monitoring: PK Teachers Avance Teachers Principal Assistant Principal Literacy Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Utilize partnership with Avance to ensure every PK student has multiple and varied opportunities for one to one instruction when struggling with early math skills Strategy's Expected Result/Impact: By June 2024, PK students will be on target with overall math skills Staff Responsible for Monitoring: PK Teachers Avance Director Principal Assistant Principal Literacy Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				




Performance Objective 5 Problem Statements:






Student Learning
Problem Statement 1: Students are unable to read or write on grade level at Eickenroht Elementary. Root Cause: Lack of teacher development and coaching resulted in ineffective core reading and writing instruction in grades K-2 which does not adequately prepare students to be ready for comprehension, writing and literacy processing skills needed in grades 3-5.

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 6: By June 2024 (EOY), 60% of students enrolled in Grades K-2 will score "On/Above Grade Level" on mCLASS.

2023 % On/Above Grade Level: 67%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Train teachers K-2 in mClass intervention piece to use in closing gaps with students scoring below grade level. Strategy's Expected Result/Impact: Increase reading achievement and students leaving each year on grade level. Staff Responsible for Monitoring: K-2 Teachers Literacy Coach Campus Academic Specialist Principal Assistant Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1				

Strategy 2 Details		Reviews			
Strategy 2: Implement mClass BURST during the dedicated 45 minute intervention block 5 days per week for students in grades K-2 Strategy's Expected Result/Impact: Improve reading skills and students leaving each year on grade level Staff Responsible for Monitoring: Literacy Coach K-2 Teachers Academic Specialist Principal Assistant Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue


Performance Objective 6 Problem Statements:

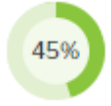




Student Learning
Problem Statement 1: Students are unable to read or write on grade level at Eickenroht Elementary. Root Cause: Lack of teacher development and coaching resulted in ineffective core reading and writing instruction in grades K-2 which does not adequately prepare students to be ready for comprehension, writing and literacy processing skills needed in grades 3-5.

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 7: By June 2024 (EOY), 68% of students enrolled in Grades 3-5 participating in the NWEA MAP Reading assessment will obtain "Met Growth Goal".

2023 % NWEA MAP Reading Met Growth Goal: 48%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: Students that score the bottom 20% of MAP reading will be tested in mClass. mClass BURST intervention will be given daily to students that show a need.</p> <p>Strategy's Expected Result/Impact: Students in 3-5 with reading difficulties will increase their reading ability.</p> <p>Staff Responsible for Monitoring: Academic Specialist 3-5 Reading Teachers Reading Interventionist Principal Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>				

Strategy 2 Details	Reviews			
Strategy 2: Improve core reading instruction through the use of coaching, modeling and feedback, at bats, effective planning PLCs and DDAPs to focus on student work. Strategy's Expected Result/Impact: Students reading level will improve and they will meet their growth goal on NWEA MAP reading. Staff Responsible for Monitoring: 3-5 Classroom teachers Campus Academic Specialist Principal Assistant Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

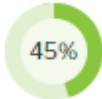
Performance Objective 7 Problem Statements:






Student Learning
Problem Statement 1: Students are unable to read or write on grade level at Eickenroht Elementary. Root Cause: Lack of teacher development and coaching resulted in ineffective core reading and writing instruction in grades K-2 which does not adequately prepare students to be ready for comprehension, writing and literacy processing skills needed in grades 3-5.

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 8: By June 2024 (EOY), 74% of students enrolled in Grades K - 5 participating in the NWEA MAP Math assessment will obtain "Met Growth Goal".

2023 % NWEA MAP Math Met Growth Goal: 45%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: Improve core reading instruction through the use of Eureka math, coaching, modeling and feedback, at bats, effective planning PLCs and DDAPs to focus on student work</p> <p>Strategy's Expected Result/Impact: Students reading level will improve and they will meet their growth goal on NWEA MAP math</p> <p>Staff Responsible for Monitoring: 3-5 Classroom teachers Campus Academic Specialist Math Coach Principal Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>				

Strategy 2 Details		Reviews			
Strategy 2: Employ blended learning instruction using progress learning and ST math to close learning gaps and prepare students for grade level content. Strategy's Expected Result/Impact: Math learning gaps will be closed and students will meet math growth goals. Staff Responsible for Monitoring: K-5 Classroom teachers Campus Academic Specialist Math Coach Principal Assistant Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue


Performance Objective 8 Problem Statements:






Student Learning
Problem Statement 1: Students are unable to read or write on grade level at Eickenroht Elementary. Root Cause: Lack of teacher development and coaching resulted in ineffective core reading and writing instruction in grades K-2 which does not adequately prepare students to be ready for comprehension, writing and literacy processing skills needed in grades 3-5.

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 9: By June 2024, the campus will maintain a 98% attendance rate.

2023 Attendance Rate: 92.8%

Strategy 1 Details	Reviews			
Strategy 1: Target attendance in our traditionally low attendance grade levels to include attendance contract and attendance meetings with parents. Strategy's Expected Result/Impact: Improved attendance Staff Responsible for Monitoring: Attendance clerk Teachers Principal Assistant Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				


Strategy 2 Details		Reviews			
Strategy 2: An attendance committee with representation from each grade level will create a comprehensive attendance plan to include incentives and rewards for attendance. Strategy's Expected Result/Impact: Attendance will improve by 2.6% Staff Responsible for Monitoring: Attendance clerk Principal Assistant Principal Teachers Counselors Student Support Specialist CTC Campus Academic Specialist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 9 Problem Statements:

Student Learning
Problem Statement 1: Students are unable to read or write on grade level at Eickenroht Elementary. Root Cause: Lack of teacher development and coaching resulted in ineffective core reading and writing instruction in grades K-2 which does not adequately prepare students to be ready for comprehension, writing and literacy processing skills needed in grades 3-5.

Goal 2: Equity - Remove unacceptable barriers to student and staff success

Performance Objective 1: By June 2024, the achievement gap between African American and Hispanic student groups will decrease by 5% from the 2022-23 academic year in the area of reading.

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize the RTI process including the use of IReady for students identified in Tier II and Tier III in order to close gaps in the area of reading.</p> <p>Strategy's Expected Result/Impact: The learning gap between African Americans and Hispanics will be closed by 5%.</p> <p>Staff Responsible for Monitoring: Classroom Teacher Student Support Specialist Principal Assistant Principal Academic Specialist Literacy Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				


Strategy 2 Details		Reviews			
Strategy 2: Teachers will target student subgroups who are identified as not meeting system safeguards in reading with after school tutorials. Strategy's Expected Result/Impact: The learning gap between African Americans and Hispanics will be closed by 5% Staff Responsible for Monitoring: Classroom Teacher Student Support Specialist Principal Assistant Principal Academic Specialist Literacy Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: After school tutorial teachers - 211 Title I, Part A - \$30,000, Instructional Materials - 211 Title I, Part A - \$2,200		Formative			Summative
		Oct	Jan	Mar	June
		N/A			
		<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			






Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students are unable to read or write on grade level at Eickenroht Elementary. Root Cause: Lack of teacher development and coaching resulted in ineffective core reading and writing instruction in grades K-2 which does not adequately prepare students to be ready for comprehension, writing and literacy processing skills needed in grades 3-5.

Goal 2: Equity - Remove unacceptable barriers to student and staff success

Performance Objective 2: By June 2024, the gap between African American and Hispanic student groups will decrease by 5% from the 2022-23 academic year in the area of mathematics.

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize the RTI process including the use of IReady for students identified in Tier II and Tier III in order to close gaps in the area of mathematics.</p> <p>Strategy's Expected Result/Impact: The learning gap between African Americans and Hispanics will be closed by 5%.</p> <p>Staff Responsible for Monitoring: Classroom Teacher Student Support Specialist Principal Assistant Principal Academic Specialist Math Coach</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				







Strategy 2 Details		Reviews			
Strategy 2: Teachers will target student subgroups who are identified as not meeting system safeguards in reading with after school tutorials. Strategy's Expected Result/Impact: The learning gap between African Americans and Hispanics will be closed by 5% Staff Responsible for Monitoring: Classroom Teacher Student Support Specialist Principal Assistant Principal Academic Specialist Math Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Students are unable to read or write on grade level at Eickenroht Elementary. Root Cause: Lack of teacher development and coaching resulted in ineffective core reading and writing instruction in grades K-2 which does not adequately prepare students to be ready for comprehension, writing and literacy processing skills needed in grades 3-5.
Problem Statement 2: Students are entering each grade without the foundational math skills necessary to be successful with current grade level TEKS. Root Cause: Lack of teacher development in reteaching and closing gaps. Teachers can present the core instruction but do not know how to differentiate or intervene for students who need more.

Goal 3: Engagement - Empower family and student voices in support of positive student outcomes

Performance Objective 1: By June 2024, the campus will implement a minimum of two high leverage strategies to engage families and communities that meet the needs of the stakeholders with a 90% rate.







Strategy 1 Details	Reviews			
Strategy 1: Use schoolwide Class DoJo account to communicate with parents and engage them in activities such as coffee talk with the principal, school nights at local restaurants, content programs, fine arts programs, special days on campus, etc. Strategy's Expected Result/Impact: Increased parent involvement and student attendance Staff Responsible for Monitoring: CTC/Cultural Liaison Principal Assistant Principal Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Establish a Principal Advisory Committee (PAC). Strategy's Expected Result/Impact: Increased parent involvement and provide parents opportunity for voice and choice. Staff Responsible for Monitoring: Principal Assistant Principal Counselors Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: 69% of students and 84% of parents rate Eickenroht as good or excellent. Root Cause: Students and their families do not receive the support and communication that they need to feel successful and connected.

Goal 4: Well-Being - Ensure all students are welcoming, safe environments where social and emotional needs are met

Performance Objective 1: By June 2024, the campus will implement a minimum of two high leverage social-emotional learning (SEL) strategies that meet the needs of the students, staff, and community. The campus will determine the measure of success for participation and impact.

Strategy 1 Details	Reviews			
Strategy 1: 100% of Eickenroht homeroom teachers will implement daily social-emotional Quaver lessons in accordance with the district scope and sequence of lessons supported by the counselors. Strategy's Expected Result/Impact: Increase student social-emotional skills and decrease office referrals. Staff Responsible for Monitoring: Counselors Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Create and implement a campus-wide behavior plan that includes classroom intervention, counselor intervention and parent communication and student exposure to college/career and cultural experiences. Strategy's Expected Result/Impact: Increase teacher competence in handling students experiencing trauma Staff Responsible for Monitoring: Admin Counselors Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools Problem Statements: School Processes & Programs 1 Funding Sources: Cultural experiences - 211 Title I, Part A - \$5,000	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: Staff does not uphold the expectations and processes outlined during training and in the staff handbook. **Root Cause:** All staff members do not hold each other accountable for the process and procedures during day to day activities. Leadership does not hold staff members accountable in a manner that promotes improvement.

Goal 5: Opportunities - Expand academic offerings so students can explore, learn, and excel

Performance Objective 1: To main/increase campus enrollment established at the PEIMS October Snapshot date (10/27/23), the campus will outreach apartment home management, homeowners' associations, construction management, realtors, and other external stakeholders a minimum of two times per semester to increase awareness of campus events. The campus will determine the type of communication, logistics (date, time, and location), and measure of success for participation and impact.






Strategy 1 Details	Reviews			
Strategy 1: Include apartment managers in school-wide Class DoJo communications concerning campus events. Strategy's Expected Result/Impact: Increased awareness of campus events in the community Staff Responsible for Monitoring: CTC/Cultural Liaison Admin Counselors Title I: 2.5, 2.6, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: 69% of students and 84% of parents rate Eickenroht as good or excellent. Root Cause: Students and their families do not receive the support and communication that they need to feel successful and connected.

Goal 6: Leadership - Identify and support all leaders across every level of the organization

Performance Objective 1: By June 2024, 100% of staff assigned to Learning Passports A, B, C, and D will complete professional learning requirements.








Strategy 1 Details		Reviews			
Strategy 1: Review the Learning Passport with staff at BOY, MOY and EOY conferences. Strategy's Expected Result/Impact: Increase capacity of staff and improve teaching techniques. Staff Responsible for Monitoring: Admin Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students are unable to read or write on grade level at Eickenroht Elementary. Root Cause: Lack of teacher development and coaching resulted in ineffective core reading and writing instruction in grades K-2 which does not adequately prepare students to be ready for comprehension, writing and literacy processing skills needed in grades 3-5.

Goal 6: Leadership - Identify and support all leaders across every level of the organization

Performance Objective 2: By June 2024, campus leaders assigned to conduct T-TESS observations will attend 100% of the required training and calibration sessions.

Strategy 1 Details	Reviews			
Strategy 1: Administration will hold calibration walks. Strategy's Expected Result/Impact: Calibrated T-TESS expectations Staff Responsible for Monitoring: Admin 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 Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Students are unable to read or write on grade level at Eickenroht Elementary. Root Cause: Lack of teacher development and coaching resulted in ineffective core reading and writing instruction in grades K-2 which does not adequately prepare students to be ready for comprehension, writing and literacy processing skills needed in grades 3-5.

State Compensatory

Budget for Eickenroht Elementary

Total SCE Funds: \$5,178.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Instructional materials

Title I

1.1: Comprehensive Needs Assessment

School staff gathered information from Eschool, eduphoria, the parent and staff survey, decision Ed and historical TAPR reports to determine trends, areas of improvement and areas of concern. Each area of the needs assessment was analyzed by the CIP committee and discussions took place regarding root causes and areas under the control of school staff.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Appropriate stakeholders were contacted and invited to attend the CIP development meeting. The needs assessment was reviewed and the committee reviewed the goals developed on the District Improvement Plan to align with the campus goals. Strategies were suggested by members of the committee and discussed for effectiveness and feasibility. Budget items were researched and vendors located for strategies that required funding.

2.2: Regular monitoring and revision

Quarterly progress review meetings are held with the CIP committee. The ILT team will review each strategy and the individuals responsible once a month.

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

Copies of the CIP will be available on campus on the family engagement bulletin board and placed on the school website when approved by the board.

2.4: Opportunities for all children to meet State standards

The CIP committee and leadership team looked at the STAAR, MCLASS and MAP data from 2021-22 including domain 3 closing the gaps. We identified areas that needed additional growth and created strategies to monitor and meet the needs of students in each subpopulation. Scholars will receive accelerated instruction and intervention according to their individually identified needs.

2.5: Increased learning time and well-rounded education

Eickenroht partners with the 21st century after school program to provide tutoring and enrichment activities for students. In addition, the master schedule was redesigned to allow for maximum instructional time as well as dedicated intervention and

accelerated instruction time.

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

With 95% of our students at risk, the CIP committee and leadership team looked at the STAAR, MCLASS and MAP data from 2021-22 including domain 3 closing the gaps. We identified areas that needed additional growth and created strategies to monitor and meet the needs of students in each subpopulation. Scholars will receive accelerated instruction and intervention according to their individually identified needs.

3.1: Annually evaluate the schoolwide plan

When closing out the CIP in May, the committee will review the goals and strategies to determine if they produced the intended outcomes and the success of scholars. This will drive the 2024-25 school year plan. Targets that were met will be increased and those that were not will be analyzed for additional strategies to implement.

4.1: Develop and distribute Parent and Family Engagement Policy

Parents are invited to attend coffee with the principal to develop the parent and family engagement policy and the family compact. Families will offer suggestions for revision and ideas to include more families in school activities. The policy will be finalized and translated to Spanish for access by all families as well as available on the school website.

4.2: Offer flexible number of parent involvement meetings

Parent meetings will be offered at various times and in various formats. Virtual links will be made available for some meetings and a translator will be available for all meetings.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Teresa Muzar	Campus Academic Specialist		1