

**Spring Independent School District**  
**Eickenroht Elementary**  
**2018-2019 Campus Improvement Plan**



# Mission Statement

**Eickenroht Elementary will develop quality teachers who deliver engaging instruction that will positively impact lifelong student achievement both socially and academically.**

## Vision

**Eickenroht Elementary School will be a campus of choice known for high quality academics with innovative and specialized programs that meet the needs of all students in a positive learning environment.**

## 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 win as a team.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Eickenroht Elementary School is an EC-5 school that services approximately 678 students. This is expected to be about the same during the 18-19 school year. Our population is as follows:

- 47% Hispanic
- 46% African American
- 3% White
- 55% Male
- 45% Female
- 71% Economically Disadvantaged
- 34% LEP
- 9% Special Education

The At-Risk population at EES is 70% and the majority of those are due to academic concerns. The school houses several Special Education programs including SILC, CASE, ICS, Resource, PPCD and Speech. The school services 7 apartment complexes located around the school and four buses come from a small neighborhood across the highway. The attendance at EES ended at 95%.

The staff at EES has a range of experience, but the majority of the staff currently have between 5-10 years experience.

### Demographics Strengths

- Eickenroht serves 678 students and is expected to remain stable during the 2018-2019 school year.
- Student groups consist of
  - 47% Hispanic
  - 46% African American
  - 3% White
  - 4% Other

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** The attendance rate at EES is 95%. **Root Cause:** High population of medically fragile students with special needs and low attendance in our half day PK program.

## **Student Academic Achievement**

### **Student Academic Achievement Summary**

#### **STAAR Index 1**

2016 55%

2017 62%

2018 68%

#### **SPED All Subjects**

2017 50%

2018 55%

#### **African American All Subjects**

2017 54%

2018 69%

#### **Hispanic All Subjects**

2017 67%

2018 68%

#### **Economically Disadvantaged**

2017 58%

2018 66%

## DRA

- Kinder = 69% on grade or above
- 1st Grade = 41% on grade or above
- 2nd Grade = 61% on grade or above

### Student Academic Achievement Strengths

- Increase in Index I on STAAR from 62% to 68%
- 3rd Grade Math STAAR - 80%
- 5th Grade Math STAAR - 85%
- 5th Grade Science STAAR - 75%
- Increase in African American scores on STAAR from 54% to 69%
- Increase in Special Education scores on STAAR from 50% to 55%
- Increase in Economically Disadvantaged scores on STAAR from 58% to 66%

### Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** Our African American students are not performing as well as other populations on the writing test. **Root Cause:** Many of the students do not speak correctly so it becomes difficult to identify the correct grammar due to a lack of foundation skills.

**Problem Statement 2:** Many of our students are not reading on grade level by the time they leave Kinder, 1st, or 2nd grades. **Root Cause:** Calibration of DRA is needed and additional training in the teaching of reading.

**Problem Statement 3:** Early Literacy Intervention is needed for grades Kinder through 2nd. **Root Cause:** Mobility of students plays a part in where they are as readers when they come to us. Teachers knowledge of the process of teaching students to read.

**Problem Statement 4:** It is imperative that our students have daily access to books and effective technology integration. **Root Cause:** Teachers have classroom libraries, but they can not compare to the Library and helping teachers how to effectively integrate technology is a need. Therefore, a Library Media Specialist is a need at EES.

## **School Processes & Programs**

### **School Processes & Programs Summary**

#### **Instructional**

- Weekly planning by content with instructional specialist/coach using district scope and sequence and the curriculum as a resource
- Weekly instructional rounds to collect data on instructional techniques and time lines
- Daily intervention (WIT 45 min) for all student to reteach or extend as needed based on data from PLC's
- Tracking of data by student and teacher for instructional and intervention decision making
- Computer based intervention programs

#### **Curricular**

- Provide professional development to increase the capacity of teachers at the campus level or the district.

#### **Personnel**

- Early hiring of Highly Qualified Personnel
- Mentors assigned to all new teachers and those in need
- Monthly mentor meetings with lead mentor and administration to ensure all needs are met and addressed
- Instructional coaching and demonstration for all staff as needed
- Scheduled observations of master teachers for all staff as needed
- Early leadership identification for opportunities for all staff
- Parent Engagement Liaison needed to reach more to parents.

#### **Organizational**

- Building calendar for the year for communication of meeting dates, professional developments, RtI and 504 meetings
- Policies and procedures aligned to TTESS
- Built in intervention time
- Extended PLC time for each grade PK-5 (60 Minutes)

#### **Administrative**

- Delegated responsibilities across the Instructional Leadership Team
- Strategic teams highlighting strengths of staff



- Technology focus for attaining a smaller student to device ratio
- Focused time for computer-based interventions
- Coordination of funding sources to ensure all needs are met both professionally and in regard to materials

### **School Processes & Programs Strengths**

- Instructional planning with specialists
- Instructional rounds across the Instructional Leadership Team
- Daily intervention for all students
- Tracking of data by student/TEKS
- On-going professional development as needs arise
- Instructional coaching and demonstration as needed
- Building calendar with year long activities and events
- Built in intervention time
- Extended PLC time
- Shared administrative responsibilities
- Coordination of funding sources to meet the needs of students and staff

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Professional development is needed to bring all teacher along resulting in higher student achievement **Root Cause:** The level of questions asked are not rigorous or relevant

## Perceptions

### Perceptions Summary

With 58 teachers and 188 parents completing the K-12 Insight Survey, the results are as follows:

- 91% of parents who responded believe families are encouraged to attend school-sponsored activities such as Back-to school Night
- 91% of parents feel the school is safe
- 90% of parents feel there is mutual respect
- 89% of families are informed about school sponsored activities
- 88% of families feel administrators are courteous when there is a concern
- 100% of staff feel there is a staff member to whom a student can go for help with a school problem
- 100% of staff feel school administrators make decisions that are in the best interests of students
- 98% of staff feel the school has high learning standards for all students
- 98% of staff feel there is a staff member to whom a student can go for help with a personal problem
- 98% of staff feel students at this campus are treated fairly regardless of their race, culture, religion, sexual orientation, gender or disabilities

### Perceptions Strengths

- Both parents and teachers feel that academic support is prevalent at EES (80% range)
- There is an increase in the percentage of all stakeholders in the academic support category from 74% to 83%
- 24% Gain in offering student support from the parent perspective
- 25% gain in having someone students can go to for support with a personal problem
- Increase in School Leadership from 71% to 81%
- Increase in School Leadership availability from 69% to 81%
- Increase in Academic support from parent perspective 89%
- 77% Parent satisfaction in student support
- 21% gain in Parent Involvement

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data

- Gifted and talented data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals


## Goal 1: Reach every student

**Performance Objective 1:** 80% of students will show one years growth in reading and math as measured by DRA BOY/EOY and/or STAAR progress measure

**Evaluation Data Source(s) 1:** DRA, ongoing running records and STAAR

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<b>Comprehensive Support Strategy</b> 1) Continue work with prompting of struggling readers for all populations including ELL and SPED. Professional development will include, but will not be limited to Reading Strategies. Materials for and professional development will be purchased using Title I money in addition to other funding sources. We will also focus on GT students and how we can move them from Meeting standard to Advanced for all PEIMS and Non-PEIMS student groups.	2.4, 2.5, 2.6	Principal Literacy Coach - District Title Funds Instructional Specialist Title I Tutor Literacy Interventionist ICLE Coach Jennifer Rudolphy - GT Specialist	Students will grow in reading levels as they learn the new skills required to master each level of text. The purchase of intervention materials for reading and professional books for teacher growth. A measured growth from Met to Advanced on STAAR for our GT students.				
				Funding Sources: 211 Title I, Part A - 8856.00			
<b>Comprehensive Support Strategy</b> 2) Targeted pull out intervention for African American students in Reading, All students including Hispanic, ELL and Economically Disadvantaged will be receive intervention in writing as all of the aforementioned student groups make up our system safe students. STAAR and students who are Tier III RtI will receive additional tutoring as well.	2.4, 2.6	Principal Asst. Principal Literacy Coach Math Coach Intervention Specialist Student Support Specialist	Students gaps in learning will be filled in so they are able to maintain their growth and learning.				
				Funding Sources: 199 State SCE - State Compensatory Education (PIC - 5500.00, 211 Title I, Part A - 25600.00			
3) Using data from a deep data dive in reading, identify students from all groups who are at risk of failing. These students will receive targeted intervention during the built in intervention block.		Instructional Leadership Team Grade Level Reading Teachers ICLE Consultant	Students who are struggling academically will receive timely reteaching in order to continue their learning in reading.				


4) Ensure the students and staff at Eickenroht feel physically safe. Using professional development on school safety with students and staff.		Sheila Tyler	When students feel safe, they are more ready to learn and teachers more ready to teach.				
5) With an integration of academic goals with Performing and Visual Arts, there will be an increase in student engagement. TTESS Domain 3: Educational Environment.	2.4, 2.5, 2.6	PE - Angela Dawkins Music - Ashley Irvin Art - Yvonne Zarate Administration - Green/Tyler	By integrating academic needs into the arts, we expect a rise in student achievement. This will be an ongoing goal.				
<b>Comprehensive Support Strategy</b> 6) Students who were not successful in math will be targeted for intervention with a Title I Tutor. Materials will be purchased as needed for the intervention. A focus will be given to all students targeting Hispanic, English Learners, and economically disadvantaged students of both PEIMS and Non-PEIIMS student groups.	2.4, 2.5	Principal Instructional Leadership team Math Coach Title I tutor	Increase in student achievement as measured by STAAR. Growth is an expectation for our Hispanic, English language learners based on STAAR Results for this population.				
Funding Sources: 211 Title I, Part A - 10000.00							
							

**Goal 1:** Reach every student

**Performance Objective 2:** Students will move from 50% proficiency in writing to 80% as measured by CFA's, DFA's and STAAR.

**Evaluation Data Source(s) 2:** Campus based assessments, district assessments and STAAR

**Summative Evaluation 2:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p><b>Comprehensive Support Strategy</b></p> <p>1) Using a writing sample and campus based assessments in STAAR format, we will target students for immediate intervention in writing from all student groups with a focus on ELL and SPED.</p> <p>Daily focused instruction centered around revising and editing.</p>		<p>Instructional Leadership Team Writing Instructional Specialist Literacy Coach ELA/SLA Teachers</p>	By targeting skills that are deficient from the onset, students will be more prepared to be assessed and show gains on all assessments.				
<p>2) Using tutors from iEducate, pair teachers with a co-teacher in writing, with a focus on ELL students, during the spring semester in decrease ratio of teacher to student and increase student achievement.</p>	2.4, 2.6	<p>Principal iEducate Staff Asst. Principal Student Support Specialist</p>	By lowering the ratio of teacher to students it is expected that student achievement will rise from 50% passing to 80%.				
Funding Sources: 211 Title I, Part A - 10000.00, 263 Title III, LEP - 5500.00							
							

**Goal 1:** Reach every student

**Performance Objective 3:** 5th Grade students will move from 75% in Science to 80% as measured by CFA's, DFA's and STAAR.

**Evaluation Data Source(s) 3:** Campus based assessments, district assessments, and STAAR Science

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Using a campus based assessment, students from all student groups will be identified for targeted intervention during the built in intervention time with the Science Interventionist.		Principal Asst. Principal Science Interventionist	By filling in gaps in learning on standards students should already know, the students in this intervention will be more prepared to take on the new learning specific to 5th grade.				
	Funding Sources: 211 Title I, Part A - 36000.00						
2) Purchasing of STEM Scopes from Accelerated learning to supplement the district curriculum.		Principal Science Interventionist	Having additional resources will allow teachers to fully cover concepts in science.				
	Funding Sources: 211 Title I, Part A - 3203.50						
<b>Comprehensive Support Strategy</b> 3) Purchasing of Edmentum - Study Island / Exact Path as a Reading and Math intervention for grades K-5		Robbie Green - Principal	Having additional math intervention will increase student proficiency in math skills.				
	Funding Sources: 211 Title I, Part A - 8800.00						
							




**Goal 1:** Reach every student

**Performance Objective 4:** Students will participate in 135 minutes of physical activities per week.

**Evaluation Data Source(s) 4:** Lesson plans  
Master schedule

**Summative Evaluation 4:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Students will attend PE at least one 60 minute period per week.		Staff	This will provide the majority of the minutes required by 19 TAC 74.32.				
2) Students will experience 50 minutes per week of structured recess to supplement the required minutes.		Teachers	This will provide part of the minutes required by 19 TAC 74.32.				
3) Students will receive the rest of their minutes during movement activities in the music classroom.		Music Teacher	This will provide part of the minutes required by 19 TAC 74.32.				
							

**Goal 2: Excellence in every school**

**Performance Objective 1:** Increase teacher capacity in effective instruction via a Math Coach and Student Support Specialist.

**Evaluation Data Source(s) 1:** Increase in teacher effectiveness in the area of TTESS Domain 2: Instruction

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) By using District Funded Math Coach and Student Support Specialist, teachers will become more effective in domain 2 of TTESS: Instruction. A district funded Literacy Coach will also be used to monitor Literacy development in students. We will also incorporate early childhood intervention with a teacher and a teacher assistant.	2.4, 2.5	Math Coach - Amber Herring SSS - Flor Espinoza Literacy Coach - Marcy McDowell Brian Shultz - PK Teacher Ginger Huntington - PK Aide	Increase in student achievement as documented by CFA's, Checkpoints, and STAAR along with progress monitoring including coaching notes and RtI Data kept by the SSS.				
Funding Sources: 199 State SCE - State Compensatory Education (PIC - 0.00, 211 Title I, Part A - 0.00)							
							


**Goal 2:** Excellence in every school

**Performance Objective 2:** Tighten systems and processes that use accurate data in order for 100% of teachers to make informed decisions to improve student performance as measured by an increase in student performance on campus, district and state testing.

**Evaluation Data Source(s) 2:** Campus based assessments

District Assessments  
STAAR

**Summative Evaluation 2:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Create and administer assessments, disaggregate the data, and assign necessary reteaching/intervention based on specific TEKS.		Principal Asst. Principal Grade Level Teachers Instructional Coaches	By using data to drive intervention/reteach, students will show more growth from assessment to assessment because of the targeted teaching.				
2) Data binders for students, teachers, students, and administrators will be kept and updated to track student progress toward goals. These data binders will be the focus of all data discussions about teaching, intervention and acceleration.		Administration Teachers Students	By setting goals and tracking progress toward those goals, all stakeholders will have ownership in the learning and progress.				
Funding Sources: 199 General Fund - 500.00							
							

**Goal 2:** Excellence in every school

**Performance Objective 3:** EES will show a 10% reduction in discipline referrals related to disrespect and defiance of authority.

**Evaluation Data Source(s) 3:** eschool reporting

**Summative Evaluation 3:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Using No Place for Hate activities, Counselor Character lessons, behavioral RtI with Counseling, and Teach Like a champion strategies along with tightening the processes of CHAMPS, and utilizing the behavior interventionist, Eickenroht will be proactive in ensuring students are engaged and therefore less likely to have discipline issues.	2.5, 2.6	Principal Asst. Principal Counselor Behavior Interventionist	By being proactive in processes and procedures and having students more engaged, discipline referrals will decrease. Counseling 2-3 times per week.				
Funding Sources: 211 Title I, Part A - 36000.00							
							

**Goal 2:** Excellence in every school

**Performance Objective 4:** Increase student attendance rate from 94% to 97% allowing for more instructional time with students.

**Evaluation Data Source(s) 4:** Attendance reports in eschool

**Summative Evaluation 4:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Create an attendance committee for the 18-19 school year to create incentives for student attendance at the student, grade and campus levels.	2.6	Asst. Principal Attendance Committee	By offering students incentives for coming to school everyday, there will be an increase in attendance at Eickenroht				
Funding Sources: 199 General Fund - 800.00							
							

**Goal 2:** Excellence in every school

**Performance Objective 5:** Increase from 30% parent participation on the School Quality Survey to 40%

**Evaluation Data Source(s) 5:** 2019 Quality Survey

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Set up a space where parents can take the survey at the campus at a time that is convenient for them.		Principal Asst. Principal	With an increase in parent feedback, the school will be able to make better decisions of how to serve the community.				
2) Send a flyer home with students with the link to the survey encouraging parents to participate		Principal Asst. Principal Title I Parent Liaison	Parent contact through flyers can increase the number of those who participate.				
							

### Goal 3: High Performance from every employee


**Performance Objective 1:** 100% of teachers at Eickenroht will participate in professional learning communities and professional development to continue to grow in their craft

**Evaluation Data Source(s) 1:** Monthly PD calendar

Staff Hours tracked in eduphoria

Walkthroughs and observations

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Create a monthly schedule for ELA, Math and Science professional development with timely subject matter tips and extensions to increase the rigor and effectiveness of instruction by building capacity in teachers. .		Administration Instructional Coaches	Professional learning is necessary for all individuals no matter the number of years experience. With quality PD teachers will continue to grow in their craft and students will benefit.				
2) Administration and teachers will determine a professional development plan during individual conferences. These PD plans will be based on observations, walkthroughs and student data.		Administration Grade Level Teachers	By focusing on individual needs, we will be able to group people with similar needs and provide specific professional development that will positively impact their classrooms.				
							

**Goal 3:** High Performance from every employee

**Performance Objective 2:** Provide a strong mentoring program at EES so new teachers and staff new to Eickenroht will feel supported in their needs.

**Evaluation Data Source(s) 2:** Monthly meetings on calendar  
 Survey of staff needs  
 Evaluation of program via survey

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Working with the Work Force Development, the administration in conjunction with WFD Development Specialists will create a robust mentor program that will help teachers new to Eickenroht feel supported and experience success.		Administration Lead Mentor	If teachers feel supported and experience success, they are more likely to stay at Eickenroht. (Teacher Retention)				




**Goal 3:** High Performance from every employee

**Performance Objective 3:** Increase the percentage of the overall quality of the school from the perspective of the staff from 84% positive to 92% positive. A 10% increase measured by the quality survey.

**Evaluation Data Source(s) 3:** Quality Survey 2019

**Summative Evaluation 3:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Survey staff on needs at the beginning of the year. Have monthly check in times at the beginning of faculty meetings to gauge our progress toward the goal. This could be a survey.		Administration	By better hearing the staff on an ongoing basis, the administration will be better equipped to meet the needs of the staff throughout the year.				
2) Increase technology access for teachers and students including printers, projectors and document cameras.		Administration	Increased access to technology				
Funding Sources: 211 Title I, Part A - 5575.00							
							

## Goal 4: Engaged stakeholders in every community

**Performance Objective 1:** Increased opportunities for parents to volunteer and 1 additional curriculum nights will be scheduled for parents to have the opportunity to be more involved in their child's school as measured by an increase in volunteer hours and attendance at curriculum events.

**Evaluation Data Source(s) 1:** Volunteer data  
Sign in sheets for curriculum events

### Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<b>Comprehensive Support Strategy</b> 1) Scheduled parent involvement activities including Meet the Teacher, Open House, Title I Meeting, Math Night, Literacy Night, Science Night, Multicultural program and Career and Technical Education Day will provide opportunities for parents and families to get involved in the school. Providing each student with a book at Literacy Night will enhance their opportunities to read.	2.4, 3.2	Administration Instructional Coaches Teachers	By providing increased opportunities for families to get involved, parents will feel more welcomed as a valued part of the school community. Providing each student with a book at Lit. Night will give students more opportunities to read.				
	Funding Sources: 211 Title I, Part A - 2760.00, 199 General Fund - 800.00						
2) Increase opportunities for families to volunteer at the school. Post needs in the lobby and website .	3.1, 3.2	Administration Instructional Coaches Teachers	With staff actively looking for opportunities to bring parents in and be active in the school, parent volunteers will increase as awareness of need increases.				
							

**Goal 4:** Engaged stakeholders in every community

**Performance Objective 2:** Provide opportunities for students to better transition from grade level to grade level by participating in planned activities.

**Evaluation Data Source(s) 2:** Calendar of events

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Provide PK Roundup, Kindergarten Roundup and activities at other grade levels to acclimate students to what will be expected at each grade level.		Principal Asst. Principal PK Staff	Hosting activities where students get to see what it will be like to be in that grade level will lessen the anxiety students may feel upon entering.				
2) Host Bammel, Roberson and Bailey Middle Schools Counselor, Band and Choir to share what is available to 5th grade students transitioning to 6th grade.	2.5, 2.6	Counselor	Hosting informational activities where students can hear what opportunities they may have at the next grade level empowers them to make informed choices.				
							

## Goal 5: Opportunities and choice for every family.


**Performance Objective 1:** Increase communication opportunities for parents, teachers and students by introducing different media to all stakeholders.

**Evaluation Data Source(s) 1:** Increased activity on Twitter

Implementation of Remind for parents

Opportunities to interact with the building website

### Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Continuation of the building Twitter account to communicate with increased usage and posting.		Instructional Technologist	By providing training to students, staff and parents on the uses of twitter and how to access the building feed will increase the options for communication for all stakeholders.				
2) Implementation of Remind app to give parents a choice of how they would like to receive information.		Administration Secretary	The more choices parents have as to how they receive communication, the better the communication between home and school will be.				
							

**Goal 5:** Opportunities and choice for every family.

**Performance Objective 2:** After school opportunities for students to participate in tutoring and other extra curricular activities through the Project SAFE program.

**Evaluation Data Source(s) 2:** Project SAFE data reports

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) After school tutorials for students through Project SAFE. As part of this program, parents must participate in parent involvement activities and learning opportunities.		Marcus Jones - Coordinator for 21st Century Project SAFE and Instructional Leadership Team	With opportunities for after school tutoring and extra curricular activities, we should see an increase in student achievement and attendance. Parent participation in involvement activities and learning opportunities increases parental involvement overall.				
							

## Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Continue work with prompting of struggling readers for all populations including ELL and SPED. Professional development will include, but will not limited to Reading Strategies. Materials for and professional development will be purchased using Title I money in addition to other funding sources. We will also focus on GT students and how we can move them from Meeting standard to Advanced for all PEIMS and Non-PEIMS student groups.
1	1	2	Targeted pull out intervention for African American students in Reading, All students including Hispanic, ELL and Economically Disadvantaged will be receive intervention in writing as all of the aforementioned student groups make up our system safe students. STAAR and students who are Tier III RtI will receive additional tutoring as well.
1	1	6	Students who were not successful in math will be targeted for intervention with a Title I Tutor. Materials will be purchased as needed for the intervention. A focus will be given to all students targeting Hispanic, English Learners, and economically disadvantaged students of both PEIMS and Non-PEIIMS student groups.
1	2	1	Using a writing sample and campus based assessments in STAAR format, we will target students for immediate intervention in writing from all student groups with a focus on ELL and SPED. Daily focused instruction centered around revising and editing.
1	3	3	Purchasing of Edmentum - Study Island / Exact Path as a Reading and Math intervention for grades K-5
4	1	1	Scheduled parent involvement activities including Meet the Teacher, Open House, Title I Meeting, Math Night, Literacy Night, Science Night, Multicultural program and Career and Technical Education Day will provide opportunities for parents and families to get involved in the school. Providing each student with a book at Literacy Night will enhance their opportunities to read.

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

Our Parent Engagement Liaison will distribute the Parent and Family engagement policy. Flor Espinoza will make multiple attempts to reach out to the community to ensure they attend all functions at EES.

## Campus Advisory Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Robert Green	Principal
Non-classroom Professional	Sheila Tyler	Asst. Principal
Classroom Teacher	Laura Flores	5th grade Teacher
Classroom Teacher	Liliana Senter	5th Grade Bilingual Teacher
Classroom Teacher	Jennifer Rudolphy	5th Grade Teacher
Classroom Teacher	Wanda Newell	2nd Grade Teacher
Classroom Teacher	Jackie Garza	4th Grade Teacher
Classroom Teacher	Katie Natale	1st Grade Teacher
Business Representative	Chris Layton	Business Rep.
Community Representative	Ralph Eickenroht	Community Rep.
District-level Professional	Jordan Musselman	SPED Coordinator



# Campus Funding Summary

<b>199 General Fund</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	2	2	Binders	6321	\$500.00
2	4	1	Incentives		\$800.00
4	1	1		6399	\$800.00
<b>Sub-Total</b>					\$2,100.00
<b>Budgeted Fund Source Amount</b>					\$3,000.00
<b>+/- Difference</b>					\$900.00
<b>199 State SCE - State Compensatory Education (PIC)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	2	Tutors and Materials	6118.TU	\$5,500.00
2	1	1	District Funding of Math Coach and Student Support Specialist.		\$0.00
<b>Sub-Total</b>					\$5,500.00
<b>Budgeted Fund Source Amount</b>					\$5,500.00
<b>+/- Difference</b>					\$0
<b>211 Title I, Part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Reading intervention materials	6321	\$8,856.00
1	1	2	Tutors	6112	\$10,000.00
1	1	2	Literacy Interventionist	6119	\$15,600.00
1	1	6	Title Tutor		\$10,000.00
1	2	2	Title money for pay	6119	\$10,000.00
1	3	1	Science Interventionist	6119	\$36,000.00
1	3	2	STEM Scopes Software	6321	\$3,203.50
1	3	3	Money for site license	6321	\$8,800.00
2	1	1	District Funding of Literacy Coach	6119	\$0.00

2	3	1	Behavior Interventionist	6119	\$36,000.00
3	3	2	Title Funding		\$5,575.00
4	1	1	Parent Engagement Liaison		\$2,000.00
4	1	1	funding for books for literacy night	6399	\$760.00
<b>Sub-Total</b>					\$146,794.50
<b>Budgeted Fund Source Amount</b>					\$136,500.00
<b>+/- Difference</b>					<b>\$-10,294.50</b>
<b>263 Title III, LEP</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	2	2	Title III for pay	6119	\$5,500.00
<b>Sub-Total</b>					\$5,500.00
<b>Budgeted Fund Source Amount</b>					\$5,500.00
<b>+/- Difference</b>					<b>\$0</b>
<b>461 Campus Activity Fund</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$1,000.00
<b>+/- Difference</b>					<b>\$1,000.00</b>
<b>Grand Total</b>					\$159,894.50