

Spring Independent School District
Eickenroht Elementary
2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: September 7, 2021
Public Presentation Date: September 2, 2021

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 employs 45 certified teachers in classroom positions as well as a math coach and literacy coach. This year we will be adding multiple interventionists for math and reading. The average teacher has 10 years of experience.

Teacher years of experience:

1-5 = 12 teachers

6-10 = 15 teachers

10-20 = 13 teachers

over 20 = 3 teachers

The student population is diverse with 56% of students identified as Black, 40% Hispanic and 4% White or Asian. 31% of students are ELL learners in bilingual or ESL programs. 96% of students are identified as being Economically Disadvantaged

In reviewing historical attendance data, Eickenroht has a consistent low attendance percentage in PK from 2018 through 2021 with corresponding PK yearly ADA of 85%, 89% and 78% across the last three years. Overall rates for the entire student population are 2018-19- 93.8%, 2019-2020 95.7% and 2020-21 92.9% (with 32% of learners remote). This trend shows that efforts need to be concentrated in the lower grades and having PK parents understand the importance

Our special programs show 13% of students receiving sped services including self contained CASE programs, in class support and speech services. 5% of students are identified as Gifted and Talented and receive services.

It is a priority to add business partnerships this year. Our current partnerships are with the Funeral Museum next door, McDonald's and Hosanna Lutheran Church. This year we are adding Southern Q BBQ as our CIP partner and reaching out to other area businesses .

The majority of our students reside in 6 area apartments complexes resulting in a mobility rate of 30%.

Demographics Strengths

Eickenroht attendance data shows that students in intermediate grades maintain a consistent, higher ADA over historical data.

	grade 3	grade4	grade 5
2019-20	96%	96%	97%
2020-21	94%	94%	95%

The average years of experience of teachers brings experience to the classroom. The leadership team this year will also bring a wealth of experience in an academic specialist with 12 years of experience, a literacy coach with 17 years, a math coach with 15 years, a principal with 27 years, a counselor with 25 years and an AP with 15 years. All of these leaders will be active in coaching and mentoring teachers and paras to improve core instruction and student achievement.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Overall attendance ADA is at 94% with the target area being PK at only 85%. **Root Cause:** The campus did not communicate effectively the importance of school to parents and students which negatively impacted engagement. Additionally, the quality and quantity of social emotional support provided by the campus did not meet the needs of the students.

Student Learning

Student Learning Summary

STAAR (2017-2021)

	Math 3 - 5					
	PEIMS	Approaches	Meets	Masters	Date Taken	Testing Campus
EICKENROHT ES (2017)	100%	63.49%	29.37%	13.89%	05/01/17	EICKENROHT ES
EICKENROHT ES (2018)	100%	72.55%	32.55%	9.41%	04/01/18	EICKENROHT ES
EICKENROHT ES (2019)	100%	60.61%	28.28%	13.13%	05/01/19	EICKENROHT ES
EICKENROHT ES (2021)		43.42%	21.93%	7.89%	05/01/21	EICKENROHT ES

	Reading (3- 5)					
	PEIMS	Approaches	Meets	Masters	Date Taken	Testing Campus
EICKENROHT ES (2017)	100%	54.76%	28.97%	16.67%	05/01/17	EICKENROHT ES
EICKENROHT ES (2018)	100%	61.57%	32.16%	13.33%	04/01/18	EICKENROHT ES
EICKENROHT ES (2019)	100%	61.79%	26.79%	11.43%	05/01/19	EICKENROHT ES
EICKENROHT ES (2021)		45.58%	23.45%	11.95%	05/01/21	EICKENROHT ES

	Science					
	PEIMS	Approaches	Meets	Masters	Date Taken	Testing Campus
EICKENROHT ES (2017)	100%	65.56%	30%	12.22%	05/01/17	EICKENROHT ES
EICKENROHT ES (2018)	100%	74.68%	34.18%	8.86%	05/01/18	EICKENROHT ES
EICKENROHT ES (2019)	100%	46.05%	21.05%	7.89%	05/01/19	EICKENROHT ES
EICKENROHT ES (2021)		36.05%	12.79%	1.16%	05/01/21	EICKENROHT ES

STAAR Approaches data in Reading, Math and Science improved in 2018, but fell again in 2019. Data in 2021 fell 10% to 17% in the approaches category. Students receiving instruction in person in 2021 was 62% according to eSchool.

TELPAS Composite Score

	Number Tested	Beginning	Intermediate	Advanced	Advanced High
2019	64	36 (56%)	23 (36%)	5 (8%)	0 (0%)
2021	154	32 (21%)	52 (34%)	46 (30%)	24 (16%)

DRA

2021

	On or Above G/L	Total		
Kinder	20	84	24%	D/6
1st Grade	22	84	26%	I/16
2nd Grade	15	87	17%	M/28

2019 DRA

Kinder EOY - 74%

1st Grade - 44% on or above

2nd Grade - 61% on or above

EOY DRA data fell drastically in 2021. Second grade fell from 61% on or above grade level in 2019 to 17% in 2021.

MAP Reading 3-5 Students on or above Grade Level

2020-2021

3rd Grade - 36%

4th Grade - 53%

5th Grade - 39%

Total - 42% on or above Grade Level in grades 3-5

MAP Math K-5 Students on or above Grade Level (2020-2021)

Kinder - 43%

1st Grade - 40%

2nd Grade - 43%

3rd Grade - 41%

4th Grade - 52%

5th Grade - 39%

Total - 43% on or above Grade Level in Math Grades K-5

MAP EOY 2019

Reading 45% on or above grade level

Math 41% on or above grade level

EOY MAP data did not change significantly from 2019 to 2021 in reading or math.

Circle Assessment Data

Rapid Letter Naming

Wave 1 66.7% Need Support, 33.3% No Support Needed

Wave 2 25% Need Support, 75% No Support Needed

Letter Sound Correspondence

Wave 1 60.5% Need Support, 39.5% No Support Needed

Wave 2 22.5% Need Support, 77.5% No Support Needed

Math

Wave 1 23.7% Need Support, 76.3% No Support Needed

Wave 2 27.5% Need Support, 72.5% No Support Needed

Student Learning Strengths

Approaches percentage in reading is trending upwards from 2017-2019.

In the last year of full face to face instruction (2019), SPED met the federal system safeguards in academic achievement with 48% for reading and 45% for math.

TELPAS ratings show growth. (2020 to 2021)

33% of students gained 1 level

37% of students gained more than 1 level

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): PLC implementation and focuses were ineffective in ensuring students mastered fundamental skills in reading and writing. **Root Cause:** The process of planning and implementation was not guided or inspected for teachers to deliver effective core curriculum.

Problem Statement 2 (Prioritized): PLC implementation and focuses were ineffective in ensuring students mastered fundamental skills in math. **Root Cause:** The process of planning and implementation was not guided or inspected for teachers to deliver effective core curriculum.

Problem Statement 3 (Prioritized): Instruction did not target how to move students from concrete to conceptual and to higher level analysis and application in Science. **Root Cause:** Teachers needed more professional development in examining data for needs and digging into the curriculum.

School Processes & Programs

School Processes & Programs Summary

Teachers are recruited from SISD job fairs and referrals from current and past master teachers. A committee made up of numerous leaders conducts interviews and discusses 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 if they are new to teaching or new to Spring ISD. Teachers are supported by a math coach, literacy coach, team leader, academic specialist and data specialist and counselor as well as the principal and AP. All teachers, including FAME and SPED, are participating in the CRIMSI pilot this year which will include a research based scope and sequence as well as scripted lessons to address core student instruction through the use of Eureka Math and Amplify Reading.

Biweekly data PLC's are held to discuss data from most recent assessments. Teachers and students alike track their own data and goals. In addition, planning PLC's are held weekly in each academic content area to include reinforcing Spring Way systems, the Gradual Release model, Habits of Discussion, Talk Read Talk Write, and Quaver SEL lessons. Coaches will also focus on TLAC strategies during coaching sessions as well as allow for at-bats during planning PLCs.

Policies regarding staff will be updated and include all staff signing in via the fingerprint access in the gym or lounge only. Staff needing to take personal time must complete a request form and have it approved by admin so that consideration of coverage for all classes can be made. Monthly staff morale activities are planned by ILT.

Student clubs and organizations will be added this year and may include SECME, basketball, volleyball, battle of the books, Odyssey of the Mind, art club and piano club. A strength for our students is the 21st century after school program which has 100 students enrolled and is run with high fidelity and uses classroom teachers for after school tutoring and enrichment.

A standardized discipline plan will be developed by the AP and all staff will be trained on Aug 4. All teachers have been provided a board configuration example and a model classroom will be set up so that teachers can see the expectations. Lesson plans are expected to be turned in each Thursday to the EES shared drive accessible by all members of ILT for review.

Teachers have access to multiple programs and resources, included but not limited to, STEM scopes for science, Nearpod/Flocabulary, Education Galaxy, Amplify Reading Intervention, LLI through an interventionist and Blended Classroom instruction.

Students will be assessed at BOY, MOY and EOY using Circle in PK, MClass in K-2, and Map in 3-5 as well as TELPAS for ELL learners and STAAR for grades 3-5. Students will take district and campus created benchmarks and all teachers grades K-2 will complete a DRA on each student and monthly running records during Guided Reading groups.

School Processes & Programs Strengths

A school wide discipline plan with all teachers trained during inservice. Includes tier of behaviors and how to handle along with consequences and parent notification.

Piloting the CRIMSI program to give ALL staff a common curriculum and scripted lessons takes the time and focus off designing lessons and allows for time to focus on implementation and acceleration and developing the teaching craft.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The campus lacked effective systems and processes to ensure that all staff and students were accountable for high expectations. **Root Cause:** The culture of the campus did not set high expectations for staff and students and culture was adult centered.

Perceptions

Perceptions Summary

The previous culture of the school was that teams and classrooms were not part of a bigger community. Each group acted independently with separate policies and procedures. There was very little parent involvement or teacher desire to implement extra curricular or incentives. Expectations were not communicated and many deadlines were given at the last minute during morning huddles. All faculty meetings were not held and a school newsletter was not consistently in place.

There is no current parent organization in place at Eickenroht. Parents received information in multiple formats, but events were not scheduled to meet the needs of parents. The focus was on making things convenient for the adults.

Beginning this year, Eickenroht is part of the SAF (School Action Fund) grant and teachers were asked to sign an extra commitment form. As a result, teacher turn over is greater than normal. Ten classroom teaching positions of the 45 are vacancies for the upcoming school year. Bilingual positions are especially hard to fill and account for 3 of those 10 positions. Recruiting efforts will focus on filling needs with experienced teachers.

Perceptions Strengths

Positive parental perception of Eickenroht is positive on the school climate survey. 81% of parents state they feel welcome at the school and 85% of parents state that the school is responsive to their needs.

Multiple ways in place to meet the students social and emotional needs including an experienced counselor who will focus on groups and individual counseling while the teachers focus on whole class SEL instruction with Quaver curriculum 15 minutes daily. A CYS worker and partnership with Texans Recovering Together to provide resources and counseling for families.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents, administrators, students and staff were not working together as a team to create a culture of excellence, equity and achievement.

Root Cause: The expectations set by administrators created a culture of accepting lower standards and unequal treatment.

Priority Problem Statements

Problem Statement 1: The campus lacked effective systems and processes to ensure that all staff and students were accountable for high expectations.

Root Cause 1: The culture of the campus did not set high expectations for staff and students and culture was adult centered.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: PLC implementation and focuses were ineffective in ensuring students mastered fundamental skills in reading and writing.

Root Cause 2: The process of planning and implementation was not guided or inspected for teachers to deliver effective core curriculum.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Parents, administrators, students and staff were not working together as a team to create a culture of excellence, equity and achievement.

Root Cause 3: The expectations set by administrators created a culture of accepting lower standards and unequal treatment.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Overall attendance ADA is at 94% with the target area being PK at only 85%.

Root Cause 4: The campus did not communicate effectively the importance of school to parents and students which negatively impacted engagement. Additionally, the quality and quantity of social emotional support provided by the campus did not meet the needs of the students.

Problem Statement 4 Areas: Demographics

Problem Statement 5: PLC implementation and focuses were ineffective in ensuring students mastered fundamental skills in math.

Root Cause 5: The process of planning and implementation was not guided or inspected for teachers to deliver effective core curriculum.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Instruction did not target how to move students from concrete to conceptual and to higher level analysis and application in Science.

Root Cause 6: Teachers needed more professional development in examining data for needs and digging into the curriculum.

Problem Statement 6 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- 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 progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Race and ethnicity 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/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- STEM/STEAM data
- 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
- 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
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students





Performance Objective 1: I-ZONE: By June 2022, 40% of students will reach at least Meets on the Spring 2022 STAAR Reading (3rd-5th grade) assessment. Additionally, by June 2022, 20% of GT students will reach the Masters level on the Spring 2022 STAAR Reading (3rd-5th) assessment. By June 2022, the achievement gap between student groups will decrease.

Targeted or ESF High Priority

Evaluation Data Sources: Campus Benchmarks, District Benchmarks, Exit Tickets, and Unit Assessments, Mid-unit assessments, Interims and STAAR.

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and implement effective, scheduled, structured PLC (DDAP, learning, planning and at-bats) weekly and bi-weekly. (Calendar, agenda, student work, student focused, reminders, expectations, norms, binders for planning resources and plans, pocket charts and index cards for the data room/data tracking)</p> <p>Strategy's Expected Result/Impact: Improved planning, improved student achievement</p> <p>Staff Responsible for Monitoring: teachers, ILT, administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Binders - 211 Title I, Part A - 6399 - \$5,000</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Train teachers on disaggregating formative and summative data in order to focus on sub-populations and individual students so that teachers know the needs of each student.</p> <p>Strategy's Expected Result/Impact: Data driven instruction, teachers knowing their students and students needs are being met with targeted instruction</p> <p>Staff Responsible for Monitoring: Teachers, ILT and Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: Pocket charts and index cards for tracking the data on data walls - 211 Title I, Part A - 8399 - \$2,000</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Train teachers on how to evaluate student work samples and identify their misconceptions in a timely manner in order to respond to those misconceptions during small groups.</p> <p>Strategy's Expected Result/Impact: Student achievement, teacher skill sets</p> <p>Staff Responsible for Monitoring: ILT, Admin and teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Level 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide ongoing coaching with timely feedback using Get Better Faster, specifically see it, name it, do it, while focusing on TLAC strategies. GBF and TLAC books will be purchased for teachers in order to support their development in the strategies and expectations.</p> <p>Strategy's Expected Result/Impact: improve teachers' craft and impact lessons</p> <p>Staff Responsible for Monitoring: Admin, ILT</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Level 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: Get Better Faster and Teach Like a Champion Books - 211 Title I, Part A - 6325 - \$5,000</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Incorporate Blended Learning into each reading classroom that includes a station rotation model with part of the learning coming from a digital source tied to student need. A presentation cart will be used to allow teachers to be mobile and teach grade level TEKS while presenting materials through the document camera.</p> <p>Strategy's Expected Result/Impact: Meet the individual needs of each students, increase student engagement and increase student technology proficiency.</p> <p>Staff Responsible for Monitoring: Teachers, ILT, administrators.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Level 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 3</p> <p>Funding Sources: Presentation Carts for instruction and teacher mobility - 211 Title I, Part A - \$2,500</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Schedule ongoing training and feedback sessions for Amplify curriculum followed by walk throughs (formal and informal) to ensure quality instruction.</p> <p>Strategy's Expected Result/Impact: Quality and consistent instruction across the campus, resulting in higher student achievement.</p> <p>Staff Responsible for Monitoring: Teachers, admin and ILT team.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Level 2: Effective, Well-Supported Teachers, Level 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: Amplify Training - 211 Title I, Part A - \$1,300</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Focus on sub populations, including ELL, to help improve vocabulary and higher level thinking, so that students', including ELL students and immigrants' language proficiency increases which will increase their student achievement, TELPAS rating and help exit students from bilingual.</p> <p>Strategy's Expected Result/Impact: Increased TELPAS scores and language proficiency.</p> <p>Staff Responsible for Monitoring: Teachers, EL Teacher, Admin, Coaches and Instructional Specialists</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Level 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: PLC implementation and focuses were ineffective in ensuring students mastered fundamental skills in reading and writing. Root Cause: The process of planning and implementation was not guided or inspected for teachers to deliver effective core curriculum.</p>
<p>Problem Statement 3: Instruction did not target how to move students from concrete to conceptual and to higher level analysis and application in Science. Root Cause: Teachers needed more professional development in examining data for needs and digging into the curriculum.</p>
School Processes & Programs
<p>Problem Statement 1: The campus lacked effective systems and processes to ensure that all staff and students were accountable for high expectations. Root Cause: The culture of the campus did not set high expectations for staff and students and culture was adult centered.</p>





Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 2: I-ZONE: By June 2022, 40% of students will reach at least Meets on the Spring 2022 STAAR Math (3rd-5th grade) assessment. Additionally, by June 2022, 20% of GT students will reach the Masters level on the Spring 2022 STAAR Math (3rd-5th) assessment. By June 2022, the achievement gap between student groups will decrease.

Targeted or ESF High Priority

Evaluation Data Sources: Campus Benchmarks, District Benchmarks, Exit Tickets, and Unit Assessments, Mid-unit assessments, Interims and STAAR.

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and implement effective, scheduled, structured PLC (DDAP, learning, planning and at-bats) weekly and bi-weekly. (Calendar, agenda, student work, student focused, reminders, expectations, norms) Strategy's Expected Result/Impact: Improved planning, improved student achievement Staff Responsible for Monitoring: teachers, ILT, administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 2 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Train teachers on disaggregating formative and summative data in order to focus on sub-populations and individual students so that teachers know the needs of each student. Strategy's Expected Result/Impact: Data driven instruction, teachers knowing their students and students needs are being met with targeted instruction Staff Responsible for Monitoring: Teachers, ILT and Admin Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 2 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Train teachers on how to evaluate student work samples and identify their misconceptions in a timely manner in order to respond to those misconceptions during small groups. Strategy's Expected Result/Impact: Student achievement, teacher skill sets Staff Responsible for Monitoring: ILT, Admin and teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 2 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide ongoing coaching with timely feedback using Get Better Faster, specifically see it, name it, do it, while focusing on TLAC strategies.</p> <p>Strategy's Expected Result/Impact: improve teachers' craft and impact lessons</p> <p>Staff Responsible for Monitoring: Admin, ILT</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Level 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Incorporate Blended Learning into each math classroom that includes a station rotation model with part of the learning coming from a digital source tied to student need.</p> <p>Strategy's Expected Result/Impact: Meet the individual needs of each students, increase student engagement and increase student technology proficiency.</p> <p>Staff Responsible for Monitoring: Teachers, ILT, administrators.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Level 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Schedule ongoing training and feedback sessions for Eureka Math curriculum followed by walk throughs (formal and informal) to ensure quality instruction.</p> <p>Strategy's Expected Result/Impact: Quality and consistent instruction across the campus, resulting in higher student achievement.</p> <p>Staff Responsible for Monitoring: Teachers, admin and ILT team.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Level 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1</p> <p>Funding Sources: Eureka Professional Development - 211 Title I, Part A - 6239 - \$2,000</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: PLC implementation and focuses were ineffective in ensuring students mastered fundamental skills in math. **Root Cause:** The process of planning and implementation was not guided or inspected for teachers to deliver effective core curriculum.

School Processes & Programs

Problem Statement 1: The campus lacked effective systems and processes to ensure that all staff and students were accountable for high expectations. **Root Cause:** The culture of the campus did not set high expectations for staff and students and culture was adult centered.

Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students





Performance Objective 3: I-ZONE: By June 2022, 40% of students will reach at least Meets on the Spring 2022 STAAR Science (5th grade) assessment. Additionally, by June 2022, 20% of GT students will reach the Masters level on the Spring 2022 STAAR Science (5th) assessment. By June 2022, the achievement gap between student groups will decrease.

Targeted or ESF High Priority

Evaluation Data Sources: Campus Benchmarks, District Benchmarks, Exit Tickets, and Unit Assessments, Mid-unit assessments, Interims and STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and implement effective, scheduled, structured PLC (DDAP, learning, planning and at-bats) weekly and bi-weekly. (Calendar, agenda, student work, student focused, reminders, expectations, norms) Strategy's Expected Result/Impact: Improved planning, improved student achievement Staff Responsible for Monitoring: teachers, ILT, administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Level 2: Effective, Well-Supported Teachers, Level 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 3 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Train teachers on disaggregating formative and summative data in order to focus on sub-populations and individual students so that teachers know the needs of each student. Strategy's Expected Result/Impact: Data driven instruction, teachers knowing their students and students needs are being met with targeted instruction Staff Responsible for Monitoring: Teachers, ILT and Admin Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Level 1: Strong School Leadership and Planning, Level 2: Effective, Well-Supported Teachers, Level 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 3 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Train teachers on how to evaluate student work samples and identify their misconceptions in a timely manner in order to respond to those misconceptions during small groups. Strategy's Expected Result/Impact: Student achievement, teacher skill sets Staff Responsible for Monitoring: ILT, Admin and teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Level 2: Effective, Well-Supported Teachers, Level 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 3 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide ongoing coaching with timely feedback using Get Better Faster, specifically see it, name it, do it, while focusing on TLAC strategies.</p> <p>Strategy's Expected Result/Impact: improve teachers' craft and impact lessons</p> <p>Staff Responsible for Monitoring: Admin, ILT</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Level 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Incorporate Blended Learning into each science classroom that includes a station rotation model with part of the learning coming from a digital source tied to student need.</p> <p>Strategy's Expected Result/Impact: Meet the individual needs of each students, increase student engagement and increase student technology proficiency.</p> <p>Staff Responsible for Monitoring: Teachers, ILT, administrators.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Level 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Schedule ongoing training and feedback sessions for Stemsopes science curriculum followed by walk throughs (formal and informal) to ensure quality instruction.</p> <p>Strategy's Expected Result/Impact: Quality and consistent instruction across the campus, resulting in higher student achievement.</p> <p>Staff Responsible for Monitoring: Teachers, admin and ILT team.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Level 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Implement science, math and reading camp and after school tutoring, to focus on STAAR success. Tutors/teachers will receive supplemental pay.</p> <p>Strategy's Expected Result/Impact: Student success on STAAR will increase.</p> <p>Staff Responsible for Monitoring: Coaches, ILT, teachers, Admin.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 1</p> <p>Funding Sources: After School Tutoring Supplemental Pay - 211 Title I, Part A - \$20,000</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Hands on science experiences followed by applying knowledge to STAAR questions. Teachers will utilize strategies that allow students to verbalize their learning at the hands on stage through cooperative groups and shared writings. Including hands on activities at the kick off event to showcase to parents how to showcase science activities at home.</p> <p>Strategy's Expected Result/Impact: Increase critical thinking skills</p> <p>Staff Responsible for Monitoring: Teachers, Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Focus on science vocabulary through Frayer model and use of Stem Scopes online tool. Teachers will use the Marzano strategy of Generate and Test Hypothesis.</p> <p>Strategy's Expected Result/Impact: Increase use of science academic language and conversations about science</p> <p>Staff Responsible for Monitoring: Teachers and Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 3: Instruction did not target how to move students from concrete to conceptual and to higher level analysis and application in Science. **Root Cause:** Teachers needed more professional development in examining data for needs and digging into the curriculum.

School Processes & Programs

Problem Statement 1: The campus lacked effective systems and processes to ensure that all staff and students were accountable for high expectations. **Root Cause:** The culture of the campus did not set high expectations for staff and students and culture was adult centered.





Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 4: By June 2022 (Wave 3), 80% of PK students will reach On Target on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing. By June 2022, the achievement gap between student groups will decrease.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: CLI Engage/CIRCLE

Strategy 1 Details	Reviews			
<p>Strategy 1: Schedule ongoing training and feedback sessions for Teaching Strategies for Texas PK curriculum followed by walk throughs (formal and informal) to ensure quality instruction.</p> <p>Strategy's Expected Result/Impact: Quality and consistent instruction across the campus, resulting in higher student achievement.</p> <p>Staff Responsible for Monitoring: Teachers, admin and ILT team.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: A daily, consistent routine of phonics and literacy that utilizes movement, music, as well as a phonemic awareness program with read alouds and a balanced literacy program will be implemented in every Pk and K classroom.</p> <p>Strategy's Expected Result/Impact: Increased literacy awareness</p> <p>Staff Responsible for Monitoring: Teachers, Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: Campus Academic Specialist - 211 Title I, Part A - \$85,000</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 1: PLC implementation and focuses were ineffective in ensuring students mastered fundamental skills in reading and writing. Root Cause: The process of planning and implementation was not guided or inspected for teachers to deliver effective core curriculum.</p>

School Processes & Programs

Problem Statement 1: The campus lacked effective systems and processes to ensure that all staff and students were accountable for high expectations. **Root Cause:** The culture of the campus did not set high expectations for staff and students and culture was adult centered.

Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students





Performance Objective 5: By June 2022 (Wave 3), 85% of PK students will reach On Target on CLI Engage/CIRCLE in the area of Overall Math. By June 2022, the achievement gap between student groups will decrease.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: CLI Engage/CIRCLE

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide on going professional development and the implementation of rigorous core instruction that includes non-linguistic representation and numerous exposures supplemented by differentiation for individual student needs.</p> <p>Strategy's Expected Result/Impact: high quality instruction resulting in high student outcomes</p> <p>Staff Responsible for Monitoring: ILT, Admin, teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 5 Problem Statements:





Student Learning
<p>Problem Statement 2: PLC implementation and focuses were ineffective in ensuring students mastered fundamental skills in math. Root Cause: The process of planning and implementation was not guided or inspected for teachers to deliver effective core curriculum.</p>
School Processes & Programs
<p>Problem Statement 1: The campus lacked effective systems and processes to ensure that all staff and students were accountable for high expectations. Root Cause: The culture of the campus did not set high expectations for staff and students and culture was adult centered.</p>

Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 6: I-ZONE: By June 2022 (EOY), 60% of 3rd-5th grade students will exceed their growth expectations on MAP Reading. By June 2022, the achievement gap between student groups will decrease.

Targeted or ESF High Priority

Evaluation Data Sources: NWEA MAP Growth Reading

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide training on how to disaggregate the MAP Reading data and use it for interventions. Strategy's Expected Result/Impact: Increased math achievement Staff Responsible for Monitoring: Teachers, ILT and administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Level 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Identify students based on MAP scores for RtI and track them through the DPM process. Strategy's Expected Result/Impact: Meeting individual needs and increased student achievement, MAP growth Staff Responsible for Monitoring: SSS, ILT, Admin, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Level 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 6 Problem Statements:

Student Learning
<p>Problem Statement 1: PLC implementation and focuses were ineffective in ensuring students mastered fundamental skills in reading and writing. Root Cause: The process of planning and implementation was not guided or inspected for teachers to deliver effective core curriculum.</p>
School Processes & Programs
<p>Problem Statement 1: The campus lacked effective systems and processes to ensure that all staff and students were accountable for high expectations. Root Cause: The culture of the campus did not set high expectations for staff and students and culture was adult centered.</p>





Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 7: I-ZONE: By June 2022 (EOY), 60% of KG-5th grade students will exceed their growth expectations on MAP Math. By June 2022, the achievement gap between student groups will decrease.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: NWEA MAP Growth Map

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide training on how to disaggregate the MAP Math data and use it for interventions. Strategy's Expected Result/Impact: Increased math achievement Staff Responsible for Monitoring: Teachers, ILT and administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy Problem Statements: Student Learning 2 - School Processes & Programs 1 Funding Sources: All purpose easels - 211 Title I, Part A - \$4,075</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Identify students based on MAP scores for RtI and track them through the DPM process. Strategy's Expected Result/Impact: Meeting individual needs and increased student achievement, MAP growth Staff Responsible for Monitoring: SSS, ILT, Admin, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy Problem Statements: Student Learning 2 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 7 Problem Statements:

Student Learning

Problem Statement 2: PLC implementation and focuses were ineffective in ensuring students mastered fundamental skills in math. **Root Cause:** The process of planning and implementation was not guided or inspected for teachers to deliver effective core curriculum.

School Processes & Programs

Problem Statement 1: The campus lacked effective systems and processes to ensure that all staff and students were accountable for high expectations. **Root Cause:** The culture of the campus did not set high expectations for staff and students and culture was adult centered.





Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 8: By June 2022 (EOY), 60% of KG-2nd grade students will be "on grade level" as measured by mCLASS (may be adjusted following review of baseline data). By June 2022, the achievement gap between student groups will decrease.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: mCLASS
DRA





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide training on how to use the data from mCLASS to drive instruction.</p> <p>Strategy's Expected Result/Impact: Improved reading levels</p> <p>Staff Responsible for Monitoring: Teachers, ILT, Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 9: By June 2022, attendance rates will improve by 1.5% when compared to the final campus rate in 2019 with an emphasis on PK attendance to increase 10%.

HB3 Goal

Evaluation Data Sources: We will look at the Average Daily Attendance reports during our monthly attendance meetings.

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus based attendance clerk will make daily calls to students who are absent following the magic number that puts us at our goal of 96% daily.</p> <p>Strategy's Expected Result/Impact: Increased student attendance.</p> <p>Staff Responsible for Monitoring: Admin, Teachers, Attendance Clerk</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF</p> <p>Levers: Lever 3: Positive School Culture - Targeted Support Strategy</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The attendance committee will create a plan to include individual, class and grade level incentives to increase student attendance.</p> <p>Strategy's Expected Result/Impact: Increased student attendance</p> <p>Staff Responsible for Monitoring: Attendance clerk, Admin, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF</p> <p>Levers: Lever 3: Positive School Culture - Targeted Support Strategy</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 9 Problem Statements:

Demographics
<p>Problem Statement 1: Overall attendance ADA is at 94% with the target area being PK at only 85%. Root Cause: The campus did not communicate effectively the importance of school to parents and students which negatively impacted engagement. Additionally, the quality and quantity of social emotional support provided by the campus did not meet the needs of the students.</p>

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





Performance Objective 1: By June 2022, achievement gaps between student groups will be decreased.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: MAP, mCLASS, campus and district benchmarks, unit assessments, STAAR, DRA

Strategy 1 Details	Reviews			
<p>Strategy 1: Identify and track all students based on testing as students enroll to identify sub populations that need additional intervention.</p> <p>Strategy's Expected Result/Impact: Decreasing achievement gap between subgroups by increasing student achievement.</p> <p>Staff Responsible for Monitoring: Teachers, coaches, ILT, Admin.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Targeted small group instruction in grades K-5 to address students reading below grade level and lacking foundational math skills using programs including HD Word, Blast, ExactPath, SuccessMaker, Common Lit, Reading A to Z, Guided Reading and Education Galaxy. Tutors will increase student engagement and intervention time to close the gap for ELL and special populations in math and reading. Binders will be needed to hold lesson plans, planning guides, lead forward and other materials needed to plan. Monitors, mice and keyboards are needed for testing and noise canceling headphones for testing.</p> <p>Strategy's Expected Result/Impact: Decrease achievement gap</p> <p>Staff Responsible for Monitoring: Tutors, ILT, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: Technology Solutions - 199 State SCE - State Compensatory Education (PIC - \$373.70, Tutors - 211 Title I, Part A - 6112 - \$39,545, Noise Canceling Headphones - 211 Title I, Part A - \$455</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide additional language support, through a tutor, in order to increase the language proficiency of ELL students along with intervention materials for the ESL certified classroom teacher.</p> <p>Strategy's Expected Result/Impact: Increase language proficiency and TELPAS scores</p> <p>Staff Responsible for Monitoring: LPAC coordinator, ILT</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: K12 Summit - 211 Title I, Part A - \$1,205</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Create and monitor schedules of support for Special education students that limits time missed from core instruction on grade level TEKS. Create and monitor plans for students that are engaged in sped services and miss class work time to complete assignments. Train all teachers on effectively implementing accommodations and modifications for their sped students.</p> <p>Strategy's Expected Result/Impact: Close the performance gap for special populations.</p> <p>Staff Responsible for Monitoring: SPED TL, AP, Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

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





Performance Objective 1: By June 2022, Eickenroht will implement two high-leverage strategies to engage families and communities that best meet the needs of parents and community members as evidenced by increased participation at school events and offerings of after school events.

Targeted or ESF High Priority

Evaluation Data Sources: sign in sheet, volunteer logs, communications with parents,

Strategy 1 Details	Reviews			
<p>Strategy 1: Communicate with families frequently, using a variety of methods including weekly newsletter, monthly calendar, school website announcements and a weekly take home folder, class dojo, school marquee, social media and blackboard connect in English and Spanish.</p> <p>Strategy's Expected Result/Impact: Family engagement Increased participation at events.</p> <p>Staff Responsible for Monitoring: PEL ILT Administration Teachers</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p> <p>Funding Sources: Weekly Folders - 211 Title I, Part A - \$2,000</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Offer before, during and after school programs in diverse areas of arts, leadership, academics and family issues including a kick-off community party, meet the teacher, Open House, Bring your parents to school day, Reading Rodeo, Family Feast and Academic Nights. Eickenroht will also collaborate with the 21st-century program to ensure a strong home/school connection. The program will offer parent engagement opportunities that will assist parents in developing their children in the area of academics and social emotional learning.</p> <p>Strategy's Expected Result/Impact: Increase Parent and Community involvement</p> <p>Staff Responsible for Monitoring: ILT PEL Teachers 21st Century Coordinator 21st Century Program Staff</p> <p>Title I Schoolwide Elements: 2.4, 3.1, 3.2 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p> <p>Funding Sources: Tutoring - 199 State SCE - State Compensatory Education (PIC - \$5,500, Photos, Games, Snacks, Flyers, Blended Learning Informational Pamphlets - 211 Title I, Part A - \$8,000</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:





Demographics
<p>Problem Statement 1: Overall attendance ADA is at 94% with the target area being PK at only 85%. Root Cause: The campus did not communicate effectively the importance of school to parents and students which negatively impacted engagement. Additionally, the quality and quantity of social emotional support provided by the campus did not meet the needs of the students.</p>
Perceptions
<p>Problem Statement 1: Parents, administrators, students and staff were not working together as a team to create a culture of excellence, equity and achievement. Root Cause: The expectations set by administrators created a culture of accepting lower standards and unequal treatment.</p>

Goal 4: WELL-BEING-Ensure all schools are welcoming, safe environments where social and emotional needs are met

Performance Objective 1: By June 2022, Eickenroht will implement at least two high-leverage SEL strategies that meet the needs of the students, staff, and the community as evidenced by classroom lessons, counselor groups and culture building activities for staff and students.

Targeted or ESF High Priority

Evaluation Data Sources: Sign-in sheets (participants), SEL lesson plans, Quaver lesson completion, master schedule

Strategy 1 Details	Reviews			
<p>Strategy 1: 100% of classroom teachers and staff will be trained in using Quaver SEL curriculum to implement into a daily 15 minute lesson. Students needing more intervention in SEL strategies will be pulled by the counselor in small groups using the Quaver intervention pieces.</p> <p>Strategy's Expected Result/Impact: Student engagement and connectedness. Reduced time on behavior management.</p> <p>Staff Responsible for Monitoring: Counselor, ILT, teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Recognize students and teachers on a regular basis including monthly staff appreciations, teacher and para of the month, student recognition, class appreciations and team building activities.</p> <p>Strategy's Expected Result/Impact: Build Positive culture</p> <p>Staff Responsible for Monitoring: ILT Teachers</p> <p>Title I Schoolwide Elements: 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> 0% No Progress</div> <div style="text-align: center;"> 100% Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Overall attendance ADA is at 94% with the target area being PK at only 85%. Root Cause: The campus did not communicate effectively the importance of school to parents and students which negatively impacted engagement. Additionally, the quality and quantity of social emotional support provided by the campus did not meet the needs of the students.</p>

School Processes & Programs

Problem Statement 1: The campus lacked effective systems and processes to ensure that all staff and students were accountable for high expectations. **Root Cause:** The culture of the campus did not set high expectations for staff and students and culture was adult centered.

Perceptions

Problem Statement 1: Parents, administrators, students and staff were not working together as a team to create a culture of excellence, equity and achievement. **Root Cause:** The expectations set by administrators created a culture of accepting lower standards and unequal treatment.

State Compensatory

Personnel for Eickenroht Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kimberly Gibson	Digital Literacy Coach		Full time employee
Nicole Williams	Student Support Specialist		Full time employee
Vanessa Olmeda	Math Coach		Full time employee

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Title I, Part A Campus Improvement Plan is based on a Comprehensive Needs Assessment (CNA) of the entire school. It reflects the status of academic achievement of our scholars in relation to the challenging state academic standards focusing on students who are failing to or are at-risk of failing to meet the rigorous state academic standards and those determined by local policy. The Comprehensive Needs Assessment (CNA) includes a deliberate focus on achievement for special populations such as At-Risk, Special Education, English Learners, Economically Disadvantaged and Gifted & Talented.

The most recent date the Comprehensive Needs Assessment (CNA) was developed/reviewed/revised/approved is noted in the CNA section of Plan4Learning. The comprehensive list of stakeholders engaged in the development, review, revisions, and approval of the CNA will be documented in the Committees section of Plan4Learning. The committee, as well as specialized subcommittees, will meet throughout the school year as new data becomes available and/or when the needs of scholars require campus-level action. The district goal is to conduct at least 2 meetings during the 2021-2022 fall semester (July 2021-December 2021) and at least 3 meetings during the 2021-2022 spring semester (January 2022-July 2022).

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan (CIP) is developed in collaboration with parent(s), community member(s), and campus personnel including teachers, paraprofessionals, campus leaders and leadership team members, and district administration. The committee may include additional stakeholders such as specialized instructional support, technical-assistance personnel, and other campus staff, as needed. Secondary-level (MS/HS) campuses may also include student input through membership on the CIP team. The list of stakeholders who participate in the development and review of the CIP may be found in Plan4Learning in the Committees section.

2.2: Regular monitoring and revision

The CIP remains in effect for the duration of the school's identification as a Title I campus. The plan and its implementation shall be regularly monitored and revised as necessary, based on scholars' needs to ensure that all students are provided opportunities to meet the challenging state academic standards. (ESSA Sec. 12114(b)(3)). The monitoring must include students defined as economically disadvantaged, each major racial and ethnic group, students with disabilities, English learners (ESSA Section 1111(c)(2)) and "at-risk" students [TEC 42.152(d)].

The date the CIP and District Improvement Plan (DIP) were developed/reviewed/revised/approved is noted in Plan4Learning under the Goals tab for the District and for each campus.

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

The CIP is readily available to parents and the community on our campus website. Upon request, an electronic or paper copy will be provided to interested parties. The CIP has been translated into Spanish and both versions are posted on our web page. The campus and/or district will, to the extent possible, provide translations into other languages. Communication will be provided to families at the beginning of the year and during the fall Open House to address this option. (ESSA, Sec. 1114(b)(4))

2.4: Opportunities for all children to meet State standards

Campus-wide Reform Strategies: Sec. 1114(b)(7)(A)(i-iii) The school determines campus-wide reform strategies based upon formative and summative student achievement data. The CIP includes a description of how such strategies will provide opportunities for all children, including each of the student populations (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging state academic standards.

This requirement is documented at the strategy level in Plan4Learning. Each strategy meeting the requirements of 2.4 include this Element designation above the strategy.

2.5: Increased learning time and well-rounded education

The campus will use methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum through programs, activities, and courses necessary to provide a well-rounded education.

Within the Goals, Performance Objectives and Strategies sections in Plan4Learning, the campus lists and describes methods and instructional strategies that strengthen its academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum necessary to a well-rounded education. The campus identifies at least 1 (one) instructional strategy and as many as necessary to address the identified needs. For validation, the campus will submit 1-5 (one to five) strategies.

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

The campus will address the needs of all students it serves with a focus on the needs of students identified as “At Risk” of unsuccessfully demonstrating mastery of the challenging State academic standards.

Within the Goals, Performance Objectives and Strategies sections in Plan4Learning, the campus identifies how it will address the needs of all students including a particular focus on students deemed “At Risk” of not meeting State standards. The campus identifies at least 1 (one) instructional strategy addressing the needs of all students especially the needs of “At Risk” students and student populations and as many as necessary to address the identified needs. For validation, the campus will submit 1-5 (one to five) strategies.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The school jointly developed a written parent and family engagement policy and a school parent compact with parents and family members of our students. The policy describes the ways Spring ISD fulfills the requirements for partnering with parents and families as we provide a high quality education. Our school believes that this partnership is essential for students to succeed. This partnership includes:

- Assisting parents to understand the state standards (TEKS) and curriculum
- Understanding state (STAAR/EOC) and local assessment standards
- How to work with the school to improve their child’s achievement
- Providing materials and training to help parents work with their child, such as literacy and technology training
- Parent curriculum workshops

The School Parent compact outlines how parents, the entire school staff and students will share the responsibility for improved academic achievement. Spring ISD also embraces family and community engagement as it is clearly outlined in our 5-year Strategic Plan as one of our 5 imperatives:

Engaged Stakeholders in Every Community

Our Parent and Family Engagement performance indicators include:

- Increase percentage of schools with an active PTA or PTO
- Increase percentage of stakeholders participating and engaged/highly engaged with Spring ISD
- Increase parent rating of overall quality of education provided by Spring ISD
- Increased two-way communication with parents and stakeholders
- Increase the number of student-enrichment opportunities with higher education or business partners

A list of the individuals and their roles who assisted with the development of the Parent and Family Engagement Policy and Compact can be found in the Committees section of Plan4Learning. The Parent and Family Engagement Policy is published on the school's website and distributed throughout our community.

3.2: Offer flexible number of parent involvement meetings

The school provides a flexible number of meetings for parents. At the district level, the parents meet 4 times annually and serve on a Parent Advisory Council. At the school level we encourage our parents to participate in all enrichment activities as well as academic focused training and workshops such as Language Acquisition courses, technology training and many academic and social/emotional focused workshops. We also have a volunteer program in place where parents may donate their time and their talents in the schools, such as reading in the classroom, participating in College and Career Days as well as serving on the Watch DOGS committee.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Theresa Gurka	Campus Academic Specialist	Title I	1.0

Campus Funding Summary

199 State SCE - State Compensatory Education (PIC)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Technology Solutions		\$373.70
3	1	2	Tutoring		\$5,500.00
Sub-Total					\$5,873.70
Budgeted Fund Source Amount					\$6,000.00
+/- Difference					\$126.30
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Binders	6399	\$5,000.00
1	1	2	Pocket charts and index cards for tracking the data on data walls	8399	\$2,000.00
1	1	4	Get Better Faster and Teach Like a Champion Books	6325	\$5,000.00
1	1	5	Presentation Carts for instruction and teacher mobility		\$2,500.00
1	1	6	Amplify Training		\$1,300.00
1	2	6	Eureka Professional Development	6239	\$2,000.00
1	3	7	After School Tutoring Supplemental Pay		\$20,000.00
1	4	2	Campus Academic Specialist		\$85,000.00
1	7	1	All purpose easels		\$4,075.00
2	1	2	Tutors	6112	\$39,545.00
2	1	2	Noise Canceling Headphones		\$455.00
2	1	3	K12 Summit		\$1,205.00
3	1	1	Weekly Folders		\$2,000.00
3	1	2	Photos, Games, Snacks, Flyers, Blended Learning Informational Pamphlets		\$8,000.00
Sub-Total					\$178,080.00
Budgeted Fund Source Amount					\$178,080.00
+/- Difference					\$0.00
Grand Total					\$183,953.70

Addendums