



EARLY ELEMENTARY SCHOOL  
CAMPUS IMPROVEMENT PLAN

**2020-2021**

Julie Schafer, Principal  
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Joseph Simmons, Assistant Superintendent

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# **EARLY INDEPENDENT SCHOOL DISTRICT EARLY ELEMENTARY SCHOOL**

## **Mission Statement**

It is the belief of the Early Elementary School that all students can learn and that our schools can make a positive difference in the lives of our students. Our mission is to provide an environment for individual growth and development of the whole child, and to prepare our students to make a positive influence in the dynamic, changing world of our future. Through meaningful communication between school and home, we will work together to promote higher student achievement.

## **Home-School Compact**

In accordance with Title I regulations, Early Elementary School will develop and annually update a home-school compact which will explain how students, parents, and staff will share responsibility for student performance and success. All parents will be given a copy of the compact annually as part of the Student Handbook.

## **Developing Policy and Involving Parents in School-Wide Plan**

A site-based campus committee comprised of parents, community members, teachers, staff and principal will meet annually. The committee will provide input regarding the development and implementation of the Parent Involvement Policy and will make it available to all parents.

## **Annual Meeting**

Early Elementary will hold an annual meeting for all parents. Title I guidelines and services will be discussed and explained. The Parent Involvement Plan will be reviewed and updated as necessary.

## **Evaluation**

Early Elementary School will work with the Title I Advisory Committee to evaluate the effectiveness of the Parental Involvement Program. Surveys, classroom observation, assessment data, and other resources will be used to determine the needs and develop revised strategies for student success. Parental input will be sought. Revisions to the Title I Program and the Parental Involvement Policy will be developed and agreed upon and will be communicated to the parents in the district.

## **Concluding Statement**

The Early Elementary School is committed to provide excellence in education and to the success of our students. We will maintain an instructional program which provides opportunities for increased student learning and performance, promote social and emotional growth, and improve citizenship competencies regardless of students' socioeconomic status, family background, race, gender, or prior academic performance. We will also work together with parents to monitor the effectiveness of our Parental Involvement and Title I Programs.

## **Campus Improvement Planning and Decision Making Committee 2020-2021**

Elected/Appointed to a two year term

Julie Schafer	Principal
Jill Mays	Counselor
Amanda Smith	School Nurse
Carol White	Classroom Teacher
Loree Rosenquist	Music Teacher
Kelly Hutchins	Classroom Teacher
Jennifer Davis	Classroom Teacher
Chandler Robnett	Classroom Teacher
Fairlyn Henry	Special Education Teacher
Lorena Garza	Paraprofessional
Brian Smith	Business Member
Connie Moss	Community Member
Amber Wise	Community Member
Doug Lyon	Parent Member
Lisa Turner	Parent Member

# **EARLY INDEPENDENT SCHOOL DISTRICT**

## **Vision**

Early ISD students are equipped, encouraged and engaged to their full potential in achieving their personal, academic, and individual definition of success.

## **Motto**

“What Starts here, Changes the World”

## **Mission Statement**

Our mission at Early ISD is to provide a safe, secure environment for individual growth and development of the whole child and to prepare our students socially, emotionally, and academically to meet the demands of today’s ever-changing world.

# **EARLY INDEPENDENT SCHOOL DISTRICT CORE VALUES**

## **At Early ISD we value:**

- Portraying of a positive school climate throughout the district where visitors feel welcome.
- Modeling of high ethical standards by employees working together as a team to educate students.
- Preparing EISD students to be lifelong learners that are responsible and possess strong work ethics.
- Promoting positive, productive, and professional relationships between staff, students, and parents.
- Educating students with challenging, relevant, and quality instruction.
- Hiring highly qualified staff members that are well trained and hold students to high expectations.

**COMPREHENSIVE NEEDS ASSESSMENT...SUMMARY OF FINDINGS  
2020-2021**

<b>Identified Strengths</b>	<b>Summary of Identified Needs</b>
<b>Demographics:</b>	
<ol style="list-style-type: none"> <li>1. High percent of student attendance averaging 98%</li> <li>2. Strong parent participation</li> </ol>	<ol style="list-style-type: none"> <li>1. Need diverse teachers for race and gender</li> <li>2. More staff to assist with student intervention</li> </ol>
<b>Curriculum, Instruction and Assessment:</b>	
<ol style="list-style-type: none"> <li>1. Implementation of TEKS Resource System as scope and sequence to align state standards with campus curriculum resources.</li> <li>2. Freckle, Study Island, and unit assessments for</li> <li>3. Monitoring student progress.</li> <li>4. Vertical and horizontal curriculum alignment meetings in all subjects.</li> <li>5. Response to Intervention scheduled times Monday-Thursday</li> <li>6. Benchmarks, unit assessments, daily assignments, previous year's STAAR scores to monitor student progress</li> <li>7. Grade level meetings and PLCs to discuss student Progress, closing gaps, student achievement</li> <li>8. Eduphoria information for making quintiles from unit Tests to measure student progress.</li> </ol>	<ol style="list-style-type: none"> <li>1. More time to plan, collaborate and analyze data</li> <li>2. Longer class periods</li> <li>3. Eduphoria training for data collection, benchmark scoring</li> <li>4. Higher percent of STAAR scores in Meets and Masters</li> </ol>
<b>Student Achievement:</b>	
<ol style="list-style-type: none"> <li>1. Scheduled daily tutorial times and RTI periods</li> <li>2. Vertical and horizontal curriculum alignment</li> <li>3. Increased rigor of instruction and planning</li> <li>4. Regular scheduled grade level meetings and PLC meetings</li> <li>5. Six weeks recognition for academic awards</li> </ol>	<ol style="list-style-type: none"> <li>1. Increase tutorial time for identified students</li> <li>2. Professional development for teachers in all subject areas</li> <li>3. Closing the gaps in academic growth</li> <li>4. Increase 10 % of STAAR scores in Meets and Masters</li> <li>5. Obtain distinctions in math and reading</li> <li>6. Researched strategies to increase writing scores</li> </ol>



<b>School Culture and Climate:</b>	
<ol style="list-style-type: none"> <li>1. Morning announcements, celebrations, and recognitions</li> <li>2. Participation in Little Longhorns, Spirit Sisters, Mini Belles, PALS, Little LadyLonghorns</li> <li>3. Character guidance programs in grades 3-5</li> <li>4. Scheduled parent conferences with all parents</li> <li>5. Weekly informational calendar/Communication</li> <li>6. New employee/Teacher mentor program</li> <li>7. Yearly calendar for campus activities in office</li> <li>8. Guardian Program</li> <li>9. All outside doors are locked for student safety</li> </ol>	<ol style="list-style-type: none"> <li>1. Improve playground and playground equipment</li> <li>2. After school tutorials and transportation available with all students</li> <li>3. Improve anti-bullying programs on the campus</li> <li>4. Would like more responses to parent surveys</li> </ol>
<b>Staff Quality and Retention:</b>	
<ol style="list-style-type: none"> <li>1. Plan staff development using needs assessment and feedback</li> <li>2. More than 50% of staff have 10 or more years in Early ISD</li> <li>3. Teacher-Student ratios 22:1 in most classrooms</li> </ol>	<ol style="list-style-type: none"> <li>1. Additional training on instructional programs and technology</li> <li>2. More paraprofessionals to assist students</li> <li>3. Improve Mentor program for new employees</li> <li>4. Update District website for employment opportunities.</li> </ol>
<b>Family and Community Involvement:</b>	
<ol style="list-style-type: none"> <li>1. Training for parents and community volunteers</li> <li>2. Translation of meetings/mail outs in native language</li> <li>3. School messenger, TxConnect, Classroom websites, Grade level Facebook, Class Dojo, Remind and Family activities</li> <li>4. Active PTC organization</li> <li>5. Parent/student/teacher educational compact</li> </ol>	<ol style="list-style-type: none"> <li>1. Have access to translator for parent meetings</li> <li>2. Create Letters/handouts for parents in native language</li> <li>3. More parents involved with PTC fundraisers</li> <li>4. Volunteer recruitment</li> </ol>

<b>School Context and Organization:</b>	
<ol style="list-style-type: none"> <li>1. After school tutoring for all student populations</li> <li>2. Master schedule and duty rosters</li> <li>3. Increased walkthroughs and detailed evaluations for teacher improvement/encouragement/refinement</li> <li>4. Open door policy with principal</li> <li>5. Gain input from parents/students/community</li> </ol>	<ol style="list-style-type: none"> <li>1. Need bus transportation for after school tutorials</li> <li>2. Provide after school learning opportunities for all students</li> <li>3. Update teacher and parent surveys</li> <li>4. Need more local Professional Development opportunities</li> </ol>
<b>Technology:</b>	
<ol style="list-style-type: none"> <li>1. Tablets, chromebooks, laptops, and iPads for student/teacher use in classrooms.</li> <li>2. Increased internet speed/capabilities/infrastructure</li> <li>3. Class Dojo and Remind for home/school communication and student recognitions</li> <li>4. Chromebooks for all grade 5 students</li> </ol>	<ol style="list-style-type: none"> <li>1. Implement technology committee to assess strengths and needs</li> <li>2. Improve internet speed/capabilities/infrastructure</li> <li>3. Updated technology training for teacher resources</li> <li>4. Eduphoria training for scanning assessments and making benchmark tests from released STAAR tests</li> <li>5. More laptops for all classroom teachers</li> <li>6. Need chrome notebooks for grade 4 students</li> </ol>

**Summary:**

Upon analysis of the 2018-2019 STAAR assessment results and the 2017-2018 TAPR report, the committee determined that the campus needs to continue working to increase scores for all sub-groups. These include white, hispanic, special education, economically disadvantaged and at-risk students. Changes in the special education STAAR assessments also determine a need to increase the emphasis on grade level instruction for all special education students.

Disaggregation of STAAR data using Eduphoria software will be used to find and address individual student’s weaknesses and determine the needs of all students. Progress monitoring will be ongoing using Freckle and Study Island software in reading and math for all students.

To increase assessment results, teachers will teach all TEKS during the school year using the TEKS Resource System and all STAAR objectives will be retaught and emphasized before the scheduled STAAR testing dates. Tutorials will be scheduled during the day and after school for reteaching. RTI class periods will be scheduled during the school day, and all teachers will use researched-based instructional strategies to plan classroom instruction and activities. Benchmark testing in all subject areas will be used to assess additional areas for intensive instruction and to monitor academic progress. All teachers will increase problem-solving strategies and increase the level of difficulty with more rigorous instruction.

In addition, vertical and horizontal alignment workshops for the implementation of TEKS Resource System will continue to address curriculum weaknesses across grades 3-5, with an emphasis on writing, math, reading, and science TEKS.

## **Early ISD Goals and Objectives 2020-2021**

**GOAL #1: Early ISD will maintain an “A” in the accountability system for the 2020-2021 school year.**

Objective 1: Achievement gaps in all special populations will be closed on STAAR Assessments.

Objective 2: Academic growth will show an increase in all grade levels.

Objective 3: Students will be reading at grade level by the third grade.

**GOAL #2: Early ISD will recruit, support, train and retain teachers that expect students to perform at a higher level.**

Objective 1 :EISD staff will be provided professional development relevant to the campus needs assessment.

Objective 2: EISD will maintain a safe and disciplined environment conducive to student learning.

Objective 3. EISD administration will provide opportunities for teachers to collaborate, to plan, and to relieve job related stress.

**GOAL #3: Early ISD will maintain a connection between home, community and school by engaging families in children’s daily learning and development.**

Objective 1: EISD news and events will be made available to parents and community through all means available including emails and text messaging.

Objective 2: EISD will promote parental involvement in classrooms and in all school related activities.

Objective 3: EISD will strive to work with local businesses and community people to build pride in the school system.

**GOAL #4: Early ISD will prepare all students for college and career readiness by providing rigorous academic coursework and curriculum.**

Objective #1: EISD students will be provided diverse CTE courses and curriculum to enhance college readiness with technology-infused curriculum.

Objective #2: EISD will integrate technology throughout the district to benefit all students.

Objective #3: EISD curriculum shall be aligned from PK-12 grade.

## State Compensatory Education

This district has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under legal criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

Total SCE funds allotted to this campus: \$134,207

The process we use to identify a student at risk is:

Early Independent School District offers a comprehensive and intensive tutoring program for all students at each campus with special emphasis on students identified as At-Risk as specified by the 13 indicators of State Comprehensive Education program. Each campus principal will make copies of disaggregated assessment data on all students using the Eduphoria software program with special reports on At-Risk students. Teachers will provide special help for At-Risk students during the daily, structured tutoring time at each campus. Instruction is provided based on the needs shown by the assessment data reports, analysis of other assessments, and current classroom performance. Teachers use research-based instructional strategies to tutor students. The goal is that students will be able to pass the state assessment tests, pass their current grade level, and ultimately graduate from high school and pursue a successful career.

The process we use to exit students from the SCE program who no longer qualify is:

When students no longer meet the criteria for at-risk according to the 13 indicators as specified in the State Comprehensive Education program and are no longer at-risk of dropping out of school.

At Early Elementary School State, Compensatory funds are used to support Title I initiatives.

## State Compensatory Education cont.

### State of Texas and EARLY ISD Student Eligibility Criteria:

#### A student under 21 years of age and who:

1. Is in pre-kindergarten - grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years.
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument.
5. Is pregnant or is a parent.
6. Has been placed in an AEP during the preceding or current school year.
7. Has been expelled during the preceding or current school year.
8. Is currently on parole, probation, deferred prosecution, or other conditional release.
9. Was previously reported through PEIMS to have dropped out of school.
10. Is a student of limited English proficiency.
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS.
12. Is homeless.
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

## State TEKS

**Teachers will teach all TEKS, including technology TEKS, during the school year incorporating research-based instructional designs and delivery.**

- All tested state assessment objectives will be taught before scheduled state assessment dates.
- Structured tutoring will be offered daily to re-teach concepts not mastered by students.
- Teachers will differentiate instructional approaches with students having difficulties.
- Teachers who administered the state assessments will access disaggregated EDUPHORIA Aware reports for their subject areas.
- Disaggregated data will be used to plan instructional design and delivery.
- Emphasis will focus on improvement in all core subject classes.
- District staff development will continue to focus on analyzing and organizing assessment results.
- The core-curriculum teachers will continue to develop and refine their scope and sequence.
- District-wide benchmarks/formative assessments (including technology formative assessments) will be administered to all students.
- Teachers will continue to research successful strategies to assist lower achieving students and student groups so that they will be successful learners and will be motivated by success to complete high school. Efforts will continue to be made to engage all families.
- A technology focus group will continue to develop a plan for increasing the district's technology infrastructure and staying current with new technological developments that are intended to improve our students' performance and motivation to complete high school. The group will also research technology formative assessments that are available for K-12.

## Early Elementary School Federal, State, and Local Funding Sources

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

This schoolwide program will consolidate funds in the following way: **Title I, Part A and Title II, Part A only**

<b>Federal</b>	
<b>Program/Funding Source</b>	<b>Amount of Funding</b>
<b>Title I, Part A</b>	<b>\$107,900</b>
<b>Title II, Part A</b>	<b>\$0</b>
<b>State</b>	
<b>Program/Funding Source</b>	<b>Amount of Funding</b>
<b>State Compensatory Education</b>	<b>\$134,207</b>
<b>Special Education</b>	<b>\$221,516</b>
<b>Bilingual/ESL Program</b>	<b>\$219</b>
<b>Dyslexia</b>	<b>\$154,551</b>
<b>Local</b>	
<b>Program/Funding Source</b>	<b>Amount of Funding</b>

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

# **Early Elementary School Campus Plan**

**(Goals, Objectives, and Strategies)**

**“What Starts Here, Changes the World”**



**Early Elementary School  
Campus Goals and Objectives  
2020-2021**

**GOAL #1: EES will strive to achieve a higher rating in the accountability system for the 2020-2021.**

Objective 1: Increase all student performance on the mathematics, reading, writing, and science State Assessments (STAAR) to at least 60% on the “Meets” level and 30% on the “Masters” level.

Objective 2: EES levels students will show progress in Reading and Math in all student populations.

Objective 3: All students will receive instruction that includes the integration of the Technology Applications TEKS.

**GOAL #2: EES will recruit, support, train and retain teachers that expect students to perform at a higher level.**

Objective 1: EES will provide professional development and appropriate training to all staff to ensure quality instruction to our students.

Objective 2: EES will provide opportunities for teachers to collaborate, to plan, and to relieve job related stress.

**GOAL #3: EES will maintain a connection between home, community, and school by engaging families in their child’s daily learning and development.**

Objective 1: EES will strive to keep parents, community, and staff informed throughout the school year through various means of communication.

Objective 2: EES will provide a quality education that will prepare our students for post-secondary education and a life-long learner.

Objective 3: EES will promote parental involvement in classrooms and in all school related activities.

**GOAL #4: EES will provide a safe and disciplined learning environment for students and staff.**

Objective 1: EES administrators and staff will always put the safety of our students first and foremost.

Objective 2: EES staff will educate the whole child, not only in academics but also in character development, community, and self-discipline.

### **Curriculum & Instruction**

**GOAL #1: EES will strive to achieve a higher rating in the accountability system in student progress in the 2020-2021 school year.**

**Objective 1:** Achievement gaps will decrease for all students on STAAR assessments for Reading, Math, and Writing.

Summative: Accountability scores for 2020 will show an increase in “Meets” and “Masters” levels on the STAAR assessments.

<b>Activity/Strategy</b>	<b>Title 1 School-wide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
All TEKS will be taught with more rigor and higher-level thinking skills. Teachers will identify student progress and areas to close gaps with data from Freckle reports, unit assessments, and classroom assignments. These reports will be used to monitor student progress and provide instructional strategies.	2, 8, 9	Asst. Supt. Principal Teachers	August-May 2020-2021	Staff Development Freckle reports TEKS assessments Report Cards Lesson Plans Eduphoria	Lesson Plans Benchmark scores Assessment scores 3 & 6 week reporting	Active, engaging instruction in classrooms Improved reading skills
Teachers will disaggregate STAAR assessments from previous year using Eduphoria and quintiles. Areas of weaknesses (TEKS) will be addressed in classroom instruction, tutorial sessions, and RTI interventions. Monitor unit testing results of the State standards for all students and subgroups. Monitor the teaching of all TEKS and student progress..	2, 8, 9	Principal Teachers Counselor	September-May 2020-2021	Test Preparation Material Eduphoria Benchmark tests Tutorials	Weekly tests Benchmark scores Assessment Scores Quintile information from unit assessments and benchmarks	Active, relevant, engaging instruction in classroom
After-school tutorials will be provided Monday -Thursday for students who are at-risk of not passing the state criterion for math, reading, science, and writing assessments.	2, 8, 9	Principal Teachers	September-May 2020-2021 School Year	At-Risk List, AR books, manipulatives, homework, computer programs Assessment data	Benchmark tests At-risk Lists	Improved grades On report cards and Progress reports

Title 1 funds will be utilized to increase scores for all students and close the gaps for at-risk students and low socioeconomic students.	2, 8	Principal Counselor Teachers	September-May 2020-2021 School year	Title 1 Funds Local Funds Interventions Technology TEKS Resource	Report Cards STAAR scores Progress Reports RTI Data	
Special Education teachers will be trained in strategies and curriculum for differentiated instruction.	3, 4	Principal Special Education teachers Heartland Coop Staff	2020-2021 School Year	Professional Development Region XV Heartland Coop curriculum	Increased STAAR scores for special education students	STAAR reports

**Curriculum & Instruction**

**GOAL #1: EES will strive to achieve a higher rating in the accountability system in student progress in the 2020-2021 school year.**

**Objective 2: EES students will show progress in Reading and Math in all student populations.**

Summative: STAAR test reports will show that at least 60% of students will achieve Meets or Masters Progress.

Activity/Strategy	Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Implementation of TEKS Resource System for scope and sequence of state standards and to produce more rigorous instruction.	2, 8, 9	Principal Teachers	2020-2021 School year	TEKS Resource System Eduphoria	Lesson Plans TEKS Instruction Grades	Student growth /grades
Freckle and Study Island will be utilized for progress monitoring, closing gaps, and skill development in reading and math for all students.	2, 8, 9	Principal Teachers Counselor	2020-2021 School year	IMA Funds Technology Freckle and Study Island websites	Data reports from Freckle and Study Island	Increased student growth represented by data
Use Title 1 Funds to increase scores and close gaps between At-risk, low socioeconomic and other students.	2, 8	Principal Teachers Counselor	2020-2021 School year	Title 1 Funds Local Funds	STAAR results Report cards Progress Reports Quintile Data	Increased student growth represented data

**Curriculum & Instruction**

**GOAL #1: EES will strive to achieve a higher rating in the accountability system in student progress in the 2020-2021 school year.**

**Objective 3: Most students will show a 20% increase in academic growth.**

Summative: All student groups will increase performance on the mathematics, science, reading, and writing state assessment test to at least an 75% passing rate.

- White, hispanic, african american, economically disadvantaged, migrant, male, female, limited english proficient, special education, G/T, bilingual, etc.

Activity/Strategy	Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
After school tutorials will be available to all students Monday-Thursday 3:30-4:00. Tutorials will be provided for all subjects.	2, 8, 9	Principal Teachers	August-May 2020-2021 School Year	Computer labs Computer software Intervention material	Teacher lists Student evaluations Walk-through observations Progress Reports	Title 1 support for struggling learners
Teachers will use methods and strategies provided by Lela Talbert From ESC 15 for closing educational gaps, monitoring student progress and student achievement.	2, 8, 9	Principal Teachers ESC 15	August-May 2020-2021 School Year	Quintile data PLC meetings Eduphoria data Lesson Plans	Lesson plans Walk-through observations Student Products/Rubrics	Students will receive instruction from Lesson plans and student data
Response to Intervention (RTI) will be provided to all students 40 minutes Monday -Thursday to address math and reading skills.	2, 8, 9	Principal Teachers Paraprofessionals	September-May 2020-2021 School Year	Computer labs Small group instruction	Lesson Plans Walk-through observations Student data	Students will use produce projects and assignments to increase skills

**Professional Staff**

**GOAL #2: EES will recruit, support, train, and retain teachers that expect students to perform at a higher level.**

**Objective 1: EES will provide professional development and appropriate training relevant to the campus needs assessments.**

Summative: All students will be taught by certified staff that meet professional standards and demonstrate professional competence and skills to assist all students in meeting or exceeding academic expectations.

Activity/Strategy	Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
First year teachers and teachers new to the district will be assigned a trained mentor teacher to support and assist new teachers so they will be successful and remain employed at EISD.	3, 4	Principal Teacher	August-May 2020-2021 School Year	Mentee/Mentor Assignment Documentation	Principal observations Teacher documentation	Teacher will transition into EES and maintain high standards of education
Teachers and paraprofessionals will participate in training targeted to their area of instruction and assignment..	3, 4	Chief Academic Officer Principal Teacher	August-May 2020-2021 School Year	Region XV Staff Trainings Online Training Inservice Trainings	Certificates of Completion	Students will receive instruction by highly qualified teachers in all areas
The dyslexia teachers will be trained in Multidisciplinary Teaching Approaches and/or Dyslexia Intervention Programs for instructional purposes to students who qualify for services.	2, 3, 4	Principal Dyslexia Therapist Chief Academic Officer SPED teachers	August-May 2020-2021 School Year	Region XV - Certified Dyslexia Therapist Dyslexia Teacher Reading by Design curriculum	Training Certificates	Dyslexia students will receive dyslexia instruction by a MTA/RBD trained teachers
Teachers will be given time in their classrooms in order to have the opportunity to prepare for effective and quality instruction.	2, 4, 8	Principal teachers	August-May 2020-2021 School year	TEKS Resource State curriculum Planning Period	Quality instruction	Student learning

Teachers recognized for going above and beyond	2, 4, 8	Superintendent School Board Teachers	2020-2021 School year	Recognition celebrations	Teacher success	Teachers will be supported
Special education teachers will be highly trained to instruct and support students who qualify for special educational services.	2, 3, 4	Principal SPED teachers	August-May 2020-2021 School year	Dyslexia curriculum State curriculum	Identified SPED students	Students will receive instruction and support
ESL and GT students will receive services and support by highly trained and certified ESL and GT teachers. Students identified as gifted and talented and ESL will receive services and support.	2,3,4	Principal ESL Teacher GT Teacher	August-May 2020-2021 School Year	ESL and GT curriculum	Identified ESL Students Identified GT students	Students will receive instruction by highly trained teachers in all areas

**Professional Staff**

**GOAL #2: EES will recruit, support, train, and retain teachers that expect students to perform at a higher level.**

**Objective 2: EES will maintain a safe and disciplined environment conducive to student learning.**

Summative: A safe, orderly environment at EES is evidenced by maintaining a zero incident on our Gun Free School Report and the number of behavioral office referrals will drop by 20%.

<b>Activity/Strategy</b>	<b>Title 1 School-wide Component</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
Teachers and students will participate in scheduled fire drills, Tornado drills, building evacuations, and lock down drills in accordance with Texas Education Code and district policy to ensure a safe learning environment.	4, 8	Principal All staff Students	August-May 2020-2021 School Year	Emergency drill documentation	Documentation Of drills	EES will be familiar with emergency situations
EES campus doors will be locked at all times and monitored on an ongoing basis to decrease opportunities for unsafe situations.	4, 8	Principal All Saff	August-May 2020-2021 School Year	Locked doors	All doors locked except the front entrance to the office.	Safe Environment
EES will participate in the Guardian Program to protect all students and staff.	4	Staff	August-May 2020-2021 School Year	Guardian Program	Plan in place	Plan in place
EES will utilize cameras to monitor inappropriate behavior and to make sure there is no one in the building that has not signed in with the front office	4	Teacher Secretaries Campus IT	August-May 2020-2021	Cameras	Cameras visible for review	Monitored cameras
75% of EES teachers and staff are trained in CPR.	4	Principal Nurse Teachers	2020-2021 School Year	CPR training	Training materials	Trained CPR teachers



### Communication

**GOAL #3: EES will maintain a connection between home, community, and school by engaging families in children’s daily learning and development.**

**Objective 1: EES news and events will be made available to parents and community through all means available including emails and text messaging.**

Summative: 85% of parents will respond to surveys and other forms of communication stating they are satisfied with the way EES keeps them informed in all matters of their child’s education.

Activity/Strategy	Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
A parent orientation will be scheduled before school begins to provide parents with knowledge of school protocols and Title 1 programs.	3, 5, 10	Principal Teachers Counselor	Spring 2021	The event scheduled and held	Parent sign-in sheets	Establishment of communication with parents and community
School Messenger, Grade Level Facebook, EES Facebook, TxConnect, DoJo, Remind and the school website will be used among other means to inform parents and community members of student activities and student progress.	3, 5, 10	Principal Teachers Counselor Secretaries	August-May 2020-2021 School Year	Computers School Messenger system	Parent survey Parent connection TxConnect	Increased communication with parents and community
Parent/Teacher Conferences will be conducted once each semester.	3, 5, 8	Principal Teachers	September-April 2020-2021	Grade level teachers Progress reports Discipline reports	Progress Reports Teacher schedule And sign-in documentation	Work cooperatively to provide for student success
PTC events will be scheduled to encourage parents to be involved in school activities and to actively participate in the planning of fundraisers and activities.	5	Principal PTC officers Teachers	September-May 2020-2021	PTC program plan	Parent sign-in sheet	Develop input and support of parents and community
Three-week progress reports, six-week report cards, Dojo and Remind messages, and end of year STAAR scores will be sent to all parents to keep them informed about student’s academic progress and any behavioral issues.	3, 5, 6	Principal Teachers Counselor Office staff	Every three weeks Six weeks and end of the school year 2020-2021	Progress reports TX gradebook Dojo Remind	Six weeks grades	Increase communication with parents leading to student success

**Communication**

**GOAL #3: EES will maintain a connection between home, community, and school by engaging families in children’s daily learning and development.**

**Objective 2: EES will promote parental involvement in classrooms and in all school related activities.**

Summative: Sign-in sheets and documentation will show increase with parent and community increasing involvement by 10%.

<b>Activity/Strategy</b>	<b>Title 1 School-wide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
Celebration of Grandparent Day, 3rd grade Thanksgiving Feast, Holiday Class Parties and Field Trips welcomes all parents.	5	Principal Teachers Counselor	Spring 2021	Parent teacher plans	Sign-in sheets	Increase communication and interaction
Programs and activities throughout the year are scheduled and parents and community members are invited to attend.	5, 10	Principal teachers counselor	Spring 2021	Notices of scheduled events and activities	Parents and community in attendance	Parents and community in attendance
Local businesses contribute reward items for student grades, attendance, and good character	5, 9	Supportive businesses Teachers Principal counselor	September-May 2020-2021 school year	Awards and coupons	Students earn rewards	Rewards presented
Business and community members asked to serve on committees and provide input toward student success and facility improvements.	5, 9	Business and community members Principal Teachers Counselor	September-May 2020-2021 School Year	Committee opportunities	Sign-in sheet documentation	documentation
Title I meetings, Open House, Book Fairs, Student Programs, and Parent Conferences scheduled throughout the year	5, 10	Principal Teacher Counselor Community Member	Spring 2021	Scheduled events	Sign-in sheets documentation	documentation

**Communication**

**GOAL #3: EES will encourage communication so all parents and stakeholders are active partners in the education of our students.**

**Objective 3: EES will strive to work with local businesses and community members in educating our students and building school pride.**

Summative: EES will provide at least three opportunities a year for local businesses and community members to be involved in student activities, decision making committees and volunteer opportunities.

Activity/Strategy	Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Parents and community members will be invited to serve on school committees to provide comments and concerns pertaining to our school's educational programs and policies.	2, 5, 6	Principal Teachers Counselor	2020-2021 School Year		Title 1 meetings CIP meetings Parent Conferences	
Programs and activities throughout the year are presented and parents and community members are invited to attend.	2, 5, 6	Principal Teachers	Spring 2021		6 weeks academic awards programs Grade level music programs Open House Book Fairs Title 1 meetings Robotics meets Parent/teacher Conferences Parent/community member volunteers	
Transition visits and assemblies will be provided from Primary School to Elementary School and Elementary School to Middle School.	2, 5, 6	Principal Counselor Teachers	Spring 2021	Curriculum planning	Scheduled visits Meetings and planning	Students will have a curriculum plan

**School Environment**

**GOAL #4: EES will prepare all students academically and behaviorally for higher educational readiness by providing rigorous academic coursework and curriculum.**

**Objective 1: EES teachers and students will be provided a technology-infused curriculum to enhance academic readiness for upper grades..**

Summative: EES will continue to strive for academic achievement for all students.

<b>Activity/Strategy</b>	<b>Title 1 School-wide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
Smart Boards and Promethean Boards provided in several classrooms and SPED classrooms to promote interactive learning.	2, 4, 8	Principal Teachers Campus TI	2020-2021 School year	Smart Board Promethean Board	Lesson Plans Actively engaged students	Student progress
Students in grade 5 will be equipped one on one with Chromebooks	2, 4, 8	Principal Teachers Campus TI	2020-2021 School Year	Chrome books	Lesson Plans	Proficient in using technology
Teachers will have opportunities to attend training in integrating technology in the classroom.	2, 4, 8	Principal Staff	2020-2021 School Year	Teachers training teachers webinars	Sign in Sheets	Proficiency in using technology
Teachers will be provided the opportunity during the summer to participate in technology classes to enhance their classroom instruction and knowledge of technology.	2, 4, 8	Principal All staff District TI	2020-2021 School Year	Various technology devices	More technology use in classrooms	Students and staff will be knowledge in technology skills

### School Environment

**GOAL #4: EES will prepare all students academically and behaviorally for higher educational readiness by providing rigorous academic coursework and curriculum.**

**Objective 2: EES staff will educate the whole child, not only in academics but also in character, community and self-discipline.**

Summative: Bullying and discipline reports will decrease by 30% during the 2020-2021 school year.

Activity/Strategy	Title 1 School-wide Component	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Counselor and teachers will provide ongoing guidance and strategies to help students make good choices and prevent bullying incidents.	3, 9	Principal All staff Counselor	2020-2021 School year	Discipline documentation	Decrease in discipline referrals Involving bullying	Discipline referrals
EES will provide Bullying Protocol for a parent and/or student to report a bullying incident anonymously.	2, 3, 9	Principal Counselor Teachers	2020-2021 School Year	Online reporting	Reporting of bullying incidents	Reduce bullying incidents
Counselor will provide counseling sessions, strategies, assistance, and interventions for student victims of bullying, child abuse and neglect, and other forms of intimidation, depression, and student issues.	2, 3, 9	Counselor All staff Principal	2020-2021 School Year			
Classroom guidance will be taught to teach, encourage and motivate students in life skills and character development to promote successful and responsible citizens.	2, 3,10	Counselor All staff Principal	2020-2021 School Year	Developmental Guidance curriculum	Guidance documentation And Bulletin Boards	Students will increase self-esteem and lifestyle choices
Students will be given instruction and strategies regarding conflict resolution and bullying.	2, 3, 10	Principal Counselor Teachers	2020-2021 School Year	Anti-bullying programs Local Funds PTC Funds	Lesson Plans Bullying Education	Students will use strategies to address bullying situations and to resolve conflicts
Early Police Officer trained in the DREAM program will provide instruction and information pertaining to the dangers of drinking and illegal drug use.	2, 3, 10	Local Police Counselor Teachers	2020-2021 School Year	DREAM Curriculum Local Funds	DREAM workbook	Students will develop a relationship with police officers and learn to avoid substance abuse

## **TITLE I SCHOOLWIDE COMPONENTS**

1. Comprehensive Needs Assessment of the entire school.
2. Reform strategies that address the needs of all children in the school, but particularly the needs of children of target populations of any program that is included in the school wide program.
3. Instruction by highly qualified professional staff.
4. Ongoing professional development for teachers, principals, and paraprofessionals and if appropriate, pupil services personnel, parents, and other staff who work for the student improvement.
5. Strategies to increase parental involvement.
6. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.
7. Steps to include teachers in the decisions regarding the use of assessments.
8. Activities to ensure that students who experience difficulty mastering any of the state's standards during the school year will be provided with effective, timely additional assistance.
9. Measures include teachers in the decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overall program.
10. Coordination and integration of Federal, State and local services and programs.