

Early Independent School District
Early Elementary
2021-2022 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Early Elementary School is a 3rd-5th grade Title 1 campus that employs over 30 staff members and educates approximately 250 students. According to the 2020-2021 TAPR, the student ethnicity is 1.2% African American, 25.2% Hispanic, 67.7% White, 1.6% Asian, and 3.9% two or more races. Approximately 42.1% of the student population is considered economically disadvantaged, 18.1% 504 students, 11.8% Special Education students, 19.3% dyslexia students, 2.8% Gifted and Talented students, and 30.3% considered at risk. The mobility rate is 13.1% and 3.5% are classified as homeless.

Demographics Strengths

Early Elementary has a low student-to-teacher ratio with an average of 16:1 in grade 3, 17:1 in grade 4, and 16:1 in grade 5.

The average years of experience for teachers is 11.5 with 36.4% being over 10 years, and 17.3% being 20+ years.

Early Elementary has a scheduled intervention time during the day for each grade level, as well as a tutorial/advisory time Monday through Friday.

Problem Statements Identifying Demographics Needs

Problem Statement 1: All grades all subjects was less than 90% at approaches grade level as measured on 2021 STAAR. **Root Cause:** Students entered school with different levels of preparedness and large learning gaps due in part to rigorous learning loss during pandemic.

Student Learning

Student Learning Summary

Early Elementary students did show growth in approaches and meets in mathematics and science on measured STAAR goals.

Early Elementary students showed growth in the masters category in ELA/reading on measured STAAR goals.

All grades all subjects showed growth in approaches, meets, and masters on measured STAAR goals.

Student Learning Strengths

When students are not showing growth, they are discussed during intervention meetings held every six weeks. These students are placed in explicit intervention groups targeting their educational needs.

PLC meetings are held weekly to plan for each grade level.

80% of Early Elementary students were measured at approaches grade level or above on 2021 STAAR tests.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Early Elementary students are not consistent in attendance for tutorials and remote learning lessons. **Root Cause:** Parent/teacher relationships have been affected by the pandemic and lack of open door activities and events during the last few school years.

School Processes & Programs

School Processes & Programs Summary

Early Elementary offers intervention classes to all students. The master schedule allows for planning time for teachers, as well as weekly collaboration. Students are given the opportunity to attend clubs of their choice as an enrichment during each week. Staff members are encouraged to model life-long learning through professional development opportunities.

Technology for both staff and students has been upgraded, and continues to be improved. Students have chromebooks to enrich their learning through technology, and each classroom has a smart tv with interactive screen.

School Processes & Programs Strengths

Students, and their needs, are prioritized through RTI meetings each six weeks as well as weekly PLC meetings with each grade level.

Classroom teachers are highly qualified, and the paraprofessionals are certified.

All classroom teachers are either GT certified, or are working on certification.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Continue to improve the ability to support teachers and staff, and retain highly effective staff members. **Root Cause:** Burnout due to pandemic demands, as well as technology and program support that the district has adopted.

Perceptions

Perceptions Summary

Early Elementary offers a robotics program, as well as weekly clubs for students to explore different areas they may not be able to explore outside of the school. Fifth grade students are also able to participate in the theatre program that has been created. GT students are being served during one of their core classes, and are involved in FPS. Administration, teachers, and staff focus on the belief that ALL students can be academically successful if provided the correct learning environment.

Perceptions Strengths

Students are encouraged to strive to do their best socially and academically, and are recognized through six weeks awards assemblies and monthly activities with the principal. Fifth grade students who portray leadership skills are chosen to be a member of the Leader Longhorns.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent involvement, especially with diverse populations, is not as strong as we would like it to be. **Root Cause:** Limited opportunities over the last few years for teachers and staff to model in person learning techniques and relationship building.

Priority Problem Statements

Goals

Goal 1: Early Elementary will continue to deliver a high quality rigorous education to all students.

Performance Objective 1: Academic growth will show an increase in all grade levels.

Goal 1: Early Elementary will continue to deliver a high quality rigorous education to all students.

Performance Objective 2: Academic gaps will be closed by providing intense intervention to those that are in need.

Goal 2: Early Elementary will recruit, support, and retain teachers that understand the importance of all types of student engagement, rigorous and relevant learning environments, and the significance of connecting with students to foster a desire to learn.

Performance Objective 1: Elementary staff will be provided with professional development that insures a safe and disciplined environment both academically and socially for our students.

Goal 2: Early Elementary will recruit, support, and retain teachers that understand the importance of all types of student engagement, rigorous and relevant learning environments, and the significance of connecting with students to foster a desire to learn.

Performance Objective 2: Early ISD administration will provide opportunities for staff to collaborate, to plan, and to relieve job related stress.

Goal 3: Early Elementary will continue to improve the systems and devices which are used to communicate with parents, students, and staff.

Performance Objective 1: Early Elementary news and events will be made known to parents and community through all means available including emails, text messages, parent portal, and social media posts.

Goal 4: Early Elementary will prepare all students for success in college and/or a career.

Performance Objective 1: Early Elementary will integrate technology use in every classroom through student chrome books, interactive screens, and technology lab use.

Early Elementary will align curriculum across grade levels, and with other campuses.

Goal 4: Early Elementary will prepare all students for success in college and/or a career.

Performance Objective 2: Early Elementary will align curriculum across grade levels, and with other campuses.

Goal 5: Early Elementary will fully integrate technology and develop innovative learning environments and facilities for the purpose of high student engagement, safety, and academic success.

Performance Objective 1: Early Elementary will provide classroom lessons that provide students with opportunity to use chrome books.

Goal 5: Early Elementary will fully integrate technology and develop innovative learning environments and facilities for the purpose of high student engagement, safety, and academic success.

Performance Objective 2: Early Elementary will provide lessons that are rich in higher order thinking skills that will lead students toward academic success.

Addendums