

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

Table of Contents

- Comprehensive Needs Assessment 3
 - Demographics 3
 - Student Learning 3
 - School Processes & Programs 4
 - Perceptions 5
- Priority Problem Statements 6
- Comprehensive Needs Assessment Data Documentation 7
- Goals 9
 - Goal 1: Early Primary will continue to deliver a high quality rigorous education to all students. 10
 - Goal 2: Early Primary 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. 11
 - Goal 3: Early Primary will continue to improve the systems and devices which are used to communicate with parents, students, and staff. 13
 - Goal 4: Early Primary will help to prepare all students for success in college and/or a career. 15
 - Goal 5: Early Primary will fully integrate technology and develop innovative learning environments and facilities for the purpose of high student engagement, safety, and academic success. 18
- Addendums 20

Comprehensive Needs Assessment

Demographics

Demographics Summary

Early Primary is a PK-2nd grade, Title I campus that employs over 40 staff members and educates approximately 244 students. The 2021-2022 PEIMS data report, the student ethnicity is 64% white, 29% Hispanic/Latino, 2.40% Black/African American, 1.60% being asian. with 3.2% being two or more races. Approximately 50% are classified as economically disadvantaged, 9% being military connected, 2.40% identified as dyslexic, 1.60% in foster care, and 1.60% identified as LEP.

Demographics Strengths

Early Primary School has a low student to teacher ratio. The attendance rate is over 94%. The average years of experience for EPS teachers are 11 years.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Enrollment has declined for two school years from the school year of 2019-2020. **Root Cause:** Factors that affect mobility rates have been influenced by the pandemic of Covid and the arrival of pipe line workers that do not remain in town.

Student Learning

Student Learning Summary

Early Primary has performed well on recent McClass Screeners, on Istation Math, and on benchmarks.

Reading scores for 1st and 2nd graders have improved significantly from previous years since implementing the Really Great Reading Phonics Program.

Math scores have improved for 1st and 2nd graders, but data still shows there are some gaps.

Student Learning Strengths

Most of all of the recent scores on MClass and Istation show continuous progress from BOY to MOY for all students in Kinder through 2nd grade.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: There has been a decrease in students performing at or above grade level in 1st and 2nd grade in areas of math, reading, and writing. **Root Cause:** Due to the pandemic, students weren't receiving explicit and systematic instruction for one-on-one, whole group, and small group in a classroom setting.

School Processes & Programs

School Processes & Programs Summary

Early Primary has implemented a new reading phonics program called Really Great Reading. This program provides teachers with a systematic process and giving teachers guidance to provide students with explicit instruction.

Students utilize Amplify as part of the MClass Reading program that targets on needed skills that will show the progress for BOY, MOY, and EOY.

Istation is an online program that students can utilize in whole group or small group to target individual math skills.

Students have a set tutorial time during the school day to get assistance in any needed area.

Dyslexia students are receiving small group explicit teacher instruction while using the Reading by Design format.

School Processes & Programs Strengths

Technology has improved. All classrooms have new Newsline TV's and all teachers have new laptops.

Each student in Kinder and First grade have their own Ipad. All second graders have their own Chromebook.

All classes are taught by certified and highly-qualified teachers. All paraprofessionals are certified.

Fluency groups are targeting students who struggle in fluency, but aren't identified as dyslexia.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Even though students PK-2nd are gaining a strong foundation of phonological awareness, they continue struggling with applying the skill. **Root Cause:** There is no specific guided reading program that is supported with leveled readers that students can practice these skills.

Perceptions

Perceptions Summary

Early Primary has over 94% attendance rate.

All state screeners have shown growth with all of our students in Reading.

ELL students are now serviced in their general education classroom, with their homeroom teacher providing the instruction to them.

Parents and guardians are encouraged to be part of their child's education by either being a volunteer or by being actively involved in PTC.

The Pals from high school come once a week to interact with different classrooms to help them make good choices and be a Pal for them.

Perceptions Strengths

With the implementation of MClass, Really Great Reading, Guided Reading, and Read Naturally our students reading fluency has greatly improved and the number of students reading on grade level has increased greatly.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need for a specific ELL program, either a push in or a pull-out type of program with a specific teacher. **Root Cause:** Some factors that are affecting ELL students struggles are lack of confidence to partake in conversation in whole group, and teachers not having time to address their specific ELL needs.

Priority Problem Statements

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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- 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
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, 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

- Section 504 data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

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

Performance Objective 1: Increase this years performance of K-2nd grade students to 85% of students performing at grade level or above in Reading and Math.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Istation, McClass/Amplify, ST Math, Read Naturally, Really Great Reading, Grade level benchmarks, and weekly progress monitoring.

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

Performance Objective 2: Increase the performance to 50% of first and second grade students showing mastery of applying skills in phonemic awareness.

Targeted or ESF High Priority

HB3 Goal

Goal 2: Early Primary 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: Early Primary staff will be provided professional development relevant to the needs of the district and their home campus.

Targeted or ESF High Priority

Evaluation Data Sources: Needs assessment, district administration, campus administration

Goal 2: Early Primary 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 Primary will provide an opportunity for teachers to collaborate and plan.

Targeted or ESF High Priority

Evaluation Data Sources: Needs assessment

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

Performance Objective 1: Early Primary news and events will be made available to parents and community through new and up to date platforms.

Targeted or ESF High Priority

Evaluation Data Sources: Needs assessment

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

Performance Objective 2: 85% of Early Primary parents will be registered and actively using Parent Square by the end of the '21/'22 school year.

Targeted or ESF High Priority

Evaluation Data Sources: Parent square reports

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

Performance Objective 1: 100% of students will receive guidance and enrichment to build social and emotional life skills that will help them be successful in and out of school.

Evaluation Data Sources: Campus records, Schedules

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

Performance Objective 2: Increase opportunities by 25% for parents to be involved in career week, by coming and sharing their careers with Early Primary students.

Evaluation Data Sources: Campus sign-in, schedules

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

Performance Objective 3: Early Primary will have a 98% attendance rate for the district.

Evaluation Data Sources: PEIMS reports

Goal 5: Early Primary 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: 90% of Early Primary students will show growth in the areas of math and reading through the data from the technology programs of Istation and Amplify.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Senate Bill 9 Requirement

Goal 5: Early Primary 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: 100% of students in 2nd grade will receive Cyber Security training by the beginning of the 2022-2023 school year.

Evaluation Data Sources: Locally kept records, Schedules

Addendums