

CAMPUS IMPROVEMENT PLAN
EARLY PRIMARY SCHOOL

2019-2020

Teresa Cooley, Principal

Early Primary School Campus Improvement Plan 2019-2020

School Board Approval

on

November 18, 2019

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EARLY ISD

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 for 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 ISD

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 life-long 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.**

Mission Statement

The faculty and staff of Early Primary School believe that all students can learn and that Early Primary School can make a positive difference in the lives of all of its students. We believe that a positive learning environment stimulates independence and fosters pride in both self and school.

Early Primary School's curriculum provides opportunities for individual growth and development child while establishing a firm foundation upon which further educational experiences can be built. Educators enjoy teaching and strive to extend their own skills by taking advantage of educational opportunities and by sharing knowledge with colleagues.

We believe in utilizing the strength that lies in cooperative efforts of parents, community, and school to improve student learning. As educators, we are dedicated to excellence and believe that it can best be achieved in a positive atmosphere of mutual support, respect, and effort.

Motto

Providing
Resourceful
Opportunities for
Unlimited
Development

EARLY PRIMARY SCHOOL'S CAMPUS IMPROVEMENT TEAM

2019-2020

Teresa Cooley (Permanent)	Principal
Shana Gregory (Permanent)	Nurse
Buddie Groom (Permanent)	Counselor
Jessica Bailey (Permanent)	Special Ed Representative
Ana Ortega (Year 1 of 2)	Title 1 Aide
Jill Shaw-Butts (Year 1 of 2)	PreKinder Teacher
Marshawn Campbell (Year 2 of 2)	Kindergarten Teacher
Carly Bill (Year 1 of 2)	Kindergarten Teacher
Sheryl Carothers (Year 2 of 2)	First Grade Teacher
Michelle Scott (Year 1 of 2)	First Grade Teacher
Priscilla Gilbert (Year 1 of 2)	Second Grade Teacher
Preston Hager (Year 1 of 2)	Second Grade Teacher
Tami Edgar (Year 2 of 2)	Resource Teacher
Lindsey Redden (Year 1 of 2)	ESL Teacher
Gayle Smith (Year 2 of 2)	PE Teacher
Lisa Turner (Year 2 of 2)	Parent Representative
Joy Perry (Year 2 of 2)	Parent Representative
Brandon McMillian (Year 1 of 2)	Community Representative
Greg Ehlers (Year 1 of 2)	Community Representative
Amber Wise (Year 1 of 2)	Business Representative
Ashley Saunders (Year 1 of 2)	Business Representative

In addition, campus staff members in all areas assisted in developing Early Primary School's Campus Improvement Plan.

<u>Demographics:</u> Debbie Gierisch Paula Hale Kim Stewart Ana Ortega Beth Aery Greg Ehlers	<u>Student Achievement:</u> Jill Shaw Michelle Scott Diane Beck Tonie Middleton Lisa Turner Darcy Stockman	<u>School Culture</u> Sheryl Carothers Monica Rodriguez Bonnie Bennett Lynnette Payne Priscilla Gilbert Ashley Saunders
<u>Curr/Inst/Assessment:</u> Marshawn Campbell Tami Edgar Julie Schafer Jessica Bailey Lindsey Redden	<u>School Context/Org:</u> Shana Gregory Pam McMillian Kristen Pattillo Meagan Abbott Joy Perry	<u>Family/Comm Involvement:</u> Buddie Groom Lacie Ramirez Gayle Smith Jeanette Stout Amber Wise Brandon McMillian
<u>Staff Quality/Reten:</u> Jana-Kay Ray Carly Bill Bobbie Fawcett Gaylan Mitchell Abby Cadenhead Brittany McCullough	<u>Technology</u> Jan Coffey Holli Quebe Katy Vita	

Comprehensive Needs Assessment Agenda

Committee Meeting: April 25, 2019

- Welcome
 - **CNA (Comprehensive Needs Assessment) Purpose & Pertinent Information**
 - Required by NCLB
 - Linked to Federal Funds (Title I & II Funds, other Fed. Funds) expenditures
 - Program Coordination...How Federal Funds are coordinated with each other
 - Staff (Title I Aides) & at-risk students... Title I campus
 - Supplies/materials
 - Professional/Staff Development
 - Identified needs to be included in Campus Improvement Plan (CIP)
 - Eight areas to evaluate, including review of:
 - Core Curriculum areas and mentoring
 - Parent & Community Involvement
 - Equitable Access and Participation
 - Special Programs Review (ie ESL, GT, RTI, Resource, PK)
 - Technology Training
 - Title I Survey
 - **Process**
 - Organization of CNA Teams
 - **Committee Self-Assessment/Reflection Form**
 - **Committee Questions**
 - Select 3-5 questions to answer
 - Research, Collect and attach documentation
 - Analyze collected documentation and answer questions
 - **NCLB_CNA Spreadsheet**
 - Select appropriate tab at bottom of spreadsheet
 - Complete information

- Complete & Turn in a Hard Copy in supplied folder

with documentation to Cooley by May 18th.
Committee Self-Assessment/Reflection Form

Committee Questions

NCLB_CNA Spreadsheet

- Complete & Email documents to Cooley by **May 18th**.

Committee Self-Assessment/Reflection Form

Committee Questions

NCLB_CNA Spreadsheet

- Questions
- Adjourn

Comprehensive Needs Assessment Minutes

Committee Meeting: April 25, 2019

Ms. Cooley called the meeting to order at 3:45 pm. After she welcomed everyone she discussed our need for a faculty meeting involving all staff as well as our parent, community and business representative on the Campus Improvement Team. She introduced those members who were present (see sign-in sheet).

She discussed what the Comprehensive Needs Assessment (CNA) was. It is required by federal No Child Left Behind guidelines and it is linked to the expenditure of federal funds and how those funds coordinate with each other. She discussed how the needs must be found in the Campus Improvement Plan (CIP) and the CIP goal and objective must be noted on any requisition that uses federal funds. This must also be linked to needs identified in the CNA. These funds can be used campus wide since we are a Title I campus. Acceptable use of funds would include our Title I aide's salaries, some supplies and materials as well as some professional development.

Next, she discussed how the CNA was divided into eight areas and reviewed those eight areas. She also discussed some areas that should be reviewed by the applicable team(s). She discussed these items in more detail with the applicable team when the team(s) met. These areas are:

- Core Curriculum areas and mentoring
- Parent & Community Involvement
- Equitable Access and Participation
- Special Programs review (ie ESL, GT, RTI, Resource, PK)
- Technology use, integration, etc.
- EISD Title I Survey

Ms. Cooley then discussed the organization of the CNA teams and what their assignments were. Each team is to complete a *Committee Self-Assessment/Reflection Form*. Select 3-5 questions from the *Committee Question Sheet* to answer. Based on the questions selected, they are to research, collect and attach data to support their findings. Finally, each team is to complete the information on the appropriate tab of the *NCLB_CNA Spreadsheet*. Each team is to turn in a hard copy of the three forms with all the attached documentation along with emailing a copy of the three forms to Ms. Cooley no later than May 18th.

There were a couple of clarification questions to answer. Meeting adjourned.

Comprehensive Needs Assessment

Committee Meeting: **April 25, 2019**

The campus staff reviewed the most current, accurate needs assessment information available then disaggregated and analyzed the data on the performance of each student group served and each program area. Campus CNA committees assessed the academic achievement of students, analyzed the patterns and trends throughout multiple sources of data, identified causal factors, and determined the effectiveness of education programs for each student group served.

Based on staff input, there is a need for resources to decrease our mobility rate, and resources to increase our attendance.

Based on staff input, there is a need to improve RTI to ensure student achievement.

Based on parent input, staff input, and an examination of the research for grades PK-2, there is a need for more technology funding, so there can continue to be a focus on integrating technology with academic instruction to promote high levels of academic performance for all student groups*.

Based on staff input, there needs to be one specific data tracking system in the district that will be time beneficiary and more effective tracking data for all students when they move from one grade level to another.

Based on parent input, staff input, and an examination of the research, there is a need to maintain the high level of parent, business, and community participation in school and in all children's* learning and to add parent training sessions.

Based on parent input, staff input, and an examination of the research, there is a need for less student to teacher class ratio to ensure that highly qualified teachers can be effective and warrant student achievement.

Based on staff input and an examination of data, there is a need for more support with instruction so At-Risk students can be more successful.

Based on staff input and parent input, there is a need for more updated technology equipment and more technology equipment in every classroom.

*White, Hispanic, African American, Economically Disadvantaged, Migrant, Males, Females, Limited English Proficient, Special Education, Bilingual/ESL, G/T, etc.

Comprehensive Needs Assessment Needs Summary

Committee Meeting: April 25, 2019

DEMOGRAPHICS

Resources to decrease our mobility rate.
Resources to increase our attendance.
More highly qualified staff to lower student to teacher ratio.

CURRICULUM, INSTRUCTION & ASSESSMENT

Hiring additional teachers for grades K-2 would help classrooms have a smaller student to teacher class ratio.
Kindergarten needs to keep a minimum of 2 full-time para-professionals/aides, but an aide per classroom would be very beneficial. All grade levels to have 2 full time aide/para-professionals.
Continued funding for staff development and in-service training.

SCHOOL CONTEXT & ORGANIZATION

Schedule community involvement meetings at later times to involve more community members.
Support staff to assist with instruction for at-risk students.
Resources to provide more technology and instructional aides for students.

SCHOOL CULTURE & CLIMATE

Students need to enjoy school more.
Students have and need the right to be treated with respect.
All staff needs to feel physically safer at school.

TECHNOLOGY

Need of updated classroom computers and laptops.
Classroom sets of iPads.

FAMILY & COMMUNITY INVOLVEMENT

Students could be working on math with volunteers too.
Volunteers could come read to groups.
Other careers could come share their careers with students.
Students could learn healthy habits from people outside school, which could promote more parent & community involvement.
Other ways to communicate with ESL students.

STAFF QUALITY & RETENTION

A mentor teacher assigned to new teachers.
Collaboration time period for grade level teachers.
Better support from district administration.

STUDENT ACHIEVEMENT

Need one tracking system so we don't have to pull from variety of sources
Class size and improved RTI is very important to student achievement
Large class size limits highly qualified teachers from doing their jobs.

State Compensatory Education

The Compensatory Education Program at Early Primary School is designed so that students who are not currently performing satisfactorily at grade level will be performing satisfactorily at grade level by the conclusion of the regular school term. The campus uses the state recommended Student Eligibility Criteria for identifying at-risk students.

The comprehensive, intensive, accelerated instruction program at Early Primary School is designed to identify intervention needs early and to address those needs promptly to alleviate gaps in each child's learning and to create a firm foundation for further learning. The program consists of a prekindergarten program for four-year-old children; daily tutoring by kindergarten, first grade, and second grade teachers; the assistance of highly qualified teaching assistants; and an intervention program for individualized and small group assistance taught by a reading specialist, an experienced special education teacher, and a highly qualified teaching assistant.

Disaggregated assessment information targets instructional needs of the students. Among the assessments utilized by the instructional staff are the Texas Primary Reading Inventory (TPRI) for grades K-2, the Comprehensive Identification Process (CIP) for prekindergarten and kindergarten, Reading Recovery assessment measures, Informal Reading Inventories (IRI) in grades 1 and 2, Houghton/Mifflin Math assessments for grades K-2, Accelerated Reader reports for grades 1 and 2, benchmark STARR assessments for grades 1 and 2, and teacher-made or commercial assessments for the Texas Essential Knowledge and Skills.

Instructional staff members use research-based instructional strategies in regular classrooms and when providing accelerated instruction to at-risk students during tutoring times.

The campus strives to achieve effectiveness in reducing any disparity in performance on assessment instruments between students at risk of dropping out of school and all other campus students. The campus also works to reduce any disparity in the rates of high school completion between students at risk of dropping out of school and all other district students.

State Compensatory Education

State of Texas and Early Primary Student Eligibility Criteria

A student under 21 years of age and who:

1. Is in prekindergarten-grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grade 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 (students in Pre-K and K that are retained at parent request are not considered at-risk).
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 a DAEP 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.
14. Identified as a student having Dyslexia. Date entered program: _____
15. Identified as a student receiving 504 services. Date entered program: _____

* Teachers review of criteria is an ongoing process to determine student eligibility.

Federal, State, and Local Funding Sources

2019-2020

State Compensatory Education (24/30)	\$94,730.00
Salaries	\$94,730.00
 Title I, Part A (p. 30)	 \$94,217.00
Salaries	\$80,217.00
Supplies and materials	\$13,000.00
Other (staff dev.)	\$1000.00
Contracted services	\$0.00
 State Compensatory Education (23)	 \$94,730.00
Salaries	\$94,730.00
 Special Ed Services, Local (p 23)	 \$172,057.00
Salaries	\$61,431.00
Supplies	\$250.00
Travel/staff development	\$250.00
SSA Funds	\$110,126.00
 English as Second Lang. Funds (p 25)	 \$4,675.00
Supplies	\$2925.00
Travel/staff development	\$1750.00

Pre-Kindergarten (36)	\$131,669.00
Salaries	\$131,669.00
 Dyslexia (37)	 \$143,025.00
Supplies	\$134,525.00
Travel/Staff Develop.	\$8,500.00

EARLY ISD

DISTRICT GOALS AND OBJECTIVES

GOAL 1: Early ISD will maintain an “A” in the accountability system for the 2019-2020 school year.

- Objective 1: Achievement gaps in all special populations will be closed on STAAR Assessment.
- Objective 2: Academic growth will show an increase in all grade levels.
- Objective 3: Students will be reading at grade level by the 3rd grade.

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

- Objective 1: EISD staff will be provided professional development relevant to the need’s assessment.
- Objective 2: EISD will maintain a safe and disciplined environment conducive to student learning.
- Objective 3: EISD 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.

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 and career readiness with a 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.

Goals, Objectives, and Strategies

Goal 1: Early Primary will provide all students a rigorous, creative, and challenging curriculum, that includes evolving technology to prepare students to perform at a higher level during their school years.

Objective 1: Early primary will increase strategies and interventions with instruction and programs to ensure that all students are showing an academic growth and reading on grade level by 3rd grade.

Objective 2: Early Primary will work to identify and meet the needs of at-risk students in order for them to be successful.

Objective 3: Staff routinely collaborates and works to create lessons that have a positive and challenging impact on students' achievement.

Objective 4: Updated technology to enhance students' learning to be successful

Summative Evaluation: Teacher collaboration, individualizing student instruction, implementing technology, and teaching rigorous lessons will result in 95% of all student groups reading on grade level by 3rd grade and showing success on STAAR test, while 60% will show mastery.

*White, Hispanic, African American, Economically Disadvantaged, Migrant, Males, Females, Limited English Proficient, Special Education, Bilingual/ESL, G/T, etc.

Activity/Strategy	Title I Component	Person (s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Identify math and reading skills to remediate areas that are weak areas for each student.		School staff	8/2019-5/2020	End of each Six Weeks Benchmarks	Benchmarks; TPRI;collected data from I Station, Math Seeds, Reading Eggs	Improvement on benchmarks, TPRI, and reports Achievement on benchmarks and six-week test.
Provide enrichment classes to challenge higher level students in each grade level.		Teachers, paraprofessionals	8/2019-5/2020	Read Naturally, I Station, Reading Eggs, Math Seeds RTI meetings, teacher data and documentation, PALS.	Teacher analyze individual work and products.	Mastery on STAAR benchmarks; higher six-week test scores
In accordance with the ESSA law, we will implement the TPRI to show progress in at-risk students.		Teachers	8/2019-5/2020	TPRI, Math Seeds, Reading Eggs, Really Great Reading, benchmarks	Data from TPRI, I station, Math Seeds, Reading Eggs, Really Great Reading Benchmarks; Data from TPRI & Really Great Reading	Improved scores in reading & math

<p>Provide Really Great Reading program for all identified struggling readers to receive instruction in a small group setting.</p> <p>Primary's teachers, principal, and paraprofessionals will receive sustained, intensive, classroom focused professional development to learn effective teaching and instructional strategies which address the needs of all students</p> <p>Early Primary will assist preschool children in the transition from early childhood programs to local elementary school programs.</p> <p>RTI & Resource Staff (if Available) along with aides will provide RTI services to ALL students in targeted small group instruction to increase learning.</p> <p>The ESL teacher will identify and teach English to students for whom English is a second language based on specified government criteria.</p>		<p>Counselor & Staff</p> <p>Principal RTI specialist Spec. ed specialist Classroom teachers dyslexia teacher Counselor</p> <p>Principal Teachers Paraprofessionals</p> <p>Principal RTI Staff Teachers</p> <p>Principal ESL teacher Classroom teacher</p>	<p>8/2019-5/2020</p> <p>8/2019-5/2020</p> <p>8/2019-5/2020</p> <p>8/2019-5/2020</p> <p>8/2019-5/2020</p>	<p>Really Great Reading Program</p> <p>Inservice & trainings from Region XV</p> <p>Training and preparation</p> <p>RTI training & materials for staff, adv. Lesson plans and materials/regular ed</p> <p>Textbooks, ELA materials, software,</p>	<p>Data from reports on Really Great Reading</p> <p>Observations, Walk-throughs.</p> <p>Smoother transition between school years</p> <p>Data from TPRI, Really Great Reading, and I Station, and Math Seeds</p> <p>ELPAS Testing</p>	<p>Increase & growth in reading level</p> <p>Improved Grades, improve reading/math skills; placement in needed program</p> <p>More students achieving grade-level expectations based on TEKS, Dibels, and benchmark testing</p> <p>Improved scores on IDEA Proficiency Test (IPT) Improved scores on I Station, TPRI, and Benchmark Tests</p> <p>Improved scores on STAAR and exit from program.</p>
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Goal 2: Early Primary will work collaboratively with parents and the community to ensure a positive learning environment for all students.

Objective 1: By **May 2020**, at least ninety-five percent (95%) of the parents/guardians will participate in at least one school sponsored academic activity with their child.

Objective 2: Early Primary will make parents/guardians and community aware of news and events through all means available including email, remind Messages and Facebook.

Summative Evaluation: School records (Sign in sheets and teacher documentation) indicate that at least 95% of students' parents/guardians participated in the partnership of their child's educational opportunities.

*White, Hispanic, African American, Economically Disadvantaged, Migrant, Males, Females, Limited English Proficient, Special Education, Bilingual/ESL, G/T, etc.

Activity/Strategy	Title I	Person (s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Participate in PTC meetings and activities and encourage parent, student, and community involvement	1,2,9	Classroom teachers; Principals; parents	8/2019-5/2020	Parents/guardians Community members PTC members/officers Principal	Attendance sign in sheet	Increased participation; students' success
Increase parent and volunteer involvement in classroom and school activities.	1,2,3,4,8,9	Classroom teachers; principal	Monthly	Parents/guardians Community members	Number of parents & volunteers involved; sign in record	Positive relationship that works together to help students become successful.
Encourage parent and student participation in open house		Teachers Paraprofessionals; principal	3/2020	Classroom teachers Parents; students	Sign in record of the number attending	Building positive relationships
Involve parents as members of SHAC (School Health Advisory Council)		Nurse, Teachers, Principal	8/2019-5/2020	Teacher produced information; memos	Parent involvement and programs implemented	Healthier students and staff.
Communicate with parents through emails, remind, newsletters, memos		Secretary, teachers, principal	8/2019-5/2020	PTC Announcements, menus, early outs, surveys, remind, Facebook, Title I newsletters	Parent and student responses	Building positive relationships

Goal 3: Early Primary will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Objective 1: Early Primary will be staffed with highly effective, and certified teachers. One hundred percent (100%) of all paraprofessionals assisting with student instruction will be highly qualified, and one hundred percent (100%) of teachers will receive high quality professional development.

Objective 2: By **May 2020**, the campus culture and climate will foster a trusting collaboration to promote academic success for all students.

Summative Evaluation: One hundred percent (100%) of all classes will be taught by highly qualified teachers and professionals with a supportive and positive climate.

*White, Hispanic, African American, Economically Disadvantaged, Migrant, Males, Females, Limited English Proficient, Special Education, Bilingual/ESL, G/T, etc.

Activity/Strategy	Title I Component	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Primary's administration will hire only certified and highly qualified teachers to fill teacher vacancies.	5	Principal SBDM team Superintendent Board of Trustees	5/2019-8/2020	Applications from qualified teachers	Teacher credentials	Highly Quality Instruction
Primary's administration will hire only paraprofessionals who can meet the federal/state certification & highly qualified requirements.		Principal SBDM team	8/2019-5/2020	Applications from potential aides who can meet the govt req. ARRA;	All campus paraprofessionals will become qualified by the date required.	Highly Quality Instruction
Primary's paraprofessionals will obtain necessary training and complete requirements to become highly qualified	5	Paraprofessionals Principal ESC XV personnel	8/2019-5/2020	ESC XV Paraprofessional Academy Test	Staff development roster, ESC XV Paraprofessional Training Roster	Highly Quality Instruction
Learning walks to allow teachers to observe others teaching	3,5	Principal Classroom Teachers	8/2019-5/2020	Teachers, Substitutes	Implementation of highly effective teaching	High Quality Instruction

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Goal 4: Early Primary is committed to receiving an “A” on the campus report card as well as maintaining an “A” in the district’s accountability system for the 2019-2020 school year.

Objective 1: Early Primary will instill daily enrichment classes to challenge higher level thinkers, and reading programs to close achievement gaps, so all students will be reading on grade level.

Objective 2: Early Primary’s staff will collaborate, plan, and teach rigorous lessons that have a positive impact on students’ achievement.

Activity/Strategy	Title I Component	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
All grade levels will use RTI time frame to not only address struggling learners, but to challenge higher-level thinkers through an enrichment period.	3	Teachers Principal	8/2019-5/2020	Curriculum materials, TPRI data,	Implementation of highly effective, challenging, and creative instruction, and implementation of highly effective instruction.	All students will meet, exceed and masters approves on STAAR scores
All grade levels will use the units of instruction, TEKS, and EISD Scope and Sequence (TEKS Resource System) to plan appropriate instructional strategies to make appropriate lesson plans.		Principal All teachers District Administrators	8/2-2019-5/2020	Scope & Sequence from TEKS Resource System; curriculum materials	Units of instruction plans, TEKS Resource System; classroom observations	Collaborative and highly effective instruction; STAAR benchmark

**EARLY PRIMARY SCHOOL
RESULTS OF END-OF-YEAR ASSESSMENTS
2019-2020**

STAAR BENCHMARK

Goal: Students score at 70% or above

1st Grade Reading: 96 Tested-83 passed- 87%

1st Grade Math: 96 Tested-86 Passed- 90%

2nd grade Reading: 76 Tested-66 Passed- 87%

2nd grade Math: 76 Tested-65 Passed- 86%

Kindergarten Math: 79 Tested-77 Passed- 97%

TITLE I SCHOOL-WIDE 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 and that uses effective methods and instructional strategies based on scientifically based research
3. Instruction by **highly qualified professional staff**
4. **High quality and ongoing professional development** for teachers, principals, and para-professionals and, if appropriate, pupil services personnel, parents, and other staff
5. Strategies to **attract high-quality, highly qualified teachers** to high-need schools
6. Strategies to increase **parental involvement**
7. **Transitional activities** for preschool children
8. Inclusion of teachers in academic **assessment decisions**
9. 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**
10. **Coordination and integration** of Federal, State, and local services and programs

EARLY PRIMARY SCHOOL
School Parent Compact

2019-2020

This compact was designed by a representative body of parents and school staff to serve as a tool by which the school, parents, and students will develop and build a partnership to help children achieve the state's high content and performance standards.

Please read and discuss this compact with your child. Thank you for joining our partnership to help all children learn!

As a parent/caring adult, I will encourage my child's learning by:

- ♦ helping my child attend school and be on time
- ♦ reading with my child and letting my child see me read
- ♦ making sure student work is done
- ♦ encouraging positive attitudes about school, learning, and teachers
- ♦ communicating verbally and written with teachers and school officials
- ♦ supporting school rules and procedures
- ♦ attending parent/teacher conferences

As a student, I will become an active partner in my own learning by:

- ♦ attending school and being on time
- ♦ working hard to do my best in class and schoolwork
- ♦ cooperating with teachers and parents
- ♦ respecting the personal rights and property of others
- ♦ completing and returning homework assignments
- ♦ obeying school rules
- ♦ being truthful

As an educator, I will encourage and support students' learning by:

- ♦ showing that I care about all students
- ♦ respecting cultural, racial, and ethnic differences
- ♦ providing quality teaching and leadership while serving as a positive role model
- ♦ making efficient use of learning time
- ♦ providing a safe and encouraging environment for learning
- ♦ communicating and working with families to help students' learning
- ♦ providing parents/caring adults with regular reports on their child's progress and conducting at least 2 parent/teacher conferences each year
- ♦ welcoming the participation of parents and community members in students' learning

Community members are also crucial elements in emphasizing the importance of learning and in assisting with student learning.

ESCUELA PRIMERA DE EARLY

COMPACTO DE ESCUELA Y PADRES

2019-2020

Este compacto fue compuesto por un grupo de representantes de padres y personal de la escuela para servir como un instrumento para ayudar la escuela, padres y estudiantes mejorar y establecer una asociación para ayudar a niños realizar el más grande objetivo y funciona mucho autorizado por el estado.

Por favor lea este compacto con su hijo. Gracias en ayudarnos en nuestra asociación para ayudar a todos los niños a aprender!

Como Padre/adulto con cargo, yo animaré a mi hijo a aprender con:

- ♦ ayudar a mi hijo/a atender la escuela y estar allí a tiempo
- ♦ leer con mi hijo/a y dejar que me miren leyendo a mi
- ♦ que complete su tarea
- ♦ animar una actitud positiva para la escuela y en aprender
- ♦ comunicarme de palabra y escrito con la escuela y oficiales de la escuela
- ♦ soportar las reglas y procedimientos de la escuela
- ♦ atender a conferencias para padres/profesores

Como estudiante yo seré un compañero activo en mi propia manera en aprender con:

- ♦ atender la escuela y llegar a tiempo
- ♦ trabajar en hacer lo mejor en mis clases y tarea
- ♦ cooperar con mis profesores y padres
- ♦ respetar derechos personales y propiedades de otros
- ♦ completar y regresar mis tareas
- ♦ hacer caso de las reglas de la escuela
- ♦ ser verdadero

Como educador, yo animaré y soportaré todos los estudiantes aprender con:

- ♦ enseñando que estimo a todos los estudiantes
- ♦ respetar todas las culturas, razas, y diferencias étnicas
- ♦ proveer enseñanzas de calidad y dirección
- ♦ haciendo lo más del tiempo para aprender
- ♦ proveer un ambiente seguro y animado para aprender
- ♦ comunicarse y trabajar con las familias en ayudar a los estudiantes a aprender
- ♦ proveer que padres/adultos con cargo tengan reportes regulares de el progreso de sus hijos y su conducta a menos conteniendo 2 conferencias de padres/profesores por año
- ♦ recibir participación de padres y miembros de la comunidad en ayudar a los estudiantes a aprender

Miembros de la comunidad son elementos importantes en animar la importancia en aprender y asistir todos los estudiantes en aprender.

2019-2020 Parent Involvement Policy **Early Primary School**

Statement of Purpose

Early Primary School believes every child should have the opportunity to attain his/her full potential. Therefore, Early Primary School will maximize its resources to enable each child to become a successful learner. A key resource is its people: administrators, teachers, school staff, parents, and community members. We will work together to establish effective partnerships; together everyone achieves more. School and home must work together to realize higher student achievement. Ongoing, two-way, meaningful communication will occur to facilitate mutual understanding and to stimulate student success.

Early Primary School will provide to all parents the grade level goals for its students. Early Primary School will also publish the assessment schedule and goals. Those students that need extra assistance will have access to programs that will help them reach these goals.

Early Primary School will make every effort to include parents in the development, evaluation, and revision of the Title I Program and the Parent Involvement Policy. The school-parent compact will describe the responsibilities of key stakeholders and useful channels of communication. The goal of our parental involvement program is student success.

Developing the Policy and Involving Parents in the Schoolwide Plan

Early Primary School's Site-Based Campus Improvement (SBDM) Team is comprised of the campus principal, four campus teachers, four staff members, two parents, two local business representatives and two community members. The Early Primary School's Site-Based Campus Improvement Team will develop and revise the Early Primary School's Parent Involvement Policy. The need for volunteers to serve on this committee will be advertised and then volunteers will be selected. The parent volunteers will represent the diversity of the student population, and one or more parents on the advisory committee will have children participating in a Title I program. The advisory committee will convene at a time and place convenient to all its members. If a translator is needed, the campus will arrange for one to be present.

Additionally, Early Primary School understands that the Parental Involvement Policy is a part of the larger District and Campus Improvement plans. The advisory committee will also provide input regarding the development and revision of the District and /or Campus Improvement Plan.

Building Capacity

Early Primary School values the partnership of the parents in their children's education. There are many ways parents can make significant contributions to student success both at home and by volunteering at the school. Student achievement is the result of effective home-school-community partnerships.

Annual Title I Parent Meeting

Early Primary School will hold an annual meeting during the first six weeks of the new school year for all parents. At the meeting, the Title I program will be described, the Parental Involvement Policy will be distributed and reviewed, and opportunities for parental participation will be explained. Parent volunteers will be recruited to serve on the District and / or Campus Advisory Committee.

The annual meeting will be held twice for the convenience of parents and translators will be present at each meeting. Parents will be informed about the meeting by the campus web page, *School Reach* and notices that will be sent home with students. Since the goal of Early Primary School is student success, the expectations for school performance, individual student assessments, and grade level curriculum will be provided in a format parents can understand.

Parents will be advised that the effectiveness of the Parental Involvement Program will be evaluated annually and the policy will be revised to meet the needs of the students, school, parents, and community.

Home-School Compact

In accordance with Title I regulations, Early Primary School's SDBM Committee will be consulted in the development, review and annual update the *home-school compact*. The compact will identify the responsibilities of the staff to provide high-level curriculum and instruction, and the expectations of the parents to provide support in their children's learning. The compact will address the best ways to maintain positive, timely communication between school and home. The compact will be available to all parents and families in the student handbook, on the school website and it will be discussed at parent-teacher conferences. Students and parents are encouraged to discuss the contents of the compact.

Staff/Parent Communication

Parents will be informed of school activities through various avenues of communication throughout the school year such as newsletters, conferences, personal contacts, written notices, the Early I.S.D and Early Primary School web sites as well as *School Reach* messages. Nutrikids provides information related to student's cafeteria accounts. Teachers also have individual web pages for sharing information.

Evaluation

Early Primary School will work with its 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 with parent input and will be communicated to the parents of Early Primary students.

Concluding Statement

Early Primary School is committed to the success of students. We will work together with parents to monitor the effectiveness of our Parental Involvement and Title I Programs and to provide excellence in education. This policy will be promoted by the Early I.S.D school board, administrators, principals, and other school staff as we seek active participation by our parents.

The Early I.S.D. Parent Involvement Policy can be found online at www.earlyisd.net.

Política de participación de padre

Escuela de Early Primary 2019-2020

Declaración de propósito

La escuela de Early Primary cree que cada niño debería tener la oportunidad de alcanzar su pleno potencial. Por lo tanto, Early Primary usará sus recursos máximos para que cada niño sea un estudiante exitoso. Un recurso clave es su gente: los administradores, maestros, personal de la escuela, padres y miembros de la comunidad. Vamos a trabajar juntos para establecer asociaciones eficaces; juntos todos lograremos más. La escuela y el hogar deben trabajar juntos para obtener mayores logros de los estudiantes. Comunicación constante, bidireccional, significativa se producirá para facilitar la comprensión mutua y para estimular el éxito del estudiante.

Early Primary proporcionará a todos los padres las metas de grado de nivel para sus estudiantes. Early Primary también publicará el plan de evaluación y objetivos. Los estudiantes que necesitan ayuda extra tendrán acceso a programas que les ayudarán a alcanzar estas metas.

Early Primary hará todo lo posible para incluir a los padres en el desarrollo, evaluación y revisión del programa título 1 y la política de participación de padre. El compacto de la escuela primaria describirá las responsabilidades de los principales interesados y útiles canales de comunicación. El objetivo de nuestro programa de participación de los padres es el éxito del estudiante.

Desarrollo de la política y

Con la participación de los padres en el Plan de Schoolwide

Basados en el sitio Campus mejora (SBDM) equipo la escuela Early Primary principios está conformado por el campus principal, cuatro maestros de campus, cuatro miembros del personal, los dos padres, dos representantes de las empresas locales y dos miembros de la comunidad. La escuela Early Primary principios basados en el sitio Campus mejora equipo desarrollará y revisará la póliza de participación de padre de la escuela de Early Primary. Necesidad de voluntarios para que sirvan en este Comité aparecerá un anuncio ayuna y después se seleccionarán los voluntarios. Los voluntarios de padre representará la diversidad de la población estudiantil, y uno o más de los padres en la Comisión Consultiva tendrá niños que participan en un programa Título 1. La Comisión Consultiva se convocará en un momento y lugar conveniente para todos sus miembros. Si se necesita un traductor, el campus se encargará de uno a estar presente.

Además, Early Primary entiende que la póliza participación de padres es una parte del distrito más grande y los planes de mejora del Campus. La Comisión Consultiva también dará entrada en relación con el desarrollo y la revisión del distrito y/o Plan de mejora de Campus.

Creación de capacidad

Early Primary valora la Asociación de los padres en la educación de sus hijos. Hay muchas maneras que los padres pueden hacer importantes contribuciones al éxito del estudiante en casa y como darse voluntario en la escuela. Los logros de los estudiantes es el resultado de asociaciones eficaces de casa-escuela-comunidad.

Título 1 anual los padres de reuniones

Early Primary celebrará una reunión anual durante las primeras seis semanas del nuevo año escolar para todos los padres. En la sesión, se describirá el programa Título 1, la póliza de participación Parental serán distribuida y revisada, y se explicará las oportunidades de participación parental. Los padres voluntarios serán reclutados para servir en el distrito y/o Comisión Consultiva del Campus.

La reunión anual se celebrará dos veces para comodidad de los padres y traductores estarán presentes en cada reunión. Se le informará a los padres sobre la reunión por la página web de campus, *Escuela alcanzar* y avisos que se enviará a la casa con los estudiantes. Dado que el objetivo de la escuela Early Primary es el éxito del estudiante, las expectativas de rendimiento escolar, evaluaciones de alumnos y estudios de nivel de grado será siempre en un formato que los padres puedan entender.

Se le informará a los padres que anualmente se evaluará la eficacia del programa de participación de padres y se revisará la póliza para satisfacer las necesidades de los estudiantes, escolares, padres y comunidad.

Casa-escuela compacto

De conformidad con el Reglamento de Título I, se consultará a la escuela Early Primary SDBM Comité en el desarrollo, revisión y anual de actualización de la *escuela- casa compacto*. El Pacto será identificar las responsabilidades del personal para proporcionar instrucción y plan de estudios de alto nivel y las expectativas de los padres a prestar apoyo en el aprendizaje de sus hijos. El Pacto ocupará de las mejores formas de mantener la comunicación positiva y oportuna entre la escuela y el hogar. El Pacto estará disponible para todos los padres y las familias en el manual del estudiante, en el sitio Web de la escuela y se debatirá en las conferencias de padres y maestros. Se alienta a los estudiantes y padres de familia para examinar el contenido del Pacto.

Personal/padre comunicación

Los padres se informará de las actividades escolares a través de diversas vías de comunicación en todo el año escolar, como boletines, conferencias, contactos personales, escrito avisos, los sitios web de la escuela Early ISD, así como escuela llegar mensajes. Nutrikids ofrece información relacionada con las cuentas de cafetería del estudiante. Los maestros también tienen páginas web individuales para compartir información.

Evaluación

La escuela de Early Primary trabajará con la Comisión Consultiva de su título 1 para evaluar la eficacia del programa de participación Parental. Encuestas, observación de clases, datos de la evaluación y otros recursos se utilizará para determinar las necesidades y elaborar estrategias revisadas para el éxito del estudiante. Se buscará la entrada parental. Revisiones al programa título I y la política de participación Parental será desarrollado y acordado con el padre de entrada y se comunicará a los padres de estudiantes de Early Primary.

Declaración de clausura

Early Primary está comprometido con el éxito de los estudiantes. Vamos a trabajar junto con los padres a supervisar la eficiencia de nuestros programas de título 1 y participación de los padres y para proporcionar la excelencia en la educación. Esta política se promoverá por el Consejo escolar de principios I.S.D, administradores, directores y demás personal de la escuela como buscamos la participación activa de nuestros padres.

La póliza de participación Early I.S.D. puede encontrarse en línea en www.earlyisd.net.

EARLY PRIMARY SCHOOL

Staff Development Plan for 2019-2020

- Vertical Alignment Meetings
- Grade Level Coordination Meetings
- Compensatory Day if EISD Instructional Staff attended job related training during the summer
- Principal Assigned or staff requested Staff Development opportunities that arise during the year