

Promesa Public Schools
EAPrep Elementary School at Southwest Key
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in English Language Arts/Reading



Mission Statement

Mission Statement

East Austin College Prep Elementary Administration, Faculty & Staff will advocate, collaborate and facilitate individual and system change to ensure every student has the knowledge and skills necessary for academic success and personal growth. We strive to empower students to embrace their full potential and to achieve their personal and academic aspirations

Vision

Vision Statement

East Austin College Prep Elementary Administration, Faculty & Staff is dedicated to empowering every student to achieve academic success, personal and social growth, wellness and college and career exploration.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

By creating Cumulative Folder Review meetings (CFR meetings), we were able to identify and code enrolled students as ESL students and/or Special Education (SPED) students. We see the opportunity to promote and recruit families and students that are currently under-represented at EACP: African American.

Through the use of formative and summative assessments, we understand that our students come to school with learning gaps and learning gaps in their first language. We've experienced an increase in enrollment numbers. After conducting CFR meetings we've come to the conclusion EACP serves families and students that come from a low SES background, high ELL population, and a high at-risk population.

Demographics Strengths

We have a very diverse population with great students that behave very well. Their behavior allows us to focus on academics to try and close the gaps the best we can before advancing them to the next school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our enrollment numbers are low. **Root Cause:** Our enrollment numbers are low due to lack of communication and consistency.

Student Achievement

Student Achievement Summary

2017-2018 INDEX 1

2017-2018 DOMAIN I: STUDENT ACHIEVEMENT - STAAR satisfactory standard and STAAR college-readiness standard

In Domain I, our data shows significant growth from last year. Our STAAR scores increased in all but 2 areas (4th grade math and writing). We looked at data from Eduphoria, TPRI and Gradebook. The target score for Index 1 was 60. Our campus exceeded it by 10 points (70 points).

2017-2018 INDEX 2

2017-2018 DOMAIN II: STUDENT PROGRESS - STAAR progress measure for both satisfactory standard and college-readiness standard

In Domain II, our data shows our STAAR bootcamps and Saturday tutorials were more targeted and therefore helped our overall student achievement. The target score for Index 2 was 32. Our campus exceeded it by 22 points (54 points).

2017-2018 INDEX 3

2017-2018 DOMAIN III: CLOSING PERFORMANCE GAPS - academic achievement differentials among students from different racial and ethnic groups and socioeconomic backgrounds

In Domain III, our data shows that with our continued effort we were able to close majority of our performance gaps and showed significant growth. The target score for Index 3 was 28. Our campus exceeded it by 15 points (43 points).

2017-2018 INDEX 4

2017-2018 DOMAIN IV: POST SECONDARY READINESS - Prepares students for success in college, the workforce, job training programs, or the military

In Domain IV, our data shows that with our continued effort we were able to increase the number of students preparing for success in college, the workforce, job training, or military. The target score for Index 4 was 12. Our campus exceeded it by 29 points (41 points).

Student Achievement Strengths

We had targeted intervention, extra Saturday tutorials, SPED inclusion and an ELL teacher. We had STAAR gains in all areas except for 4th grade Math and 4th grade Writing.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: We need more personnel for special populations and have campus wide data meetings. **Root Cause:** We have limited amount of funding for extra staff to pull our small groups for our special populations. Our tutor that was designated for this need was often pulled to sub for our teachers.

School Culture and Climate

School Culture and Climate Summary

At the elementary campus, the implementation to support positive student behavior including efforts focused on all students as well as those identified as at-risk or potential at-risk students. EAPrep devoted this past year to continuing implementation of the nationally recognized school-wide Positive Behavioral Interventions and Supports (PBIS) model. PBIS is a school-wide approach that adopts evidence-based behavioral interventions to improve academic and social behaviors for all students through positive consequences and teaching social skills and more acceptable behaviors. School-wide PBIS focused on increasing positive student behaviors rather than placing emphasis on what they should *not* be doing. Positive expectations that are simple and easy to understand were chosen for each school that aligns with campus goals and student needs and were communicated to all staff and students at the launch of the PBIS efforts. School-wide PBIS worked to teach students behavioral expectations in the same manner that any core subject material is taught.

As part of its system for success, EAPrep's school-wide PBIS approach incorporated the Response to Intervention (RtI) 3-tiered approach to behavior management. RtI's model of school support employs a tiered approach by responding to student needs through layers of intervention. As displayed in the figure on the following page, each tier provides more intense intervention aimed at preventing learning difficulties and promoting student success. This translates to Tier 1 serving 80-90% of the student population, Tier 2 serving 10-20%, and Tier 3 serving 1-5% of students who were identified as needing the highest levels of support. Tier 1 supports are focused on core class instruction, Tier 2 on small group intervention, and Tier 3 on intensive intervention that may have multiple levels of service provision including efforts from Tier 1 and Tier 2.

Staff also regularly reviewed student discipline data to assess where support may be needed most. For example, if EAPrep saw a high number of referrals being issued during lunch or transition times, staff may have focused efforts on re-establishing expectations with students for those spaces and/or times of the day to make sure adults were appropriately monitoring, providing positive feedback, and redirecting students, as needed. On the other hand, if a review of discipline data demonstrates that a majority of referrals were coming from a specific teacher, a shift of focus may be made to provide targeted PBIS support and/or training to that teacher. Progress was consistently monitored using data to assess both the fidelity with which support is provided as well as the impact of support on student academic and social outcomes.

All student groups were involved in the campus with PBIS and clearly made a huge impact on the positive behavior. Those include:

Programming for Positive Behavior Interventions and Supports (PBIS):

- 2nd STEP lessons
- PBIS Assemblies (every semester), Awards Assemblies (every six weeks) and Fantastic Fridays weekly
- Campus PBIS committee of stakeholders
- Anti-bullying Week Assemblies – Elementary and Secondary campuses; October

- Red Ribbon Week Assembly and Activities – All campuses/grade levels; October
- Tiger Pride Committee (Formerly Tiger Ambassadors) – Elementary campus

EAPrep Tiger PRIDE Committee (TPC) is an exciting opportunity for youth at EAPrep to serve as leaders on campus and agents of change in their communities. By representing the ideas and perspectives of youth throughout East Austin, Tiger Ambassadors have the opportunity to shape and positively change both the EAPrep School and larger East Austin Community as a whole.

- In order to serve as a TPC member, students are required to commit at least 10 hours per month to the program. All candidates must complete a TPC Application.
- Logistics- Meeting weekly to discuss TPC duties and updates- (Special Projects, PBIS support, Announcements, Service Learning)

No place for Hate-All student worked on the “Resolution of Respect” agreement and have linked them together to make a NPFH school. Students have also read aloud a variety of books that ties in NPFH and made a NPFH poster and hearts to hang on the campus SEL bulletin board.

Great Kindness Challenge- The Great Kindness Challenge is an all year activity devoted to performing as many acts of kindness as possible. Students choose acts of kindness to complete from a 50 item [checklist](#) to help create a culture of kindness on campus and increase tolerance, unity and respect.

- Oct. 2017-Unity Day-students wore orange shoe laces and wrote down ways that they can be kind to each other after reading “Have you filled a bucket today”
- November 2017- World Kindness Day

Awards assemblies- Every 6 weeks- aligned with PBIS

Students will be awarded for BUG, Honor Roll, Attendance, Super Tiger.

United Against Bullying-

- “Stop Bullying Now” lessons were followed each day of the week teaching awareness and bullying prevention. The week culminated in a schoolwide

“Unity March” at each campus (see below).

UNITY DAY (October): Together against bullying — united for kindness, acceptance and inclusion.

Students marched together outside the school linking in a united ring around campus. School banners and posters were made to display positive messages related to school and community safety and unity. A minute of silence was also observed at the end of the “Unity March” to remember those affected by bullying and school related violence.

Don’t Be a Monster Assembly- Don’t Be A Monster is a 501(c)(3) nonprofit organization that works alongside haunted houses throughout the U.S. to offer unique and entertaining anti-bullying assemblies in schools for students in Elementary, middle and high schools. Their mission is to educate and empower youth to be leaders in their school around diversity, inclusiveness, and show them how to stand up for their friends and peers. They focus on the choices a student can make when it comes to bullying and further discuss how these choices will impact their lives as well as the lives of those around them. Don’t Be A Monster’s unique message is shared in the months of September through November, during National Bullying Prevention Awareness Month and the Halloween season. They have a unique mascot named Frank, entertaining presenters, and each student receives a wristband.

During the bullying prevention assemblies, students are challenged to evaluate their understanding of community. By using a proactive approach of reinforcing concepts like diversity, expanding their social circles and being a leader – the goal of the program is to see bullying occurring less in schools. Additionally, after the presentation students are hopefully more equipped with the tools they need to have educated and empathetic discussions with their peers.

Red Ribbon Week- AWARENESS – NFP provides drug awareness by sponsoring the annual National Red Ribbon Campaign™. Since its beginning in 1985, the Red Ribbon has touched the lives of millions of people around the world. In response to the murder of DEA Agent Enrique Camarena, angered parents and youth in communities across the country began wearing Red Ribbons as a symbol of their commitment to raise awareness of the killing and destruction cause by drugs in America. In 1988, NFP sponsored the first National Red Ribbon Celebration. Today, the Red Ribbon serves as a catalyst to mobilize communities to educate youth and encourage participation in drug prevention activities. Developmentally appropriate lessons were implemented at both EAPrep campus throughout the week. Each day had a different theme chosen by EAPrep Student Council Members such as: Monday – Your Choices are the Key to Your Dreams...Be Drug Free!; Tie Dye Tuesday...Dye DRUGS Dye!; Wednesday – Too Bright for Drugs, students wear neon accessories, etc. Activities encouraged an attitude shift regarding drugs and alcohol and the importance of making positive choices. Activities generated an awareness of the impact of poor decision making and unhealthy choices related to drugs and alcohol.

School Culture and Climate Strengths

Campus activities involve all students. They are carefully prepared to involve students of all grade levels, ability and understanding. Some campus activities are implemented to focus on student leaders to be the face of the school such as Tiger Pride Committee. This student group helped promote kindness, school wide rules and expectations, foster the bullying prevention initiative and make our school culture through No Place for Hate initiatives.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Our registrar was also the cheer coach and had to leave at two o'clock which caused inconsistency in the front office and oftentimes there was no one to greet our parents and answer the phones. **Root Cause:** Our staff wears multiple hats due to funding for the district and shortage of staff was often the main cause.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All our teachers are highly qualified in the areas in which they teach. Professional Development workshops are available throughout the year for teachers to choose.

Staff Quality, Recruitment, and Retention Strengths

All our teachers are highly qualified and attend PD workshops available throughout the year.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: We do not have a reliable sub system which causes inconsistency with classrooms and lack of coverage. **Root Cause:** We have not been able to partner with a reliable sub system.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Based on the data we have pulled, more resources for more targeted intervention would benefit our campus tremendously. We have trained our staff on more active engagement and we continue to work with our teachers to become more proficient in following their curriculum with the YAG and the IFD to be more aligned. We are learning that we have to understand our data and allow it to guide us to relevant and consistent PD throughout the school year. This will allow us to provide more relevant instruction for our special populations, our mainstream students to be challenged, and our remedial students (differentiation). Aligning our priorities with our after school programs will help us be more fluid as a campus.

Curriculum, Instruction, and Assessment Strengths

Our staff has been trained by the OARS team and have gotten very comfortable with the IFD, VAD, and YAG. Our staff has gotten much better with including a closure activity with each lesson and have become more comfortable with using the test at the start of a 6 weeks (backwards design).

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: We have a shortage of staff for our special populations and it makes it difficult for our students to get caught up in areas where they need it. **Root Cause:** Lack of funding and low enrollment numbers prevents us from hiring more support staff.

Parent and Community Engagement

Parent and Community Engagement Summary

We host NCLR's Padres Comprometidos Sessions every semester. These workshop style sessions are available to parents and touch on the importance of engaging with our schools, how to take your first steps into becoming an engaged parent, understanding their students as they transition from childhood into adolescence, tips on communicating with their students, establishing educational norms in a household, and supporting their child as learners at home. We also provide a back to school fair where parents can attend various sessions around similar topics. We have various opportunities for the school principals, counselors, and other faculty and staff to address specific student needs with their parents throughout the year.

Parents are involved in a variety of ways that include Padres Comprometidos, the Parent, Teacher, Student Association (PTSA), various yearly committees (School Compact Review / Parent Engagement Policy Review / Title I Programming Review / Food Service Committee / SHAC), fundraising efforts for academic and athletic teams, and community events. We have a constant parent presence on our campus and parents play a vital role in identifying and addressing the needs of the school.

We are required to send out Title I Surveys every year and school climate is one of the items that we measure. When asked if parents feel welcomed at their school, typically we get an 80% response in the affirmative. We also have ample opportunities throughout the year for parents to meet with the principal from each respective campus to address issues that may be important to them. These meetings have been fruitful in identifying underlying issues at each campus and initiating plans to address them. This is helpful in addressing parent's perceptions of the school because they see that action is usually taken when they bring issues to our attention. This encourages families to participate in ongoing dialogues throughout the year that touch on other topics that are important for our parents to know.

When utilized in a timely manner, we have found that a multi-source approach to communicating with our parents is important and can yield high participation numbers for our events. Usually parents want to participate but need enough time to plan ahead. Social media and our school call system is essential at getting the word out to our parents about upcoming events.

All communication has to be sent out in both English and Spanish to accommodate our parent demographic as required by Title I

With parent programming: National Council of La Raza / PTSA / VELA Families / East Austin Children's Promise / BB&T Bank. We have long lasting relationships with some of our community partners such as NCLR and PTSA while other relationships are fomented based on programming needs. Other community partners that aren't tied to parent programming: Boys and Girls Club, Just Keep Living, National Hispanic Institute.

We have an open door policy and a district parent coordinator who is the first point of contact for the school. We hold meetings with the principal every six weeks at both of our campuses. We have various standing committees that invite parents to participate in on-going dialogue and planning pertaining to our schools).

Parent and Community Engagement Strengths

Having a parent coordinator for the district allows us to have such a strong bond between family and community.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Our parent coordinator is shared for the district and oftentimes he is not on campus when we need him. **Root Cause:** Our parent coordinator has a higher need to be at the secondary campus because the enrollment is higher and there are more parents at that campus.

School Context and Organization

School Context and Organization Summary

Staff and students both feel safe and welcomed at school. Communication between our parents and counselors/parent coordinator and administration is consistent and ongoing throughout the school year. PBIS training and implementation occurs every six weeks and award ceremonies are conducted to honor our students. Staff training for the implementation of PBIS campus-wide expectations and outcomes takes place at the beginning of the school year and throughout the year, as needed. As the campus continues to experience high staff turnover, the administrative leadership team remains proactive in providing support and training to incoming staff.

School Context and Organization Strengths

Staff and students both feel safe and welcomed at school. Communication between our parents and counselors/parent coordinator and administration is consistent throughout the school year. PBIS training and implementation occurs every six weeks and award ceremonies are conducted to honor our students.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: A summer planning academy does not take place due to staff members taking vacation at the same time. **Root Cause:** Our calendar year is extended therefore everyone takes their vacation at the same time and are unable to plan together.

Technology

Technology Summary

We have two fully equipped computer labs for our students, 45 chromebooks and staff cell phones for communication with parents. However, we could use more IT support as we only had one for the district. There are smartboards in most of the classrooms but proper training and activation needs to be set in place so we can utilize the equipment.

We need to ensure that campus technology policies and procedures are followed in order to establish a culture that promotes student success. EAPREP wants to provide a high quality learning environment with the use of technology in a secure, reliable, and safe manner.

Currently each classroom contains technology to assist instruction to students. Technology compliments the instruction offered by staff to enhance learning activities and experiences.

Online instructional material is evaluated by comparing the content to the curriculum, making sure it is up to date, and determining whether the material reinforcing the student's learning.

EAPREP has 2 labs at both campuses as well as multiple chromebook carts, ipad carts, and kindles.

EAPREP has a full time Information Technology Specialist available every weekday from 7:30 am until 5:00 pm.

Students have the use of labs at both campuses as well as chromebooks. It is up to the staff to determine what time students have access to technology. In most cases, it is available for students before and after schools. For parents, we have the use of the labs that are available to them after school if they are enrolled in any of the parent offered classes.

This year we are adding Google training for our teachers and staff. It will mainly cover Google Classroom which will help teachers manage their classroom assignments paperless if that is what they choose. We still offer other training as well, like Microsoft Office, Gradebook, Eduphoria, and other professional development training courses.

The network will be upgraded to include up to date switches and servers along with cable management.

In the past we had issues with the network bandwidth being able to handle the needs of both campuses which caused a barrier. We are currently in the process of upgrading all network equipment to remove the barrier that allows multiple students the use of technology.

Technology Strengths

We have two fully equipped computer labs for our students, 45 chromebooks and staff cell phones for communication with parents.

Problem Statements Identifying Technology Needs

Problem Statement 1: We need more IT support to accommodate our campus needs in a more timely manner. **Root Cause:** Needs would be met if we had more funding to hire additional IT support staff.

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
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data

- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- TTESS 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: All students will reach high standards, at a minimum attaining proficiency or better, in reading/language arts and mathematics.

Performance Objective 1: At least 80 percent of the student population who have been at EAPrep at least two years meet or exceed acceptable or higher state performance standards in tested subjects.

Evaluation Data Source(s) 1: STAAR Assessments

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>1) Improve reading instruction through implementing evidenced based strategies of differentiated instruction and the continued opportunity of students learning through the inclusion of our after school program, After-school Centers on Education (A.C.E)</p>	2.4, 2.5, 2.6	Principal 504 Coordinator SpEd Teacher ELL Coordinator ACE Director and Assistant Director	<p>Lesson Plans - indicate how differentiation occurs and will also assist ACE programming and tutoring after school tutorial time.</p> <p>Six Weeks Testing - Students receiving differentiated instruction are showing growth proportionately to those who are not receiving additional accommodations.</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Reading and Writing Integration across the curriculum with targeted writing support for LEP learners and Dyslexia learners. This will be done in the classroom and in the computer lab through the use of Read A-Z. The latter will help establish a benchmark of student reading levels from 1st grade to 5th grade.</p>	2.4, 2.5, 2.6	Principal ELA Teachers 504 Coordinator SpEd Teacher ELL Coordinator	<p>Individual student's TELPAS writing scores show gain over previous year.</p> <p>Writing samples show improvements in sentence complexity and subject verb agreement</p> <p>Inclusion staff Schedules for ESL/SpEd/Dyslexia</p>				

<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Summative Assessments will be used in the classroom to monitor learning as it is happening in the classroom. Teachers will accomplish this through the use of exit tickets.</p> <p>Formative Assessments will be used to assess growth, determine accommodation needs and identify students requiring additional instructional time and practices.</p>	2.4, 2.5, 2.6	Grade Level Staff Principal	<p>Teachers will use exit tickets to monitor students understanding of skills being taught.</p> <p>Six weeks test are aligned with curriculum and STAAR</p> <p>Benchmark test will be the previous year's released tests.</p> <p>Six Weeks Tests show steady gains in passing levels and average scores.</p> <p>Assessments scores are used for Tier I grouping, tutoring and Saturday school.</p>				
<p>4) Curriculum and data are in the forefront of PLC meetings and PD.</p>		Principal Curriculum Department	<p>PLC Agendas show topics that relate to curriculum and data</p> <p>Data Analysis sheets are used during data meetings.</p> <p>Lesson Plans show evidence Vertical alignment, Specificity, and Instructional Focus timelines.</p>				
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>5) Multiple opportunities for Student engagement will be evident in the classroom</p>	2.4, 2.6	Principal Curriculum Department	<p>Walk-throughs show evidence of student centered learning activities</p> <p>Lesson Plans include student centered activities</p> <p>Lesson plans will include closure activities</p> <p>PD and or PLC focus on engagement and closure activities, strategies and implementation.</p>				
<p>6) Purchase or subscribe to additional supplementary materials (Books, Technological, supplemental aids (graphic organizers, manipulatives).</p>		Curriculum Specialists Principal Librarian	<p>Copies of POs/Requisitions for new materials.</p> <p>Teacher Request for Materials</p> <p>Updates Campus Resources List by Subject</p>				
<p>7) Three Tiered interventions and Enrichment.</p>		RtI Coordinator Principal	<p>Include inclusion staff in RtI meetings.</p> <p>Inclusion staff rosters and schedules for ESL/SpEd/Dyslexia</p> <p>RtI meeting notes</p>				



Goal 1: All students will reach high standards, at a minimum attaining proficiency or better, in reading/language arts and mathematics.

Performance Objective 2: Student attendance rate will meet or exceed 95% ADA.

Evaluation Data Source(s) 2: ADA Reports

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Incentives for Perfect Attendance		Office Staff Counselor	ADA Reports are monitored Six weeks incentives are given at Awards ceremonies.				
2) Contact will be made if a student misses a day of school.		Parent Coordinator	Parent Teacher Call Logs One Call Logs				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: All students will reach high standards, at a minimum attaining proficiency or better, in reading/language arts and mathematics.

Performance Objective 3: Pre-K 3, Pre-K4, Kindergarten, and 1st grades will be added to existing 2-5th grades to ensure vertical and horizontal instructional alignment to increase early literacy success for all students.

Evaluation Data Source(s) 3: Ready, Set, Kinder (RSK).

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>1) Improve early literacy and language development for PK3-PK4 through the implementation of research based instructional practices, targeting Early Childhood Skills Domains:</p> <p>I. Social and Emotional Development II. Language and Communication III. Emerging Literacy: Reading IV. Emerging Literacy: Writing V. Mathematics VI. Science VII. Social Studies VIII. Fine Arts IX. Physical Education X. Technology</p>		Principal Curriculum Coordinator Teacher	<p>Lesson plans-aligned with 9 week scope and sequence.</p> <p>9-week Progress monitoring through the use of Ready, Set, Kinder (RSK).</p> <p>PD opportunities through district and campus curriculum department, partnership with Head-Start, and outside consultants.</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Improve literacy and language development skills for Kindergarten and 1st grade students through the implementation of research based instructional practices and reading program: Read A-Z.</p> <p>Increase learning time through the use of our after school program: ACE.</p>	2.4, 2.5, 2.6	Principal Curriculum Coordinator Teacher ACE Director and Assistant	<p>Lesson Plans-aligned with TEKS Resources: Year at a Glance (YAG) and Instructional Focus Guides (IFD).</p> <p>3 and 6 week progress monitoring through teacher observations, content-based formative and summative assessments (quizzes/tests).</p> <p>PD opportunities through district and campus based curriculum department activities and outside consultants.</p> <p>Read A-Z reports used to monitor students progress and growth in Reading.</p>				



Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Objective 1: At least 80 percent of the ELL population who have been at EAPrep at least two years will improve their Proficiency Levels in at least two domains of the TELPAS

Evaluation Data Source(s) 1: TELPAS Listening, Speaking, Reading and Writing Proficiency Level Scores

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 1) Use of the English Language Proficiency Standards (ELPS)	2.4, 2.6	Principal ELL Coordinator	Teacher Lesson Plans should indicate ELPS objectives for the lesson ELPS objectives posted in the classroom				
Critical Success Factors CSF 1 2) Provide opportunities for students to utilize academic vocabulary and concepts in Listening, Speaking, Reading and Writing.	2.4, 2.5, 2.6	Principal Staff	Lesson Plans include and introduction/vocabulary of background build component prior to new concepts/topics. Lesson plans offer a variety of ways for students to present heard or read information orally and in writing. The use of Read A-Z will also assist students with Reading Speaking and Listening.				
Critical Success Factors CSF 1 CSF 2 3) Monitoring ELL students for growth, accommodations and needs	2.4, 2.6	Principal ELL Coordinator RtI Coordinator ELA Teachers	Formal assessment data growth chart for ELL students RtI minutes as they pertain to ELL students. The use of Reading program Read A-Z to monitor students growth in Reading.				

= Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

Goal 3: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Objective 1: The campus will use the School Climate Committee to support Positive Behavior Interventions and Supports (PBIS), Restorative Practices and Effective Discipline.

Evaluation Data Source(s) 1: Tiger Bucks (tickets for good behavior), Awards ceremonies, surveys, parent attendance to events. Additionally, teacher observations and feedback will be used for data evaluation.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 6 1) Positive Behavior Intervention and supports (PBIS)	2.6	Principal School Counselor Social Worker	Every 6 weeks students will have the opportunity to visit the Tiger Buck store and use their earned Tiger bucks.				
Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 CSF 7 2) Awards Assemblies		Principal School Counselor Teachers	Every 6 weeks the Principal & school counselor would collect awards from teachers and conduct an awards ceremony for the students, faculty, and staff. At the end of the semester, families will be invited to the end of the semester awards assembly.				
Critical Success Factors CSF 1 CSF 6 3) Morning Announcements		School Counselor	Every morning announcements and a daily quote was read to encourage good behavior and keep information consistent.				
Critical Success Factors CSF 1 CSF 6 4) Guidance Lessons		School Counselor	Every Wednesday our school counselor conducted lessons for each classroom through Second Step curriculum to incorporate SEL in the classes.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = Continue/Modify </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>							

Goal 3: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Objective 2: Students will receive SEL support services through EACP Elementary Counselor. School Counselor will identify students that would benefit from SEL services based on counseling sessions.

Evaluation Data Source(s) 2: Discipline reports and data, Attendance reports and data, Content mastery of SEL by teacher observation. Qualitative data collected by school Counselor and shared at PBIS grade level data meetings.

Summative Evaluation 2:

Goal 3: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Objective 3: Trauma-Informed School Initiative - Create a responsive trauma-informed program with a focus on an increase in mental and emotional support for student, staff, and families.

Evaluation Data Source(s) 3: Discipline reports and data, Attendance of reports and data, Content mastery of SEL by the teacher.




Summative Evaluation 3:

Goal 4: Matriculation of students through vertical alignment of from PK - Elementary to Middle School.

Performance Objective 1: Prek Readiness

Evaluation Data Source(s) 1: Ready Set Kinder (RSK), review and analysis of incremental growth every 9 weeks, Beginning and End of the year assessment.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

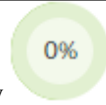
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 1) Collection and analysis of PK Readiness Data.	2.4, 2.5, 2.6	Principal Counselor Social Worker PK Teachers	increase academic success & percentage of academic readiness.				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 4: Matriculation of students through vertical alignment of from PK - Elementary to Middle School.

Performance Objective 2: Student's families will be recommended for wraparound services based on Counselor's referral to SEL Team.

Evaluation Data Source(s) 2: Qualitative data collected and reported out to the Counselor and in turn school Counselor will share family wrap-around services at PBIS data meetings.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 1) Academic intervention for elementary students grades 1-5.	2.4, 2.5, 2.6	Principal Counselor Social Worker Elementary Teachers	Increase Academic Success and Readiness. Increase number of students from Approaches to Meets and from Meets to Masters.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)