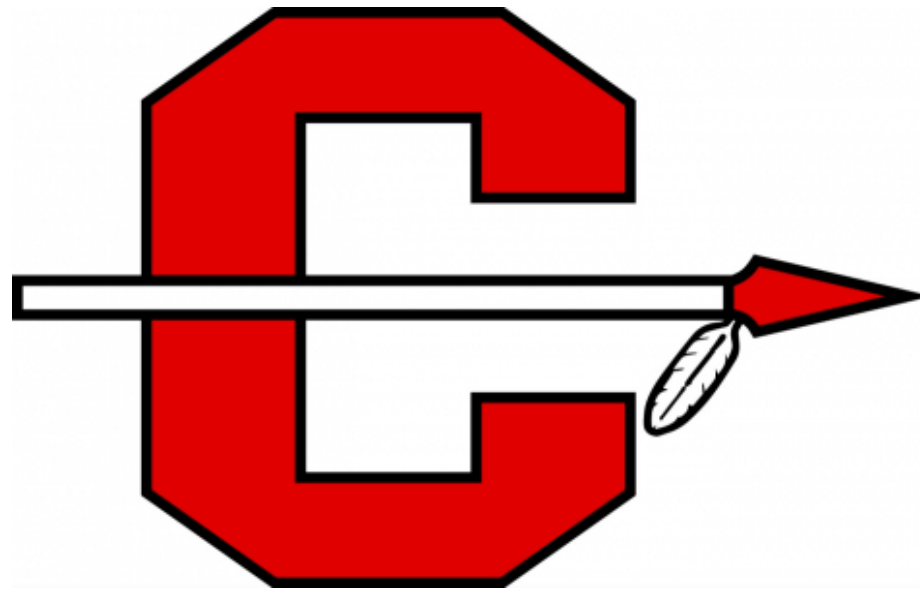


**Cleveland Independent School District**  
**Eastside Elementary**  
**2018-2019 Campus Improvement Plan**



# Mission Statement

The Eastside Elementary mission is to build a community of empowered, lifelong learners that will develop into successful, productive, responsible, and healthy citizens of the world.

# Vision

The Eastside Elementary vision is that we are here to make a difference.

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

(TAPR 16-17)

Attendance 95.1%

White - 28.1%, Hispanic - 64.3%, African American - 8.8%, Asian - .08%, AmIn/Alas Nat - .0%, Multi-Racial - 1.6%

Special Education - 6.4%, Gifted Program - 6.0%, ELL - 39.8%, Economically Disadvantaged - 85.6%, Mobility - 19.5%, At-Risk 71.1%.

### Demographics Strengths

Student attitudes toward school are gathered through student surveys, counselor visits to classrooms, and observations and reports made by staff. In addition, parent surveys were reviewed. In general the students of Eastside respond positively about their school experience.

# Student Achievement

## Student Achievement Summary

Eastside will provide for increasing numbers of students to attain proficiency in **science**, **reading** with comprehension, and **problem solving** with accuracy. This will occur in a variety of ways that include on-going staff development in the areas of reading, math, science and social studies. More opportunities for training in these areas will be provided. Collaboration at the district, building, classroom, parent and community levels will ensure that we are addressing the learning needs of our diverse population. Opportunities for effective interventions will be provided. Regular assessment and analysis of data by principals, teachers and support staff will provide sound direction in making instructional and curricular decisions.

## Student Achievement Strengths

Reading (70%) for all students. Science scores (63%) for all students. Math scores (90%) for all students.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Reading for students in Special Education and ethnicity groups: LEP and African American. **Root Cause:** 5th Grade STAAR Reading scores.

# School Culture and Climate

## School Culture and Climate Summary

All banners/character traits and bulletin boards go into creating a school climate of respect, responsibility and pride.

The following programs enhance the school climate: Accelerated Reader, C.H.A.M.P.S., Staff Appreciation days, M.E.T.H. Presentation, Attendance and Honor Roll recognition, Science Fair, Science Club, Student Council, award programs, and volunteers.

## School Culture and Climate Strengths

The following programs enhance the school climate: Accelerated Reader, C.H.A.M.P.S., Sunshine Committee, Staff Appreciation days, M.E.T.H. Presentation, Attendance and Honor Roll recognition, Science Fair, Science Club, Student Council, 6th grade Pep Squad, award programs, and volunteers.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** In order to continue to enhance and improve school culture and climate, Eastside needs to increase parental involvement. **Root Cause:** Low attendance at school activities.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Training for Technology for classroom use/Gradebook/, Discipline/Classroom management/C.H.A.M.P.S., Assessment and Accountability, Data Analysis Training, GT Training, Bilingual /ESL Training, Kagan Training, Shelter Instruction Training, AR Reading, ELL for Administrators, Crisis Prevention Intervention, Parental Involvement training, Differentiated Instruction/Small Group Training, RTI, Legal updates, TxEIS, Eduphoria, Mathletics, Istation.

## Staff Quality, Recruitment, and Retention Strengths

100 percentage of Highly Qualified Teachers

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Technology training for all staff including implementing technology into lesson plans. Content Area training: Small groups/differentiated Instruction for all core teachers. ELL training for all teachers: Shelter Instruction Training and ESL certification.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

The learning expectations for the students of Eastside are clearly articulated in the Campus Plan. This plan is shared with the community, teachers, parents and students through the classrooms, meetings, postings on our website, school Facebook page, committee meetings and several parent meetings.

Eastside uses state adopted textbooks, several research based software programs, and a wide variety of instructional materials consistent with state and district content standards.

Paraprofessionals and special program staff on the Eastside campus include: an instructional Math Specialist, an instructional Reading Specialist, a Biligual Instructional Specialist, a Dyslexia/504 interventionist, RTI Math Interventionist, RTI Reading Interventionist, Bilingual Interventionist, an LPAC liason, 3 PK aides, 2 bilingual aides, 2 computer aides, and 6 inclusion aides.

Eastside is linked through a network to the other schools in our district and to a variety of information sources. Our teachers have computers, laptops and all classrooms have projectors or interactive TV's and Elmos. Some classrooms have Mimios or Smartboards. Student computers are found in two labs, with 30 computers in each lab and three mobile computer carts. Eastside has a technology committee that makes most decisions concerning technology for the campus and that has a long-term plan outlined, with priorities noted.

## Curriculum, Instruction, and Assessment Strengths

Eastside is linked through a network to the other schools in our district and to a variety of information sources. Our teachers have computers and laptops. All classrooms have projectors or interactive TV's and Elmos. We have 3 labs with 30 computers each. The Library has 6 computers for student use.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Technology is certainly a need on campus along with staff training on integration.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Eastside has a parental involvement plan in place, along with a parent compact. Each month, a parent newsletter/calendar goes home to parents. It lists all activities, holidays, meetings, deadlines, tests, etc. Each Tuesday, students take home information from their teachers to their parents. The school marquee is up-dated as often as each event is complete. School Messenger, Remind is used to telephone parents about urgent or important issues. Outside the office door, flyers are kept for parents on issues from how to help their child in school, health issues, school board reports and more. All flyers are sent home in English and Spanish.

## Parent and Community Engagement Strengths

Numerous opportunities are available for participation and communication: P.I.E.(Parents Involved in Education), Title I Parent Meetings, Title I brochures/letters, “Meet the Teacher’ Night, Field Day, various class projects, class celebrations, CIT, fundraisers, Teacher/Parent conferences (within first 9-weeks), Public School Week, Grandparent’s Day, Donuts for Dad breakfast, Muffins for Mom breakfast, family lunches, volunteers in school, monthly newsletters, Tuesday Folders, web-pages, Career Day, Science Fair, Parent Portals, and Literacy Night.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Increase attendance at Parental Involvement activities.



# School Context and Organization

## School Context and Organization Summary

The average class size for PK-5<sup>th</sup> grade classes is 20 students per class.

Eastside offers numerous professional development opportunities to its staff throughout the year. The staff generates decisions concerning professional development.

Eastside manages the campus by utilizing decisions made by the Campus Education Improvement Committee, Parents Involved in Education, Data Teams, Grade teams leaders, the health and wellness committee, the safety council, the technology committee, the staff resource committee, etc.

The campus discipline policy is clearly outlined for staff, parents, and students in the district code of conduct and in the campus and district handbooks online on the CISD website.

## School Context and Organization Strengths

CEIC, PIE, Data Teams, Department teams

# Technology

## Technology Summary

Eastside is linked through a network to the other schools in our district and to a variety of information sources. Our teachers have computers, laptops, Chrome Books, mimio pads or smartboards and all classrooms have projectors or interactive TV's and Elmos.

## Technology Strengths

2 computer labs of 30 computers/laptops each

3Cart on Wheels with 30 computers for teacher check out.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** More technology continues to be a need for Eastside.

# 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
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card 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 Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data

### **Employee Data**

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate

### **Support Systems and Other Data**

- Budgets/entitlements and expenditures data


# Goals

## Goal 1: All students will make academic progress to meet or exceed state standards in all areas.

**Performance Objective 1:** Each student will increase passing rates in all subject areas on state testing to meet or exceed state standards.

**Evaluation Data Source(s) 1:** Increased passing percentages on STAAR tests.

### Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Increase student achievement rates on state testing in 3rd-5th Grade Reading, Math and Science (index I-III) by consistently providing quality curriculum and instruction through regular classes, tutorials, and academic intervention/RtI.	Principal, Assistant Principal(s) Counselor(s) Teacher(s) Instructional Coach	Increased passing percentages on STAAR tests.			
Funding Sources: Title I Part A-Improving Basic Programs - 0.00, Local Funds - 0.00					
					

**Goal 1:** All students will make academic progress to meet or exceed state standards in all areas.

**Performance Objective 2:** Each subgroup will increase passing rates by 15% on state standards in all areas.

**Evaluation Data Source(s) 2:** Increase in passing rates on STAAR.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Increase student achievement in each subgroup in 3rd-5th grade Reading, Math, and Science (indexes I-III) by providing quality curriculum and instruction through regular classes, tutorials, academic intervention, common assessments and accelerated reader.	Principal Assistant Principal(s) Counselor(s) Teacher(s) Instructional Coach	Increased passing percentage on STAAR tests			
Funding Sources: Title I Part A-Improving Basic Programs - 0.00, Local Funds - 0.00					
2) Continue to close the achievement gap (index III) of Hispanic Reading scores by closely monitoring common assessments. Those students not meeting the passing standards will receive tutorials, small group academic instruction, and be placed in RtI.	Principal Assistant Principal(s) Counselor(s) Teacher(s) Instructional Coach	Increased passing percentage on STAAR Reading tests			
Funding Sources: Local Funds - 0.00					
3) Continue to close the achievement gap (index III) of Hispanic and African American 5th grade Science state test scores by closely monitoring common assessments. Those students not meeting passing standards will be placed in tutorials, small group academic instruction, and will be placed in RtI.	Principal Assistant Principal(s) Counselor(s) Teacher(s) Instructional Coach	Increased passing percentage on STAAR Science tests			
Funding Sources: Local Funds - 0.00					
					


**Goal 1:** All students will make academic progress to meet or exceed state standards in all areas.

**Performance Objective 3:** Professional development for 100% of teaching staff, administrators, and paraprofessionals relevant to the implementation of the curriculum and Current Needs Assessment (CNA) will be provided.

**Evaluation Data Source(s) 3:** All students increase percentage on STAAR objectives.

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Provide training to all teaching staff in skill-based instruction, evaluation procedures, assessment strategies, and data interpretation/analysis.	Principal Assistant Principal Director of Special Services (Co-Op) Asst Superintendent for Curriculum Instruction Instructional Coach	All students increase percentages on STAAR objectives			
Funding Sources: Local Funds - 0.00					
2) Provide training to all teaching staff and para-professionals on academic interventions, modifications and adaptation that are designed to accelerate the math and reading abilities of all students.	Principal Assistant Principal Director of Special Services (Co-Op) Asst Superintendent for Curriculum Instruction Instructional Coach	All students increase percentages on STAAR objectives			
Funding Sources: Local Funds - 0.00					
3) Provide training to all teaching staff on interventions, modifications and adaptations designed to accelerate the technology abilities of all students.	Principal Assistant Principal Instructional Coach Technology Committee	Computer Lab at least once a week, Moby Max, Mathletics, TEKS resources 5 years			
Funding Sources: Local Funds - 0.00					
4) Provide training to all teaching staff on improving instructional process/methods.	Principal Assistant Principal Teacher(s) Assistant Superintendent for Curriculum & Instruction Instructional Coach	All students increase percentages on STAAR objectives			
Funding Sources: Title I Part A-Improving Basic Programs - 0.00, Local Funds - 0.00					

5) Increase staff awareness and knowledge about cultural and linguistic issues and methods of differentiating instruction.	Principal Bilingual/ESL Systems Director	Increase percentages on STAAR objectives for all subgroups through Ellevation Data and Shelter Instruction.			
Funding Sources: Title I Part A-Improving Basic Programs - 0.00, Title III-Bilingual/ESL - 0.00					
6) Ensure campus level committee approval for identifying and addressing staff/professional development needs.	Principal Teacher(s) CEIC (Campus Educational Improvement Committee)	Campus Improvement Team minutes and sign-in sheets, agendas			
Funding Sources: Title I Part A-Improving Basic Programs - 0.00, Local Funds - 0.00					
					



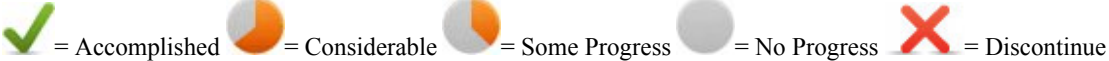
**Goal 1:** All students will make academic progress to meet or exceed state standards in all areas.

**Performance Objective 4:** All student populations will achieve or exceed performance criteria as established by the state.

**Evaluation Data Source(s) 4:** Increase passing percentages of state test scores for each subject and subgroup.

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Reestablish vertical and horizontal team process to improve campus cross-curricular instruction and alignment among elementary campuses.	Principal Assistant Principal Bilingual/ESL Systems Director Teacher(s) Department Chairs Assistant Superintendent for Curriculum & Instruction	Increased state test scores, evaluate alignment between curriculum and instruction			
	Funding Sources: Local Funds - 0.00				
2) Analyze common assessment data results in order to identify areas in need of improvement to target individual needs of students at-risk.	Principal Assistant principal Counselor Teacher(s) Instructional Coach	Increase passing percentages of state test scores by 10% for each subject and subgroup, including homeless			
	Funding Sources: Local Funds - 0.00				
3) Based on academic needs, implement the Fundamental Five developmental strategies to improve student engagement.	Principal Instructional Coach	Increase passing percentage of state test scores per subject and subgroup			
	Funding Sources: Local Funds - 0.00				
4) Utilize available technology for the delivery of instruction.	Principal Assistant Principal Counselor Director of Special Services (Co-Op) Instructional Coach Technology Committee	Increased use of technology in delivery of instruction and in student learning			
	Funding Sources: Local Funds - 0.00				


5) Provide time for campus and department curriculum discussions and staff development through grade level, vertical and horizontal team meetings.	Principal Assistant Principal CEIC Instructional Coach Data Teams	Improve understanding of role of each grade in the scope and sequence of a connected curriculum			
	Funding Sources: Local Funds - 0.00				
6) Utilize department and campus staff meetings to identify topics of interest based on data.	Principal Assistant Principal Teacher(s) Instructional Coach	Data team analysis relevant to increased student achievement			
	Funding Sources: Local Funds - 0.00				
7) Collect, compile, analyze and use data to plan and deliver instruction.	Principal Assistant Principal Teacher(s) Instructional Coach	Instruction is driven by findings of Data teams/data analysis			
	Funding Sources: Local Funds - 0.00				
8) Eastside will evaluate all special programs annually and use the data to modify and update the CIP.	Principal Counselor Teacher(s) Instructional Coach	Increase state test scores of special population students, including homeless			
	Funding Sources: Title I Part A-Improving Basic Programs - 0.00, Local Funds - 0.00				
9) Eastside will continue to hire highly qualified personnel (para-professionals) to assist teachers in working with small groups of at-risk students, as well as students requiring academic intervention, in order to provide accelerated instruction activities and additional opportunities for successful learning of TEKS.	Principal	September 2013 and October 2013			
	Funding Sources: Title I Part A-Improving Basic Programs - 0.00				
10) Eastside will retain three Instructional Specialists for core content areas in order to identify and address areas of academic need and teachers in need of support.	Principal	Assist teachers to increase passing percentage on state tests.			
	Funding Sources: Title I Part A-Improving Basic Programs - 0.00				
11) Implementing work stations for all subjects based on student needs.	Principal, Instructional Coaches, Teachers	Increase passing percentage of state test scores per subject and subgroup			
					

# Goal 2: Eastside is a family of highly qualified, motivated, and caring faculty who strive and work as one to ensure student success.

**Performance Objective 1:** Eastside will increase opportunities for parent, family and community involvement in the educational process of all students by a minimum of 10%.

**Evaluation Data Source(s) 1:** Increased parental and community involvement.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Provide school day programs and after school events in order to increase involvement of parents and community in school activities: Meet the Teacher Night, Academic Intervention classes, Web Page, Volunteer read-in, Campus Improvement Team, Motivational/special programs, Student Awards Ceremonies, Parents Involved in Education, Title 1 brochures and letters, Field Day, Parent/Family Recognition Days, Parent/teacher conferences, Book Fairs, Science Fair, Career Day, Talent Contest, Science Club, Student Council, Volunteer Program	Principal Assistant Principal Counselor Teacher(s)	Level of parental and community participation			
	Funding Sources: Local Funds - 0.00				
2) Provide monthly/yearly parent calendar.	Principal	Increased parental and community involvement			
	Funding Sources: Local Funds - 0.00				
3) Conduct multiple Title I/Public information meetings to discuss district/campus performance and performance expectations.	Superintendent (s) Principal	Increased parental awareness of student studies, increased parental involvement			
	Funding Sources: Title I Part A-Improving Basic Programs - 0.00				
					

**Goal 2:** Eastside is a family of highly qualified, motivated, and caring faculty who strive and work as one to ensure student success.

**Performance Objective 2:** High quality and on-going professional development for teaching staff and administrators will be provided based on the CNA and current achievement data.

**Evaluation Data Source(s) 2:** All students increase percentages on STAAR objectives.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Provide staff development to teach leadership techniques and strategies for data interpretation and analysis.	Principal Instructional Coach	Increased attendance percentage			
Funding Sources: Title I Part A-Improving Basic Programs - 0.00					
2) Provide staff development in diversity and differentiated instruction strategies in order to address cultural differences and poverty.	Principal Assistant Principal Counselor Director of Special Services (Co-Op) Instructional Coach	Improve achievement for each subgroup by 10%. Decrease discipline referrals by 20%.			
Funding Sources: Local Funds - 0.00					
3) Provide opportunities for all teachers to obtain GT certification.	Principal	Number of teachers completing coursework			
Funding Sources: Local Funds - 0.00					
4) Provide opportunities for all teachers to obtain ESL certification.	Principal Bilingual/ESL Systems Director	Number of teachers completing coursework			
Funding Sources: Local Funds - 0.00					
5) Implement C.H.A.M.P.S.	Principal Assistant Principal Teacher(s)	Decreased referrals			
Funding Sources: Local Funds - 0.00					
6) Provide opportunities to attend training in classroom behavior management.	Principal Teacher(s)	Decrease of discipline referrals by 20%			
Funding Sources: Title I Part A-Improving Basic Programs - 0.00					
7) Provide opportunities to attend staff training in student interventions for social skills training and positive behavioral programs.	Principal Counselor Teacher(s)	Improved classroom behavior, decrease of discipline referrals, C.H.A.M.P.S.			
Funding Sources: Local Funds - 0.00					


 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

**Goal 2:** Eastside is a family of highly qualified, motivated, and caring faculty who strive and work as one to ensure student success.

**Performance Objective 3:** Insure that all of teachers have the necessary instructional materials needed to deliver curriculum and quality instruction.

**Evaluation Data Source(s) 3:** All students increase percentages on STAAR objectives.

**Summative Evaluation 3:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Provide teachers production and distribution assistance in areas of textbooks, instructional materials and manipulatives.	Assistant principal Teacher(s) Instructional Coach	Teacher survey at end of year			
	Funding Sources: Local Funds - 0.00				
2) Ensure that Bilingual/ESL teachers have the necessary instructional materials in Spanish curriculum in order to deliver quality instruction.	Principal Bilingual/ESL Systems Director	Teacher survey at end of year			
	Funding Sources: Title III-Bilingual/ESL - 0.00, Local Funds - 0.00				
					

**Goal 2:** Eastside is a family of highly qualified, motivated, and caring faculty who strive and work as one to ensure student success.

**Performance Objective 4:** Programs and processes to address the needs of at-risk students will be enhanced in order to meet or exceed the performance criteria established by the state.

**Evaluation Data Source(s) 4:** All students increase percentages on STAAR objectives.

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Supplement general education classrooms in order to support at-risk students by providing tutorials, academic intervention classes, and teacher-assisted instruction.	Principal Assistant principal Counselor Teacher(s) Instructional Coach	Improved STAAR test scores by subject			
Funding Sources: Local Funds - 0.00					
2) Illicit community involvement to address socio-economic needs (clothes, health, housing, dietary) and guidance counseling.	Principal Assistant principal Counselor Assistant Superintendent for Special Programs	Improved attendance, improved grades, academic achievement			
Funding Sources: Title I Part A-Improving Basic Programs - 0.00, Local Funds - 0.00					
3) Maintain a bullying prevention program. (C.H.A.M.P.S.).	Principal Assistant principal Counselor CISD Police Dept.	Decrease in referral rates, improved attendance, review website usage			
Funding Sources: Local Funds - 0.00					
4) Establish and maintain a drug-free environment.	Principal Assistant principal Counselor Teacher(s) School Nurse CISD Police Dept.	Student awareness and academic success			
Funding Sources: Local Funds - 0.00					
					

# Goal 3: Eastside will encourage supportive parents and communities to be actively involved in the education of all students by promoting a safe and orderly environment.






**Performance Objective 1:** Eastside will establish a positive, nurturing, and safe school climate that is conducive to the ethical development of all students and staff as measured by a 10% decrease in discipline referrals.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Continue campus wide program that addresses anti-bullying, violence prevention, and alcohol/drug usage .	Principal Assistant Principal Counselor Teacher(s) CISD Police Dept.	Increase in knowledge of violence and bullying prevention			
Funding Sources: Local Funds - 0.00					
2) Implement a school wide behavior management and discipline plan that is consistent and fair with focus on team expectations and character education. (C.H.A.M.P.S. Program)	Principal Assistant Principal Counselor Teacher(s)	Decrease in major behavior incidents, evaluate			
Funding Sources: Local Funds - 0.00					
3) Provide and publicize counseling and guidance support for students, parents and staff.	Principal Counselor	Improved unity between community, staff and student, decrease in major referrals			
Funding Sources: Local Funds - 0.00					
4) Implement and practice intruder plan.	Principal Assistant Principal Counselor Teacher(s) CISD Police Dept.	Increased safety of building, evaluate effectiveness of lock-downs			
Funding Sources: Local Funds - 0.00					
5) Promote and provide a bully-free environment.	Principal Assistant Principal Counselor Teacher(s) CISD Police Dept.	Decrease in referral forms, increase in positive behavior and student success			
Funding Sources: Local Funds - 0.00					




 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

**Goal 4: All students will receive a technology-rich education that incorporates an aligned curriculum and instructional strategies designed to improve and increase academic performance in core subject areas.**

**Performance Objective 1:** Increase technology and computer usage by 25% to enrich and extend academic instruction to meet or exceed criteria established by the state.

**Evaluation Data Source(s) 1:** All students increase percentages on STAAR objectives.

**Summative Evaluation 1:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Implement math and reading programs in the computer labs that will supplement objectives being taught in general education classrooms.	Principal Teacher(s) Instructional Coach	Increased alignment between curriculum and instruction, increase in percentage of students passing core classes			
Funding Sources: Title I Part A-Improving Basic Programs - 0.00					
2) Evaluate the use of innovative technologies for instruction and enrichment purposes.	Principal Assistant Principal Director of Technology	Improved test scores, increased alignment between curriculum and instruction			
Funding Sources: Local Funds - 0.00					
					

# Goal 5: All staff will receive effective technology professional development to increase productivity and technology skills required by SBEC.

**Performance Objective 1:** Provide effective technology and technological professional development for all teachers as measured by an increase in the use of technology for instruction.

**Evaluation Data Source(s) 1:** All students increase percentages on STAAR objectives.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Establish a technology committee to resolve technological issues.	Principal Director of Technology	Increased computer/technology use in instruction			
Funding Sources: Local Funds - 0.00					
2) Utilize Texas Teacher STAR charts to assess and analyze needs of teachers.	Principal Teachers	Increase in percentage using technology in instruction			
3) Train teachers on the usage of various on-line curriculum.	Principal Director of Technology Assistant Superintendent of Curriculum & Instruction	Increased alignment of curriculum instruction			
Funding Sources: Local Funds - 0.00					
4) Technology programs will be implemented in computer labs to supplement Math and Reading. (Mathletics and Istation)	Principal Bilingual/ESL Systems Director	Increased reading fluency rate of all Bilingual/ESL students			
Funding Sources: Title III-Bilingual/ESL - 0.00, Local Funds - 0.00					
					

# Goal 6: All teaching staff and paraprofessionals will meet highly-qualified criteria.

**Performance Objective 1:** Maintain 100% of highly qualified core academic subject area teachers and paraprofessionals.

**Evaluation Data Source(s) 1:** All students increase percentages on STAAR objectives.

**Summative Evaluation 1:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Campus developed professional development plan based on performance data and teacher input.	Principal	100% of teachers and paraprofessionals meet highly qualified criteria			
	Funding Sources: Title IIA-Principal and Teacher Improvement - 0.00				
2) All teachers and paraprofessionals hired meet the highly qualified criteria set forth by the state.	Principal Assistant Principal	100 % of teachers and paraprofessionals meeting highly qualified criteria			
	Funding Sources: Local Funds - 0.00				

**Goal 6:** All teaching staff and paraprofessionals will meet highly-qualified criteria.

**Performance Objective 2:** Increase the percentage of teachers and paraprofessionals receiving high-quality professional development.

**Evaluation Data Source(s) 2:** All students increase percentages on STAAR objectives.

**Summative Evaluation 2:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Develop/create a campus professional staff development calendar based on teacher input and the CNA.	Principal Assistant Principals	Analyze professional development evaluations			
Funding Sources: Local Funds - 0.00					
					

**Goal 6:** All teaching staff and paraprofessionals will meet highly-qualified criteria.

**Performance Objective 3:** Attract and retain highly qualified teachers and paraprofessionals.

**Evaluation Data Source(s) 3:** All students increase percentages on STAAR objectives.

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Implement programs to attract and retain highly qualified teachers and paraprofessionals.	Principal Administrative Assistant of Special Programs	100% of highly qualified teachers and paraprofessionals returning following year, District and Campus Mentoring Program			
Funding Sources: Local Funds - 0.00					
2) Increase number of staff certified in ESL and GT by providing local/district training.	Principal Administrative Assistant of Special Programs Director of Bilingual/ESL Programs	Number of teachers receiving certification			
Funding Sources: Title III-Bilingual/ESL - 0.00, Local Funds - 0.00					
					

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Increase student achievement rates on state testing in 3rd-5th Grade Reading, Math and Science (index I-III) by consistently providing quality curriculum and instruction through regular classes, tutorials, and academic intervention/RtI.
1	2	1	Increase student achievement in each subgroup in 3rd-5th grade Reading, Math, and Science (indexes I-III) by providing quality curriculum and instruction through regular classes, tutorials, academic intervention, common assessments and accelerated reader.
1	2	2	Continue to close the achievement gap (index III) of Hispanic Reading scores by closely monitoring common assessments. Those students not meeting the passing standards will receive tutorials, small group academic instruction, and be placed in RtI.
1	2	3	Continue to close the achievement gap (index III) of Hispanic and African American 5th grade Science state test scores by closely monitoring common assessments. Those students not meeting passing standards will be placed in tutorials, small group academic instruction, and will be placed in RtI.
1	3	1	Provide training to all teaching staff in skill-based instruction, evaluation procedures, assessment strategies, and data interpretation/analysis.
1	3	3	Provide training to all teaching staff on interventions, modifications and adaptations designed to accelerate the technology abilities of all students.
1	3	4	Provide training to all teaching staff on improving instructional process/methods.
1	3	5	Increase staff awareness and knowledge about cultural and linguistic issues and methods of differentiating instruction.
1	4	4	Utilize available technology for the delivery of instruction.
1	4	6	Utilize department and campus staff meetings to identify topics of interest based on data.
1	4	7	Collect, compile, analyze and use data to plan and deliver instruction.
1	4	8	Eastside will evaluate all special programs annually and use the data to modify and update the CIP.
1	4	9	Eastside will continue to hire highly qualified personnel (para-professionals) to assist teachers in working with small groups of at-risk students, as well as students requiring academic intervention, in order to provide accelerated instruction activities and additional opportunities for successful learning of TEKS.
1	4	10	Eastside will retain three Instructional Specialists for core content areas in order to identify and address areas of academic need and teachers in need of support.
1	4	11	Implementing work stations for all subjects based on student needs.

Goal	Objective	Strategy	Description
2	1	1	Provide school day programs and after school events in order to increase involvement of parents and community in school activities: Meet the Teacher Night, Academic Intervention classes, Web Page, Volunteer read-in, Campus Improvement Team, Motivational/special programs, Student Awards Ceremonies, Parents Involved in Education, Title 1 brochures and letters, Field Day, Parent/Family Recognition Days, Parent/teacher conferences, Book Fairs, Science Fair, Career Day, Talent Contest, Science Club, Student Council, Volunteer Program
2	1	2	Provide monthly/yearly parent calendar.
2	2	1	Provide staff development to teach leadership techniques and strategies for data interpretation and analysis.
2	2	2	Provide staff development in diversity and differentiated instruction strategies in order to address cultural differences and poverty.
2	2	3	Provide opportunities for all teachers to obtain GT certification.
2	2	4	Provide opportunities for all teachers to obtain ESL certification.
2	2	5	Implement C.H.A.M.P.S.
2	3	1	Provide teachers production and distribution assistance in areas of textbooks, instructional materials and manipulatives.
2	3	2	Ensure that Bilingual/ESL teachers have the necessary instructional materials in Spanish curriculum in order to deliver quality instruction.
2	4	1	Supplement general education classrooms in order to support at-risk students by providing tutorials, academic intervention classes, and teacher-assisted instruction.
2	4	2	Illicit community involvement to address socio-economic needs (clothes, health, housing, dietary) and guidance counseling.
2	4	3	Maintain a bullying prevention program. (C.H.A.M.P.S.).
3	1	2	Implement a school wide behavior management and discipline plan that is consistent and fair with focus on team expectations and character education. (C.H.A.M.P.S. Program)
3	1	3	Provide and publicize counseling and guidance support for students, parents and staff.
3	1	4	Implement and practice intruder plan.
3	1	5	Promote and provide a bully-free environment.
4	1	2	Evaluate the use of innovative technologies for instruction and enrichment purposes.
5	1	3	Train teachers on the usage of various on-line curriculum.
6	1	2	All teachers and paraprofessionals hired meet the highly qualified criteria set forth by the state.
6	2	1	Develop/create a campus professional staff development calendar based on teacher input and the CNA.
6	3	2	Increase number of staff certified in ESL and GT by providing local/district training.



# State Compensatory

## Budget for Eastside Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$0.00
211	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$0.00
199	6129 Salaries or Wages for Support Personnel	\$0.00
211	6129 Salaries or Wages for Support Personnel	\$0.00
255	6129 Salaries or Wages for Support Personnel	\$0.00
<b>6100 Subtotal:</b>		<b>\$0.00</b>

**Personnel for Eastside Elementary:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
ALICIA BERGERON	Tchr	ES	1
JORDAN ZBRANEK	Tchr	ES	1
JULIA BRADFORD	Tchr	ES	1
KARA MANWARING	Tchr	ES	1
TERESA LUNA	tchr	ES	1

# **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)**

# Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
ALLISON ALPHA	Instructional Specialist	Title I (ES)	1
ASHLEY LOWERY	Tchr	Title I (ES)	1
KAREN IVY	Instructional Specialist	Title I (ES)	1

# Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Rebecca Smith	Principal
Classroom Teacher	Cheryl Flora	Teacher
Community Representative	Courtney Stuckey	Business/Community Member
Classroom Teacher	Omar Munguia	Teacher
Administrator	Sabrina Cordova	Assistant Principal
Administrator	Javion Johnson	Assistant Principal
Administrator	Timeka Davis	Assistant Principal
Parent	Lorena Ovalle	Parent
Paraprofessional	Crystal Driver	Paraprofessional
Classroom Teacher	Chasity Myers	Teacher

# District Funding Summary

<b>Title I Part A-Improving Basic Programs</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	STAAR test results, Benchmark test results, nine week tests, Eduphoria		\$
1	2	1	STAAR testing results, Benchmark tests results, nine week tests results, Eduphoria		\$
1	3	4	Benchmark test results, nine week tests, Data Teams, Walk-Through, Lesson Plans, Observations, Eduphoria		\$
1	3	5	Sign-in sheets		\$
1	3	6	Campus Improvement Team minutes and sign-in sheets, agendas		\$
1	4	8	Evaluation forms/surveys		\$
1	4	9			\$
1	4	10	Position being filled		\$
2	1	3	Sign-in sheets, Tuesday folders, website, marquee		\$
2	2	1	Analyze evaluations, analyze information regarding improvement in student behavior, evaluate attendance		\$
2	2	6	Eduphoria, Certificates of Completion		\$
2	4	2	Review attendance sheets, evaluate participation of churches and local agencies, S.H.A.C. program		\$
4	1	1	Data teams, Benchmark tests, STAAR test results, unit tests, nine week tests		\$
<b>Sub-Total</b>					\$
<b>Title IIA-Principal and Teacher Improvement</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
6	1	1	100% of teachers and paraprofessionals have a professional plan		\$
<b>Sub-Total</b>					\$
<b>Title III-Bilingual/ESL</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	3	5	Sign-in sheets		\$

2	3	2	Teacher feedback (ongoing)		\$
5	1	4	Elmos, laptops, and projectors being used for instruction		\$
6	3	2	Number of staff attend training		\$
<b>Sub-Total</b>					\$
<b>Local Funds</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	STAAR test results, Benchmark test results, nine week tests, Eduphoria		\$
1	2	1	STAAR testing results, Benchmark tests results, nine week tests results, Eduphoria		\$
1	2	2	STAAR testing results, Benchmark tests results, nine week tests results, Eduphoria		\$
1	2	3	STAAR testing results, Benchmark tests results, nine week tests results, Eduphoria		\$
1	3	1	Benchmark test results, nine week tests, Data Teams, Walk-Through, Lesson Plans, Observations, Eduphoria		\$
1	3	2	Benchmark test results, nine week tests, Data Teams, Walk-Through, Lesson Plans, Observations, Eduphoria		\$
1	3	3	computer labs, technology		\$
1	3	4	Benchmark test results, nine week tests, Data Teams, Walk-Through, Lesson Plans, Observations, Eduphoria		\$
1	3	6	Campus Improvement Team minutes and sign-in sheets, agendas		\$
1	4	1	Conduct meetings, review data analysis for effectiveness, review scope and sequence of lesson plans		\$
1	4	2	Analyze results of benchmark tests and adjust instruction based on need, address students performing below 70% mastery of objectives, student goal charts, Eduphoria, data teams		\$
1	4	3	Data analysis, review lesson plans		\$
1	4	4	Technology, use PDAS indicators, evaluate technology used during walkthroughs, lesson plans, and test scores		\$
1	4	5	Review effectiveness of benchmarks		\$
1	4	6	Review and compare benchmark results, analyze staff development evaluations, notes from meetings for staff interest and needs		\$
1	4	7	Benchmark results, Eduphoria		\$
1	4	8	Evaluation forms/surveys		\$
2	1	1	Visitor sign-in sheets, volunteer applications, Tuesday folders		\$
2	1	2	Tuesday folders, CISD ISD Website, marque		\$

2	2	2	Analyze achievement data by subgroup in order to monitor and adjust for those achieving less than 70%. Evaluate discipline referral rates by AEIS subgroups. Evaluate attendance.		\$
2	2	3	Certificates of Completion		\$
2	2	4	Certificate of Completion		\$
2	2	5	C.H.A.M.P.S., posters		\$
2	2	7	Eduphoria, Certificates of Completion		\$
2	3	1	teacher feedback (ongoing)		\$
2	3	2	Teacher feedback (ongoing)		\$
2	4	1	Analyze STAAR test results, benchmark tests, unit test grades to identify students performing below 70% proficiency, Eduphoria		\$
2	4	2	Review attendance sheets, evaluate participation of churches and local agencies, S.H.A.C. program		\$
2	4	3	Review number of reported bullying incidents		\$
2	4	4	Bulletin Boards, cafeteria flags, presentations		\$
3	1	1	Decrease in major behavior incidents/referrals		\$
3	1	2	Review major referral forms		\$
3	1	3	Review and analyze surveys		\$
3	1	4	Evaluate efficiency of drills		\$
3	1	5	Review referral forms		\$
4	1	2	Surveys for demonstration of program effectiveness		\$
5	1	1	Surveys, feedback forms for training session, web pages, Gradebook, Skyward, Eduphoria, completion of training		\$
5	1	3	: Feedback results from training		\$
5	1	4			\$
6	1	2	Teacher credentials		\$
6	2	1	100% of teachers will receive professional/staff development based on identified campus needs		\$
6	3	1	Teacher credentials and applications		\$
6	3	2	Number of staff attend training		\$
<b>Sub-Total</b>					\$



