

East Elementary School

Campus Improvement Plan

2020-2021



“Wild About Learning”

School Information

East Elementary
1310 E. Elm
Breckenridge, Tx 76424
254-212-4627

Mission Statement

In alignment with the Strategic Priorities and district goals, the mission of East Elementary is to develop lifelong learners empowered with the skills to succeed in their path of choice in college, a career or the military. We will attain this by providing a challenging curriculum taught by a dedicated staff in an environment conducive to learning that fosters positive social and emotional growth.

The State of Texas Public Education Mission and Academic Goals

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Goals

GOAL 1: The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
GOAL 2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
GOAL 3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
GOAL 4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

The State of Texas Public Education Objectives

OBJECTIVE 1: Parents will be full partners with educators in the education of their children.
OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.
OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education.
OBJECTIVE 5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
OBJECTIVE 6: Qualified and highly effective personnel will be recruited, developed, and retained.
OBJECTIVE 7: The state's students will demonstrate exemplary performance in comparison to national and international standards.
OBJECTIVE 8: School campuses will maintain a safe and disciplined environment conducive to student learning.
OBJECTIVE 9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
OBJECTIVE 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.
OBJECTIVE 11: The State Board of Education, the agency, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

TEA Commissioner's Strategic Priorities

1 Recruit, Support, and Retain Teachers and Principals	2 Build a Foundation of Reading and Math	3 Connect High School to Career and College	4 Improve Low Performing Schools
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Federal, State and Local Funding Sources

Federal funding will be integrated and coordinated with State and Local Funds to meet the needs of all students. The schoolwide program will consolidate funds in the following way: Title I, Part A Only

Federal	
Program/ Funding Source	Amount of Funding
Title I, Part A Supplies/211 E 11	\$8,781.00
Title I, Part A Travel/211 E 13	\$3,500.00
Title IIA Professional Devl/255 E 13	\$3,312.00
Headstart/205 E 11	\$10,500.00
Local	
Program/ Funding Source	Amount of Funding
Instruction/199 E 11	\$19,285.00
Instructional Resources/Media Services 199 E 12	\$3,150.00
Curriculum Development/Instructional Staff Devel/199 E 13	\$2,100.00
School Leadership/199 E 23	\$1,750.00
Guidance & Counseling/199 E 31	\$1,050.00
Plant Maintenance & Operations/199 E 51	\$8,000.00

Element 1.0 Comprehensive Needs Assessment Summary

DATA REVIEWED:

- MAP Reading Assessment Reports
- DRA Reading Levels
- TAPR Report
- STAAR Scores
- School Report Card
- Staff and Parent Surveys
- 19-20 Campus Improvement Plan
- Master Schedule and Duty Schedule
- School Calendar
- Staff List

Profile

East Elementary School is a Title I school-wide elementary composed of ECSE, Head Start, Pre-Kindergarten, Kindergarten, and 1st grade students within the Breckenridge Independent School District. Beginning in the 2020-2021 school year, the campus will also include 2nd Grade due to the closure of North Elementary. During the 2019-2020 school year, enrollment was approximately 280 students. The staff consists of one full time principal and one full time counselor, 22 professional staff members, 21 paraprofessionals, and 6 auxiliary staff. In the 2020-2021 school year with the closing of North Elementary and the addition of 2nd grade, enrollment is projected to be about 380 students with 1 full time principal, 1 full-time assistant-principal, 28 professional staff members, 24 paraprofessional staff and 8 auxiliary staff.

Data Trends

	18-19	17-18	16-17
Enrollment	269	279	288
Attendance Rate	95.2	94.7%	95.3%
Accountability Rating	F	Met Standard	Met Standard

Demographics		17-18	16-17
African American	1.5%	1.4%	1.0%
Hispanic	39.8	33.7%	29.2%
White	55%	61.6%	67.4%
American Indian	1.1%	1.1%	1.0%
Asian	1.5	1.4%	.7%
Pacific Islander	0.0%	0.0%	0.0%
Two or more Races	1.1%	0.7%	.7%
Economically Disadvantaged	77%	74.2%	77.1%
ELL	8.6%	12.2%	12.5%
SPED	14.5%	10.8%	10.4%
Mobility Rate (Previous Year's)	12.4%	7.8%	14.9%

STAAR Data	18-19	17-18	16-17
3rd Reading Approaches grade Level	66%	74%	67%
3rd Math Approaches Grade Level	68%	80%	77%

2019-2020 Comprehensive Needs Assessment Staff Committees

- I. Staff Quality, Recruitment and Retention
Laura Thomas/Robin Conner/Tiffany Flores/Kaci Self/Christy Calsoncin
- II. Curriculum, Instruction and Assessment
Teresa Guardiola-Almaguer/Diana McLane/Tiffany Wade/Delena Cantrell/Katie Butler
- III. School Culture and Climate
Latisha Bartley/Susan Moore/Rachel Osborne/Vanessa Gonzales/Delores Fuqua
- IV. Demographics
Jana Davis/Priscilia Medina/Arlene Reyes/Jadin Casto/Tammy McGrady
- V. Student Achievement
Shelby Kennedy/Esmeralda Mendoza/Amanda Wright/Aurelia Shelton/Melanie Bartoskewitz
- VI. Technology
Janet Haigwood/Antonia ArellanoHilda Rodriguez/Stephanie Clement/Angela Maya
- VII. School Context and Organization
Halee Mitchell/Shannon Deen/Donna Wade/Randie McCullough
- VIII. Family and Community Involvement
Jeannie Gann/Deborah Gonzales/Robin Land/Cammy Pierce/Maria Hernandez

1.1 Description of Comprehensive Needs Assessment Process

The Comprehensive Needs Assessment was developed by campus-wide teams of staff that are assigned a specific area of focus. Teams collect and analyze data to determine areas of strengths and needs in each of the specific areas. Teams are responsible for submitting summaries of these strengths and needs for review by the campus principal and Campus Improvement Team. All summaries are reviewed and collected in the Campus Needs Assessment Document and are placed in the Campus Improvement Plan.

Date of Review and Revision: February 13, 2020

Comprehensive Needs Assessment

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal program funds will be used?
Demographics	<ul style="list-style-type: none">• 35% of staff are bilingual allowing for open and frequent communication with Spanish speaking parents.• Newsletter and website information is easily translated with Google translation services.• Head Start Family Service worker provides frequent services to economically disadvantaged families such as job seeking assistance, financial resources assistance, and emotional/social support.• Several community partners exist to provide services to low-income families such as Lions Club, Elks, private donors, and Open Door• Automated calling system informs parents of absences helps to decrease absenteeism and to promote communication in multiple languages as of 2020-2021 school year.• School supplies provided by Student Health Advisory Committee with grant• Welcoming school culture and climate encourages all parents in every demographic to visit and be involved in student success.• Bringing learning to life and consistency on campus with themed activities	<ul style="list-style-type: none">• Continued focus on effective and explicit phonological awareness, and reading instruction for all populations to ensure all students are reading on grade level by 3rd grade through RGR.• More exposure to books, reading materials to economically disadvantaged students with a lack of exposure to reading prior to coming to school.• More assistance with special needs students and push in services• Continued staff development in effective communication with parents and students living in poverty• Increase Parent communication and involvement in RTI Process• Increased playground equipment access for special needs students• Need all teachers to be ESL and GT certified by 2021-2022 school year• More opportunities for GT Students to have access to higher-level resources and activities• More parent education on academic and behavioral strategies• Increased and varied motivational strategies to	<ul style="list-style-type: none">• Skills based leveled reading intervention through DRA (\$2,000)• Continued focus on effective and explicit phonological awareness, and reading instruction for all populations to ensure all students are reading on grade level by 3rd grade through RGR (\$2,000)• More assistance with special needs students and push in services (IDEA Funds)• Need all teachers to be ESL and GT certified by 2021-2022 school year•

	<ul style="list-style-type: none"> • Skills based leveled reading intervention through DRA • RTI Meetings held each Six Weeks to review performance and adjust intervention • Behavior RTI Collaborative meetings held frequently on Tier 3 Behavior Students. • Full Time Assistant Principal to meet the needs of an increased enrollment • Full-time counselor needed to provide frequent services to economically disadvantaged families such as job seeking assistance, financial resources assistance, and emotional/social support. 	increase attendance rate to 97%	
Student Achievement	<ul style="list-style-type: none"> • Increased student engagement through the use of Kagan structures • PBIS Procedures in place with increased effectiveness through the use of video lessons for expectations in common areas such as playground, halls, restroom and cafeteria. • Use of MAP as Universal Screener in Reading • Common planning time for teachers allows more alignment across classrooms. • Utilization of DRA3 provides effective leveling of students to plan effective small group lessons. • Refinement of RTI process by implementing a “walk to intervention model” based on skill level groups. • Really Great Reading program provides explicit phonics instruction PK-2. • McGraw-Hill Reading Adoption provides adequate resources for teachers to provide effective reading 	<ul style="list-style-type: none"> • Increased use of math manipulatives during math instruction • Continued staff development to increase higher-level thinking in instruction. • More effective professional development on the use of Chromebooks in the classrooms to enrich reading and math curriculum. • Common grade level writing expectation and increased focus on writing instruction • Professional development in the use of the TEKs Resource Documents to increase rigor in instruction. • Access to fine arts instruction for all students • Smaller class sizes across all grade levels • Full-time math intervention across all grade levels • Develop student data folders in 2nd grade • Instructional coach needed to support small group reading and workstations • Increased accountability for 	<ul style="list-style-type: none"> • Increased student engagement through the use of Kagan structures (\$3,000) • Use of MAP as Universal Screener in Reading (\$5,200) • Utilization of DRA3 provides effective leveling of students to plan effective small group lessons (\$3,000) • Use of Go Noodle Premium provides students with academic brain breaks (\$1500) • Really Great Reading program provides explicit phonics instruction PK-2 (\$2,000) • Use of ESGI Assessments to track student progress (\$3000)

	<p>instruction.</p> <ul style="list-style-type: none"> • Unit assessments K-2 provide teachers with TEKS based data to determine student mastery level • Incentives for accomplishing academic goals • Use of ESGI Assessments to track student progress • 7 Mindsets Curriculum provides SEL Resource for teachers to provide instruction to help students build a positive self image and a growth mindset. • Partnership with Lead4Ward provides support and guidance in effective planning and delivery of lessons. • Teacher participation in Reading Academies in Summer 2020. • Use of Go Noodle Premium provides students with academic brain breaks 	<p>students and parents for tardies and attendance</p> <ul style="list-style-type: none"> • Specific interventions to overcome loss of instruction due to COVID-19 pandemic. 	
School Culture and Climate	<ul style="list-style-type: none"> • Partner with High School Campus for the PALs program to create a positive role model for students • Open Family atmosphere with great staff • Book Fairs, Monster Math Night, Thanksgiving Lunch, 100th day and Cinco de Mayo celebrations create positivity and excitement for students and staff. • Frequent positive communication between school and home • Positive parent participation in school activities • PBIS is in place and reviewed each year to meet the needs of students • PBIS expectations reinforced through the use of explicit instructional videos • Leadership pledge recited by 	<ul style="list-style-type: none"> • Teacher leadership developed and rewarded • Glass door to prevent entry into the building past the office. • More one-on-one communication with parents on phone and in person • Encourage more parents to participate in PTO • More consistency in discipline expectations enforcement • Stronger enforcement of staff expectations • More efficient, effective and safe morning drop-off and afternoon pick-procedures 	<ul style="list-style-type: none"> • Teacher leadership developed and rewarded

	<p>students each morning</p> <ul style="list-style-type: none"> • Student leadership board recognition and frequent parent contacts made • Campus stays locked for security and visitors are required to check-in at the office • Active and supportive PTO provides resources and support to staff and students. • Morale committee and office staff provides encouragement to staff • Support staff and teachers are supportive and encouraging to each other • Hallways, bathrooms, and classrooms are kept clean and sanitary • Fresh paint on the outside of building and new blinds have been installed in several classrooms. • Community churches provide support to staff by purchasing gifts, supplies and morale boosters. • Security cameras zoned in to common areas and entry ways • Student leadership team developed to encourage and teach leadership skills among students- Ambassadors Club • Staff team building activities including book studies to encourage positivity among team members. • Updated, clear and frequent reminders of PBIS procedures with signage in hallways and common areas. • Staff encouraged to give weekly praise and encouragement to fellow staff members through Shout Outs Section on SMORE • Staff encouraged to show pride in college/career by participating in "Where Ya 		
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	<p>Headed Wednesday” by wearing college/career shirts</p> <ul style="list-style-type: none"> • Staff members are valued and recognized • Positive relationships are built between teachers and students while still holding students to high expectations 		
Staff Quality, Recruitment and Retention	<ul style="list-style-type: none"> • Teachers and staff are highly qualified • All paras are required to complete paraprofessional academy or have an associates degree. • Equitable serving of all sub populations based on equity survey • Positive culture exists on campus that welcomes new staff members • Common planning time for grade level teams provides support to new teachers • Weekly staff survey allows staff an anonymous way to voice concerns • TTESS Goal Setting, Pre Conferences, Observations, Post Conferences and Summatives allowed teachers one on one time with the principal, assistant principal, or DOL to discuss growth and set goals for improvement. • Large, paved teacher parking area • Support for students with behavioral issues • Mentor program provides support for new teachers • Additional Kinder and 1st teacher to be hired in 2020-2021 school year to reduce class sizes • Touchscreen chromebooks for all staff to provide instruction on board while actively monitoring students • Development of teacher 	<ul style="list-style-type: none"> • Increase in salary for teachers and pay for paraprofessionals. • Updates to facilities • Encourage all teachers to become ESL and GT certified and provide stipends for those certifications. • All teachers need to attend TEA Reading Academies. • More training is needed in administration and data disaggregation in MAP. • Programs to encourage high school students and paraprofessionals to pursue a degree in education. • Attend job fairs to recruit teachers • Provide instructional coaching to support and build capacity in new teachers. • Purposeful and pre scheduled meetings between the new teacher and the mentor teacher. • Scheduled and purposeful PLC meetings to build teacher capacity. • More professional development in dealing with difficult behaviors in early childhood • Creation of a mentor program for new paraprofessionals • Increase and update instructional technology 	<ul style="list-style-type: none"> • Campus leadership attends Annual TEPSA Conference (Title IIA Funds) • Additional Kinder and 1st teacher to be hired in 2020-2021 school year to reduce class sizes (Title I Funds) • All teachers need to attend TEA Reading Academies (Title I Funds)

	<p>leadership program</p> <ul style="list-style-type: none"> • Campus leadership attends Annual TEPSA Conference 		
Curriculum, Instruction, Assessment	<ul style="list-style-type: none"> • Teachers utilize TEKS Resource System in lesson planning & Eduphoria allows teachers to verify covered TEKS. • Curriculum, instruction and student mastery are frequently monitored through Unit Assessments and adjusted through RTI meetings, and ARD meetings. • Technology is available in all classrooms. • Workstations and small group instruction occur in each classroom daily. • Varied instructional strategies that promote higher-order thinking and student engagement are utilized to meet student needs. • Positive learning climates exist in classrooms. • Scottish Rite trained dyslexia therapist provides intervention to students showing signs of dyslexia. • Teachers use the following data sources to inform instruction: Unit Assessments, ESGI, MAP and DRA. • Really Great Reading provides explicit and systematic phonics instruction • RTI Process is consistent and effective 	<ul style="list-style-type: none"> • “Backwards planning” of the new curriculum in order to align it with assessments • Continued support and professional development needed to integrate technology, 21st Century Learning Skills, and rigor into instruction and workstations. • Clearer expectations about grade level meetings to promote more in depth discussion of TEKS and instructional strategies. • Clearer expectations and communication about instructional format and strategies, including consistency between teachers. • Vertical alignment of TEKS and strategies between all grade levels at our campus • Effective computer adaptive Math program needed to build math skills • Purchase Accelerated Reader as a motivator for Reading 	<ul style="list-style-type: none"> • Teachers use the following data sources to inform instruction: Unit Assessments, ESGI, MAP and DRA. (Title I Funds) • Really Great Reading (Title I Funds) provides explicit and systematic phonics instruction • Continued support and professional development needed to integrate technology, 21st Century Learning Skills, and rigor into instruction and workstations (Title IIA Funds) • Effective computer adaptive Math program needed to build math skills (Title I Funds)
Family and Community Involvement	<ul style="list-style-type: none"> • Several events are held each year to encourage parents to be involved such as Meet the Teacher Night, Parent Conference Day, Cowboy Cookout, Monster Math, BLOCK Fest, McTeacher Night, and Buckaroo Book Night 	<ul style="list-style-type: none"> • Increase parent participation in all events by providing incentives such as food, prizes and student performance. • Continued staff development in effective communication with parents and students living in poverty 	<ul style="list-style-type: none"> • Annual Title I Meeting held in September 2020 to inform parents of all Title I services • Increase involvement of families from limited income and minority groups. • Clear, informative and diagnostic report card to be

	<ul style="list-style-type: none"> • Active involvement from PTO, SHAC Committee and classroom volunteers. • Several bilingual staff members are available to provide translation for Spanish speaking parents. • Google Translate used to translate to other languages. • Several community partners exist such as churches, businesses, Fire Station, City Police Force, NOAH Project and Open Door. • Head Start Family Service worker provides frequent services to economically disadvantaged families such as job seeking assistance, financial resources assistance, and emotional/social support. • Several community partners exist to provide services to low-income families such as Lions Club, Elks, private donors, and Open Door • Automated calling system to inform parents of absences helps to keep parents informed in different languages as of 2020-2021 school year. • Partnership with PALS Program from BHS provides support for students • Welcoming school culture and climate encourages all parents in every demographic to visit and be involved in student success. • Effective parent communication through the use of Class Dojo, Facebook, frequent positive parent contacts and school messenger. • Active and supportive PTO • Positive and welcoming atmosphere for parents. 	<ul style="list-style-type: none"> • Updated facilities with more seating and restroom access for visitors • Increase involvement of families from limited income and minority groups. • Clear, informative and diagnostic report card to be sent home to keep parents informed of progress. • Better publicity of PTO Meetings to increase participation • Annual Title I Meeting held in September 2020 to inform parents of all Title I services 	<p>sent home to keep parents informed of progress.</p>
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School Context and Organization	<ul style="list-style-type: none"> • Automated phone messaging system • Growth in efficiency of operations with budgeting, work orders, and upgrades. • Weekly grade level PLC's provide common planning and alignment across classrooms • Duties are evenly distributed to all staff members • Consistent use of social media and online newsletter to inform parents and community • Parent conference day scheduled at convenient times for parents • Positive school environment • Adequate parent and staff parking • Updated safety measures with fire pulls and connected fire system • Anonymous reporting system for bullying and other student safety concerns utilized through the Stay Alert System • Full-day Pre K program exists to meet needs of economically disadvantaged students • Updated security at front entry cameras and remote access • Updated PA System allows for communication to outside areas 	<ul style="list-style-type: none"> • Restroom needed in gym • Closed walkway to gym • Installation of air dryers in 1st grade restrooms • More covered awnings on playground • Concrete slab on playground • New chairs in 1st grade wing • Clear labeling of parking area with staff and visitor parking • Addition of parent conference in Spring • Increase electrical outlets in 1st grade classrooms • Addition of vertical alignment team meetings • Increased staff to monitor during lunch recess • Alignment of type and amount of homework across grade levels • Ensure that PA system allows for two communication between classroom and office 	<ul style="list-style-type: none"> • Updated security at front entry cameras and remote access • Anonymous reporting system for bullying and other student safety concerns utilized through the Stay Alert System • Parent conference day scheduled at convenient times for parents
Technology	<ul style="list-style-type: none"> • Building a good infrastructure of technology resources • Increase in the number of IPADs available for student use in each classroom. • Quick and efficient response from technology department on all help desk requests. • Use of smart boards enhance instruction and increase 	<ul style="list-style-type: none"> • More staff development in the use of technology to enrich instruction • Updates to classroom and lab computer sets needed to increase efficiency of use • Continued increase in access to IPADS for student use in classrooms • Access to Itunes Store credits 	<ul style="list-style-type: none"> • More staff development in the use of technology to enrich instruction (Title IIA Funds) • Updates to classroom computer sets needed to increase efficiency of use • Continued increase in access to IPADS for student use in classrooms

	<p>student engagement</p> <ul style="list-style-type: none"> • Each classroom has a document camera to enhance instruction • Access to 3 Chromebook cart with a class set of Chromebooks for student use • Support staff accessible to assist with computer and technology concerns in the computer lab. • Weekly maintenance done to computer lab equipment with checks to each mouse, headphones etc. • Addition of Keyboarding Curriculum for Kinder and 1st • Access to touch screen monitors makes it easier for those in need of this specific technology. • Access to Computers within the classroom for further instruction when not in computer lab. • The use of I-pads with the classroom for easy student access. 	<p>to allow teachers to purchase new Apps for classroom use to supplement reading and math instruction</p> <ul style="list-style-type: none"> • Continued increase in the number of I-pads per classroom. • Updated Smart boards are in need for the longevity of classroom instruction. • Network has a tendency to work very slow and many computers have an issue with a delay in connectivity • Additional copier to allow teacher more efficient use of time • Increase in volume on PA System • Purchase of chargers for Chromebook and IPADS 	
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Campus Long Range Goals:

- ❖ Highly qualified staff will be recruited, developed, and retained so that students receive the best possible instruction.
- ❖ Attendance goal for East Elementary will be 97%.
- ❖ Instructional methods will reflect research-based strategies in order to maximize student achievement in all areas. Walk through and feedback will encourage top grade instruction. Focus will be on explicit instruction, content, context, and cognitive questioning utilizing best practices.
- ❖ Programs will be implemented to encourage positive parent involvement.
- ❖ Students will receive an education in a safe, drug-free environment conducive to learning.
- ❖ Technology will be implemented in every classroom and used to increase the effectiveness of student learning.
- ❖ Strategies and recognitions will be utilized to enhance students' self-esteem and motivation to succeed.
- ❖ Utilize RtI (Response to Intervention) to meet the needs of struggling students. This will include academics, speech, and behavior issues.

2.0 Campus Improvement Plan

Goal #1 Attain Maximum Student Achievement	All students will attain maximum student achievement through relevant and rigorous instructional programs.				
Performance Objective	Students will complete each year on grade level. 75% of all students will achieve a “meets expectations” on the mathematics and reading portions of the 3 rd grade STAAR test.				
Summative Evaluation	MAP, ESGI and DRA Assessments will indicate grade level proficiency. STAAR scores will reflect mastery of objectives.				
Activities/Strategies	Strategic Priority #	Staff Responsible	Timeline	Resource	Evidence of Implementation
Explicit, systematic instruction in phonological awareness and phonics will continue in PreK, Kinder and 1st grade using Really Great Reading	2, 4	Principal Classroom Teachers Elementary Director of Learning	August 2020-May 2021	Title IA \$2,000	Increase in the percentage of on grade level scores on MAP Screener and DRA
Data collected through the use of DRA 3 Kits to ensure students are instructed on an accurate reading level	2	Principal Classroom teachers	August 2020-May 2021	Title IA \$2,000	DRA3 Reading Assessment Completed and Scores Reported
Data collection and disaggregation completed daily through the use of ESGI Software K-1st	2	Principal Classroom Teachers	August 2020-May 2021	Title I A \$2,000	Evidence of ESGI student data in RTI meetings, ARD meetings, and Parent Meetings.
Increase student engagement through the training and use of Kagan Structures.	2, 4	Principal Classroom Teachers Elementary Director of Learning	August 2020-May 2021	TitleI A \$2400.00	Increased student engagement evidenced through, observations, walk-through data and decrease in discipline referrals.
Encourage daily attendance by all students and staff and build good attendance habits for the future through the use of daily incentive charts	2, 3, 4	Principal	August 2020-May 2021	Local Budget \$200.00	Attendance Rate of 97% or greater

Guided Reading will be continued in the Kinder and 1st grade classrooms.	2,4	Principal Classroom Teachers Elementary Director of Learning	August 2020-May 2021	Local Budget	Increase in DRA Reading Levels and Increase in MAP Growth Scores
Online access to Go Noodle Plus to provide physical movements when learning academic concepts	2,4	Principal Classroom Teachers	August 2020-May 2021	Title I A \$1500.00	Increase in student engagement in academic activities
Additional 1st grade teacher to reduced the size of classes	1,2,4	Principal	August 2020	Title I Salary Budget	75% of 1st graders will be on grade level at EOY according to DRA
Two on staff Title I Paraprofessionals to provide intervention to Tier 2 and Tier 3 students in classrooms	2,4	Title I Reading Teacher Principal	August 2020-May 2021	Title I Salary Budget	RTI Data Documentation of frequency and duration of intervention
Daily RTI "walk to intervention" model using targeted intervention strategies	2,4	Principal Classroom Teachers Assistant Principal	August 2020-May 2021	Title I A	RTI Data Documentation of Frequency and duration of intervention
Instruction for special education students will be researched based instructional strategies	2,4	Special Ed Dept. Diagnostician / Speech Therapist/Resource Teacher/PPCD Teacher/PT/OT	August 2020-May 2021	SPED Funds	Lesson plans, ARD Meeting and IEP Documentation will contain evidence of research based instructional strategies
G/T Students will be provided in class by GT Certified teachers daily to extend learning and deepen understanding	2,3	Principal/GT Certified Teacher	August 2020-May 2021	Local Budget \$250.00	Evidence of G/T work projects higher level instruction in classrooms
Transition activities will be provided for students as they progress through early childhood programs to elementary.	2,3	PPCD/Head Start/Prekindergarten Principal Counselor Family Service Worker	May 2021	Local Budget	Visits to South Elementary
Benchmarks in Reading done BOY, MOY, and EOY to monitor student growth using MAP Growth.	2	Principal Classroom Teachers	August 2020-May 2021	Title I A \$5250.00	Evidence of Benchmark Data in RTI Meetings
Benchmarks in Math done BOY, MOY, and EOY to	2	Principal Classroom Teachers	August 2020-May 2021	Title I A \$5250.00	Evidence of Benchmark Data in RTI Meetings

monitor student growth using MAP Growth..					
Provide intervention to Identified At-Risk Population and communicate RTI Information to parents as interventions change	2,4	Principal Classroom Teachers Title I Reading Specialist	August 2020-May 2021	Title IA	Frequency and duration of interventions documented in RTI Meetings and copy of parent letter filed
Encourage teachers to attend Intensive Professional Development in the five components of reading provided through the TEA Reading Academies.	2,4	Principal	August 2020-May 2021	Title I Funds	Evidence of increased attendance in Reading Academies.
Ensure the meeting of basic needs of students identified as homeless through McKinney-Vento to help ensure they are ready to learn	2	Principal Classroom Teachers Counselor	August 2020-May 2021	McKinney Vento Funds Local Budget	McKinney Vento documentation and counselor log
Use of Imagine Math will increase student access to math fact practice programs to increase math fluency.	2,4	Principal	August 2020-May 2021	Title I Funds	Evidence of increased scores on EOY MAP Scores
Increase in use of technology to provide more instructional efficiency	2,4	Principal	August 2020-May 2021	School Imp. Funds	Evidence through evaluations and walkthroughs

Goal #2 Recruit, Support and Retain Effective Teachers	At East Elementary, 100% of core academic classes will be taught by appropriately certified teachers and all campus paraprofessionals will meet the ESSA requirements. The campus turnover rate for certified teachers will fall below 20%. Effective teachers will be recruited, supported and retained.
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Performance Objective	100% of core academic classes will be taught by appropriately certified teachers, all paraprofessionals will meet ESSA requirements. Effective teachers will be recruited and retained.				
Summative Evaluation	Certifications will be reviewed on an annual basis to ensure 100 % percent of teachers in core classes are appropriately certified, paraprofessional requirements will be assessed annually. Campus teacher turnover rate will be reviewed annually.				
Activities/Strategies	Strategic Priority #	Staff Responsible	Timeline	Resource	Evidence of Implementation
Addition of Elementary Director of Learning to support, coach, and evaluate teachers on best practices.	1,2,4	Principal	August 2020-May 2021	Local Budget	Walk throughs and evaluations completed by January 2021
Teachers engage in bi-weekly professional learning communities focused on explicit instruction and student engagement.	1	Principal	August 2020-May 2021	ESC 14 contracted services Local \$250.00	Meeting agenda and sign in sheet.
Attract and retain the highest qualified staff possible by posting on BISD and ESC 14 Website, attending job fairs, and partnering with educator prep programs.	1	Principal SBDMC	August 2020-May 2021	Local salary budget	100% of teachers are appropriately certified and paraprofessional staff all meet ESSA requirements.
Provide professional development in classroom management strategies and student engagement through Kagan Training.	1	Principal	August 2020-May 2021	Title I A \$2400.00	Increased student engagement evidenced through walk-through data and decrease in discipline referrals.
Provide professional development in behavior management strategies	1	Principal	August 2020-May 2021	ESC 14 contracted services	Decrease in number of discipline referrals
Require all teachers to become ESL and GT Certified by 2021-2022 school year by reimbursing teachers that pass for the cost of the test	1	Principal	August 2020-May 2021	Title IIA	Increase in number of ESL and GT Certified teachers.

Provide professional development in disaggregation of data from MAP Growth.	1,2,4	Principal	September 2020	Title IIA \$2,000.00	Evidence of data disaggregation in RTI Meeting documentation
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Goal #3 Maintain a Safe School	At East Elementary, all students will be educated in learning environments that are clean, safe, drug free and conducive to learning.				
Performance Objective	By May 2020, the number of discipline referrals and bullying reports will be reduced by 25% as measured by PEIMS and the number of bullying reports completed by campus administration.				
Summative Evaluation	A reduction in discipline referrals and bullying reports. Positive feedback on student safety and cleanliness of the environment on parent surveys.				
Activities/Strategies	Strategic Priority #	Staff Responsible	Timeline	Resource	Evidence of Implementation
Number of discipline referrals will be reduced by use of Tiered Behavior Intervention System	4	Principal Classroom Teachers	August 2020-May 2021	Local Budget	Reduction of discipline referrals; evidence of behavior interventions in walk-throughs
Visitors to the campus will sign in at the office and students will be signed out through the office.	4	Principal	August 2020-May 2021	Local Budget	Sign in/out sheets filed in office
Number of discipline referrals will be reduced by the use of a school wide positive behavior initiative system.	4	Principal Classroom Teachers	August 2020-May 2021	Local Budget	Reduction of discipline referrals; evidence of positive behavior incentives school wide
Reduce in the number of bullying reports through the use of 7 Mindsets Curriculum taught weekly to students and reinforced daily during morning announcements	4	Principal	August 2020-May 2021	Local Budget	Reduction of discipline referrals; evidence of behavior interventions in walk-throughs

Focused character education through weekly character education lessons provided by counselor through the use of 7 Mindsets Curriculum.	4	Principal Counselor	August 2020-May 2021	Local Budget	Reduction of discipline referrals; evidence of behavior interventions in walk-throughs
Addition of security camera system with locked door and check in system before entry	4	Principal	August 2020-May 2021	Local Budget	Evidence of locked entry
Participation in Red Ribbon Week Activities to encourage students to be drug free	4	Principal Counselor	October 2020	Local budget	Participation across campus in Red Ribbon Week Activities
Students will participate in Coordinated School Health program and will participate in a minimum of 30 minutes of moderate to vigorous physical activity each day through PE, Recess, and Go Noodle Activities.	4	Principal Physical Education Teacher	August 2020-May 2021	Local Budget	Evidence on master schedule
Have routine fire drills (monthly), tornado drills (1 per semester), lock down drills (1 per semester), reverse evacuation (1 per semester), shelter in place (1 per semester).	4	Principal	August 2020-May 2021	Local Budget	Evidence of Drills in Monthly Calendar and Drill Documentation
Access to and use of anonymous reporting system for parents and faculty to report bullying or any safety concern through the use of Stay Alert System	4	Principal	August 2020-May 2021	Local Budget	Evidence of Stay Alert Access posted in classrooms and hallways; reports documented in office
Playground equipment will be maintained to ensure safety.	4	Principal Maintenance Director	August 2020-May 2021	Local Budget	Evidence of equipment on playground and documentation of work orders
Criminal history checks will be processed on all volunteers.	4	Principal Superintendent's Secretary	August 2020-May 2021	Local Budget	Evidence of checks in superintendent; frequently updated list of approved volunteers

Goal #4 Encourage College and Career Readiness	At East Elementary, all students will be educated in the possibilities after completion of their high school career.				
Performance Objective	Students will participate in activities that encourage the exploration of different career opportunities.				
Summative Evaluation	Evidence of student work outlining their future plans after high school.				
Activities/Strategies	Strategic Priority #	Staff Responsible	Timeline	Resource	Evidence of Implementation
Development of a campus student leadership team to build leadership skills at an early age	3	Principal Classroom Teachers	August 2020-May 2021	Local Budget	Leadership team meeting agendas and sign in sheets
Students will participate in activities to help them identify and develop their passions.	3	Principal	August 2020-May 2021	Local Budget	7 Mindsets lesson activities
Provide ongoing training for teachers to enhance technology proficiency.	3	Principal	August 2020-May 2021	Title IIA ESC 14 Contracted Services	Evidence of technology use in walk throughs
Ipads/tablets/chromebooks will be utilized to enhance instruction	3	Principal Classroom Teachers	August 2020-May 2021	Local Budget	Evidence of use of IPADs and tablets in walkthroughs

Goal #5	Parents and community will be partners in the education of students at East Elementary.
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Increase Parent and Community Engagement					
Performance Objective	By May 2020, at least 90% of all students' parent/guardians and/or family members will participate in at least one school sponsored academic activity for/with their child.				
Summative Evaluation	School records indicate that at least 90% of students' parents/family members participated in partnership in education.				
Activities/Strategies	Strategic Priority #	Staff Responsible	Timeline	Resource	Evidence of Implementation
Partner with Dr. Goodall's House to continue Mentor Program	2,3,4	Principal Counselor	August 2020-May 2021	Local Budget	Mentor Sign in Sheets
Involve parents in creation of Parent Involvement Policy and School-Parent Compact	1,2,3,4	Principal	August 2020-May 2021	Local Budget	Documentation of parent involvement on sign in sheets in Campus Improvement Team Meetings.
Provide parent education meetings to provide assistance to parents concerning skills to assist with school work.	2,3,4	Principal Head Start Family Service Worker	August 2020-May 2021	Head Start Budget	Parent Sign In Sheets
Provide monthly updates on upcoming events via SMORE newsletter in English and Spanish	2,3,4	Principal	August 2020-May 2021	Local Budget	Monthly newsletter documentation
Progress Reports sent home at 3 rd week of six weeks for students receiving 70 or below.	2,3,4	Teachers	August 2020-May 2021	Local Budget	Evidence of signed progress reports
Meet the Teacher event held in August from 1:00-6:30 to allow flexible scheduling for parents.	2,3,4	Principal Staff	August 2020	Local Budget	Sign in Sheets from event
Parent Compacts will be provided, reviewed and signed at first parent conference to ensure all	2,3,4	Principal Teachers	September 2020	Local Budget	Signed and dated Parent Compacts from each parent

members understand their role.					
Annual Title I Meeting held in September 2020 to inform parents of all Title I services	2,3,4	Principal	September 2020	Title I Budget	Sign in Sheets and Agenda from Title I Meeting
Parents will be encouraged to join and participate in PTO	2,3,4	PTO Leaders Principal Staff	August 2020-May 2021	Local Budget	PTO Sign In Sheets and Correspondence
Pre-scheduled parent conference in fall and utilization of spring professional development day to build in second parent conference day	2,3,4	Principal Classroom Teachers	October 2020 February 2021	Local Budget	Parent Conference Schedule and Sign In Sheets
Provide Annual Staff Training in Valuing Contributions of Parents to build relationships	1,2,3,4	Principal	September 2020	Local Budget	Staff Training Sign In Sheet

Goal #6 Headstart	At East Elementary, Head Start Classrooms will be operated, maintained, supported, and supplied according to Head Start Guidelines.				
Performance Objective	Head Start classrooms will follow all guidelines set forth by the office of Head Start in student safety, instruction, assessment and experiences to ensure full compliance with all regulations.				
Summative Evaluation	East Elementary Head Start Classrooms will be in compliance on Head Start Federal Audit.				
Activities/Strategies	Strategic Priority #	Staff Responsible	Timeline	Resource	Evidence of Implementation
Head Start students will be supplied with bottled water and daily healthy snacks in accordance with Head Start regulations	4	Principal Head Start Staff	August 2020-May 2021	Head Start Budget	Students will drink water daily from bottled water and will have a healthy snack daily

Head Start teachers and family service worker will have access to adequate supplies and equipment to conduct business and support parents and educate students.	1,2,4	Principal Head Start Staff	August 2020-May 2021	Head Start Budget	Adequate supplies and equipment will be purchased with Head Start funds.
Head Start teachers will have the access to purchase food for lessons to provide weekly cooking experiences for students.	3,4	Principal Head Start Staff	August 2020-May 2021	Head Start Budget	Weekly cooking experience will be evident in walk throughs
Head Start students will be provided with supplies, clothing and equipment to enhance experiences such as zoo and other field trips.	3,4	Principal Head Start Staff	August 2020-May 2021	Head Start Budget	Head Start students will have access to needed supplies, equipment and clothing for experiences.
Headstart will provide daily meals for staff and visiting families	1,4	Principal Head Start Staff	August 2020-May 2021	Head Start Budget	Evidence through lunch records and budget records
Headstart will provide parent meetings focused on parent education in behavior management, finances, and family social and emotional health.	2,3,4	Principal Head Start Staff	August 2020-May 2021	Head Start Budget	Monthly Parent Meeting sign in sheet
Head Start Teachers and Family Service Worker will attend conferences focused on continuing education and staying abreast of latest trends and best practices.	2,4	Principal Head Start Staff	August 2020-May 2021	Head Start Budget	Conference registration and certificate

2.1 Campus Improvement Planning and Decision Making Team 2020-2021

Name	Role
Barbara Collinsworth	Campus Administrator
Shannon Deen	Assistant Principal
Melanie Bartoskewitz	Classroom Teacher
Hayley Ancinec	Classroom Teacher
Janet Haigwood	Classroom Teacher
Christy Calsoncin	Classroom Teacher
Diana McLane	Classroom Special Programs Teacher
Sharon Wimberley	Community Representative
Adriana Medina	Parent Representative
Diana Olivo	Parent Representative
Kathy McCullough	Business Representative

2.2 Campus Improvement Plan Revision Date: 6/1/20

2.3 Campus Improvement Distribution Locations

- Breckenridge ISD Website www.breckenridgeisd.org
- East Elementary Main Office at 1310 East Elm St. Breckenridge, TX 76424