

Eagle Mountain-Saginaw Independent School District

Saginaw Elementary

2023-2024 Goals/Performance Objectives/Strategies



Mission Statement

The mission of Saginaw Elementary is to establish a culture that prepares all students academically, socially, and emotionally to embrace their future and ignite the desire to be life-long learners.

Collective Commitments

We will build relationships within our 301 community and family by communicating respectfully, consistently, and intentionally.

We will recognize and celebrate the unique abilities of each student and their individual potential.

We will be considerate, supportive, and understanding while assuming positive intent, with grace.

We will address issues, frustrations and concerns in a professional manner by speaking directly with those involved.

We will use data to drive instruction and collaborate with teachers, parents, and students to set goals.

We will intentionally collaborate with an open mind, positive attitude, and willingness to make necessary changes.

We will assume collective responsibility for all students and recognize that achieving success is a school-wide responsibility.

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Goals

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.

Performance Objective 1: By the end of the 2023-2024 school year, 100% of students will show a minimum of one year's growth in reading using the BAS.

Evaluation Data Sources: 2022-2023 EOY Fountas & Pinnell Benchmark Assessment Data - Kindergarten, 1st Grade, 2nd Grade

Strategy 1 Details	Reviews			
<p>Strategy 1: Specialists will be conducting individual coaching sessions for short cycle assessments and backward design lesson planning.</p> <p>Each ELAR teacher will participate in coaching sessions designed to provide real-time, job embedded support based on individual need. Coaching session agendas will be developed with the specific teachers participating and will focus on implementing best practices, new curriculum resources, and bridging the gap between grade level expectations.</p> <p>The special education teachers will participate in the coaching sessions most appropriate for the students they serve.</p> <p>Strategy's Expected Result/Impact: Walkthroughs, observations, and lesson plans will show evidence of vertically aligned balanced literacy practices.</p> <p>Walkthroughs, observations, and lesson plans will show evidence of alignment between general education and special education.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Title I Coach, Literacy Specialist, Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Substitutes for Coaching Sessions - 199 - General Fund - \$990</p>	Formative			Summative
	Dec	Feb	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Kindergarten, 1st Grade, & 2nd Grade will complete the T-TESS SLO Student Growth Model process to track student growth in guided reading. The Fountas & Pinnell Benchmark Assessment System and mClass will be used for the progress monitoring checks. Strategy's Expected Result/Impact: At least 70% of students in kindergarten, 1st grade, & 2nd grade will meet grade level expectations as measured by the Fountas & Pinnell Benchmark Assessment System. Staff Responsible for Monitoring: Principal, Assistant Principal, Kinder-2nd Grade Teachers, Literacy Specialist Title I: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Kindergarten, 1st Grade, & 2nd Grade will use the Fountas & Pinnell Guided Reading Collections and/or Pioneer Valley Intervention kit for students not meeting expected growth on SLO Student Growth Model progress monitoring checks. Strategy's Expected Result/Impact: Students not making expected progress will receive high-quality guided reading lessons. By ensuring the Tier 1 instruction is high-quality, the PLC & RTI committee can determine if additional interventions are needed. Staff Responsible for Monitoring: Principal, Assistant Principal, Kinder-2nd Grade Classroom Teachers, Literacy Specialist Title I: 2.4, 2.6	Formative			Summative
	Dec	Feb	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide targeted reading intervention for at-risk kinder, first & second grade students using the Fountas & Pinnell LLI kits, Hegerty, and Literacy Footprints. Strategy's Expected Result/Impact: Increase in the number of students meeting EOY grade level standards. Staff Responsible for Monitoring: Principal, Literacy Specialist, Tutor, 1st Grade Teachers, 2nd Grade Teachers Title I: 2.4, 2.6 Funding Sources: Literacy Specialist Salary - 199 - State Compensatory Ed - \$60,000	Formative			Summative
	Dec	Feb	Mar	June





Strategy 5 Details	Reviews			
Strategy 5: Provide targeted early literacy intervention (letter identification, letter/sound correspondence, phonemic awareness, etc) for at-risk kindergarten and first grade students. Strategy's Expected Result/Impact: Increase in the number of students meeting EOY grade level standards Improved scores on Phonics Screeners Improved scores on Letter/Sound ID Screeners Staff Responsible for Monitoring: Principal, Literacy Specialist, Tutor, Kindergarten Teachers Title I: 2.4, 2.6 Funding Sources: Salary for Tutor - 199 - State Compensatory Ed - \$18,000	Formative			Summative
	Dec	Feb	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Kinder, First, and Second grade will provide small group intervention utilizing the mClass progress monitoring intervention. Strategy's Expected Result/Impact: Increase on mClass Universal screeners. Staff Responsible for Monitoring: Principal, Assistant Principal, Kinder-2nd Grade Classroom Teachers, Literacy Specialist	Formative			Summative
	Dec	Feb	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Kinder, First, and Second grade teachers will implement sounds walls and word study during Tier 1 instruction. Strategy's Expected Result/Impact: Increase in phonemic awareness knowledge and skills. Staff Responsible for Monitoring: Principal, Assistant Principal, Kinder-2nd Grade Classroom Teachers, Literacy Specialist	Formative			Summative
	Dec	Feb	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.

Performance Objective 2: By the end of the 2023-2024 school year, kindergarten, first grade, and second grade students meeting Tier 1 expectations (levels 3, 4, and 5) on Math IStation will increase by 20% from BOY to EOY.

Evaluation Data Sources: 2022-2023 EOY Math IStation Data - Kindergarten, 1st Grade, 2nd Grade

Strategy 1 Details	Reviews			
Strategy 1: Teachers will commit to letting students practice 30 minutes per week on iStation in order to see an increase in student goals being met or surpassed on a monthly basis. Strategy's Expected Result/Impact: Students will increase levels towards grade level proficiency. Staff Responsible for Monitoring: Math interventionists, Title Math Coach, K-2 teachers, Principal, Assistant Principal Title I: 2.4, 2.6	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will commit to creating and using an interactive math word wall that displays the district provided vocabulary cards for each nine weeks TEKS focus in order to increase academic math language. Strategy's Expected Result/Impact: Increase student knowledge of Math vocabulary/language Staff Responsible for Monitoring: Math interventionists, Title Math Coach, K-2 teachers, Principal, Assistant Principal Title I: 2.4, 2.6	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will utilize computation strategies and math frameworks within their classroom while providing informal, formative and summative assessments to ensure learning is taking place and students are provided extensions when they have prior knowledge, and interventions and supports for students in need. Strategy's Expected Result/Impact: Student data shows academic gains (benchmarks, common assessments, teacher progress monitoring logs, student data tracking), stronger Tier 1 instruction from the classroom teachers. Staff Responsible for Monitoring: Principal, Assistant Principal, Math Coach, Math Interventionist	Formative			Summative
	Dec	Feb	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Specialists will be conducting individual coaching sessions for short cycle assessments and backward design lesson planning.</p> <p>Each Math teacher will participate in coaching sessions designed to provide real-time, job embedded support based on individual need. Coaching session agendas will be developed with the specific teachers participating and will focus on implementing best practices, new curriculum resources, and bridging the gap between grade level expectations.</p> <p>The special education teachers will participate in the coaching sessions most appropriate for the students they serve.</p> <p>Strategy's Expected Result/Impact: Walkthroughs, observations, and lesson plans will show evidence of vertically aligned balanced literacy practices.</p> <p>Walkthroughs, observations, and lesson plans will show evidence of alignment between general education and special education.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Title I Coach, Literacy Specialist, Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 - General Fund - \$990</p>	Formative			Summative
	Dec	Feb	Mar	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				





Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.

Performance Objective 3: 55-65% of students will achieve Meets or Masters standard on each RLA DCA for the 2023-2024 school year.

Evaluation Data Sources: RLA DCA and STAAR data

Strategy 1 Details	Reviews			
<p>Strategy 1: Specialists will be conducting individual coaching sessions for short cycle assessments and backward design lesson planning.</p> <p>Each ELAR teacher will participate in coaching sessions designed to provide real-time, job embedded support based on individual need. Coaching session agendas will be developed with the specific teachers participating and will focus on implementing best practices, new curriculum resources, and bridging the gap between grade level expectations.</p> <p>The special education teachers will participate in the coaching sessions most appropriate for the students they serve.</p> <p>Strategy's Expected Result/Impact: Walkthroughs, observations, and lesson plans will show evidence of vertically aligned balanced literacy practices.</p> <p>Walkthroughs, observations, and lesson plans will show evidence of alignment between general education and special education.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Title I Coach, Literacy Specialist, Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Substitutes for Coaching Sessions - 199 - General Fund - \$540</p>	Formative			Summative
	Dec	Feb	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Vertical ELAR PLC - Saginaw Elementary only has one ELAR teacher in 3rd, 4th, & 5th grade. These singletons will collaborate with the Title I Reading Coach in a vertical PLC focused on answering the four PLC questions. The special education teachers will attend the regular vertical PLCs.</p> <p>SES PLC Calendar will be followed</p> <p>Strategy's Expected Result/Impact: Walkthroughs, observations, and lesson plans will show evidence of alignment between 3rd/4th/5th grade and general education/special education concerning the following:</p> <ul style="list-style-type: none"> -Student Expectations -Assessments -Progress Monitoring -Interventions -Extensions <p>Staff Responsible for Monitoring: Principal, Assistant Principal, PLC Members</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide targeted RLA intervention for at-risk students using the Fountas & Pinnell LLI kits, Literacy Footprints and RAPS strategy.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students independently reading grade level texts.</p> <p>Increase in the percentage of students meeting or exceeding Approaching Standard on the STAAR Reading assessment.</p> <p>Staff Responsible for Monitoring: Principal, Title I Reading Coach, 3rd, 4th, & 5th Grade Reading Teachers, Tutors</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Dec	Feb	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: The Title I Coach will work directly with teachers providing classroom-based demonstrations, collaborative and one-on-one support, and facilitating professional development and ELAR coaching sessions. Additionally, this position will provide intervention for at-risk readers when time allows (split on 2 campuses). Strategy's Expected Result/Impact: Walkthroughs, observations, and lesson plans will show an alignment of instructional strategies across 3rd, 4th, & 5th grade reading. Walkthroughs, observations, and lesson plans will show balanced literacy components across all grade levels. Implementation of effective interventions (LLI Kit) in 3rd, 4th, & 5th grade reading. Staff Responsible for Monitoring: Principal, Title I Reading Coach Title I: 2.4, 2.5, 2.6 Funding Sources: Title I Reading Instructional Coach Salary - 211 - Title 1, Part A - \$60,000	Formative			Summative
	Dec	Feb	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Second, Third, Fourth, and Fifth grade teachers will implement writing across the curriculum using a variety of strategies (sentence stems, journals, reflections, and RAPS strategy.) to increase the transfer of skills for reading and writing across all subjects with a focus on short and extended constructive responses. Strategy's Expected Result/Impact: Increase in the number of students independently reading grade level texts. Increase in the percentage of students meeting or exceeding Approaching Standard on the STAAR Reading assessment. Staff Responsible for Monitoring: Principal, Literacy and Math specialists, and 3-5 teachers Title I: 2.4, 2.6	Formative			Summative
	Dec	Feb	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: All 3-5 students will participate in online assessments and assignments (DCAs, Interims, Teams, ISIP, etc) to increase the ability to utilize the online platform for STAAR successfully and be able to successfully type short and extended constructive responses. Strategy's Expected Result/Impact: Increase overall passing % on STAAR Reading for grades 3-5. Staff Responsible for Monitoring: Principal, Assistant Principal, Specialists, 3-5 teachers Title I: 2.4, 2.6	Formative			Summative
	Dec	Feb	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.





Performance Objective 4: 50-60% of students will achieve Meets or Masters standard on each Math DCA for the 2023-2024 school year.

Evaluation Data Sources: Math DCA and STAAR data

Strategy 1 Details	Reviews			
<p>Strategy 1: Specialists will be conducting individual coaching sessions for short cycle assessments and backward design lesson planning.</p> <p>Each Math teacher will participate in coaching sessions designed to provide real-time, job embedded support based on individual need. Coaching session agendas will be developed with the specific teachers participating and will focus on implementing best practices, new curriculum resources, and bridging the gap between grade level expectations.</p> <p>The special education teachers will participate in the coaching sessions most appropriate for the students they serve.</p> <p>Strategy's Expected Result/Impact: Walkthroughs, 'powerwalks', observations, and lesson plans will show evidence of vertically aligned math practices</p> <p>Walkthroughs, observations, and lesson plans will show evidence of horizontal alignment between general education and special education.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Title Math Coach, Math Specialist, Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Substitutes for Coaching Sessions - 199 - General Fund - \$1,260</p>	Formative			Summative
	Dec	Feb	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Vertical Math PLC - Saginaw Elementary only has one math teacher in 3rd, 4th, & 5th grade. These singletons will collaborate with the Math Specialist & Title I Math Coach in a vertical PLC focused on answering the four PLC questions. The special education teachers will attend the regular vertical PLCs. SES PLC Schedule will be followed. Strategy's Expected Result/Impact: Walkthroughs, observations, and lesson plans will show evidence of alignment between 3rd/4th/5th grade concerning the following: -Student Expectations -Assessments -Progress Monitoring -Interventions -Extensions Staff Responsible for Monitoring: Principal, Assistant Principal, PLC Members Title I: 2.4, 2.5, 2.6		Formative			Summative
		Dec	Feb	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: The Title I Math Coach will model lessons, support planning and PLCs, and facilitate the coaching sessions. Strategy's Expected Result/Impact: Walkthroughs, observations, and lesson plans align with the district scope & sequence and instructional guide. Walkthroughs, observations, and lesson plans will show evidence of vertically aligned math practices. Walkthroughs, observations, and lesson plans will show an alignment between the instructional practices across grade levels. Staff Responsible for Monitoring: Principal, Title I Math Coach Title I: 2.4, 2.5 Funding Sources: Title I Math Coach Salary - 211 - Title 1, Part A - \$12,000		Formative			Summative
		Dec	Feb	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Provide targeted math intervention for at-risk students using Bridges Intervention, Math Learning Center (Do the Math) and Think Up Math. This support will be provided through small group intervention. Strategy's Expected Result/Impact: Increase in the number of students meeting EOY grade level standards. Staff Responsible for Monitoring: Principal, Math Specialist, Tutors Title I: 2.4, 2.6 Funding Sources: Math Specialist Salary - 199 - State Compensatory Ed - \$60,000	Formative			Summative
	Dec	Feb	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: All 3-5 students will participate in online assessments and assignments (DCAs, Interims, Teams, ISIP, etc) to increase the ability to utilize the online platform for STAAR successfully. Strategy's Expected Result/Impact: Increase overall passing % on STAAR Reading for grades 3-5. Staff Responsible for Monitoring: Principal, Assistant Principal, Specialists, 3-5 teachers Title I: 2.4, 2.6	Formative			Summative
	Dec	Feb	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Teachers will commit to creating and using an interactive math word wall that displays the district provided vocabulary cards for each nine weeks TEKS focus in order to increase academic math language. Strategy's Expected Result/Impact: Increase student knowledge of Math vocabulary/language Staff Responsible for Monitoring: Math interventionists, Title Math Coach, 3-5 teachers, Principal, Assistant Principal Title I: 2.4, 2.6	Formative			Summative
	Dec	Feb	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Teachers will commit to spending 5-7 minutes per math block working on fact fluency skills in order to increase mental math capacity. Strategy's Expected Result/Impact: Increase students automaticity of facts and increase the use of fact fluency skills in word problems. Staff Responsible for Monitoring: Math interventionists, Title Math Coach, 3-5 teachers, Principal, Assistant Principal Title I: 2.4, 2.6	Formative			Summative
	Dec	Feb	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: Teachers will utilize computation strategies and math frameworks within their classroom while providing informal, formative and summative assessments to ensure learning is taking place and students are provided extensions when they have prior knowledge, and interventions and supports for students in need. Strategy's Expected Result/Impact: Student data shows academic gains (benchmarks, common assessments, teacher progress monitoring logs, student data tracking), stronger Tier 1 instruction from the classroom teachers. Staff Responsible for Monitoring: Principal, Assistant Principal, Math Coach, Math Interventionist	Formative			Summative
	Dec	Feb	Mar	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.

Performance Objective 5: 50-60% of students will achieve Meets or Masters standard on each Science DCA for the 2023-2024 school year.

Evaluation Data Sources: Science DCA and STAAR data

Strategy 1 Details	Reviews			
Strategy 1: Vertical Science PLC - Time for the 3rd, 4th, & 5th grade science teachers to collaborate will be built into the professional learning schedule. Vertical PLCs will occur on Campus PD afternoons. Strategy's Expected Result/Impact: Walkthroughs, observations, and lesson plans will show evidence of alignment between 3rd, 4th & 5th grade concerning the following: -Student Expectations -Assessments -Progress Monitoring -Interventions -Extensions Staff Responsible for Monitoring: Principal, Assistant Principal, PLC Members Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The 5th grade science teacher will participate in planning sessions with the Science Coordinator and vertical planning with the 3rd and 4th grade Science teachers. Strategy's Expected Result/Impact: These planning sessions will provide an opportunity for the science teacher to collaborate. Staff Responsible for Monitoring: Principal, 4th and 5th Grade Teacher Title I: 2.4, 2.5	Formative			Summative
	Dec	Feb	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: All 3-5 students will participate in online assessments and assignments (DCAs, Interims, Teams, ISIP, etc) to increase the ability to utilize the online platform for STAAR successfully. Strategy's Expected Result/Impact: Increase overall passing % on STAAR Reading for grades 3-5. Staff Responsible for Monitoring: Principal, Assistant Principal, Specialists, 3-5 teachers Title I: 2.4, 2.6		Formative			Summative
		Dec	Feb	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>					





Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.

Performance Objective 6: By the end of the 2023-2024 school year, Special Education students taking the STAAR ALT 2 and STAAR will increase the passing rate by 10%.

Evaluation Data Sources: 2023 STAAR and STAAR ALT 2 Reading Data - 3rd Grade, 4th Grade, & 5th Grade, 2023 STAAR and STAAR ALT 2 Math Data - 3rd Grade, 4th Grade, & 5th Grade, 2023 STAAR and STAAR ALT 2 Science Data - 5th Grade

Strategy 1 Details	Reviews			
<p>Strategy 1: The two special education resource teachers will share the entire caseload of students. One teacher will be responsible for teaching all K-5 students receiving ELAR resource support. One teacher will be responsible for teaching math to all K-5 students receiving math resource support.</p> <p>Strategy's Expected Result/Impact: Walkthroughs, observations, and lesson plans will reflect alignment between general education and special education.</p> <p>Increase in the number of special education students meeting or exceeding Approaching Standard on STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Special Education Resource Teachers</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The special education teachers, resource and self-contained, will participate in the content-specific coaching sessions provided to the general education teachers. Each resource teacher will select the grade level/content area coaching sessions most applicable to the students they serve.</p> <p>Strategy's Expected Result/Impact: Walkthroughs, observations, and lesson plans will reflect alignment between general education and special education</p> <p>Increase in the number of special education students meeting or exceeding Approaching Standard on STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Special Education Resource Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Substitutes for Coaching Sessions - 255 - Title II, Part A TPTR - \$360</p>	Formative			Summative
	Dec	Feb	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: The special education team will meet with each grade level at the end of each 9 weeks to collaborate and discuss plans of action for all Special Education students. Strategy's Expected Result/Impact: Walkthroughs, observations, and lesson plans will reflect alignment between general education and special education Increase in the number of special education students meeting or exceeding Approaching Standard on STAAR. Staff Responsible for Monitoring: Principal, Assistant Principal, Special Education Resource Teachers Title I: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: All 3-5 students will participate in online assessments and assignments (DCAs, Interims, Teams, ISIP, etc) to increase the ability to utilize the online platform for STAAR successfully. Strategy's Expected Result/Impact: Increase overall passing % on STAAR Reading for grades 3-5. Staff Responsible for Monitoring: Principal, Assistant Principal, Specialists, 3-5 teachers	Formative			Summative
	Dec	Feb	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Provide targeted math intervention as appropriate with IEP using Bridges Intervention, and Math Learning Center (Do the Math) and Think Up Math. This support will be provided through push-in and pull-out services. Strategy's Expected Result/Impact: Increase in the number of students meeting EOY grade level standards. Staff Responsible for Monitoring: Principal, Math Specialist, Tutors Title I: 2.4, 2.6	Formative			Summative
	Dec	Feb	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Provide targeted reading intervention as appropriate with IEP using the Fountas & Pinnell LLI kits and Literacy Footprints. Strategy's Expected Result/Impact: Increase in the number of students growing a year or more in level.	Formative			Summative
	Dec	Feb	Mar	June

<p>Increase in the percentage of students meeting or exceeding Approaching Standard on the STAAR Reading assessment.</p> <p>Staff Responsible for Monitoring: Principal, Title I Reading Coach, 3rd, 4th, & 5th Grade Reading Teachers, Tutors</p> <p>Title I: 2.4, 2.6</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.

Performance Objective 7: 100% of staff and students will participate in fostering a positive social-emotional culture at Saginaw Elementary.

Evaluation Data Sources: Positive Action Lesson Plans, Counseling Advisory Committee Notes, Bullying Investigation Reports, Discipline Referral Data

Strategy 1 Details	Reviews			
Strategy 1: Classroom teachers will implement the Positive Action Curriculum. Strategy's Expected Result/Impact: Saginaw Elementary will continue to receive a low number of bullying investigation reports. Saginaw Elementary will continue to process a low number of discipline referrals. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Classroom Teachers Title I: 2.5	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: A Counseling Advisory Committee will be created consisting of a cross section of staff members. This committee will be responsible for the implementation of SEL initiatives across the campus. Strategy's Expected Result/Impact: The committee will be responsible for the planning and promotion of SEL weekly Vocabulary focus to be shared on the announcements daily. The committee will be responsible for communicating feedback and necessary changes identified through XSEL survey. Staff Responsible for Monitoring: Principal, Counselor, Counseling Advisory Committee Members Title I: 2.5	Formative			Summative
	Dec	Feb	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Caught Being Kind Initiative - Students committing random acts of kindness will be recognized throughout the school year. Strategy's Expected Result/Impact: Students committing random acts of kindness will be recognized and celebrated. Increase in random acts of kindness. Staff Responsible for Monitoring: Principal Title I: 2.5	Formative			Summative
	Dec	Feb	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: All students will participate in Individual Minute Meetings with the counselor to build positive relationships and focus on social emotional wellbeing. Minute Meetings give the counselor an idea of student needs in order to provide more targeted interventions. Interventions include individual and small group counseling for social emotional needs. Strategy's Expected Result/Impact: Minute Meetings give the counselor an idea of student needs in order to provide more targeted interventions. Interventions include individual and small group counseling for social emotional needs. Building mental health skills to improve the development social and emotional competencies. Decrease in bullying investigations. Decrease in behavior referrals. Increase random acts of kindness. Staff Responsible for Monitoring: Counselor Title I: 2.5	Formative			Summative
	Dec	Feb	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: All students will participate in the XSEL Labs assessment to collect data for social emotional targeted interventions provided through support staff and positive action curriculum. Strategy's Expected Result/Impact: Building mental health skills to improve the development social and emotional competencies. Decrease in bullying investigations. Decrease in behavior referrals. Increase random acts of kindness. Staff Responsible for Monitoring: Principal, Counselor, Counseling Advisory Committee Title I: 2.5	Formative			Summative
	Dec	Feb	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: In order to focus on well-being for staff, staff will be trained in self-care for educators and encouraged to focus on self-care throughout the year. Self-care tips and activities will be provided monthly for staff via staff newsletter and posted fliers. Thankful Thursday initiative (staff info spotlight) will be implemented. Strategy's Expected Result/Impact: Building mental health skills to improve the development social and emotional competencies. Create a positive, supportive and safe work environment. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor	Formative			Summative
	Dec	Feb	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: The students and staff will be trained on mindful breathing techniques based on Conscious Discipline research during classroom guidance lessons. During the month of August, it will begin with STAR breathing (Smile, Take a deep breath, And, Relax). Additional techniques, such as Balloon Breathing, Pretzel Breathing, Bee Breathing, etc, will be added during future classroom lessons. Classrooms will also be supplied with a small reminder poster of each technique. Students will be encouraged to use the breathing techniques to regulate heart rate, emotions, and connecting to their executive function. Strategy's Expected Result/Impact: The goal is to have students choosing to use a breathing technique with little to no reminder from adults. This will decrease the number of office referrals and classroom discipline issues. Staff Responsible for Monitoring: Use will be monitored by classroom teachers, Special Ed teachers, interventionists, counselors, and admin. Title I: 2.5, 2.6	Formative			Summative
	Dec	Feb	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Counseling Committee will create a list of vocabulary words, based on Positive Action Curriculum. Each week a word will be highlighted on the announcements (including definition and a quote for each day).	Formative			Summative
	Dec	Feb	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.

Performance Objective 8: By the end of the 2023-2024 school year, 100% of students well below and below will show a minimum of 1-2 levels of growth using Mclass.

Evaluation Data Sources: mClass (progress monitoring and Universal Screener)





Strategy 1 Details	Reviews			
<p>Strategy 1: Specialists will be conducting individual coaching sessions for short cycle assessments and backward design lesson planning.</p> <p>Each ELAR teacher will participate in coaching sessions designed to provide real-time, job embedded support based on individual need. Coaching session agendas will be developed with the specific teachers participating and will focus on implementing best practices, new curriculum resources, and bridging the gap between grade level expectations.</p> <p>The special education teachers will participate in the coaching sessions most appropriate for the students they serve.</p> <p>Strategy's Expected Result/Impact: Walkthroughs, observations, and lesson plans will show evidence of vertically aligned balanced literacy practices.</p> <p>Walkthroughs, observations, and lesson plans will show evidence of alignment between general education and special education.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Title I Coach, Literacy Specialist, Classroom Teachers</p>	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Kindergarten, 1st Grade, & 2nd Grade will use the mclass interventions and progressing monitoring.</p> <p>Strategy's Expected Result/Impact: An increase in Mclass percentages on Universal Screeners.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Title I Coach, Literacy Specialist, Classroom Teachers</p>	Formative			Summative
	Dec	Feb	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results.

Performance Objective 1: 100% of campus-based professional development will be aligned to the Comprehensive Needs Assessment and district initiatives.

Evaluation Data Sources: Handouts, Notes, and PPTs from PD, Sign-In Sheets from PD

Strategy 1 Details	Reviews			
Strategy 1: ELL Instructional Strategies All professional staff members will participate in training focused on ELL instructional strategies that spiraled through Monday Professional Learning; focusing on the 7 Steps for a Language Rich Classroom. Strategy's Expected Result/Impact: Increase in the understanding of quality ELL instructional strategies, resulting in the implementation of high-yield instructional strategies in the classroom. Teachers will understand how to incorporate the ELPS into daily instruction. Staff Responsible for Monitoring: Principal, Assistant Principal, Title I Coach, EMS ISD ESL Instructional Coordinator Title I: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: ELL Instructional Reviews - Teachers will meet with the Title Coach and Assistant Principal to review the progress in Listening, Speaking, Reading, & Writing. Review ELL instructional strategies utilized during the grading period. Determine what accommodations & strategies need to be implemented during the next grading period. Strategy's Expected Result/Impact: ESL students would make at least one year's worth of growth on the TELPAS 2023 assessment. Staff Responsible for Monitoring: Assistant Principal, Title I Coach Title I: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Professional staff will attend professional development based on campus needs during the Monday meeting schedule. Strategy's Expected Result/Impact: Build capacity in professional staff knowledge to increase student performance across all populations. Staff Responsible for Monitoring: Principal, Assistant Principal, and Specialists	Formative			Summative
	Dec	Feb	Mar	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results.





Performance Objective 2: We will achieve an attendance rate of 96.75% for the 2023-2024 school year.

Evaluation Data Sources: PEIMS Attendance Reports - June 2023

Strategy 1 Details	Reviews			
Strategy 1: The Attendance Committee will meet at the end of each grading period. The Attendance Committee will determine which students require an attendance contract. Attendance Contracts will be created with assistant principal, parent, and student. Strategy's Expected Result/Impact: Increased Attendance Rate, Fewer number of chronically absent students Staff Responsible for Monitoring: Assistant Principal, Attendance Secretary, Attendance Committee Title I: 2.5, 2.6	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Each nine-week grading period, every student with perfect attendance (zero absences & zero tardies) will attend a celebration. Strategy's Expected Result/Impact: Increased Attendance Rate, Fewer number of chronically absent students Staff Responsible for Monitoring: Principal, Assistant Principal, Attendance Secretary, PTA Title I: 2.5, 2.6	Formative			Summative
	Dec	Feb	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results.

Performance Objective 3: 100% of staff will implement data binders to support students taking ownership of their own learning and progress and develop independence and responsibility.

Strategy 1 Details	Reviews			
Strategy 1: Initial Data Binder training for staff new to Campus. Data binder implementation will be discussed during grade level and vertical PLCs to ensure consistency and vertical alignment. Strategy's Expected Result/Impact: 70% of students will meet their SLO. Staff Responsible for Monitoring: Principal, Assistant Principal, Interventionists and teachers.	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: PLC schedule was developed with Leadership team to provide opportunities to track data, review data binders, and progress monitor. Data binders will be tracked, reviewed and monitored through PLCs and power walks. Title I: 2.6	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Grade K-5 will have a PLC One note to share and track progress for all students. Strategy's Expected Result/Impact: In crease in percentage of students meeting their SLO. Staff Responsible for Monitoring: Principal, Assistant Principal, Specialists, Teachers	Formative			Summative
	Dec	Feb	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Professional development on progress monitoring will take place during Monday meetings. Strategy's Expected Result/Impact: Goals set to meet the individual needs of each student. Staff Responsible for Monitoring: Specialists, teachers, Administrators Title I: 2.4, 2.6	Formative			Summative
	Dec	Feb	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results.

Performance Objective 4: Encourage continued participation in school wide events as evident through sign-in sheets for each event.





Evaluation Data Sources: Sign-in sheets, fliers, online newsletters views

Strategy 1 Details	Reviews			
Strategy 1: Campus weekly family/community newsletter sent through email, and posted on facebook and twitter. Grade level weekly newsletter sent through email. Strategy's Expected Result/Impact: Increase in participation in events hosted by the school Staff Responsible for Monitoring: Principal Title I: 4.2	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue to develop and add to the in-person community and family events. Title I: 4.2	Formative			Summative
	Dec	Feb	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff and community based on systemic processes and procedures that are clearly communicated, monitored, and evaluated.

Performance Objective 1: 100% of staff and students will receive training in, and follow, Health and Safety measures.





Evaluation Data Sources: Handouts and Sign-In Sheet from Safety Training
Drill Logs, Drill Debrief Notes

Strategy 1 Details	Reviews			
Strategy 1: The entire Saginaw Elementary staff will be trained in CRASE, the Standard Response Protocol, Reunification Protocol, Avoid/Deny/Defend, from the I Love You Guys Foundation and the use of Crisis Go. Strategy's Expected Result/Impact: Every staff member will understand how to respond appropriately in the event of a crisis situation on the campus. Staff Responsible for Monitoring: Principal, Assistant Principal	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The entire Saginaw Elementary student body will be trained in the Standard Response Protocol. Students will practice the Standard Response Protocol actions during drills throughout the school year. Strategy's Expected Result/Impact: Every student will understand how to respond appropriately in the event of a crisis situation on the campus. Staff Responsible for Monitoring: Principal, Assistant Principal	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: The Standard Response Protocol and Reunification Protocol will be communicated to parents. The parent information sheet for both protocols will be included in the online parent newsletter. Copies of both protocols will be sent home the first week of school. Strategy's Expected Result/Impact: Parents & guardians will understand how to respond appropriately in the event of a crisis situation on the campus. The constant communication will decrease parent & guardian anxiety regarding crisis situations. Staff Responsible for Monitoring: Principal, Assistant Principal	Formative			Summative
	Dec	Feb	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff and community based on systemic processes and procedures that are clearly communicated, monitored, and evaluated.

Performance Objective 2: 100% of staff and students will be trained in, and follow, the school-wide behavior expectations (STARS).

Evaluation Data Sources: Discipline Referral Data, Think Sheets

Strategy 1 Details	Reviews			
Strategy 1: The entire Saginaw Elementary staff will be trained in the school-wide behavior expectations (STARS). Strategy's Expected Result/Impact: Every staff member will understand the behavior expectations for the different areas of the school. Each staff member will leave with a plan for teaching the school-wide behavior expectations to the students. Staff Responsible for Monitoring: Principal, Assistant Principal	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The entire Saginaw Elementary student body will be trained in the school-wide behavior expectations during the first week of school. Strategy's Expected Result/Impact: Every student will understand and follow the behavior expectations for the difference areas of the school. Staff Responsible for Monitoring: Principal, Assistant Principal	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: The school-wide behavior expectations will be continually reviewed and reinforced throughout the school year. Strategy's Expected Result/Impact: Decrease in disruptive behavior in common areas. Increase in positive behavior in common areas. Staff Responsible for Monitoring: All Staff Members	Formative			Summative
	Dec	Feb	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: District Training provide to the staff for classroom management and behavior strategies. 1. Thrive, Don't Survive; Successful Classroom Management 2. De-escalation Training	Formative			Summative
	Dec	Feb	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff and community based on systemic processes and procedures that are clearly communicated, monitored, and evaluated.

Performance Objective 3: All classroom teachers will implement the PDSA cycle. Review training will be built into the beginning of year meeting schedule.

Evaluation Data Sources: STAAR data
SLO growth
walkthroughs and observations
vertical coaching sessions

Strategy 1 Details	Reviews			
Strategy 1: All classroom teachers will have training on the implementation of the PDSA cycle as a continuation of the introduction last year. This spiral professional development will be built into the Monday meeting schedule. Strategy's Expected Result/Impact: Increase on on all assessments Increase on SLO growth walkthroughs and observations vertical coaching sessions Staff Responsible for Monitoring: Principal, Assistant Principal, Title Coaches, Classroom Teachers Title I: 2.4, 2.6	Formative			Summative
	Dec	Feb	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				