

Eagle Mountain-Saginaw Independent School District

Elkins Elementary

2022-2023 Campus Improvement Plan



Mission Statement

Elkins Elementary will foster continuous achievement in academic growth and emotional learning in every child, every day.

District Mission:

Fostering a culture of excellence that instills the passion for a lifetime of continuous achievement for every student.

Vision

As an Elkins Elk, we will...

- Encourage Others
- Lead, Learn and Grow
- Show Kindness Everyday

Because who are we, #WeAreElks!

Core Beliefs

Elkins Elementary Core Values- As an Elkins Elk, We believe...

We believe in celebrating ALL successes!

We believe in building relationships with our students, colleagues, and parents.

We believe in providing a community that's consistent, stable, and physically/emotionally safe.

We believe in high expectations sprinkled with grace.

We believe in meeting students exactly where they are.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Elkins Elementary has 640 students enrolled as September 2022-2023. Elkins Elementary offers the following instructional programs and services: Gifted & Talented, ESL Content-Based, Special Education Resource, Special Education Structure Instruction, Special Education Speech Therapy, Dyslexia Services, Title I Reading Services, & Title I Math Services.

Faculty and Staff Data 2022-2023

- 32 General Classroom Teachers; 4 Hisp, 26 White, 1 Black, 1 Native Am.
- 2- Pre-K
- 5-Kindergarten
- 5-1st Grade
- 5-2nd Grade
- 5-3rd Grade
- 5-4th Grade
- 5-5th Grade

-
- 4 SPED Teachers; 4 White
 - 2- Structure; 2- Resource

-
- 1 Speech Therapist; 1 White
 - 1 Counselor; 1 White
 - 1 Physical Education Teacher; 1 white
 - 1 Fine Arts Teacher- 1 White
 - 1 Librarian; 1 White

-
- 16 Paras; 8 Hisp, 7 White and 1 Black

-
- 2 Instructional Coaches; 2 White
 - 2 Interventionist; 1 White, 1 Hisp
 - 2 Custodians; 2 Hisp
 - 4 Café workers; 2 Hisp, 2 White
 - 2 Admin- 1 Hisp, 1 White
 - 1 Admin Intern- 1 White

- Part-Time Elkins employees
- 1 Gifted and Talented Teacher; 1 white
- 2 Diagnosticians; 2 White
- 1 Computer Technician Aide; 1 White

Student Demographic Data 2022-2023:

- American Indian: 0.16%
- Asian: 11.25%
- Black/African American: 25.47%
- Native Hawaiian/Other Pacific: 0.16%
- White: 23.28%
- Hispanic: 33.59%
- Multi-Racial: 6.09%
- Economic Disadvantage - 55.31%
- Special Education: 10.94%
- Section 504: 7.34%
- ELL: 14.06%
- Gifted: 5.16%
- Male: 50%
- Female: 50%

Attendance Data 2021-2022

SW 1	SW 2	SW3	SW4	SW5	SW6	Overall
94	93	96	90	94	95	93

Demographics Strengths

- Low student teacher ratio
- Diverse student population

Problem Statements Identifying Demographics Needs

Problem Statement 1: EES overall student attendance in 2021-2022 was at a 93% **Root Cause:** Illness, lack of understanding of stakeholders on the impact of absences on student growth

Problem Statement 2: Eighteen of the 34 Classroom Teachers are either new to a grade level / subject, district or to teaching which is 52%. The Campus Principal is beginning her first year and the Assistant Principal is on his 2nd year serving the campus. The front office Registrar is on her second year and the Campus Principal Secretary is new to the district. Only Pre-Kindergarten retained the same teachers. **Root Cause:** New Units added and individuals looking for different opportunities

Student Learning

Student Learning Summary

Although the primary instrument for determining student achievement is the STAAR, Elkins Elementary utilizes a variety of assessment instruments including iStation, Fountas and Pinnell Progress Monitoring (BAS), MSTAR, ESTAR, teacher designated instruments, common assessments, and benchmarks provided by the district. In addition, English Language Learners are assessed using the Texas English Language Proficiency Assessment System (TELPAS). Students also set individual learning goals and monitor their progress through student goal folders.

Kindergarten - Second Grade EOY BAS Results

BAS	# of Students Below Grade Level		On or Above Grade Level
EOY Kinder 2021-2022	99	27%	72%

BAS	# of Students Below Grade Level		On or Above Grade Level
EOY 1st Grade 2021-2022	89	44%	57%

BAS	# of Students Below Grade Level		On or Above Grade Level
EOY 2nd Grade 2021-2022	83	23%	78%

	2020-21	2021-22						Count	
		Did Not Meet		Approaches	Meets	Masters			
		Both Subjects					317		
	Did Not Meet	17	37	0	50	16	3	123	
	Approaches	13	0	7	25	44	22	111	
Both Subjects	Meets	0		5		6	9	26	46
	Masters	0		1		5	31	37	
		Reading / ELA						158	

	2020-21	2021-22																
		Did Not Meet	Approaches	Meets	Masters	Count	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current Monitore	
Reading / ELA	Did Not Meet	5	17	0	23	8	2	55										
	Approaches	5	0	3	13	19	11	51										
	Meets	0		2		4	5	15	26									
	Masters	0		1		4		21	26									
		Mathematics										159						
Mathematics	Did Not Meet	12	20	0	27	8	1	68										
	Approaches	8	0	4	12	25	11	60										
	Meets	0		3		2	4	11	20									
	Masters	0		0		1		10	11									
All Subjects																		
Percent of Tests																		
At Approaches GL Standard or Above	77%	73%	77%	80%	-	82%	-	71%	55%	68%	68%							
At Meets GL Standard or Above	47%	46%	48%	45%	-	54%	-	41%	36%	40%	40%							
At Masters GL Standard	22%	21%	22%	17%	-	31%	-	24%	36%	12%	12%							
Number of Tests																		
At Approaches GL Standard or Above	445	108	154	88	-	53	-	35	6	74	74							
At Meets GL Standard or Above	274	68	97	50	-	35	-	20	4	44	44							
At Masters GL Standard	129	31	45	19	-	20	-	12	4	13	13							
Total Tests	581	148	201	110	-	65	-	49	11	109	109							
Participation																		
% participation 2020-21	99%	99%	99%	98%	100%	100%	*	100%	100%	100%	100%							
% participation 2021-22	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%							
ELA/Reading																		
Percent of Tests																		
At Approaches GL Standard or Above	83%	78%	83%	90%	-	79%	-	84%	60%	74%	74%							
Elkins Elementary Generated by Plan4Learning.com											8 of 48					Campus #105 September 30, 2022 3:52 PM		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current Monitore
At Meets GL Standard or Above	57%	58%	56%	57%	-	64%	-	47%	60%	52%	52%
At Masters GL Standard	31%	31%	33%	24%	-	36%	-	26%	60%	17%	17%
Number of Tests											
At Approaches GL Standard or Above	207	51	71	44	-	22	-	16	3	34	34
At Meets GL Standard or Above	143	38	48	28	-	18	-	9	3	24	24
At Masters GL Standard	77	20	28	12	-	10	-	5	3	8	8
Total Tests	250	65	86	49	-	28	-	19	5	46	46
Participation											
% participation 2020-21	99%	98%	99%	99%	*	100%	*	100%	100%	100%	100%
% participation 2021-22	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%
Mathematics											
Percent of Tests											
At Approaches GL Standard or Above	73%	71%	72%	71%	-	86%	-	68%	60%	70%	70%
At Meets GL Standard or Above	39%	35%	43%	35%	-	46%	-	37%	20%	33%	33%
At Masters GL Standard	16%	14%	16%	10%	-	29%	-	26%	20%	9%	9%
Number of Tests											
At Approaches GL Standard or Above	183	46	62	35	-	24	-	13	3	32	32
At Meets GL Standard or Above	98	23	37	17	-	13	-	7	1	15	15
At Masters GL Standard	41	9	14	5	-	8	-	5	1	4	4
Total Tests	250	65	86	49	-	28	-	19	5	46	46
Participation											
% participation 2020-21	99%	98%	99%	99%	*	100%	*	100%	100%	100%	100%
% participation 2021-22	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%
Science											
Percent of Tests											
At Approaches GL Standard or Above	68%	61%	72%	75%	-	78%	-	55%	*	47%	47%
At Meets GL Standard or Above	41%	39%	41%	42%	-	44%	-	36%	*	29%	29%
At Masters GL Standard	14%	11%	10%	17%	-	22%	-	18%	*	6%	6%
Number of Tests											
At Approaches GL Standard or Above	55	11	21	9	-	7	-	6	*	8	8
At Meets GL Standard or Above	33	7	12	5	-	4	-	4	*	5	5
At Masters GL Standard	11	2	3	2	-	2	-	2	*	1	1
Total Tests	81	18	29	12	-	9	-	11	*	17	17
Participation											
% participation 2020-21	99%	100%	100%	95%	-	100%	-	100%	100%	100%	100%
% participation 2021-22	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%

May 2022 STAAR Mathematics, Grade 3

May 2022 STAAR Reading, Grade 3

3rd Grade	# of Students	2022 App.	2021 Appr	2022 Meets	2021 Meets	2022 Masters	2021 Masters	# of Students	2022 App.	2021 Appr	2022 Meets	2021 Meets	2022 Masters	2021 Masters
EES	91	64.84%	53.19%	27.47%	14.89%	10.99%	3.19%	91	80.22%	75.53%	54.95%	37.23%	28.57%	23.40%
Economic Disadvantage	52	51.92%	44.19%	19.23%	9.30%	5.77%	0%	52	75%	67.44%	51.92%	27.91%	26.92%	18.60%
Asian	10	90%	44.44%	30%	0%	20%	0%	10	80%	77.78%	70%	44.44%	40%	11.11%
Black/African American	23	65.22%	45.45%	21.74%	22.73%	13.04%	9.09%	23	82.61%	50%	60.87%	31.82%	30.43%	27.27%
Hispanic	31	51.61%	57.14%	25.81%	14.29%	9.68%	3.57%	31	74.19%	82.14%	45.16%	35.71%	25.81%	21.43%
Native Hawaiian/Pacific Islander	-		50%-		0%-		0%-	-		100%-		0%-		0%
Two or More Races	7	71.43%	60%	42.86%	0%	28.57%	0%	7	85.71%	60%	57.14%	40%	28.57%	40%
White	20	70%	55.56%	30%	14.81%	0%	0%	20	85%	88.89%	55%	40.74%	25%	22.22%
Currently Emergent Bilingual	17	52.94%	42.86%	11.76%	0%	0%	0%	17	76.47%	50%	52.94%	21.43%	17.65%	7.14%
Special Ed Indicator	10	40%	16.67%	20%	0%	0%	0%	10	70%	50%	30%	0%	20%	0%

May 2022 STAAR Mathematics, Grade 4

May 2022 STAAR Reading, Grade 4

4th Grade	# of Students	2022 App.	2021 Appr	2022 Meets	2021 Meets	2022 Masters	2021 Masters	# of Students	2022 App.	2021 Appr	2022 Meets	2021 Meets	2022 Masters	2021 Masters
EES	100	61%	54.32%	34%	23.46%	14%	11.11%	100	76%	59.26%	47%	29.63%	25%	13.58%
Economic Disadvantage	52	50%	46.15%	30.77%	17.31%	9.62%	5.77%	52	67.31%	51.92%	42.31%	21.15%	25%	9.62%
Asian	8	75%	42.86%	50%	28.57%	25%	0%	8	75%	57.14%	50%	28.57%	25%	14.29%
Black/African American	31	54.84%	43.75%	32.26%	25%	16.13%	12.50%	31	67.74%	50%	45.16%	18.75%	29.03%	12.50%
Hispanic	34	61.76%	54.84%	38.24%	19.35%	14.71%	9.68%	34	79.41%	67.74%	47.06%	32.26%	26.47%	16.13%
Native Hawaiian/Pacific Islander	1	100%-		0%-		0%-		1	100%-		0%-		0%-	
Two or More Races	4	50%	55.56%	25%	33.33%	25%	11.11%	4	75%	44.44%	25%	22.22%	25%	0%
White	22	63.64%	66.67%	27.27%	22.22%	4.55%	16.67%	22	81.82%	61.11%	54.55%	38.89%	18.18%	16.67%
Currently Emergent Bilingual	16	62.50%	18.18%	43.75%	0%	12.50%	0%	16	68.75%	27.27%	37.50%	0%	18.75%	0%
Special Ed Indicator	10	10%	21.43%	10%	7.14%	0%	0%	10	40%	14.29%	10%	7.14%	0%	0%

May 2022 STAAR Mathematics, Grade 5

May 2022 STAAR Reading, Grade 5

5th Grade	# of Students	2022 App.	2021 Appr	2022 Meets	2021 Meets	2022 Masters	2021 Masters	# of Students	2022 App.	2021 Appr	2022 Meets	2021 Meets	2022 Masters	2021 Masters
EES	90	86.67%	69.32%	50%	43.18%	25.56%	21.59%	90	90%	69.66%	67.78%	43.82%	41.11%	31.46%
Economic Disadvantage	56	87.50%	56.52%	48.21%	28.26%	19.64%	13.04%	56	92.86%	54.35%	67.86%	34.78%	33.93%	19.57%

May 2022 STAAR Mathematics, Grade 3

May 2022 STAAR Reading, Grade 3

3rd Grade	# of Students	2022 App.	2021 Appr	2022 Meets	2021 Meets	2022 Masters	2021 Masters	# of Students	2022 App.	2021 Appr	2022 Meets	2021 Meets	2022 Masters	2021 Master:
Asian	9	100%	56.25%	66.67%	37.50%	44.44%	18.75%	9	88.89%	50%	77.78%	37.50%	55.56%	18.75%
Black/African American	22	86.36%	70.59%	40.91%	29.41%	9.09%	23.53%	22	86.36%	58.82%	68.18%	47.06%	27.27%	29.41%
Hispanic	33	90.91%	67.74%	57.58%	35.48%	24.24%	9.68%	33	90.91%	70.97%	78.79%	35.48%	51.52%	25.81%
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Two or More Races	10	70%	75%	40%	50%	30%	50%	10	80%	80%	50%	60%	30%	60%
White	16	81.25%	80%	43.75%	70%	37.50%	35%	16	100%	90%	50%	55%	37.50%	45%
Currently Emergent Bilingual	19	78.95%	58.82%	36.84%	23.53%	5.26%	11.76%	19	73.68%	41.18%	63.16%	35.29%	26.32%	11.76%
Second Year of Monitoring	1	0%		0%		0%		1	100%		0%		0%	
Special Ed Indicator	11	63.64%	35.71%	9.09%	21.43%	9.09%	0%	11	63.64%	40%	18.18%	26.67%	9.09%	6.67%

Student Learning Strengths

- 11% Increase in 3rd Grade Math Approaches.
- 12% Increase in 3rd Grade Math Meets
- 7% Increase in 3rd Grade Math Masters
- 17.% Increase in 3rd Grade Reading Meets
- 25% Increase in 3rd Grade Reading Meets for Asian Pop
- 7% Increase in 4th Grade Math Approaches.
- 16% Increase in 4th Grade Reading Approaches
- 17% Increase in 5th Grade Math Approaches.
- 21% Increase in 5th Grade Reading Approaches.

See addendum documents for strengths in achievements.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): After analysis of current data a 26% Decrease in 5th Grade in Meets for Math in the area of White population.

Problem Statement 2 (Prioritized): A decrease of 26% from 2021 to 2022 in Approaching on the STAAR assessments for SPED population in 5th grade science..

Problem Statement 3 (Prioritized): After analisi of current data a 17% decrease in 5th Grade Science for Approaches in the area of White population.

Problem Statement 4 (Prioritized): After analysis of kindergarten through second grade reading levels,, first grade had a 57% meets or exceeds as evident in BAS for the 2021-2022 data

School Processes & Programs

School Processes & Programs Summary

Elkins Elementary is aligned with our District Mission of fostering a culture of excellence that instills the passion for a lifetime of continuous achievement for every student. At Elkins Elementary we foster continuous achievement in academic growth and emotional learning in every child, every day.

All professional staff members are invited to Inspire in July. Those in attendance analyze campus data and determine our top needs for the upcoming school year. Based on the data, SMART goals are determined and professional development needs are identified.

Elkins Elementary has a variety of collaborative systems in place to ensure a guaranteed and viable curriculum across the campus and implement a systems approach to continuous improvement.

- Elk Time - Bi-weekly professional learning is offered at Elkins Elementary. The professional learning is determined based upon the needs identified at Inspire. The elements of the TORCH, high-yield instructional strategies, understanding our learners, and campus book study are the primary resources for our professional learning.
- Grade Level PLCs (K-5th) - Data driven grade level PLCs focus on student growth and intervention needs.
- Vertical PLCs (K-5th) - Vertical PLCs meet monthly. The work is centered around vertical alignment with instructional content and strategies.
- WIN Time - A common grade level intervention time has been built into the master schedule for Kindergarten - Fifth grade.
- Content Based Coaching - Elkins employees one full time Title Reading Coach and one full time Title Math Coach. The coaches are available to model lessons, support planning, and offer feedback to the general education and special education teachers.

PLCs -

- All Grade Levels
- SPED
- Special Areas
- Monthly Vertical

There are a variety of leadership opportunities available at Elkins Elementary. A survey was sent out in early August and Staff members had the opportunity to select a committee they are interested in for the school year.

- Attendance Committee
- Battle of the Books Coordinator
- Core Crisis Committee
- Counseling Advisory Committee
- CPAC
- DPAC
- Education Foundation Care Captains
- Grade-Level Team Leads
- LPAC Parent Representative
- Math/Science Committee
- Mentors
- Reading/Writing Committee
- SEL Committee
- Spelling Bee Coordinator
- Sunshine Committee

- UIL Coordinator
- Yearbook Committee

School Processes & Programs Strengths

Teachers receive a principal feedback form monthly.

Principal receives monthly feedback from teachers and staff.

All new teachers have a mentor or buddy to collaborate with about instructional strategies and interventions.

Our Title Coaches are available to model lessons and offer instructional feedback and support.

Our K-2 teachers are utilizing One Note for digital student portfolios.

Students are 1:1 for devices. Teachers are attending monthly technology meetings with the instructional technology staff to enhance their lessons and learn to utilize the technology that is available.

A designated WIN time was built into the master schedule to minimize pull outs throughout Tier 1 instruction.

K-4th grade students participate in LiiNK.

Students participate in maker-space during specials rotation as it is combined with library time.

EL student support is available through district ESL instructional support coach each nine weeks to review progress of our EL students.

Perceptions

Perceptions Summary

Elkins has a very unique culture and climate. Faculty and staff are eager to support one another with a mentality of "failure is not an option". When there is a need, the staff unites and rallies to meet the need. Parents fully trust Elkins to not only keep their student safe, but to close gaps or extend student knowledge with high-levels of instruction. Elkins has a process to grow not only staff but students. In 5th grade students are chosen to be "ELK Leaders", if and when they are able to show the Elk Pride! Elk Leaders participate as escorts for volunteers or visitors and assist in morning announcements. Teachers also choose one student a month who has consistently followed the Elk Way and the student is recognized on announcements at the end of the month. The Elk of the Month students are surprised at home with a sign at their front lawn/door by faculty and staff members!

Elkins prides itself in growing teacher leaders. They take charge in committees or are part of the ALI. To align with continuous improvement, a monthly survey is provided to faculty and staff for leadership growth opportunities.

PTA is very involved in extending student and staff success. They provide funding for events and activities such as APEX fun run.

22 Staff Members took the Employee Engagement Survey

100% of the staff members Strongly Agree or Agree that they are proud to work in EMSISD.

100% of the staff members Strongly Agree or Agree that they are engaged in their work.

100% of the staff members rated Strongly Agree or Agree that staff and students treat each other with respect.

100% of the staff members Strongly Agree or Agree that the overall quality of the school or workplace is Excellent or Good.

The Elk Way - Initiatives to create a happy and lovable school environment

- CHAMPS Expectations - As a staff, we reexamined our ELK PRIDE expectations for all common areas of the school. These expectations are taught, modeled and communicated with students and parents.
- Elk of the Month - Through guidance lessons, our counselor has chosen eight character traits that align with Positive Action. She will teach, model and communicate with students monthly. Every teacher will choose one Elk student who is displaying the trait of the month and will write reasons why that child is selected for Elk of the Month. Staff will then deliver an "Elk of the Month" yard sign to each child's yard to showcase for the month.
- Weekly Written Staff Shout outs in the newsletter
- Recognition of an Elk Faculty or Staff member from weekly shout-outs
- Student shout outs
- Delivery of individual student birthday cards and pencils by principal or ELK Leaders
- Written encouragements in teacher boxes
- Increased administrator visibility in classrooms, hallways, arrival/dismissal, and cafeteria
- Elk Junior Council
- Start with Hello Campaign
- Morning Greeting

- Social Media as a platform to tell our story - Twitter & Facebook
- Perfect Attendance Rewards for both staff and students
- Sunshine Committee - organize events to help boost staff morale

Perceptions Strengths

The overall view of respect amongst the school community was rated at 100%

100% of the staff Strongly Agree or Agree that Bullying is not tolerated.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent survey for 2021-2022 was not available

Priority Problem Statements

Problem Statement 3: After analysis of current data a 26% Decrease in 5th Grade in Meets for Math in the area of White population.

Root Cause 3:

Problem Statement 3 Areas: Student Learning

Problem Statement 1: A decrease of 26% from 2021 to 2022 in Approaching on the STAAR assessments for SPED population in 5th grade science..

Root Cause 1:

Problem Statement 1 Areas: Student Learning

Problem Statement 4: After analisi of current data a 17% decrease in 5th Grade Science for Approaches in the area of White population.

Root Cause 4:

Problem Statement 4 Areas: Student Learning

Problem Statement 2: After analysis of kindergarten through second grade reading levels,, first grade had a 57% meets or exceeds as evident in BAS for the 2021-2022 data

Root Cause 2:

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data
- Study of best practices





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 2022 - 2023 school year, 80% of all prekindergarten students will score "on track" on the CLI Engage progress.

Evaluation Data Sources: CLI Engage Progress Monitoring

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize the instructional coach as a resource for our Pre-K teachers to ensure high quality Tier 1 instruction is taking place that aligns with our district curriculum.</p> <p>Strategy's Expected Result/Impact: Walkthroughs, observations, and PLC discussion will show alignment and an increase in rigorous instruction in the younger grade levels.</p> <p>SLO discussions will track interventions that are and are not being successful, so the instructional coach grade level teachers can work together to implement different strategies, if needed.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 211 - Title 1, Part A - \$75,000</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Pre-K teachers will complete the T-TESS SLO Student Growth Model process to track student growth on CLI assessments and Letter/Sound ID.</p> <p>Strategy's Expected Result/Impact: 80% of all prekindergarten students will score "on track" on the CLI Engage progress monitoring for Rapid Letter Naming and will be able to identify at minimum 20 upper case and 20 lowercase letters.</p> <p>Staff Responsible for Monitoring: Pre-K Teachers, Principal, Assistant Principal, Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Individual student goal setting and data tracking Strategy's Expected Result/Impact: Overall increase in achievement and accountability Staff Responsible for Monitoring: Pre-K Teachers, Principal, Assistant Principal, Instructional Coach Title I: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will follow the CIRCLE curriculum, targeting vocabulary which is aligned to the CLI assessments and provide families with parent involvement activities that can be practiced at home.	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Teachers will participate in bi-weekly PLC's with the focus on the 4 essential questions to adjust instruction and positively impact student performance.	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





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 2022 - 2023 school year, 100% of kindergarten, first, and second grade students will meet or exceed at least one year of growth as measured by the Fountas & Pinnell Assessment System.

Evaluation Data Sources: EOY Fountas & Pinnell Benchmark Assessment Data- Kg, 1st, 2nd Grade
Kinder and 1st grade amplify

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize the instructional coach as a resource for our K-2 teachers to ensure high quality Tier 1 instruction is taking place that aligns with our district curriculum.</p> <p>Strategy's Expected Result/Impact: Walkthroughs, observations, and PLC discussion will show alignment and an increase in rigorous instruction in the younger grade levels.</p> <p>SLO discussions will track interventions that are and are not being successful, so the Title reading teacher and grade level teachers can work together to implement different strategies, if needed.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Instructional Reading Coach - 211 - Title 1, Part A - \$75,000</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Use balanced literacy approach daily in K-2 to target reading strategies, phonics, fluency, and comprehension.</p> <p>Strategy's Expected Result/Impact: Students meet or exceed a years worth of growth according to the BAS. MClass (BOY/MOY/EOY) assessments will show growth with the use of targeted activities in amplify reading program.</p> <p>Staff Responsible for Monitoring: District Coaches, Instructional Coach, Principal, Assistant Principal, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Kindergarten, 1st Grade, & 2nd Grade will complete the T-TESS SLO Student Growth Model process to track student growth in guided reading.</p> <p>The Fountas & Pinnell Benchmark Assessment System will be used for the progress monitoring checks.</p> <p>Strategy's Expected Result/Impact: Students meet or exceed a years worth of growth according to the BAS.</p> <p>Staff Responsible for Monitoring: K-2nd Teachers, Principal, Assistant Principal; Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Kindergarten, First, and Second grade teachers will provide accelerated instruction during WIN Time using district approved instructional resources for students not meeting expected growth on SLO Student Growth Model progress monitoring checks.</p> <p>Strategy's Expected Result/Impact: Students not making expected progress will receive high-quality guided reading lessons. MClass (BOY/MOY/EOY) assessments will show growth with the use of targeted activities in amplify reading program.</p> <p>Staff Responsible for Monitoring: K-2 Classroom Teachers, Principal, Assistant Principal, Reading Specialist, Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide targeted early literacy intervention (letter identification, letter/sound correspondence, etc) kindergarten students.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Kindergarten teachers, Principal, Assistant Principal, Instructional Coach, Tutor</p>	Formative		
	Dec	Mar	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Individual student goal setting and data tracking</p> <p>Strategy's Expected Result/Impact: Overall increase in achievement and accountability</p> <p>Staff Responsible for Monitoring: Grade level teacher, principal, assistant principal, instructional coach</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June

Strategy 7 Details	Formative Reviews		
Strategy 7: Teachers will participate in bi-weekly PLC's with the focus on the 4 essential questions to adjust instruction and positively impact student performance.	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  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: At the end of each assessment period, 90% of all Kindergarten and First Grade students will meet or exceed mastery on math report card standards.

Evaluation Data Sources: Nine Week Report Cards
iStation (BOY/MOY/EOY)





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Use number corner daily to build number sense and numeracy. Strategy's Expected Result/Impact: Students will meet or exceed mastery on math report card standards. Staff Responsible for Monitoring: K-1 Teachers, Principal, Assistant Principal</p> <p>Title I: 2.4, 2.5</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Individual student goal setting and data tracking. Data tracking will be used through formative assessments to provide feedback to students. Strategy's Expected Result/Impact: Overall increase in achievement and accountability Monthly ISIP progress monitoring Staff Responsible for Monitoring: Grade level teacher, principal, assistant principal, instructional coach, math specialist</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will participate in bi-weekly PLC's with the focus on the 4 essential questions to adjust instruction and positively impact student performance.</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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: At the end of 2022-2023 school year 80% of all second grade students will meet or exceed passing standard as measured by the Math District Common Assessments (DCAs).

Evaluation Data Sources: District Common Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Use number corner daily to build number sense and numeracy. Strategy's Expected Result/Impact: Students will meet or exceed passing standards on DCAs Staff Responsible for Monitoring: 2nd Grade teachers, Principal, Assistant Principal</p> <p>Title I: 2.4, 2.5</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Individual student goal setting and data tracking Strategy's Expected Result/Impact: Overall increase in achievement and accountability Monthly ISIP progress monitoring Staff Responsible for Monitoring: Grade level teacher, principal, assistant principal, instructional coach, math specialist</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will utilize backward design planning and create formative assessments during each unit. Strategy's Expected Result/Impact: 70% of all second grade students will meet or exceed passing standard as measured by the District Common Assessments (DCAs) Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will participate in bi-weekly PLC's with the focus on the 4 essential questions to adjust instruction and positively impact student performance.</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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: By the end of the 2022 - 2023 school year, 65% of third, fourth, and fifth grade students, including EL students and SPED students, will Meet Standard on the 2023 STAAR Reading Assessment.

High Priority

Evaluation Data Sources: 2022-2023 STAAR Data - 3rd - 5th Grade Reading STAAR
 2022- 2023 Interim Assessments
 2022 - 2023 DCAs

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Individual goal setting and data tracking Strategy's Expected Result/Impact: Overall increase in achievement and accountability Staff Responsible for Monitoring: Grade level teacher, principal, assistant principal, specialist</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: During PLCs, Teachers will use data from pre and post assessments and district common assessments to determine small groups and drive instructional decisions. Strategy's Expected Result/Impact: Monitor and track learning of all students to provide timely feedback and adjust instruction ensure learning. Staff Responsible for Monitoring: Principal, Assistant Principal, Grade Level Teachers, Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide targeted reading intervention for at-risk students using the Fountas and Pinnell LLI kits daily, Footprints, and Mentoring Minds.</p> <p>ELAR Tutor to support Tier 2 and Tier 3 students.</p> <p>Daily WIN Intervention time built into the master schedule to address Tier II and III student needs and offer enrichment.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students independently reading grade level texts and comprehending on grade level texts.</p> <p>Increase in the percentage of students meeting or exceeding Approaching Standard on the STAAR Reading assessment.</p> <p>Minimize the number of students who are pulled out of Tier 1 instruction.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Specialists, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Mentoring Minds - 199 - State Compensatory Ed - \$1,000, ELAR Tutor - 199 - State Compensatory Ed - \$13,500, Literacy Specialist - 211 - Title 1, Part A - \$65,000</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The Instructional Coach will work directly with teachers modeling lessons, provide one-on-one support, and facilitating professional development and collaborating with teachers during PLC time.</p> <p>Strategy's Expected Result/Impact: Alignment of instructional strategies, components of a balanced literacy across all grade levels, effective collaboration among teachers during PLC</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Reading Coach - 211 - Title 1, Part A - \$75,000</p>	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Teachers will utilize a balanced literacy framework/workshop model that incorporates reading and writing conferences with students to monitor progress towards personalized learning goals.</p> <p>Strategy's Expected Result/Impact: Students will engage in on level texts and increase the time they are reading independently.</p>	Formative		
	Dec	Mar	June

Students will use data folders to monitor their reading and writing goals.

Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, Instructional Coach

Title I:

2.4, 2.5, 2.6



No Progress



Accomplished



Continue/Modify



Discontinue





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 2022 - 2023 school year, 50% of third, fourth, and fifth grade students, including EL students and SPED students, will Meet Standard on the 2023 STAAR Math Assessment.

High Priority

Evaluation Data Sources: 2022-2023 STAAR Data - 3rd - 5th Grade Math STAAR
 2022 - 2023 Interim Assessments
 2022 - 2023 DCAs

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Individual goal setting and data tracking Strategy's Expected Result/Impact: Overall increase in achievement and accountability Staff Responsible for Monitoring: Grade level teacher, principal, assistant principal, specialist</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: During PLCs, Teachers will use data from district common assessments and teacher feedback to determine small groups and drive instructional decisions. Strategy's Expected Result/Impact: Monitor and track learning of all students to provide timely feedback and adjust instruction ensure learning. Staff Responsible for Monitoring: Math Interventionist, Instructional Coach, Principal, Assistant Principal, Grade Level Teachers;</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide targeted math intervention for at-risk students. This support will be provided through push-in and pull-out services.</p> <p>Daily WIN Intervention time built into the master schedule to address Tier II and III student needs and offer enrichment.</p> <p>Strategy's Expected Result/Impact: Increase the number of students who will meet grade EOY level standards. Minimize the number of students who are pulled out of Tier 1 instruction.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Specialists, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 100% of the Math Teachers will commit to Math Workshop model and incorporate weekly guided math groups into their daily routines.</p> <p>Strategy's Expected Result/Impact: High Quality Tier 1 aligned instruction Increasing Learner Engagement</p> <p>Staff Responsible for Monitoring: Teachers, District Coach, Specialist, Principal, Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: The Instructional Coach will work directly with teachers modeling lessons, provide one-on-one support, and facilitating professional development and collaborating with teachers during PLC time. Strategy's Expected Result/Impact: Alignment of instructional strategies, components of a balanced literacy across all grade levels, effective collaboration among teachers during PLC</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coach</p> <p>Strategy's Expected Result/Impact: Walkthroughs, observations, and PLC discussion will show alignment and an increase in rigorous instruction SLO discussions will track interventions that are and are not being successful.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coach</p> <p>Funding Sources: Math Coach - 211 - Title 1, Part A - \$150,000</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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: By the end of the 2022 - 2023 school year, 60% of fifth grade students, including EL students and SPED students, will Meet Standard on the 2022 STAAR Science Assessment.

High Priority





Evaluation Data Sources: 2022-2023 STAAR Data - 5th Grade Science STAAR
 2022-2023 Benchmark (5th)
 2022-2023 DCAs (3rd - 5th)

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Individual student goal setting and data tracking</p> <p>Strategy's Expected Result/Impact: Overall increase in achievement and accountability</p> <p>Staff Responsible for Monitoring: Grade level teacher, principal, assistant principal, specialist</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will participate in bi-weekly PLC's with the focus on the 4 essential questions to adjust instruction and positively impact student performance.</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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 2022-2023 school year, an increase of 5% points from 2021-2022 school year, will be reported by students, staff, and parents, on the survey results and XSEL assessment.





Evaluation Data Sources: XSEL Assessment
Teacher Surveys
Parent Surveys

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus will implement and teach students "Zones of Regulations" to help self regulate. Strategy's Expected Result/Impact: Students will be able to identify what zone he or she is in and use tools to assist in self-regulation. Staff Responsible for Monitoring: Teachers, Counselor, Principal, AP</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Every classroom teacher will begin their day with a morning meeting/check in with students. During this time, teachers will teach positive action/SEL lessons to ensure students have strategies in dealing with situations. Strategy's Expected Result/Impact: Students feel safer in the classroom and are able to learn skills to help solve conflict and regulate themselves. Staff Responsible for Monitoring: Teachers, Counselor, Principal, Assistant Principal</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The school counselor will provide monthly social and emotional support for staff and students during designated staff meetings and monthly guidance lessons . The school counselor will provide two parent information nights around social and emotional development and bullying prevention. Staff Responsible for Monitoring: Counselor Principal</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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 9: Elkins Elementary will implement an accelerated instruction plan to address and meet the needs of identified students.

Evaluation Data Sources: DCA
Interim & Benchmarks
STAAR





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: After identifying students gaps, teachers and specialists will provide accelerated instruction using identified district/state resources.</p> <p>Strategy's Expected Result/Impact: Identified students will get approaches on STAAR assessment</p> <p>Staff Responsible for Monitoring: Teachers, Tutors, Principal, Assistant Principal, Specialists</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will participate in bi-weekly PLC's with the focus on the 4 essential questions to adjust instruction and positively impact student performance.</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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 10: Each 4th grade math teacher will implement the district curriculum math instructional frameworks, use research based instructional strategies, provide clarity of purpose of learning, and will analyze data using the PDSA model during classroom instruction and at PLC's so that instruction can adapt to the specific needs of the students.

High Priority

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will utilize the instructional 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.</p> <p>Strategy's Expected Result/Impact: Students show growth on common formative assessments improve, progress toward student goals (including IEP) and objectives are met at a higher rate of frequency, and resources, instructional strategies, and goal setting reflect the teaching practices in all classrooms.</p> <p>Staff Responsible for Monitoring: Teachers, Coaches, Admin</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will be afforded uninterrupted time with campus and district math supports with time dedicated to understanding the math curriculum, have transparent collaboration with Focus team, and analyze trends and outliers in math data so the collective efficacy is built across the district.</p> <p>Strategy's Expected Result/Impact: Students show growth on common formative assessments improve, progress toward student goals (including IEP) and objectives are met at a higher rate of frequency, and resources, instructional strategies, and goal setting reflect the teaching practices in all classrooms.</p> <p>Staff Responsible for Monitoring: Teachers, Coaches, Admin</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will be provided direct support from a math coach which will include one on one support, instructional strategies, curriculum implementation, assessment understanding, and data analysis to meet the individual needs of every student</p> <p>Strategy's Expected Result/Impact: Students show growth on common formative assessments improve, progress toward student goals (including IEP) and objectives are met at a higher rate of frequency, and resources, instructional strategies, and goal setting reflect the teaching practices in all classrooms.</p> <p>Staff Responsible for Monitoring: Teachers, Coaches, Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Math Coach - 211 - Title 1, Part A - \$75,000</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  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: During the 2022 - 2023 school year, 100% of the professional staff will be provided professional learning that increases their capacity to provide rigorous learning for all students.

Evaluation Data Sources: Weekly PLCs - Documentation in One Note, Eduphoria/Sign in sheets, Monthly Vertical PLCs, Campus Professional Learning Plan

Teacher Professional Goals through TTESS, Learning Walks for All New teachers

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 1) Provide weekly PLC collaboration times for classroom teachers to work as a PLC to focus on creating formative assessments using the TEKS, instructional guides and evidence of student learning. (bimonthly during the school day/bimonthly after school)</p> <p>Strategy's Expected Result/Impact: Teachers will work as a PLC to collaborate on teacher SLOs by sharing data, and planning intervention and extension activities.</p> <p>Staff Responsible for Monitoring: PLC Leads</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Instructional Coach will help facilitate grade level PLCs to provide support and embed professional learning in curriculum and content while developing unit plans.</p> <p>Strategy's Expected Result/Impact: Teachers will develop a deeper understanding of content and curriculum to meet the needs of students and use effective instructional practices.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will engage in Learning Walks to collaborate on best teaching strategies for Tier 1 instruction, classroom learning environment, and learner engagement.</p> <p>Strategy's Expected Result/Impact: Teachers will self reflect on their own practices and their classroom learning environment. Teachers will use the Learner engagement rubric to assess and reflect on current practices.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Title Coach</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  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: Throughout the 2022 - 2023 school year, Elkins Elementary will increase partnerships between school and home.

Evaluation Data Sources: Sign In Sheets - Participation Data collected at Events
 Flyers & Agendas
 Parent School Climate Survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide timely communication to parents using: Weekly Grade Level Parent Newsletter, Tuesday Folders, Campus Website, Campus Facebook Page, Campus Twitter Page, Grade Level Remind, Campus Newsletter</p> <p>Strategy's Expected Result/Impact: 100% of responses on the School Climate Survey for Parents will indicate "Strongly Agree" or "Agree" for the statement:</p> <p>"I am kept informed about activities, such as tutoring or after-school programs, student performances, parent/guardian workshops, and other events."</p> <p>Staff Responsible for Monitoring: Principal, Teachers</p> <p>Title I: 4.1, 4.2</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 1) Provide parent/student/community involvement activities such as:</p> <ul style="list-style-type: none"> - Popsicles with Principals - Meet the Teacher -Grandparent's Day Breakfast/Lunch over three days - Family Picnic Night - Title One Meeting -Monster Math & Spooky Science Night - Literacy Night in December - Spring Open House - Awards Ceremonies - PTA Events - Grade Level Music Programs <p>Strategy's Expected Result/Impact: Students, parents, and the community will engage with EES staff to increase overall involvement.</p> <p>Staff Responsible for Monitoring: Principals, Teachers</p> <p>Title I: 4.1, 4.2</p>	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will hold a fall parent conferences and will share goal setting in the areas of Math and/or Reading, as well as share the Parent Engagement Policy and Title 1 Compact.</p> <p>Strategy's Expected Result/Impact: Parents will receive copies of Parent Engagement Policy and Title 1 Parent - Student - School Compact</p> <p>Title I: 4.1, 4.2</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Administration will hold an Annual Title 1 Meeting to distribute the Parent Engagement Policy as well as inform parents of Title 1 status and requirements.</p> <p>Strategy's Expected Result/Impact: Inform parents of Title 1 participation and components</p> <p>Distribute Parent Engagement Policy and Title 1 Parent - Student - School Compact</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1, 4.2</p>	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: 100% of staff members will join the Elkins PTA to support parental involvement and nurture relationships between EES and families.</p> <p>Strategy's Expected Result/Impact: Campus Culture; Campus Surveys</p> <p>Staff Responsible for Monitoring: All Staff</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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: Elkins Elementary student attendance will be at least a 97% by the end of the 2022-2023 school year.

Evaluation Data Sources: Monthly attendance reports from the district will be used.
Teachers will track their monthly attendance to be displayed for all to see.

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





Performance Objective 1: 100% of staff will use the Standard Response Protocol to respond to emergency events.

Evaluation Data Sources: Hand outs, Powerpoint presentation, sign in sheet from safety training, Drill logs, Drill Debrief notes

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The entire staff and students will be trained in the Standard Response Protocol, Reunification Protocol, Avoid/Deny/Defend, and using Crisis Go to account for all students.</p> <p>The SRP information will be communicated to parents in online newsletters sent each nine weeks.</p> <p>Strategy's Expected Result/Impact: Clear understanding on how to respond in an emergency event and the steps that need to be taken.</p> <p>Parents and guardians will understand how to respond appropriately in the event of a crisis situation on the campus.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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





Performance Objective 2: Elkins Elementary will utilize the continuous improvement model to identify key processes that will guide and impact campus decisions around student achievement.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus will implement learning walks to identify trends and needs in the classroom instructional activities and classroom learning environment.</p> <p>Strategy's Expected Result/Impact: 100% alignment with district curriculum and a positive, organized and nurturing learning environment that will result in an increase in student achievement.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Every classroom teacher will participate in weekly grade level PLCs and monthly vertical PLCs.</p> <p>Strategy's Expected Result/Impact: increase in student achievement and curriculum knowledge</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach PLC leaders</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 3: Elkins Elementary will increase community engagement by providing parents and community with opportunities to engage in student learning.

Evaluation Data Sources: None

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Elkins will partnership with at least three community partners to support student learning.</p> <p>Strategy's Expected Result/Impact: Increase school- community relationships and build a stronger sense of community Clear understanding of the school and community partnership roles and be 100% aligned to ASPIRE 2025 in family engagement.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Food for events - 211 - Title 1, Part A - \$500</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ann Dawnelle Butler	Title I Reading Coach		1
Stephanie Parrott	Title I Math Coach		1

2022-2023 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Sonia Garcia	Principal
Administrator	Dwight Williams	Assistant Principal
Community Representative	Amy Schneider	Community & Business Representative
Parent	Stephanie Rubyor	parent
Classroom Teacher	Karen Weckar	2nd Grade Teacher
ELAR Coach	Dawnelle Butler	Instructional Coach
Counselor	Tammie Shelton	Counselor
Classroom Teacher	Brittany Talley	4th Grade Teacher
Classroom Teacher	Kristin Burnett	Kinder Teacher
Classroom Teacher	Kylie Courtney	1st Grade Teacher
Classroom Teacher	Lori Washington	3rd Grade Teacher
Classroom Teacher	Patty Beegle	5th Grade Teacher
Paraprofessional	Teneka Alonso	SPED paraprofessional
Classroom Teacher	Tiffany Wengert	PE Coach and Parent

Campus Funding Summary

211 - Title 1, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$75,000.00
1	2	1	Instructional Reading Coach		\$75,000.00
1	5	3	Literacy Specialist		\$65,000.00
1	5	4	Reading Coach		\$75,000.00
1	6	5	Math Coach		\$150,000.00
1	10	3	Math Coach		\$75,000.00
3	3	1	Food for events		\$500.00
Sub-Total					\$515,500.00
199 - State Compensatory Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	3	Mentoring Minds		\$1,000.00
1	5	3	ELAR Tutor		\$13,500.00
Sub-Total					\$14,500.00