

Eagle Mountain-Saginaw Independent School District
Remington Point Elementary
2023-2024 Goals/Performance Objectives/Strategies



Mission Statement

The purpose of Remington Point Elementary is to instill a passion for learning that is built on a firm foundation of individual academic success for all students.

Vision

The mission of Eagle Mountain-Saginaw Independent School District is to foster a culture of excellence that instills a passion for a lifetime of continuous achievement in every student.

Value Statement

An expression of fundamental values; ethical code, overriding convictions, and rock-solid principles.

1. Every student is a unique individual with unique potential.

2. Timely and accurate communication is key to success.

3. Engaged and interested students learn more effectively.

4. Education is a team effort.

5. High quality educational facilities optimize student and staff success.

6. Accountability is essential to success.

7. A physically and emotionally safe environment promotes student learning.

8. A high quality education is barrier free.

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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. (ASPIRE 7;8) 15

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. (ASPIRE Objective 1;2;3)

Performance Objective 1: By the end of the 2023-2024 school year, 80% of kindergarten, first, and second grade students will achieve their End of Year proficiency target as assessed by mClass.

At the end of the 2022-2023 school year, 49% of Kindergarten, 56% of first grade and 51% of second grade students met EOY proficiency.

Evaluation Data Sources: EOY Fountas & Pinnell Benchmark Assessment Data- Kg, 1st, 2nd Grade
mClass Data
District assessments, universal screeners, diagnostic assessments





Strategy 1 Details	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, WIN time, flex grouping 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 coach and grade level teachers can work together to implement different strategies, if needed.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: - 211 - Title 1, Part A</p>	Formative			Summative
	Dec	Feb	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Individual student goal setting and data tracking Strategy's Expected Result/Impact: Overall increase in achievement and accountability Staff Responsible for Monitoring: Teachers Administration Instructional Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: mClass progress measure will be implemented for students identified in K-2 as well below every 2-3 weeks based on identified Tier. Strategy's Expected Result/Impact: Students will increase reading foundational skills leading to improved fluency and comprehension. Kinder focus- Phonemic Awareness (PSF) will increase from 16% to 50% according to EOY mClass. 1st grade focus- Decoding (NWF-WRC) will increase from 36% to 60% according to EOY mClass. 2nd grade focus- Reading Fluency (ORF) will increase from 36% to 60% according to EOY mClass. Staff Responsible for Monitoring: Classroom Teachers Administration Instructional Coaches Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
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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. (ASPIRE Objective 1;2;3)

Performance Objective 2: By the end of the 2023-2024 school year, 80% of third, fourth, and fifth grade students will meet proficiency on identified essential standards in Reading.

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

Strategy 1 Details	Reviews			
Strategy 1: 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, backwards lesson design and components of a balanced literacy across all grade levels, effective collaboration among teachers during PLC Staff Responsible for Monitoring: Principal Instructional Coach Title I: 2.4, 2.5, 2.6 - Targeted Support Strategy Funding Sources: - 211 - Title 1, Part A - \$60,000	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Individual goal setting and data tracking Strategy's Expected Result/Impact: Overall increase in achievement and accountability Staff Responsible for Monitoring: Teachers Administration Instructional Specialists Title I: 2.4, 2.5, 2.6 - Targeted Support Strategy	Formative			Summative
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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. (ASPIRE Objective 1;2;3)

Performance Objective 3: At the end of each assessment period, 90% of all Kindergarten through second grade students will meet proficiency on identified essential standards in math.

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





Strategy 1 Details	Reviews			
Strategy 1: Use number corner daily to build number sense and numeracy. Strategy's Expected Result/Impact: Students will meet or exceed mastery on identified essential standards. Staff Responsible for Monitoring: Teachers Administration Instructional Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
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: Teachers Administration Instructional Coaches Instructional Specialists Title I: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Teachers will assess K-2 students using Istation three times yearly while progress monitoring students in T1, T2, and T3 to monitor student achievement. Strategy's Expected Result/Impact: Kindergarten will increase in T1 from 30% to 60%. First grade will increase in T1 from 29% to 59%. Second grade will increase in T1 from 43% to 73%. Staff Responsible for Monitoring: Classroom Teachers, Interventionists, Instructional Coaches, Administration Title I: 2.4, 2.5, 2.6		Formative			Summative
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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. (ASPIRE Objective 1;2;3)

Performance Objective 4: By the end of the 2023-2024 school year, 80% of third, fourth, and fifth grade students will meet proficiency on identified essential standards in Math.

Evaluation Data Sources: Istation data
Walk-throughs and observations
DCA results
Interim assessments
STAAR results





Strategy 1 Details	Reviews			
Strategy 1: 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 Staff Responsible for Monitoring: Principal Instructional Coach Title I: 2.4, 2.5, 2.6 - Targeted Support Strategy Funding Sources: - 211 - Title 1, Part A - 60,000	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Individual goal setting and data tracking Strategy's Expected Result/Impact: Overall increase in achievement and accountability Staff Responsible for Monitoring: Teachers Administration Instructional Specialists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - Targeted Support Strategy	Formative			Summative
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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. (ASPIRE Objective 4;5;6)

Performance Objective 1: During the 2023-2024 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 with Documentation in OneNote, Monthly Vertical PLCs, Campus Professional Learning Plan
Teacher Professional Goals through TTESS, Learning Walks for All New teachers

Strategy 1 Details	Reviews			
Strategy 1: Teachers will meet regularly to discuss student achievement of designated learning objectives. Teachers will use the data to make adjustments to their instruction in order to meet the needs of individual students. Strategy's Expected Result/Impact: The PLC time will allow teachers to discuss the 4 guiding questions and analyze student data that gauges understanding. Staff Responsible for Monitoring: Teachers Instructional Coaches Instructional Specialists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools Funding Sources: Supplies - 211 - Title 1, Part A - \$1,500	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
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. 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. Staff Responsible for Monitoring: Administration Instructional Coaches Instructional Specialists Title I: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Teachers and instructional staff will engage in Learning Walks to collaborate on best teaching strategies for Tier 1 instruction, classroom learning environment, and learner engagement. 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. Staff Responsible for Monitoring: Administration Teachers Instructional Specialists Instructional Coaches Title I: 2.4, 2.5, 2.6	Formative			Summative
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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. (ASPIRE Objective 4;5;6)

Performance Objective 2: Remington Point Elementary student attendance will be at least a 95% by the end of the 2023-2024 school year.

For the 2022-2023 school year, the end of year attendance rate was 94.1%.

Evaluation Data Sources: Monthly Attendance reports from the district





Strategy 1 Details	Reviews			
Strategy 1: Regularly provide families with students problematic attendance with research and helpful tools regarding the importance of regular attendance- informational emails at 5+ unexcused absences. Strategy's Expected Result/Impact: Increased student attendance Staff Responsible for Monitoring: Administration Teachers Attendance Clerk Title I: 2.4, 2.5, 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>				

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. (ASPIRE Objective 4;5;6)

Performance Objective 3: Throughout the 2023-2024 school year, Remington Point Elementary will increase partnerships between school and home.

Evaluation Data Sources: Event Participation
Online Activity
Parent School Climate Survey

Strategy 1 Details	Reviews			
Strategy 1: Our campus PTA will host events for parents and students that target building home-to-school partnerships, community involvement, parent involvement, promote citizenship and give parents opportunities to learn how they can support their child's social and academic growth at home. Strategy's Expected Result/Impact: The PTA hosted activities will strengthen lines of communication and interaction between parents, the school and our community so that we can build a partnership that improves the lives of students socially, emotionally and academically. Staff Responsible for Monitoring: Staff Administration Title I: 4.1, 4.2	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide timely communication to parents using: Grade Level Parent Newsletters, Campus Website, Campus Facebook Page, Grade Level Remind, Campus Remind, Campus Newsletter Strategy's Expected Result/Impact: 100% of responses on the School Climate Survey for Parents will indicate "Strongly Agree" or "Agree" for the statement: "I am kept informed about activities, such as tutoring or after-school programs, student performances, parent/guardian workshops, and other events." Staff Responsible for Monitoring: Administration Teachers Title I: 4.1, 4.2	Formative			Summative
	Dec	Feb	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: 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. Strategy's Expected Result/Impact: Inform parents of Title 1 participation and components Distribute Parent Engagement Policy and Title 1 Parent - Student - School Compact Staff Responsible for Monitoring: Administration Title I: 4.1, 4.2		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 process and procedures that are clearly communicated, monitored, and evaluated. (ASPIRE 7;8)

Performance Objective 1: 100% of all campus employees will follow the campus and district protocols/plan to ensure a safe and secure environment.





Evaluation Data Sources: Campus Emergency Operations plan efficiency
Data collected from drills

Strategy 1 Details	Reviews			
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. The SRP information will be communicated to parents in online newsletters. Strategy's Expected Result/Impact: Clear understanding on how to respond in an emergency event and the steps that need to be taken. Parents and guardians will understand how to respond appropriately in the event of a crisis situation on the campus. Staff Responsible for Monitoring: Staff Administration Title I: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Mar	June
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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. (ASPIRE 7;8)

Performance Objective 2: 100% of RPE staff will implement an evidence-based tiered system of behavioral support to meet the behavioral needs of students.

Evaluation Data Sources: Attendance, discipline referrals, failure lists, observation, restraint data, counselor data/reports

Strategy 1 Details	Reviews			
Strategy 1: RPE will continue to implement STOIC/CHAMPS and MTSS strategies, structures and procedures. Strategy's Expected Result/Impact: Students will be able to function at high behavioral levels that include: -Conflict resolution -Self-Advocating -Selecting self-deescalating strategies -Able to communicate needs to staff members -Behavioral compliance Staff Responsible for Monitoring: Campus Administration Classroom Teachers Counselor Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools Funding Sources: Posters/paper products - 199 - General Fund - \$200	Formative			Summative
	Dec	Feb	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				