Bastrop Independent School District

Emile Elementary

2020-2021 Campus Improvement Plan

Mission Statement

Every child will engage in a safe, positive, supportive, and challenging learning community to succeed in a global world.

Vision

Emile Elementary will focus on building relationships that appreciates diversity and cultural awareness with all students to enhance their strengths while ensuring individual growth.

Value Statement

We Believe That . . .

- Family is the foundation that supports the development of the individual and the community.
- Respect for other and self is shown through attitude and action.
- Appreciation for diversity strengthens our community.
- Investment in optimism leads to success.
- Service to others builds community and personal growth.
- Collaboration and team work enrich outcomes.
- Commitment and strong work ethic are valued qualities.
- A Culture of high expectations is a commitment to our future.
- Positive character produces positive actions.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Emile Elementary is a Title I, PreK-4th grade campus located at 601 MLK Jr. Drive in Bastrop I.S.D. May enrollment shows 745 students are enrolled and that of these the percentage of student groups includes:

5.78% African American, 59.14% Hispanic, 29.97% White, 3.76% Multi-race, less than 1% of Asian, Pacific Islander, and American Indian.

The percent in attendance for 2018-2019 was 95%, which is below the campus goal of 96%.

In Fall 2020, Emile Elementary student groups include 28.36% Limited English Proficient , 2.93% Gifted and Talented, and 12.63% Special Education. Additionally, there are 70% economically disadvantage. The percentage of students that were considered homeless is 3.76% of the school population.

Due to Covid-19, we now offer virtual instruction as an alternative to traditional onsite learning. At EES, approximately 65% of the students attend school onsite and 35% of the students are attending school virtually.

Demographics Strengths

Emile Elementary has many strengths. Some of the most notable demographics strengths include:

1. We have a highly engaged Parent Teacher Association (PTA) that is very focused on supporting students, teachers and families. The state has recognized our PTA as one of the best in the region. This support helps us to build strong relationships between the campus and student families.
2. EES continues to participate in the school breakfast and lunch program that allowed for every student to receive free breakfast and lunch.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The economic disadvantage percentage of students continues to rise each year. **Root Cause:** Families continue to experience financial struggles.

Student Achievement

Student Achievement Summary

In reviewing student achievement data, it is important to note that the data is comprised of 18-19 data and 19-20 data. Due to the school closure in the Spring of 2020, STAAR data for the 19-20 school year is not available. For this reason, EES accounatalbity rating will remain the same as the 19-20 school year rating. Achievment data for the 19-20 school was used when available.

All schools in Texas are measured in three domains. Emile Elementary scores are as followed:

- Domain 1 - Student Achievement Scale Score: 67
- Domain 2-Student Progress-Part A Academic Growth Scale Score: 56
- Domain 2-Student Progress-Part B Relative Performance Scale Score: 63
- Domain 3-Closing Performance Gaps Scale Score: 50
- Percentage of students showing one or more year's growth for reading (from 3rd to 4th grade) was approximately 62%
- Percentage of students showing one or more year's growth for math (from 3rd to 4th grade) was approximately 64%

These scores result in Emile Elementary receiving a 2019 Texas Accountability rating of D with in need of improvement.

TELPAS 19-20

Grade	Date	# of Ss	% Beg	% Int	% Adv	% Adv H
1 (Composite)	3/1/20	26	10.71	53.57	14.29	21.43
2 (Writing)	3/1/20	29	13.79	20.69	24.14	31.03
2 (Reading)	3/1/20	29	17.24	34.48	24.14	17.24
3 (Writing)	3/1/20	44	0	4.55	9.09	2.27
3 (Reading)	3/1/20	44	4.55	36.36	20.45	38.64
4 (Writing)	3/1/20	49	0	16.33	42.86	40.82
4 (Reading)	3/1/20	49	12.24	34.69	24.49	26.53

EOY early literacy data 19-20

Grade Level	Subject	%
PK (Circle)	Math	97
K (Teacher ratings)	Math	68

Grade Level	Subject	%
1 (Teacher ratings)	Math	68
2 (Teacher ratings)	Math	56
PK (Circle)	Reading	62
K (TPRI)	Reading	87
1 (TPRI)	Reading	75
2 (TPRI)	Reading	73

Student Achievement Strengths

Emile Elementary has a population of hard-working students focused on growing their brains. The campus is proud of many different student achievement strengths over the prior year, including:

1. The overall Score on the 2019 Accountability Report Card increase 9 points from a 53 in 2018 to 62 in 2019.
2. Our comprehensive status showed improvement for the 19-20 school year.
3. PK Math Circle data shows 97% of the students met the PK standards.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Fourth grade math scores showed 36% of the students did not make a year's growth.

Problem Statement 2 (Prioritized): Fourth grade reading scores showed 38% of the students did not make a year's growth.

School Culture and Climate

School Culture and Climate Summary

A review of parent, student, and staff surveys present many strengths in school culture and climate Emile Elementary School (EES)

Overall, staff feels safe and enjoying working at school. Staff reports having strong working relationships with colleagues. Of the students surveyed, 81% reported having a positive teacher-student relationship. Eighty-three percent of the students reported the school had rigorous learning expectations.

Attendance rates for EES for the 19-20 school year averages at approximately 95.8%. Our goal was 96%.

During the 19-20 school year, EES partnered with Emergent Tree to develop our PBIS systems. The EOY program evaluation found that many systems for an effective PBIS program were in place at EES. Expectations were ientified for all common areas and classrooms. A system for positive reinforcement was evident throughout the buiding. Working with the team, we were able to identify our next steps for implementation. Although EES saw a decrease in the number of referrals for the year, it is difficult to get an accurate comparison from the year before due to the school closure at the end of the 19-20 school year.

School Culture and Climate Strengths

Emile has many strengths related to School Culture and Climate. The most notable strengths are:

1. Teachers take pride in working at EES.

2. Parents, students, and teachers are there are high academic expectations at EES.

3. Expectations for onsite and virtual learners have been established through our PBIS system.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Only 69% of students reported belonging to the school community. **Root Cause:** Program evaluation of the SEL program showed not all classrooms implemented the program with fidelity.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Emile Elementary has a 86% retention rate. Each teacher new to the district attended the BISD New Hire Orientation along with completing an additional twelve hours of professional development depending upon the skill sets they have already had in place as a veteran teacher or a new first year teacher. First and second year teachers are provided a mentor to assist with the transition to the teaching profession. At Emile Elementary, all teachers are provided ongoing, targeted, job-embedded professional learning throughout the year. Weekly PLC meetings reinforce what they are learning by discussing training, implementation and sharing. Teachers are able to collaboratively share as well as ask for clarification along the way on a weekly basis.

Monthly professional development sessions are provided for teachers. Teachers are able to choose the session they would like to learn more about. Sessions are led by district curriculum specialist, campus leadership, and campus teachers.

Professional development in asychronous and remote learning is provided to teachers as a support for the new requirements for virtual learning. Professional developement and support is provided by instructional coaches and the Digital Learning team at the district office.

Teachers work with instructional coaches when assistance or new learning is desired in their classrooms.

Staff Quality, Recruitment, and Retention Strengths

1. The teachers at Emile Elementary have strong curriculum backgrounds.
2. Our instructional leaders often present at faculty meetings and in PLCs.
3. We have built a climate where teachers feel comfortable to discuss and critique instructional practices and take risks to improve through a growth mindset that allows for sharing how we learn from successes and challenges.
4. Transformation Tuesday professional development sessions are held monthly.
5. Emile Elementary has two instructional coaches: one for literacy and one for math instruction.
6. Emile Elementary has a multi-tiered systems of support coach to assist with the implementation of PBIS, SEL, and Behavior RtI.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teachers report an increase in job responsibilities due to the new learning environments. **Root Cause:** The new virtual learning environment and pandemic requirements.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The Curriculum, Instruction, and Assessment focus at Emile Elementary is guided by the TEKS Resource System scope and sequence, the district YAGs, and the results of campus based assessments. The curriculum is housed on an online platform. Teachers are able to access YAGs, Instructional Focus Document, Assessments, Vertical Alignment Document, Big 8 Strategies, and Required/Recommended Resources. In PLCs, teachers use all these resources to align instructional practices to TEKS and assessments.

Assessment plays a major role in decision making for instructional strategies to be used at Emile Elementary. Authentic assessments that allow students to demonstrate their learning through performance, products and presentations at higher thinking levels are in regular use. By ensuring all grade level skills are taught and that students learn them, Emile Elementary can demonstrate how the essential 21st Century Skills are being mastered. Campus level disaggregation depends on the identification of critical skills and expectations at the beginning of each formative assessment period based on analysis of student need and curricular expectations. Kindergarten through second grade focus upon TPRI, Fountas & Pinnell Assessment, Istation, and campus benchmarks for assessment. Third and fourth grades focus on STAAR, iStation, Imagine Math, District Academic Targets, and campus benchmarks. Special courses and programs such as physical education, art, digital learning, music, special education, dyslexia and ESL instruction use the same standard of assessment as the grade levels of their students. Texas English Language Proficiency Assessment System (TELPAS) is a major assessment for ELL students. Campus assessments are tied to DuFour's instructional strategies where instructional goals are identified on a chart by individual students. Data is plotted to fine-tune instructional need. This is all based on "What do we want the children to learn? How will they learn it? How will we know when they have learned it? What actions do we take when they do not learn it?" The data is also color coordinated. Red is does not meet standard. Yellow is approaches. Blue is meets expectations. Green is mastery level.

Grade level PLCs are held three times a month. These grade level learning communities target lesson planning, data review, strategic planning, and professional learning. Paraprofessionals are included in all staff development days. Grade levels have a daily common planning time.

Student progress is monitored either as prescribed by the intervention depending on individual students' needs. The RtI committee meetings are held weekly. The data from campus assessments are used to identify students that are performing in the yellow or red category. Questions are asked about what is being done to address these students needs. Are they making progress? What interventions are being used? What parent communication is being conducted? These meetings are held by the RtI Lead along with student teachers and an administrator. Data has shown that after school tutoring has not been effective, a multi-tiered instructional approach that provides instructional and/or behavioral intervention during the school day should be put in place.

With the addition of virtual learning, online platforms have been added to our instruction. Teachers utilize Seesaw has the online learning platform. Teachers are incorporating this program into their onsite lessons as well. EES is partnering with the Digital Learning team to provide support for teachers with the new online learning platforms.

All decisions regarding professional development, programs and practices are based upon the needs identified in this improvement plan.

Curriculum, Instruction, and Assessment Strengths

Emile Elementary has identified the following strengths:

- Spiral in other genres across the campus' curriculum

- Dedicated intervention block where all students receive enrichment or intervention based on student data

- Technology implementation utilized in both the classroom and at home, thereby extending the lesson beyond the classroom

    (RAZ kids, iStation, Imagine Math, Lit Pro, Think UP, Seesaw)

- Campus-wide implementation of programs aimed at supporting struggling students

    (Imagine Math, Istation, RTI meetings, tutoring pull out groups, Dyslexia classes, SPED classes)

- Continuous disaggregation of data through multiple venues

    (PLC meetings, RTI planning meetings)

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: At the beginning of the year, many students showed regression in reading levels from the previous school year. **Root Cause:** Due to Covid-19 pandemic, instruction saw interruptions at the end of the 19-20 school year.

Parent and Community Engagement

Parent and Community Engagement Summary

Emile Elementary works very hard at creating a safe, family-friendly school environment. We strive to provide a responsive climate for parents and widely communicate ways for parents to partner with us in educating their children. Because of the diversity of our campus we strive to communicate with parents digitally, in hard copy and in both English and Spanish when possible. We work to provide parents the dates for as many activities as possible to help parents plan ahead. The campus provides translations on the website and also with printed materials in Spanish. We also provide interpreters for school events. We make sure that our routines are consistent, including sending our Take-Home-folders every day.

EES is entering into the second year of partnership with Communities In Schools (CIS) program. Our focus with the partnership this year is family engagement. Through the program, we are able to conduct home visits, school supplies, vouchers for eye glasses, and other family needs.

Through School Status, our parent communication system, we have made over 80,000 parent contacts throught phone calls, emails, and text messages to keep our families engaged with their student(s) education.

Parent and Community Engagement Strengths

Emile Elementary works hard to maintain these strengths:

- Strong coordination with the PTA volunteer program
- Strong coordination with the Connections Center
- Frequent communication between home and school through parent communication folders, notes/flyer sent home, Blackboard communication program and School Status.
- A process to involve parents in planning, implementing and evaluating family involvement activities
- An up-to-date attractive website that is easy to navigate
- Eighty-two percent of families survey stated EES was a safe learning environment

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: In 2019-2020, only 25% of the parents reported participating in school activities.. **Root Cause:** With academic family nights, typically only 1 or 2 grade levels present a special presentation. These are typically the families that attend the academic family nights.

School Context and Organization

School Context and Organization Summary

Parents, teachers, and students at Emile Elementary take pride in their school and the school's reputation as family focused campus. The perception of Emile Elementary among all is that it is a positive environment with a strong focus on academic progress for all students. There is a high standard for best instructional practices as well as building social character in a family atmosphere.

Emile Elementary's focus goes far beyond just STAAR Scores. Our commitment is to keep students at the center of all actions and decisions. As a result, learning is of paramount importance. When our students do not learn, you will see adjustments made within instruction, the school culture, systems and organization. We work hard to ensure that instructional time is protected. Teachers and staff work to avoid having students pulled out of the classroom for unnecessary reasons. Teachers value the planning time that they have with their PLCs and also to prepare for their individual classroom instruction.

Due to Covid-19 pandemic, a virtual option for learning has been established at EES. Approximatley 35% of students continue to access their education virtually. The virtual and onsite master schedules have aligned to ensure all programs and services are implemented to all students, no matter their instructional setting. Virtual and onsite teachers have a shared planning time in each grade level to allow for the collaboration between the teachers.

While we understand that our primary focus is to provide quality education for all students that enter the building, EES staff believes children and families have many needs that may impact their education. To support students and families, EES has parntered with Community In Schools to provide a full time social worker to help met the needs. The worker works collaboratively with school staff to identify and support students and families. For the 20-21 school year, a Multi-tiered Systems of Support Coach (MTSS) was added to our student to support the implementation of PBIS, SEL, and Behavior RtI programs. This coach provides support to students through social skills and campus based mentors. The coach provides support through modeling and coaching of stratetgies with teachers.

There is a healthy sense of urgency among the staff that promotes professionalism and unity of purpose.

School Context and Organization Strengths

Emile Elementary is proud of the following strengths:

1. Teachers are aware of a strong sense of urgency for best instructional practices as placed upon them by the active parent community.
2. Teachers accommodate special populations with more time and individualized instructional plans
3. RTI is being utilized successfully with students being referred to the appropriate special population.
4. Interruptions to the instructional day are kept to a minimum.
5. Virtual and onsite teachers have a shared planning time to collaborate and plan.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Teachers report it is more difficult to connect and engage with some students in the virtual setting. **Root Cause:** Families are navigating through the pandemic and trying to balance responsibilities of school and family needs.

Technology

Technology Summary

All teaching classrooms have mounted flat screen monitors and teachers have access to digital learning devices for both instruction and assessment. All teachers have a 3-5 laptops that are used daily for small group station work and assessments. There is a computer lab that is staffed by the Library Media Specialist and Computer Lab Manager to support all grade levels during specials rotation.

EES has approximately 35% of the students continuing to access their education virtually. School devices and hot spots were given to every family that was in need of a hot spot and/or device. This has lowered the number of available devies on campus.

The library also has computers and are frequently used for progress monitoring and research. Each year Emile Elementary students completes a district assessment to determine progress toward the district's plan for digital learning. Teachers feel much more comfortable with integrating technology into instruction and report that their confidence and skills are greatly improved. Our campus Technology Integration Guide and the District Digital Support Specialists have provided key levels of support and greater awareness of instructional integration possibilities during staff meetings and PLC meetings in an ongoing manner.

Technology Strengths

Emile Elementary has identified these strengths:

- Internet access is available for every student
- Hot spots were given to any family in need of internet to continue virutal learning
- Teachers report increasing skills and confidence with the use of technology
- All classrooms are equipped with a variety of current technology
- Campus added 100 additional chrome books for students. This is the fourth year in a row this amount of devices have been added to the campus.

Problem Statements Identifying Technology Needs

Problem Statement 1: Classrooms have fewer devices available due to virtual students needing devices at home for learning. **Root Cause:** Approximately 35% of students are virtual. We have approximately 200 devices checked out to families for virtual learning.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data

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
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee Data

- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Goals

Goal 1: We will ensure a safe and secure environment for all students, staff, and visitors and ensure the school district is prepared to effectively respond to emergencies that might affect safety or security of students and staff. (SG1 & SG2)

Performance Objective 1: By June 2021, EES will increase safety training opportunities on campus by 5%.

Evaluation Data Sources: BISD Police Dept. documentation, Safe Schools Audits

Summative Evaluation: None

Strategy	Reviews			
	Formative			**Summative**
Strategy 1: Safety committee will meet monthly to review and refine safety procedures as needed. Reports will be given at the monthly staff meetings. **Strategy's Expected Result/Impact:** (1) Implementation measure by gathering data during monthly drills and safety meetings. (2) Impact can be measured by monthly drill reports and debrief. **Staff Responsible for Monitoring:** Campus Admin Safety Committee **Superintendent Goals:** SG 1	**Oct**	**Jan**	**Mar**	**June**
Strategy 2: Implement multi-hazard emergency operation plans. Monitor and audit safety plans, drills, and processes. **Strategy's Expected Result/Impact:** Impact can be measured by gathering data from the monthly drills and safety meetings. **Staff Responsible for Monitoring:** Campus Admin Safety Committee	**Oct** 0%	**Jan**	**Mar**	**June**
Strategy 3: City officials participate in drills **Strategy's Expected Result/Impact:** Impact can be measured by gathering data from the monthly drills and safety meetings. **Staff Responsible for Monitoring:** Campus Admin Safety Comittee	**Oct** 0%	**Jan**	**Mar**	**June**

Strategy 4: Provide training for staff on safety drills. Conduct after action reviews for all safety drills.	Reviews			
Strategy's Expected Result/Impact: Impact can be measured by gathering data from the monthly drills and safety meetings. **Staff Responsible for Monitoring:** Campus Admin Safety Committee	Formative			Summative
	Oct	Jan	Mar	June
	0%			

Strategy 5: Conduct threat assessments as appropriate/needed. Provide guidance on recognizing harmful, threatening, or violent behavior that may pose a threat.	Reviews			
Strategy's Expected Result/Impact: Impact can be measured by gathering data from the threat assessment meetings. **Staff Responsible for Monitoring:** Campus Admin Safety Committee	Formative			Summative
	Oct	Jan	Mar	June
	0%			

Strategy 6: COVID related operational materials	Reviews			
Strategy's Expected Result/Impact: Impact can be measured by gathering data from the health and safety reports. **Staff Responsible for Monitoring:** Campus Admin Campus Nurse	Formative			Summative
	Oct	Jan	Mar	June
	0%			

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 1: We will ensure a safe and secure environment for all students, staff, and visitors and ensure the school district is prepared to effectively respond to emergencies that might affect safety or security of students and staff. (SG1 & SG2)

Performance Objective 2: By June 2020, EES will have a 20% or less variance in coding discipline referrals.

Evaluation Data Sources: PEIMS discipline data (current & longitudinal)

Summative Evaluation: None

Strategy 1: Conduct campus investigations that promote and support safe and orderly learning environment. EES will follow standardized procedures for referral data entry and analysis		Reviews		
Strategy's Expected Result/Impact: Impact can be measured by gathering data from monthly discipline data reviews. **Staff Responsible for Monitoring:** Campus Admin Multi-Tier Systems of Support Team (MTSS)		**Formative**		**Summative**
		Oct	Jan	Mar	June
		0%			

Strategy 2: Ongoing classroom management training in bullying prevention and discipline matrix.		Reviews		
Strategy's Expected Result/Impact: Impact can be measured by gathering data from campus bully reports. **Staff Responsible for Monitoring:** Campus Admin Counselor		**Formative**		**Summative**
		Oct	Jan	Mar	June
		0%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: We will ensure a safe and secure environment for all students, staff, and visitors and ensure the school district is prepared to effectively respond to emergencies that might affect safety or security of students and staff. (SG1 & SG2)

Performance Objective 3: By June 2021, EES will reduce out-of-classroom (in-school suspension, out-of-school suspension, and DAEP) placements by at least 5%.

ISS from 150 to 140
OSS from 35 to 30

Evaluation Data Sources: PEIMS discipline data (current & longitudinal)

Summative Evaluation: None

Strategy 1: Create, implement, and monitor the use of a continuum of behavior support options that promotes access to the general education setting and progress in the general curriculum, including a campus-wide Behavior Response to Intervention Program. Conduct monthly review of referral, attendance, and SEL data to monitor the progress of the behavior supports.	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Implementation measured by discipline reports. Impact can be measured by amount of time in class to access curriculum. **Staff Responsible for Monitoring:** Campus Administration Campus behavior support staff and district behavior support staff **Superintendent Goals:** SG 1				

Strategy 2: Consistently implement and support campus-wide PBIS strategies to clearly define student expectations in all areas of school.	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Discipline reports Students will know and follow expectations for all areas of the school. **Staff Responsible for Monitoring:** Campus administration MTSS Team District behavior support staff **Superintendent Goals:** SG 1				

Strategy 3: Continuing education for staff on trauma-sensitive care on how grief and trauma affects student learning and behavior	**Reviews**			
Strategy's Expected Result/Impact: Implementation cam be measured by discipline data and the SEL surveys.	**Formative**			**Summative**
Impact can be measured by improved behavior and academic performance.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administration MTSS Team Teachers				
Superintendent Goals: SG 1				

Strategy 4: Campus-wide implementation of Social Emotional Learning (SEL) curriculum that provides language and strategies to address conflict in classrooms and common areas.	**Reviews**			
Strategy's Expected Result/Impact: Implementation can be measured by discipline data and the SEL surveys.	**Formative**			**Summative**
Impact can be measured by improved behavior and academic performances.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administration MTSS Team Teachers				
Superintendent Goals: SG 1				

Strategy 5: Monthly classroom guidance lessons by the counselor that align with the Second Steps Social Emotional Learning Curriculum.	**Reviews**			
Strategy's Expected Result/Impact: Implementation can be measured by gathering data from informal assessments.	**Formative**			**Summative**
Impact can be measured by student surveys.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor				
Superintendent Goals: SG 1				

Strategy 6: Social groups developed based on individual student needs will meet weekly for a minimum of 8 weeks.	**Reviews**			
Strategy's Expected Result/Impact: Implementation can be measured by gathering data from informal assessments.	**Formative**			**Summative**
Impact measured by student surveys.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor Campus Administrators				
Superintendent Goals: SG 1				

Strategy 7: Implement an Anti-Bully program through the comprehensive counseling program.	Reviews			
Strategy's Expected Result/Impact: Implementation will be measured by the number of bully complaint forms.	Formative			Summative
Impact will be measured by student and parent surveys.	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Counselor Campus Administrators Teachers **Superintendent Goals:** SG 1				

Strategy 8: Train all staff in sexual abuse, human trafficking, and other maltreatment of children	Reviews			
Strategy's Expected Result/Impact: Impact can be measured by gathering data from MTSS meeting agendas.	Formative			Summative
Staff Responsible for Monitoring: MTSS Team Campus Admin	Oct	Jan	Mar	June
	0%			

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Goal 2: We will create an outstanding learning environment that equitably supports and appropriately challenges all students to reach their potential through a love of learning, mastery of the basics, and cultivation of higher-order skills and postsecondary pathways. (SG 1 & SG3)

Performance Objective 1: By June 2021, Pre Kinder- gra2nd students will increase their reading and math levels as follows:
PK Math (97% 98% to) / PK RD (62% to 70%)
K Math (68% 75% to) / K RD (90% to 93%)
1st Math (68% to 75%) / 1st RD (82% to 87%)
2nd Math (56% to 61%) / 2nd RD (79% to 84%)

> **Evaluation Data Sources:** Benchmark Assessment System (BAS), Istation, TPRI, and Circle Data

> **Summative Evaluation:** None

Strategy 1: Implement guided reading and BIG 8 Strategies and MCP strategies as part of a balanced literacy program. Reading and math groups incorporate BIG 8 strategies as strategies to improve tier 1 instruction.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Implementation can be measured by formative monitoring data collection.	**Oct**	**Jan**	**Mar**	**June**
Impact can be measured by independent practice assignments, unit assessments, iStation, and benchmark tests.				
Staff Responsible for Monitoring: Campus Administrators Teachers Instructional Coach Tutors RtI Teachers				
Superintendent Goals: SG 2				

Strategy 2: Teachers will be provided professional development opportunities focused on proven literacy methods that they will incorporate into their lessons that include small group and systematic phonics instruction. Coaching cycles to teachers based on teacher needs assessment.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Implementation will be measured by lesson plans and walk through data.	**Oct**	**Jan**	**Mar**	**June**
Impact will be measured by student achievement data.				
Staff Responsible for Monitoring: Campus Administrators Instructional Coaches Teachers				
Superintendent Goals: SG 2				

Strategy 3: Teachers will use a progress chart to monitor and reward students who increase ISIP Reading scores by at least 5 points each month. Tier 1 students will have a minimum of 30 minutes per week of iStation reading, Tier 2 and Tier 3 students will have a minimum of 60 minutes per week of iStation reading.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Implementation will be measured by at least 70% of students will maintain Tier 1 status or improve ISIP Reading score by 5 points each month. Impact can be measured by the independent practice assignments and unit assessments. **Staff Responsible for Monitoring:** Campus Administrators RtI Teachers Teachers **Superintendent Goals:** SG 2	**Oct**	**Jan**	**Mar**	**June**

Strategy 4: Teachers will use RAZ-Kids (Reading A-Z) comprehension quizzes, Scholastic News, brainpop, TRPI comprehension resources, and common assessments.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Implementation can be measured by formative monitoring data collection and measuring effectiveness. Impact can be measured by program implementation and results in increased performance from grade level data, **Staff Responsible for Monitoring:** Campus Administrators Instructional Coaches Teachers **Superintendent Goals:** SG 2	**Oct**	**Jan**	**Mar**	**June**

Strategy 5: Deliver explicit phonics instruction with fidelity by using Saxon Phonics and Heggerty Phonemic Awareness for K-2.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Implementation of will be measured by TPRI, Tejas Lee, and BAS reports. Impact will be measured student reading levels. **Staff Responsible for Monitoring:** Instructional Coach Campus Administrators Teachers **Superintendent Goals:** SG 2	**Oct**	**Jan**	**Mar**	**June**

Strategy 6: Utilize Guided Reading Literature Library to provide reading materials on students' individual reading levels.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Implementation will be measured by TPRI, Tejas Lee, and BAS. Impact will be measured by student achievement data. **Staff Responsible for Monitoring:** Instructional Coach Teachers Campus Administrators **Superintendent Goals:** SG 2	**Oct**	**Jan**	**Mar**	**June**

Strategy 7: Implement a comprehensive needs assessment and teacher need survey to understand the current climate for early childhood and to be able to target next steps.		Reviews		
		Formative		**Summative**
Strategy's Expected Result/Impact: Implementation measured by climate survey data. Impact measured by TPRI and Circle data. **Staff Responsible for Monitoring:** None		Oct	Jan Mar	June
		0%		

Strategy 8: Implement PK-1st district led Professional Learning Communities throughout the school year.		Reviews		
		Formative		**Summative**
Strategy's Expected Result/Impact: Implementation measured by PLC agendas and notes. Impact measured by student achievement data. **Staff Responsible for Monitoring:** ICs Campus Admin District specialist		Oct	Jan Mar	June
		0%		

Strategy 9: Implement PK-2nd data meetings to review data and plan for skills intervention.		Reviews		
		Formative		**Summative**
Strategy's Expected Result/Impact: Implementation measured by data meetings agenda and intervention plans. Impact measured by TRRI and Circle data. **Staff Responsible for Monitoring:** Campus Admin Instructional Coaches Grade Level Team Leads		Oct	Jan Mar	June
		0%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: We will create an outstanding learning environment that equitably supports and appropriately challenges all students to reach their potential through a love of learning, mastery of the basics, and cultivation of higher-order skills and postsecondary pathways. (SG 1 & SG3)

Performance Objective 2: By June 2021, EES will increase :

Special Education Meets Student Performance :
    -Reading (11% to 15 %) & Math (15% to 20%)

English Learner Meets Student Performance:
    -Reading (25% to 29%) & Math (35% to 40%)

Overall Student Progress Performance:
    -Reading (58% to 66%) & Math (58% to 71%)

    Evaluation Data Sources: 2021 STAAR results

    Summative Evaluation: None

Strategy 1: Implement a monitoring notebook to include progress monitoring and student growth reports showing progress over time. Teachers will use the notebook to participate in data disaggregation activities to plan for intervention and facilitate student goal setting.		Reviews		
		Formative		**Summative**
Strategy's Expected Result/Impact: Implementation will be measured by monitoring notebooks, intervention plans, and lesson plans. Impact will be measured by student achievement data. **Staff Responsible for Monitoring:** Campus Administrators Teacher Instructional Coaches **Superintendent Goals:** SG 2		**Oct**	**Jan**	**Mar**	**June**

Strategy 2: Students will set individual learning goals through the use of student data folders.		Reviews		
Strategy's Expected Result/Impact: Implementation will be measured by student data folders.		**Formative**		**Summative**
Impact will be measured by student achievement data. **Staff Responsible for Monitoring:** Campus Administrators Instructional Coaches Classroom Teachers **Superintendent Goals:** SG 2		**Oct**	**Jan**	**Mar**	**June**

Strategy 3: Teachers will be provided job-embedded supports by the ELL department to strengthen their skills in the transfer of comprehensible content to all English Learners (ELs) in support of the bilingual early exit model and content-based ESL program.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Implementation will be measures by walk through data and staff certification list.	**Oct**	**Jan**	**Mar**	**June**
Impact will be measured by TELPAS scores and achievement data.				
Staff Responsible for Monitoring: Campus Administrators Teachers Instructional Coaches ELL Instructional Specialist				
Superintendent Goals: SG 2				

Strategy 4: Interventions will occur to increase student performance on formative assessments with a focus student groups: ELL, Eco Dis, and Special Education. Interventions include: System 44	**Reviews**			
	Formative			**Summative**
Do the Math Istation Imagine Math	**Oct**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Implementation will be measured by program reports.				
Impact will be measured by student achievement data.				
Staff Responsible for Monitoring: Teachers Campus Administrators Tutors RtI Teachers Instructional Coaches				
Superintendent Goals: SG 2				

Strategy 5: Train and support teachers in the use of B.I.G 8 strategies across all grade levels. Train administrators and instructional coaches in the monitoring and the use of B.I.G 8 strategies.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Implementation will be measured by walk through data and lesson plans.	**Oct**	**Jan**	**Mar**	**June**
Impact will be measured by TELPAS and STAAR data.				
Staff Responsible for Monitoring: Campus Administrators Instructional Coaches EL Curriculum Specialist				
Superintendent Goals: SG 2				

Strategy 6: Incorporate monthly data point checks in order to monitor the progress of all student groups. Display data to create visual.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Implementation will be measured by PLC and data meeting agendas.	Oct	Jan	Mar	June
Impact will be measured by student academic data.				
Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Instructional Coaches RtI Teacher SPED Teachers				
Superintendent Goals: SG 2				

Strategy 7: General Education Teachers will meet with Special Education Teachers on a regular basis, to ensure these identified students are making appropriate growth. Training on the co-teach model will be provided to promote the growth of students.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Implementation will be measured by SPED students' IEP goals.	Oct	Jan	Mar	June
Impact will be measured by student achievement data.				
Staff Responsible for Monitoring: SPED Teachers Classroom Teacher Instructional Coaches Campus Administrators				
Superintendent Goals: SG 2				

Strategy 8: GT students will be provided accelerated instruction. Accelerated instruction is provided with a combination of pullout program and classroom differentiation.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Implementation will be measured by lesson plans and walk through data.	Oct	Jan	Mar	June
Impact will be measured by student academic achievement.				
Staff Responsible for Monitoring: Campus Administrators GT Teacher Classroom Teacher				
Superintendent Goals: SG 2				

Strategy 9: All students will participate in 150-225 minutes per week of designated intervention/enrichment time based on current student academic data to address instructional gaps and deficiencies due to COVID-slide.	Reviews			
Strategy's Expected Result/Impact: Implementation will be measured by intervention and lesson plans. Impact will be measured by RtI, STAAR, TPRI, and Tejas Lee. **Staff Responsible for Monitoring:** Campus Administrators RtI Teacher Classroom Teachers SPED Teachers **Superintendent Goals:** SG 2	Formative			Summative
	Oct	Jan	Mar	June

Strategy 10: Teachers will use a progress chart to monitor and reward students who increase math scores by at least 5 points each month. Tier 1 students will have a minimum of 30 minutes per week of Imagine Math. Tier 2 students will receive a minimum of 60 minutes per week. Tier 3 students will have a minimum of 90 minutes of Imagine Math per week.	Reviews			
Strategy's Expected Result/Impact: Implementation will be measure by at least 70% of students will maintain Tier 1 status or Imagine Math score by 5 points each month. Impact can be measured by independent practice and unit assessments. **Staff Responsible for Monitoring:** Campus Administrators RtI Teachers Classroom Teachers **Superintendent Goals:** SG 2	Formative			Summative
	Oct	Jan	Mar	June

Strategy 11: All teachers will be ESL endorsed.	Reviews			
Strategy's Expected Result/Impact: Implementation will be measured by certification reports. **Staff Responsible for Monitoring:** Campus Admin	Formative			Summative
	Oct	Jan	Mar	June
	0%			

Strategy 12: Train and support all teachers in the used of the TEKS Resource System, including the difference between "curriculum" (the what) and "implementation" (the how), during weekly PLCs.	Reviews			
Strategy's Expected Result/Impact: Implementation will be measured by lesson plans . Impact will be measured by students tasks reflect engaging activities that are student centered and content relevant. **Staff Responsible for Monitoring:** Campus Administrators Instructional Coaches Classroom Teachers **Superintendent Goals:** SG 2	Formative			Summative
	Oct	Jan	Mar	June

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: We will create an outstanding learning environment that equitably supports and appropriately challenges all students to reach their potential through a love of learning, mastery of the basics, and cultivation of higher-order skills and postsecondary pathways. (SG 1 & SG3)

Performance Objective 3: By June 2021, BISD will increase Overall STAAR Student GROWTH measures as follows:
RD Growth (58% to 70%)
Math Growth (58% to 75%)

Evaluation Data Sources: 2021 STAAR Results

Summative Evaluation: None

Strategy 1: Teachers will use "Countdown to STAAR", Fast Focus math materials, and STAAR practice workbooks to reinforce small group instruction. Teachers will implement tarted skill games during small group instruction time to supplement instruction.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Students will meet or exceed grade level expectations.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers Tutors RtI Teachers Instructional Coach Campus Administrators **Superintendent Goals:** SG 2				

Strategy 2: Utilize TEKS resource system, district curriculum maps and TEKS snapshots to plan vertically aligned and viable curriculum.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Lesson plans Common assessments	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Instructional Coaches Campus Administrators Classroom Teachers District Curriculum Specialist **Superintendent Goals:** SG 2				

Strategy 3: Implement guided math groups as part of a balanced math program to include explicit instruction, math workstations, and small group instruction.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Lesson plans common assessments	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Instruction Coaches				

Strategy 4: Create grade level campus based common assessments for 2nd-4th grade in reading and math.	Reviews			
Strategy's Expected Result/Impact: Assessment Data Intervention Plans	Formative			Summative
Staff Responsible for Monitoring: Classroom Teachers Instructional Coaches Campus Administrators	Oct	Jan	Mar	June
Superintendent Goals: SG 2				

Strategy 5: Deliver comprehensive RtI to students who are not meeting campus, district, and state progress measure goals. Weekly RtI progress monitoring meetings will be conducted.	Reviews			
Strategy's Expected Result/Impact: Implementation will be measured by lesson plans and intervention plans.	Formative			Summative
Impact will be measured by RtI notes, STAAR data, District ATs, and Progress Monitoring Checkpoints.	Oct	Jan	Mar	June
Staff Responsible for Monitoring: RtI Teachers Instructional Coach Classroom Teacher Campus Administrators				
Superintendent Goals: SG 2				

Strategy 6: Provide training and support to admin and ICs on the effective facilitation of PLCs.	Reviews			
Strategy's Expected Result/Impact: Implementation will be measure by training agendas and attendance forms.	Formative			Summative
Staff Responsible for Monitoring: Campus Admin District Specialist	Oct	Jan	Mar	June
	0%			

Strategy 7: Provide support in building capacity of campus PLCs Leads.	Reviews			
Strategy's Expected Result/Impact: Implementation measured by meeting agendas and attendance. Impact measured by grade level PLCs.	Formative			Summative
Staff Responsible for Monitoring: Campus Admin Instructional Coaches	Oct	Jan	Mar	June
	0%			

Strategy 8: Train and develop campus IC's in effective classroom coaching cycles to develop and support instruction.	Reviews			
Strategy's Expected Result/Impact: Implementation measured by leadership team agendas.	Formative			Summative
Staff Responsible for Monitoring: District Specialist Campus Admin	Oct	Jan	Mar	June
	0%			

Strategy 9: Teachers will collaborate in weekly PLC to review campus and student data. Interventions and enrichment plans developed from the data.	Reviews			
Strategy's Expected Result/Impact: Implementation will be measured by lesson plans and PLC agendas. .	Formative			Summative
	Oct	Jan	Mar	June
Impact will be measured by student achievement data.				
Staff Responsible for Monitoring: Classroom teachers Campus Administration RtI Teachers Instructional Coaches				
Superintendent Goals: SG 2				

Strategy 10: Teachers will be provided job-embedded professional development opportunities focused on proven literacy methods that they will incorporate into their lessons.	Reviews			
Strategy's Expected Result/Impact: Implementation will be measured by PLC agenda, PD agendas, and instructional coach reports.	Formative			Summative
	Oct	Jan	Mar	June
Impact will be measured by lesson plan and walk through data.				
Staff Responsible for Monitoring: Campus Administrators Instructional Coaches Instructional specialist				
Superintendent Goals: SG 2				

Strategy 11: Instructional Coach will model lessons, provide feedback, and reflection tools with individual teachers to provide job-embedded professional development related to TTESS goals.	Reviews			
Strategy's Expected Result/Impact: Implementation will be measured by instructional coach reports.	Formative			Summative
	Oct	Jan	Mar	June
Impact will be measured by teachers will refine teaching practices that will have a positive impact on student achievement.				
Staff Responsible for Monitoring: Instructional Coaches Teachers Campus Administrators				
Superintendent Goals: SG 2				

| Strategy 12: Participate in weekly PLC and faculty meetings to provide professional development related to needs found in student achievement data, TTESS walk throughs, and teacher reflections on teaching practices.	Reviews			
Strategy's Expected Result/Impact: Implementation will be measured by PLC agendas and lesson plans.	Formative			Summative
	Oct	Jan	Mar	June
Impact will be measured by student achievement data.				
Staff Responsible for Monitoring: Campus Administrators Instructional Coaches Teachers				
Superintendent Goals: SG 2				

Strategy 13: Staff will participate in Learning Walks to review, reflect, and refine teaching and learning. Teachers will participate in a minimum of 3 walks throughout the year.	**Reviews**			
Strategy's Expected Result/Impact: Implementation will be measured by learning walk agendas.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Impact will be measured by collaboration in PLCs and student achievement data.				
Staff Responsible for Monitoring: Campus Administrators Instructional Coaches Classroom Teachers				
Superintendent Goals: SG 2				

Strategy 14: Provide explicit professional development in RtI practices related to the multi-tiered system.	**Reviews**			
Strategy's Expected Result/Impact: Implementation will be measured by meeting agendas.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Impact will be measured by using research-based strategies each tier of interventions will be implemented effectively providing students the academic supports needed to be successful.				
Staff Responsible for Monitoring: RtI Teachers Campus Administrators Instructional Coaches				
Superintendent Goals: SG 2				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: We will create an outstanding learning environment that equitably supports and appropriately challenges all students to reach their potential through a love of learning, mastery of the basics, and cultivation of higher-order skills and postsecondary pathways. (SG 1 & SG3)

Performance Objective 4: By June 2021, EES will increase overall attendance rate by 2% from 95% to 97%.

    Evaluation Data Sources: Attendance Reports

    Summative Evaluation: None

Strategy 1: Monitor and implement attendance protocols and procedures to increase attendance rates.	Reviews			
Strategy's Expected Result/Impact: Impact will be measured by monthly attendance reports.	**Formative**			**Summative**
Staff Responsible for Monitoring: Attendance Clerk Campus Admin	**Oct**	**Jan**	**Mar**	**June**
	0%			

	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: We will create an outstanding learning environment that equitably supports and appropriately challenges all students to reach their potential through a love of learning, mastery of the basics, and cultivation of higher-order skills and postsecondary pathways. (SG 1 & SG3)

Performance Objective 5: By June 2021, EES will increase overall campus technology student device ratio by 10%.

Evaluation Data Sources: Technology Inventory

Summative Evaluation: None

Strategy 1: Increase teacher, student, and family training on BISD online learning platforms including learning management systems and video conferencing software	Reviews			
Strategy's Expected Result/Impact: Implementation measure by training agendas. Impact measured by student and family engagement.	Formative			Summative
	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Campus Admin IC	0%			

Strategy 2: Strive to develop and sustain a 1:1 student to device ratio	Reviews			
Strategy's Expected Result/Impact: Implementation measured by device inventory list.	Formative			Summative
Staff Responsible for Monitoring: Library Media Specialist Campus Admin	Oct	Jan	Mar	June
	0%			

Strategy 3: Increase district's virtual infrastructure to provide more options to access various device platforms by providing hot spots to students.	Reviews			
Strategy's Expected Result/Impact: Impact will be measured by attendance and engagement rates of virtual learners.	Formative			Summative
Staff Responsible for Monitoring: Attendance Clerk Campus Admin Teachers	Oct	Jan	Mar	June
	0%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: We will create an outstanding learning environment that equitably supports and appropriately challenges all students to reach their potential through a love of learning, mastery of the basics, and cultivation of higher-order skills and postsecondary pathways. (SG 1 & SG3)

Performance Objective 6: By June 2021, EES will prepare and commit to two viable, exemplary sites for onsite & online learning for 100% of students.

Evaluation Data Sources: Enrollment Data

Summative Evaluation: None

Strategy 1: Creation of BISD Virtual School Option for Students	Reviews			
Strategy's Expected Result/Impact: Implementation will be measured by enrollment of virtual school.	**Formative**			**Summative**
Staff Responsible for Monitoring: Campus Admin	Oct	Jan	Mar	June
	0%			

Strategy 2: Offer competitive onsite and online schooling options for students	Reviews			
Strategy's Expected Result/Impact: Implementation will be measured by the enrollment of onsite and online options. Impact will be measure by the student achievement data.	**Formative**			**Summative**
Staff Responsible for Monitoring: Campus Admin ICs	Oct	Jan	Mar	June
	0%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 3: We will foster relational capacity, engagement, trust, and confidence across all district stakeholders and partners to include teachers, students, parents, administrators, school board and community. (SG2 & SG4)

Performance Objective 1: By June 2021, EES will increase communication with internal and external users by at least 10% through promoting student and staff success, building trust, improving internal communication channels and methods, and strengthening the campus' message.

    Evaluation Data Sources: Campus/District parent engagement activity sign-ins, agendas.

    Summative Evaluation: None

Strategy	Reviews			
Strategy 1: All staff have web pages that provide an easily accessible view of their classroom resources, teacher information, and class expectations.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Implementation will be measured by web pages are up and running without problems identified by parents.	**Oct**	**Jan**	**Mar**	**June**
Impact will be measured by parents indicate on surveys that web pages have been helpful and easy to use. **Staff Responsible for Monitoring:** Campus Administrators, Teachers **Superintendent Goals:** SG 3				
Strategy 2: Provide regular communication of events and activities at EES through weekly Thursday Folders, Black Board communication, School Status, campus websites and social media.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Implementation will be measured by participation in events will increase. Families will be informed of programs and events on campus.	**Oct**	**Jan**	**Mar**	**June**
Impact will be measured by parents indicate on surveys that communication between school and families are strong. **Staff Responsible for Monitoring:** Campus Administrators Campus webmaster Teachers **Superintendent Goals:** SG 3				
Strategy 3: Staff will participate in weekly team meetings to plan and discuss needs of students and campus. Teams will turn in meeting notes with specific questions and/or communication with campus leadership.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Impact will be measured by teams will report an increase in positive communication between teachers and campus administration.	**Oct**	**Jan**	**Mar**	**June**
Impact will be measured by campus decisions will reflect the needs of students and staff. **Staff Responsible for Monitoring:** Team Leads Campus Administrators Teachers **Superintendent Goals:** SG 3				

Strategy 4: Campus leadership will meet with team leaders on a regular basis to discuss and plan for campus needs.	Reviews			
Strategy's Expected Result/Impact: Implementation will be measured by positive communication in campus administration and teachers and increase in staff morale. Impact will be measured by staff report they have input in campus-wide decision making. **Staff Responsible for Monitoring:** Campus Administrators Team Leads Instructional Coaches **Superintendent Goals:** SG 3	Formative			Summative
	Oct	Jan	Mar	June

Strategy 5: Answer calls and emails within 24 hours if not sooner	Reviews			
Strategy's Expected Result/Impact: Impact can be measured by gathering data from school status and phone logs. **Staff Responsible for Monitoring:** Campus Admin Teachers	Formative			Summative
	Oct	Jan	Mar	June
	0%			

	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 3: We will foster relational capacity, engagement, trust, and confidence across all district stakeholders and partners to include teachers, students, parents, administrators, school board and community. (SG2 & SG4)

Performance Objective 2: By June 2021, EES will expand the number of community and business partnerships with EES by 10%.

    Evaluation Data Sources: Partnership data

    Summative Evaluation: None

Strategy 1: Involve community resources to partner with counselor to facilitate guidance lessons monthly.	Reviews			
Strategy's Expected Result/Impact: Implementation can be measured by gathering data from informal assessments.	**Formative**			**Summative**
Impact can be measured by student surveys and student reflections.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor Teachers Campus Administrators				
Superintendent Goals: SG 3				

Strategy 2: EES will work with all community, campus and district partners (social workers, parent liaisons, truancy officers, SROs, etc.) to ensure student needs are met (physical, mental, and emotional needs).	Reviews			
Strategy's Expected Result/Impact: Implementation will be measured by Community in Schools rosters.	**Formative**			**Summative**
Impact will be measured by students receiving specialized supports in order to support academic development.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor CIS Social Worker Campus Administrator				
Superintendent Goals: SG 3				

Strategy 3: Provide mentors to at-risk students needing academic and/or social-emotional support.	Reviews			
Strategy's Expected Result/Impact: Implementation will be measured by campus mentor list.	**Formative**			**Summative**
Impact will be measured by students feeling more connected and cared for making them more comfortable at school. Attendance rates will increase.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor Campus Administrators				
Superintendent Goals: SG 3				

Strategy 4: EES will support strategic planning and communication to stakeholders to ensure campus is prepared to respond to meet the needs of all students in an ever-changing and shifting environment through parent engagement outreach.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Impact can be measured by gathering data from parent meeting agendas and attendance forms.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: CIS Social Worker Counselor Campus Admin	0%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3: We will foster relational capacity, engagement, trust, and confidence across all district stakeholders and partners to include teachers, students, parents, administrators, school board and community. (SG2 & SG4)

Performance Objective 3: By June 2021, EES will increase the number of needs-driven district-based family & parent engagement activities by 10% to grow and strengthen our partnership with parent stakeholders.

    Evaluation Data Sources: Campus/District parent engagement activity sign-ins, agendas.

    Summative Evaluation: None

Strategy 1: Complementary home learning activities for families to engage in at home with their children presented in the form of parent newsletter will be sent home monthly.	Reviews			
Strategy's Expected Result/Impact: Implementation will be measured by monthly newsletter sent home.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Impact will be measured by teachers indicating on campus surveys that they have found a greater involvement of parents with their students' learning.				
Staff Responsible for Monitoring: Campus Administrator Teachers				
Superintendent Goals: SG 3				

Strategy 2: Parent/teacher conferences with all students' parents/guardians before October 30, 2020.	Reviews			
Strategy's Expected Result/Impact: Implementation will be measured by 100% of students have parent /teacher conference on record.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Impact will be measured by staff and parent surveys indicating greater communication between families and school.				
Staff Responsible for Monitoring: Teachers Campus Administrators				
Superintendent Goals: SG 3				

Strategy 3: Opportunities will be provided during the holidays to sponsor Emile families who are in need of additional support.	Reviews			
Strategy's Expected Result/Impact: Implementation will be measured by families served.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Impact will be measured by students who can donate learn the benefit and example of giving.				
Staff Responsible for Monitoring: Counselor Campus Administrators Teachers				
Superintendent Goals: SG 3				

Strategy 4: In the Spring of 2021, EES will offer Pre-Kindergarten and Kindergarten pre-enrollment event to recruit students that qualify for services.	Reviews			
Strategy's Expected Result/Impact: Implementation and impact will be measured by an increase in the number of students registering for services in which they qualify.	Formative			Summative
Staff Responsible for Monitoring: Campus Administrators Counselor	Oct	Jan	Mar	June
Superintendent Goals: SG 3				

Strategy 5: EES will partner with PTA to plan and provide events throughout the year that promote family and community involvement in school events during the school day as well as evening events.	Reviews			
Strategy's Expected Result/Impact: Implementation will be measured by PTA meeting agendas.	Formative			Summative
Impact will be measured by increase in parental involvement in school wide events.	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Campus Administration Teacher				
Superintendent Goals: SG 3				

Strategy 6: Provide a variety of events for community and family members to be involved in the education process during the school day, such as: career day, Art and Music nights, and Academic Award Ceremonies.	Reviews			
Strategy's Expected Result/Impact: Implementation and impact will be measured by increase in community and family involvement.	Formative			Summative
Staff Responsible for Monitoring: Campus Administrator Teachers Counselors Music Teacher Art Teacher	Oct	Jan	Mar	June
Superintendent Goals: SG 3				

Strategy 7: Provide customer service training to ensure everyone is greeted and feels welcomed on campuses	Reviews			
Strategy's Expected Result/Impact: Impact can be measured by gathering data from campus climate surveys.	Formative			Summative
Staff Responsible for Monitoring: Campus Admin	Oct	Jan	Mar	June
	0%			

Strategy 8: Ensure students have a learning environment where their physical and emotional well being and safety are prioritized daily. Any campus infrastructure issues will be reported and addressed on a timely basis.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Impact can be measured by gathering data from maintenance work tickets.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Admin	0%			

Strategy 9: Continue partnering with Communities in Schools (CIS) to ensure that EES students have access to social workers to provide for mental health needs and supports	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Impact can be measured by gathering data from the CIS student roster and service notes.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: CIS Social Worker Campus Admin	0%			

	0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue