

# **Eagle Mountain-Saginaw Independent School District**

## **Saginaw Elementary**

### **2022-2023 Campus Improvement Plan**



# Mission Statement

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

## Collective Commitments

- We will build relationships within our 301 community and family by communicating respectfully, consistently, and intentionally.
- We will recognize and celebrate the unique abilities of each student and their individual potential.
- We will be considerate, supportive, and understanding while assuming positive intent, with grace.
- We will address issues, frustrations, and concerns in a professional manner by speaking directly with those involved.
- We will use data to drive instruction and collaborate with teachers, parents, and students to set goals.
- We will intentionally collaborate with an open mind, positive attitude, and willingness to make necessary changes.
- We will assume collective responsibility for all students and recognize that achieving success is a school-wide responsibility.
- We will have a growth mindset by sharing our instructional strengths and weaknesses in order to grow as professionals.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Saginaw Elementary has 334 students enrolled for the 2022 - 2023 school year. Saginaw Elementary has the following full-time staff members:

- 1 Principal
- 1 Assistant Principal
- 1 Counselor
- 1 Librarian
- 18 General Education Teachers
- 4 Special Education Teachers
- 1 Fine Arts Teacher
- 1 Physical Education Teacher
- 1 Literacy Specialist
- 1 Title I Reading Coach
- 1 Math Specialist
- 1 Registered Nurse
- 2 Paraprofessionals (Instructional - Makerspace & Physical Education)
- 7 Paraprofessionals (Instructional - Special Education)
- 3 Paraprofessionals (Office)

Saginaw Elementary also employs the following part-time employees:

- 1 Dyslexia Therapist
- 1 Title Math Coach
- 1 Title ELAR Coach
- 1 Gifted/Talented Teacher
- 2 Speech Therapist
- 1 PACE Teacher

Saginaw Elementary offers the following instructional programs and services: Gifted & Talented, ESL Content-Based, Special Education Resource, Special Education Life Skills, Special Education SIC, Special Education Speech Therapy, Dyslexia Services, Title I Reading Services, & Title I Math Services.

Demographic Data 2021-2022	
African American	10.4%
Hispanic	43.3%
White	81.6%
Native American	2.7%
Asian Pacific Islander	0.3%

Demographic Data 2021-2022	
Multi-Racial	4.2%
Economically Disadvantaged	61.4%
Limited English Proficient	0.6%
Special Education	18.1%
Gifted & Talented	3.0%
At-Risk	41.8%
Mobility Rate	15.93%

	Attendance						
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022 Targets
1 <sup>st</sup> Six Weeks	96.6%	96.5%	97.4%	97.3%	96.6%	94%	96%
2 <sup>nd</sup> Six Weeks	95%	94.8%	95.4%	94.7%	96%	93.4%	96%
3 <sup>rd</sup> Six Weeks	95.1%	95.8%	95.3%	95.1%	94.8%	92.9%	96%
4 <sup>th</sup> Six Weeks	94.4%	93.5%	93%	95.2%	94.9%	92.4%	96%
5 <sup>th</sup> Six Weeks	94.4%	94.8%	96%	95.3%	96.4%	92.6%	96%
6 <sup>th</sup> Six Weeks	94.5%	94.8%	95.7%	96.1%	96.4%	92.7%	96%
Total	95%	95%	95.4%	95.6%	95.9%	93%	96%

21-22 - attendance rate overall - 93.2%

**Demographics Strengths**

- 1. Diverse population
- 2. Low Teacher/Student Ratio

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Saginaw Elementary's attendance rate is far below the district and campus target. **Root Cause:** There is a high number of chronically absent students at Saginaw Elementary.

# Student Achievement

## Student Achievement Summary

### Grade Level Results - Percentage of Students Making 1 Year of Growth

Grade Level	% of Students - 1 Year of Growth	Difference
Kinder 2020-2021	71%	

1st Grade 2020-2021	47%	

2nd Grade 2020-2021	57%	

BAS	Below Grade Level	On or Above Grade Level	Difference
EOY Kinder 2020-21	30%	70%	
BAS	Below Grade Level	On or Above Grade Level	Difference
EOY 1st Grade 2020-21	54%	46%	

BAS	Below Grade Level	On or Above Grade Level	Difference
EOY 2nd Grade 2020-21	43%	67%	

Grade Level	% Approaching	Difference	% Meets	Difference	% Mastered
3rd Grade Math 2020-2021 (D)	57%		20%		8%

3rd Grade Math 2020-2021	39%	-18%	12%	-8%	6%
<b>Grade Level</b>	<b>% Approaching</b>	<b>Difference</b>	<b>% Meets</b>	<b>Difference</b>	<b>% Mastered</b>
3rd Grade Reading 2020-2021 (D)	64%		33%		15%
3rd Grade Reading 2020-2021	57%	-7%	22%	-11%	10%
<b>Grade Level</b>	<b>% Approaching</b>	<b>Difference</b>	<b>% Meets</b>	<b>Difference</b>	<b>% Mastered</b>
4th Grade Math 2020-2021 (D)	58%		32%		18%
4th Grade Math 2020-2021	49%	-9%	20%	-12%	10%
<b>Grade Level</b>	<b>% Approaching</b>	<b>Difference</b>	<b>% Meets</b>	<b>Difference</b>	<b>% Mastered</b>
4th Grade Reading 2020-2021 (D)	61%		32%		13%
4th Grade Reading 2020-2021	59%	-2%	31%	-1%	6%

### Student Achievement Strengths

1. Percentage of students in Kinder, 1st Grade, and 2nd Grade meeting one year's worth of growth.

Kindergarten - 71%

1st Grade - 47%

2nd Grade - 57%

2. Percentage of students meeting district grade level expectations.

Kindergarten - 70% on or above grade level

1st Grade - 46% on or above grade level

2nd Grade - 67% on or above grade level



## **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** The percentage of students achieving grade level reading standards is below 70% in 1st and 2nd grades.

**Problem Statement 2:** After an analysis of current and historical data, the percentage of students meeting "Meets Standard" on all STAAR Subjects decreased in 2021 and began to increase in 2022, but not to fully close the gaps.

# School Culture and Climate

## School Culture and Climate Summary

Our staff collectively developed our campus mission statement and collective commitments.

### Mission:

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

### Collective Commitments:

- We will build relationships within our 301 community and family by communicating respectfully, consistently, and intentionally.
- We will recognize and celebrate the unique abilities of each student and their individual potential.
- We will be considerate, supportive, and understanding while assuming positive intent, with grace.
- We will address issues, frustrations, and concerns in a professional manner by speaking directly with those involved.
- We will use data to drive instruction and collaborate with teachers, parents, and students to set goals.
- We will intentionally collaborate with an open mind, positive attitude, and willingness to make necessary changes.
- We will assume collective responsibility for all students and recognize that achieving success is a school-wide responsibility.
- We will have a growth mindset by sharing our instructional strengths and weaknesses in order to grow as professionals.

K-12 Employee Engagement Survey is reviewed during Inspire. Areas of growth are identified are action plans are put into place to address identified areas.

Each student participates in daily lessons from the Positive Action curriculum. This curriculum is a comprehensive program that promotes social and emotional learning, character education, bullying prevention, drug awareness, and service-learning. The daily lessons are taught by the classroom teacher and reinforced by the counselor during monthly guidance lessons.

PBIS - Citizenship Celebrations are offered each nine weeks for students receiving a 90 or above for citizenship.

## School Culture and Climate Strengths

### Employee Engagement Survey -

"I am engaged and interested in my work" - 97%

"I am motivated to contribute more than what is expected of me" - 94%

"Families are informed about school-sponsored activities, such as tutoring, after-school programs, and student performances" - 91%

"Families are encouraged to attend in-person/virtual school-sponsored activities, such as back-to-school night" - 91%

Parent Engagement Survey -

"This school has high learning standards for all students" - 94%

"Teachers set high expectations for all students" - 92%

"School administrators make decisions that are in the best interest of students" - 89%

"School administrators are responsive when I have a concern" - 92%

"Staff members and families treat each other with respect" - 92%

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Saginaw Elementary has a variety of systems in place to build teacher capacity and implement a systems approach to continuous improvement.

1. Campus Professional Learning - Bi-monthly professional learning is provided at Saginaw Elementary. The professional learning is determined based upon the needs identified at Inspire. The trainings are focused on high-yield instructional strategies, understanding our learners, and/or closing our System Safeguards.
2. Grade Level PLCs - Grade level PLCs meet weekly. The work is centered around the 4 PLC questions.
3. Content-Based Coaching - Saginaw Elementary employees a full-time Title I Reading Coach and part-time Title I Math Coach. The coaches are available to model lessons, support planning, and offer feedback to the general education and special education teachers.

## Staff Quality, Recruitment, and Retention Strengths

1. 100% of staff members are Highly Qualified as defined by TEA.
2. 87% of general education teachers (K-5) are ESL certified.
3. GT cluster teachers have completed 30 hour GT training.
4. Reading Instructional Coach available to model lessons, support planning, and offer feedback.
5. Math Instructional Coach available to model lessons, support planning, and offer feedback.
6. PLC time built in to master schedule for Kinder - 5th Grade.
7. Common planning time built in to master schedule for Kinder - 5th Grade.
8. Ongoing professional learning provided to all professional staff members.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

### Curriculum -

- Each grade level team collaboratively plans the instruction for each content area using the district's scope & sequence, instructional guides, and curriculum. This ensures the students taught in each classroom within a grade level are taught the same TEKS to the same depth & complexity.
- The Data Teams Process is used to unwrap essential standards, develop common assessments, and create grading rubrics.

### Instruction -

- All general education and special education teachers receive extensive training in The Fundamental Five, Thinking Maps, and Rigor & Relevance.
- Instructional Coaching - Title I Reading, and Math coaches are available to model lessons, support planning, and offer feedback to the general education and special education teachers.

### Assessment -

- Literacy - Fountas & Pinnell Benchmark Assessment System, iStation
- Math - iStation, Bridges
- District Common Assessments
- Benchmarks and interims - 3rd, 4th, 5th

## Curriculum, Instruction, and Assessment Strengths

1. There is a guaranteed & viable curriculum across each grade level.
2. There is a system for evaluating the implementation of district/campus initiatives (Instructional Rounds).
3. Teachers are provided access to instructional coaches (Reading, Math & Writing).
4. Training on instructional strategies and best practices is provided to all general education and special education teachers.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Saginaw Elementary is dedicated to the success of our students. The faculty and staff of Saginaw Elementary believe that all parents are partners with teachers and other staff in the education of their children. Saginaw Elementary believes that parent involvement is essential to the success of their children.

The Saginaw Elementary administration shall work in collaboration with teachers, parents, and guardians to actively support the faculty, the Saginaw P.T.A. and the parents to enhance parent involvement by:

- Respecting parents as partners in the education of their children and honoring their role as first and life-long teachers
- Setting high expectations for excellent customer (student/parent) service
- Expecting high student achievement for all students
- Promoting parent involvement in site-based leadership and decision making
- Fostering a welcoming and responsive environment for all parents
- Establishing and promoting communication as a source of trust and understanding between the Saginaw staff and parents

At Saginaw Elementary, we expect parents/guardians to be involved in their children's learning and education by:

- Taking the initiative to seek the best educational opportunities for their children
- Respecting the teachers and supporting the Saginaw Elementary staff as partners in the education of their children
- Utilizing two-way lines of communication between parents and the Saginaw Elementary staff on the instruction, achievement and conduct of their children
- Participating in site-based leadership and decision making
- Actively volunteering at Saginaw Elementary

The Saginaw Elementary administration facilitate parent involvement by providing a variety of opportunities for parents to be informed, communicate with the staff and be active participants in the education of their children. The parents of Saginaw Elementary students have the opportunity to stay informed and communicate with the staff. The resources listed below provide important information for all parents:

- Student Code of Conduct and Student Handbook
- School/Parent Compacts
- Parent Teacher Conferences
- Saginaw Elementary Website
- Saginaw Elementary Facebook Page
- Saginaw Elementary Twitter Page
- Saginaw Elementary Remind 101
- Teachers' Websites
- Teachers' Emails
- School Messenger Phone System
- School Marquee

The parents, faculty and staff of Saginaw Elementary have the opportunities to interact by attending:

- Meet the Teacher Night
- Curriculum Night
- Grandparents' Day Celebration
- Book Fairs

- Saginaw Family Picnic
- Thanksgiving Luncheon
- Music Programs
- Parent/Teacher Conferences
- Parent Trainings
- Math/Science/Literacy Night
- Open House
- PTA Meetings
- PTA Events
- Class Parties
- Classroom Visits
- Storybook Pumpkins
- Battle of the Books

The parents of Saginaw Elementary students are invited to become directly involved in daily school activities by participating in:

- Saginaw Elementary P.T.A.
- Volunteering
- Field Trips
- Homeroom Parent
- Watch D.O.G.S. Program

Parent input is valued at Saginaw Elementary. Parents have the opportunity to be a part of the decision making process at our school through:

- Saginaw Elementary Campus Improvement Committee
- IEP Committees
- District Representatives
- Title I Parent Involvement Survey
- District/Campus Survey

### **Parent and Community Engagement Strengths**

1. A high percentage of parents/guardians participate in social events (ex: Family Picnic, Muffins with Mom, Cinnamon Rolls with Pops).

2. Saginaw Elementary utilizes a variety of methods to communicate with parents/guardians (ex: Online Newsletter, Facebook, Twitter, Remind 101, emails).

Parent Engagement Survey -

"This school has high learning standards for all students" - 94%

"Teachers set high expectations for all students" - 92%

"School administrators make decisions that are in the best interest of students" - 89%

"School administrators are responsive when I have a concern" - 92%

"Staff members and families treat eachother with respect" - 92%



# School Context and Organization

## School Context and Organization Summary

There a variety of collaborative group structures in place to ensure a guaranteed and viable curriculum across the campus.

### Grade Level PLCs -

- Kindergarten
- 1st Grade
- 2nd Grade

### Vertical PLCs -

- 3rd-5th Grade ELAR
- 3rd-5th Grade Math
- 3rd-5th Grade Science

There a variety of leadership opportunities available at Saginaw. A survey is sent at the end of each school year. Staff members have the opportunity to select positions they are interested in for the upcoming year.

- Campus Technology Committee
- Counseling Advisory/Social Emotional Learning Committee
- Attendance Committee
- Sunshine Committee
- DPAC
- Education Foundation Care Captains
- LPAC Representative
- UIL Coordinator
- Spelling Bee Coordinator

## School Context and Organization Strengths

1. All general education teachers are a member of a grade level or vertical PLC.

2. K-12 Insight Employee Engagement Survey -

"I am engaged and interested in my work" - 97%

"I am motivated to contribute more than what is expected of me" - 94%

"Families are informed about school-sponsored activities, such as tutoring, after-school programs, and student performances" - 91%

"Families are encouraged to attend in-person/virtual school-sponsored activities, such as back-to-school night" - 91%

**Problem Statements Identifying School Context and Organization Needs**

**Problem Statement 1:** Special Education teachers have not been included in PLCs consistently. **Root Cause:** Scheduling conflicts

# Technology

## Technology Summary

A Campus Technology Team has been created to assist with the roll-out of the EMS ISD Technology Plan.

The following technology is available in every classroom -

- 75" Display Screen
- Document Camera
- Kinder -2nd grade has approximately 10 ipads per classroom
- 3rd grade has 52 ipads for grade level
- 4th and 5th grade have 1:1 laptops

The following technology is available on the campus -

- Computer Lab - 50 Desktop Computers
- Makerspace - 10 iPads, 4 Desktop Computers
- Library - Portable Display Screen, 3D Printer, 18 iPads
- Each special education classroom has 2 iPads

Technology Thursday is held once a month. The district technology specialists are on campus to assist teachers in deepening their understanding of different technology applications available.

## Technology Strengths

1. Every classroom has a 75" display screen.
2. Kinder -2nd grade has approximately 10 ipads per classroom
3. 3rd grade has 52 ipads for grade level
4. 4th and 5th grade have 1:1 laptops
5. Every special education classroom has 2 iPads.
6. High participation rate for Technology Thursdays

# Priority Problem Statements

# Goals

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

**Performance Objective 1:** By the end of the 2022-2023 school year, the percentage of kindergarten, first grade, and second grade students meeting grade level standards on the Fountas & Pinnell Benchmark Assessment System will increase by 12%.

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

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

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

Strategy 5 Details		Formative Reviews		
<b>Strategy 5:</b> Provide targeted early literacy intervention (letter identification, letter/sound correspondence, phonemic awareness, etc) for at-risk kindergarten students.		<b>Formative</b>		
<b>Strategy's Expected Result/Impact:</b> Increase in the number of students meeting EOY grade level standards		<b>Dec</b>	<b>Mar</b>	<b>June</b>
Improved scores on Phonics Screeners				
Improved scores on Letter/Sound ID Screeners				
<b>Staff Responsible for Monitoring:</b> Principal, Literacy Specialist, Tutor, Kindergarten Teachers				
<b>Title I:</b> 2.4, 2.6				
<b>Funding Sources:</b> Salary for Tutor - 199 - State Compensatory/Ed - \$18,000				
Strategy 6 Details		Formative Reviews		
<b>Strategy 6:</b> All staff will implement writing across the curriculum using a variety of strategies (sentence stems, journals, reflections, etc.) to increase the transfer of skills for reading and writing across all subjects.		<b>Formative</b>		
<b>Strategy's Expected Result/Impact:</b> Increase in the number of students meeting EOY grade level standards.		<b>Dec</b>	<b>Mar</b>	<b>June</b>
<b>Staff Responsible for Monitoring:</b> Principal, Literacy and Math Specialists, k-2 teachers.				
<b>Title I:</b> 2.4, 2.6				
0% No Progress		100% 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 the 2022-2023 school year, kindergarten, first grade, and second grade students meeting Tier 1 expectations (levels 3, 4, and 5) on Math Istation will increase by 20%.

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

Strategy 1 Details		Formative Reviews		
<b>Strategy 1:</b> Teachers will commit to letting students practice 30 minutes per week on iStation in order to see an increase in student goals being met or surpassed on a monthly basis. <b>Strategy's Expected Result/Impact:</b> Students will increase levels towards grade level proficiency. <b>Staff Responsible for Monitoring:</b> Math interventionists, Title Math Coach, K-2 teachers, Principal, Assistant Principal  <b>Title I:</b> 2.4, 2.6	Formative			
	Dec	Mar	June	
Strategy 2 Details		Formative Reviews		
<b>Strategy 2:</b> Teachers will commit to creating and using an interactive math word wall that displays the district provided vocabulary cards for each nine weeks TEKS focus in order to increase academic math language. <b>Strategy's Expected Result/Impact:</b> Increase student knowledge of Math vocabulary/language <b>Staff Responsible for Monitoring:</b> Math interventionists, Title Math Coach, K-2 teachers, Principal, Assistant Principal  <b>Title I:</b> 2.4, 2.6	Formative			
	Dec	Mar	June	
Strategy 3 Details		Formative Reviews		
<b>Strategy 3:</b> 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. <b>Strategy's Expected Result/Impact:</b> Student data shows academic gains (benchmarks, common assessments, teacher progress monitoring logs, student data tracking), stronger Tier 1 instruction from the classroom teachers. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Math Coach, Math Interventionist	Formative			
	Dec	Mar	June	



Strategy 4 Details				Formative Reviews		
<p><b>Strategy 4:</b> Specialists will be conducting individual coaching sessions for short cycle assessments and backward design lesson planning.</p> <p>Each Math teacher will participate in vertical coaching sessions designed to provide real-time, job embedded support. Coaching session agendas will be developed with the specific teachers participating and will focus on implementing best practices, new curriculum resources, and bridging the gap between grade level expectations.</p> <p>The special education teachers will participate in the coaching sessions most appropriate for the students they serve.</p> <p><b>Strategy's Expected Result/Impact:</b> Walkthroughs, observations, and lesson plans will show evidence of vertically aligned balanced literacy practices.</p> <p>Walkthroughs, observations, and lesson plans will show evidence of alignment between general education and special education.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Title I Coach, Literacy Specialist, Classroom Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 199 - General Fund - \$990</p>				Formative		
				Dec	Mar	June
<div> <div>0%</div> <div>No Progress</div> <div> <div>100%</div> <div>Accomplished</div> </div> <div>→ Continue/Modify</div> <div>✕ Discontinue</div> </div>						

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

**Performance Objective 3:** By the end of the 2022-2023 school year, the following percentage of students will meet or exceed Meets Standard on the 2023 STAAR Reading assessment:

40% of students will meet or exceed Meets Standard on the 2023 3rd Grade Reading STAAR assessment.

45% of students will meet or exceed Meets Standard on the 2023 4th Grade Reading STAAR assessment.

50% of students will meet or exceed Meets Standard on the 2023 5th Grade Reading STAAR assessment.

**Evaluation Data Sources:** 2023 STAAR Data - 3rd Grade Reading STAAR, 4th Grade Reading STAAR, 5th Grade Reading STAAR

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

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

Strategy 4 Details		Formative Reviews														
<b>Strategy 4:</b> The Title I Coach will work directly with teachers providing classroom-based demonstrations, collaborative and one-on-one support, and facilitating professional development and ELAR coaching sessions. Additionally, this position will provide intervention for at-risk readers.  <b>Strategy's Expected Result/Impact:</b> Walkthroughs, observations, and lesson plans will show an alignment of instructional strategies across 3rd, 4th, & 5th grade reading.  Walkthroughs, observations, and lesson plans will show balanced literacy components across all grade levels.  Implementation of effective interventions (LLI Kit) in 3rd, 4th, & 5th grade reading.  <b>Staff Responsible for Monitoring:</b> Principal, Title I Reading Coach  <b>Title I:</b> 2.4, 2.5, 2.6  <b>Funding Sources:</b> Title I Reading Instructional Coach Salary - 211 - Title I, Part A - \$60,000		<table border="1"> <thead> <tr> <th colspan="3">Formative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>			Formative			Dec	Mar	June						
Formative																
Dec	Mar	June														
<b>Strategy 5:</b> All staff will implement writing across the curriculum using a variety of strategies (sentence stems, journals, reflections, etc.) to increase the transfer of skills for reading and writing across all subjects.  <b>Strategy's Expected Result/Impact:</b> Increase in the number of students independently reading grade level texts. Increase in the percentage of students meeting or exceeding Approaching Standard on the STAAR Reading assessment.  <b>Staff Responsible for Monitoring:</b> Principal, Literacy and Math specialists, and 3-5 teachers  <b>Title I:</b> 2.4, 2.6		<table border="1"> <thead> <tr> <th colspan="3">Formative Reviews</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>			Formative Reviews			Dec	Mar	June						
Formative Reviews																
Dec	Mar	June														
<b>Strategy 6:</b> All 3-5 students will participate in online assessments and assignments (DCAs, Interims, Teams, ISIP, etc) to increase the ability to utilize the online platform for STAAR successfully.  <b>Strategy's Expected Result/Impact:</b> Increase overall passing % on STAAR Reading for grades 3-5.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Specialists, 3-5 teachers  <b>Title I:</b> 2.4, 2.6		<table border="1"> <thead> <tr> <th colspan="3">Formative Reviews</th> </tr> <tr> <th colspan="3">Formative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>			Formative Reviews			Formative			Dec	Mar	June			
Formative Reviews																
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Dec	Mar	June														
<div> <div>3%</div> <div>No Progress</div> <div>100%</div> <div>Accomplished</div> </div> <div> <div>→</div> <div>Continue/Modify</div> <div>✕</div> <div>Discontinue</div> </div>																

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

**Performance Objective 4:** By the end of the 2022-2023 school year, the following percentage of students will meet or exceed Meets Standard on the 2023 STAAR Math assessment:

35% of students will meet or exceed Meets Standard on the 2023 3rd Grade Math STAAR assessment.

40% of students will meet or exceed Meets Standard on the 2023 4th Grade Math STAAR assessment.





32% of students will meet or exceed Meets Standard on the 2023 5th Grade Math STAAR assessment.

**Evaluation Data Sources:** 2023 STAAR Data - 3rd Grade Math STAAR, 4th Grade Math STAAR, 5th Grade Math STAAR

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

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

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

Strategy 8 Details		Formative Reviews		
<b>Strategy 8:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Student data shows academic gains (benchmarks, common assessments, teacher progress monitoring logs, student data tracking), stronger Tier 1 instruction from the classroom teachers.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Math Coach, Math Interventionist	Formative			
	Dec	Mar	June	
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				



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

**Performance Objective 5:** 40% of students will meet or exceed Meets Standard on the 2023 STAAR Science assessment.

**Evaluation Data Sources:** 2023 STAAR Data - 5th Grade Science STAAR

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





Strategy 3 Details		Formative Reviews		
<b>Strategy 3:</b> 3rd, 4th, & 5th grade science teachers will attend the CAST Conference in the fall. <b>Staff Responsible for Monitoring:</b> Principal, 1st, 3rd, 5th Grade Science Teachers  <b>Title I:</b> 2.4, 2.5 - <b>Additional Targeted Support Strategy</b> <b>Funding Sources:</b> Registration for Conference - 199 - General Fund - \$540, Substitutes for Conference - 199 - General Fund - \$540, Gas for Conference - 199 - General Fund		<b>Formative</b>		
		<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details		Formative Reviews		
<b>Strategy 4:</b> All 3-5 students will participate in online assessments and assignments (DCAs, Interims, Teams, ISIP, etc) to increase the ability to utilize the online platform for STAAR successfully. <b>Strategy's Expected Result/Impact:</b> Increase overall passing % on STAAR Reading for grades 3-5. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Specialists, 3-5 teachers  <b>Title I:</b> 2.4, 2.6		<b>Formative</b>		
		<b>Dec</b>	<b>Mar</b>	<b>June</b>
<div> <div>0%</div> <div>No Progress</div> </div> <div> <div>100%</div> <div>Accomplished</div> </div> <div> <div>→</div> <div>Continue/Modify</div> </div> <div> <div>✕</div> <div>Discontinue</div> </div>				

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

**Performance Objective 6:** By the end of the 2022-2023 school year, Special Education students taking the STAAR ALT 2 and STAAR will increase the passing rate by 10%.

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

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

Strategy 3 Details		Formative Reviews		
<b>Strategy 3:</b> The special education team will meet with each grade level at the end of each 9 weeks to collaborate and discuss plans of action for all Special Education students. <b>Strategy's Expected Result/Impact:</b> Walkthroughs, observations, and lesson plans will reflect alignment between general education and special education Increase in the number of special education students meeting or exceeding Approaching Standard on STAAR. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Special Education Resource Teachers <b>Title I:</b> 2.4, 2.5, 2.6		Formative		
		Dec	Mar	June
Strategy 4 Details		Formative Reviews		
<b>Strategy 4:</b> All 3-5 students will participate in online assessments and assignments (DCAs, Interims, Teams, ISIP, etc) to increase the ability to utilize the online platform for STAAR successfully. <b>Strategy's Expected Result/Impact:</b> Increase overall passing % on STAAR Reading for grades 3-5. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Specialists, 3-5 teachers		Formative		
		Dec	Mar	June
Strategy 5 Details		Formative Reviews		
<b>Strategy 5:</b> Provide targeted math intervention as appropriate with IEP using Bridges Intervention, and Math Learning Center (Do the Math). This support will be provided through push-in and pull-out services. <b>Strategy's Expected Result/Impact:</b> Increase in the number of students meeting EOY grade level standards. <b>Staff Responsible for Monitoring:</b> Principal, Math Specialist, Tutors <b>Title I:</b> 2.4, 2.6		Formative		
		Dec	Mar	June
Strategy 6 Details		Formative Reviews		
<b>Strategy 6:</b> Provide targeted reading intervention as appropriate with IEP using the Fountas & Pinnell LLI kits and Literacy Footprints. <b>Strategy's Expected Result/Impact:</b> Increase in the number of students growing a year or more in level. Increase in the percentage of students meeting or exceeding Approaching Standard on the STAAR Reading assessment. <b>Staff Responsible for Monitoring:</b> Principal, Title I Reading Coach, 3rd, 4th, & 5th Grade Reading Teachers, Tutors <b>Title I:</b> 2.4, 2.6		Formative		
		Dec	Mar	June
0-4 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:** 100% of staff and students will participate in fostering a positive social-emotional culture at Saginaw Elementary.

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

Strategy 1 Details				Formative Reviews		
Strategy 1: Classroom teachers will implement the Positive Action Curriculum.  Strategy's Expected Result/Impact: Saginaw Elementary will continue to receive a low number of bullying investigation reports.  Saginaw Elementary will continue to process a low number of discipline referrals.  Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Classroom Teachers  Title I: 2.5				Formative		
				Dec	Mar	June
Strategy 2 Details				Formative Reviews		
Strategy 2: A Counseling Advisory Committee will be created consisting of a cross section of staff members. This committee will be responsible for the implementation of SEL initiatives across the campus.  Strategy's Expected Result/Impact: The committee will be responsible for the planning and promotion of SEL weekly Vocabulary focus to be shared on the announcements daily.  The committee will be responsible for communicating feedback and necessary changes identified through XSEL survey.  Staff Responsible for Monitoring: Principal, Counselor, Counseling Advisory Committee Members  Title I: 2.5				Formative		
				Dec	Mar	June
Strategy 3 Details				Formative Reviews		
Strategy 3: Caught Being Kind Initiative - Students committing random acts of kindness will be recognized throughout the school year.  Strategy's Expected Result/Impact: Students committing random acts of kindness will be recognized and celebrated.  Increase in random acts of kindness.  Staff Responsible for Monitoring: Principal  Title I: 2.5				Formative		
				Dec	Mar	June

Strategy 4 Details		Formative Reviews		
<p><b>Strategy 4:</b> All students will participate in Individual Minute Meetings with the counselor to build positive relationships and focus on social emotional wellbeing. Minute Meetings give the counselor an idea of student needs in order to provide more targeted interventions. Interventions include individual and small group counseling for social emotional needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Minute Meetings give the counselor an idea of student needs in order to provide more targeted interventions. Interventions include individual and small group counseling for social emotional needs. Building mental health skills to improve the development social and emotional competencies. Decrease in bullying investigations. Decrease in behavior referrals. Increase random acts of kindness.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Title I:</b> 2.5</p>		Formative		
		Dec	Mar	June
<p><b>Strategy 5:</b> All students will participate in the XSEL Labs assessment to collect data for social emotional targeted interventions provided through support staff and positive action curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Building mental health skills to improve the development social and emotional competencies. Decrease in bullying investigations. Decrease in behavior referrals. Increase random acts of kindness.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselor, Counseling Advisory Committee</p> <p><b>Title I:</b> 2.5</p>		Formative Reviews		
<p><b>Strategy 6:</b> In order to focus on well-being for staff, staff will be trained in self-care for educators and encouraged to focus on self-care throughout the year. Self-care tips and activities will be provided monthly for staff via email and in person events. Thankful Thursday initiative (staff info spotlight) will be implemented.</p> <p><b>Strategy's Expected Result/Impact:</b> Building mental health skills to improve the development social and emotional competencies. Create a positive, supportive and safe work environment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor</p>		Formative		
		Dec	Mar	June

Strategy 7 Details		Formative Reviews		
<p><b>Strategy 7:</b> The students and staff will be trained on mindful breathing techniques based on Conscious Discipline research during classroom guidance lessons. During the month of August, it will begin with STAR breathing (Smile, Take a deep breath, And, Relax). Additional techniques, such as Balloon Breathing, Pretzel Breathing, Bee Breathing, etc, will be added during future classroom lessons. Classrooms will also be supplied with a small reminder poster of each technique. Students will be encouraged to use the breathing techniques to regulate heart rate, emotions, and connecting to their executive function.</p> <p><b>Strategy's Expected Result/Impact:</b> The goal is to have students choosing to use a breathing technique with little to no reminder from adults. This will decrease the number of office referrals and classroom discipline issues.</p> <p><b>Staff Responsible for Monitoring:</b> Use will be monitored by classroom teachers, Special Ed teachers, interventionists, counselors, and admin.</p> <p><b>Title I:</b> 2.5, 2.6</p>	Formative			
	Dec	Mar	June	
0% No Progress  100% 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 1:** 100% of campus-based professional development will be aligned to the Comprehensive Needs Assessment and district initiatives.

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

Strategy 1 Details		Formative Reviews		
<b>Strategy 1:</b> ELL Instructional Strategies  All professional staff members will participate in training focused on ELL instructional strategies.  Sep. 19  <b>Strategy's Expected Result/Impact:</b> Increase in the understanding of quality ELL instructional strategies, resulting in the implementation of high-yield instructional strategies in the classroom.  Teachers will understand how to incorporate the ELPS into daily instruction.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Title I Coach, EMS ISD ESL Instructional Coordinator  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			
	Dec	Mar	June	
Strategy 2 Details		Formative Reviews		
<b>Strategy 2:</b> ELL Instructional Reviews - Teachers will meet with the Title Coach and Assistant Principal to review the progress in Listening, Speaking, Reading, & Writing.  Review ELL instructional strategies utilized during the grading period. Determine what accommodations & strategies need to be implemented during the next grading period.  <b>Strategy's Expected Result/Impact:</b> ESL students would make at least one year's worth of growth on the TELPAS 2023 assessment.  <b>Staff Responsible for Monitoring:</b> Assistant Principal, Title I Coach  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			
	Dec	Mar	June	



Strategy 3 Details		Formative Reviews		
<b>Strategy 3:</b> Professional staff will attend professional development based on campus needs during the Monday meeting schedule. <b>Strategy's Expected Result/Impact:</b> Build capacity in professional staff knowledge to increase student performance across all populations. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Specialists		<b>Formative</b>		
		<b>Dec</b>	<b>Mar</b>	<b>June</b>
 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 2:** We will achieve an attendance rate of 96.75% for the 2022-2023 school year.

**High Priority**

**Evaluation Data Sources:** PEIMS Attendance Reports - June 2023

Strategy 1 Details		Formative Reviews			
<b>Strategy 1:</b> The Attendance Committee will meet at the end of each grading period. The Attendance Committee will determine which students require an attendance contract.  Attendance Contracts will be created with assistant principal, parent, and student.  <b>Strategy's Expected Result/Impact:</b> Increased Attendance Rate, Fewer number of chronically absent students  <b>Staff Responsible for Monitoring:</b> Assistant Principal, Attendance Secretary, Attendance Committee  <b>Title I:</b> 2.5, 2.6	<b>Formative</b>				
	<b>Dec</b>	<b>Mar</b>	<b>June</b>		
Strategy 2 Details		Formative Reviews			
<b>Strategy 2:</b> Each nine-week grading period, every student with perfect attendance (zero absences & zero tardies) will attend a celebration.  <b>Strategy's Expected Result/Impact:</b> Increased Attendance Rate, Fewer number of chronically absent students  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Attendance Secretary, PTA  <b>Title I:</b> 2.5, 2.6	<b>Formative</b>				
	<b>Dec</b>	<b>Mar</b>	<b>June</b>		
0% No Progress		100% 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:** 100% of staff will be trained in data binders to support students taking ownership of their own learning and progress and develop independence and responsibility.

Strategy 1 Details		Formative Reviews		
<b>Strategy 1:</b> Initial Data Binder training for staff new to Campus on August 22, 2022 and refresher training for returning staff on August 23, 2022. Data binder PLCs will be scheduled into the Monday meeting schedule to ensure consistency and vertical alignment. <b>Strategy's Expected Result/Impact:</b> 70% of students will meet their SLO. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Interventionists and teachers.		Formative		
		Dec	Mar	June
Strategy 2 Details		Formative Reviews		
<b>Strategy 2:</b> PLC schedule was developed with Leadership team to provide opportunities to track data, review data binders, and progress monitor.		Formative		
<b>Title I:</b> 2.6		Dec	Mar	June
Strategy 3 Details		Formative Reviews		
<b>Strategy 3:</b> Grade K-5 will have a PLC One note to share and track progress for all students. <b>Strategy's Expected Result/Impact:</b> In crease in percentage of students meeting their SLO. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Specialists, Teachers		Formative		
		Dec	Mar	June
Strategy 4 Details		Formative Reviews		
<b>Strategy 4:</b> Professional development on differentiation will take place during Monday meetings. <b>Strategy's Expected Result/Impact:</b> Goals set to meet the individual needs of each student. <b>Staff Responsible for Monitoring:</b> Specialists, teachers, Administrators		Formative		
<b>Title I:</b> 2.4, 2.6		Dec	Mar	June
0% No Progress		100% 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 4:** Increase participation in school wide events as evident through sign-in sheets for each event.





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

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

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

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

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

Strategy 1 Details		Formative Reviews		
<b>Strategy 1:</b> The entire Saginaw Elementary staff will be trained in CRASE, the Standard Response Protocol, Reunification Protocol, Avoid/Deny/Defend, from the I Love You Guys Foundation and the use of Crisis Go. <b>Strategy's Expected Result/Impact:</b> Every staff member will understand how to respond appropriately in the event of a crisis situation on the campus. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal	Formative			
	Dec	Mar	June	
Strategy 2 Details		Formative Reviews		
<b>Strategy 2:</b> The entire Saginaw Elementary student body will be trained in the Standard Response Protocol. Students will practice the Standard Response Protocol actions during drills throughout the school year. <b>Strategy's Expected Result/Impact:</b> Every student will understand how to respond appropriately in the event of a crisis situation on the campus. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal	Formative			
	Dec	Mar	June	
Strategy 3 Details		Formative Reviews		
<b>Strategy 3:</b> The Standard Response Protocol and Reunification Protocol will be communicated to parents. The parent information sheet for both protocols will be included in the online parent newsletter. Copies of both protocols will be sent home the first week of school. <b>Strategy's Expected Result/Impact:</b> Parents & guardians will understand how to respond appropriately in the event of a crisis situation on the campus. The constant communication will decrease parent & guardian anxiety regarding crisis situations. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal	Formative			
	Dec	Mar	June	
3-5 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 processes and procedures that are clearly communicated, monitored, and evaluated.

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

**Evaluation Data Sources:** Discipline Referral Data, Think Sheets

Strategy 1 Details		Formative Reviews		
<b>Strategy 1:</b> The entire Saginaw Elementary staff will be trained in the school-wide behavior expectations (STARS). <b>Strategy's Expected Result/Impact:</b> Every staff member will understand the behavior expectations for the different areas of the school.  Each staff member will leave with a plan for teaching the school-wide behavior expectations to the students. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal	Formative			
	Dec	Mar	June	
Strategy 2 Details		Formative Reviews		
<b>Strategy 2:</b> The entire Saginaw Elementary student body will be trained in the school-wide behavior expectations during the first week of school.  <b>Strategy's Expected Result/Impact:</b> Every student will understand and follow the behavior expectations for the difference areas of the school. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal	Formative			
	Dec	Mar	June	
Strategy 3 Details		Formative Reviews		
<b>Strategy 3:</b> The school-wide behavior expectations will be continually reviewed and reinforced throughout the school year. <b>Strategy's Expected Result/Impact:</b> Decrease in disruptive behavior in common areas.  Increase in positive behavior in common areas. <b>Staff Responsible for Monitoring:</b> All Staff Members	Formative			
	Dec	Mar	June	
90% No Progress		100% 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 processes and procedures that are clearly communicated, monitored, and evaluated.

**Performance Objective 3:** All classroom teachers will be trained in the implementation of the PDSA cycle. This spiral training will be built into the Monday meeting schedule.

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

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

# State Compensatory

## Budget for Saginaw Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

## Personnel for Saginaw Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Brenda Kelley	Literacy Specialist	1
Crystle Guthrie	Math Specialist	1



# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Karen Nichols	Title I Math Coach		
Norma Sandoval	Title I Coach		

# Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Substitutes for Coaching Sessions		\$990.00
1	2	4			\$990.00
1	3	1	Substitutes for Coaching Sessions		\$540.00
1	4	1	Substitutes for Coaching Sessions		\$1,260.00
1	5	3	Registration for Conference		\$540.00
1	5	3	Substitutes for Conference		\$540.00
1	5	3	Gas for Conference		\$0.00
Sub-Total					\$4,860.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4	Title I Reading Instructional Coach Salary		\$60,000.00
1	4	3	Title I Math Coach Salary		\$12,000.00
Sub-Total					\$72,000.00
199 - State Compensatory Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Literacy Specialist Salary		\$60,000.00
1	1	5	Salary for Tutor		\$18,000.00
1	4	4	Math Specialist Salary		\$60,000.00
Sub-Total					\$138,000.00
255 - Title II, Part A TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	2	Substitutes for Coaching Sessions		\$360.00
Sub-Total					\$360.00

# 2022-2023 Campus Site-Based Committee

Meeting Date: September 21, 2022



3:30 P.M.

Committee Role	Name	Position	Signature
Administrator	Melissa Curtis	Principal	

Parent

Norma Henderson  
Lauren TeGartner

Parent  
Parent

Parent

Cherish Campbell

Parent



Teacher

retired Ems teacher

Grandparent

Grandparent

teacher

Teacher/specialist

Teacher

Parent

Administrator

teacher

Saginaw Elementary  
Generated by Plan4Learning.com

Ashley Browning

Fran Petrus

Kolva Scheid

Larry Scheid

AMM Beasley

Brenda Kelly

Emily Smith

Tanie Herron

Natasha Porro

Sharyl Winters

4th grade

Substitute

Committee rep.  
Volunteer

Volunteer

teacher

Specialist

Teacher

Assistant Principal

















