

Eagle Mountain-Saginaw Independent School District

Elkins Elementary

2024-2025 Campus Improvement Plan



Mission Statement

At Elkins Elementary we build relationships that allow all students to persevere through challenges that foster lifelong learning so they can be the most successful versions of themselves.

District Mission:

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

Vision

As an Elkins Elk, we will...

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Encourage Others
Lead, Learn and Grow
Show Kindness Everyday

Because who are we, #WeAreElks!

Core Beliefs

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

We believe in celebrating ALL successes!

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

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

We believe in high expectations sprinkled with grace.

We believe in meeting students exactly where they are.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Elkins Elementary serves 650 students from Pre-K through 5th grade, representing a wide range of backgrounds with 21 languages spoken across the campus. Our diverse community enriches the learning experience, creating a welcoming environment that celebrates different cultures and perspectives. The school is dedicated to fostering strong relationships, helping students overcome challenges, and encouraging a lifelong passion for learning. Through a supportive and nurturing environment, we aim to equip all students with the skills and resilience needed to reach their full potential and achieve success in every aspect of their lives.

Demographics Strengths

The diverse demographic of Elkins Elementary brings several key strengths to the school community. With students speaking 21 different languages, the campus is a microcosm of global cultures, providing a rich, multicultural environment that promotes empathy, cultural awareness, and inclusivity. This diversity fosters a broader worldview among students, encouraging them to embrace different perspectives and enhancing their social and emotional development. Additionally, the wide range of linguistic backgrounds encourages collaboration and strengthens problem-solving skills, as students work together to navigate and celebrate their differences. This unique blend of cultures and experiences ultimately prepares students for success in an increasingly interconnected world.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Elkins Elementary encounters the challenge of ensuring equitable access to education and communication for a diverse student body which can impact student engagement and family involvement. **Root Cause:** A wide variety of languages are spoken.

Student Achievement

Student Achievement Summary

Elkins Elementary, designated as a Target Support Campus by the TEA, shows varied performance across grade levels and subjects. In **5th grade**, 69% of students in ELAR and math reached the "Approaches" level, with 46% in ELAR and 37% in math meeting expectations. However, only 21% in ELAR and 8% in math achieved "Masters," and science performance was lower overall. **4th grade** students demonstrated stronger results in ELAR and math, with 78% and 72% reaching "Approaches," respectively, and 43% and 45% achieving "Meets." **3rd grade** results show 69% in ELAR and 59% in math at the "Approaches" level, with lower percentages reaching "Masters."

Student Achievement Strengths

Elkins Elementary demonstrates several strengths in student achievement across grade levels and subjects. In English Language Arts and Reading (ELAR), the majority of students show solid performance, with significant percentages reaching the "Approaches" and "Meets" levels, particularly in 4th grade where 78% of students are at "Approaches," 43% meet expectations, and 10% achieve "Masters." The 4th grade math results are also strong, with 72% of students at "Approaches," 45% meeting expectations, and 20% mastering the content. Additionally, early grades show promising performance, especially in 3rd grade ELAR, where 69% are at "Approaches" and 50% meet expectations, and in math, with 59% at "Approaches" and 23% meeting expectations. Overall, the consistent percentage of students performing at the "Approaches" level across various grades indicates a solid baseline of proficiency, which provides a foundation for further academic development and targeted improvement efforts.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Elkins Elementary faces the challenge of increasing the number of students achieving "Meets" and "Masters" levels, especially in science and math, as current data shows many students are only reaching the "Approaches" level. **Root Cause:** overlap and lack of clear differentiation between tiers of instruction, leading to ineffective support and insufficiently targeted interventions for students at various levels of need

School Culture and Climate

School Culture and Climate Summary

Elkins Elementary boasts a positive school culture and climate, highlighted by high staff retention during the 2023-2024 school year, with only one new classroom teacher hired. As a Title 1 campus, the school benefits from strong parental involvement, particularly in after-school activities, and robust support from the PTA. The PTA plays a key role in campus initiatives and provides numerous volunteer opportunities, further strengthening the school community and contributing to a supportive and engaged learning environment.

School Culture and Climate Strengths

Elkins Elementary's strengths include a stable and experienced staff, with high retention rates reflecting a positive work environment and effective leadership. The strong involvement of parents, particularly in after-school activities, enhances student engagement and supports a vibrant school community. Additionally, the PTA's active participation in campus initiatives and its provision of numerous volunteer opportunities further enrich the school culture, fostering collaboration between school staff, parents, and the community. This combination of dedicated personnel and engaged families creates a supportive and dynamic learning environment for students.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Elkins Elementary faces the challenge of overcoming a history of high staff turnover, with 60% of new staff joining in the 2023-2024 school year, to ensure consistent and effective support for student achievement and school initiatives. **Root Cause:** inconsistent leadership resulting from high staff turnover, which disrupts continuity and effectiveness in implementing educational strategies and maintaining a cohesive school environment.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Since the beginning of the 2023-2024 school year, Elkins Elementary has seen substantial staff turnover, with 60% of the staff being new hires. This has led to challenges with consistency and continuity in leadership and instruction. However, this year, the school has made significant progress, hiring only one new classroom teacher, reflecting a stabilization in staffing. The current focus is on enhancing staff retention and support to maintain stability and ensure high-quality instruction moving forward.

Staff Quality, Recruitment, and Retention Strengths

Elkins Elementary has demonstrated resilience in staffing, with only one new classroom teacher hired this year, indicating progress toward greater stability. The school's ability to recruit qualified educators and maintain a relatively stable staff, despite previous high turnover, reflects a commitment to improving staff quality and retention. The ongoing focus on supporting and retaining staff is strengthening the overall instructional environment and contributing to a more consistent and effective educational experience for students.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: challenge of maintaining stability and consistency in instruction following a period of significant staff turnover, despite recent improvements in staff retention.

Root Cause: Inconsistent leadership and campus aligned practices over a 3 year period

Priority Problem Statements

Problem Statement 1: Elkins Elementary faces the challenge of increasing the number of students achieving "Meets" and "Masters" levels, especially in science and math, as current data shows many students are only reaching the "Approaches" level.

Root Cause 1: overlap and lack of clear differentiation between tiers of instruction, leading to ineffective support and insufficiently targeted interventions for students at various levels of need

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Elkins Elementary faces the challenge of overcoming a history of high staff turnover, with 60% of new staff joining in the 2023-2024 school year, to ensure consistent and effective support for student achievement and school initiatives.

Root Cause 2: inconsistent leadership resulting from high staff turnover, which disrupts continuity and effectiveness in implementing educational strategies and maintaining a cohesive school environment.

Problem Statement 2 Areas: School Culture and Climate

Goals





Goal 1: EXCELLENCE IN ACADEMICS TEACHING AND LEARNING: EMS ISD will foster a supportive environment, setting high expectations, and promoting student involvement to ensure each student achieves academic mastery and is well prepared for future success. Central to this commitment is our proactive approach to monitoring and responding to student needs. We recognize that each student is unique and has diverse learning requirements, and it is our responsibility to foster an environment that supports their success.

Performance Objective 1: 100% of students will show at least one year's growth in Reading and Math

High Priority

Evaluation Data Sources: STAAR Exams, MAP, DCAs

Strategy 1 Details	Reviews			
Strategy 1: Implement a master schedule that effectively supports all tiers of instruction Strategy's Expected Result/Impact: Improved student learning outcomes, increased academic achievement across diverse student populations, enhanced teacher collaboration and planning, and a more cohesive and responsive educational environment. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative			Summative
	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Facilitate weekly Professional Learning Communities (PLCs) to cultivate language-rich and interactive classrooms. Strategy's Expected Result/Impact: enhanced teacher collaboration and classroom practices leading to improved student engagement and language development. Staff Responsible for Monitoring: Administration and instructional coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: Instructional Coach - 211 - Title 1, Part A	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Define the instructional priorities at each level of tiered instruction during PD opportunities Strategy's Expected Result/Impact: Create more intentionality in lesson internalization and checks for understanding for each level of instruction Staff Responsible for Monitoring: Instructional Coaches, Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: EXCELLENCE IN ACADEMICS TEACHING AND LEARNING: EMS ISD will foster a supportive environment, setting high expectations, and promoting student involvement to ensure each student achieves academic mastery and is well prepared for future success. Central to this commitment is our proactive approach to monitoring and responding to student needs. We recognize that each student is unique and has diverse learning requirements, and it is our responsibility to foster an environment that supports their success.

Performance Objective 2: Our targeted sub population will have at least 80% meet or exceed grade level expectations

High Priority
Evaluation Data Sources: State and District Assessments

Strategy 1 Details	Reviews			
Strategy 1: During PLCs we will look at data based on growth measure and our targeted sub population Strategy's Expected Result/Impact: Focus on this group of students will lead to more intentional conversation about instructional practices that directly impact this group. Staff Responsible for Monitoring: Teacher, Instructional Coach and Administration Title I: 2.4, 2.5, 2.6, 4.1 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Dec	Feb	Apr	June
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Performance Objective 3: 100% of our EB students will increase their language proficiency with at least 1 PLD level in listening and speaking

High Priority

Evaluation Data Sources: State and District Assessments to include TELPAS

Strategy 1 Details	Reviews			
Strategy 1: Incorporate strategies for language rich classrooms in professional development and as it relates to The Fundamental 5 Strategy's Expected Result/Impact: Professional development on specific instructional practices that promote research based practices will lead more intentional pedagogy practices that support or EB students. Staff Responsible for Monitoring: District ELL coaches, Instructional Coaches, Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative			Summative
	Dec	Feb	Apr	June

0%

No Progress

100%





AccomplishedContinue/ModifyDiscontinue

Goal 2: EXCELLENCE IN ACADEMICS RECRUITMENT and RETENTION of QUALITY STAFF: EMS ISD will recruit and employ highly effective people that hold values and characteristics that are aligned with the district mission. This culture of excellence includes those who are committed, coachable, and possess a growth mindset.

Performance Objective 1: Elkins will retain 90% of it's staff from the 24-25 school year to the 25-26 school year.

High Priority

Evaluation Data Sources: Staff resignations

Strategy 1 Details	Reviews			
Strategy 1: Incorporate specific professional development opportunities that are aligned with the individual staff members T-TESS goal. Strategy's Expected Result/Impact: Staff will receive individual growth opportunities that directly impact their personal growth goals. Staff Responsible for Monitoring: Administration Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Incorporate a feedback portal that allows staff to anonymously communicate with administration any concerns or suggestions about campus operations, instructional priorities or events. Strategy's Expected Result/Impact: Open lines of communication will allow staff members to have a voice in campus business Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: EXCELLENCE IN ACADEMICS PERSONAL and SOCIAL DEVELOPMENT: EMS ISD will ensure opportunities for students, staff, families, and community members to learn and be empowered to implement and contribute to a safe and supportive environment that promotes personal and social development and fosters student learning.

Performance Objective 1: 100% of our parents will play an active role in their child's education.

High Priority

Evaluation Data Sources: track event attendance, collect participant feedback, monitor student performance metrics, measure engagement levels, assess community involvement and evaluate follow-up actions

Strategy 1 Details	Reviews			
Strategy 1: Organize and host academic events after school, such as literacy and math nights, to engage the community and enhance involvement in students' learning and development Strategy's Expected Result/Impact: Parents will see what their child is expected to learn and their learning progress throughout the year. Staff Responsible for Monitoring: Classroom teachers and Administration Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June
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Goal 4: EXCELLENCE IN ACADEMICS PERSONAL and SOCIAL DEVELOPMENT: EMS ISD will provide diversified and developmentally appropriate learning opportunities with the purpose of equipping staff and students with the necessary skills for personal and social development, ensuring a supportive learning experience where everyone can thrive.

Performance Objective 1: 100% of students will grow in their personal and social development skills.

High Priority

Evaluation Data Sources: PBIS referrals and counselor reports

Strategy 1 Details	Reviews			
Strategy 1: Each classroom will receive Tier 1 guidance lessons through our counseling department Strategy's Expected Result/Impact: Students will learn vocabulary and strategies to implement into their daily life both in and out of school. Staff Responsible for Monitoring: Counselor and Administration Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Incorporate Tier 2 and 3 guidance instruction for students who require more intentional support. Strategy's Expected Result/Impact: Focused groups will allow students to receive instruction based on their small group or individual needs. Staff Responsible for Monitoring: Counselor ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June
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Goal 5: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STUDENT ENGAGEMENT: EMS ISD will engage each student in developing and executing a dynamic, customized, and personal education from registration to graduation which capitalizes on embedded robust opportunities where choice matters.

Performance Objective 1: Maximize student participation in extracurricular activities in grades 3-5 by further enhancing and promoting student clubs and organizations.

Evaluation Data Sources: Monitor participation, gather feedback, assess skills, track academic performance, analyze behavior, observe changes, and compare impacts





Strategy 1 Details	Reviews			
Strategy 1: Integrate UIL, Honor Choir, and Runners Club into the educational framework to cultivate student participation, skill development, and personal achievement throughout their academic journey Strategy's Expected Result/Impact: expected to significantly increase student engagement, foster skill development in respective areas, and promote personal achievement, thereby enriching students' academic journey Staff Responsible for Monitoring: Administration, Club Leaders and Coordinators ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><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 6: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STUDENT ENGAGEMENT: EMS ISD will create a culture that understands and communicates opportunities, respects individuality and builds ownership.

Performance Objective 1: Enhanced student behavior and improved school climate characterized by reduced disciplinary incidents by 20 percent.

High Priority

Evaluation Data Sources: PBIS referral system

Strategy 1 Details	Reviews			
Strategy 1: Implement PBIS (Positive Behavioral Interventions and Supports) principles to establish a structured approach for behavior management and cultivate a positive school environment Strategy's Expected Result/Impact: Decrease the number of negative behavioral referrals that result in students missing instructional time Staff Responsible for Monitoring: Administrations and Behavioral Team Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Integrate the GRIT House system to foster a culture that promotes understanding of opportunities, respects individuality, and encourages ownership among students and staff Strategy's Expected Result/Impact: Implementation of the GRIT House system is expected to foster a school culture where students and staff demonstrate increased understanding of opportunities, embrace individuality, and exhibit ownership in their academic and personal growth Staff Responsible for Monitoring: Administration and GRIT House Committee Title I: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
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Goal 7: EXCELLENCE IN PERSONALIZED OPPORTUNITIES FAMILY ENGAGEMENT: EMS ISD will actively listen to families and acknowledge their diverse needs in order to foster a culture of authentic family engagement that makes families feel heard, respected, and valued.

Performance Objective 1: 100% of families will have access to communicate with staff to share concerns.

Evaluation Data Sources: Parent Surveys and Conferences

Strategy 1 Details	Reviews			
Strategy 1: All students and their parents will have the opportunity to participate in a fall conference with the classroom teacher. Strategy's Expected Result/Impact: Parents and staff will be able to discuss their partnership to support the needs of the individual child. Staff Responsible for Monitoring: Teacher and Administration Title I: 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><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 8: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT SAFETY AND SECURITY: EMS ISD will provide a safe and orderly learning and work environment for students, staff, community members and visitors with a focus on behavior and training.

Goal 9: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT SAFETY AND SECURITY: EMS ISD will implement and rigorously enforce safety and security policies, procedures and laws to promote a safe and orderly learning and work environment for everyone with a focus on operations and systems.

Campus Funding Summary

211 - Title 1, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Coach		\$0.00
Sub-Total					\$0.00