

**Katy Independent School District**  
**McElwain Elementary**  
**2023-2024 Campus Improvement Plan**



# Mission Statement

Peter McElwain Elementary, together with the staff, students, and community is dedicated to:

**O**btaining a passion for life-long learning

**W**orking together to build positive relationships

**L**earning by example to promote a safe and inclusive environment

**S**oaring to success

## Vision

A love of learning builds the wisest nest!

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Peter McElwain Elementary (PMCE) opened in August 2020 in Katy ISD. We are located in a high-growth area in the northwest quadrant of the district. There are new homes being built and new sections developing around the school. In the 2022-23 school year, we had over 1,450 students enrolled in Pre-K through 5th grade. In the 2023-24 school year, two new schools are opening near our campus and this means a reduction in student population. The student enrollment at PMCE is projected to 1,125 students for the 2023-24 school year. Also, we will be a bilingual campus in the 2023-24 school year.

Our staff consists of 120 members, including leadership, teachers, and paraprofessionals.

#### Ethnicity Percentages:

White - 16.87%  
Hispanic - 41.15%  
African American - 24.66%  
Asian - 11.6%  
Two or More Races - 5.73%

#### Program Percentages:

At-Risk - 28.93%  
Low Income - 47.25%  
LEP - 20.61%  
ESL - 7.48%  
Special Education - 14.96%  
GT - 2.29%

The daily attendance rate for the 2022-2023 school year was 94.49%.

### Demographics Strengths

McElwain Elementary is a diverse campus with learners from various backgrounds and learning experiences. The diverse ethnicity of our student population is certainly a strength of our school community. We are excited to get to know each other during this year and develop the culture of the school.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** We have near 21% of our students who are Limited English Proficient, indicating the need for instructional strategies that go beyond the verbal delivery. We believe our percentage would be higher if students had not denied bilingual services coming from their previous campus. **Root Cause:** Our state and district are increasingly becoming more diverse which has an impact on our campus.

**Problem Statement 2:** Average Daily Attendance has 94.54% on 2022 to 94.49% in 2023. **Root Cause:** Parents need education focused on the positive impact that consistent school attendance has on student growth and academic achievement.

# Student Learning

## Student Learning Summary

McElwain Elementary opened in 2020. On STAAR, the Approaches category indicates that students are likely to success in the next grade level or course with targeted academic intervention. The Meets category indicates that students have a high likelihood of success in the next grade level or course but may still need some short-term, targeted academic intervention. The Masters category indicates that students have mastered all content and have a high probability of success in the next grade level.

2023 STAAR Reading Data:

Grade Level	AMM
3rd	43
4th	40
5th	46

2023 STAAR Math Data:

Grade Level	AMM
3rd	47
4th	50
5th	60

2023 STAAR Science Data:

Grade Level	AMM
5th	35

## Student Learning Strengths

2021-22 was not a normal year. The pandemic was still present and this affected the absences (students and staff), as well as acquiring substitutes. Often, support teachers had to be pulled from intervention in order to cover a grade-level classroom. McElwain Elementary has a population of resilient, hard-working, perseverant students and staff. We overcame these struggles and showed success in many areas.

The following was noted based on the data:

- In comparison to the reading STAAR scores from 2021 and 2022; the scores were consistent or increased.
- Overall, in 3rd-5th grade, the students scored higher in reading than in math.
- The 5th grade STAAR science scores reduced by over 5% from 2021.
- TELPAS score were consistent even with the increase in ESL students.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** The number of students scoring at "Approaches", "Meets" and "Masters" Grade Level performance in reading, writing, math, and science are below district averages and in a few areas below the state average and need to increase so that all students make academic progress. **Root Cause:** Teachers lack training in data analysis skills in order to accurately formulate small groups to effectively differentiate learning for students in reading, writing, and math. Teachers need to utilize differentiated small group instruction, including taking anecdotal notes and promoting discourse in order to meet the varied needs of each individual student resulting in growth.

**Problem Statement 2 (Prioritized):** STAAR data indicates that our math and reading performance showed a decrease from the previous year: Reading AMM: 59 (2022); 52 (2023) Math AMM: 44 (2022); 43 (2023) **Root Cause:** State and district data showed math and reading scores with a decreasing trend this year. Inconsistencies in instruction due to increase in enrollment and staff may have impacted consistency of instruction and achievement.

# School Processes & Programs

## School Processes & Programs Summary

McElwain Elementary has a strong mission statement that is the foundation of our culture. We put our students first, collaborate with one another, value each other's strengths, and continuously learn and grow together. The master schedule has been arranged to allow for maximum instructional time. Teachers have opportunities to share ideas and plan together through the use of common planning times, PDR meetings, and professional development opportunities. Our instructional coach model is set up for coaching experiences and model lessons in the classroom, including feedback for growth.

## School Processes & Programs Strengths

With only being opened for 3 years, our campus has created a climate of excitement and new beginnings. Our families are eager to volunteer and help establish our campus.

We have had staff and family socials to build relationships. Various committees have been established to create processes and programs to be implemented at McElwain. They include Behavior Supports, PurposeFULL People, Culture and House System.

The master schedule has been created to allow for maximum instructional time. Teachers have opportunities to share ideas and plan together through the use of common planning times. At PMCE, we also believe it is important to teach the "whole-child," therefore Community Circles occur everyday day in the classroom. Once a semester an enrichment and community building time is built into our schedule. It is called Owl-Rageous Time.

McElwain Elementary has highly dedicated and professional teachers. We have 20 new staff members to our campus. All of our staff members are highly qualified and are student-centered. 86% of all teaching staff is ESL certified.

Our school has set a standard of providing a positive and safe learning environment for all students and staff. We want to be known throughout the community as a school that promotes a feeling of positivity and academic success. The teachers and staff at McElwain Elementary will establish high standards for all of our learners both academically and socially.

At McElwain we implement a school-wide House system. The purpose of this system is to develop a school climate and culture where students are excited to learn the necessary skills to build positive relationships, become leaders and productive citizens, and grow academically. Further, the House system promotes an understanding of cultural diversity as represented through our student population. Students will be randomly assigned to one of six houses (Impegno, Comunidad, Arbitrium, Azim, Saviesa and Udumo). Each house is directly tied to a characteristic of an owl. Students will have opportunities to earn points for their House every school day by displaying positive behaviors connected to our WISE expectations.

Each classroom at McEwlain is equipped with a SMART panel, at least 1 desktop and 4 ipads or Chromebooks. Teachers and students have access to the computer lab and printers.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** The total number of discipline referrals over the past 2 school years reflects a consecutive increase. **Root Cause:** Students need explicit instruction on expectations and the essential components of the PMCE discipline management plan to be implemented with fidelity.



**Problem Statement 2 (Prioritized):** Average Daily Attendance has decreased from 94.54% in 2022 to 94.49% in 2023. **Root Cause:** Parents need education focused on the positive impact that consistent school attendance has on student growth and academic achievement.

# Perceptions

## Perceptions Summary

McElwain Elementary works hard to create a family-friendly school environment. We strive to provide a responsive climate where parents and staff work together in educating the students. We strive to provide a responsive climate for parents and to widely communicate ways for parents to partner with us in educating their children. Our practices recognize a variety of parenting traditions and practice within the school community. We begin in mid-summer with communicating back to school information, updating all communication platforms (website, Remind messaging, social media, events and email distributions). A "Save the Date" section is listed in our weekly school-wide newsletter, The News from the Nest. New in 2023-24 will be an ongoing parent feedback form included in the weekly newsletter that will provide parents an avenue to provide celebrations and shout outs to staff that have gone the extra mile as well as provide real time feedback to the leadership team in any area needed. Our office staff focuses on positive customer service and remain helpful for parents and families. The McElwain PTA actively supports the school through volunteer efforts, events, fundraising, and contributes greatly to the school family here at PMCE.

Through ongoing implementation of PBIS (Behavior Supports) and fostering strong classroom communities, expectations for students are explicitly taught and positively reinforced. Students receive reinforcers (WISE points) when they exhibit appropriate behaviors that are aligned with the WISE (W-Winning attitude, Integrity, Show respect, Encourage others) what does this stand for) matrix. Our students and teachers conduct daily community circles with focused discussions that build character, teach social skills, encourage verbal expression, and build strong classroom community.

McElwain has an established House System in place which has been transformative in further connecting all members of the McElwain family. Our motto "6 Houses - 1 Family" has been embraced by both students and staff. House Rallies are engaging and exciting for students and staff, friendly competitions with house points add fun to the events and is motivating to students. House Rallies always incorporate a PurposeFULL People lesson from the Character Strong curriculum.

Discipline data reflects the following:

Total referrals for the 2020-21= 135; Total referrals for the 2021-22=430; Total referrals for the 2022-23=534

Most frequent infractions: physical contact, non-compliance, disrespect

## Perceptions Strengths

McElwain Elementary works to maintain these strengths:

- A process to involve parents in planning, implementing, and evaluating family involvement activities (in conjunction with PTA)
- An orientation program to prepare volunteers for being on campus
- A robust campus communication plan including external communication through 3 platforms weekly
- Partnership with sister school to raise awareness and provide staff emotional support through recognition
- Creating a welcoming atmosphere in the front office by remembering that positive customer service is vital to our climate
- All classrooms participate in daily Community Circles
- All classrooms create shared classroom agreements
- All classrooms have a classroom greeter to welcome adults as they enter the classroom
- McElwain Houses (the House System) connects students and staff from different grade levels and teams
- 15+ staff members have attended the Capturing Kids Hearts training

## **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Discipline data reflects more frequent infractions of physical contact with peers and noncompliance than other infractions. **Root Cause:** Student lack the skills to regulate emotions and behavior when they are upset or something does not "go their way."

# Priority Problem Statements

**Problem Statement 1:** The number of students scoring at "Approaches", "Meets" and "Masters" Grade Level performance in reading, writing, math, and science are below district averages and in a few areas below the state average and need to increase so that all students make academic progress.

**Root Cause 1:** Teachers lack training in data analysis skills in order to accurately formulate small groups to effectively differentiate learning for students in reading, writing, and math. Teachers need to utilize differentiated small group instruction, including taking anecdotal notes and promoting discourse in order to meet the varied needs of each individual student resulting in growth.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Discipline data reflects more frequent infractions of physical contact with peers and noncompliance than other infractions.

**Root Cause 2:** Student lack the skills to regulate emotions and behavior when they are upset or something does not "go their way."

**Problem Statement 2 Areas:** Perceptions

**Problem Statement 3:** Average Daily Attendance has decreased from 94.54% in 2022 to 94.49% in 2023.

**Root Cause 3:** Parents need education focused on the positive impact that consistent school attendance has on student growth and academic achievement.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** The total number of discipline referrals over the past 2 school years reflects a consecutive increase.

**Root Cause 4:** Students need explicit instruction on expectations and the essential components of the PMCE discipline management plan to be implemented with fidelity.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** STAAR data indicates that our math and reading performance showed a decrease from the previous year: Reading AMM: 59 (2022); 52 (2023) Math AMM: 44 (2022); 43 (2023)

**Root Cause 5:** State and district data showed math and reading scores with a decreasing trend this year. Inconsistencies in instruction due to increase in enrollment and staff may have impacted consistency of instruction and achievement.

**Problem Statement 5 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data

## Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

### **Employee Data**

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

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals






**Goal 1:** All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 1:** HB3: The percent of 3rd grade McElwain Elementary student who achieve meets and above in Reading will increase to 57% by July 2024.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** 3rd grade 2023 STAAR Reading data will be used.






Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will administer the Amira assessment regularly and analyze the data collaboratively to drive skills-based, systematic instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Reading instruction is targeted and differentiated in the classroom to meet each student's individual needs.</p> <p><b>Staff Responsible for Monitoring:</b> Reading Teachers Leadership Team</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 2:** HB3: The percent of 3rd grade McElwain Elementary student who achieve meets and above in Math will increase to 41% by July 2024.

**HB3 Goal**

**Evaluation Data Sources:** 3rd grade 2023 STAAR math data will be used.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Instructional Coach will train and support teachers in utilizing Dream Box student/class/grade level data during PDR to identify students in need of support or extension.</p> <p><b>Strategy's Expected Result/Impact:</b> The Predictive insights report will be used by teachers to drive small group instruction and targeted intervention groups during small group instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Math Teachers, Instructional Coach, Instructional Coordinator, Leadership Team</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> PMCE will develop and implement a structured lesson planning protocol for all teachers. Lesson plans will be evaluated and monitored for implementation through formal walkthroughs.</p> <p><b>Strategy's Expected Result/Impact:</b> Strengthen Tier 1 instruction, resulting in academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Performance data on each student group will be analyzed regularly by teacher teams and the Leadership team to guide instructional planning and intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Data will drive instructional planning, delivery and intervention.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				





No Progress



Accomplished



Continue/Modify








Discontinue

**Goal 1:** All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 3:** Increase the number of students scoring at health fitness zones, as measured on FitnessGram, to contribute to optimal health









**Evaluation Data Sources:** FitnessGram, Class Observation, Formative and Summative fitness skill assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Physical Education Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance and flexibility through the use of games, activities and stations in physical education class.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Physical Education Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
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**Goal 1:** All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 4:** ESF: Based on data from the 2022-23 school year, 80% of PreK-5th grade teachers will take anecdotal notes and increase student discourse in both math and reading small group instruction.





**Evaluation Data Sources:** Waterfall Results






Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will be trained on campus expectations, related to anecdotal note taking and student discourse, by September 15, 2023.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> PMCE will implement the small group waterfall strategy in order to monitor the level of instruction in the classroom and increase student discourse and achievement. The Leadership team will conduct formal walkthroughs (at least 2 times per teacher a semester).</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Academic Achievement</p> <p><b>Staff Responsible for Monitoring:</b> ICs, APs, Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2:** Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

**Performance Objective 1:** McElwain Elementary will involve and engage stakeholders through unique events, partnerships, and educational outreach opportunities throughout the school year that supports academic achievement.

**Evaluation Data Sources:** Multiple events and outreach opportunities are consistent on the campus calendar and executed with fidelity.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide a curriculum educational night focusing on Structured Literacy for McElwain families during the 2023-24 school year that is engaging for both parents and students to provide information into the day-to-day instructional practice.</p> <p><b>Strategy's Expected Result/Impact:</b> Curriculum night provides a window into instructional practice and pedagogy that will support parents ability to understand and hep students at home.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team, Curriculum Night committee, Teachers</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide an informational session for parents of EBs and Bilingual students to provide strategies to support English Language acquisition and how parents can support students best at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Curriculum night provides a window into instructional practice and pedagogy that will support parents ability to understand and hep students at home.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team, Curriculum Night committee, ESL ISSTs, Bilingual Team Leader, Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> McElwain administration and staff will maintain a robust external communication plan that keeps parents connected to their student's teachers as well as campus wide events, opportunities and information. Communication platforms: email, weekly school-wide newsletter, weekly grade level newsletter, active social media presences and Remind messaging.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents are informed of campus information in a variety of platforms</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Teacher</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers, staff and administration will educate all parents on the importance of consistent attendance and communicate regularly with parents whose children are frequently absent to encourage and promote healthy attendance at school.</p> <p><b>Strategy's Expected Result/Impact:</b> Daily average attendance with improve in comparison to the 2022-2023 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				


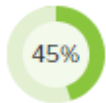

**Performance Objective 1 Problem Statements:**






School Processes & Programs
<p><b>Problem Statement 2:</b> Average Daily Attendance has decreased from 94.54% in 2022 to 94.49% in 2023. <b>Root Cause:</b> Parents need education focused on the positive impact that consistent school attendance has on student growth and academic achievement.</p>

**Goal 3:** Katy ISD will actively support the emotional well-being of all learners.

**Performance Objective 1:** PMCE will utilize the framework of MTSS to address the emotional and behavioral needs and well-being of all students through a coordination of all campus support systems in place at McElwain.

**Evaluation Data Sources:** Professional development provided for staff in PurposeFULL People and CHAMPS. Implementation of all strategies with students as evidenced by lesson plans, house rally activit plans, MTSS-B committee meetingsa nd guidance lesson schedule.










Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The PurposeFULL People resource will continue to be used to develop character and social-emotional skills in our students, staff and families.</p> <p><b>Strategy's Expected Result/Impact:</b> Students, staff and families will be changed by the way we treat others and ourselves.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, PurposeFULL People committee members</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The House System continues to be implemented campus-wide to promote collaboration, connection and teamwork among our students and staff. Students and staff will participate in school-wide House Rallies, grade level house meetings with character lesson and community circles, and weekly house activities and games in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will understand that we are all part of the McElwain family. Our hope is that there will be positive interaction between students and staff across the grade levels. Students will have an increased connection with other which will lead to a decrease in peer conflict.</p> <p><b>Staff Responsible for Monitoring:</b> House committee members, grade level teachers, counselor, Leadership Team</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Classrooms will implement structures in the classrooms to build their school family: Respect Agreements, Friends and Family Board, Calm-Down Corner/Safe Place, greeting students regularly at the door and implementing a classroom greeter.</p> <p><b>Strategy's Expected Result/Impact:</b> Student will feel connected to the school family and receive explicit instruction in emotional self regulation.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, Counselor</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> The counselor will provide ongoing guidance lessons to each grade level that will teach a variety of social skills and skills in self-regulation, while also including violence prevention and bullying prevention with information provided to parents, students and teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will gain skills to better deal with conflict with others as well as emotional self awareness. Less office referrals, more positive office referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Administration</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 4:** Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

**Performance Objective 1:** McElwain Elementary will provide a supportive environment for staff members and promote continued professional growth.

**Evaluation Data Sources:** Pulse Culture and Climate Survey






Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All new staff members engage with the Leadership team at the beginning of the year for campus orientation.  <b>Strategy's Expected Result/Impact:</b> Keep the Staff Culture section of the Pulse survey at or above an 7.5.  <b>Staff Responsible for Monitoring:</b> Leadership Team</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> First and Second Year teacher will meet with their assigned mentor monthly to address questions and provide support in day to day challenges of teaching.  <b>Strategy's Expected Result/Impact:</b> New staff are provided support and feel connected to the campus.  <b>Staff Responsible for Monitoring:</b> Assistant Principal (New Teacher Administrative Liaison)</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Recognize staff for their accomplishments and success in a variety of ways. Personalize recognition based on staff needs and their recognition language. Create a culture where all staff members take part in complimenting and recognizing one another.  <b>Strategy's Expected Result/Impact:</b> Recognizing stagg intentionally and utilizing strengths effectively will create a positive campus culture.  <b>Staff Responsible for Monitoring:</b> Leadership Team</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				



**Goal 5:** Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

**Performance Objective 1:** McElwain will implement a coordinated approach to the Campus Discipline Management so that total discipline referrals in 2023-2024 reflect a reduction of at least 15% compared to the 2022-2023 total.

**Evaluation Data Sources:** 2023-2024 End of year discipline referral data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The campus will participate in MTSS-B, year 1 with Katy ISD and attend 5 full days of professional development provided. The newly formed campus MTSS-B committee consists of lead representatives of our campus systems (PBIS, discipline, Sped, House System, PurposeFULL People, counseling, MRSS and general education (primary/intermediate)).</p> <p><b>Strategy's Expected Result/Impact:</b> The integration of all systems to support shifting student behavior with result in a reduction of discipline referrals.</p> <p><b>Staff Responsible for Monitoring:</b> MTSS-B committee members</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				






**Performance Objective 1 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> The total number of discipline referrals over the past 2 school years reflects a consecutive increase. <b>Root Cause:</b> Students need explicit instruction on expectations and the essential components of the PMCE discipline management plan to be implemented with fidelity.</p>

**Goal 6:** Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

**Performance Objective 1:** Teacher and staff will fully implement the Amira assessment systems along with HMH end of module assessments to inform the systematic literacy instruction in place in our RLA classrooms.

**Evaluation Data Sources:** Ongoing Amira assessment data will be analysed and monitored.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> HMH and Amira assessment windows will be included in long-range planning documents and communicated regularly during weekly planning. Teachers access the data regularly.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher will have real time access to ongoing formative data on specific skills that will drive small group instruction and interventions.</p> <p><b>Staff Responsible for Monitoring:</b> RLA Instructional Coach, Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# State Compensatory

## Budget for McElwain Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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## Personnel for McElwain Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Interventions	Academic Support	2

# Addendums

## **Peter McElwain Elementary CIP Timeline 2020-21**

August 19, 2020	Develop Needs Assessment
October 6, 2020	CAT Meeting
November 3, 2020	Revise CIP with input from staff and CAT
December 1, 2020	CAT Meeting
January 26, 2021	Review CIP Progress
February 16, 2021	CAT Meeting
March 2, 2021	Review CIP Progress
March 30, 2020	Review and Assess implementation of CIP, Review data
April 20, 2021 -	CAT Meeting

The percent of **McElwain** Elementary 3rd grade students who achieve Meets and above in Reading will increase **42%** to **57%** by July 2024.

	*2018	*2019	2021	2022	2023	2024
Goals			43%	55%	56%	57%
Actual	45%	42%	54%	55%	48%	
Met Goal			Y	Y	N	

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
McElwain	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	*2019 Actual	43	28%	104	36%	64	56%	0		25	52%	1	100%	9	44%	37	16%	96	28%	75	35%
		2021 Actual	28	64%	60	45%	19	63%	0		5	40%	0		2	100%	15	20%	44	57%	33	42%
		2022 Actual	33	48%	78	46%	28	68%	0		14	79%	0		17	65%	25	8%	74	42%	33	33%
		2023 Target		64%		55%		63%				40%				100%		18%		57%		43%
		2023 Actual	52	48%	90	38%	44	50%	0		30	63%	1	100%	14	64%	48	15%	109	33%	55	29%
		Met Target		N		N		N				Y				N		N		N		N
2024 Target		64%		55%		60%				73%				100%		18%		57%		43%		

\* Prior to 2021, data mirrors Bethke elementary.

The percent of **McElwain** Elementary 3rd grade students who achieve Meets and above in Math will increase from **39%** to **41%** by July 2024.

	*2018	*2019	2021	2022	2023	2024
Goals			40%	26%	38%	41%
Actual	53%	39%	25%	37%	40%	
Met Goal			N	Y	Y	

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
McElwain	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	*2019 Actual	43	30%	104	33%	64	53%	0		25	48%	1	0%	9	44%	37	24%	96	26%	75	33%
		2021 Actual	28	36%	60	15%	19	42%	0		5	0%	0		2	50%	15	13%	44	18%	33	21%
		2022 Actual	33	33%	78	28%	28	39%	0		14	71%	0		17	53%	25	4%	74	23%	33	24%
		2023 Target		36%		35%		49%				0%				50%		14%		28%		31%
		2023 Actual	52	35%	90	31%	44	36%	0		30	70%	1	0%	14	64%	48	8%	109	28%	55	31%
		Met Target		N		N		N								Y		N		N		N
2024		36%		35%		46%				0%				50%		18%		33%		36%		

\* Prior to 2021, data mirrors Bethke elementary.