

ELYSIAN FIELDS EL

Campus Improvement Plan

2023/2024

Excellence through teamwork.



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Date Reviewed:

DMAC Solutions ®

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Date Approved:

6/13/2023

Legal References

Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)

ELYSIAN FIELDS EL

Mission

It is the mission of the Elysian Fields Elementary School to provide a safe and positive child-centered learning environment that meets the needs of each unique learner, building on every student's strengths, narrowing gaps among all learners, and providing opportunities for success.

Vision

Elysian Fields Elementary School as a family of learners, teachers, parents and community members envisions every student gaining knowledge, setting and achieving goals, growing socially and progressing toward making a productive contribution to the world we live in together. All of the mentioned stakeholders will work toward the common goal of providing a safe, secure, supportive environment rich in opportunity, quality instruction, and proven curriculum for the students of Elysian Fields Elementary to ensure our vision is achieved.

Nondiscrimination Notice

ELYSIAN FIELDS EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

ELYSIAN FIELDS EL Site Base

Name	Position
Cordray, Kelly	Principal: Chairperson
Roos, Kara	Assistant Principal: Vice Chairperson
Pierce, Lynette	School Counselor
Hammontree, Jayme	Teacher
Beavers, Leann	Teacher
Lovelace, Donna	Secretary
Lawless, Tiffany	Paraprofessional
Martin, Amanda	Paraprofessional
Paine, Mandi	Parent
Roos, Andy	Business
Beavers, Brian	Business
Peeples, Darrin	Community
Jones, Kirk	Community
Golden, Megan	Teacher
Phelps, Stephanie	Teacher
Vickers, Ronnie	Business
Burk, Whitney	Parent

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

GOAL 1: The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL 2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL 3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL 4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

OBJECTIVE 1: Parents will be full partners with educators in the education of their children.

OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.

OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.

OBJECTIVE 5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.

OBJECTIVE 6: Qualified and highly effective personnel will be recruited, developed, and retained.

OBJECTIVE 7: The state's students will demonstrate exemplary performance in comparison to national and international standards.

OBJECTIVE 8: School campuses will maintain a safe and disciplined environment conducive to student learning.

OBJECTIVE 9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

OBJECTIVE 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA COMMISSIONER'S STRATEGIC PRIORITIES:

- 1 - Recruit, support, retain teachers & principals
- 2 - Build a foundation of reading and math
- 3 - Connect high school to career and college
- 4 - Improve low performing schools

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 26 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home
14. Has been incarcerated or has a parent who has been incarcerated within the lifetime of the student.

State Compensatory Education

This district has written policies and procedures to identify the following:

- Students who are at-risk of dropping out of school under state criteria
- Students who are at-risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.

Total FTEs funded through SCE at this District/Campus:

Teachers - 21

Administrators - 2

Paraprofessional - 5

The process we use to identify students at-risk is:

Elysian Fields Elementary students who meet the state and local compensatory eligibility criteria are served in our programs.

The process we use to exit students from the SCE program who no longer qualify is:

Each student's progress is monitored and evaluated to determine if they are making academic progress. When students no longer meet the eligibility criteria, they are exited from the program's services.

Resources

Resource	Source
Title I	Federal
Title IIA Principal and Teacher Improvement	Federal
Title IV Safe and Drug Free	Federal
Local Funds	Local
Bilingual Funds	State
Gifted/Talented	State
State Compensatory	State

ELYSIAN FIELDS EL

Goal 1. Elysian Fields Elementary will provide a quality instructional program to meet the needs of all students, increase academic achievement for all students while closing the achievement gap between students in special populations.

Objective 1. By May 2024, the scores for state testing will show at least a 5% increase in all subjects, in all grade levels tested.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Before and after school tutorials for grades 1-5 in reading and math. (Target Group: 1st,2nd,3rd,4th,5th) (Strategic Priorities: 2)	Assistant Principal(s), Elementary Principal, Teachers	9/1/23 - 5/1/24	(F)Title I	Criteria: Improved 6 weeks grades, improved performance on Benchmark and State Assessment 03/23/23 - On Track

ELYSIAN FIELDS EL

Goal 1. Elysian Fields Elementary will provide a quality instructional program to meet the needs of all students, increase academic achievement for all students while closing the achievement gap between students in special populations.

Objective 2. By May 2024, 87% of students in Kindergarten through 2nd grade will reach developed on the TPRI assessment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The addition of TEKS Resource (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal(s), Counselor(s), Curriculum Director, Elementary Principal, Principal, Teachers, Title I Teachers	8/23 - 5/24		Criteria: Benchmark and TPRI scores will reflect the attainment of the above stated objective for Kindergarten through second grade. Benchmark and STAAR scores will reflect the attainment of the above stated objectives for third through fifth grade. 03/23/23 - On Track

ELYSIAN FIELDS EL

Goal 1. Elysian Fields Elementary will provide a quality instructional program to meet the needs of all students, increase academic achievement for all students while closing the achievement gap between students in special populations.

Objective 3. By May 2024, students across subjects, grade levels and all populations will reach 70% of their targets in closing the gaps.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Six weeks meetings to discuss At Risk student population and MTSS student progress and parent involvement as well as make changes to the student's plan and make parent confernces as needed (Target Group: AA,ECD,SPED,AtRisk,Dys) (Strategic Priorities: 2,4)		1 time per 6 weeks		Criteria: Title progress reports, student progress reports and report cards. 03/23/23 - On Track
2. Progress tracking will be done by students and teachers on an individual and group basis. (Target Group: All) (Strategic Priorities: 2)	Counselor(s), Elementary Principal, Teachers	Weekly 8/23-5/24	(L)Local Funds	Criteria: Continued individual and campus improvement each six weeks. 03/23/23 - Some Progress

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Goal 2. Elysian Fields Elementary will maintain a highly qualified staff and research based, state approved curriculum in order to provide all students with the highest quality educational experience.

Objective 1. 100% of core academic classes will be taught by certified teachers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Provide new teaching and paraprofessional staff the necessary support and training to demonstrate proficiency in the area for which they were hired. (Title I SW Elements: 2.5) (Strategic Priorities: 1)</p>	<p>Curriculum Director, Principal</p>	<p>monthly</p>	<p>(F)Title IIA Principal and Teacher Improvement</p>	<p>Criteria: Evidence of Implementation -Certificates of completion from training -Evaluations</p> <p>Evidence of Impact: -Improvement in teaching and in student learning</p> <p>03/26/23 - Significant Progress</p>
<p>2. Teachers will meet vertically to discuss alignment of curriculum and strategies for teaching targeted skills. (Title I SW Elements: 2.2,2.5) (Strategic Priorities: 2)</p>	<p>Curriculum Director, Principal, Teachers</p>	<p>3 times per year</p>	<p>(L)Local Funds</p>	<p>Criteria: Evidence of Implementation -Completed meeting notes -sign in sheets -Targeted Skills for Improvement Summary Page</p> <p>Evidence of Impact -Improvement in communication between grade levels -Student improvement on Targeted Skills as evidenced on Benchmark results</p> <p>03/26/23 - Significant Progress</p>
<p>3. Teachers will observe a lesson in their subject area being taught by a fellow teacher in the grade level above and below their own and conference afterward (Title I SW Elements: 2.5) (Strategic Priorities: 1,2)</p>	<p>Principal, Teachers</p>	<p>Once per semester</p>	<p>(L)Local Funds</p>	<p>Criteria: Evidence of Implementation -Observation and meeting notes</p> <p>Evidence of Impact -Improved understanding of vertical expectations -Sharing of teaching strategies</p> <p>03/26/23 - No Progress 03/26/23 - Some Progress</p>

ELYSIAN FIELDS EL

Goal 2. Elysian Fields Elementary will maintain a highly qualified staff and research based, state approved curriculum in order to provide all students with the highest quality educational experience.

Objective 2. 100% of paraprofessionals with instructional duties will meet State and or Special Education requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Paraprofessionals will attend a two day Paraprofessional Academy through Region 7 in order to be highly qualified. (Title I SW Elements: 2.5) (Strategic Priorities: 2)				03/26/23 - Completed

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Goal 3. Elysian Fields Elementary will provide a safe, secure, drug free environment that is conducive to teaching and learning.

Objective 1. All students will receive anti-bullying instruction and be given clear knowledge of available resources and ways to report bullying incidents.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A full-time security officer will be on campus daily and at special events (Strategic Priorities: 4)	HCSO, Principal, Superintendent	Daily	(F)Title I	Criteria: Evidence of Implementation -Officer sign in sheets -Daily time sheets Evidence of Impact -Reduction in disruptions to the school day -Increase in % of positive parent responses to school climate surveys 03/23/23 - Some Progress
2. Staff training on the detection and handling of bullying incidents (Target Group: All) (Strategic Priorities: 4)	Counselor(s), Curriculum Director, Principal, Teachers	Fall Semester	(F)Title I	Criteria: Evidence of Implementation -Sign in sheets -Handouts -Certificates from training Evidence of Impact -Reduced incidents of bullying -Increase in the reporting of incidents 03/23/23 - Some Progress
3. Have motivational speakers speak to all grade levels. (Title I SW Elements: 2.6)	Counselor(s), Principal		(F)Title I	03/26/23 - Significant Progress

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Goal 3. Elysian Fields Elementary will provide a safe, secure, drug free environment that is conducive to teaching and learning.

Objective 2. All students will receive character education and appropriate anti drug education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase posting of current rules throughout the school and increased discussion of the meaning and reason for the rules (Strategic Priorities: 4)	Counselor(s), Principal(s), Teachers	1st two weeks of school	(L)Local Funds	Criteria: Evidence of Implementation -Poster of Rules Evidence of Impact -Increased awareness of the rules as evidenced by fewer discipline referrals 03/26/23 - Some Progress
2. Increased positive and inspirational reflection throughout the school (Strategic Priorities: 4)	Counselor(s), Principal(s), Teachers	1st two weeks of school	(L)Local Funds	Criteria: Evidence of Implementation -Positive, inspirational and motivating quotes and reminders throughout the campus Evidence of Impact -Students will demonstrate a more positive attitude toward themselves and others 03/26/23 - Some Progress
3. Guidance lessons, which address social and emotional growth, goal setting and academic achievement, will be taught at all grade levels (Strategic Priorities: 4)	Counselor(s), LSSP	Weekly	(L)Local Funds	Criteria: Evidence of Implementation -Lesson plans Evidence of Impact -Students will demonstrate learned skills in daily interactions with peers and teachers. -Improved skills will also be reflected in increased student grades. 03/26/23 - No Progress
4. Students will participate in Red Ribbon Week activities and a variety of drug and	Counselor(s), Principal(s), Teachers	Oct. 24-28, 2022	(L)Local Funds	Criteria: Evidence of Implementation

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Goal 3. Elysian Fields Elementary will provide a safe, secure, drug free environment that is conducive to teaching and learning.

Objective 2. All students will receive character education and appropriate anti drug education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
alcohol resistance educational learning experiences. (Title I SW Elements: 2.4,2.6) (Target Group: All) (Strategic Priorities: 4)				-Schedule of Activities -Pictures of activities and products Evidence of Impact -Increased awareness of the effects of drug use and resistance strategies 03/26/23 - Completed

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Goal 3. Elysian Fields Elementary will provide a safe, secure, drug free environment that is conducive to teaching and learning.

Objective 3. EFES will provide training/programs to educate staff and students on bullying, violent behavior, drug use and sexual conduct.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Professional development for staff during the summer. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Curriculum Director, Elementary Principal, Elementary Staff, Superintendent	July-August 2024		03/26/23 - On Track
2. School nurse will provide puberty training. (Title I SW Elements: 2.6) (Target Group: 4th,5th)	School Nurse	By May 2024		Criteria: Evidence of Impact - improved student knowledge about puberty 03/26/23 - On Track
3. Display posters about anti-bullying and kindness behaviors in the 4th-5th grade hallway. (Title I SW Elements: 2.6) (Target Group: 5th)	Counselor(s), Elementary Principal	August 2023-May 2024		Criteria: Improved student knowledge and behaviors. 04/03/23 - Some Progress

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Goal 4. Elysian Fields Elementary will continue to improve and upgrade in the area of technology in order that all students and staff gain knowledge and experience.

Objective 1. By May 2024, all teachers will attain an increased understanding of technology available and how to use it.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will utilize TEKS Resources routinely in instruction. (Title I SW Elements: 2.2,2.5) (Strategic Priorities: 2,4)	Teachers	Weekly	(F)Title I	Criteria: Evidence of Implementation -Teacher Lesson Plans Evidence of Impact -Improved grades -Increase in scores on state testing 04/03/23 - Some Progress
2. Teachers will regularly have opportunities for continued TEKS Resource training (Title I SW Elements: 2.5) (Strategic Priorities: 2,4)	Curriculum Director, Principal(s), Teachers	At least 1 per semester	(F)Title I	Criteria: Evidence of Implementation -Increased use of TEKS Resource -Training sign in sheets -Use observed during walk-throughs and evaluations Evidence of Impact -Improved performance on skills taught with TEKS Resource 04/03/23 - Completed
3. Teachers will grow in understanding and application of available technological resources within the Wonders Reading Curriculum and Google Classroom (Strategic Priorities: 2)	Curriculum Director, Principal(s), Teachers	July 2023-May 2024	(L)Local Funds	Criteria: Evidence of Implementation -Teacher lesson plans -Technology use observed during walk-throughs and evaluations Evidence of Impact -Increase in student reading levels at each grade level -Increased scores on state reading testing 04/23/23 - Significant Progress

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Goal 4. Elysian Fields Elementary will continue to improve and upgrade in the area of technology in order that all students and staff gain knowledge and experience.

Objective 2. Keyboarding skills will be introduced and taught to students at all levels when developmentally appropriate by May 2024.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will participate in programs that increase keyboarding knowledge and skills (Strategic Priorities: 4)	Curriculum Director, Principal(s), Technology Director	Aug. 2023-May 2024	(L)Local Funds	Criteria: Evidence of Implementation -Computer lab lesson plans -Program reports of student progress Evidence of Impact -Improved knowledge of how to use current technology -Improved academic skills 04/23/23 - On Track
2. Students in grades 1-5 will use Google Classroom to become proficient in typing and virtual learning. (Strategic Priorities: 2,4)	Curriculum Director, Principal(s), Teachers, Technology Director	Aug. 2023-May 2024	(F)Title I	Criteria: Evidence of Implementation -Students are able to log in to the digital learning management system and complete work Evidence of Impact -Improved academic skills and progress made in content areas and classwork 04/23/23 - On Track

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Goal 5. Students and parents of Elysian Fields Elementary will be informed, welcomed and valued as a part of our campus community. We will continue to build positive relationships with parents and community members.

Objective 1. By May 2024, Elysian Fields Elementary will have hosted at least 6 opportunities for parents and community members to participate in being involved with students in the school experience.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Volunteers and High School Students (Strategic Priorities: 4)	Counselor(s), HS class/teacher, Teachers	Weekly	(L)Local Funds	Criteria: Evidence of Implementation -Volunteer sign in log Evidence of Impact -Higher success in students grades and self esteem 04/23/23 - Some Progress
2. Local churches, businesses and organizations donations (school supplies, clothing, Christmas) (Strategic Priorities: 4)	Counselor(s), Parents, Principal(s), Teacher(s)	Aug. 2023-May 2024	(L)Local Funds	Criteria: Evidence of Implementation -Supply Closet -School Calendar Evidence of Impact -Provide necessary materials to students in need 04/23/23 - On Track
3. Increased participation in PTO (Strategic Priorities: 4)	Counselor(s), Parents, Principal, Teachers	Bi monthly	(L)Local Funds	Criteria: Evidence of Implementation -PTO minutes and Sign in sheets Evidence of Impact -Staff and student support 04/23/23 - Some Progress

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Goal 5. Students and parents of Elysian Fields Elementary will be informed, welcomed and valued as a part of our campus community. We will continue to build positive relationships with parents and community members.

Objective 2. By May 2024, at least 90% of Elysian Fields Elementary parents/guardians/family members will participate in at least one school sponsored activity for/with their child(ren).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Meet the Teacher and All You Need to Know Nights (Strategic Priorities: 2,4)	Principal(s), Teachers	Aug - Sept 2023	(L)Local Funds	Criteria: Evidence of Implementation -Sign in Sheets Evidence of Impact -Improved communication between the school and families 04/23/23 - Completed
2. Community Events: Programs, fall fun day, Spring Fling, Hocus Pocus Night, G/T & Art Showcase, lunch guest days, classroom activities (Strategic Priorities: 4)	Elementary Staff, Principal(s), Teacher(s)	Every Six Weeks	(L)Local Funds	Criteria: Evidence of Implementation -Ticket sales -School Calendar -Sign in Sheets Evidence of Impact -Increase School/Community Partnership 04/23/23 - On Track

Comprehensive Needs Assessment

Demographics

Demographics Strengths

1. Our EcoDis and At Risk populations are achieving at the same level as their peers across grade levels.
2. Male and female students are performing equally on state assessments .
3. Minorities are showing similar progress rates as compared to other students in reading and math.

Demographics Weaknesses

1. The percentage of EcoDis and African American students “mastering” state assessment needs to increase.
2. In GT, we are underrepresented by minorities.
3. White students did not meet the standard criteria for growth status in most areas of reading or math.

Demographics Needs

1. Identification of and provision of small group instruction on targeted skills for EcoDis and African American students who Met Standard that would move them up to Masters.
2. Educate teachers and parents of minority students better on the process of GT identification.
3. Identification of individual students not meeting growth requirements in each grade level for math and reading and providing intervention.

Student Achievement

Student Achievement Strengths

1. 5th grade Math continues to maintain above 92% on state assessment scores.
2. The addition of screening all students for signs of dyslexia in grades K and 1 has allowed for earlier detection and intervention.
3. Across subjects and grade levels Elysian Fields Elementary continues to perform at or above state averages on STAAR.

Comprehensive Needs Assessment

Student Achievement Weaknesses

1. Students across subjects and grade levels need to grow from approaches to meets and meets to masters. There is a declining trend in the number of students showing this growth.
2. Student achievement across subjects and grade levels have declined rather than progressing.
3. Overall student attendance rate has declined since the onset of COVID.
4. 5th grade Science continues to be below 75%.
5. Gaps have been created in student learning due to missed instruction during COVID Pandemic.

Student Achievement Needs

1. Implement before and after school tutorials for 1st through 5th grade in reading and math to provide additional student support and increase student progress and achievement.
2. Utilize TEKS Resource System as a tool for teachers and provide staff development on implementing and best use practices.
3. Benchmark students in January and April and input results in DMAC. Use data to target students' strengths and weaknesses.

School Culture and Climate

School Culture and Climate Strengths

1. Teachers have a strong rapport with students and parents.
2. Students and staff feel respected, encouraged, and supported at school.
3. We continue to have a very low percentage of students placed in In School Suspension and Out of School Suspension.
4. Most students and staff feel safe at school.
5. We continue to have a high attendance rate.
6. Effective classroom management techniques are being utilized by teachers.

School Culture and Climate Weaknesses

1. We have identified the need to improve the areas of communication and parent involvement.

Comprehensive Needs Assessment

School Culture and Climate Weaknesses (Continued)

2. We will strive to establish a working vertical relationship between teachers and incorporate more peer coaching.
3. We determined the need to incorporate more positive, encouraging verbage to the halls and walls of our school.
4. Continue to improve methods of communication with staff and effective use of their time.

School Culture and Climate Needs

1. Use Remind 101 to encourage two way communication with parents, teachers and administration.
2. We will work to encourage all staff to communicate using email or Google Docs/Forms.
3. Remind 101 will be used to communicate regarding upcoming events, assignments, etc.
4. The Elementary page on the district website will be updated regularly with news, information, events and required postings, and these same announcements will be publicized on our District Facebook page.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

1. All teachers are certified and have demonstrated proficiency in the subject area(s) they teach.
2. Staff members are given opportunities to receive professional development in the area(s) that they teach.
3. Paraprofessionals are all required to maintain highly qualified status.

Staff Quality, Recruitment and Retention Weaknesses

1. New teachers are partnered with veteran teachers but those teachers have not had formal mentor training.
2. The need has been determined that a more structured teacher evaluation system is necessary to provide quality feedback to teachers.

Staff Quality, Recruitment and Retention Needs

Comprehensive Needs Assessment

1. Provide training to veteran/mentor teachers.
2. Target staff development for specific needs of the campus and provide in house training when possible in order to decrease the need for teachers to be off campus.
3. Implement the newly-added T-TESS evaluation system with fidelity.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

1. Textbooks are largely aligned with state standards.
2. TEKS Resource System is available and encouraged to be used by teachers in ensuring that all state standards are being covered.
3. Curriculum and textbooks are revised and renewed according to state timelines and when revision of TEKS occurs.
4. Instruction is designed to cover all levels of thinking skills, with emphasis placed on higher-end skills.
5. MTSS, 504, and IEP accommodations and modifications are implemented and documented. Teachers are made aware of plans for all students before the first day of instruction.
6. The staff is composed of all highly qualified teachers with high levels of experience and success.
7. We have teachers and paraprofessionals dedicated to small group instruction and in class support targeting specific student needs.
8. There has been an increase in usage of Google Classroom.

Curriculum, Instruction and Assessment Weaknesses

1. Vertical awareness of the expectations in the grade level above and below is needed.
2. There are no established guidelines or timelines for giving benchmark assessments.
3. TEKS Resource System is new and the staff needs continued training on how to incorporate it into the existing curriculum.
4. Lesson plans need to be checked regularly and more walk-throughs conducted to determine effectiveness of teaching practices.
5. Training for staff to effectively implement Google Classroom is needed.

Curriculum, Instruction and Assessment Needs

1. Establish a schedule for teachers to observe fellow teachers in their area/subject and conference together to discuss vertical alignment.
2. Establish a district benchmark calendar and expectations for each grade level. Enter collected scores into DMAC so that data can be used to determine the effectiveness of

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Needs (Continued)

the curriculum and instruction.

3. Establish a walk-through calendar.
4. Continue to provide training for staff on TEKS Resource System.
5. Review plans to assure documentation of the use of Google Classroom.

Family and Community Involvement

Family and Community Involvement Strengths

1. Local churches and organizations donate school supplies and adopt needy families during the holidays.
2. Events such as “See You at the Pole” and “Meet the Teacher Night” encourage parents to become involved with the students.
3. All You Need to Know Nights held for each grade level at the beginning of school help to foster a school/family/community relationship and communication.
4. Parents play a vital role in planning for students’ present and future school success through the PTO and representation at school board meetings.
5. Events such as grade level student performances, the annual community-wide Thanksgiving Lunch, Community Pride Parade, etc. bring the school, families, and community together.

Family and Community Involvement Weaknesses

1. More parent training opportunities are needed.
2. More mentoring programs are needed, particularly with our lower SES and At Risk students.
3. Parents and community members are often not aware or involved in programs and the day to day happenings on campus.
4. Data collection is needed to determine updates needing to be made to our family and community involvement and to provide feedback on the public’s overall assessment of the elementary campus.

Family and Community Involvement Needs

1. Plan meetings or announcements at least yearly to inform parents of the purpose, goals, and structure of all special programs.
2. Work with our PTO to establish a mentoring program.

Comprehensive Needs Assessment

Family and Community Involvement Needs (Continued)

3. Purchase educational literature for parents and make available in a central location.
4. Seek out local and area people and entities who can provide relevant training for parents, on topics such as helping with homework, balancing work and family, Autism, ADHD, etc.
5. Establish a survey to post on the school website to poll parents and community members.

School Context and Organization

School Context and Organization Strengths

1. School administration allows each campus to plan and schedule on their own based on individual school and student needs.
2. Teachers are involved in decision-making committees at the campus and district levels.
3. Overall perception of EF Elementary is positive; there is a waiting list to get into our Pre-K program.
4. High expectations for teachers and students are held.

School Context and Organization Weaknesses

1. Response to Intervention (MTSS) teams need to be organized to allow for transition to new campuses and continued intervention.
2. Campus decision-making teams need to invite and involve more parent participation.

School Context and Organization Needs

1. Educate all campuses about the MTSS process and pass MTSS plans to the receiving campus when students are promoted to the next campus.
2. Get parents and community members more involved in campus SBDM meetings.
3. Poll staff and parents on the opinions of the school calendar.

Comprehensive Needs Assessment

Technology

Technology Strengths

1. Many forms of technology are available and utilized daily by staff and students alike.
2. All students are taught basic keyboarding and processing skills through regular computer lab classes. Students are exposed to more complex computer applications such as PowerPoint and Google Docs as well.
3. Training is available and completed both on-campus and at Region VII for teachers to learn to use new forms of technology as it becomes available.
4. Students at all grade levels, beginning at PreK, utilize the school computer lab.

Technology Weaknesses

1. A small percentage of veteran teachers struggle with using technology (understanding and using it).
2. There is a need for earlier introduction of keyboarding skills to students.
3. An inventory of all campus technological equipment needs to be made and a replacement schedule established to ensure that we maintain the highest quality of product possible.
4. Inventory is needed of current software and programs in use as well as an evaluation of the effectiveness.

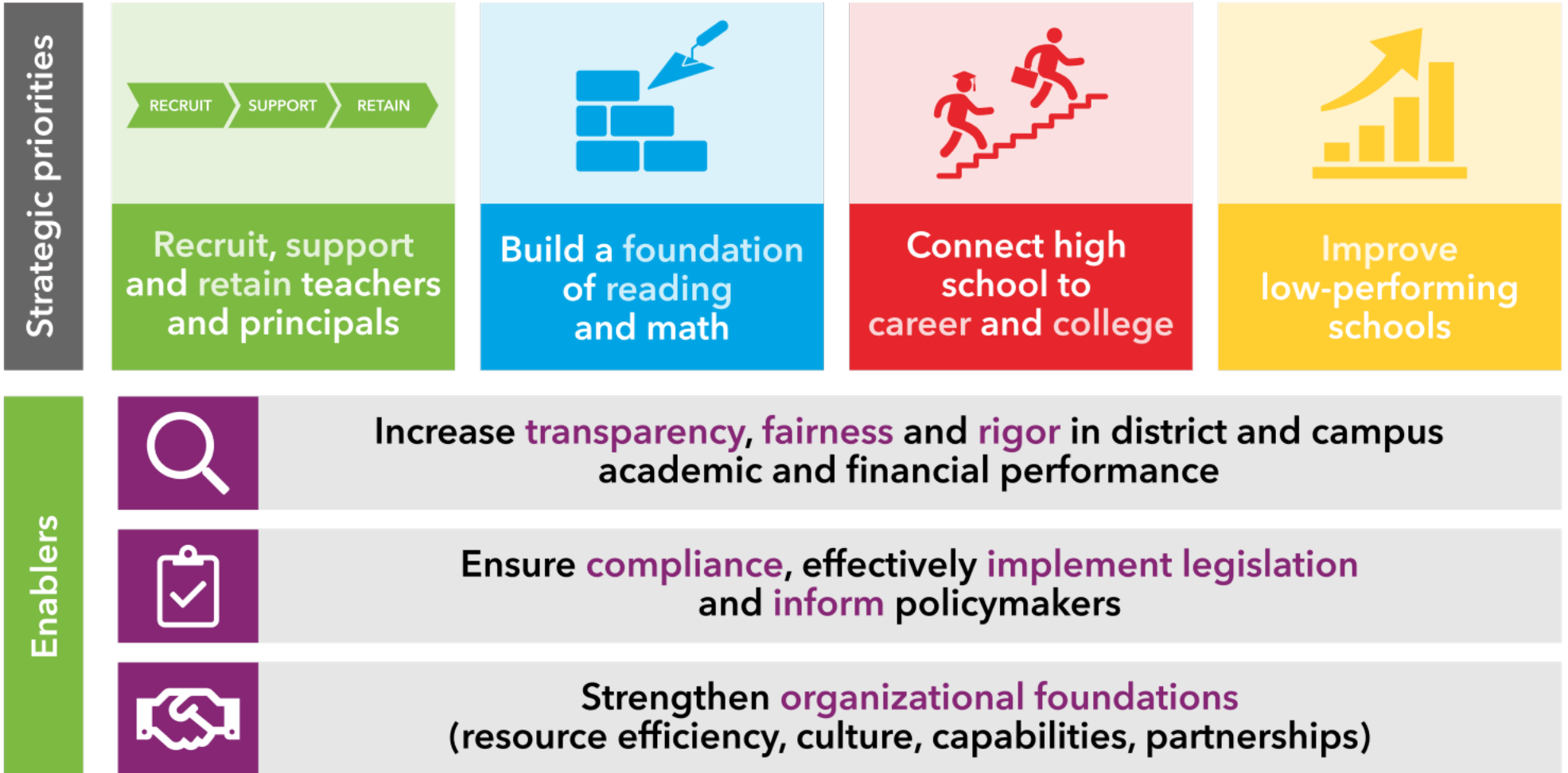
Technology Needs

1. Identify those in need of additional assistance with technology and arrange for further training.
2. Keep in constant communication with district technology staff in order to make them aware of technology needs and concerns so that they can be addressed in a timely manner.
3. Work with district IT staff to establish a replacement plan for equipment.
4. Create a plan to inventory and evaluate current software and programs being used.

Comprehensive Needs Assessment Data Sources

Community Demographics
Discipline Referrals
Expulsion/Suspension Records
Highly Qualified Staff
Parent Participation
Promotion/Retention Rates
Safe Schools Checklist
Special Programs Evaluations
Staff Development
Survey and Interviews of Students/Staff/Parents

Every child, prepared for success in college, a career or the military.



**adapted from TEA Strategic Plan - <https://tea.texas.gov>*