Katy Independent School District

McElwain Elementary

2024-2025 Campus Improvement Plan

Mission Statement

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

Obtaining a passion for life-long learning

Working together to build positive relationships

Learning by example to promote a safe and inclusive environment

Soaring to success

Vision

A love of learning builds the wisest nest!

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

McElwain Elementary is a neighborhood school established in 2020. The campus provides education for 1000+ students from Pre-Kindergarten through 5th grade, including Emergent Bilinguals (EB), Early Childhood Special Education (ECSE), and Young Childhood Autism Program (YCAP). According to our most recent data, our demographic breakdowns for the past 4 years are as follows:

	2020-2021	**2021-2022**	**2022-2023**	**2023-2024**
Enrollment #	771	1,215	1,449	931
Race/Ethnicity %				
Hispanic	46.30%	43.46%	40.44%	42%
Black/African American	20.49%	23.37%	27.05%	26.85%
White	19.97%	16.87%	15.53%	16.54%
Asian	6.36%	10.21%	10.90%	9.56%
Two or More Races	6.61%	5.93%0%	5.94%	4.94%
Pacific Islander	0%	0%	.14%	0%
American Indian	.26%	.16%	0%	0%
Student Groups %				
At Risk	48.12%	47.65%	54.04%	58.96%
Low Income	41.63%	45.76%	53.14%	46.51%
Sped	14.79%	17.37%	19.53%	24.17%
ESL	2.46%	4.20%	6.69%	1.61%
Bilingual	0%	0%	0%	2.27%

	2020-2021	**2021-2022**	**2022-2023**	**2023-2024**
GT	1.95%	1.98%	2.35%	2.47%

Our enrollment at the campus decreased over the past year due to two new schools opening in our attendance zone, although our ethnic demographics have seem to remain stabilized over the years. Our economically disadvantaged percentage of students is stabilized when looking at years that have the same enrollment; however, our At Risk population dramatically increased. This is comparable to a similar increase in At Risk population across Katy ISD. Our bilingual population increased due to becoming a bilingual campus in the 2023-24 school year. At PMCE, we welcome identified bilingual students who are our zoned to us as well as one other school.

Staff Demographics:

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

McElwain considers it a high priority to attract and hire highly-qualified teachers through the district job fair, personal connections, and other opportunities. New teachers are supported through multiple new teacher programs at both the district and campus level. New hires are supported by the district with district level training in August in addition to the regularly provided campus-based trainings led by the Instructional Coach and Instructional Coordinator. New teachers are provided with PBIS, campus procedures including planning guides, and technology training prior to the school year. Each new teacher is given a mentor for their first two years of teaching to support them throughout the year by guiding them to resources and answering their questions. Our Mentors and Mentees hold monthly meetings to provide on-going support and schedule opportunities for classroom observations of peers to meet individual teacher needs for continued growth.

Demographics Strengths

We are a neighborhood campus that is proud to have overcome "opening during Covid" to build up our community involvement as well as parent volunteers. Our families value education, and we have families who are actively involved in their children's education. Our families have shared that the campus is welcoming to new students and families. The bilingual families have shared that they feel very comfortable and welcomed at their new school.

Our campus represents a diverse population for Katy ISD. McElwain students are developing basic but enduring skills of collaboration, teamwork and acceptance regardless of race, ethnicity, or ability.

Our attendance rate increased to approximately 95.79% during the 2023-2024 school year due to an increased focus by our staff and administrative team. Our attendance was historically low at a rate of 94.68% in the 2022-2023 year, and 94.78% in the 2021-2022 year. In the 2020-2021 school year, we averaged 96.72% attendance. We are continuing to emphasize the importance of daily attendance for student growth to our families.

With two new schools opening, we will continue to see an accurate depiction of the number of students enrolled at PMCE who are zoned to our school. Our enrollment may increase when two subdivisions are built-out.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Average Daily Attendance has 94.49% on 2023 to 95.79% in 2024.   **Root Cause:** Parents need education focused on the positive impact that consistent school attendance has on student growth and academic achievement.

Problem Statement 2: The needs of our students are changing as our percentage of special education student population has increased over the past 4 years.   **Root Cause:** More students are continuing to qualify for special education. Learning opportunities and staff PLC supplemental instructional materials are needed. Providing on-level supplemental instructional materials will expose them to a higher rigor of instruction.

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.

For the 2023 Texas Accountability Rating, our campus met the following targets of state accountability:

Domain 1 – Student Achievement – Component score of 47
Domain 2 – School Progress – Component score of 65
Domain 3 – Closing the Gaps - Component score of 56

There is much more work to be done. As seen below, our state assessment scores for all grade levels show the percentage at Approaches, Meets and Masters Grade Level standards:

Grade and Subject	Year	Did Not Meet Campus %	Approaches Campus %	Meets Campus %	Master Campus %
3rd Reading	2024	22%	75%	52%	20%
	2024 - Sp	67%	33%	11%	0%
	2023	19%	81%	56%	22%
	2022	16%	84%	57%	34%
	2021		81%	54%	27%
3rd Math	2024	26%	74%	45%	18%
	2024 - Sp	29%	71%	14%	0%
	2023	23%	78%	41%	15%
	2022	21%	78%	46%	22%
	2021		69%	25%	10%
4th Reading	2024	10%	89%	57%	14%
	2023	19%	81%	56%	22%
	2022		84%	61%	31%
	2021		71%	37%	19%

		Did Not Meet	Approaches	Meets	Master
4th Math	2024	28%	71%	42%	13%
	2023	28%	72%	47%	18%
	2022		75%	33%	17%
	2021		65%	30%	16%
5th Reading	2024	17%	83%	58%	29%
	2024 - Sp	25%	75%	50%	0%
	2023	17%	83%	59%	31%
	2022		85%	62%	33%
	2021	19%	80%	59%	38%
5th Math	2024	17%	83%	59%	21%
	2024 - Sp	17%	83%	33%	0%
	2023		79%	45%	15%
	2022		78%	47%	19%
	2021	24%	76%	46%	29%
5th Science	2024	34%	65%	26%	12%
	2024 - Sp	50%	50%	13%	13%
	2023		66%	25%	9%
	2022		68%	30%	8%
	2021		70%	36%	10%

Reading instruction is a high priority. In the 2023 - 2024 school year, our literacy instruction shifted and aligned with the Science of Teaching Reading. Due to the shift, our measurement tools for oral reading fluency/accuracy and reading comprehension growth changed. This is important to keep in mind as we compare reading data for the next few years.

According to our new literacy measure, our End of Year Amira Benchmark data (which measures oral reading fluency/accuracy) was as follows:

	Far Below Level		Below Level		Approaching		On Level		Above Level	
	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY
2nd Grade	13.3%	3.6%	23%	10%	28.1%	20.7%	31.1%	42.9%	4.3%	22.9%

	Far Below Level		Below Level		Approaching		On Level		Above Level	
3rd Grade	11.7%	7.2%	10.9%	14.4%	21%	22.4%	44.5%	35.1%	11.7%	20.8%
4th Grade	21.3%	11.3%	17.2%	9.7%	17.2%	15.3%	32.8%	34.6%	11.5%	28.9%
5th Grade	14.3%	13.2%	18%	13.2%	24.8%	22.3%	39%	29.8%	3.8%	21.5%

Student Learning Strengths

We have a strong focus on meeting the needs of every student through quality first teach instruction in the classroom. We seek to provide best-practice strategies and structures and invest heavily in professional development for our teaching staff. In the 2022-23 school year, we strengthened our focus on the workshop model and small group instruction. F

When students require additional instruction, we provide many different targeted interventions to ensure student success.

Teachers have ongoing progress monitoring structures for ensuring all students demonstrate academic growth throughout the school year.

Our campus has one instructional coach who will focus on classroom pedagogy for teachers - specifically classroom structure and best teaching practices. A focus on these areas allows our classrooms to be best set up for learning so that our students learn in an optimal teaching environment.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Our Reading STAAR scores have remain relatively the same; however, there is continued growth needed. We want to see our percentage of students who meet and master expected standards in the area of reading increase.   **Root Cause:** Quality first teach in literacy along with small group interventions continue to be needed to grow our students. Our teachers continue to need additional training and resources that address and accommodate the different learning needs of the students on our campus.

Problem Statement 2: Our Math STAAR scores continue to need growth.   **Root Cause:** Quality first teach in math along with small group interventions are needed to grow our students. We need to focus on accountability in stations and use of differentiated instruction based on current data.

Problem Statement 3: Our 5th grade Science STAAR scores continued to decline this year. Science instruction needs to address the connection between hands-on inquiry learning and reading and writing in science.   **Root Cause:** Quality first teach in science along with small group interventions continues to be an area in which professional development and materials, resources and time are needed for teachers K-5. Consistent labs need to be implemented and connected to classroom learning, including vocabulary, in order to improve science scores.

Problem Statement 4: Our special education students are performing significantly below all other student groups in all areas.   **Root Cause:** There is a need to provide additional training in differentiated instruction for SPED resource teachers and in class support staff. Also, far too often, students receiving special education services to fill gaps in learning often miss current content instruction, causing them to fall farther behind.

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.

The curriculum, instruction, and assessment focus at McElwain Elementary is guided by the Texas Essential Knowledge and Skills Objectives (TEKS), the Katy ISD curricular Unit Plans, the Katy ISD Cornerstones, by the result of formal and informal assessments, and by information gleaned through professional development and guidance from our district assessment office and elementary Curriculum & Instruction department.

Assessment plays a major role in teacher decision-making and takes many different forms at PMCE. Authentic assessments that allow students to demonstrate their learning through products, and presentations are used, as well as formal district and state assessments and informal teacher observations and anecdotal notes.

Data points collected by teachers include students' work in the following:

- Literacy Growth Measures
- Math Progressions
- DreamBox
- Math Running Records
- TELPAS
- District Assessments
- Literacy Module Assessments
- Math Checkpoints
- Science and Social Studies DAs
- Campus-Based Assessments
- Interim Assessments

We also rely on primary reading inventories required by the state: CLI Circle progress monitoring for Pre-Kindergarten and TX-KEA for Kindergarten.

Weekly grade-level professional learning collaboratives (PLC's) are held. These grade-level learning communities target lesson planning, formative assessment design, data review, strategic planning, and professional learning. Grade levels have common daily planning times that meet one to two times per week. Teachers are given the opportunity to observe in a colleague's classroom to learn both instructional and classroom management strategies. We highly value the educational excellence that we have on our own campus.

Student progress is monitored either as prescribed by the intervention or at nine-week intervals, depending on the needs of the student. MTSS committee meetings are held four times per year for both academics and behavior and are held during professional learning time/collaboratives. MTSS meetings are scheduled by the MTSS coordinator (Instructional Coordinator), and are attended by the grade level teachers, and the interventionists. McElwain offers a before school computer program and before/after school tutorials. During part of the small group instruction time in both math and literacy, our two academic support teachers pull out students and provide small group instruction simultaneously with the classroom teacher. We feel that this model has lead to more small group instruction for every student and benefitted all learners greatly.

McElwain Elementary employs highly qualified teachers and paraprofessionals. We have a high priority for hiring great teachers, and actively pursue candidates through our district job fair, personal connections, and recruiting trips to local universities. McElwain staff can access all information related to the day-to-day operations and expectations on our school's SharePoint site.

We support every teacher new to PMCE with a mentor/buddy. New hires attend a two day district level training in August, and we provide campus based New Teacher training with our instructional coach as well. All teachers who are new to PMCE participate in a monthly new teacher mentoring session led by our PMCE Mentors. These sessions cover a wide variety of topics, including effective instructional strategies, classroom management techniques, and just in time information such as how to enter grades. Every new teacher has a one-on-one mentor for their first two years of teaching, and this provides targeted, job-embedded professional learning.

We strive to offer a family atmosphere. Teachers, parents and students at PMCE take pride in their school and the school's reputation. We are known for a close, family atmosphere - one in which children's needs are put first consistently. We have a high standard for the best instructional practices, as well as supporting the whole child. PMCE goes far beyond STAAR scores. Our commitment is to keep students at the center of all actions and decisions. There is a healthy sense of urgency among our staff that promotes professionalism and unity of purpose.

McElwain has access to all of the latest technological hardware and software. All students, teachers, administrators, and staff members have access to computers, iPads, Smart Panels, document cameras, and laptops/Chromebooks. Students in grades 3-5 will have a Chromebook for their own use both at home and at school through the Katy ISD CLASS 1:1 initiative. The majority of teachers are accustomed to integrating technology, including document camera, into their daily activities and lessons. We also maintain active social media accounts in order to share all of the amazing learning and experiences happening at McElwain daily.

McElwain implements two programs from The Safe & Civil Schools Model, CHAMPS and PBIS, as a resource to help improve student behavior and school climate. We also having Community Circles every morning in each homeroom. These programs have an emphasis on proactive, positive and instructional behavior management- addressing behavior before it necessitates correction, implementing simple corrections before moving to progressively more intensive and time-intrusive ones, and setting a climate of respect for all. Our focus at McElwain Elementary is to address school wide and class wide policies, procedures, and interventions to help students behave responsibly and respectfully.

By implementing these programs in our daily school-life, the follow will be addressed:

Managing Behavior in Common Areas and with school wide policies
Conscious construction of an inviting school climate
Responding to misbehavior An instructional approach
Improving Safety, managing conflict and reducing bullying
Establishing and sustaining a continuum of behavior support

School Processes & Programs Strengths

With only being opened for 4 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. New for the 2023-24 school year, we will have a literacy, math and science vertical committee.

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:

Arbitrium - Determination - Purple
Azim - Perseverance - Yellow
Comunidad - Community - Red
Impegno - Commitment - Pink
Saviesa - Wisdon - Green
Udumo - Honor - Orange

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.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 3rd-5th grade teachers are not implementing Canvas as a teaching tool.   **Root Cause:** With the district implementing Class 1:1 initiative, we need to teach our students to use technology as a tool to improve and enhance their learning.

Problem Statement 2: Special education students have learning gaps.   **Root Cause:** Additional training is needed to identify specific learning needs of students and match those with intervention strategies.

Problem Statement 3: Students need to meet the 15/30 hour intervention requirement designated through HB 1618.   **Root Cause:** There are a significant number of students to did not meet the standard on the 3rd-5th grade math and reading STAAR.

Problem Statement 4: Daily small group instruction time continues to be a high focus and area of need in both math and literacy for all students, including mid to high performing students.   **Root Cause:** Formative assessment data has not been utilized to inform small groups and interventions for mid to high performing students.

Problem Statement 5: Our campus needs to continue to focus on differentiating instruction and assessments for students with a wide range of abilities.   **Root Cause:** Our staff needs additional professional development and a focus on effectively using data to plan lessons, forming small groups, differentiating instruction and aligning instruction with assessment.

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 on going 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; Total referrals for the 2023-24=301. Most frequent infractions: physical contact, non-compliance, disrespect.

Our SEL (Sunshine committee) and our PTA provide strategic and periodic opportunities and experiences for staff to maintain high morale and campus engagement. Building staff morale is recognized as a critical component in retaining high-quality staff at McElwain Elementary. The staff members receive special treats throughout the year that show how much they are appreciated by the administration team and/or the campus PTA. Throughout the year, will have team-building morale-boosting events such as the Back to School Picnic, Thanksgiving Potluck, Teacher and Staff Appreciation meals, and treats.

The PTA continues to be an active part of our educational community. McElwain Elementary volunteers are ready and willing to assist with any teacher request. The PTA works hard to increase their membership each year. They continue to support the school through enrichment programs, beautification projects and instructional needs. The PTA is working to increase their business partnership relationships in the community each year.

Perceptions Strengths

The Pulse survey is utilized across the district as a way to receive current feedback on the culture of the campus. PMCE administrators regularly look at the results of this survey and make adjustments accordingly. In addition, administrators respond to the feedback so that staff understands they are heard. Incentives are given for staff to complete the survey, and overall approximately 40-50% complete it. All pillars are remained "green," in the positive all-year.

PMCE leaders are committed to being visible within the building on a daily basis as well as encouraging an "open door policy" for all staff.

The campus staff and leadership provide a variety of ways for our students, staff and parents to be apart the learning community and engage as well as invest in our students.

Numerous community events such as Spirit Nights and Curriculum Events have been held with high attendance from our community.

Students can earn PBIS points to redeem for prizes as an incentive for meeting campus core values and behavioral expectations. All classrooms, hallways, restrooms and common areas have PMCE Behavioral posters with behavior expectations that are specific to each area. Students are regularly seen throughout the building displaying appropriate behavior aligned to the school-wide behavior expectations (WISE).

PTA volunteer opportunities include, helping making copies, completing projects, Watch DOGS on campus, mystery readers in classrooms and numerous "set-up" events for curriculum related-events.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): A systematic way of expressing suggestions for staff, parents and students should be in place to allow for complete collaboration with the community.   **Root Cause:** School surveys should be provided, and examined. Teachers should be encouraged to survey their own parents and students.

Priority Problem Statements

Problem Statement 1: A systematic way of expressing suggestions for staff, parents and students should be in place to allow for complete collaboration with the community.

Root Cause 1: School surveys should be provided, and examined. Teachers should be encouraged to survey their own parents and students.

Problem Statement 1 Areas: Perceptions

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: Strategic Design Goal 2: 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 53% by July 2025.

High Priority

HB3 Goal

Evaluation Data Sources: 3rd grade 2025 STAAR Reading data

Strategy 1 Details			Reviews			
Strategy 1: Teachers will administer the Amira assessment regularly and analyze the data collaboratively to drive skills based, systematic instruction. The Growth Measure will be monitored 3 times throughout the school year.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Reading instruction is targeted and differentiated in the classroom to meet each student's individual needs. **Staff Responsible for Monitoring:** RLA Teachers, Leadership Team **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction			**Oct**	**Jan**	**Apr**	**June**
			20%			
Strategy 2 Details			**Reviews**			
Strategy 2: ESF: Administrators and will monitor small group instruction in each classroom and review data by student groups to ensure that our focus groups (African American, Hispanic) are progressing.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased reaching achievement by students, consistent implementation of small group instruction by teachers **Staff Responsible for Monitoring:** Leadership Team **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction			**Oct**	**Jan**	**Apr**	**June**
			5%			

Strategy 3 Details	Reviews			
Strategy 3: ESF: Teachers will attend quarterly MTSS Kid Chats during the school year to monitor progress of students receiving ESL and Academic support interventions. **Strategy's Expected Result/Impact:** Teachers will collaborate about all student's academic performance. **Staff Responsible for Monitoring:** MTSS Coordinator **ESF Levers:** Lever 5: Effective Instruction	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
	20%			

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

Goal 1: Strategic Design Goal 2: 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 46% by July 2025.

HB3 Goal

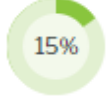**Evaluation Data Sources:** 3rd grade STAAR math data

Strategy 1 Details		Reviews			
Strategy 1: Math teachers will ensure that students are completing at least 5 lessons a week in Dream Box. During PDR math teachers will be shown how to students in need of support or extension.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in student achievement. **Staff Responsible for Monitoring:** Math teachers **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction		10%			

Strategy 2 Details		Reviews			
Strategy 2: ESF: Administrators and ICs will monitor small group instruction in each classroom and review data by student groups to ensure that our focus groups (African American, Hispanic) are progressing.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased math achievement by students, consistent implementation of small group instruction by teachers **Staff Responsible for Monitoring:** Leadership Team **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction		15%			

Strategy 3 Details	Reviews			

Strategy 3: ESF: Teachers will attend quarterly MTSS Kid Chats during the school year to monitor progress of students receiving ESL and Academic support interventions.
 	
    Strategy's Expected Result/Impact: Teachers will collaborate about all student's academic performance.
    Staff Responsible for Monitoring: MTSS Coordinator
 	
    TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**June**
	10%			

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

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 3: The overall STAAR Science Average %AMM (Approaches, Meets, Masters) will improve 14 percentage points from 2024 to 2025.

    Evaluation Data Sources: 2025 - 5th grade science STAAR data

Strategy 1 Details		Reviews			
Strategy 1: Science teachers will engage in inquiry based science for the expected time allotment per grade level.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased science achievement by students., consistent implementation of inquiry based science		**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Instructional Coach, Instructional Para, Leadership Team **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction		15%			

Strategy 2 Details		Reviews			
Strategy 2: PMCE will develop and implement a structured lesson planning (5 E model) protocol for all teachers. Lesson plans will be evaluated and monitored for implementation through formal walkthroughs.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased science achievement by students., consistent implementation of inquiry based science		**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Leadership Team		20%			

Strategy 3 Details		Reviews			
Strategy 3: ESF: Teachers will attend quarterly MTSS Kid Chats during the school year to monitor progress of students receiving ESL and Academic support interventions.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will collaborate about all student's academic performance.		**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: MTSS Coordinator **ESF Levers:** Lever 5: Effective Instruction		15%			

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

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 4: Performance of our special education students will increase in STAAR Performance by at least 10% in all subject areas.

    Evaluation Data Sources: STAAR Performance

Strategy 1 Details		Reviews			
Strategy 1: General Education Teachers, Special Education Teachers and Special Education Paraprofessionals will participate in regular training regarding effective instructional strategies for special education students.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved performance in goal attainment and progress for students,		**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Special Education Team Leaders, Instructional Coordinator, Assistant Principals, Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction		10%			

Strategy 2 Details		Reviews			
Strategy 2: General Education Teachers and Special Education Teachers will participate in quarterly SPED Kid Chats to review student progress, discuss needs based on intellectual strengths/weaknesses and next steps.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved performance a more proactive approach to ensuring that we meet student needs.		**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Special Education Team Leaders, Instructional Coordinator, Assistant Principals, Principal **ESF Levers:** Lever 5: Effective Instruction		10%			

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

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 5: 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			
Strategy 1: 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.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles **Staff Responsible for Monitoring:** Leadership, PE Teachers	30%			

Strategy 2 Details	Reviews			
Strategy 2: 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	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Leadership, PE Teachers	35%			

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

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 6: ESF: 80% of K-5th grade teachers will increase student discourse in both math and reading during small group instruction.

    Evaluation Data Sources: Waterfall results

Strategy 1 Details	Reviews			

Strategy 1: 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).
 	
    Strategy's Expected Result/Impact: Increased Academic Achievement
    Staff Responsible for Monitoring: Leadership
 	
    ESF Levers:
    Lever 5: Effective Instruction
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**June**
	15%			

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

Goal 2: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

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			
Strategy 1: Frist year teacher will participate in a full coaching cycle by collaborating with the Instructional Coach.			**Formative**			**Summative**
Strategy's Expected Result/Impact: New teachers will establish foundational instructional skills.			**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Instructional Coach, First-Year Teachers, Principal, Assistant Principals **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Strategic Staffing						

Strategy 2 Details			Reviews			
Strategy 2: Recognize staff for their accomplishments and success in a variety of ways. Create a culture where all staff members take part in complimenting and recognizing each other.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Recognizing staff intentionally and utilizing strengths effectively will create a positive campus culture.			**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Leadership Team **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture						

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

Goal 3: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

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: Special events provide a window into instructional practice and pedagogy that will support parents ability to understand and hep students at home.

Strategy 1 Details	Reviews			
Strategy 1: Advertise and provide Title III event flyers for: Parent Engagement - Enhancing Educational Supports for EB Students; Family Engagement - Empowering Families through Helpful Resources; and Community Engagement - Fostering Statewide Community Connections for Families of EB Students	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Positive partnership between school and home **Staff Responsible for Monitoring:** EB staff				

Strategy 2 Details	Reviews			
Strategy 2: Provide a STEAM night for McElwain families during the 2024-25 4 school year that is engaging for both parents and students.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Everyone has fun. **Staff Responsible for Monitoring:** STEAM Night committee **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: 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.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Daily average attendance with improve in comparison to the 2023-24 school year **Staff Responsible for Monitoring:** Administration, Teachers				

Strategy 4 Details	Reviews			
Strategy 4: Information on violence prevention and bullying prevention will be provided to parents, students, and teachers.)	**Formative**			**Summative**
	Oct	Jan	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: Advertise and provide event flyers for Title III: Family STEAM Night	Formative			Summative
Strategy's Expected Result/Impact: Positive partnership between school and home	Oct	Jan	Apr	June
Staff Responsible for Monitoring: Principal, Katy ISD OOL staff				

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

Addendums

The Percent of **McElwain** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 52% to 57% by July 2029.

McElwain: Goals

3rd Grade Reading Meets or Above

	2024	2025	2026	2027	2028	2029
Actual	52%					
State Rate	46%					
Met State Rate	Yes					
Internal Goal	-	53%	54%	55%	56%	57%
Met Internal Goal	-					

McElwain: Targets

3rd Grade Reading Meets or Above

	# 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	# EB	% EB
Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
2024 Actual	38	53%	51	35%	17	47%	0		9	100%	0		10	100%	29	21%	63	35%	34	44%
2025 Target						57%										31%				

The Percent of **McElwain** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 45% to 50% by July 2029.

McElwain: Goals

3rd Grade Math Meets or Above

	2024	2025	2026	2027	2028	2029
Actual	45%					
State Rate	40%					
Met State Rate	Yes					
Internal Goal	-	46%	47%	48%	49%	50%
Met Internal Goal	-					

McElwain: Targets

3rd Grade Math Meets or Above

	# 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	# EB	% EB
Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
2024 Actual	38	37%	51	31%	17	59%	0		9	78%	0		10	90%	29	28%	63	32%	34	38%
2025 Target				41%														42%		