

McKinney Independent School District
Eddins Elementary
2016-2017 Campus Improvement Plan



Mission Statement

We will provide engaging learning experiences so students can become effective communicators, quality contributors, and socially responsible citizens.

Vision

We are a cohesive, diverse community providing engaging learning experiences for all.

Core Beliefs

Partnerships between students, parents, community members, and staff are foundational to educational success.

Positive school culture and a safe environment foster growth.

Everyone has inherent value and deserves to be treated with dignity and respect.

Learning is an active process requiring engaging tasks and engaging minds.

Relevant and authentic experiences ignite continuous, deeper learning.

Meaningful relationships enrich learning.

Confidence fuels risk taking and higher achievement.

Financial stewardship ensures a tomorrow for education.

Comprehensive Needs Assessment

Demographics

Demographics Summary

C.T. Eddins Elementary, in McKinney ISD, is in its 19th year since opening in 1998. Each year we continue to increase student achievement through the implementation of clearly defined standards, academic expectations at the exemplary level, and best teaching and instructional practices. Eddins population consists of approximately 409 students ranging from kindergarten through fifth grade. We have 3 additional Active Learning classrooms. Our African-American and Hispanic population has increased each year, averaging between 7-11% of our overall school's population. Special Education Students average around 11%, and our ELL percentages are just under 2%. Students who are on free/reduced lunch make up about 6%. Teachers and staff continue to place a strong emphasis on narrowing the achievement gap for all, with an intense focus on moving each child forward from where they are. The Eddins Elementary community works as a team to develop a culture of excellence while inspiring the mind, heart, and character of each child to become a lifelong learner.

Demographics Strengths

Our 2016 AYP results indicate that we met standard in all areas. We achieved 94% in 3rd grade, 98% in 4th grade, and 99% in 5th grade reading, 91% in 3rd grade, 95% in 4th grade, and 96% in 5th grade math. 99% in 5th grade writing and 88% passed science. Due to our demographic make-up, we are a homogenous campus which means that for indicator 2, our economically disadvantage population significantly effects the distinction designations. Our goal is to continue reacing beyond the required levels in student achievement, to be in the top quarter as compared to other like schools in index 2, and to be above the requirement for index 3 for closing the performance gaps. We are very proud of all our accomplishments but are challenged to reach our distinction recognitions for the upcoming year.

Demographics Needs

Our AYP report reflected that our continued focus will be on our ELL and economically disadvantaged learners. We will also maintain a focus on our academic growth in reading; understanding and analyzing across genres and science; matter, energy and organisms and environments.

Student Achievement

Student Achievement Summary

Content and curriculum is based on the Texas Essential Knowledge and Skills (TEKS) as a standard with an emphasis on performance at a commended level. We believe in building capacity within Eddins and using the valuable resources that are available. Eddins successfully met the standards in all areas on the TEA 2016 Accountability.

Student Achievement Strengths

Our STAAR 2015 data reflects the following on all tests:

State Assessment Reading/ELA- 97%

State Assessment Writing- 99%

State Assessment Math- 94%

State Assessment Science- 88%

Student Achievement Needs

Based on the AYP report, our focus will continue be to increase the percent of mastery in our SPED, African-American, and ECD populations.

School Culture and Climate

School Culture and Climate Summary

A culture of success is developed through a mutual respect felt by everyone within the Eddins' family. Throughout the year, there are many opportunities provided to foster "the Wildcat Way" such as spirit days, assemblies, and carnivals. Each month students, parents and teachers participate in our Wildcat Assembly in order to recognize individual and grade level achievements. Our Student Council officers, along with grade level representatives, facilitate a variety of service projects. Rachel's Challenge continues to be our foundation and we successfully added the 7 leadership habits and have implemented the OLWEUS Anti-bullying program. Our Spirit Stick tags help highlight individuals who display kindness and compassion around the school and helps us to recognize students each morning during announcements. We support an environment that actively involves students and values diversity on a daily basis. It's great to be part of the Eddin's family!

School Culture and Climate Strengths

Teachers, parents, and students feel very comfortable here at Eddins. We work hard at building a positive rapport with our entire school community. Our strength is in our partnerships with our parents and PTA organization. Mutual support is given so that students are given an enriched learning experience.

School Culture and Climate Needs

We will continue to grow our mentoring program that includes not only our new staff members but to reach out to those new to either McKinney or our campus.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Our school's success is largely due to the quality of our staff and to a limited amount of teacher turnover each year. We have retained most of our staff and because of this, teacher collaboration and support is very strong. Based on previous data, adaptation is our top dimension, which has the highest correlation with student performance. Our faculty members are willing and able to adapt and respond to any outside factors that can put a stress on our common vision and beliefs. We function as a staff that shows high commitment towards goals and staff members have the ability to develop skills in order to make any necessary changes in order to accomplish these high expectations.

Staff Quality, Recruitment, and Retention Strengths

We have many successful teams that work well together. They continue to support each other and collaborate together about best practices. The student teacher program has been a huge success for us as well and we will continue to recruit students through the A & M Commerce Teacher Preparation Program.

Staff Quality, Recruitment, and Retention Needs

We would like to maintain consistency with the personnel in our related service groups so that students are familiar with each teacher. It is our special needs students that need the most stable environment and with having familiar staff would enable us to maintain that stable relationship and positive rapport.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Students are given formative assessments throughout the year in order to determine current levels of performance and academic progress. Assessments are also used as a means of evaluating gains and to formatively monitor effective instructional practices. We believe that our success stems from building those personal relationships with each student, building consistency between grade levels, and using common language and expectations.

Curriculum, Instruction, and Assessment Strengths

There is tight alignment between the standards, instruction and assessment at each grade level. Teachers use the assessments in order to guide their instruction within the classroom. Eddins uses the full istation program and utilizes the data reports in order to monitor student progress throughout the year. We implement Forethought, Aware and All in ELM programs in order to focus on curriculum and assessment.

Curriculum, Instruction, and Assessment Needs

We will continue to improve on how we use our quick check assessments with the help of the All in Learning program and the data that is provided in order to make adjustments within a given 9 week period.

Family and Community Involvement

Family and Community Involvement Summary

Eddins Elementary is truly blessed with a tremendous amount of community support. The Parent Teacher Association (PTA) provides funding for additional resources or programs that enhance the curriculum. They are so generous in helping us purchase materials that we feel benefit the children. We will continue to provide a positive, secure learning environment where home/school collaboration is a top priority. Parental involvement is essential for student success and for Eddins to remain an exemplary campus. We will continue to review data, develop individual plans for all students and act upon interventions in an appropriate manner. We will maintain a culture of universal achievement.

Family and Community Involvement Strengths

We have a very strong PTA organization that gives back to the students and staff. Anything that is requested in order to enhance student achievement is given.

Family and Community Involvement Needs

Our focus will be in the area of building relationships with our newest members within the community. We want to continue looking for ways that let parents know that they are a vital resource to our school's success. We want to build strong relationships, especially with our incoming kindergarten parents. Their support will sustain and enrich our campus throughout their years at Eddins.

School Context and Organization

School Context and Organization Summary

Eddins operates as a learning organization in that teachers and staff are very much a part of the decision making and problem solving processes. We collaborate among grade level teams and teachers are given opportunities to share their expertise when planning. By knowing the teachers strengths and capabilities, we are often called upon when a need arises for problem-solving. Structures have been implemented that allow for open and honest communication. As we focus on developing strong PLC teams, we will design, monitor and collaborate on best practices for the good of all students.

School Context and Organization Strengths

Teachers are willing to offer assistance when needed, even if the problem exists in another area within the building and outside of Eddins. All teachers and staff take ownership for the success of all students.

School Context and Organization Needs

We will continue to evaluate current problem-solving practices as well as implement new ideas that foster targeting and resolving challenges throughout the year.

Technology

Technology Summary

Eddins is a technology rich campus, with many teachers that excel in the use of all available technology resources. Classroom instruction utilizes many levels of technology and staff continue to work towards strengthening their expertise. Our campus has successfully used the iStations program to improve reading development. Eddins is innovative and driven towards implementing new resources so that student learning is maximized at all levels. We are considered a MAC campus and teachers are utilizing the technology throughout their day to make learning more engaging. Being an ELM campus, we use MAC airs and ipads daily.

Technology Strengths

Eddins has implemented the Techno Board incentive program that encourages teachers to use different technology resources in order to enhance instruction. Once completed, incentives are earned that empower teachers to develop more lessons that utilize technology. Different forms of technology are used to communicate with parents about student programs, concerns or praises.

Technology Needs

Continued professional development to insure that teachers are provided with the most relevant resources that have the greatest impact on student achievement..

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Accountability Distinction Designations

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Running Records results

Student Data: Student Groups

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Action research results

Goals






Goal 1: We will ensure a relevant, innovative, engaging and diverse learning experience with high expectations for academic success.

Performance Objective 1: By the end of the school year, all Kindergarten through 2nd grade students will achieve a 3 or above on the rubric based on DRA2 and iStations data.

Evaluation Data Source(s) 1: By the end of the school year, all K-2 students, as well as our identified special education students, will have shown a year's growth.

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) PLCs and Data Team Members will monitor student progress using istation reports and DRA2 goal-setting sheets.	K-2 teachers	Teachers will utilize individual intervention strategies that are generated by the Istation program.				
2) PLCs and Data Team Members will meet to review DRA2 and istation data at the beginning, middle, and end of year.	Administrators and K-2 teachers	Teachers will compile DRA2 data onto a DRA2 spreadsheet. Administrators and teachers will meet to discuss the data.				
3) RTI interventions will be established for those needing specific interventions. Those interventions might include Lexia, istation, Read Naturally, and Spalding.	K-2 teachers and RTI committee	Teachers will document progress monitoring and goal achievement.				
4) Teachers will utilize flexible grouping to meet individual student needs.	K-2 teachers and administrators	Administrators will see evidence of flexible grouping during walk-throughs.				
5) RTI/CARE meetings - All T2 and T3 students will be Progress Monitored for specific goals, including our ELL, AA, and Eco Dis students.	K-2 teachers and RTI Committee	Committee will create documented notes from RTI/CARE meetings. Documentation will be stored in AWARE.				
6) SPED teachers will use a Monitoring Reflection Form that demonstrates growth on all DRA assessments throughout the year, Quick Checks after reteaching.	Sharon Havard, Trey Wright, Heather Provo, Anna Vazquez	Each identified special education student will show growth on DRA as documented on Monitoring form as well as through Aware. Quick Check assessment data from teachers will be reviewed.				
7) Eligible students will be appropriately identified and served through Rti, 504 or SPED. Students will be given an individual education plan that will support their academic needs.	Sharon Havard, Trey Wright, Heather Provo, Anna Vazquez, Mandy Biros, Rti Point People, Patti Meachum	Progress Monitoring through Rti, PLAAFP, 504 Accommodations, Scatterplot data, accurate proportion of FIE referrals and SPED students being served are within the recommended percentages				

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue




Goal 1: We will ensure a relevant, innovative, engaging and diverse learning experience with high expectations for academic success.

Performance Objective 2: By the end of the school year, all 2nd-5th grade students will have made 1 year's growth on MAP assessments.

Evaluation Data Source(s) 2: By the end of the school year, the MAP data will reflect 1 year's growth using the RIT standards identified in the NWEA reports.

Summative Evaluation 2:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) PLCs and data analysis teams will collect and review notes to ensure that teams are focusing on student achievement during the BOY, MOY and EOY. Teachers will walk away with an action plan to move students forward.	Administrators and 2-5 teachers	RIT scores for each marking period will be equitable to NWEA norms at that given point within the year as well as created action plans.				
2) Teachers will utilize the MAP Learning Continuum in order to differentiate academic targets for all students.	Administrators and 2-5 teachers	Teachers' lesson plans will address those specific identified needs. Administrators will actively monitor how the teachers use the Learning Continuum as well as reviewing lesson plans through Forethought that addressed specific standards.				
3) Teachers will utilize flexible grouping so that students will receive appropriate instruction at their level.	Administrative team, MRS and 2-5 teachers	Lesson plans that identify specific flex-grouping times				
4) Administration will conduct a total of 4 walk-throughs for all teachers, a pre-conference before a formal observation for those teachers indicated on the T-TESS rotation schedule and a summative conference for each teacher. Best practices will be monitored and compared to the data from each teacher.	Sharon Havard and Trey Wright	Administrators will use the 360 Revised Walk-through template/ PDAS.				
5) PLCs and leadership teams will regularly examine teams' progress toward goals after MAP assessments.(Article III: III.d)	Team leaders, Sharon Havard, Trey Wright, Mandy Biros	Evidence of goal-setting is present during Rti/CARE meeting, in the classroom during walk through visits				
6) Progress monitoring will be completed for all economically disadvantaged students to monitor DA and MAP data growth throughout the year.	Sharon Havard, Trey Wright, teachers	Progress noted between assessment windows				
7) Eligible students will be appropriately identified and served through Rti, 504 or SPED. Students will be given an individual education plan that will best support their academic need.	Sharon Havard, Trey Wright, Rti Point People, Mandy Biros, Heather Provo, Anna Vazquez, and Patty Meachum	Progress Monitoring through Rti, PLAAFP, 504 Accommodations, Scatterplot data, accurate proportion of FIE referrals and SPED students being served are within recommended percentages				

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 1: We will ensure a relevant, innovative, engaging and diverse learning experience with high expectations for academic success.

Performance Objective 3: PLC (Professional Learning Committees) structures and protocols will be put into place so that teams can meet to facilitate planning with the staff around effective design qualities as well as working on building collaboration, working relationships, and a safe environment.

Evaluation Data Source(s) 3: Lessons will reflect the W.O.W. Design Qualities discussed throughout the year. Reflective questions communicated by way of google classroom for each PLC will give information that will define a working relationship.

Summative Evaluation 3:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Administration will communicate by way of google with grade level teams in order to help facilitate the PLC protocols and structures.	Leadership team and staff.	Teachers lesson plans will demonstrate the use of design qualities in daily lessons as well as solutions to address student data.				
2) Lesson plan will highlight the best practices and design qualities that should be present in effective lessons. There will also be a space provided for any questions teams might have on PLC agendas.	Sharon Havard, Trey Wright, Peggy Perret, Jeremy Pryor	Lesson plans will follow the districts IFD's along with adaptations that will be addressed during Design Team meetings. Lessons in Forethought will evidence best practices.				
3) Teachers will conduct learning walks on or at another campus to observe and evaluate best instructional practices.	Sharon Havard, Trey Wright, Peggy Perret, Jeremy Pryor	Teachers will implement best practices observed during their learning walk. Reflections after walk throughs will be given to each teacher's assigned evaluator.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: We will ensure a relevant, innovative, engaging and diverse learning experience with high expectations for academic success.

Performance Objective 4: Teachers will effectively plan and collaborate to address common issues regarding curriculum, assessment, instruction and achievement.

Evaluation Data Source(s) 4: The leadership team will have evaluated each team and be able to share the outcomes of successful team planning discussions.

Summative Evaluation 4:















Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The Administrative team will meet with teams during planning throughout the school year.	Sharon Havard, Trey Wright, Peggy Perret	Consistency between each teacher on the team will be evident during walk thrus and observations.				
2) The Leadership Team will review lesson plans through Forethought and EStudio. The team will attend grade level planning sessions.	Leadership Team: Sharon Havard, Trey Wright, Peggy Perret, Amanda Biros	Group discussions will center around best practices and allow teachers to share their expertise.				
3) Master teachers and those who are new to the profession or MISD will be matched together in order to provide support within identified content areas needing the most support.	Trey Wright, Sharon Havard, Mandy Turner, Jeremy Pryor, and Lisa Paine	A time for reflections with evaluator after time of peer coaching.				
Funding Sources: 199 General Funds - 80.00						
4) Departmentalized teachers (3rd, 4th, 5th) will meet with a content planning partner weekly.	Team leaders, Peggy Perret, Sharon Havard, Trey Wright	Active monitoring will ensure that grade level planning is occurring on a weekly basis.				
5) Teachers will take professional learning from the Technology Tips presented at the beginning of each faculty meeting and apply within their instruction.	Peggy Perret, Sharon Havard, Trey Wright, teachers	Reflection time during Team Leader meetings.				
6) Teams will have an additional planning period every 4th week in order to collaborate on ELM/PLC experiences.	Lisa Paine, Jeremy Pryor, Trey Wright, Sharon Havard, Peggy Perret	Engage website that posts and shares ELM experiences.				
7) Guided questions and grade specific tasks will be communicated through google classroom that relates to each individual grade level PLC teams and vertical PLC teams.	Sharon Havard, Trey Wright	Response to information presented. Evidence, agendas, and artifacts will be kept in google grade level folders.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: We will ensure a relevant, innovative, engaging and diverse learning experience with high expectations for academic success.

Performance Objective 5: Students will achieve mastery on all formative assessments throughout the year.

Evaluation Data Source(s) 5: MAP, istation, unit assessments, TEMI will reflect mastery in comparison with the designated RIT norms and expectations.

Summative Evaluation 5:


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Data will be reviewed after each formative assessment and discussed during PLC meetings.	Administrators and staff	Students will achieve 70% or above on assessments.				
2) Monthly data meetings will be used to review DRA assessments, MAP data, istation reports, classroom formal assessments, and special education progress sheets.	Staff and administrators	Notes from monthly data meetings will be documented.				
3) ALPHA students will meet or exceed expectations on assessments.	Sharon Havard, Trey Wright, Ashley Williams, Lisa Sutton, classroom teachers	GT assessment data				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: We will ensure a relevant, innovative, engaging and diverse learning experience with high expectations for academic success.

Performance Objective 6: Teachers will attend the professional development opportunities that address campus academic goals and to provide valuable input regarding the optimal functioning of the school.

Evaluation Data Source(s) 6: Best practices discussed during each professional development opportunity will be implemented throughout the year.

Summative Evaluation 6:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers attended the Eddins summer academy.	Eddins staff	Eddins staff completed the Eddins summer academy surveys and obtained professional development credit through Eduphoria.	✓	✓	✓	
2) Teachers will identify pieces of each available resource in order to differentiate and successfully meet the needs of all students in each content area. (IXL, STAAR math Warm-ups & Countdowns, Click on the TEKS)	Sharon Havard, Trey Wright, Peggy Perret, Jeremy Pryor, teachers	Academic progress made in overall student data.	🟡	🟡	🟡	
3) Surveys will be conducted in order to collect opinion data from teachers and staff. Greater understanding about challenges faced throughout the year will be obtained in order to make decisions.	Sharon Havard, Trey Wright, Peggy Perret, Mandy Biros, Jeremy Pryor and Lisa Paine.	Information put into action as evidenced through classroom walk-throughs, surveys and observations; Monitoring of classroom data.	🟡	🟡	🟡	
4) Team leaders will meet quarterly to review the CIP to offer input or suggestions to the plan.	Sharon Havard, Trey Wright	Formative reviews will document progress being made throughout the year.	🟡	🟡	🟡	
5) Professional development will be provided on higher level questioning, creating formative assessments, Rti documentation, Dyslexia updates, data driven interventions, Balanced Literacy Model and goal setting.	Sharon Havard, Trey Wright, Peggy Perret, Jeremy Pryor, Melinda Hill, Ramona Savage	Academic success on unit assessments, MAP, STAAR, TEMI, DRA2	✓	✓	✓	
						

Goal 1: We will ensure a relevant, innovative, engaging and diverse learning experience with high expectations for academic success.

Performance Objective 7: Teachers will integrate technology to enhance student engagement and academic success.

Evaluation Data Source(s) 7: 100% of the staff will have successfully completed the requirements outlined on the TECHNO Board.

Summative Evaluation 7:















Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Istations reading program will be incorporated in Kindergarten through 5th grade.	Staff, Peggy Perret, Sharon Havard, and Trey Wright	Summative Reports will reflect the implementation of istation.				
2) The LEXIA software program will be utilized by individual students who are in need of deep intervention.	RTI/CARE team	Individual Progress Monitoring forms will be evaluated during each monthly RTI/CARE meeting.				
3) Teachers can earn incentives by completing the TECH CASH. Cash can be turned in to earn a variety of incentives.	Peggy Perret	Cashed in TECH CASH from majority of staff by the end of the year.				
4) Morning announcements are managed each morning by our Technology Team and will include; Meaningful Mondays, Wellness Wednesdays and Fitness Fridays.	Michelle Stein, Vicky Cook, Peggy Perret, Jennifer Middleton, Mandy Biros, and David Puente	Each morning, staff and students will be observed listening and participating during the morning announcements.				
5) Professional development for technology will be done at the beginning of every faculty meeting. It will provide information about the various resources or tools available.	Peggy Perret	Documented attendance through Eduphoria and implementation of various technology resources and tools.				
6) Teachers will utilize the Connect-Ed and the Wright Source programs to enhance ELAR.	Sharon Havard, Trey Wright, Peggy Perret	Increase in student data; examples demonstrated in each classroom				
7) MAC Airs, iPads, and computers will be utilized for ELM projects.	Peggy Perret, team leaders, Sharon Havard, Trey Wright	Technology resources will be consistently used everyday during instruction.				
Funding Sources: 199 General Funds - 0.00						
8) The Brite Byte technology survey will be analyzed in order to enhance all available technology and resources.	Peggy Perret, Sharon Havard, Trey Wright, Jeremy Pryor	Positive feedback given through survey data.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: We will ensure a relevant, innovative, engaging and diverse learning experience with high expectations for academic success.

Performance Objective 8: Professional development will be provided for all ESL teachers in order to enhance greater student achievement for all second language learners.

Evaluation Data Source(s) 8: ELPS and SIOP strategies will be visible within each ESL classroom.

Summative Evaluation 8:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teacher collaboration from grade level to grade level to ensure that the ELPS and SIOP strategies are being utilized.	Trey Wright and ESL teachers from each grade level	Lesson plans and posted content and language objectives.				
2) LPAC meetings conducted at the BOY, MOY and EOY to discuss current accommodations for each student and to make necessary adjustments in their instructional plan.	LPAC members: Trey Wright, Sharon Wright, Michelle Stein, and Agripin Orozco	Monitored documented accommodation sheet for each student				
3) ELPS professional development will be provided for the staff.	Trey Wright	Completion of tasks that were given after the training to show evidence of the learning.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: We will ensure a relevant, innovative, engaging and diverse learning experience with high expectations for academic success.

Performance Objective 9: Use of the Swivls and other virtual resources will be a common practice to enhance teaching and learning.

Evaluation Data Source(s) 9: Resources will be visible within each classroom.

Summative Evaluation 9:












Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The MRS will work with teams on identifying opportunities to enhance student engagement by utilizing webcams and other virtual resources during team planning as it relates to ELM.	Peggy Perret, Jeremy Pryor	Increased number of lessons using the virtual learning resources.				
2) Partner with another MISD campus or community partner to conduct a virtual learning experience.	Sharon Havard, Trey Wright, Peggy Perret	Positive feedback from students and teachers with an increased desire to create more virtual opportunities.				
3) Cognitive Coaching will be a strategy utilized with devices such as the Swivl.	Sharon Havard, Trey Wright, Jeremy Pryor	Enhanced teacher instructional practices and academic success.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: We will ensure a relevant, innovative, engaging and diverse learning experience with high expectations for academic success.

Performance Objective 10: The Eddins community will know and understand the traits of highly effective people as outlined by Steven Covey, while implementing the Leader in Me. This program will build a culture of high expectations that will support students in becoming contributing members of society. (Article II: II.c)

Evaluation Data Source(s) 10: The perception data collected and analyzed at the end of the school year will provide information about the success of our character education program.

Summative Evaluation 10:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The foundation of Rachel's Challenge will be presented during the month of September, and each month following will focus on each Leader in Me habit.	Sharon Havard, Trey Wright, Mandy Biros	Meeting Agendas; language being used by staff that supports each habit.				
2) Throughout the year, we will highlight examples of those who are modeling those 7 habits and have classroom community discussions. Students will have an opportunity to earn WOW stickers.	Staff, Mandy Biros	WOW stickers				
Funding Sources: 199 General Funds - 1500.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: We will ensure a relevant, innovative, engaging and diverse learning experience with high expectations for academic success.

Performance Objective 11: 100% of LEP students will make one year's growth in English language proficiency in reading, writing, listening and speaking (i.e. Beginning to Intermediate, Intermediate to Advanced.)

Evaluation Data Source(s) 11: Curriculum assessments, iStation, TEMI for K-2 grade, MAP and district assessments for 2nd-5th grade, TELPAS, IPT, STAAR

Summative Evaluation 11:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) ELL students will receive instruction from a certified ESL teacher and will be provided with the necessary resources such as, TELPAS and language acquisition strategies.	Sharon Havard, Trey Wright, ESL teachers	Students data; Rosetta Stone progression measures				
2) ESL "Look Fors" will be used during classroom walkthroughs.	Sharon Havard, Trey Wright	Classroom walkthrough documentation in Eduphoria, ELL student data; implementation of Content & Language Objectives posted				
3) Meet with ESL teachers quarterly to review and discuss ESL data. Action plans will be created to address specific areas of need.	Sharon Havard, Trey Wright	Progress monitoring; interventions & assessment probes				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: We will build positive, trusting relationships among the students, staff, and community.

Performance Objective 1: Various activities will be provided throughout the year that will promote parents, student and staff involvement.

Evaluation Data Source(s) 1: The Events Committee will survey each event throughout the year to analysis whether or not it was critical to the development of a positive relationship between the school and home.

Summative Evaluation 1:

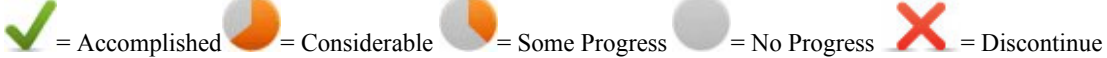
Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Our PTA will sponser events such as: reading nights during the Book Fair, fall carnival, Fund Run, Shop & Share with Finch Elementary, and PTA general session meetings.	Sharon Havard and PTA board, Finch Administration	High attendance at each event and data from the parent survey conducted at the end of the year.				
2) School sponsored events will be planned throughout the year; Wildcat Assemblies, Pumpkin Math, Fitness Night, Art Gallery Night, ELM Fair, Canned food drive, and the REACH Mentor program.	Sharon Havard, Trey Wright, Mandy Biros, team leaders, and specials team	High attendance at the various events and data from the student, staff and parent surveys at the end of the year.				
3) Principal Coffees will be offered to address current concerns or information needed on school initiatives such as ELM, report cards, CIP, HRS, etc.	Sharon Havard, Trey Wright, SRO, Peggy Perret, Mandy Biros, PTA board.	High attendance at events offered.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: We will build positive, trusting relationships among the students, staff, and community.

Performance Objective 2: C. T. Eddins will provide consistent, meaningful communication between home and school.

Evaluation Data Source(s) 2: Team leaders and the Events Committee will evaluate each system established for communication to ensure that it is beneficial for Eddins.

Summative Evaluation 2:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Communication systems will be streamlined for clarity and consistency. We will utilize the E-newsletters, Eddies Weekly, Monday Memos, Agenda planners, Monday folders, Events calendar, Website, Constant Contact.	Staff, administrators, Peggy Perret, and PTA.	Parent survey at the end of the year.	✓	✓	✓	
2) The Flipped Classroom or screenshot demonstrations for the benefit of all stakeholders will be sent out as a means of communication or for demonstration purposes. App's such as educreations.	Sharon Havard, Trey Wright, Peggy Perret, team leaders	Parent survey at the end of the year.	🟡	🟡	🟡	
						

Goal 2: We will build positive, trusting relationships among the students, staff, and community.

Performance Objective 3: Communication will be clear and supportive to all students, staff and community about attendance expectations.

Evaluation Data Source(s) 3: Attendance percentages will reflect 96% or above in our AYP report.

Summative Evaluation 3:















Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) State mandated attendance policies will be provided to all students at the beginning of the year.	Sharon Havard and Trey Wright	Signature for Student Handbook and Eddins Elementary Handbook given				
2) Letters will be provided as needed for those students who have unexcused absences that exceed the limit. The attendance of 90% or above will be monitored and enforced and those not meeting the 90% expectation will go before a Grade Placement Committee to determine if adequate progress has been made for promotion.	Trey Wright, teachers, and parents	All students will successfully meet the 90% or above attendance rate				
3) Teacher's will consistently communicate with parents about any attendance concerns by way of phone calls, emails or letters.	teachers	copies of communication will be kept on file				
4) Perfect attendance recognition will be given throughout the year during Wildcat Assemblies.	Jan Peaden, Sharon Havard, and Trey Wright	100% attendance rate noted through the TAC system.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: We will build positive, trusting relationships among the students, staff, and community.

Performance Objective 4: Provide activities and incentives that promote a positive school climate.

Evaluation Data Source(s) 4: Staff and student surveys will positively reflect the benefits of each activity during the school year.

Summative Evaluation 4:


















Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) A positive climate will be promoted throughout Eddins school and within community. This includes; Student Council, monthly Wildcat Assemblies, Character Counts Programs, Red Ribbon Week, College Week, Spirit Nights, Hometown Hero Badges for staff, WOW stickers for students.	Michelle Stein, Mandy Biros, PTA, Peggy Perret, administrators, local restaurants, and Eddins staff.	We will conduct a student and parent survey at the end of the year.				
2) Student awards will be given during each Wildcat Assembly; 110% award, Rachel's Challenge award, Perfect Attendance Award, Hometown Hero Award.	Sharon Havard, Trey Wright, teachers and staff	We will conduct a student and parent survey at the end of the year.				
3) Students are given WOW stickers to highlight positive character attributes. Teachers and staff are given Hometown Hero badges as recognition of a job well done.	Sharon Havard, Trey Wright, Mandy Biros, Peggy Perret, Jeremy Pryor	Positive self-esteem and overall pride in the Eddins campus culture.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: We will build positive, trusting relationships among the students, staff, and community.

Performance Objective 5: Activities will be provided to promote the 8 components of coordinated health; safety, nutrition, school health, physical education, health education, counseling and social services, community involvement and staff health promotion.

Evaluation Data Source(s) 5: Coordinated health meetings with our campus team will provide indicators that reflect initiatives and events that directly correspond to our coordinated efforts.

Summative Evaluation 5:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Fire, disaster and lockdown drills will be conducted throughout the year.	Sharon Havard, Trey Wright, Jennifer Middleton	Students and staff demonstrating that they are aware of procedures in the event of a crisis situation.				
2) Events will be scheduled, such as the Fund-Run, Jingle-Bell Jog, and special events associated with Healthier Generation expectations.	Sharon Havard, Trey Wright, David Puente, Jennifer Middleton	Large number of student and staff participation during these special events.				
3) Small groups, guidance lessons and individual counseling sessions will occur throughout the year.	Mandy Biros	Positive feedback from students, teachers and parents.				
4) Eddins will continue to partner with the City of McKinney and Aramark to bring nutrition awareness by providing things like Vegetable of the Month program, Jingle-Bell Jog, Jumprope for Heart.	Sharon Havard, Trey Wright, Jennifer Middleton, David Puente, Sprouts (community business partner)	Positive feedback from students, teachers and parents.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: Safe and Collaborative Culture: McKinney ISD will ensure the faculty, staff, students, parents, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.

Goal 4: Teaching and Learning by Design: McKinney ISD will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Campus Funding Summary

199 General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3	funds for substitute		\$80.00
1	7	7	MAC Airs, iPads, computers	district technology budget	\$0.00
1	10	2	Spirit Sticks that represent each character trait	Principal's acct.	\$1,500.00
Sub-Total					\$1,580.00
Grand Total					\$1,580.00