

Midland Independent School District
Emerson Elementary
2019-2020 Campus Improvement Plan



Mission Statement

Rise. Grow. Excel.

Reach our Full Potential

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Comprehensive Needs Assessment

School Processes & Programs

School Processes & Programs Summary

School Processes & Programs Strengths

The ESF Self-Assessment reveals strengths in these areas: Essential Action 4.1: Curriculum and assessments aligned to TEKS with a year-long scope and sequence

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Essential Action 5.1: Objective-driven daily lesson plans with formative assessments **Root Cause:** We've realized that while we put a lesson plan template in place, we haven't provided teachers enough structures and supports to ensure that they are planning effectively. Considering that strong lesson planning is a critical component of DDI, we need to develop stronger systems here as well.

Problem Statement 2: Essential Action 5.3: Data-driven instruction **Root Cause:** We recognized that we needed to develop stronger data practices on our campus. We've partnered with our ESC to become a part of a DDI training program for this year and already have some structures around DDI up and running. Looking deeply at student data and making strong instructional decisions based on that data is what is ultimately going to lead to improvement for our campus.

Priority Problem Statements

Problem Statement 1: Less than 80% of students are meeting expectations on state standards, based on STAAR assessment results.

Root Cause 1: Prior to 2016, K-6 grade teachers lacked the ability to analyze and prioritize the essential knowledge and skills for reading and math, that build a solid foundation in Tier 1 instruction. The campus culture and structures did not efficiently lend themselves to teacher collaboration, job-embedded teacher support, or data-informed targeted support for all learners.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The percentage of students meeting the growth target decreased from 67% in 2018 to 64% in 2019.

Root Cause 2: Achievement gaps due to due to inconsistent implementation of differentiation and Tier 1 instructional strategies to meet the rigorous academic needs in all classrooms.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: All student groups (Hispanic, White, & Eco. Dis.) are not meeting their academic achievement status (Meets level or above) in Math.

Root Cause 3: Achievement gaps due to due to inconsistent implementation of differentiation and Tier 1 instructional strategies to meet the rigorous academic needs in all classrooms.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: The percentage of students reading on grade level as measured by F&P decreased to 78%.

Root Cause 4: A decline in reading proficiency is due to inconsistent implementation of balanced literacy, guided reading and intervention.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: The percentage of students meeting approaches in reading decreased while the percentage of students achieving the meets and masters levels increased.

Root Cause 5: Achievement gaps due to due to inconsistent implementation of differentiation and Tier 1 instructional strategies to meet the rigorous academic needs in all classrooms.

Problem Statement 5 Areas: 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 Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Local diagnostic reading assessment data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: The percentage of students in K-2 who are reading at or above grade level on multiple measures will increase from 77% to 85% by the end of the school year 2019-2020.

Performance Objective 1: 85% of students in grades K-2 will be reading on or above grade level as measured by iStation by the end of school year 2020.

Evaluation Data Source(s) 1: iStation monthly reports and Intervention plans

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) K-2nd grade teams will meet regularly to analyze iStation data and plan effective small group instruction.</p>	2.5, 2.6	Principal, Assistant Principal, Grade Level Teachers	Data driven instructional strategies, increased student achievement				
Problem Statements: Student Achievement 3, 4							
<p>TEA Priorities Build a foundation of reading and math</p> <p>2) 100% of students will complete the appropriate minutes on iStation .</p>	2.5, 2.6	Principal, Assistant Principal, Grade Level Teachers	assessment data showing academic growth				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Emerson teachers will participate in the TXCEE READ Grant ongoing professional development or the Balanced Literacy ongoing professional development to gain a deeper understanding of the new ELAR TEKS and best practices in literacy instruction.	2.4, 2.5, 2.6	Principal, Assistant Principal, Grade Level Teachers	Data driven instructional strategies, increased student achievement				
Problem Statements: Student Achievement 3, 4							

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 3: The percentage of students reading on grade level as measured by F&P decreased to 78%. Root Cause 3: A decline in reading proficiency is due to inconsistent implementation of balanced literacy, guided reading and intervention.
Problem Statement 4: The percentage of students meeting approaches in reading decreased while the percentage of students achieving the meets and masters levels increased. Root Cause 4: Achievement gaps due to due to inconsistent implementation of differentiation and Tier 1 instructional strategies to meet the rigorous academic needs in all classrooms.


Goal 1: The percentage of students in K-2 who are reading at or above grade level on multiple measures will increase from 77% to 85% by the end of the school year 2019-2020.

Performance Objective 2: The percentage of students in grades K-2 who are reading on or above grade level on Fountas and Pinnell (F&P) will increase from 78% to 85% by the end of school year as indicated below:

Evaluation Data Source(s) 2: Fountas & Pinnell benchmark, F&P progress measures, anecdotal notes, running records

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Emerson K-2nd grade teachers will meet regularly in PLCs to gain knowledge on essential skills for reading proficiency skills. Teams will plan effective guided reading lessons with an emphasis on best practices and create meaningful stations that embed reading proficiency skills. They will develop formative assessments, analyze data, and create individualized lessons for re-teach and enrichment.</p>	2.4, 2.5, 2.6	principal, assistant principal, grade level teachers	Data driven instructional strategies, increased student achievement				
Problem Statements: Student Achievement 3, 4							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>2) Emerson teachers will participate in the TXCEE READ Grant ongoing professional development or the Balanced Literacy ongoing professional development to gain a deeper understanding of the new ELAR TEKS and best practices in literacy instruction.</p>	2.4, 2.5, 2.6	principal, assistant principal, grade level teacher	Increased student achievement				
Problem Statements: Student Achievement 3, 4							
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>ESF Levers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>3) K-2nd grade Emerson teams will meet regularly to analyze reading proficiency data to determine student progress and shared intervention groups.</p>	2.4, 2.5, 2.6	principal, assistant principal, grade level teachers	Data driven instructional strategies, increased student achievement				
Problem Statements: Student Achievement 3, 4							
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>4) 100% of K-2nd grade students will receive individualized instruction during guided reading instruction.</p>	2.4, 2.5, 2.6	Principal, assistant principal, grade level teachers	Data driven instructional strategies, increased student achievement				
Problem Statements: Student Achievement 3, 4							
							

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 3: The percentage of students reading on grade level as measured by F&P decreased to 78%. Root Cause 3: A decline in reading proficiency is due to inconsistent implementation of balanced literacy, guided reading and intervention.
Problem Statement 4: The percentage of students meeting approaches in reading decreased while the percentage of students achieving the meets and masters levels increased. Root Cause 4: Achievement gaps due to due to inconsistent implementation of differentiation and Tier 1 instructional strategies to meet the rigorous academic needs in all classrooms.

Goal 2: The percentage of students achieving the approaches, meets, and masters levels on STAAR will increase from 78% to 84% approaches, 45% to 50% meets, and 23% to 28% masters by the end of the school year 2019-2020.


Performance Objective 1: The percentage of students in grades 3-6 on track to meet approaches, meets, and masters standard on both reading and math district checkpoints will increase from 78% to 84% approaches, 45% to 50% meets, and 23% to 28% masters by the end of the school year 2019-2020.

Evaluation Data Source(s) 1: district checkpoints, STAAR benchmarks

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>ESF Levers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Grade level teachers will create common formative assessments with an emphasis on essential standards. All data will be desegregated to identify strengths and weaknesses for 100% of Eco Dis students. Teachers will meet in PLCs with instructional specialists and campus administrators to formulate intervention plans.</p>	2.4, 2.5, 2.6	principal, assistant principal, grade level teachers	Data driven instructional strategies, increased student achievement				
Problem Statements: Demographics 1 - Student Achievement 1, 2							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities</p> <p>Build a foundation of reading and math</p> <p>2) 100% of Emerson students will receive research-based instruction in the core content areas. Teachers will meet weekly in PLCs to plan effective Tier 1 instruction. Curriculum Management Plan, RELAY guides, Lead4Ward Instructional Strategies, STAAR blueprint, Eduphoria data reports and other available district resources, will be utilized when planning .</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Grade Level Teachers	Data driven instructional strategies, increased student achievement				
							

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Less than 80% of students are meeting expectations on state standards, based on STAAR assessment results. Root Cause 1: Prior to 2016, K-6 grade teachers lacked the ability to analyze and prioritize the essential knowledge and skills for reading and math, that build a solid foundation in Tier 1 instruction. The campus culture and structures did not efficiently lend themselves to teacher collaboration, job-embedded teacher support, or data-informed targeted support for all learners.</p>
Student Achievement
<p>Problem Statement 1: The percentage of students meeting the growth target decreased from 67% in 2018 to 64% in 2019. Root Cause 1: Achievement gaps due to due to inconsistent implementation of differentiation and Tier 1 instructional strategies to meet the rigorous academic needs in all classrooms.</p>
<p>Problem Statement 2: All student groups (Hispanic, White, & Eco. Dis.) are not meeting their academic achievement status (Meets level or above) in Math. Root Cause 2: Achievement gaps due to due to inconsistent implementation of differentiation and Tier 1 instructional strategies to meet the rigorous academic needs in all classrooms.</p>

Goal 2: The percentage of students achieving the approaches, meets, and masters levels on STAAR will increase from 78% to 84% approaches, 45% to 50% meets, and 23% to 28% masters by the end of the school year 2019-2020.

Performance Objective 2: 80% of students will be at Basic or higher on Imagine Math.

Evaluation Data Source(s) 2: Imagine math reports

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>ESF Levers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) K-6th grade teams will identify and vertically align essential math standards. Teams will create common lessons utilizing the planning template.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Grade Level Teachers	Data driven instructional strategies, increased student achievement				
				Problem Statements: Demographics 1 - Student Achievement 1, 2			
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>ESF Levers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum</p> <p>2) K-6th grade team will regularly analyze student data to plan for intervention and enrichment.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Grade Level Teachers	Data driven instructional strategies, increased student achievement				
				Problem Statements: Demographics 1 - Student Achievement 1, 2, 3, 4			

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Less than 80% of students are meeting expectations on state standards, based on STAAR assessment results. **Root Cause 1:** Prior to 2016, K-6 grade teachers lacked the ability to analyze and prioritize the essential knowledge and skills for reading and math, that build a solid foundation in Tier 1 instruction. The campus culture and structures did not efficiently lend themselves to teacher collaboration, job-embedded teacher support, or data-informed targeted support for all learners.

Student Achievement

Problem Statement 1: The percentage of students meeting the growth target decreased from 67% in 2018 to 64% in 2019. **Root Cause 1:** Achievement gaps due to due to inconsistent implementation of differentiation and Tier 1 instructional strategies to meet the rigorous academic needs in all classrooms.

Problem Statement 2: All student groups (Hispanic, White, & Eco. Dis.) are not meeting their academic achievement status (Meets level or above) in Math. **Root Cause 2:** Achievement gaps due to due to inconsistent implementation of differentiation and Tier 1 instructional strategies to meet the rigorous academic needs in all classrooms.

Problem Statement 3: The percentage of students reading on grade level as measured by F&P decreased to 78%. **Root Cause 3:** A decline in reading proficiency is due to inconsistent implementation of balanced literacy, guided reading and intervention.

Problem Statement 4: The percentage of students meeting approaches in reading decreased while the percentage of students achieving the meets and masters levels increased. **Root Cause 4:** Achievement gaps due to due to inconsistent implementation of differentiation and Tier 1 instructional strategies to meet the rigorous academic needs in all classrooms.

Goal 2: The percentage of students achieving the approaches, meets, and masters levels on STAAR will increase from 78% to 84% approaches, 45% to 50% meets, and 23% to 28% masters by the end of the school year 2019-2020.

Performance Objective 3: 85% of students in grades K-6 will be reading on or above grade level as measured by iStation by the end of school year 2020.

Evaluation Data Source(s) 3: iStation monthly reports and Intervention plans

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 5: Effective Instruction 1) K-6th grade teams will meet regularly to analyze iStation data and plan effective small group instruction.	2.4, 2.5, 2.6	Principal, Assistant Principal, Grade Level Teachers	Data driven instructional strategies, increased student achievement				
	Problem Statements: Demographics 1						
TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 5: Effective Instruction 2) 100% of K-6th grade students will receive individualized instruction during guided reading instruction.	2.4, 2.5, 2.6	Principal, Assistant Principal, Grade Level Teachers	Data driven instructional strategies, increased student achievement				
	Problem Statements: Demographics 1						

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Less than 80% of students are meeting expectations on state standards, based on STAAR assessment results. Root Cause 1: Prior to 2016, K-6 grade teachers lacked the ability to analyze and prioritize the essential knowledge and skills for reading and math, that build a solid foundation in Tier 1 instruction. The campus culture and structures did not efficiently lend themselves to teacher collaboration, job-embedded teacher support, or data-informed targeted support for all learners.</p>

Goal 3: 100% of students in the All, Hispanic, White, and Eco. Dis. student groups will meet their academic achievement (Meets or Masters) target in Math and Reading by the end of the school year 2019-2020.

Performance Objective 1: 46% of All, 59% of White, 40% of Hispanic, and 36% of Eco. Dis. students meet their academic achievement (Meets or Masters) target in Math by the end of the school year 2019-2020.

Evaluation Data Source(s) 1: District Checkpoints, STAAR benchmarks, Common Formative Assessments

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 5: Effective Instruction</p> <p>1) Grade level teachers will create common formative assessments with an emphasis on essential standards. All data will be desegregated to identify strengths and weaknesses for 100% of Eco Dis students. Teachers will meet in PLCs with campus administrators to formulate intervention plans.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Grade Level Teachers	Data driven instructional strategies, increased student achievement				
				Problem Statements: Student Achievement 2			
<p>2) Students will monitor individual goals and progress utilizing a tracking sheet.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Grade Level Teachers	Data driven instructional strategies, increased student achievement				
				Problem Statements: Student Achievement 2			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) 100% of Emerson students will receive research-based instruction in the core content areas. Teachers will meet weekly in PLCs to plan effective Tier 1 instruction. Curriculum Management Plan, RELAY guides, Lead4Ward Instructional Strategies, STAAR blueprint, Eduphoria data reports and other available district resources, will be utilized when planning.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Grade Level Teachers	Data driven instructional strategies, increased student achievement				
<p>Problem Statements: Demographics 1 - Student Achievement 2</p>							

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Less than 80% of students are meeting expectations on state standards, based on STAAR assessment results. Root Cause 1: Prior to 2016, K-6 grade teachers lacked the ability to analyze and prioritize the essential knowledge and skills for reading and math, that build a solid foundation in Tier 1 instruction. The campus culture and structures did not efficiently lend themselves to teacher collaboration, job-embedded teacher support, or data-informed targeted support for all learners.</p>
Student Achievement
<p>Problem Statement 2: All student groups (Hispanic, White, & Eco. Dis.) are not meeting their academic achievement status (Meets level or above) in Math. Root Cause 2: Achievement gaps due to due to inconsistent implementation of differentiation and Tier 1 instructional strategies to meet the rigorous academic needs in all classrooms.</p>

Goal 3: 100% of students in the All, Hispanic, White, and Eco. Dis. student groups will meet their academic achievement (Meets or Masters) target in Math and Reading by the end of the school year 2019-2020.


Performance Objective 2: 44% of All, 60% of White, 37% of Hispanic, and 33% of Eco. Dis. students meet their academic achievement (Meets or Masters) target in Reading by the end of the school year 2019-2020.

Evaluation Data Source(s) 2: district checkpoints, STAAR benchmarks, common formative assessments

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math 1) Grade level teachers will create common formative assessments with an emphasis on essential standards. All data will be desegregated to identify strengths and weaknesses for 100% of Eco Dis students. Teachers will meet in PLCs with instructional specialists and campus administrators to formulate intervention plans.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Grade Level Teachers	Data driven instructional strategies, increased student achievement				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math ESF Levers Lever 5: Effective Instruction 2) 100% of Emerson students will receive research-based instruction in the core content areas. Teachers will meet weekly in PLCs to plan effective Tier 1 instruction. Curriculum Management Plan, RELAY guides, Lead4Ward Instructional Strategies, STAAR blueprint, Eduphoria data reports and other available district resources, will be utilized when planning.	2.4, 2.5, 2.6	Principal, Assistant Principal, Grade Level Teachers	Data driven instructional strategies, increased student achievement				
	Problem Statements: Demographics 1 - Student Achievement 1, 2, 4						
TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 5: Effective Instruction 3) Students will monitor individual goals and progress utilizing a tracking sheet.	2.4, 2.5, 2.6	Principal, Assistant Principal, Grade Level Teachers	Data driven instructional strategies, increased student achievement				
	Problem Statements: Student Achievement 2						
							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Less than 80% of students are meeting expectations on state standards, based on STAAR assessment results. Root Cause 1: Prior to 2016, K-6 grade teachers lacked the ability to analyze and prioritize the essential knowledge and skills for reading and math, that build a solid foundation in Tier 1 instruction. The campus culture and structures did not efficiently lend themselves to teacher collaboration, job-embedded teacher support, or data-informed targeted support for all learners.
Student Achievement
Problem Statement 1: The percentage of students meeting the growth target decreased from 67% in 2018 to 64% in 2019. Root Cause 1: Achievement gaps due to due to inconsistent implementation of differentiation and Tier 1 instructional strategies to meet the rigorous academic needs in all classrooms.

Student Achievement

Problem Statement 2: All student groups (Hispanic, White, & Eco. Dis.) are not meeting their academic achievement status (Meets level or above) in Math. **Root Cause 2:** Achievement gaps due to due to inconsistent implementation of differentiation and Tier 1 instructional strategies to meet the rigorous academic needs in all classrooms.

Problem Statement 4: The percentage of students meeting approaches in reading decreased while the percentage of students achieving the meets and masters levels increased. **Root Cause 4:** Achievement gaps due to due to inconsistent implementation of differentiation and Tier 1 instructional strategies to meet the rigorous academic needs in all classrooms.

Goal 4: The percentage of students from Grades 4 - 6 who meet the growth target on both math and reading STAAR will increase from 64% to 75% by the end of the school year 2019 - 2020.

Performance Objective 1: 67% of All, 69% of White, 65% of Hispanic, and 64% of Eco. Dis. students in grades 4-6 will meet the growth target in reading by the end of the school year 2019-2020.


Evaluation Data Source(s) 1: district checkpoints, common formative assessments, STAAR benchmarks

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math 1) Grade level teachers will create common formative assessments with an emphasis on essential standards. All data will be desegregated to identify strengths and weaknesses for 100% of Eco Dis students. Teachers will meet in PLCs with instructional specialists and campus administrators to formulate intervention plans.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Grade Level Teachers	Data driven instructional strategies, increased student achievement				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>2) 100% of Emerson students will receive research-based instruction in the core content areas. Teachers will meet weekly in PLCs to plan effective Tier 1 instruction. Curriculum Management Plan, RELAY guides, Lead4Ward Instructional Strategies, STAAR blueprint, Eduphoria data reports and other available district resources, will be utilized when planning.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Grade Level Teachers	Data driven instructional strategies, increased student achievement				
<p>TEA Priorities Build a foundation of reading and math</p> <p>3) Students will monitor individual goals and progress utilizing a tracking sheet.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Grade Level Teachers	Data driven instructional strategies, increased student achievement				



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

Goal 4: The percentage of students from Grades 4 - 6 who meet the growth target on both math and reading STAAR will increase from 64% to 75% by the end of the school year 2019 - 2020.

Performance Objective 2: 71% of All, 74% of White, 69% of Hispanic, and 68% of Eco. Dis. students in grades 4-6 will meet the growth target in math by the end of the school year 2019-2020.


Evaluation Data Source(s) 2: district checkpoints, common formative assessments, STAAR benchmarks

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math 1) Grade level teachers will create common formative assessments with an emphasis on essential standards. All data will be desegregated to identify strengths and weaknesses for 100% of Eco Dis students. Teachers will meet in PLCs with instructional specialists and campus administrators to formulate intervention plans.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Grade Level Teachers	Data driven instructional strategies, increased student achievement				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 2) 100% of Emerson students will receive research-based instruction in the core content areas. Teachers will meet weekly in PLCs to plan effective Tier 1 instruction. Curriculum Management Plan, RELAY guides, Lead4Ward Instructional Strategies, STAAR blueprint, Eduphoria data reports and other available district resources, will be utilized when planning.	2.4, 2.5, 2.6	Principal, Assistant Principal, Grade Level Teachers	Data driven instructional strategies, increased student achievement				
TEA Priorities Build a foundation of reading and math 3) Students will monitor individual goals and progress utilizing a tracking sheet.	2.4, 2.5, 2.6	Principal, Assistant Principal, Grade Level Teachers	Data driven instructional strategies, increased student achievement				



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

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Christin Reeves	Principal
Assistant Principal	Emily Roberts	Assistant Principal
Classroom Teacher	Callie Reams	Classroom Teacher
Classroom Teacher	Sarah Cardiel	classroom teacher
Parent	Vetty Garcia	parent
Classroom Teacher	Ashlee Cruce	classroom teacher
Classroom Teacher	Amy Holmes	classroom teacher
Classroom Teacher	Julia Quain	classroom teacher