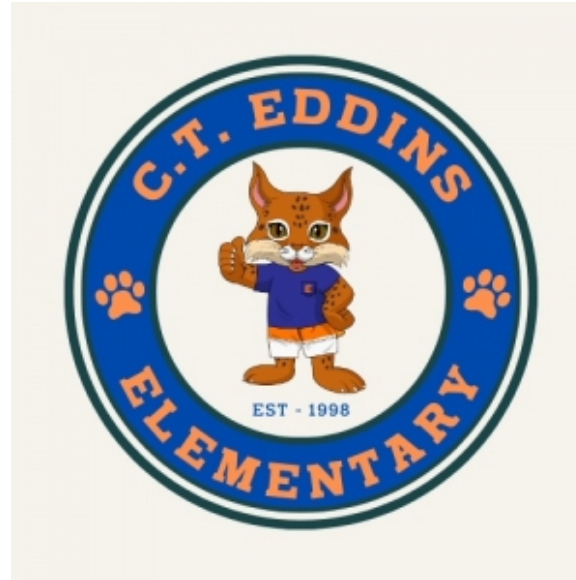


McKinney Independent School District

Eddins Elementary

2023-2024 Improvement Plan



Board Approval Date: October 23, 2023
Public Presentation Date: October 23, 2023

Mission Statement

We invest in our future by providing a safe environment to engage, educate and empower every student, every day.

Vision

McKinney ISD Vision Statement: We are a cohesive, diverse community providing engaging learning experiences for all.

Beliefs

We believe:

- In our students
- Everyone has inherent value and deserves to be treated with dignity and respect in a safe learning environment
- Learning is an active process involving students and parents to ensure that every student has an excellent education
- Every student needs an avenue to be engaged with their campus activities
- In recruiting and retaining the best staff for our students
- Staff is our greatest resource
- All staff should focus on student outcomes
- In creating an environment that fosters authentic partnerships with the whole community
- In providing open and honest two-way communication that builds trust toward creating a thriving learning environment

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Financial stewardship ensures a tomorrow for education

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Comprehensive Needs Assessment

Demographics

Demographics Summary

C.T. Eddins Elementary, in McKinney ISD, opened in 1998. Eddins Elementary has a diverse learning population and serves children from a variety of ethnic and language backgrounds. There are currently 344 students at Eddins Elementary.

Eddins' Current Demographics:

American Indian/Alaskan: .01%

Asian: 6.0%

African American: 6.0%

Hispanic/Latino: 16%

White: 64%

Hawaiian/Pacific Island: .01%

Two or more races: 6.0%

Limited English Proficient: 10.0%

Economically Disadvantaged: 17.0%

Special Education including Dyslexia: 17.0 %

Gifted & Talented: 22.0%

Demographics Strengths

Eddins Elementary serves all elementary grade levels K-5 with a total enrollment of 341 students. Eddins is home to several special education self-contained programs. There are two Developmental Social Skills Classrooms and three Active Learning Classrooms. Our special needs students are an important and celebrated part of Eddins' school community. Eddins

Elementary also has many programs designed to meet the needs of our diverse learning population including English as a Second Language for limited English proficient students, ALPHA for students identified as Gifted and Talented, Dyslexia services and special education programs for students identified as having an eligible disability which requires specially designed instruction.

Student Achievement

Student Achievement Summary

Eddins Elementary utilizes multiple measures, both formal and informal, to track academic performance of all students. These multiple measures have been analyzed and used in the development of the 2023-24 Campus Improvement Plan. Since its opening in 1998, Eddins Elementary has demonstrated continuous improvement, achieved high academic performance, and earned an Overall A Rating by the Texas Education Agency in 2022. Eddins' STAAR data from the 2022-23 school year include the following: Reading all grade levels indicated 93% approaches, 77% meets & 55% masters; Math all grade levels indicated 84% approaches, 63% meets & 39% masters; Science results indicated 97% approaches, 67% meets & 34% masters. Our educators are committed to collaborating as a professional learning community in order to provide students with optimal learning experiences based on individual student needs. Our positive culture of collaboration fosters the excitement for learning and an environment in which all students can be successful.

STAAR data, Measure of Academic Progress (MAP) and a wide variety of formal and informal data sources are continuously analyzed in order to provide effective instruction, enrichment and intervention to all Eddins Elementary students.

Student Achievement Strengths

Eddins Elementary earned an overall *A rating* through the 2022 Texas Education Agency Accountability System. In the areas of **student achievement, school progress, academic growth and closing the gaps** Eddins received *A ratings*. In the area of **relative performance** Eddins received a *B rating*.

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 and Student Ambassadors facilitate a variety of service projects. The MISD Live Kind initiative continues to be our foundation for building a positive school culture and climate. Our 7 Habits of Highly Effective People (Leader in Me) and PBIS (Positive Behavior Interventions and Supports) provide structure to this foundation. In addition Eddins Elementary became a High Reliability School Level 1 in 2017 for having strong structures and processes in place that support a safe and collaborative learning environment and Level 2 certified for effective teaching in every classroom in 2019.

We support an environment that actively involves students and values diversity on a daily basis. Students and parents alike share that it is great to be part of the Eddins' family!

School Culture and Climate Strengths

Teachers, parents, and students have reported they feel safe and supported 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. Our student organizations bring strength to our school culture; these include: student council, student ambassadors, honor choir, safety patrol, broadcast crew, choral crew, character crew, running club, STEAM club and several after-school programs. In addition our annual events and activities contribute to enhancing our school community: Adventure Dash, PTA fall and spring events, Meet the Teacher, STEAM night, Open House, Choir Performances, Veteran's Day ceremony, Wildcat Assemblies, Grandparents Lunch, Spirit Nights, Staff Caroling, Jingle Bell Jog, Shop N Share with Finch Elementary, Red Ribbon Week, College Week, Kinder & 5th Grade Celebrations and holiday parties. We are proud of our school counseling work being recognized with the CREST Excellence in School Counseling Award for multiple years. Lastly, our communication and collaboration support our school culture and climate. These include: weekly classroom newsletters, parent and student welcome memo, weekly student folders, social media including Twitter (X) and Facebook, *Eddie's Weekly* (Principal newsletter), PTA meetings and parent conferences.

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 work hard to hire the very best educators and retain them!

- **95%** of teachers at Eddins have five or more years of teaching experience
- **76%** of teachers at Eddins have ten or more years of teaching experience
- Eddins teachers have an average of **15 years** of teaching experience
- **40%** of teachers at Eddins have a Master's Degree
- **96%** of Eddins teachers have GT certification
- **95%** of Eddins teachers are ESL certified
- **70%** of Eddins teachers have special education certification

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. Our staff retention is traditionally high from year to year.

- The average years of experience working at Eddins Elementary is **8.5 years**
- **80%** of our staff have five or more years at Eddins
- **56%** of our staff have ten or more years at Eddins
- **27%** of our staff have fifteen or more years at Eddins

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The Eddins Elementary teachers and staff are committed to implementing engaging, relevant, and differentiated learning experiences for all students using research-based instructional practices. The Eddins focus on effective instruction in every classroom, High Reliability Schools Level 2, will continue our collaboration on aligning best practice, curriculum, instruction and assessment through our professional learning community work. Campus administrators monitor instruction and learning by conducting frequent formal and informal walkthroughs, evaluations and data meetings with teams to ensure high student growth and achievement. Eddins teachers attend district and state professional development to support effective instruction in every classroom.

Curriculum, Instruction, and Assessment Strengths

The Eddins staff prides itself on the professional learning community (PLC) learning and work that has been implemented during the last decade. The commitment to collaboration and focus on student achievement are the foundation of this work. The PLC work allows staff the opportunity to provide intervention, differentiation, lessons designed on student needs and adjustments to instruction based on continuous multiple measures of data analysis. Eddins staff continues to grow professionally through participation in professional development as a PLC. Eddins teachers participate in regular committee meetings designed around effective instruction: Multi-tiered Support System (MTSS), Positive Behavior Intervention Supports (PBIS), High Reliability Schools (HRS) and Site-based Decision Making Committee. These groups focus the work around our campus goals, professional development needs, and improvement plans while analyzing multiple measures of data to monitor improvements and identify challenges to instruction and learning.

Parent and Community Engagement

Parent and Community Engagement Summary

Eddins Elementary has a strong partnership with our parents and community. Parent participation and engagement play a critical role in our positive, collaborative culture focused on student growth and achievement. The Parent Teacher Association (PTA) provides funding for additional resources and programs that enhance the curriculum and instruction and impact student growth in academics and social emotional learning. PTA members serve as room moms/dads, plan community events and fundraisers as well as celebrations. 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.

Parent and Community Engagement Strengths

We have a very strong PTA organization that gives back to the students and staff. The partnership with Eddins parents and community relies heavily on communication and collaboration. With the focus always on student growth, this communication and collaboration provide a connection which is vital to our school's success. We are very proud of this relationship!

School Context and Organization

School Context and Organization Summary

Eddins Elementary founded in 1998 was named after C.T. Eddins. Mr. Eddins taught 52 years in all, 38 of those years at Fanny Finch Elementary in McKinney ISD. He retired in May of 1961. After retirement, he would often drive his car by Fanny Finch Elementary to watch the children playing at recess. Mr. Eddins' died January 26, 1969, at 80 years of age of heart failure. His family or family members have lived in a home on Louisiana Street in McKinney for over 50 years. He had 5 grandchildren. Mr. Eddins' family attended Trinity Presbyterian church in McKinney, where he served as an Elder and usher, and Mrs. Eddins as Sunday School teacher for over 45 years.

School Context and Organization Strengths

Opening in 1998, Eddins Elementary has a longstanding history of academic success. Our strengths include student involvement in organizations such as Honor Choir, Student Council and Student Ambassadors; our focus on intervention through our MTSS (Multi-tier Support System) work, PBIS (Positive Behavior Intervention & Supports), Threat Assessment and Safe & Supportive Team (TASST); and the guidance provided by our Leadership Teams for the grade levels, our administration team, and our PLC (Professional Learning Community). We are also very proud of our relationship with our PTA!

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. Eddins is innovative and driven towards implementing new resources so that student learning is maximized at all levels. Specifically, 2nd-5th graders have one to one Macbooks for classroom use. First graders and kindergarteners have one to one iPads for daily use. All iPads are managed by a MDM solution that controls standardized grade level app deployment along with managing software updates and web filters.

Each classroom contains an interactive panel with connected Mac Mini and document camera. Osmo interactive iPad stations are also available for student use in classrooms. Each teacher has a Macbook laptop with wireless access for use at school and at home. Technology is integrated at all levels of learning.

Eddins Elementary staff and students will use learning management systems to support blended learning. Students in grade kindergarten through second grade will use the SeeSaw LMS; students in 3rd through fifth will use Canvas as their LMS. Staff and students have access to additional instructional technology resources such as Google Apps for Education, apps deployed by iPads, Discovery Education, Texshare databases, Gale Virtual Library, Flocabulary, PebbleGo, Imagine Math, MISD digital libraries, Tumblebooks and other e-books. Instructional technology is designed to be blended within each classroom's lesson design. Students and staff have 24 hour access to the listed instructional technology resources.

IT support is available for teachers through professional development offered through the district at summer learning conferences and school-year professional development days. The campus Media Resource Specialist (MRS) is responsible for training and curriculum support through technology resources. Technology PD is also offered at the point of need during teacher planning times, after-school workshops and staff meetings. Teachers plan instruction and evaluate data through digital platforms in Aware and Forethought, along with each grade level's LMS.

Technology at Eddins Elementary is a valued resource that is supported through both campus and district funding.

Technology Strengths

Our teachers continue to embrace technology resources as a valuable teaching tool! We use a variety of tools to communicate with our entire learning community. These include: Smore, SeeSaw, Canvas, School Messenger, Facebook, Twitter and our designated websites.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

Eddins Elementary
Generated by Plan4Learning.com

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals





Revised/Approved: September 29, 2023

Goal 1: Eddins Elementary will ensure the schools are safe and secure.

Performance Objective 1: Students, parents, and the community will perceive the school environment as safe and orderly.

Evaluation Data Sources: Eddins will comply with all required monthly drills, abide by MISD Safety Response Protocols and Eddins' Campus Emergency Operations Plan, and provide documentation to district officials.





Strategy 1 Details	Reviews		
<p>Strategy 1: Staff and students will practice MISD's Safety Response Protocols through routine safety drills.</p> <p>Strategy's Expected Result/Impact: Knowledge of Safety Response Protocols and Campus Emergency Operation Plan. Record of monthly drills, Campus EOP.</p> <p>Staff Responsible for Monitoring: Administration, staff district safety personnel, students</p>	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Eddins will follow the Campus Emergency Operation Plan created with MISD safety guidelines to build upon the safe and collaborative culture.</p> <p>Strategy's Expected Result/Impact: Eddins Campus Emergency Operation Plan communicated to school community and followed by all staff members.</p> <p>Staff Responsible for Monitoring: Administration, Team Leaders, Office Staff, Counselor, All Staff</p>	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
<p>Strategy 3: Eddins will utilize routines and procedures to enhance safety and security of the campus.</p> <p>Strategy's Expected Result/Impact: Exterior perimeter secured by additional 6 foot fencing; routine checks of all exterior doors; classroom doors locked while students are present; monthly safety audit used to target areas for improvement. Exterior door check audit will indicate 100% meet proficiency.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative		Summative
	Nov	Feb	June

Strategy 4 Details	Reviews		
<p>Strategy 4: Eddins Elementary is certified as a High Reliability School, Level 1, Safe and Collaborative Culture. Research-based PBIS structures are implemented; monthly lessons empower students to utilize the 7 Habits of Highly Effective People. Students are recognized for their growth in these areas.</p> <p>Strategy's Expected Result/Impact: Safe and collaborative campus culture</p> <p>Staff Responsible for Monitoring: Administration, Classroom teachers, Counselor</p>	Formative		Summative
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: Eddins Elementary will ensure the schools are safe and secure.

Performance Objective 2: Eddins staff will support the social and emotional growth of all students in our learning community.





Evaluation Data Sources: PBIS (Positive Behavior Interventions and Supports) and Live Kind culture (MISD initiative)

Strategy 1 Details	Reviews		
<p>Strategy 1: Eddins will follow our PBIS structures found in our ROAR expectations (Respect. Own your choices. Achieve goals. Responsible.)</p> <p>Strategy's Expected Result/Impact: All areas of the building are impacted by ROAR expectations. Students will demonstrate an understanding of the expectations in all areas of the learning community.</p> <p>Staff Responsible for Monitoring: Administration, counselor, staff, students, parents, PBIS Team</p>	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Eddins will utilize strategies from PBIS, CPI (Crisis Prevention Intervention) and MTSS (Multi-Tiered System of Supports), CASES lessons with school counselor and community circles to reduce the number of discipline referrals and to promote a positive learning environment</p> <p>Strategy's Expected Result/Impact: Reduction in discipline referrals through the online system used by the campus. Positive impact on student attendance.</p> <p>Staff Responsible for Monitoring: PBIS Team, MTSS Team, Administration, Teachers, Counselor</p>	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
<p>Strategy 3: Eddins staff and students will recognize the growth from following the principles taught in the 7 Habits of Highly Effective People.</p> <p>Strategy's Expected Result/Impact: Reduction in discipline referrals. Teachers will use restorative practices. Students will demonstrate kindness, empathy and responsibility for their learning community.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Counselor, Administration</p>	Formative		Summative
	Nov	Feb	June
Strategy 4 Details	Reviews		
<p>Strategy 4: Eddins teachers will recognize students for demonstrating kindness to others in our learning community. The Live Kind initiative, CASES lessons, and 7 Habits will support students as they deepen their understanding and application of kindness.</p> <p>Strategy's Expected Result/Impact: Students will be recognized for their growth in this learning through Morning Announcements and the Eddie's Excellence Award.</p> <p>Staff Responsible for Monitoring: Classroom teachers, counselor, administration</p>	Formative		Summative
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: Eddins Elementary will use data-driven decisions to engage students in learning experiences that ensure growth and will prepare them for graduation and post-secondary success.

Performance Objective 1: Teachers and staff will formally provide input regarding increasing student achievement.

Evaluation Data Sources: Teachers will participate in collaborative team meetings using the PLC structure and the TTESS process in order to improve instructional effectiveness and promote high student achievement.





Strategy 1 Details	Reviews		
<p>Strategy 1: Teachers will deepen learning of the professional learning community cycle and develop skills using established collaborative processes and norms.</p> <p>Strategy's Expected Result/Impact: Teachers will focus on using writing across the curriculum as a source for common language when planning instruction.</p> <p>Staff Responsible for Monitoring: Grade level teams, Administration, LMS</p>	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Teachers will use a collaboration protocol to evaluate student progress. The 4 PLC questions will be the focus: What do we want students to learn? How will we know if they learned it? What if they didn't learn it? What if they already know it?</p> <p>Strategy's Expected Result/Impact: Teachers will use most relevant data sources to determine level of student progress/achievement.</p> <p>Staff Responsible for Monitoring: Grade level teams, Administration, MRS</p>	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
<p>Strategy 3: Teachers will be evaluated through the TTESS appraisal system for instructional growth and improvement as teachers set goals, reflect, implement new learning to support effective instruction in the classroom.</p> <p>Strategy's Expected Result/Impact: Improvement of effective teaching strategies through walkthrough observations, teacher goal setting and growth, coaching conversations and TTESS evaluations.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative		Summative
	Nov	Feb	June
Strategy 4 Details	Reviews		
<p>Strategy 4: Student growth in 3rd - 5th STAAR Math will increase from 63% to 70% in the Meets proficiency rating. Student growth in 3rd-5th STAAR Reading will increase from 77% to 80% in the Meets proficiency rating.</p> <p>Strategy's Expected Result/Impact: Reading and math student achievement will improve as measured by meeting grade level proficiency.</p> <p>Staff Responsible for Monitoring: Admin, instructional coach, LMS, classroom teachers.</p>	Formative		Summative
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Eddins Elementary will use data-driven decisions to engage students in learning experiences that ensure growth and will prepare them for graduation and post-secondary success.

Performance Objective 2: Classroom teachers will implement best practices for effective instruction in the classrooms.

Evaluation Data Sources: Teachers will use targeted small group instruction based on individual student needs using the Balanced Literacy Model, Reading Academy tools and Math Workshop models.





Strategy 1 Details	Reviews		
<p>Strategy 1: Balanced Literacy including Reading Academy structures, Math Workshop models, Leveled Literacy Instruction, STEMScopes Math tools and the MISD Instructional Frame work will be used by RLA and math teachers to increase effective instruction in the classroom with the focus on student learning.</p> <p>Strategy's Expected Result/Impact: Increased reading, writing and math student achievement evident through MTSS, MAP, formative assessments and STAAR.</p> <p>Staff Responsible for Monitoring: Teachers, LMS, Curriculum coordinators, Administration, Team Leaders</p>	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
<p>Strategy 2: All RLA and math teachers will engage in relevant training or embedded professional development and study curriculum updates for successful implementation of all elements of Balanced Literacy including Reading Academy structures, Math Workshop model, Leveled Literacy Instruction and the MISD Instructional Framework.</p> <p>Strategy's Expected Result/Impact: Increased instructional capacity among teachers which impacts student achievement.</p> <p>Staff Responsible for Monitoring: Teachers, MRS, Administrators, Curriculum coordinators, Team Leaders</p>	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
<p>Strategy 3: Teachers will use the Multi-tiered Student Supports (MTSS) protocols and processes to accurately identify students needing interventions at tier 2 and 3, collaborate on student needs and design instructional interventions to support the students in need.</p> <p>Strategy's Expected Result/Impact: Individual student growth and academic achievement based on needs</p> <p>Staff Responsible for Monitoring: Teachers, administration, counselor, MTSS coordinator</p>	Formative		Summative
	Nov	Feb	June
Strategy 4 Details	Reviews		
<p>Strategy 4: Special education and general education teachers and staff will analyze data, collaborate to increase individual student success through closing learning gaps and implementing effective instructional strategies.</p> <p>Strategy's Expected Result/Impact: Increase in special population student achievement data and individual student growth.</p> <p>Staff Responsible for Monitoring: Special Ed staff including all Resource and Centralized Programs on campus, Gen Ed staff, Administration, Greer Staff</p>	Formative		Summative
	Nov	Feb	June

Strategy 5 Details	Reviews		
<p>Strategy 5: Teachers will implement daily WIN (What I Need) Time to provide data-driven small group instruction that targets specific skill areas (TEKS) to support proficiency in math and reading.</p> <p>Strategy's Expected Result/Impact: Individual student growth and academic achievement based on needs</p> <p>Staff Responsible for Monitoring: Teachers, Administration, MRS, Counselor</p>	Formative		Summative
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Eddins Elementary will use data-driven decisions to engage students in learning experiences that ensure growth and will prepare them for graduation and post-secondary success.

Performance Objective 3: Grade level teams will meet regularly to collaborate on lesson design, standards and instructional strategies regarding curriculum, assessment, instruction and achievement of all students.





Evaluation Data Sources: Collaborative team meetings, lesson plan structure, formative assessments, student achievement data, observation/walk-through outcomes used in alignment with HRS Level 2 and TTESS to improve student achievement.

Strategy 1 Details	Reviews		
<p>Strategy 1: Collaborative grade level team meetings will be held each week to promote a focus on learning for all: Collaboration of standards and instructional strategies focused on writing across the curriculum, student data analysis and a commitment to continuous improvement.</p> <p>Strategy's Expected Result/Impact: The instructional staff engages in ongoing collaboration and collective inquiry to achieve better results for all students.</p> <p>Staff Responsible for Monitoring: Team leaders, grade level teams, Special Ed teachers, Administration</p>	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Classroom teachers will monitor multiple forms of data to guide instructional decisions and maximize student growth. Growth measures will be implemented for specific subpopulations of students.</p> <p>Strategy's Expected Result/Impact: Teachers and administration will disaggregate multiple sources of student data using a specific protocol. A corrective instruction action plan will be implemented.</p> <p>Staff Responsible for Monitoring: Teachers, instructional support staff and Administration</p>	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
<p>Strategy 3: Staff will participate in professional development to expand their knowledge of best instructional practices. 2023-24 emphasis will be on the application of Reading Academies, Building Thinking Classrooms (Math), STEMScopes Math K-5 and The Book and Box of Facts (Math, grades 2-4).</p> <p>Strategy's Expected Result/Impact: Academic growth in math and reading for students.</p> <p>Staff Responsible for Monitoring: Classroom teachers, collaborative teams and Administration</p>	Formative		Summative
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: Eddins Elementary will use data-driven decisions to engage students in learning experiences that ensure growth and will prepare them for graduation and post-secondary success.

Performance Objective 4: Eddins Elementary will continue to grow a digital learning environment through the use of relevant technology for authentic learning experiences.





Evaluation Data Sources: Teachers will increase student engagement and success in digital literacy moving all students to become knowledgeable digital citizens.

Strategy 1 Details	Reviews		
<p>Strategy 1: Teachers will review and refresh through professional development focusing on the use of instructional technology. Strategy's Expected Result/Impact: Utilize instructional technology to enhance instruction and student achievement. Staff Responsible for Monitoring: Administration, LMS, teachers</p>	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Eddins staff will utilize digital platforms such as Canvas, Google Apps for Education, SeeSaw, and other resources as collaborative learning tools. Implementation of instructional technology to promote digital citizenship and provide student learning opportunities in a blended digital learning environment. Strategy's Expected Result/Impact: Student producers of technology tools for communicating and learning. Implement digital platforms where staff and students show mastery of digital fluency to support learning. Staff Responsible for Monitoring: LMS, teachers, administration, district instructional tech coordinators</p>	Formative		Summative
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: Eddins Elementary will continue to recruit, recognize, develop, and retain high quality and effective staff.

Performance Objective 1: Staff Appreciation Days are celebrated throughout the year.





Evaluation Data Sources: Teacher feedback at beginning and end of year through a staff survey.

Strategy 1 Details	Reviews		
Strategy 1: Staff celebrate birthdays and specified family events. Sunshine committee will oversee. Strategy's Expected Result/Impact: Positive impact on campus culture Staff Responsible for Monitoring: Admin and sunshine committee. PTA.	Formative		Summative
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: Eddins Elementary will continue to recruit, recognize, develop, and retain high quality and effective staff.





Performance Objective 2: Facilitate a mentorship program for first year teachers.

Evaluation Data Sources: Feedback from mentors and first year teachers.

Strategy 1 Details	Reviews		
Strategy 1: Instructional coach supports new teacher. Staff Responsible for Monitoring: Admin and instructional coach	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Mentor and Mentee participate in district program. Attend quarterly meetings. Staff Responsible for Monitoring: Admin, IC and mentor teacher	Formative		Summative
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 3: Eddins Elementary will continue to recruit, recognize, develop, and retain high quality and effective staff.

Performance Objective 3: Staff members access a variety of tools to share appreciation for their peers.

Strategy 1 Details	Reviews		
Strategy 1: Weekly Padlet for staff shout-outs shared in weekly staff newsletter Staff Responsible for Monitoring: Admin	Formative		Summative
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: Eddins Elementary will continue to recruit, recognize, develop, and retain high quality and effective staff.





Performance Objective 4: The interview process will incorporate common questions which attract staff members who demonstrate a connection with our campus mission and vision.

Strategy 1 Details	Reviews		
Strategy 1: Use common interview questions which support campus mission and vision. Staff Responsible for Monitoring: Admin, counselor, LMS	Formative		Summative
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: Eddins Elementary will intentionally focus on maintaining a culture that is inclusive of students, staff, and community.

Performance Objective 1: Eddins will offer both parent and student opportunities for involvement in the school community.





Evaluation Data Sources: Eddins will partner with parents, community members and business sponsor to promote involvement in various aspects of the school learning environment

Strategy 1 Details	Reviews		
<p>Strategy 1: Family Involvement: PTA, after school programs, Watch DOGS parent program, Meet the Teacher, Open House, STEAM Night, back-to-school events, December community events, end-of-year community celebrations, Field Day, field trips, weekly volunteer opportunities, Veterans Day celebration, monthly school assemblies & family/community meals.</p> <p>Strategy's Expected Result/Impact: Promote a partnership with families and enrich students' learning experiences</p> <p>Staff Responsible for Monitoring: Administration, teachers, counselor, PTA, campus nurse</p>	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Student Programs: Broadcast Team, Safety Patrol, Student Council. Student Ambassadors, PALS, monthly guidance lessons, Honor Choir, Running Club, Drama Kids, quarterly recognition for character development, academic growth and attendance.</p> <p>Strategy's Expected Result/Impact: Promote a positive culture focused on student growth in leadership and community involvement</p> <p>Staff Responsible for Monitoring: Administration, LMS, Counselor, Teachers</p>	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
<p>Strategy 3: Students, parents and community members have formal ways to provide input regarding the optimal functioning of the school. Included in the weekly parent newsletter (Eddie's Weekly) a link is available for all stakeholders to make an anonymous suggestion. PTA meetings are open to all community members. Eddins Site Based Decision Making Committee will meet at least twice per year. Principal Coffees each semester will be used to dialogue about campus needs or concerns.</p> <p>Strategy's Expected Result/Impact: Structures allow for open communication about school climate and culture.</p> <p>Staff Responsible for Monitoring: Administration, PTA</p>	Formative		Summative
	Nov	Feb	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 5: Eddins Elementary will ensure that communication internally and externally is consistent, accurate, and timely.





Performance Objective 1: Communication and collaboration with the learning community will be enhanced through the use of in-person collaboration, social networks and digital media to involve students, parents and community.

Evaluation Data Sources: Eddins staff will use multiple forms of media to communicate with parents, students and the community.

Strategy 1 Details	Reviews		
<p>Strategy 1: Eddins staff will model and guide students' learning of good digital citizenship by being ethical, respectful and safe using digital tools and resources. Direct instruction will guide students in Digital Citizenship, Cyber Safety, the MISD Acceptable Use Policy and how to appropriately use social networking technology to increase collaboration with the learning community.</p> <p>Strategy's Expected Result/Impact: Eddins learning community demonstrates knowledge of and interacts with technology in a safe and productive manner.</p> <p>Staff Responsible for Monitoring: Teachers, MRS, Administration, counselor, Central Office Communication Team</p>	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Classroom teachers will use communication tools to to positively impact student learning through a variety of digital platforms.</p> <p>Strategy's Expected Result/Impact: Increase collaboration and communication among students using Canvas, SeeSaw, and other district-approved platforms. Students benefit from a 1:World digital learning environment.</p> <p>Staff Responsible for Monitoring: Teachers, Administration, MRS</p>	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
<p>Strategy 3: Eddins will communicate in an efficient and timely manner the events which impact student, family and community involvement. Platforms include the Principal's Weekly Newsletter, weekly grade level and classroom newsletters and school's marquee as well as social media such as Facebook and Twitter.</p> <p>Strategy's Expected Result/Impact: Increased awareness of campus and district events</p> <p>Staff Responsible for Monitoring: Administration, teachers, counselor and MRS</p>	Formative		Summative
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





Goal 5: Eddins Elementary will ensure that communication internally and externally is consistent, accurate, and timely.

Performance Objective 2: Both staff members and parents will access a feedback format where they can contribute anonymous feedback and support student achievement.

Strategy 1 Details	Reviews		
Strategy 1: Anonymous Google Form offered weekly to both staff and parents through newsletters	Formative		Summative
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 6: Eddins Elementary will continue to be fiscally responsible and efficient with campus and district resources.

Performance Objective 1: Eddins will strategically and equitably manage resources to align resource allocation with campus goals.

Strategy 1 Details	Reviews		
Strategy 1: Eddins will adhere to the McKinney ISD budget policies and approved vendors. Strategy's Expected Result/Impact: Efficient use of campus funds to maximize student achievement. Staff Responsible for Monitoring: Administrator and campus secretary	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Eddins will analyze campus expenditures for budget recommendations. Strategy's Expected Result/Impact: Expenditures are analyzed to determine effect on student outcomes and campus operations. Staff Responsible for Monitoring: Principal, campus secretary	Formative		Summative
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Cari Owens	Principal
Administrator	Cody Martin	Assistant Principal
District-level Professional	Dr. Laura Simmons	District Representative
Parent	Monica Gonzalez	Eddins Parent
Parent	Carly Burns	Eddins Parent
Parent	Rebecca Scott	Eddins Parent
Parent	Keri Garcia	Eddins Parent
Parent	Tianna Green	Eddins Parent
Parent	Sandra Gillmore	Eddins Parent
Parent	Rebecca Harap	Eddins Parent
Community Representative	Nick Bohun	Community Rep
Business Representative	Ed Davis	Business Rep
Business Representative	Lisha Qi	Business Rep
Classroom Teacher	Stephanie Hart	3rd Grade Teacher
Classroom Teacher	Tabitha Pressnell	3rd Grade Teacher
Classroom Teacher	Sheryl Jurovic	4th Grade Teacher
Classroom Teacher	Poppy Stokes	4th Grade Teacher
Classroom Teacher	Brian Weiss	5th Grade Teacher
Classroom Teacher	Heather Tambasco	Special Education Teacher
Non-classroom Professional	Taylor Fortner	Media Resource Specialist
Non-classroom Professional	Mandy Biros	Guidance Counselor