

McKinney Independent School District

Eddins Elementary

2018-2019 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.

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 2017 Accountability.

Student Achievement Strengths

Our STAAR 2017 data reflects the following on all tests:

State Assessment Reading/ELA- 92%

State Assessment Writing- 91%

State Assessment Math- 95%

State Assessment Science- 86%

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.

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.

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.

Parent and Community Engagement

Parent and Community Engagement 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.

Parent and Community Engagement 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.

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.

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. We are considered a MAC campus and teachers are utilizing the technology throughout their day to make learning more engaging. Being a PBL 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.

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

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL 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)
- Running Records results

Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, 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
- 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 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: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) PLCs and Data Team Members will monitor student progress using the DRA2 assessment.	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 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, Read Naturally, and Words Their Way.	K-2 teachers and RTI committee	Teachers will document progress monitoring and goal achievement.				
4) Teachers will utilize small group instruction to meet individual student needs.	K-2 teachers and administrators	Administrators will see evidence of 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 or RAD binders that demonstrate growth on all DRA assessments throughout the year, Quick Checks after reteaching.	Sharon Havard, Ashley Williams, Heather Provo, Anna Vazquez, Nicole Primerano, Penny Onken	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.				







<p>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.</p>	<p>Sharon Havard, Ashley Williams, Heather Provo, Anna Vazquez, Mandy Biros, Rti Point People, Erika Ball, Suzanne Smith, Kim Vaught, Janna Park, Nicole Primerano, Penny Onken</p>	<p>Progress Monitoring through Rti, PLAAFP, 504 Accommodations, Scatterplot data, Functional Scheme, ABLLS-R, District Assessments, DRA, MAP, accurate proportion of FIE referrals and SPED students being served are within the recommended percentages</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						








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: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	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 multiple measures of data 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 data as well as reviewing lesson plans through Forethought that addressed specific standards.				
3) Teachers will utilize flexible/small group instruction 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: 2 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 Ashley Williams	Administrators will use the 360 Revised Walk-through template/ T-TESS.				
5) PLCs and leadership teams will regularly examine teams' progress toward goals after MAP assessments.	Team leaders, Sharon Havard, Ashley Williams, Lisa Shellito, Peggy Perret, 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, Ashley Williams, teachers	Progress noted between assessment windows				

<p>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.</p>	<p>Sharon Havard, Ashley Williams, Rti Point People, Mandy Biros, Heather Provo, Anna Vazquez, and Erika Ball, Suzanne Smith, Kim Vaught, Janna Park, Nicole Primerano, Penny Onken</p>	<p>Progress Monitoring through Rti, PLAAFP, 504 Accommodations, Scatterplot data, Functional Scheme, ABLLS-R, District Assessments, DRAs, MAP, accurate proportion of FIE referrals and SPED students being served are within recommended percentages</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Administration will communicate by way of google classroom 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 plans will highlight the best practices and design qualities that should be present in effective lessons.	Sharon Havard, Ashley Williams, Peggy Perret, Jeremy Pryor, Michelle McHugh	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, Ashley Williams, 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.				
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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 following the PLC model 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. (evaluating the PLC minutes and commitment statements)

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The Administrative team will meet with teams during planning throughout the school year.	Sharon Havard, Ashley Williams, 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 google. The team will attend grade level planning sessions.	Leadership Team: Sharon Havard, Ashley Williams, Peggy Perret, Amanda Biros, Lisa Shellito	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.	Sharon Havard, Ashley Williams, Lisa Shellito	A time for reflections with evaluator after time of peer coaching.				
Funding Sources: 199 General Funds - 80.00						
4) 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, Ashley Williams, teachers	Reflection time during Team Leader meetings.				
5) Teams will have an additional planning period every 8th week and a PLC worktime one Wednesday out of the month.	Lisa Shellito, Sharon Havard, Ashley Williams, Peggy Perret	Marazano's design qualities, MISD Model of Instruction, DOK questions will be embedded throughout lesson plans, common formative assessments will be created, and the Unit Design Map will be completed during PLC worktime.				
6) Guided questions, grade specific tasks and protocols will be communicated through google classroom that relate to each individual grade level PLC teams and vertical PLC teams.	Sharon Havard, Ashley Williams	Response to information presented. Evidence, agendas, and artifacts will be kept in google grade level folders.				
= Accomplished = Continue/Modify = 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, unit assessments, will reflect mastery in comparison with the designated RIT norms and district expectations.

Summative Evaluation 5: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Data will be reviewed after each formative assessment/CFA's and discussed during PLC meetings with 4 essential questions associated with the PLC model.	Administrators and staff	Students will achieve 70% or above on assessments.				
2) Monthly Admin Team data meetings will be used to review DRA assessments, MAP data, classroom formal assessments, CFA's, 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, Ashley Williams, Lisa Sutton, classroom teachers	GT assessment data				
= Accomplished = Continue/Modify = 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: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	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, Fieldguides)	Sharon Havard, Ashley Williams, Peggy Perret, Lisa Shellito, teachers	Academic progress made in overall student data.				
3) Surveys from PBIS resource will be conducted during the summer academy in order to collect opinion data from teachers and staff. Focus groups will be formed to develop agreements and expectations for the following areas: individual, classroom, nonclassroom and school wide systems. Greater understanding about challenges faced throughout the year will be obtained in order to make decisions.	Sharon Havard, Ashley Williams, Peggy Perret, Mandy Biros, Lisa Shellito.	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, Ashley Williams	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, Math stations, DOK questions and goal setting.	Sharon Havard, Ashley Williams, Peggy Perret, Lisa Shellito, Melinda Hill, Stephanie Kircher, Amber Jones	Academic success on unit assessments, MAP, STAAR, DRA2				
= Accomplished = Continue/Modify = 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 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: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) 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.				
2) 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.				
3) Morning announcements are managed each morning by our Technology Team.	Peggy Perret, Jennifer Middleton, Mandy Biros, David Puente, Stephanie Cusack	Each morning, staff and students will be observed listening and participating during the morning announcements.				
4) 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.				
5) Teachers will utilize the Connect-Ed and the Wright Source programs to enhance ELAR.	Sharon Havard, Ashley Williams, Peggy Perret, Jeremy Pryor, Michelle McHugh	Increase in student data; examples demonstrated in each classroom				
6) MAC Airls, iPads, and computers will be utilized by students.	Peggy Perret, team leaders, Sharon Havard, Ashley Williams	Technology resources will be consistently used everyday during instruction.				
Funding Sources: 199 General Funds - 0.00						
7) The Brite Byte technology survey will be analyzed in order to enhance all available technology and resources.	Peggy Perret, Sharon Havard, Ashley Williams, Jeremy Pryor	Positive feedback given through survey data.				
= Accomplished = Continue/Modify = 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, SIOP strategies and language objectives will be visible within each ESL classroom.

Summative Evaluation 8: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	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.	Ashley Williams 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: Ashley Williams, Sharon Wright, Michelle Stein, and Agripin Orozco	Monitored documented accommodation sheet for each student				
3) ELPS professional development will be provided for the staff.	Ashley Williams	Completion of tasks that were given after the training to show evidence of the learning.				
= Accomplished = Continue/Modify = 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 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: Some progress made toward meeting Performance Objective










Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The MRS will work with teams on identifying opportunities to enhance student engagement by utilizing google expeditions and other virtual resources during team planning.	Peggy Perret, Ashley Williams, Lisa Shellito	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, Ashley Williams, 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, Ashley Williams, Jeremy Pryor	Enhanced teacher instructional practices and academic success.				
= Accomplished = Continue/Modify = 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: Significant progress made toward meeting Performance Objective










Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The foundation of kindness and the 7 Leader in Me habits will be presented during each month.	Sharon Havard, Ashley Williams, 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 and R.O.A.R. expectations will be taught and modeled.	Staff, Mandy Biros	WOW stickers				
Funding Sources: 199 General Funds - 1500.00						
3) P.B.I.S. book study will be used throughout the year. Staff will re-establish the core values and vision for the campus and develop expectations for all 4 systems: classroom, individual, nonclassroom, school wide systems; during Summer Academy and the month of September.	Sharon Havard, Ashley Williams, Mandy Biros, Peggy Perret, Lisa Shellito, team leaders	Positive campus culture				
 = Accomplished  = Continue/Modify  = 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, MAP and district assessments for 2nd-5th grade, TELPAS, IPT, STAAR

Summative Evaluation 11: Some progress made toward meeting Performance Objective










Strategy Description	Monitor	Strategy's Expected Result/Impact	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, Ashley Williams, ESL teachers	Students data; TELPAS Intermediate to Advanced levels achieved.				
2) ESL "Look Fors" will be used during classroom walkthroughs.	Sharon Havard, Ashley Williams, Lisa Shellito	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.	Ashley Williams	Progress monitoring; interventions & assessment probes				
 = Accomplished  = Continue/Modify  = 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: Significant progress made toward meeting Performance Objective









Strategy Description	Monitor	Strategy's Expected Result/Impact	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 sponsered events will be planned throughout the year; Wildcat Assemblies, Pumpkin Math, Adventure Dash Fun Run, Art Gallery Night, Science Fair, Canned food drive, and the REACH Mentor program.	Sharon Havard, Ashley Williams, 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 PBIS, report cards, CIP, HRS, etc.	Sharon Havard, Ashley Williams, SRO, Peggy Perret, Mandy Biros, PTA board.	High attendance at events offered.				
 = Accomplished  = Continue/Modify  = 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: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	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 use of screenshot demonstrations can be used periodically as a form of communication for demonstration purposes. App's such as educreations.	Sharon Havard, Ashley Williams, Peggy Perret, team leaders	Parent survey at the end of the year.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

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: Significant progress made toward meeting Performance Objective










Strategy Description	Monitor	Strategy's Expected Result/Impact	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 Ashley Williams	Signature for Student Handbook, Eddins Elementary Handbook, Twitter form, Science Safety form, AUP agreement.				
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.	Ashley Williams, Jan Peaden, 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 Ashley Williams	100% attendance rate noted through the TAC system.				
= Accomplished = Continue/Modify = 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: Significant progress made toward meeting Performance Objective











Strategy Description	Monitor	Strategy's Expected Result/Impact	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, Kindness Catchers, WOW stickers for students.	Michelle Stein, Melissa Stuart, Mandy Biros, PTA, Peggy Perret, administrators, local restaurants, and Kindness Committee.	We will conduct a student and parent survey at the end of the year.				
2) Student awards will be given during each Wildcat Assembly; Principal Award, Habit Hero Award, Perfect Attendance Award, Hometown Hero Award, Sportsmanship Award, Music Award, Art Award.	Sharon Havard, Ashley Williams, teachers and staff	We will conduct a student and parent survey at the end of the year.				
3) Students are given WOW stickers and Kindness Catchers to highlight positive character attributes and in recognition of a job well done.	Sharon Havard, Ashley Williams, Mandy Biros, Peggy Perret, Lisa Shellito	Positive self-esteem and overall pride in the Eddins campus culture.				
 = Accomplished  = Continue/Modify  = 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: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Fire, tornado, disaster drills (Hazardous and Medical) and lockdown drills will be conducted throughout the year. Elopement plans are put into place for our DSSC students.	Sharon Havard, Ashley Williams, Jennifer Middleton, Laura Andrews	Students and staff demonstrating that they are aware of procedures in the event of a crisis situation.				
2) Events will be scheduled, such as Jingle-Bell Jog, Fun Run, and March Madness.	Sharon Havard, Ashley Williams, David Puente, Jennifer Middleton, PTA	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, Hoops for Heart.	Sharon Havard, Ashley Williams, Jennifer Middleton, David Puente, Sprouts (community business partner)	Positive feedback from students, teachers and parents.				
 = Accomplished  = Continue/Modify  = 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.

District Funding Summary

199 General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3	funds for substitute		\$80.00
1	7	6	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