



Electra Elementary School: 243902101  
CAMPUS IMPROVEMENT PLAN  
2020 - 2021

**EISD Board of Trustees Approval Date:**

## **Electra Elementary Mission Statement**

### **Policy AE**

We are committed to empowering each student to become a responsible, productive learner who is motivated to succeed at his or highest potential.

## **Electra Elementary Vision Statement**

Providing the key to unlock the goals and dreams of every student.

## **Electra Board of Trustees Goals**

1. The Board of Trustees and administration will provide the necessary support for teaching and learning that prepares students for their chosen endeavors.
2. The Board of Trustees and administration will increase opportunities for parents and community members to be involved in district activities.
3. The Board of Trustees and administration will provide for the efficient and effective operation of the district.
4. The District will take measures to impact and sustain positive attitudes and morale for all stakeholders in the district.
5. The Board of Trustees and administration will investigate methods to improve the effectiveness and success of campus operations.
6. The Board of Trustees will support administration in developing programs that prepare students for post-secondary endeavors.
7. The accountability rating for Electra Elementary will improve to 'Met Standard'.

## **Electra Independent School District Board of Trustees**

- Mr. Marty McCain - President
- Mrs. Kayla Swenson - Vice President
- Mr. Ben Segler - Secretary
- Mr. Joe Grace - Trustee
- Mrs. Veronica Kimbro - Trustee
- Mr. Shane Robey - Trustee
- Mrs. Sherry Rondeau - Trustee

## **2020 - 2021 Electra Elementary School Campus Improvement Team**

- Mrs. Christy Allen - faculty
- Mrs. Stormi Bryant - faculty

- Mrs. Lacey Coker - faculty
- Mrs. Misty Hackley - faculty
- Mrs. Wendy Marsh - faculty
- Dr. Jim Russell - principal

**2020 - 2021 Electra Elementary Parent Involvement Committee**

- Mrs. Michelle Carrizales - parent
- Mikie Kimbrough - parent
- Tabitha Hansen - parent
- Mrs. Robin Keller - parent
- Mr. Ryan Vanderland - parent
- Mrs. Patty Bruce - school social worker, Title I
- Dr. Jim Russell - principal

The 2020-21 CIP was posted on the district's website [www.electraisd.net](http://www.electraisd.net) in December 2020 and is also available as a hard copy in English or Spanish from the principal.

**Electra Elementary Comprehensive Needs Assessment**

**Comprehensive Needs Assessment Process Summary**

## **Comprehensive Needs Assessment Process Summary:**

The Electra ISD 2020-2021 Comprehensive needs analysis is a compilation of data gathered through reviewing and analyzing state reports, district budget, as well as health protocols from Centers for Disease Control, Texas Education Agency, and local health officials. The data has been discussed in district and campus meetings, community meetings, and parent meetings, both formally and informally. District administrators assessed data from the previous year and examined goals and performance objectives for the 2020-2021 school year based on these findings. Each was assessed and data was analyzed for strengths and weaknesses. The outcome was a list of district goals created to meet conclusions and new objectives were written, followed by appropriate strategies, timelines, benchmark assessments, resources, etc. for each goal and performance objective.

## **Comprehensive Needs Assessment Needs Summary:**

The district needs to increase communication and partnerships with families.

A primary need for the district is to ensure the ongoing safety, health, and well-being of students and staff.

The district needs to ensure the continuing instruction of all students during the Pandemic.

Technological needs for new methods to provide both face to face and remote instruction must be devised and implemented.

Professional development for new methods to provide both face to face and remote instruction must be devised, and implemented.

Device provision, and device storage/distribution materials for students is a priority.

Connectivity for remote instruction is a priority.

Personnel, to teach and to provide remediation and enrichment is an identified need.

Technology, consumable, and infrastructure materials for remote and face to face instruction are an identified need.

Teacher recruitment and retention is an ongoing need.

Teacher collaboration through PLC (Professional Learning Community) is a research proven , capacity building model for teachers and staff.

## **Summary of 2020 - 2021 Program Evaluation**

**Goal 1:** All students will reach high standards at a minimum approaching grade level performance on STAAR in grades 3 - 6. TXschools.gov shows Electra Elementary School with an overall D rating (60 out of 100) for the 2019 school year. This a 5 point drop from the 2018 overall rating of D (65 out of 100). This necessitated school improvement for the 2021 school year.

**Goal 2:** All Limited English Proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. All ELLs made progress, as shown by 2019 TELPAS results and holistic ratings. There were three LEP identified students at the elementary campus during the 2019 school year.

**Goal 3: All students will be taught by highly qualified teachers. All Teachers are currently certified. Three teachers are currently completing their Alternative Certification.**

**Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning. Electra Elementary strives to provide a safe and secure campus that is drug free where bullying is not tolerated and positive character is encouraged.**

**Goal 5: All students will be prepared to enter secondary school with the goal of graduating from high school. All 6th graders were promoted to 7th grade at the end of the 2020 school year.**

**Goal 6: All parents and community members will have opportunities to participate in students' activities at school. Electra Elementary continued to provide scheduled activities/events to promote parent involvement during the 2020 school year.**

**Data Reviewed**

- STAAR performance data
- state accountability from 2018-2019
- STAAR economically disadvantaged data
- Title I, Part A Program evaluation
- early reading inventory data
- dyslexia program evaluation
- special education program evaluation
- staff certification information
- parent involvement evaluation
- PEIMS data: discipline, sub. Pops., demographics
- attendance data
- ESL data

**STAAR Performance**

Level	2019	2018	
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<b>Masters Grade Level (3 - 6)</b>	<b>Reading: 16% (3 - 6 grades)</b>	<b>Reading: 18% (3 - 6 grades)</b>	
	<b>Math: 16% (3 - 6)</b>	<b>Math: 19% (3 - 6)</b>	
	<b>Science: 10% (5th)</b>	<b>Science: 3% (5th)</b>	
	<b>Writing: 0% (4th)</b>	<b>Writing: 0% (4th)</b>	
<b>Meets Grade Level (3 - 6)</b>	<b>Reading: 28% (3 - 6)</b>	<b>Reading: 33% (3 - 6)</b>	
	<b>Math: 37% (3 - 6)</b>	<b>Math: 39% (3 - 6)</b>	
	<b>Science: 32% (5th)</b>	<b>Science: 13% (5th)</b>	
	<b>Writing: 19% (4th)</b>	<b>Writing: 36% (4th)</b>	

**2019 Overall: 14% Masters Grade Level in all subjects. Total STAAR performance 64/100 = D Rating  
31% Meets Grade Level in all subjects.**

**2019 Academic Growth**

<b>Reading: 49% (4 - 6 grades)</b>
<b>Math: 71% (4 - 6 grades)</b>

**Overall: 58% of all 4 - 6 test takers had expected or exceeded growth compared to 2018.  
63/100 Relative Performance = D Rating (37% student achievement), (71.7% eco. dis.)  
63 is the higher of the two scores.**

**2019 Closing the Gaps**

<b>Grade Level Performance: 0% (0 out of 12 targets met) 33.3% of total score</b>
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<b>Academic Growth: 30% (3 out of 10 targets met) 55.6% of total score</b>
<b>Student Achievement: 0% (0 out of 7 targets met) 11.1% of total score</b>

**Overall: 52% = F Rating**

**2019 Final Rating:  $64+63+52/3 = 60$  D**

**2018 Final Rating:  $65+66+63/3 = 65$  D**

**STAAR Alt. 2: One student took Alt. 2 in 2019.**

**TELPAS: Three ESL students took TELPAS in 2019.T**

**Student Average Daily Attendance:**

- **2015: 96.39%**
- **2016: 96.41%**
- **2017: 96.73%**
- **2018: 96.41%**
- **2019: 96.25%**

**Dyslexia:**

- **2016: 6 students served pullout MTA**
- **2017: 3 students served pullout MTA**
- **2018: 5 students served pullout MTA**
- **2019: 9 students served pullout MTA**

**Special Education:**

- **2016: 23 students**
- **2017: 34 students**
- **2018: 33 students**
- **2019: 36 students**

**Gifted and Talented:**

- 2016: 6 students
- 2017: 6 students
- 2018: 4 students
- 2019: 4 students

**English Language Learners:**

- 2016: 5 students
- 2017: 3 students
- 2018: 3 students
- 2019: 4 students

**Discipline**

**ISS Assignments**

- 2015: 12
- 2016: 31
- 2017: 80
- 2018: 23
- 2019: 20

**AEP Assignments**

- 2015: 2
- 2016: 8
- 2017: 2
- 2018: 1
- 2019: 5

**Program Budget Codes and Title I School-Wide Components**

<b>Abbreviation</b>	<b>Program</b>	<b>Abbreviation</b>	<b>Component</b>
T IA	Title I, Part A	CNA	Campus Needs Assessment
T IC	Title I, Part C (Migrant)	RS	School Reform Strategy
T IIA	Title II, Part A (TPTR)	HQ	Highly Qualified



<b>T IID</b>	<b>Title II, Part D (Technology)</b>	<b>PD</b>	<b>Professional Development</b>
<b>T IV</b>	<b>Title IV (Safe &amp; Drug Free Schools)</b>	<b>ER</b>	<b>Employee Recruitment</b>
<b>SCE</b>	<b>State Compensatory Education</b>	<b>PI</b>	<b>Parental Involvement</b>
<b>OEYP</b>	<b>Optional Extended Year</b>	<b>T</b>	<b>Transition</b>
<b>AMI/ARI</b>	<b>Accelerated Math/Reading Instruction</b>	<b>TIA</b>	<b>Teacher Input in Assessment</b>
<b>LOCAL</b>	<b>Local Funds</b>	<b>AMI</b>	<b>Assistance for Mastery</b>
<b>T III</b>	<b>Title III (Bilingual, ESL)</b>	<b>CIS</b>	<b>Coordination/Integration of Services</b>
<b>T IF</b>	<b>Title I, Focus</b>	<b>T/F</b>	<b>Closing the Gap</b>

### **ESF Campus Targeted Improvement Plan 2021**

	<b>Prioritized Focus Area #1</b>		<b>Prioritized Focus Area #3</b>
<b>Essential Action</b>	<b>Develop campus instructional leaders with clear roles and responsibilities</b>		<b>Data driven instruction</b>
<b>Rationale</b>	<b>We recognize our campus instructional leadership does not have clear written and transparent roles and</b>		<b>We have not depended on data to drive decisions regarding student outcomes. We are implementing data driven</b>

	<p>responsibilities. Collaboration and effective communication will ensure that all stakeholders are aligned. It is crucial for all staff to know job descriptions and performance goals. The instructional leader will provide clarification and feedback.</p>		<p>instruction through PLCs and data meetings. We will look deeply at student data to make informed instructional decisions for each student with the decisions ultimately leading to increased student success.</p>
<p><b>Desired Annual Outcome</b></p>	<p>The instructional leader will be able to provide specific roles and responsibilities to all stakeholders and facilitate a PLC where effective collaboration includes planning, data analysis, and reteach plans. The instructional leader will monitor and provide feedback to teachers with lesson plans and walkthrough data.</p>		<p>Improved student achievement based on data driven instruction. Following an assessment schedule that includes common assessments and benchmark tests for staff to analyze.</p>
<p><b>Barriers to Address</b></p>	<p>Daily operational schedule</p>		<p>Fear of the roll out of data driven instruction</p>
<p><b>District Commitment Theory of Action</b></p>	<p>If the principal's supervisor (DCSI) provides support by protecting the time dedicated for school instructional leadership and the district ensures access to high quality common formative assessment resources aligned to state standards and the district has effective systems for identifying and supporting struggling learners, then the campus will be able to</p>		

	<p><b>establish strong data driven instructional practices, improve the quality and frequency of lesson plans and formative assessments. Also, the campus leader will engage with a greater role of clarity with instructional leadership practices.</b></p>		
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### **Goal 1: Develop campus instructional leaders with clear roles and responsibilities**

**Performance Objectives:** The instructional leader will provide specific roles and responsibilities to all stakeholders and facilitate a professional learning community where effective collaboration includes planning, data analysis, and reteach plans. The instructional leader will monitor and provide feedback to teachers with lesson plans and walkthrough data.

**Summative Evaluation:** An effective system is in place for identifying and supporting all learners.

**Action Steps:** Roles and expectations communicated to staff and re-visited periodically voa PLC Binder.

**Person(s) Responsible:** principal (instructional leader) and staff

**Resources:** LOCAL, STATE, FEDERAL

**Completion Date:** 09/25/20

**Evidence of Implementation:** Staff and Student Expectations document, PLC minutes, staff meeting agendas

**Evidence of Impact:** stakeholders will have a clear understanding of roles and responsibilities

**Timeline:** ongoing throughout the year

**Title I Components:** school context and organization, reform strategy (RS), CNA, TIF, TIA

### **Goal 2: Data-driven instruction to produce better outcomes and student success**

**Performance Objectives:** utilizing student data from formative assessments to drive decision making about instruction in order to achieve better student outcomes

**Summative Evaluation:** following a set student assessment schedule that utilizes formative, interim, and benchmark assessments to produce data that will drive decision making and instruction

**Action Steps:** assessment schedule set and posted for teachers to utilize; teachers will use daily formative assessments to evaluate the effectiveness of their teaching; 90 day cycle assessments will help teachers determine if students are on track to be successful

**Person(s) Responsible:** principal (instructional leader) and teachers

**Resources:** LOCAL, STATE, FEDERAL

**Completion Date:** October 2020

**Evidence of Implementation:** campus calendar, teachers' RTI binders that contain assessment data and students grouped into tier groups based on that data, evidence of students' fluidity in those tier groups, DMAC reports

**Evidence of Impact:** spiraled instruction that reaches all students who have data that can be tracked to show student growth

**Timeline:** ongoing throughout the year

**Title I Components:** school context and organization, reform strategy (RS)

### **Goal 3: Implement and support dedicated RTI (Response To Intervention) for tiered student groups in grades K-6**

**Performance Objectives:** close the gap between where students perform to where they should be on grade level

**Summative Evaluation:** progress monitoring of students to check for growth

**Action Steps:** progress monitoring throughout each grading cycle and student data kept in data binders to track student growth

**Person(s) Responsible:** principal (instructional leader) and teachers

**Resources:** LOCAL, STATE, FEDERAL

**Completion Date:** October 2020

**Evidence of Implementation:** campus calendar (six week grading cycles), teacher data binders that contain progress monitoring information

**Evidence of Impact:** all students are in tiered intervention groups receiving skills-based intervention instruction designed to close the gap between where a student is performing and where he/she should be

**Timeline:** ongoing throughout the school year

**Title I Components:** school context and organization, reform strategy (RS), CIS, T/F

#### **Goal 4: Utilize computer software to support student progress in reading, math, science, and social studies**

**Performance Objectives:** using the software programs we have to support student growth, especially in RTI

**Summative Evaluation:** intervention software will contribute to the growth of student performance when used as a strategy in RTI

**Action Steps:** regular use of technology software in the RTI tier groups such as Education Galaxy, Moby Max, Star Math, Star Reading, and Star Early Literacy will produce data that teachers will track each grading cycle to show progress and growth within the tiers.

**Person(s) Responsible:** principal (instructional leader), teachers, paraprofessionals

**Resources:** LOCAL, STATE, FEDERAL

**Completion Date:** October 2020

**Evidence of Implementation:** data reports to show usage of software

**Evidence of Impact:** All students will show documented growth through regular use of supplemental computer software.

**Timeline:** ongoing throughout the school year with emphasis on each six weeks progress monitoring

**Title I Components:** TIF, SCE

#### **Goal 5: All English language learners will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**

**Performance Objectives:** All ELL students will take TELPAS with a goal of scoring advanced high in all assessed areas (composite average). All ELL students will be adequately prepared to take regular STAAR with no linguistic accommodations.

**Action Steps:** ELLs will have the opportunity to prepare for TELPAS by utilizing practice modules on Pearson Next website.

**Person(s) Responsible:** principal (instructional leader), teachers, paraprofessionals

**Resources:** LOCAL, STATE, FEDERAL, TIII

**Completion Date:** February 24, 2021

**Evidence of Implementation:** student usage reports on Pearson Next

**Evidence of Impact:** improved TELPAS scores and ELL students on track to be dismissed from the ESL program

**Timeline:** ongoing throughout the school year

**Title I Components:** AMI, TIII

**Goal 6: All students will be taught by highly qualified teachers.**

**Performance Objectives:** 100% of certified teachers will have certification credentials that are considered by TEA to be “highly qualified.” 100% of instructional paraprofessionals will meet highly qualified standards. 100% of all new hires will meet highly qualified status prior to employment. Each grade level will have at least one ESL certified teacher and one GT certified teacher.

**Action Steps:** maintain highly qualified staff by assisting teachers in obtaining and maintaining certification; facilitating paraprofessionals’ completion of TOPS training at Region 9

**Person(s) Responsible:** principal

**Resources:** LOCAL, STATE, FEDERAL

**Completion Date:** May 22, 2021

**Evidence of Implementation:** official staff certification record on SBEC

**Evidence of Impact:** 100% highly qualified staff

**Timeline:** ongoing throughout the school year

**Title I Components:** HQ, PD, ER, SCE

**Goal 7: All students will be educated in a learning environment that is safe, drug free, and conducive to learning.**

**Performance Objectives:** 10% reduction in the number of ISS and DAEP referrals; 20% reduction in number of alleged bullying incidents reported on campus and on school transportation; zero tolerance for drug/alcohol use by students or staff on campus or any school-related activity off campus

**Action Steps:** character education will continue to be provided for students in grades 3 - 6 incorporating themes reflective of student creed and good character traits; staff will be proactive and diligent in addressing alleged bullying incidents as soon as possible; the campus emergency action plan will be reviewed and implemented to ensure the safety of all students and staff; emergency drills conducted each month throughout the school year; the campus will maintain an attendance rate of 97%

**Person(s) Responsible:** Principal, teachers, paraprofessionals, school social worker

**Resources:** LOCAL, STATE, FEDERAL

**Completion Date:** May 22, 2021

**Evidence of Implementation:** discipline and bullying referral reports, emergency operation plan, monthly drill schedule, ADA reports, character education theme schedule

**Evidence of Impact:** improved campus culture, improved student attendance

**Timeline:** ongoing throughout the school year

**Title I Components: TIA, SCE, PI**

**Goal 8: All students will be prepared to enter secondary school with the goal of graduating from high school.**

**Performance Objectives:** all 6th grade students will be eligible to be promoted to 7th grade based on successful completion of grade level curriculum requirements, 90% or higher attendance, and at least approaches standard score on STAAR

**Action Steps:** transition from 6th to 7th grade

**Person(s) Responsible:** elementary and secondary principals, school social worker, staff at both campuses

**Resources:** LOCAL, STATE, FEDERAL

**Completion Date:** May 22, 2021

**Evidence of Implementation:** vertical collaboration between elementary and secondary campuses, orientation for incoming 7th graders

**Evidence of Impact:** successful transition for 6th graders to 7th grade

**Timeline:** ongoing throughout the school year, orientation for incoming 7th graders before May 22, 2021

**Title I Components:** T

**Goal 9: The school will provide and promote opportunities for parents to participate in activities at school that emphasize parent involvement and enhance the students' school experience**

**Performance Objectives:** The school will schedule several events throughout the school year and invite parents to attend and participate in their children's education. The district will create a parent volunteer policy to facilitate parent help at school.

**Action Steps:** parent involvement activities communicated to parents through a variety of means such as notes home from teachers, the weekly school newsletter, Electra Star News, Remind 101, Edulink messaging system, Electra Elementary Facebook page, and district marquee. The parent involvement committee is scheduled to meet three times during the school year: 10/7/19, 1/15/20, and 4/29/20. Parent surveys to each family will be done in the spring of 2021.

**Person(s) Responsible:** principal, school social worker, teachers

**Resources:** LOCAL, STATE, FEDERAL

**Completion Date:** May 22, 2021

**Evidence of Implementation:** sign-in sheets, printed notes, published articles or ads, Edulink message log, completed parent surveys

**Evidence of Impact:** increased parent attendance and participation at school events, parent satisfaction as reflected by surveys

**Timeline:** ongoing throughout the school year

**Title I Components:** PI