

MILDRED B ELLIS EL

**Ellis Elementary School: Campus Improvement Plan
2024/2025**

#Trailofsuccess



Marci Kinch
900 N Main St Josephine, TX 75173
972-843-6850
marci.kinch@communityisd.org

MILDRED B ELLIS EL

Mission

At Ellis Elementary, our mission is to cultivate a collaborative and inclusive environment where high expectations, strong relationships, and a focus on the future empower all students to reach their full potential in academic growth and character building.

Vision

Our vision is that every graduate of Ellis Elementary will be emboldened to take action and become trailblazers in their careers, communities, civic and government organizations to shape and impact these institutions for future generations.

Nondiscrimination Notice

MILDRED B ELLIS EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

MILDRED B ELLIS EL Site Base

Name	Position
Kinch, Marci	Principal
Porter, Molly	Assistant Principal
Sarles, Kandice	Teacher
Murphy, Brandee	Teacher
Kelley, Amanda	Teacher
Kimberling, Haley	Teacher
Joachin, Autumn	Teacher
Meek, Julie	District Representative
Woods, Amy	Teacher
Streetman, Christi	Teacher
Bailey, Jennifer	Teacher
Martin, Megan	Parent
Fuller, Ashley	Other Staff Representative
Bryant, Brandy	Teacher
Williams, Aubrey	Teacher
Barkley, Haley	Teacher
Underwood, Laura	Parent
Mellinger, Morgan	Parent
Scott, Christina	Business Representative

Resources

Resource	Source
Title I	Federal

MILDRED B ELLIS EL

Goal 1. The campus will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.

Objective 1. Ellis will earn a "B" rating as a campus as determined through TEA accountability framework. Targeted or ESF High Priority Evaluation Data Sources: Spring STAAR 2025 Assessment

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. PLCs will meet weekly to unpack standards to ensure teachers understand learning progressions and are able to create student tasks that align to the standard. The PLC will also create common formative assessments to track student mastery throughout each unit.</p> <p>Strategy's Expected Result/Impact: Increased student achievement, increased teacher performance and effectiveness (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4.1,5.1,5.3)</p>	<p>All teachers, C&I Department, Campus Administration, Instructional Coaches, Math Teachers</p>	<p>August to May</p>		<p>Criteria: Common formative assessment, student tasks, unit assessments, student work samples</p>
<p>2. Guiding Coalition will plan intentional walk throughs in all classrooms that focus on campus expected, research based instructional strategies. (Teaching in the Power Zone, Language Rich Classroom, Student use of Technology, CKH Components, CHAMPS, Lead4ward Strategy, Kagan Strategy, Small Group Instruction, Stations, Incorporating Writing) All teachers on the Guiding Coalition will complete at least one walk through each grading period during one of their planning periods and provide feedback focused on the identified strategies.</p> <p>Strategy's Expected Result/Impact: Increased student achievement, increased teacher performance and effectiveness (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.2,5.1,5.2)</p>	<p>Campus Administration, Leadership Team</p>	<p>August to May</p>		<p>Criteria: Walkthrough feedback</p>
<p>3. Student goal setting will take place before the BOY diagnostic assessment for Reading and Math so that students can take ownership of their learning. After each diagnostic assessment (BOY, MOY, EOY), students will track their data and set a new goal for Reading</p>	<p>All Core Teachers, Campus Administration, Instructional Coaches</p>	<p>August to May</p>		<p>Criteria: i-Ready diagnostic data (BOY, MOY, EOY), End of year assessment data, T-TESS Summative data</p>

MILDRED B ELLIS EL

Goal 1. The campus will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.

Objective 1. Ellis will earn a "B" rating as a campus as determined through TEA accountability framework. Targeted or ESF High Priority Evaluation Data Sources: Spring STAAR 2025 Assessment

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>and Math to continue to take ownership of their learning and growth. Student conferences will be had with each student to create student goals and discuss progress towards goal mastery. Send a copy of students' goals home for parents along with a targeted a list of activities/ideas for how the parent can support the goal at home.</p> <p>Strategy's Expected Result/Impact: Intentional and increased student achievement, more students performing at the meets and masters level, increased teacher performance (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1)</p>				
<p>4. One Friday per month, our teaching staff will attend targeted PD that is tailored to the individual and campus needs. For example, PD sessions may be comprised of several high-quality teachers providing differentiated technology PD over how to have students use technology resources in specific grade levels and/or content areas. Staff will then choose which presentation or presentations to attend. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 2,4.1)</p>	<p>All teachers, Campus Administration, Instructional Coaches</p>	<p>August to May</p>		<p>Criteria: PD feedback, Staff surveys, Student achievement data, TTESS summative data</p>
<p>5. Once per semester, teachers will participate in campus learning walks. Following the learning walks, the team will debrief to discuss key take-aways, areas for improvement, things to remove from our plates, and find any necessary new implementation ideas. (Title I SW Elements: 1.1,2.1,2.2,2.5,3.2) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 2.1,3.1,4.1,5.1,5.2)</p>	<p>All teachers, Campus Administration, Instructional Coaches</p>	<p>August to May</p>		<p>Criteria: TTESS observations will improve as well as student achievement scores. Tier 1 instruction will improve. Campus morale will increase, as all teachers are involved in the process. Teacher instructional effectiveness will improve.</p>

MILDRED B ELLIS EL

Goal 1. The campus will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.

Objective 1. Ellis will earn a "B" rating as a campus as determined through TEA accountability framework. Targeted or ESF High Priority Evaluation Data Sources: Spring STAAR 2025 Assessment

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>6. A dedicated time during the school day will be planned in the master schedule for teachers to work with students in need of Tier 2 and Tier 3 interventions, as well as enrichment. Teachers will use data to pull students for small group interventions consistently during the school day for 30-45 minutes daily. Teachers will also use data to pull students consistently during the school day for up to 30 minutes daily for enrichment. (Title I SW Elements: 1.1,2.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.3,5.3)</p>	<p>All Core Teachers, Campus Administration, ELAR Teacher</p>	<p>August to May</p>		<p>Criteria: i-Ready reports, Common Formative Assessments, District Assessments, Progress Monitoring</p>
<p>7. Teachers will incorporate the English Language Proficiency Standards (ELPS) into their daily objectives to specifically target listening, speaking, reading, or writing into the content standard being taught daily to support growth for our EB students. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: BI,ESL,EB) (Strategic Priorities: 2,4) (ESF: 4,5,5.1,5.3,5.4)</p>	<p>All teachers, Campus Administration</p>	<p>August to May</p>		<p>Criteria: Campus data reports, demographic report, TELPAS assessment</p>
<p>8. Ellis will create a data wall on one of the first floor hallways showing grade level i-Ready data and track campus growth from BOY to EOY to highlight campus progress. (Title I SW Elements: 1.1,2.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1.2,3.1,3.4,5.3)</p>	<p>All teachers, Campus Administration, Instructional Coaches</p>	<p>August to May</p>		<p>Criteria: i-Ready diagnostic data BOY, MOY, and EOY Unit assessments District assessments</p>

MILDRED B ELLIS EL

Goal 1. The campus will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.

Objective 2. Goal for the campus attendance rate will be set at 95%. Evaluation Data Sources: Daily monitoring of attendance including contacting parents of absent students, attendance incentives for students and teachers. Regular monitoring for truancy issues.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Classrooms will earn attendance incentives for perfect attendance by classrooms. Each time a class has perfect attendance, they earn a letter in the word B-R-A-V-E-S. When they spell BRAVES, the class earns a reward, and the class starts over.</p> <p>Strategy's Expected Result/Impact: High attendance rates by students Staff Responsible for Monitoring: Classroom Teachers (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.2)</p>	All Core Teachers	August to May		Criteria: Daily classroom attendance entered by teacher.
<p>2. Truancy Measures will be implemented and used with fidelity with Campus Truancy Prevention Protocols in place including Attendance Committee Meetings.</p> <p>Strategy's Expected Result/Impact: High attendance rates by students Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, and Teachers (Attendance Committee) (Title I SW Elements: 1.1,2.2,2.4,2.6,3.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3)</p>	Assistant Principals, Attendance Committee, Counselors, Teachers	August to May		Criteria: Attendance letters, parent attendance conference log, counselor check-in log, attendance committee meeting minutes, weekly attendance report data
<p>3. Teachers will post a slogan on their classroom door: "These BRAVES are showing up for Success". All classrooms that reach the campus goal for attendance each week (95%), will be announced over the morning announcements each Monday morning. The class will then be given a "This class is on fire with great attendance!" sign/badge to place on their door under the slogan. Classes will collect signs/badges on their door for each grading period. The class that earns the most signs/badges for each grading period will earn a fun snack party. (Title I SW Elements:</p>	All Core Teachers, Campus Administration, PEIMS Clerk	August to May		Criteria: Weekly reports from PEIMS clerk.

MILDRED B ELLIS EL

Goal 1. The campus will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.

Objective 2. Goal for the campus attendance rate will be set at 95%. Evaluation Data Sources: Daily monitoring of attendance including contacting parents of absent students, attendance incentives for students and teachers. Regular monitoring for truancy issues.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.2,5.1)				
4. Ellis will implement "No Tardy!" parties to increase on-time, student attendance. Each six weeks, all students that have no tardies for that six weeks time period will attend a party to celebrate being at school on-time with no tardies. Tardy parties will be held outside or in the cafeteria for 20-30 minutes on Thursday afternoons. Parties may include celebrations such as popsicles, popcorn, a glow party, a silly string party, a dance party, etc. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3)	All teachers, Campus Administration, PEIMS Clerk	August to May		Criteria: Weekly reports from PEIMS clerk.

MILDRED B ELLIS EL

Goal 1. The campus will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.

Objective 3. All STAAR tested subjects will aim for a goal of 85-50-25 percentages on the 2025 STAAR assessments. Targeted or ESF High Priority Evaluation Data Sources: Common Formative assessments, District Assessments, Interim Assessments, and Spring 2025 STAAR Assessment

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. All teachers will utilize campus selected strategies (Teaching in the Power Zone, Language Rich Classroom, Student use of Technology, CKH Components, CHAMPS, Lead4ward Strategy, Kagan Strategy, Small Group Instruction, Stations, Incorporating Writing) for all contents including math, reading, writing, science, and social studies for increased academic achievement and growth in all contents and grade levels. Strategy's Expected Result/Impact: Increased student achievement, increased teacher performance and effectiveness (Title I SW Elements: 1.1,2.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 5,5.1,5.3)</p>	<p>All Core Teachers, Campus Administration, Instructional Coaches, Leadership Team</p>	<p>August to May</p>		<p>Criteria: Unit assessments, formative assessment, classroom observations, PLC meetings</p>
<p>2. Teachers will attend weekly PLC meetings to unpack standards and ensure that learning targets and tasks are aligned to the standard specificity and rigor. Strategy's Expected Result/Impact: Increased student achievement, increased teacher performance Staff Responsible for Monitoring: Campus Administration, Instructional Coach and Curriculum Specialist (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 5,5.1,5.3)</p>	<p>All Core Teachers, Campus Administration, Instructional Coaches</p>	<p>August to May</p>		<p>Criteria: PLC meetings- return with student task samples, classroom data</p>
<p>3. Teachers will work in PLC meetings to create common formative assessments. Teachers will create a teacher exemplar of what student solutions should look like. In the follow-up PLC, teachers will discuss student data and compare student work samples to teacher exemplar to determine next steps. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF:</p>	<p>All Core Teachers, Campus Administration, Instructional Coaches</p>	<p>August to May</p>		<p>Criteria: PLC debrief, data-driven instruction processes, teacher exemplars, student work samples</p>

MILDRED B ELLIS EL

Goal 1. The campus will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.

Objective 3. All STAAR tested subjects will aim for a goal of 85-50-25 percentages on the 2025 STAAR assessments. Targeted or ESF High Priority Evaluation Data Sources: Common Formative assessments, District Assessments, Interim Assessments, and Spring 2025 STAAR Assessment

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
4,5,5.3)				
4. The i-Ready diagnostic will be given to students 3 times a year. Teachers will track individual student progress on an interactive data wall in the PLC room that will help teachers guide intervention and enrichment instruction. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 2,4) (ESF: 5.3)	All Core Teachers, Campus Administration, Instructional Coaches, Special Education Teachers	August to May		Criteria: i-Ready diagnostic, data tracking system
5. Campus assigned Dyslexia Therapist will utilize the Take Flight Program to intervene for students with Dyslexia to work towards the goal of on grade level reading. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: AtRisk,Dys) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1,5.3)	Campus Administration, Teachers	August to May		Criteria: Progress Monitoring Data from Take Flight, i-Ready data, STAAR data
6. Campus Reading Interventionist will focus on grades K-2 and work with small groups to help close the learning gaps in reading instruction. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: AtRisk,K,1st,2nd) (Strategic Priorities: 2,4) (ESF: 3,4,4.1,5,5.1,5.3,5.4)	Campus Administration, ELAR Teacher	August to May		Criteria: i-ready data, progress monitoring data

MILDRED B ELLIS EL

Goal 1. The campus will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.

Objective 4. Phonics will be taught daily in grades PK-2.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Teachers in Grades PK-2 will implement the district phonics curriculum daily. Strategy's Expected Result/Impact: Increased student achievement, increased teacher performance and effectiveness (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 5,5.1)</p>	<p>All Core Teachers, Campus Administration</p>	<p>August to May</p>		<p>Criteria: Weekly formative assessment to monitor progress, teacher observation, small group anecdotal notes</p>
<p>2. In weekly PLC meetings, teachers will create formative, phonics assessments to discuss the effectiveness of the phonics implementation and to determine if student growth is occurring. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1.2,4,4.1,5,5.3)</p>	<p>All Core Teachers, Campus Administration, Instructional Coaches</p>	<p>August to May</p>		<p>Criteria: Create weekly assessments, monitor data of weekly assessments</p>
<p>3. Students will track phonics assessment data to show achievement and growth. Teachers will use data trackers to conference with individual students and plan interventions and enrichment for students. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 2,4) (ESF: 1.2,4,4.1,5,5.3)</p>	<p>All Core Teachers, Campus Administration, Instructional Coaches</p>	<p>August to May</p>		<p>Criteria: Data trackers, weekly phonics assessments</p>

MILDRED B ELLIS EL

Goal 1. The campus will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.

Objective 5. Writing will be embedded in all grades and across all content areas. Students will respond to prompts that align to the content area using RAP (restate the question, answer the question, provide evidence/prove the answer) and in Reading students will use RACE (restate the question, answer the question, cite the evidence from the text, and explain how the evidence proves the answer).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. RAP strategy will be utilized in Science, Social Studies, and Math classrooms to ensure all portions of short constructed responses are covered. RACE strategy will be utilized in ELAR classrooms to ensure all portions of short constructed and extended constructed responses are covered. Teachers will have these strategies posted in their classrooms for adults and students to refer to throughout instruction. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1.2,4,5,5.1)</p>	<p>All teachers, Campus Administration, Instructional Coaches, Leadership Team</p>	<p>August to May</p>		<p>Criteria: Review of ECR/SCR in PLC meetings. Review of RAP and RACE strategies in PLC meetings. Admin. and Instructional Coach will observe in classroom walkthroughs.</p>
<p>2. In ELAR classrooms, writing conferences will take place between students and teachers. Teachers will look for RACE components and give one or two small pieces of intentional feedback for students to master during each conference. In Science, Social Studies, and Math classrooms, teachers will look for one or two common errors and go over how to correct these errors to master in their writing. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1.2,4,4.1,5,5.1)</p>	<p>All Core Teachers, Campus Administration, Instructional Coaches</p>	<p>August to May</p>		<p>Criteria: ECR, SCR, RAP strategy, RACE strategy, STAAR scores, Unit assessments</p>

MILDRED B ELLIS EL

- Goal 1.** The campus will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.
- Objective 6.** Increase student achievement at all levels, specifically the meets and masters level, across all grades and content areas evidenced by state performance standards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ellis' Instructional Coach will use Student-Centered Coaching to support teachers in improving Tier 1 instruction in the classroom in order to improve academic performance. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.2,3.1,4,4.1,5.1)	All Core Teachers, Campus Administration, Instructional Coaches	August to May	(F)Title I - \$32,859.67	Criteria: STAAR data, i-Ready diagnostic data, campus unit assessment data, walkthrough/ observation data
2. Teachers will post clear, measurable learning targets aligned to student tasks in their classroom daily. Student tasks and work samples will be reviewed during PLC meetings to discuss levels of mastery and action steps for students who did not meet or master the learning target. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.1,5.1)	All Core Teachers, Campus Administration, Instructional Coaches	August to May		Criteria: Alignment of student tasks and learning targets, student work samples
3. In PLCs when looking at student work samples, sort the work samples into three groups: low, medium, and high. Make a three column chart to identify student learning, misunderstandings evident in each group. Use this specific information to plan, targeted reteach for students to push them to a higher level of understanding/mastery. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 2,4) (ESF: 4.1,5.1,5.3)	All Core Teachers, Campus Administration, Instructional Coaches	August to May		Criteria: Student work samples, evaluation of student tasks

MILDRED B ELLIS EL

Goal 2. The campus shall recruit, hire, train, and retain a highly qualified staff.

Objective 1. Teachers will grow in the areas of instruction and classroom management through weekly walkthroughs, observations, and feedback sessions. Evaluation Data Sources: T-TESS walkthroughs and evaluations by campus administration, feedback sessions

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. District trained teacher mentors will spend required hours with their mentee teacher. They will focus on growth in the areas of instruction and classroom management. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,1.2,2.1)	Campus Administration, Mentor teachers	August to May		Criteria: Informal mentor/mentee check-in meetings and formal mentor/mentee meetings as scheduled by campus admin team.
2. Campus will implement learning walks each grading period. There will be one, scheduled learning walk and debrief session per grading period. The focus will be to reflect on best practices and create action steps all teachers can utilize immediately in their classroom following learning walk debrief sessions. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	All teachers, Campus Administration, Instructional Coaches	August to May		Criteria: Learning walks debrief protocol, classroom walkthroughs and observations
3. Weekly walkthroughs and observations will be planned by administrators and the campus instructional coach. Weekly feedback sessions and post conferences will also be scheduled through calendar invites to provide feedback on instructional practices and increase student achievement. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	Campus Principals & Assistant Principals	August to May		Criteria: DMAC T-TESS walkthrough and observation data reports

MILDRED B ELLIS EL

Goal 2. The campus shall recruit, hire, train, and retain a highly qualified staff.

Objective 2. Ellis will retain 85% of our staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. New to the district staff members will be designated a campus mentor that will communicate district and campus expectations as well as offer continuous encouragement.</p> <p>Strategy's Expected Result/Impact: Increased teacher retention, increased staff morale Staff Responsible for Monitoring: Campus Mentor Teachers, Campus Administration (Title I SW Elements: 1.1,3.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1,3,3.2,4,5)</p>	Campus Administration, Mentor teachers	August to May		Criteria: End of year retention rate for campus, staff survey results
<p>2. Campus Administration will survey staff 2-3 times during the school year to assess the needs of individual staff members and grade level teams.</p> <p>Results will be used to drive campus PD, work in PLCs, Guiding Coalition meetings, and team lead support. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1,3.1)</p>	Campus Administration, Instructional Coaches, Leadership Team, Team Leads	August to May		Criteria: Yearly staff surveys
<p>3. The Sunshine Committee will plan events throughout the year to provide opportunities for the staff to get to know one another in order to develop a culture of teamwork and positive, like mindsets.</p> <p>Strategy's Expected Result/Impact: Increased teacher retention.</p> <p>Staff Responsible for Monitoring: Campus Administrators and Sunshine Committee (Title I SW Elements: 1.1,3.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1,3)</p>	Campus Administration, Sunshine Committee Members	August to May		Criteria: Yearly staff surveys
<p>4. New teachers will be designated a district assigned mentor that will communicate district and campus expectations as well as offer continuous encouragement.</p>	Campus Administration, Mentor teachers	August to May		Criteria: End of year retention rate for campus, staff survey results

MILDRED B ELLIS EL

Goal 2. The campus shall recruit, hire, train, and retain a highly qualified staff.

Objective 2. Ellis will retain 85% of our staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Strategy's Expected Result/Impact: Increased teacher retention, increased staff morale Staff Responsible for Monitoring: Campus Mentor Teachers, Campus Administration (Title I SW Elements: 1.1,2.2,3.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)				

MILDRED B ELLIS EL

Goal 2. The campus shall recruit, hire, train, and retain a highly qualified staff.

Objective 3. Ellis will build leadership capacity through the campus Guiding Coalition Team. Evaluation Data Sources: Classroom walkthroughs, monthly meetings, student achievement data, campus surveys, campus culture

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus Guiding Coalition will review campus data twice per year to locate areas of need and prepare action steps to address identified needs. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1.1,1.2)	Campus Administration, Leadership Team	August to May		Criteria: Campus assessments, attendance data, demographic data, climate surveys, etc.
2. Campus Guiding Coalition will meet monthly to provide administration feedback regarding campus initiatives to ensure the focus remains on high levels of learning for ALL students. (Title I SW Elements: 1.1,2.2,3.2) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1,1.1,1.2,2.2.1)	Campus Administration, Leadership Team	August to May		Criteria: Campus assessments, STAAR data, i-Ready data, walkthrough and observation data
3. Teachers will be involved in planning and leading campus professional development based on identified campus needs. (Title I SW Elements: 1.1,2.1,2.2,2.5,2.6,3.2) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,2.2.1,3.3.1)	Campus Administration, Teachers	August to May		Criteria: Campus assessments, STAAR data, i-Ready data, attendance data, survey data

MILDRED B ELLIS EL

Goal 3. The campus will maintain a safe and orderly environment.

Objective 1. Ellis will establish procedures to ensure a safe and orderly environment. Evaluation Data Sources: Staff and Parent Middle & End of Year Surveys

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ellis will complete monthly safety drills including fire, shelter (tornado), secure and lock down. (Title I SW Elements: 1.1,2.2) (Target Group: All) (ESF: 3.2,3.3)	Campus Administration, District Police Department	August to May		Criteria: Drill data and safety team debriefs
2. Counselor will conduct small group lessons with students on topics centered around safety, conflict resolution, and behavior as necessary. Strategy's Expected Result/Impact: Decreased office referrals, safe and orderly environment (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 3) (ESF: 3.2,3.3)	Campus Administration, Counselors	August to May		Criteria: Decreased discipline referrals, decreased threat assessments, and decreased suicide referrals
3. Students will learn about Drug Prevention by participating in spirit days and being given materials and content during Red Ribbon Week (Title I SW Elements: 1.1,2.6,3.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 3.3,3.4)	Campus Administration, Counselors	August to May		Criteria: Staff and parent surveys
4. All visitors will sign in using the Raptor Program in the front office at all times. Strategy's Expected Result/Impact: Increased safety for campus Staff Responsible for Monitoring: Campus office staff, Campus Administration (Title I SW Elements: 1.1,2.3) (Target Group: All) (ESF: 3.2,3.3)	Administrative Team, Campus SRO, Front Office Staff	August to May		Criteria: Parent and Staff Surveys
5. Counselor will provide guidance lessons monthly utilizing the Capturing Kids Hearts curriculum. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 1) (ESF: 3,3.1,3.2)	Campus Administration, Counselors	August to May		Criteria: Decrease in discipline referrals, decrease in threat assessments, decrease in suicide referrals
6. All staff members will be trained prior to the first day of school by the Community ISD Chief of Police on Safety and Security Measures and Standard Response Protocol. (Title I SW	Campus Administration, CISD Police Department and Chief of Police	August to May		Criteria: Drill team debriefs, staff and students following SRP expectations

MILDRED B ELLIS EL

Goal 3. The campus will maintain a safe and orderly environment.

Objective 1. Ellis will establish procedures to ensure a safe and orderly environment. Evaluation Data Sources: Staff and Parent Middle & End of Year Surveys

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Elements: 1.1,2.3,2.6) (Target Group: All) (ESF: 3.2,3.3)				

MILDRED B ELLIS EL

Goal 3. The campus will maintain a safe and orderly environment.

Objective 2. Ellis will have teams in place to handle medical emergencies and crisis situations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The campus MERT team will be developed and trained on how to handle medical emergencies on our campus.</p> <p>Responsible: Nursing staff (Title I SW Elements: 1.1,3.2) (Target Group: All) (ESF: 3.2,3.3)</p>	Campus Nurses	August to May		Criteria: Nurse feedback following an emergency situation

MILDRED B ELLIS EL

Goal 4. The campus shall exhibit excellence in financial and facility planning, management and stewardship

Objective 1. Ellis will utilize the financial resources allotted to maximize student success while meeting staff instructional needs. Evaluation Data Sources: EOY budget balance, EOY assessment results for i-Ready and STAAR

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All campus budgeted instructional monies shall be used to impact student achievement. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.1,3.2,4,4.1)	Campus Principals	August to May		Criteria: Campus assessment data, i-Ready data, STAAR data

MILDRED B ELLIS EL

Goal 5. Parents and members of the community will have meaningful opportunities to participate in the educational processes of Ellis Elementary.

Objective 1. Campus will host a variety of events throughout the school year to allow parents and families opportunities to be involved. Evaluation Data Sources: Attendance reports for events. Debriefing with parents and Guiding Coalition regularly to see if there are better ways to increase attendance at each event offered.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Working with our PTO, Ellis will host several events for families to attend including the traditional Fall Family Fun Night and the Spring STEM Night. In addition to these traditional events, the PTO and campus will host several additional events to encourage families to become involved in their school community. (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (ESF: 3,3.4)	Campus Administration, PTO Representatives	August to May		Criteria: Feedback from community, parent survey, social media
2. Ellis staff will provide several opportunities for families to become involved in campus events by offering engaging, evening events for families to attend including a Literacy Night, a Math Night, a Black History Event, a Multicultural Event, an Open House, a Color Run, possibly a Community Service Project, and other events or activities. (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.4)	Campus Administration, Leadership Team, Teachers	August to may		Criteria: Community feedback, Parent and staff surveys
3. Provide opportunities for parents and guardians to volunteer during the instructional day when they have passed the background check. (Title I SW Elements: 1.1,2.1,2.3,3.1) (Target Group: All) (ESF: 3,3.4)	Campus Administration, Leadership Team, Teachers	September to May		Criteria: Parent and staff surveys

MILDRED B ELLIS EL

Goal 5. Parents and members of the community will have meaningful opportunities to participate in the educational processes of Ellis Elementary.

Objective 2. 100% of parents/families will participate in the fall parent/teacher conferences, and 100% of invited parents will attend the spring parent conferences. Evaluation Data Sources: Parent Communication Logs

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Fall parent conferences will require that teachers meet with every parent of students in their homeroom class. Departmentalized grade levels may schedule some or all conferences together, but these teachers will be required to meet with every parent in all of their classes. (Goal is 100%.) Spring conferences will require that teachers meet with all students not meeting grade level expectations as set by campus grading guidelines. (Goal is 100% of needed conferences.) (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.4)</p>	<p>All teachers, Campus Administration</p>	<p>Fall 2024 and Spring 2025</p>		<p>Criteria: Increased support from families should positively impact student achievement, increased teacher-parent relationships</p>

MILDRED B ELLIS EL

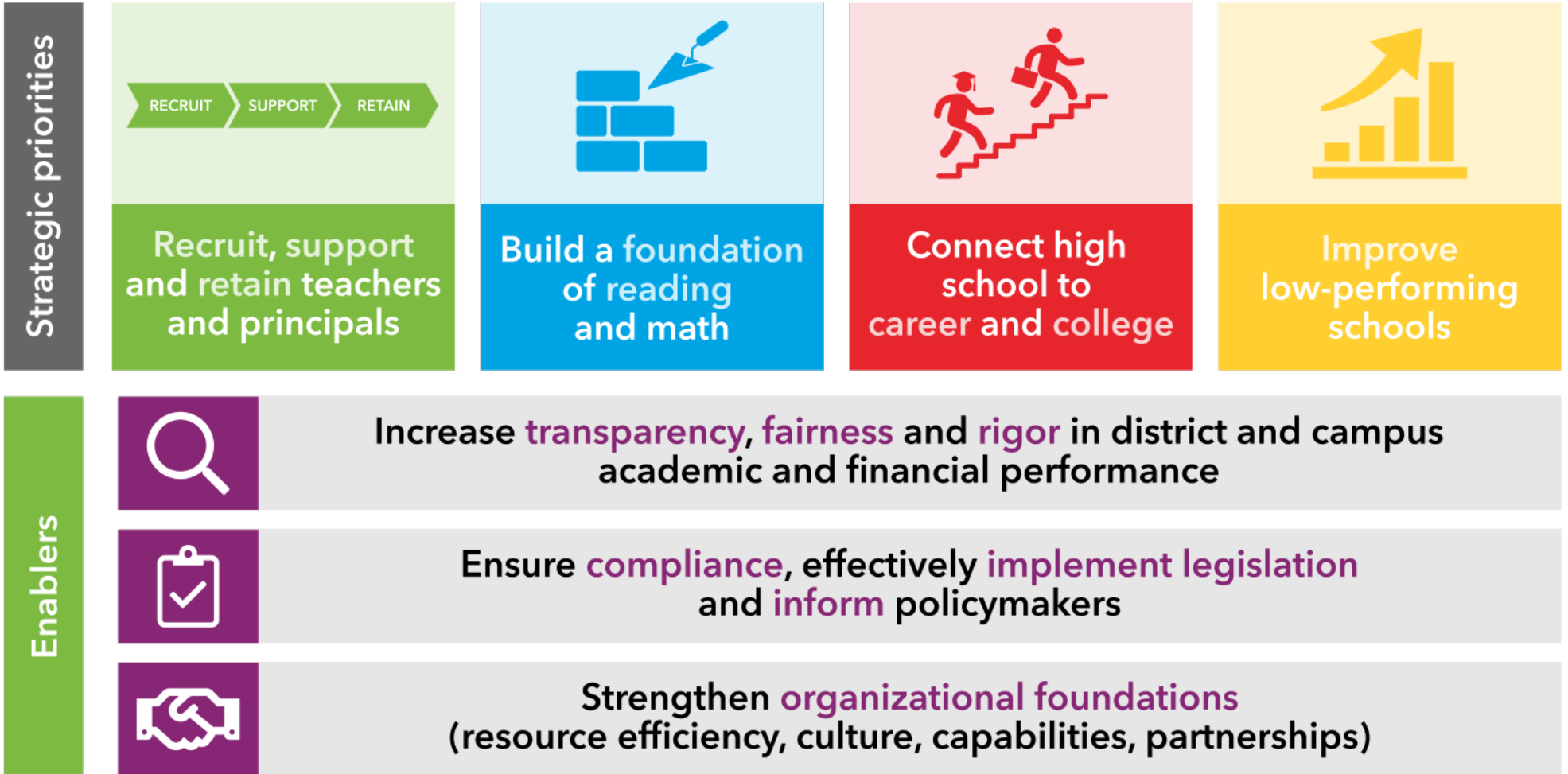
Goal 6. The District shall establish systems and processes to evaluate organizational effectiveness and customer satisfaction.

Objective 1. Surveys will be distributed 2-3 times per year to receive feedback from staff and families regarding satisfaction with the organizational effectiveness of the campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus admin team will meet to discuss survey results received from staff and parent surveys. Admin team will determine necessary next steps and follow up accordingly (share survey data with staff and parents, meet with CIP Committee to review CIP, meet with Guiding Coalition to address concerns, etc.). (Title I SW Elements: 1.1,2.2) (Target Group: All) (ESF: 3,3.1,3.4)	Campus Administration	August to May		Criteria: Staff and parent survey data

Comprehensive Needs Assessment

Every child, prepared for success in college, a career or the military.



**adapted from TEA Strategic Plan - <https://tea.texas.gov>*

Problem Statement 1: (Prioritized) There is a disparity in Math achievement scores across all grade levels and performance levels.

Root Cause 1: Need to focus on quality Tier 1 Math instruction in every mathematics classroom.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: (Prioritized) There is a need to focus on the percentage of students that are performing at the meets and masters level in all grade levels and contents.

Root Cause 2: Need to increase Tier 1 instruction to meet all student needs.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: (Prioritized) A positive campus culture and climate for Ellis has to be established.

Root Cause 3: Ellis is a new campus.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: Reading scores have shown little growth in the areas of vocabulary development and reading comprehension including the comprehension of informational texts.

Root Cause 4: Need to focus on quality Tier 1 Reading instruction and targeted training for staff in the specific areas of vocabulary development and reading comprehension.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: The EB population of students are not performing at the same level as their white peers.

Root Cause 5: The fast changing demographics that has come with the growth of our community is bringing a diverse population with different educational needs. Due to this, our campus lacks expertise in this area and needs resources to help students, parents, and teachers.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Writing scores are showing no growth.

Root Cause 6: Need for more instructional materials and targeted training for teachers.

Problem Statement 6 Areas: Curriculum and Instruction, Student Achievement

Problem Statement 7: Ellis is a new campus so there are no procedures in place for weekly PLCs.

Root Cause 7: Campus needs to establish a strong PLC process and provide additional training for teachers on the PLC model, as needed.

Root Cause Statement 7 Areas: School Context and Organization, Student Achievement