

Katy Independent School District

McElwain Elementary

2026-2027 Campus Improvement Plan



Mission Statement

Peter McElwain Elementary, together with the staff, students, and community is dedicated to:

Obtaining a passion for life-long learning

Working together to build positive relationships

Learning by example to promote a safe and inclusive environment

Soaring to success

Vision

A love of learning builds the wisest nest!

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Groups and Programs	4
Staff Profile	4
Summary	5
Student Learning	7
School Processes & Programs	11
Perceptions	14
Priority Problem Statements	16
Comprehensive Needs Assessment Data Documentation	17
Goals	19
Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.	19
Goal 2: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.	27
Goal 3: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.	28
Goal 4: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.	30
Goal 5: Strategic Design Goal 1: Katy ISD will actively ensure safe and secure physical environments for students and staff.	31
2026-2027 Campus Site-Based Committee	32
Addendums	33

Comprehensive Needs Assessment

Demographics

Demographics Summary

School Community

McElwain Elementary continues to experience significant growth, with enrollment increasing from 926 students in 2023 to a projected 1382 students in 2026. This growth reflects the expanding community served by the campus and highlights the need for continued attention to staffing, instructional resources, and student support services.

McElwain's student population remains predominantly Hispanic, representing 42.65% of enrollment in 2025–2026. The Black/African American population has steadily increased over the past three years, rising from 26.67% to 30.63%, while the White student population has decreased from 16.63% to 11.78%. The Asian student population remains relatively stable at 8.69%, and students identifying as Two or More Races have increased to 6.09%. These trends continue to reflect the diverse cultural and linguistic backgrounds represented within the school community and emphasize the importance of maintaining culturally responsive practices that support all learners.

Student Groups and Programs

McElwain serves a diverse population of learners with varying academic, linguistic, and specialized support needs. The percentage of students identified as At Risk remains significant at 56.62%, although it reflects a decrease from the previous year. Economically Disadvantaged students represent 46.6% of enrollment. The Special Education population has shown consistent growth, increasing from 22.46% in 2023 to 24.9% in 2026, demonstrating a continued need for specialized instructional supports, inclusive educational practices, and differentiated instruction.

Students receiving language support services continue to represent an important segment of the campus population. Bilingual enrollment increased to 20.63% in 2025–2026, while ESL enrollment remained relatively stable at 15.75%. These trends underscore the importance of maintaining strong language acquisition programs and instructional strategies that support multilingual learners. Gifted and Talented students comprise 2.27% of enrollment and continue to benefit from differentiated learning opportunities that promote advanced academic growth.

Staff Profile

McElwain Elementary employs approximately 160 staff members, including administrators, teachers, instructional support staff, and paraprofessionals. The campus remains committed to recruiting, developing, and retaining highly qualified educators who support student achievement and contribute positively to the school culture.

Teacher experience data reflects a balanced workforce consisting of both veteran educators and teachers early in their careers. Approximately 48.7% of teachers have ten years or less of experience, including 7.9% beginning teachers, while 27.5% have between 11 and 20 years of experience. Experienced educators continue to provide stability and leadership, with 8.8% of teachers possessing more than 20 years of experience.

McElwain places a high priority on supporting new teachers through district and campus mentoring programs, professional learning opportunities, and ongoing instructional coaching. New teachers receive support through mentor assignments, professional development, campus-based training, and collaborative learning experiences designed to build instructional capacity and increase teacher effectiveness. New hires are supported by the district with district-level training in August in addition to the regularly provided campus-based trainings led by the Instructional Coach and Instructional Coordinator. Each new teacher is given a mentor for their first two years of teaching to support them throughout the year. Campus Lead Mentors hold monthly meetings to provide on-going support and schedule opportunities for classroom observations of peers to meet individual teacher needs for continued growth. These efforts contribute to teacher growth, retention, and overall campus success.

District Enrollment by Grade, All | change break down on right

	01	02	03	04	05	EE	KG	PK	Grand Total
2024	141 15.23%	143 15.44%	127 13.71%	124 13.39%	122 13.17%	29 3.13%	153 16.52%	87 9.40%	926 100.00%
2025	170 15.53%	158 14.43%	166 15.16%	146 13.33%	149 13.61%	24 2.19%	188 17.17%	94 8.58%	1,095 100.00%
2026	188 15.27%	194 15.76%	165 13.40%	178 14.46%	157 12.75%	29 2.36%	211 17.14%	109 8.85%	1,231 100.00%
Grand Total	499 15.34%	495 15.22%	458 14.08%	448 13.78%	428 13.16%	82 2.52%	552 16.97%	290 8.92%	3,252 100.00%

	2023-2024	2024-2025	2025-2026
Enrollment #	926	1,095	1,231
Race/Ethnicity %	2023-2024	2024-2025	2025-2026
Hispanic	42.12%	42.37%	42.65%
Black/African American	26.67%	29.59%	30.63%
White	16.63%	13.33%	11.78%
Asian	9.50%	9.50%	8.69%
Two or More Races	4.97%	5.11%	6.09%
Pacific Islander	0%	0%	0%
American Indian	0.11%	.09%	.016%
Student Groups %	2023-2024	2024-2025	2025-2026
At Risk	62.53%	64.47%	56.62%
Eco Dis (Free & Reduced)	42.87%	43.47%	40.86%
Sped	22.46%	26.30%	29.89%
ESL	16.12%	15.53%	15.75%
Bilingual	17.06%	17.90%	20.63%
GT	2.48%	2.83%	2.27%

Summary

The continued growth of McElwain Elementary, combined with increasing diversity and expanding specialized student populations, presents both opportunities and responsibilities for the campus. The school remains focused on providing high-quality instruction, targeted interventions, language supports, and inclusive practices to ensure all students achieve academic success. Through strategic staffing, professional learning, and a commitment to meeting the needs of every learner, McElwain continues to build a strong foundation for

student achievement and future growth.

Demographics Strengths

McElwain Elementary's greatest demographic strength is its diverse and growing school community. Enrollment has increased from 926 students in 2023 to a projected 1,382 students in 2026, reflecting strong community confidence in the campus and its programs. Students represent a wide range of cultural, linguistic, and socioeconomic backgrounds, creating a rich learning environment that fosters inclusion, collaboration, and cultural awareness.

The campus benefits from a diverse student population, with strong representation across multiple racial and ethnic groups and a growing multilingual learner community. McElwain demonstrates a strong commitment to serving students with varied academic, language, and learning needs through comprehensive support programs and targeted interventions.

Another significant strength is the quality and experience of the campus staff. The teaching staff reflects a healthy balance of veteran educators and newer teachers, combining instructional expertise, mentorship, innovation, and fresh perspectives. Through intentional recruitment, mentoring, and professional learning opportunities, McElwain continues to attract, develop, and retain highly qualified educators dedicated to student success.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student attendance rates consistently decline during the third and sixth grading periods, resulting in a loss of instructional time and potential impacts on academic achievement.

Root Cause: Seasonal illnesses, family travel, and reduced attendance awareness during certain times of the school year contribute to recurring decreases in student attendance during the third and sixth grading periods.

Problem Statement 2 (Prioritized): The percentage of students receiving Special Education services has increased from 22.46% in 2023-2024 to 24.9% in 2026, creating a growing need for specialized instructional supports, services, and resources.

Root Cause: Continued enrollment growth and increased identification of students qualifying for Special Education services have contributed to the expanding Special Education population at McElwain Elementary. There is an area of opportunity for staff to grow in their ability to differentiate instruction to meet the varied needs of their students.

Problem Statement 3: More than half of McElwain Elementary students (56.62%) are identified as At Risk, indicating a continued need for academic, behavioral, and social-emotional supports to ensure student success.

Root Cause: Factors such as academic challenges, economic hardship, mobility, attendance concerns, and other state-defined risk indicators contribute to the large percentage of students identified as At Risk.

Problem Statement 4 (Prioritized): Student discipline incidents increased from 413 in 2024-2025 to 754 in 2025-2026, with African American students accounting for 489 incidents despite representing 30.63% of the student population, resulting in a disproportionate number of disciplinary referrals and increased loss of instructional time that may negatively impact academic performance.

Root Cause: Inconsistent implementation of proactive behavioral supports, varying student social-emotional needs, and disproportionality in discipline practices have contributed to increased disciplinary incidents and reduced access to instructional opportunities for some student groups.

Student Learning

Student Learning Summary

McElwain Elementary opened in 2020 and continues to demonstrate strong academic performance and growth.

For the 2025 Texas Accountability Rating, McElwain Elementary continued its positive trajectory across all accountability domains. The campus earned a Domain 1 (Student Achievement) score of 78, an increase from 77 the previous year. Domain 2 (School Progress) increased from 83 to 86, reflecting strong student growth and academic progress. Domain 3 (Closing the Gaps) increased from 87 to 89, demonstrating the campus's commitment to improving outcomes for all student groups and reducing achievement gaps.

State assessment results indicate several areas of academic strength. Reading performance remains strong across grade levels, particularly in fifth grade where 87% of students achieved Approaches Grade Level, 72% achieved Meets Grade Level, and 45% achieved Masters Grade Level in Reading. Fourth-grade Reading performance also remained strong, with 80% of students meeting Approaches Grade Level and 57% meeting Meets Grade Level standards. Across all tested reading grade levels, students consistently demonstrated achievement levels that exceeded state expectations and reflected strong literacy instruction.

Mathematics performance showed mixed results across grade levels. Fifth-grade Math performance remained stable, with 84% of students achieving Approaches Grade Level and 63% achieving Meets Grade Level standards. Fourth-grade Math demonstrated growth in both Meets and Masters performance levels compared to the previous year. However, third-grade Math performance declined, with Approaches performance decreasing from 77% to 67% and Meets performance decreasing from 47% to 38%. These results indicate a continued need for targeted mathematics support and instructional refinement at the primary intermediate grade levels.

Science achievement demonstrated modest improvement. Fifth-grade Science Approaches performance increased from 68% to 74%, while Meets and Masters performance remained relatively stable. Continued focus on rigorous science instruction and vocabulary development will be necessary to accelerate achievement at the higher performance levels.

During the 2025-2026 school year, mathematics instruction remained a campus priority. Teachers focused on implementing district-aligned instructional practices and resources, increasing student discourse, and providing targeted small-group instruction. As teachers continued to learn and implement new instructional resources and technology tools, the campus established a strong foundation for future growth in mathematics achievement.

Overall, McElwain Elementary continues to demonstrate strong student growth and achievement, as evidenced by increased accountability scores and strong reading performance across grade levels. Continued focus on mathematics achievement, science proficiency, and closing performance gaps among student groups will remain priorities as the campus works to ensure success for all students.

There is much more work to be done. As seen below, our state assessment scores for all grade levels show the percentage at Approaches, Meets and Masters Grade Level standards:

		Approaches	Meets	Master
Grade and Subject	Year	Campus %	Campus %	Campus %
	2026	77%	53%	25%
	2026 Spanish	0%	0%	0%

		Approaches	Meets	Master
3rd Reading	2025	74%	55%	21%
	2025 Spanish	0%	0%	0%
	2024	80%	55%	21%
	2024 Spanish	33%	11%	0%
	2026	66%	39%	15%
	2026 Spanish	33%	0%	0%
3rd Math	2025	67%	38%	17%
	2025 Spanish	33%	0%	0%
	2024	77%	47%	18%
	2024 Spanish	71%	14%	0%
4th Reading	2026	70%	52%	20%
	2026 Spanish	0%	43%	0%
	2025	80%	57%	29%
	2025 Spanish	0%	43%	0%
	2024	90%	59%	23%
	2024 Spanish	0%	0%	0%
4th Math	2026	66%	50%	28%
	2026 Spanish	71%	0%	0%
	2025	70%	48%	23%
	2025 Spanish	71%	0%	0%
	2024	72%	43%	13%
	2024 Spanish	0%	0%	0%
	2026	77%	61%	44%

		Approaches	Meets	Master
	2026 Spanish	33%	67%	0%
5th Reading	2025	87%	72%	45%
	2025 Spanish	33%	67%	0%
	2024	84%	59%	31%
	2024 Spanish	75%	50%	0%
	2026	68%	40%	15%
	2026 Spanish	33%	0%	0%
5th Math	2025	84%	63%	25%
	2025 Spanish	33%	0%	0%
	2024	86%	62%	21%
	2024 Spanish	83%	33%	0%
	2026	54%	31%	13%
	2026 Spanish	33%	0%	0%
5th Science	2025	74%	29%	14%
	2025 Spanish	33%	0%	0%
	2024	68%	28%	13%
	2024 Spanish	50%	13%	13%

Student Learning Strengths

Students at McElwain Elementary demonstrate strong and steady academic growth, with a majority of students showing the foundational skills and progress needed for success in the next grade level. This growth is especially notable given the campus's increasing diversity, including a growing population of emergent bilingual students and students receiving special education services. Instructional supports across the campus are contributing to student progress; however, continued strengthening of instructional practices is needed to further accelerate learning outcomes. A key area for growth includes the consistent implementation of data digs in collaboration with the instructional coach and coordinator to more intentionally drive small group planning and targeted instruction.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: McElwain Elementary reading STAAR data shows overall scores remain relatively consistent, but student growth is not increasing at a rate that results in more students reaching Meets and Masters levels across all grade levels, including our growing bilingual and special education populations.

Root Cause: Inconsistent use of high-quality first instruction and limited ongoing, structured data-driven planning (including regular data digs with the instructional coach and coordinator) is impacting the effectiveness of small group instruction and targeted interventions needed to accelerate reading growth.

Problem Statement 2: McElwain Elementary math STAAR performance remains relatively stable overall; however, student growth is not sufficient to significantly increase the percentage of students achieving Meets and Masters across grade levels, including our growing emergent bilingual and special education populations.

Root Cause: Inconsistent implementation of rigorous, data-driven math instruction and limited structured use of ongoing data analysis to guide small group instruction and intervention are contributing to a lack of accelerated student growth in mathematics. In addition, limited differentiation in math stations limits student growth.

Problem Statement 3: McElwain Elementary students receiving special education services are showing progress but are not consistently demonstrating the level of growth needed to close achievement gaps and increase the percentage of students reaching grade-level proficiency in reading and math.

Root Cause: There is a need to provide additional training in differentiated instruction for SPED resource teachers and inclusion teachers. Stronger collaboration between general education and special education staff to ensure targeted interventions, effective accommodations, and consistent progress monitoring is needed.

School Processes & Programs

School Processes & Programs Summary

McElwain Elementary has a strong mission statement that is the foundation of our culture. We put our students first, collaborate with one another, value each other's strengths, and continuously learn and grow together. The master schedule has been arranged to allow for maximum instructional time. Teachers have opportunities to share ideas and plan together through the use of common planning times, data digs, PDR meetings, learning walks, and professional development opportunities. Our instructional coach model is set up for coaching experiences and model lessons in the classroom, including feedback for growth.

The curriculum, instruction, and assessment focus at McElwain Elementary is guided by the Texas Essential Knowledge and Skills Objectives (TEKS), the Katy ISD Unit Plans, the Katy ISD Cornerstones, by the result of formal and informal assessments, and by information gleaned through professional development and guidance from our district assessment office and elementary Curriculum & Instruction department.

Assessment plays a major role in teacher decision-making and takes many different forms at PMCE. Authentic assessments that allow students to demonstrate their learning through products, and presentations are used, as well as formal district and state assessments and informal teacher observations and anecdotal notes.

Data points collected by teachers include students' work in the following:

- Amira
- NWEA MAP
- Math Reflex/Refrax
- TELPAS
- District Assessments
- Literacy Module Assessments
- Math Checkpoints
- Science and Social Studies DAs
- Campus-Based Assessments
- CLI/TX-KEA

Weekly grade-level professional learning collaboratives (PLC's) are held. These grade-level learning communities target lesson planning, formative assessment design, data review, strategic planning, and professional learning. In addition, grade level teachers have data digs once every two weeks, and protected planning time one to two times per week to focus on how they will be teaching the lesson through lesson rehearsal and lesson internalization protocols. Teachers are given the opportunity to participate in coaching cycles and learning walks to learn both instructional and classroom management strategies. We highly value the educational excellence that we have on our own campus.

Student progress is monitored either as prescribed by the intervention or at nine-week intervals, depending on the needs of the student. MTSS committee meetings are held four times per year for both academics and behavior and are held during professional learning time/collaboratives. MTSS meetings are scheduled by the MTSS coordinator (Instructional Coordinator), and are attended by the grade level teachers, and the interventionists. McElwain offers a before school computer program and before/after school tutorials. During part of the small group instruction time in both math and literacy, our academic support teachers pull out students and provide small group instruction simultaneously with the classroom teacher. We feel that this model has contributed to targeted intervention to more small group instruction for every student and benefitted all learners greatly.

McElwain Elementary employs highly qualified teachers and paraprofessionals. We have a high priority for hiring great teachers, and actively pursue candidates through our district job fair, personal connections, and recruiting trips to local universities. McElwain staff can access all information related to the day-to-day operations and expectations on our school's SharePoint site.

We support every teacher new to PMCE with a mentor/buddy. New hires attend a two-day district level training in August, and we provide campus based New Teacher training with our instructional coach as well. All teachers who are new to PMCE participate in a monthly new teacher mentoring session led by our PMCE Mentors. These sessions cover a wide

variety of topics, including effective instructional strategies, classroom management techniques, and just in time information such as how to enter grades. Every new teacher has a one-on-one mentor for their first two years of teaching, and this provides targeted, job-embedded professional learning.

We strive to offer a family atmosphere. Teachers, parents and students at PMCE take pride in their school and the school's reputation. We are known for a close, family atmosphere, one in which children's needs are put first consistently. We have a high standard for the best instructional practices, as well as supporting the whole child. PMCE goes far beyond STAAR scores with a broader commitment to keep students at the center of all actions and decisions.

McElwain has access to all of the latest technological hardware and software. All students, teachers, administrators, and staff members have access to computers, iPads, Smart Panels, document cameras, and laptops/Chromebooks. Students in grades 3-5 will have a Chromebook for their own use both at home and at school through the Katy ISD CLASS 1:1 initiative. The majority of teachers are accustomed to integrating technology, including document camera, into their daily activities and lessons. We also maintain active social media accounts in order to share all of the amazing learning and experiences happening at McElwain daily.

McElwain implements two programs from The Safe & Civil Schools Model: CHAMPS and PBIS, as a resource to help improve student behavior and school climate. We also having Community Circles every morning in each homeroom. These programs have an emphasis on proactive, positive and instructional behavior management- addressing behavior before it necessitates correction, implementing simple corrections before moving to progressively more intensive and time-intrusive ones, and setting a climate of respect for all. Our focus at McElwain Elementary is to address school wide and class wide policies, procedures, and interventions to help students behave responsibly and respectfully.

By implementing these programs in our daily school-life, the follow will be addressed:

- Managing Behavior in Common Areas and with school-wide policies
- Conscious construction of an inviting school climate
- Responding to misbehavior as an instructional approach
- Improving safety, managing conflict and reducing bullying
- Establishing and sustaining a continuum of behavior support

School Processes & Programs Strengths

From the very beginning, McElwain has been a place where students and staff feel valued, supported, and connected to a shared purpose. We have had staff and family socials to build relationships. Various committees have been established to create processes and programs to be implemented at McElwain. They include Behavior Supports, Sunshine, Culture, House System, and Events Committee (Peter McElwain Day, Curriculum Night, Open House).

The master schedule has been created to allow for maximum instructional time. Teachers have opportunities to share ideas and plan together through the use of common planning times and data digs. At PMCE, we also believe it is important to teach the "whole-child," therefore Community Circles occur everyday day in the classroom. Once a semester an enrichment and community building time is built into our schedule, called Owl-Rageous.

McElwain Elementary has highly dedicated and professional teachers. We have 39 new staff members to our campus. All of our staff members are highly-qualified and student-centered. 86% of all teaching staff is ESL certified.

Our school has set a standard of providing a positive and safe learning environment for all students and staff. We want to be known throughout the community as a school that promotes a feeling of positivity and academic success. The teachers and staff at McElwain Elementary establish high standards for all of our learners both academically and socially.

At McElwain we implement a school-wide House System. The purpose of this system is to develop a school climate and culture where students are excited to learn

the necessary skills to build positive relationships, become leaders and productive citizens, and grow academically. Further, the House System promotes an understanding of cultural diversity as represented through our student population. Students will be randomly assigned to one of six houses:

Arbitrium - Determination - Purple
Azim - Perseverance - Yellow
Comunidad - Community - Red
Impegno - Commitment - Pink
Saviesa - Wisdom - Green
Udumo - Honor - Orange

Each house is directly tied to a characteristic of an owl. Students will have opportunities to earn points for their House every school day by displaying positive behaviors connected to our WISE expectations.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): McElwain Elementary behavior data indicates a need for a more consistent and comprehensive campus-wide behavior system, as inconsistent implementation of expectations and responses to student behavior is impacting instructional time and overall learning environment.

Root Cause: There is a lack of consistency with implementation of campus behavior systems and processes which results in variability in staff responses and reduced effectiveness of Tier 1 and Tier 2 behavior supports.

Problem Statement 2 (Prioritized): McElwain Elementary teachers are not consistently proficient in analyzing student data to inform instructional decisions, resulting in small group instruction that is not consistently differentiated to meet the varied academic needs of students.

Root Cause: There is a lack of consistent training, expectations, and collaborative systems for data analysis and instructional planning, including structured data digs and coaching support, which limits teachers' ability to effectively use assessment data to design targeted small group instruction.

Perceptions

Perceptions Summary

McElwain Elementary works hard to create a family-friendly school environment. We strive to provide a responsive climate where parents and staff work together in educating the students. We strive to provide a responsive climate for parents and to widely communicate ways for parents to partner with us in educating their children. Our practices recognize a variety of parenting traditions and practice within the school community. We begin in mid-summer with communicating back to school information, updating all communication platforms (campus website, Remind, social media, events and email distributions). A "Save the Date" section is listed in our weekly school-wide newsletter, "News from the Nest." Our office staff focuses on positive customer service and remain helpful for parents and families. The McElwain PTA actively supports the school through volunteer efforts, events, fundraising, and contributes greatly to the school family here at PMCE.

Through on-going implementation of PBIS and fostering strong classroom communities, expectations for students are explicitly taught and positively reinforced. Students receive reinforcers (Hoot Loot) when they demonstrated expected behaviors that are aligned with the WISE (W-Winning Attitude, Integrity, Show Respect and Responsibility, Encourage Others) matrix. Our students and teachers conduct daily community circles with focused discussions that build character, teach social skills, encourage verbal expression, and build strong classroom community.

McElwain has an established House System in place which has been transformative in further connecting all members of the McElwain family. Our motto "6 Houses - 1 Family" has been embraced by both students and staff. House Rallies are engaging and exciting for students and staff, friendly competitions with house points add fun to the events and is motivating to students. House Rallies always incorporate a PurposeFULL People lesson from the Character Strong curriculum.

Our SEL (Sunshine committee) and our PTA provide strategic and periodic opportunities and experiences for staff to maintain high morale and campus engagement. Building staff morale is recognized as a critical component in retaining high-quality staff at McElwain Elementary. The staff members receive special treats throughout the year that show how much they are appreciated by the administration team and/or the campus PTA. Throughout the year, will have team-building morale-boosting events such as OWLsgiving Potluck, 12 Days of Christmas Staff Appreciation, Teacher Appreciation Week, and other special treats and surprises throughout the year.

The PTA continues to be an active part of our educational community. McElwain Elementary volunteers are ready and willing to assist with any teacher request. The PTA works hard to increase their membership each year. They continue to support the school through enrichment programs, beautification projects and instructional needs. The PTA is working to increase their business partnership relationships in the community each year.

Perceptions Strengths

The Pulse survey is utilized across the district as a way to receive current feedback on the culture of the campus. The PMCE Leadership team regularly look at the results of this survey and make adjustments accordingly. In addition, administrators respond to the feedback so that staff feel heard. Incentives are given for staff to complete the survey, and overall approximately 40-50% complete it. All pillars have remained "green" in the positive all-year.

PMCE leaders are committed to being visible within the building on a daily basis as well as encouraging an "open door policy" for all staff. The campus staff and leadership provide a variety of ways for our students, staff and parents to be apart the learning community and engage as well as invest in our students. Numerous community events such as Owls In the Hood, Open House, Curriculum Night, International Festival, and Spirit Nights have been held with high attendance from our community.

Students can earn PBIS points (Hoot Loot) to redeem for prizes as an incentive for meeting campus core values and behavioral expectations. All classrooms and common areas have WISE expectation posters posted. Students are regularly seen throughout the building displaying appropriate behavior aligned to the school-wide behavior expectations (WISE).

PTA volunteer opportunities include, helping making copies, completing projects, Watch DOGS on campus, mystery readers in classrooms and numerous "set-up" events for

curriculum related-events.

Priority Problem Statements

Problem Statement 1: The percentage of students receiving Special Education services has increased from 22.46% in 2023-2024 to 24.9% in 2026, creating a growing need for specialized instructional supports, services, and resources.

Root Cause 1: Continued enrollment growth and increased identification of students qualifying for Special Education services have contributed to the expanding Special Education population at McElwain Elementary. There is an area of opportunity for staff to grow in their ability to differentiate instruction to meet the varied needs of their students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: McElwain Elementary teachers are not consistently proficient in analyzing student data to inform instructional decisions, resulting in small group instruction that is not consistently differentiated to meet the varied academic needs of students.

Root Cause 2: There is a lack of consistent training, expectations, and collaborative systems for data analysis and instructional planning, including structured data digs and coaching support, which limits teachers' ability to effectively use assessment data to design targeted small group instruction.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Student discipline incidents increased from 413 in 2024-2025 to 754 in 2025-2026, with African American students accounting for 489 incidents despite representing 30.63% of the student population, resulting in a disproportionate number of disciplinary referrals and increased loss of instructional time that may negatively impact academic performance.

Root Cause 3: Inconsistent implementation of proactive behavioral supports, varying student social-emotional needs, and disproportionality in discipline practices have contributed to increased disciplinary incidents and reduced access to instructional opportunities for some student groups.

Problem Statement 3 Areas: Demographics

Problem Statement 4: McElwain Elementary behavior data indicates a need for a more consistent and comprehensive campus-wide behavior system, as inconsistent implementation of expectations and responses to student behavior is impacting instructional time and overall learning environment.

Root Cause 4: There is a lack of consistency with implementation of campus behavior systems and processes which results in variability in staff responses and reduced effectiveness of Tier 1 and Tier 2 behavior supports.

Problem Statement 4 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Section 504 data

- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: HB3: The percent of McElwain Elementary 3rd grade students who achieve meets and above in Reading will increase to 55% by July 2027.

High Priority

HB3 Goal

Evaluation Data Sources: 3rd grade 2027 STAAR Reading data

Strategy 1 Details	Reviews			
Strategy 1: ESF: The campus leadership team (administrators, Instructional Coach, and Instructional Coordinator) will facilitate data dig meetings with teachers regularly to analyze data, identify trends in student misconceptions, and create plans to respond using campus-wide data protocols. Student progress toward measurable goals will be visible in every classroom and throughout the campus to foster student ownership and goal setting. Strategy's Expected Result/Impact: Reading instruction is targeted and differentiated in the classroom to meet each student's individual needs. Staff Responsible for Monitoring: RLA Teachers, Leadership Team, Instructional Coach, Instructional Coordinator TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Processes & Programs 2	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 2: McElwain Elementary teachers are not consistently proficient in analyzing student data to inform instructional decisions, resulting in small group instruction that is not consistently differentiated to meet the varied academic needs of students. **Root Cause:** There is a lack of consistent training, expectations, and collaborative systems for data analysis and instructional planning, including structured data digs and coaching support, which limits teachers' ability to effectively use assessment data to design targeted small group instruction.

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: HB3: The percent of McElwain Elementary 3rd grade students who achieve meets and above in Math will increase to 48% by July 2027.

HB3 Goal
Evaluation Data Sources: 3rd grade STAAR math data

Strategy 1 Details		Reviews			
Strategy 1: ESF: The campus leadership team (administrators, Instructional Coach, and Instructional Coordinator) will facilitate data dig meetings with teachers regularly to analyze data, identify trends in student misconceptions, and create plans to respond using campus-wide data protocols. Student progress toward measurable goals will be visible in every classroom and throughout the campus to foster student ownership and goal setting. Strategy's Expected Result/Impact: Increased math achievement by students, consistent implementation of small group instruction by teachers Staff Responsible for Monitoring: Math teachers, Leadership Team, Instructional Coach, Instructional Coordinator TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Processes & Programs 2		Formative			Summative
		Oct	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue					

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: McElwain Elementary teachers are not consistently proficient in analyzing student data to inform instructional decisions, resulting in small group instruction that is not consistently differentiated to meet the varied academic needs of students. Root Cause: There is a lack of consistent training, expectations, and collaborative systems for data analysis and instructional planning, including structured data digs and coaching support, which limits teachers' ability to effectively use assessment data to design targeted small group instruction.

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 3: The overall STAAR Science Average %AMM (Approaches, Meets, Masters) will improve 8 percentage points from 2026 to 2027.

Evaluation Data Sources: 2027 - 5th grade science STAAR data

Strategy 1 Details	Reviews			
Strategy 1: Science teachers will engage in hands-on inquiry-based science lessons (Science Lab/Classroom) for the expected time allotment per grade level (k/1-80%; 2/3-60%; 4/5-50%) using district provided resources. Strategy's Expected Result/Impact: Increased science achievement by students; consistent implementation of inquiry-based science Staff Responsible for Monitoring: Instructional Coach, Leadership Team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: PMCE will develop and implement a structured lesson planning (5 E model) protocol for all teachers. Lesson plans will be evaluated and monitored for implementation through formal walkthroughs. Strategy's Expected Result/Impact: Increased science achievement by students., consistent implementation of inquiry based science Staff Responsible for Monitoring: Leadership Team	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 4: Performance of our special education students will increase in STAAR Performance by at least 5% in all subject areas.

Evaluation Data Sources: STAAR Performance

Strategy 1 Details	Reviews			
Strategy 1: General Education Teachers, Special Education Teachers and Special Education Paraprofessionals will participate in regular training regarding effective instructional strategies for special education students. Strategy's Expected Result/Impact: Improved performance in goal attainment and progress for students, Staff Responsible for Monitoring: Special Education Team Leaders, Instructional Coordinator, Assistant Principals, Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 2	Formative			Summative
	Oct	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: The percentage of students receiving Special Education services has increased from 22.46% in 2023-2024 to 24.9% in 2026, creating a growing need for specialized instructional supports, services, and resources. Root Cause: Continued enrollment growth and increased identification of students qualifying for Special Education services have contributed to the expanding Special Education population at McElwain Elementary. There is an area of opportunity for staff to grow in their ability to differentiate instruction to meet the varied needs of their students.

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 5: Ensure effective implementation of language programs by providing differentiated instructional support, aligning classroom practices with program content goals, and maintaining fidelity to district-approved program models to maximize student language development across all grade levels.

Evaluation Data Sources: Observation tools, student work, EB student language and academic progress data.

Strategy 1 Details	Reviews			
Strategy 1: Conduct regular classroom walkthroughs to monitor fidelity to district-approved language program models and alignment of instructional practices with program expectations. Strategy's Expected Result/Impact: Teachers will demonstrate increased fidelity to language program models and more consistent use of differentiated language supports aligned to EB students' needs, resulting in increased student engagement and improved language development. Staff Responsible for Monitoring: Administration, EB Specialist TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 6: Provide targeted, differentiated instruction and progress monitoring, using integrated second language acquisition methods to ensure equitable access to grade-level content and measurable growth in all domains.

Evaluation Data Sources: TELPAS and STAAR Results

Strategy 1 Details	Reviews			
Strategy 1: Use EB student language proficiency and academic data to identify instructional needs and plan targeted, differentiated, grade-level instruction incorporating appropriate second language acquisition supports. Strategy's Expected Result/Impact: Increase in English language proficiency and academic performance, as evidenced by measurable growth in TELPAS and/or STAAR scores. Staff Responsible for Monitoring: Administrators & EB Specialist ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 7: Increase the number of students scoring at health fitness zones, as measured on FitnessGram, to contribute to optimal health.

Evaluation Data Sources: FitnessGram, Class Observation, Fitness skill assessments (formative/summative)

Strategy 1 Details	Reviews			
Strategy 1: The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting. Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles. Staff Responsible for Monitoring: Administration, PE Teachers	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength, and flexibility. Strategy's Expected Result/Impact: Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength, and flexibility through the use of games, activities and stations in physical education class. Staff Responsible for Monitoring: Administration and PE Teachers	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 1: McElwain Elementary aims to provide a supportive, positive environment that empowers staff to take risks, grow professionally, and feel continually championed.

Evaluation Data Sources: Pulse Culture and Climate Survey

Strategy 1 Details	Reviews			
Strategy 1: All teachers have the opportunity to participate in a coaching cycle with our Instructional Coach to target a specific strategy/structure for growth. All first year teachers are required to participate in a coaching cycle. Strategy's Expected Result/Impact: Participating in an instructional coaching cycle boosts student achievement, refines pedagogical skills, and combats professional isolation for both novice and veteran educators. Because an instructional coach serves as a non-evaluative partner, the process provides a safe space to take risks and target specific student learning goals. Staff Responsible for Monitoring: Instructional Coach, Principal, Assistant Principals TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Cultivate a supportive campus culture focused on teacher retention by implementing a multi-tiered, peer-driven staff recognition system. Empower all staff members to actively acknowledge and compliment colleagues' successes. Track engagement across diverse recognition platforms, including Staff Badges, weekly Newsletter Shout-outs, the physical WHOA board, the weekly #whooftheweek spotlight, and the monthly Bragging Branch award. Strategy's Expected Result/Impact: Recognizing staff intentionally and utilizing strengths effectively will create a positive campus culture. Staff Responsible for Monitoring: Leadership Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 1: Strengthen family and community engagement by providing meaningful opportunities for parents and families of EB students to participate in educational activities, events, and partnerships that support student achievement, belonging, and overall success throughout the school year.

Evaluation Data Sources: Parent/family engagement participation data, event attendance records, parent feedback surveys, information flyers, and documentation of family and community partnerships.

Strategy 1 Details	Reviews			
Strategy 1: Develop partnerships with families and community organizations to provide resources and opportunities that support EB student success. Strategy's Expected Result/Impact: Increased parent/family participation and stronger school partnerships will provide families of EB students with the knowledge, resources, and opportunities needed to support student achievement, belonging, and overall success. Staff Responsible for Monitoring: Administration & EB Specialist ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide a family Curriculum Night for McElwain families during the 2026-2027 school year that is engaging for both parents and students. Strategy's Expected Result/Impact: McElwain Elementary will increase family engagement and strengthen home-school partnerships by providing an interactive Curriculum Night that equips families with a better understanding of grade-level curriculum, learning expectations, and ways to support student learning at home. The event will provide meaningful opportunities for parents and students to engage in learning experiences together and build connections with campus staff. Staff Responsible for Monitoring: Campus Events Committee; Principal ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Teachers, staff and administration will educate all parents on the importance of consistent attendance and communicate regularly with parents whose children are frequently absent to encourage and promote healthy attendance at school. Strategy's Expected Result/Impact: McElwain Elementary will increase student attendance and reduce chronic absenteeism by strengthening communication with families about the importance of daily attendance. Through ongoing education, timely outreach, and collaborative partnerships with parents, more students will attend school consistently, resulting in increased instructional time and improved opportunities for academic success. Staff Responsible for Monitoring: Administration, Teachers, ADA	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Information on violence prevention and bullying prevention will be provided to parents, students, and teachers. Strategy's Expected Result/Impact: McElwain Elementary will increase awareness and understanding of violence and bullying prevention among students, staff, and families, resulting in a safer, more supportive school environment where students feel respected, valued, and empowered to make positive choices and report concerns. Staff Responsible for Monitoring: Leadership (including the Counselors)	Formative			Summative
	Oct	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Advertise and provide event flyers for Title III: Family Steam Night Strategy's Expected Result/Impact: Positive partnership between school and home Staff Responsible for Monitoring: Principal, Katy ISD OOL staff	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 1: All PMCE literacy teachers will be ESL certified within one (1) year of their hire date.

Evaluation Data Sources: Katy ISD ESL Certification Dashboard & SBEC Certification

Strategy 1 Details	Reviews			
Strategy 1: Monitor and track ESL certification status for all RLA/English teachers to ensure completion of ESL certification requirements. Strategy's Expected Result/Impact: Monitor and track ESL certification status for all RLA/English teachers to ensure completion of ESL certification requirements. Staff Responsible for Monitoring: Administration & EB Specialist TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Strategic Design Goal 1: Katy ISD will actively ensure safe and secure physical environments for students and staff.

Performance Objective 1: By May 2027, McElwain Elementary will reduce overall student discipline incidents by 25% (from 754 to fewer than 566 incidents) through the consistent implementation of proactive behavior supports, restorative practices, and social-emotional learning, resulting in increased instructional time and improved student engagement.

High Priority
Evaluation Data Sources: Student Discipline Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Implement a comprehensive Tier I behavior support system that includes explicit teaching of campus behavior expectations (WISE), restorative practices, consistent use of PBIS Rewards (Hoot Loot), behavior data reviews, CHAMPS implementation, and targeted social-emotional learning to improve student behavior and maximize instructional time. Strategy's Expected Result/Impact: Students will demonstrate improved behavior, resulting in fewer discipline incidents, increased instructional time, and a safe, positive learning environment that supports academic success. Staff Responsible for Monitoring: Leadership Team Problem Statements: Demographics 4 - School Processes & Programs 1				
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: Student discipline incidents increased from 413 in 2024-2025 to 754 in 2025-2026, with African American students accounting for 489 incidents despite representing 30.63% of the student population, resulting in a disproportionate number of disciplinary referrals and increased loss of instructional time that may negatively impact academic performance. Root Cause: Inconsistent implementation of proactive behavioral supports, varying student social-emotional needs, and disproportionality in discipline practices have contributed to increased disciplinary incidents and reduced access to instructional opportunities for some student groups.
School Processes & Programs
Problem Statement 1: McElwain Elementary behavior data indicates a need for a more consistent and comprehensive campus-wide behavior system, as inconsistent implementation of expectations and responses to student behavior is impacting instructional time and overall learning environment. Root Cause: There is a lack of consistency with implementation of campus behavior systems and processes which results in variability in staff responses and reduced effectiveness of Tier 1 and Tier 2 behavior supports.

2026-2027 Campus Site-Based Committee

Committee Role	Name	Position
Parent	Linda Lopes Evangelista	Parent
District Representative	Barbara Landreneau	District Representative
Community Member	Whitney LaRocca	Community Member
Parent	Teddy Nkounkou	Parent
Parent	Jesse Jezbera	Parent
Parent	Justene Viera	Parent
Business Representative	Courtney Naylor	Business Representative
Teacher	Hulon Cox	Teacher
Teacher	Cathie Solomon	Teacher
Non-Classroom Professional	Jennie McGinn	Librarian
Teacher	Ruth Chati	Teacher
Principal	Kallie Roman	Principal
Teacher	Julie Hancock	Teacher
Teacher	Lydia Juarez	Teacher
Community Member	Christian Carrier	Community Member
Parent	Christina Fuentes	Parent

Addendums



The Percent of **McElwain** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 52% to 57% by July 2029.

McElwain: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	52%	51%	50%			
		State Rate	46%	49%	50%			
		Met State Rate	Yes	Yes	Yes			
		Internal Goal	-	53%	54%	55%	56%	57%
		Met Internal Goal	-	No	No			

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
McElwain: Targets	3rd Grade Reading Meets or Above	Federal Targets	34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	38	53%	51	35%	17	47%	0	9	100%	0		10	100%	29	21%	63	35%	34	44%
		2025 Actual	55	42%	69	48%	24	63%	0	13	77%	0		6	83%	52	17%	76	34%	43	49%
		2026 Target															27%		44%		
		2026 Actual	49	41%	63	49%	26	65%	0	14	64%	0		10	40%	53	19%	80	38%	47	49%
		Met Target															N		N		
		2027 Target									74%				50%						

The Percent of **McElwain** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 45% to 50% by July 2029.

McElwain: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	45%	35%	36%			
		State Rate	40%	44%	44%			
		Met State Rate	Yes	No	No			
		Internal Goal	-	46%	47%	48%	49%	50%
		Met Internal Goal	-	No	No			

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
McElwain: Targets	3rd Grade Math Meets or Above	Federal Targets	33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	38	37%	51	31%	17	59%	0	9	78%	0		10	90%	29	28%	63	32%	34	38%
		2025 Actual	55	20%	69	33%	24	50%	0	13	77%	0		6	50%	52	6%	76	22%	43	33%
		2026 Target															16%		32%		
		2026 Actual	49	22%	63	37%	26	62%	0	14	43%	0		10	30%	53	15%	80	24%	47	40%
		Met Target															N		N		
		2027 Target									53%				40%						