

ERA INDEPENDENT SCHOOL DISTRICT

ELEMENTARY PRINCIPAL'S REPORT- NOVEMBER 2020

ENROLLMENT															
	14-15	15-16	17-18	18-19	19-20	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY
EE	0	0	2	0	1	0	0	0	0						
K-LS	0	0	0	1	0	0	0	0	1						
K	37	34	29	37	34	38	38	36	36						
1ST	41	38	30	31	37	31	33	33	33						
2ND	38	41	35	32	30	41	42	41	41						
3RD	34	41	38	33	31	31	31	30	30						
4TH	33	39	36	41	33	30	30	30	30						
5TH	38	35	41	33	46	36	36	36	36						
6TH			40	44	35										
K-6	221	228	251	252	247	207	210	208	207	0	0	0	0	0	0

PASSING RATE (BY SIX WEEKS)										ATTENDANCE			REMOTE		
	1	2	3	FALL	4	5	6	SPRING	YEAR	RATE	TRANSFERS	%	LONG TERM	QUARANTINE	
K	100%	100%								K	98.2%	7	18%	0	4
1	100%	100%								1	97.1%	12	36%	0	0
2	100%	100%								2	98.1%	13	31%	1	1
3	100%	90%								3	98.3%	20	65%	2	1
4	100%	97%								4	97.8%	15	50%	1	2
5	100%	98%								5	97.4%	13	36%	1	1
K-5	100%	98%								K-5	97.8%	0	39%	5	9

UPCOMING EVENTS:

11/20 IPM EARLY DISMISSAL
 11/23-27 THANKSGIVING BREAK
 12/11 STAFF DEVELOPMENT

CAMPUS FOCUS GOALS- ELEMENTARY 20-21

1. Academic Goal					
Era Elementary will monitor students who struggle in academic areas and will provide appropriate assistance to them as needed.					
<div style="text-align: center;"> <p>Consider Referral</p> <p>ACADEMIC RTI Flow Chart</p> </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>NO STUDENT REMAINS TO INTERVENTIONAL ACADEM PROGRAM</p> <p>Student continues to struggle with TIER 2 interventions, needs more intense interventions and programming.</p> <p>TEACHERS</p> <ul style="list-style-type: none"> Contact Parent to communicate concern and plan of action Continue classroom accommodations Monitor Documentation Log Implement Intervention at prescribed duration and frequency <p>RTI TEAM</p> <ul style="list-style-type: none"> Review Data (Utilization, classroom data, state, previous years, teacher documented interventions and documentation) Provide support to teacher with strategies for classroom intervention Edit strategic plan of action (SP) Consider more intense interventions After 6 weeks RTI team completes Intervention Progress Review and determines next steps. (IPR) </div> <div style="width: 5%; text-align: center; font-size: 24px; font-weight: bold;">3</div> <div style="width: 45%; text-align: center;"> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">INTERVENTIVE TIER THREE</p> </div> </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>NO STUDENT REMAINS TO INTERVENTIONAL ACADEM PROGRAM</p> <p>Student needs small group or one on one intensified instruction provided by teacher.</p> <p>TEACHERS</p> <ul style="list-style-type: none"> Contact Parent to communicate concern and plan of action Intensify instruction and provide classroom accommodations Begin Documentation Log (DL) Implement Intervention at prescribed duration and frequency Monitor Progress <p>RTI TEAM</p> <ul style="list-style-type: none"> Review Data (Utilization, classroom data, state, previous years, etc.) Review teachers documented interventions Provide support to teacher with strategies for classroom intervention Complete classroom observation to provide input and feedback to teacher (CO) Create a strategic plan of action (SP) After 6 weeks RTI team completes Intervention Progress Review and determines next steps. (IPR) </div> <div style="width: 5%; text-align: center; font-size: 24px; font-weight: bold;">2</div> <div style="width: 45%; text-align: center;"> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">INTERVENTIVE TIER TWO</p> </div> </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>NO STUDENT REMAINS TO INTERVENTIONAL ACADEM PROGRAM</p> <p>Ongoing Core Instruction taught with fidelity.</p> <p>TEACHERS</p> <ul style="list-style-type: none"> Universal Screening administered to all students. (BOY, MOY, EOY) Behavioral/Classroom Management supports are implemented. Make instructional adjustments/differentiate Utilize re-teaching time Review previous grade level records Student is meeting current grade level expectations </div> <div style="width: 5%; text-align: center; font-size: 24px; font-weight: bold;">1</div> <div style="width: 45%; text-align: center;"> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">INTERVENTIVE TIER ONE</p> </div> </div> <p style="text-align: center; font-weight: bold;">THE GOAL OF RTI IS STUDENT GROWTH!</p>	Performance Objectives	Evidence of Progress			
			Formative	Summative	Progress as of November 2020
	1.1	Monitor student academic growth and progress in all grades K-5 in order to identify students who are struggling academically in a timely manner.	RTI Meetings each six weeks to identify students in need of intervention. Monthly progress monitoring for students on T2 and T3 Increase progress monitoring in reading and math to monthly assessments for students on T2 & T3 utilizing iStation Assessments. Utilize Eduphoria Aware to house and disaggregate all data and forms.	90% of students on Tier One in Math and Reading as determined by End of Year iStation Assessments.	September BOY Assessment AVERAGE Grade K-5 Reading 65% up from 57% in September AVERAGE Grade K-5 Math 54% up from 52% in September
	1.2	Teacher led assessments using Dibels and mClass to analyze student progress in K-2	Training in administering mClass/Dibels assessment	Improvement in overall student progress as measured by EOY iStation, and Dibels.	100% were administered. Seamless. Great usable data to drive instruction and planning.
	1.3	Work to align vertically across campus in math and reading, monitor academic progress through standards based reporting in K-2	Provide opportunities for teachers to work across grade levels on teacher work days	Improved alignment vertically in math and reading	Purchased TEKS Resource System. Added TEXGUIDE resource for teachers, includes aligned curriculum and resources
1.4	Provide quality interventions for T2 & T3 students	Utilize PLCs to foster action research for best practices for student interventions	90% of students on Tier One in Math and Reading as determined by End of Year iStation Assessments.	Flex Friday Interventions	
2. Technology/Collaborative Goal					
Improved competence amongst staff to educate students in a digital world and prepare them for a future that doesn't yet exist.					
		Evidence of Progress			
Performance Objectives					
		Formative	Summative	Progress as of November 2020	
2.1	Provide quality Professional Development opportunities for creating a blended learning environment for teaching and learning.	Teachers complete professional development in Designing Learning online and in utilizing Canvas as LMS	Teachers and students will be proficient instructors and learners in a blended environment	Great progress, we have nearly mastered the "work/do" part and are now improving greatly on the "teach" layer by incorporating teacher created video lessons.	
2.2	Facilitate collaboration and growth among staff in further developing curriculum and technological practices in the classroom.	Model blended learning practices through virtual/hybrid PLCs as a method for facilitation of action research regarding instructional practices.	Increased effective technology use in instruction.	Teachers are teaching teachers, sharing. My rookie teacher created an instructional video and shared with colleagues this week about using a product and how to.	
2.3	Transition to chromebooks 1-1 for all students 3-5	Increase chromebook fleet to bring each student up to 1-1 device, as we transition learning to blended model	Students will be prepared to transition to blended and remote learning as needed moving forward	Students in 3-5 are now 1-1 with chromebooks, still waiting on K-2	
2.4	Facilitate blended learning practices into staff development	Weekly bite size PD through canvas highlighting program, tools and current research for staff	Increased effective technology use in instruction, modeling of expectation of best practices	Tech Tuesdays have been helpful and well attended.	



NOVEMBER



2020 HORNET ACADEMIC BOWL

CHESS

ORAL READING

MATHEMATICS

READY WRITING

MAPS, GRAPHS & CHARTS

AND SO MUCH MORE!

<http://bit.ly/hornetbowl>



Unfortunately, our elementary students will not be able to compete in UIL Academics this year due to restrictions from COVID-19. However, our amazing Mrs. Spears has made a local academic competition available for our students, similar to UIL. Starting in November students in grades 3-8 will be granted access to a virtual course to study and prepare for 3 events of their choosing. We will then open the contests (tests) at the end of December. After we return from Christmas Break we will announce and honor our Hornet Academic Bowl winners. Please encourage your kids to take advantage of this opportunity to challenge themselves and keep their skills sharp on a year without UIL.



VISTO CANNED FOOD DRIVE

November 2nd-20th

We will be collecting non-perishable items. For example: Peanut butter, chili, macaroni and cheese, pinto beans, tuna, soup. anything is appreciated. Class that collects the most will earn a class party.

Please make sure your child's names are written in their jackets. Its the time of year where we wear jackets to school, and dont need them by afternoon.

We are very sad to announce we will not be able to host our Annual Grandparents Luncheon this year. There is no way to maintain social distance for this event. Please make plans to attend when we are able to host this event in the future.

NOVEMBER



MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
2	3 PTO MEETING 6:00 via Zoom	4	5	6 HORNET FOOTBALL @ ERA VS WINDTHORST 7PM
FIRST DAY OF 3RD SIX WEEKS 9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

THANKSGIVING BREAK - NO SCHOOL

30	Looking Ahead to Next Month a few dates for your calendar: <ul style="list-style-type: none">• 12/11 No School• 12/17 PJ Day• 12/18 Early Dismissal 1:00pm
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