

**Fort Bend Independent School District**

**Townwest Elementary**

**2023-2024 Campus Improvement Plan**



# Mission Statement

## **FBISD Mission:**

FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

## **Townewest Mission:**

Townewest Elementary School exist to develop excellence in each student in a safe, innovative learning environment supported by educators, parents and the community.

# Vision

## **FBISD Vision:**

FBISD continuously improves teaching and learning by developing effective staff and building scalable systems.

## **Townewest Vision:**

Townewest continuously strives to create academic and social skills for success in life.

# Core Beliefs

We believe as TWE educators that:

Each student sets goals, monitors his/her progress, and makes adjustments to achieve academic and life goals

Each student will learn what is important to know and do under the appropriate instructional conditions to be successful

Teachers promote high expectations through positive caring relationships by knowing each student deeply, and sharing relevant life experiences

Teachers, as active collaborators, continuously monitor the impact of their teaching on student learning using assessment data

Teachers and leaders work together to protect and use instructional time wisely, using data as the guide for student learning and achievement

Parents are partners in ensuring daily student attendance and active participation in student goal setting and monitoring of student progress



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Townwest Elementary School opened its doors August 1978 and continues to serve students by Honoring Traditions, Creating Futures and Empowering Leaders. Townwest serves predominantly minority and low socio-economic students, which makes Townwest Elementary School a diverse elementary school with a student population of 542 students. Townwest Elementary School is a Bilingual campus that provides Spanish Bilingual classes in grades Pre-Kindergarten to Fifth Grade. Our current student population is as follows:

Our students come from various backgrounds with 84.08% of our students being economically disadvantaged. Our population is comprised of a variety of learners including English Language Learners 55.62% Gifted and Talented student's 1.47%, and Special Education students 14.18%. Our at-risk population rate is 73.11% and the mobility rate is 9.7%. Our TWE parents are supportive and make their child's education a priority by attending parent meetings, student programs, and ensuring students complete homework assignments. The student attendance rate of 93.1% demonstrates the value that education plays in the lives for the families in the school community.

The students will be educated by highly qualified educators, 1 counselor, 1 nurse, 1 librarian, 7 special education teachers, 2 academic coaches, 4 intervention teachers, 1 bilingual specialist, 8 paraprofessionals and 2 campus administrators. Also, we will offer 2 full day ESL pre-kindergarten (1) (1) bilingual pre-kindergarten Class as well as (2) ECSE classes (1) SAILS Class and (1) BSS Class.

Our students by programs listed below:

Bilingual 33.23%

English as a Second Language (ESL) 21.73%

Free Meal Participation 76.8%

Reduced Price Meals 6.08%

Other Economically Disadvantage 5.16%

Economically Disadvantage 88.03%

Gifted and Talented 1.47%

Special Education (SPED) 14.18%

Title I Participation 100%

Dyslexia 4.05%

## Demographics Strengths

Townewest Elementary is a diverse campus with a retention rate of 92% for staff.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The attendance rate is consistently 94.39% for students which is below the district attendance goal of 96%. **Root Cause:** Mobility, transportation, and illnesses are challenges for students.

# Student Learning

## Student Learning Summary

The teachers at Townewest focus is growing students academically and socially by creating a learning environment where our scholars increase their academic levels, grow their talents, and learn new skills and abilities consistently across content areas. Growing our scholars academically also means instilling a growth mindset in our student so that they start believing in their abilities, rather than doubting their chances of developing over time. We know that students are growing in the right way when they start showing signs of being eager for new information and when they start seeking out opportunities to tackle challenges and grow their skills.

## Student Learning Strengths

We have created a community where teachers utilize PLC to build students academic achievement to close academic gaps which will add to their overall growth.

Townewest Elementary's master schedule is followed consistently in all content areas including enrichment and intervention which we call W.I.N Time. (What I (the student) Need)

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Multiple data sources including REN360, BAS TX Kea and campus assessments show that our general education students are behind grade level in literacy and numeracy skills. **Root Cause:** Effective and consistent Tier I instruction especially guided reading and small groups are needed in every classroom.

**Problem Statement 2:** The percentage of student scoring at the Master and At-Above markers is a low percentage for the campus across multiple assessments. **Root Cause:** Targeted small group instruction and differentiation is needed to ensure that higher achieving students have access to rigorous instruction and assignments to challenge their thinking.

**Problem Statement 3:** Multiple data sources including REN360, BAS TX Kea and campus assessments show that our general education students are performing lower or did not show significant growth as they did during the 2021-2022 school year **Root Cause:** Our teachers must increase knowledge in scaffolding instruction and effective planning to meet the needs of the students.

# School Processes & Programs

## School Processes & Programs Summary

The teachers at TWE consistently participate in professional development that is aligned to campus goals, teacher and grade level needs to meet teacher instructional delivery needs and student academic needs. Our campus academic leadership team meet bi-weekly to communicate goals and implement professional development. We are constantly adding teachers to the Balance Literacy Cadre which has helped grow our teachers which is a benefit to our students.

## School Processes & Programs Strengths

TWE school Processes and Program Strengths:

- Increased in teacher collaboration through PLC and planning meetings
- Teachers are willing to participate in professional development designed to improve instruction and learning
- Teachers integrate web-based instruction into their daily teaching (Reflex Math, TEKS Targeted Practice, etc.)
- An abundant amount of instructional resources on campus for teacher use (LLI Kits, Time for Kids Kits, Targeted Math Intervention Kit, Benchmark Reading Kits, etc.)

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** The GT and Vista students are not engaged in enrichment assignments as often as we would like. **Root Cause:** Teachers require more time to plan and implement enrichment activities that will move our students forward academically.

**Problem Statement 2:** Students need more opportunities to participate in learning opportunities for real life experiences. **Root Cause:** Our students lack learning experiences outside of the school setting.



# Perceptions

## Perceptions Summary

Townewest Elementary prides itself on being a campus with an excellent culture that is family oriented. The values that are instilled in the students go beyond the classroom. We inspire students to learn how to be incredible human beings. The staff at TWE have created a welcoming environment that welcomes all families and stakeholders. The students are in a happy environment and have enjoyment during the school day. Teachers want to remain at TWE because they enjoy the campus climate and culture where they are valued and celebrated. Campus teachers are appointed as committee leaders, which allows them the opportunity to lead a team that will plan and execute campus events and or programs. This practice has empowered teachers use their creativity and enhance school wide programs, activities and teachers enjoy letting the district know what is happening on our campus.

Our belief is that we can, and will, be the #1 elementary campus-growing student academically while maintaining a positive climate and culture in FBISD.

## Perceptions Strengths

- Students feel supported by their teachers
- Students trust their teachers
- Students feel their teachers care about them
- Students feel safe at school
- Staff members enjoy coming to work
- Staff member feel safe
- Staff turn-over is consistently low

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Inappropriate physical contact is the most frequent discipline action. **Root Cause:** Students lack the skills to communicate and manage conflict.

**Problem Statement 2:** Vaping on campus in grade 4 -5 has become a campus concern. **Root Cause:** Students have easy access to vapes at home from adults and/or older siblings.

**Problem Statement 3:** Parents and/or guardians view bullying as a top concern. **Root Cause:** Students take disagreements and broken friendships as bullying due to lack of communication.

**Problem Statement 4:** TWE in not able to get a compressive view of the parent/guardian input because we only have about 20% of the families competing the EOY survey. **Root Cause:** Outside factors do not allow parents the time/opportunity to complete the EOY survey. This year we will create opportunities for parents/guardians to take the survey by providing Chat/Snack with the principal and have laptop available to complete the survey during the Chat/Snack. Invite parents/guardians to visit the campus during a specified week to complete the survey.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## **Accountability Data**

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

## **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
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PESS 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

# Goals

**Goal 1:** FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students.

**Performance Objective 1:** By June of 2024, Townewest Elementary School will improve the effectiveness of TIER I instruction by implementing student ownership of learning and formative assessment protocols, as evident in the student achievement and growth indicators of success.




## High Priority

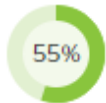


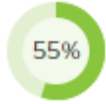





### Indicators of Success: Formative Indicators of Success

1. From BOY to MOY, increase student growth on the REN360 assessment (Reading & Math) at/above benchmark performance level by 5%.
2. Increase the percentage of clarity descriptors observed in classroom by 10% each quarter.
3. From BOY to MOY, students will have met their scheduled goals on their GT learning plan.

### Summative Indicators of Success

1. Increase overall achievement scores in both reading and math STAAR (redesign) by 5% from 2023 results.
2. By June 2024, increase percentage of students meeting SGP in reading and math on REN360 BOY to EOY by 5%.
3. By June 2024, increase the percentage of students that successfully complete their independent study/projects by 10% from last year to this year.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Weekly PLCs meetings that focus on teacher clarity through Unit/Concept Planning, assessment design, data analysis and other needs. <b>Strategy's Expected Result/Impact:</b> Tier 1 instruction will use more SOL tools and protocols which will result in higher student achievement. <b>Staff Responsible for Monitoring:</b> Principal, AP, Counselor, Coaches  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Strategic Staffing <b>Funding Sources:</b> - 199 General Fund	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> PLC will be lead by the campus coaches with a focus around implementing Student Ownership of Learning and Formative Assessment protocols. <b>Strategy's Expected Result/Impact:</b> To increase student achievement at BOY, MOY and EOY. <b>Staff Responsible for Monitoring:</b> Principal, AP and Coaches  <b>Title I:</b> 2.4 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> - 199 General Fund	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Townewest teachers will plan enrichment activities and/or field experiences to engage and grow students academically and socially. <b>Strategy's Expected Result/Impact:</b> By June 2024, all students will participate in activities and/or field experiences that will allow hands-on real life experiences on campus and/or off campus which will be built around the curriculum. <b>Staff Responsible for Monitoring:</b> Principal, AP, Coaches and Teachers  <b>Title I:</b> 2.4, 2.6 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Funding Sources:</b> - 199 General Fund	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Townewest will purchase instructional materials that will assist in growing students academically and socially. <b>Strategy's Expected Result/Impact:</b> By June 2024, all students will be provided instructional materials that will enhance their academic growth. <b>Staff Responsible for Monitoring:</b> Principal, AP, Coaches SST Leaders, Teachers and Specialist  <b>Title I:</b> 2.4, 2.6 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Funding Sources:</b> - 211 Title I-A	Formative			Summative
	Oct	Dec	Feb	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 1:** FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students.

**Performance Objective 2:** By June of 2024, Townnewest Elementary School will improve the effectiveness of W.I.N. Time intervention delivery by providing teachers with professional development around best practices and effective utilization of resources for small group instruction, as evidenced by the indicators of success.



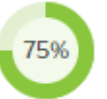




**High Priority**

**Indicators of Success:** Formative Indicators of Success

- 1. From BOY to MOY, increase student growth on REN360 at/above benchmark performance by 10%.
- 2. By December, increase the percentage of classrooms providing rigorous small group instruction and station activities by 25%.

Summative Indicators of Success

- 1. From BOY to MOY, increase student growth on REN360 at/above benchmark performance by 10%.
- 2. By June 2024, increase the percentage of students at "meets" or above by 10%.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> The ELA and Math coaches will have ongoing data analysis during PLCs and develop actions plans for small group instruction.intervention. <b>Strategy's Expected Result/Impact:</b> Increase student achievement in reading, math, science <b>Staff Responsible for Monitoring:</b> Principal, AP and Coaches  <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> - 199 General Fund		Formative			Summative
		Oct	Dec	Feb	June
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					



**Goal 2:** FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working.

**Performance Objective 1:** By June 2024, Townewest Elementary School will increase student attendance rates by ensuring daily communication with parents and student incentives as demonstrated by the indicators of success.

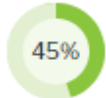

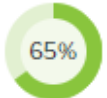










**High Priority**

**Indicators of Success:** Formative Indicators of Success

1. Number of classes with perfect attendance will increase by 5% by the end of each week.
2. Increase end-of-year district attendance rates by .3% each quarter.

Summative Indicators of Success

Increase end-of-year district attendance rates by 1% from last year's.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Communicate attendance expectations with parents. <b>Strategy's Expected Result/Impact:</b> Maintain attendance percentage at 95% or above. <b>Staff Responsible for Monitoring:</b> Principal , AP and ADA	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Townewest Elementary School will conduct attendance committee meetings each nine weeks to identify factors contributing to lower than expected attendance rates and implementing necessary interventions. <b>Strategy's Expected Result/Impact:</b> Maintain attendance percentage at 95% or above. <b>Staff Responsible for Monitoring:</b> Principal, AP and ADA	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Townewest Elementary School will continue student attendance incentive programs. <b>Strategy's Expected Result/Impact:</b> Maintain attendance percentage at 95% or above. <b>Staff Responsible for Monitoring:</b> Principal, AP, ADA and Teachers	Formative			Summative
	Oct	Dec	Feb	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2:** FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working.

**Performance Objective 2:** By June of 2024, Townwest Elementary School will achieve a safe and optimal learning environment by engaging staff in professional learning related to PBIS implementation and school safety as demonstrated by the indicators of success.











**High Priority**

**Indicators of Success:** Formative Indicators of Success

1. Learning walks will evidence an increase in classroom PBIS implementation by 15% each quarter.
2. Number of referrals will be decreased by 10% each quarter.
3. Professional development opportunities around PBIS implementation will be available to teachers at least once every quarter.
4. The campus will complete a book study using the book Teach Like a Champion.

Summative Indicators of Success

1. At least 80% of teachers will be implementing PBIS expectations effectively by the May of 2024.
2. Skyward disciplinary referrals and actions will be reduced by 15% from 2023-2024.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Townwest Elementary School will schedule, train, and carry out ongoing emergency drills consistently. <b>Strategy's Expected Result/Impact:</b> Teachers and students will have a clear understanding of actions to take for each required emergency drill. Drills logs will indicated ongoing improvements on required actions and drill elapsed times. <b>Staff Responsible for Monitoring:</b> AP and the campus emergency team.  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Townwest Elementary School will engage staff in the training of the campus wide PBIS matrix. <b>Strategy's Expected Result/Impact:</b> Disciplinary data (referrals, ISS, and OSS) will be reduced. <b>Staff Responsible for Monitoring:</b> AP and the disciple committee.  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 3:** FBISD will engage students, parents, staff and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community.

**Performance Objective 1:** By June 2024, Townewest Elementary School will increase stakeholder/parent engagement through increased campus events as evidenced by program participation and increased attendance.

- High Priority**
- Indicators of Success:** Formative Indicators:  
TWE will increase participation numbers of campus events from BOY to MOY by 5%  
TWE will increase opportunities for parents to participate in campus events from BOY to MOY by 5%
- Summative Indicators:  
By June 2024, TWE will increase participation numbers of campus events from BOY to EOY by 10%  
By June 2024, TWE will increase opportunities for parents to participate in campus events from BOY to EOY by 10%

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> provide opportunities each nine weeks for parents to have active time on campus. <b>Strategy's Expected Result/Impact:</b> To increase parent participation. <b>Staff Responsible for Monitoring:</b> Principal and AP  <b>Title I:</b> 2.4, 2.6 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Dec	Feb	June
	<div><div></div>100%</div>	<div><div></div>100%</div>	<div><div></div>80%</div>	
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

# State Compensatory

## Budget for Townewest Elementary

**Total SCE Funds:** \$8,543.00

**Total FTEs Funded by SCE:** 0

### Brief Description of SCE Services and/or Programs

Our campus State Compensatory Education (SCE) funds supplement the regular education program for students that meet one or more of the state eligibility criteria for being At-Risk and our educationally disadvantaged students. We offer intensive accelerated instruction and intervention in math and/or literacy to identified students with additional staffing units designed to intervene directly with identified students (Literacy Intervention Teacher and Math Specialist). We will fund tutorial supplemental pay as needed for tutorials for identified students as part of our accelerated instruction to support students most at-risk. The budget amount listed within this CIP does not include the staffing costs associated with this campus; however, those fund amounts are included in the District Improvement Plan SCE Funds section.

# Campus Funding Summary

199 General Fund					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	2	1			\$0.00
Sub-Total					\$0.00
211 Title I-A					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
Sub-Total					\$0.00

# Addendums

	Strengths	Concerns
Student Engagement Survey	<p>The campus use of technology to enhance instruction 90%</p> <p>Engaging students in physical activity and healthy eating habits 79%</p> <p>Setting learning goals with students 80%</p> <p>Students understanding information in class – effective teaching practice 85%</p>	<p>Engaging students in presenting during their learning experiences 48%</p> <p>Engaging students in discussions and debates 59%</p>

Action Planning Tool



What did you find?	What needs to be done?	Who and By When?	Resources	Potential Barriers	Communication and Implementation
Students rated TWE as needing improvement the learning experiences.	Provide students opportunities to engage in class presentations discussions and/or debates.	Classroom Teachers Coaches Administration by December 2023	Technology Planning Lesson Plans FBISD Curriculum in Schoology PLC Schedules	Teachers being intentional about providing opportunities (time) for every student to prepare for the presentation with the pace of the curriculum.	Communicated during professional learning days and grade level PLC meetings. Implemented ongoing throughout the year.





LOC_DESCR	Location	POS #	POSN_DESCR	MAX HEADC	VACANT	LAST_NAME_SRCH	FIRST_NAME_S	JOBCODE	FTE	Column1	PIC	STATUS	.IDAY_SCHED
TOWNEWES1114	TOWNEWEST ELE 00001697	INTERVENTIONIST MATH - ELEM T1	0.5	0	JOHNSON	MELISSA	015312	1	199.11.1000.00.114.2024.30	30	A	187SEP	
TOWNEWES1114	TOWNEWEST ELE 00001697	INTERVENTIONIST MATH - ELEM T1	0.5	0	JOHNSON	MELISSA	015312	1	211.11.1000.SP.114.2023.30.	30	A	187SEP	
TOWNEWES1114	TOWNEWEST ELE 00004462	PARENT EDUCATOR T1 (FT)	1	0	CARDONA	DIANA	0011FT	1	211.61.1000.PC.999.2023.24	24	A	187SEP	
TOWNEWES1114	TOWNEWEST ELE 00010490	INSTRUCTIONAL COACH MATH T1 ES	1	0	ELUMELU	HERSHELLE	015329	1	211.13.1000.IC.114.2023.30.	30	A	210AUG	
TOWNEWES1114	TOWNEWEST ELE 00010491	INSTRUCTIONAL COACH LIT T1 ES	1	0	SCOTT	TISHA	015332	1	211.13.1000.IC.114.2023.30.	30	A	210AUG	
TOWNEWES1114	TOWNEWEST ELE 00010492	TEACHER LIT INTRVN ELEM T1	1	0	SORGWE	EMY	010173	1	211.11.1000.SP.114.2023.30	30	A	187SEP	

_ADMIN_PLCY_NB	
P7	####
P7	####
505	####
P7	####
P7	####
P7	####

September 8, 2023

Dear Parents and Guardians:

Fort Bend ISD has students and families that speak many different languages. In an effort to ensure that all of our families are able to be informed of the amazing things that are happening on our campus and throughout the district, we have multiple ways for you to be able to translate the information into your native language.

- Our Parent Newsletter is written in Smore which has a translation feature embedded in the newsletter
- The district web site can be translated into many languages
- All communication is available in English and Spanish
- Front office staff and bilingual teachers are available to help with translations and telephone calls.
- Translators are offered for ARD's if needed

If we have not met your need for translation, please reach out to the campus so that we can accommodate your needs.

Thank you,



Erika Edmond

Principal, Townewest Elementary