

**Elgin Independent School District**  
**Elgin Elementary School**  
**2022-2023 Campus Improvement Plan**



## **Vision**

**Elgin ISD changes lives.**

## **Mission**

**EISD ensures a high-quality education that guarantees a life-changing experience for all.**

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# Comprehensive Needs Assessment

Revised/Approved: October 3, 2022

## Demographics

### Demographics Summary

Elgin Independent School District comprises more than 168 square miles in portions of Bastrop, Lee, and Travis counties and provides educational resources and facilities to meet the needs of the approximately 5300 students on seven campuses.

Elgin Elementary is comprised of students that live within the city limits and in the surrounding rural areas. After several years of increasing enrollment, Elgin Elementary saw a decline due to the pandemic. During the 21-22 school year, enrollment surpassed district projections by sixty students. The campus houses two special programs for Elgin ISD.

- Early Childhood Special Education - 15 students
- PreKindergarten - 242 students

81.8% of the students at Elgin Elementary are economically disadvantaged. See below for programatic breakdowns.

- 56% of Early Childhood Special Education students are Economically Disadvantaged
- 96% of PreKindergarten students are Economically Disadvantaged
- 81% of Kindergarten - Fourth Grade students are Economically Disadvantaged

<b>African American</b>	<b>7.3%%</b>
Hispanic	74.7%
White	11.9%
American Indian	0%
Asian	0%
Two or More Races	5.9%
Economically Disadvantaged	81.8%
English Learners (EL)	51.1%
At-Risk	80.6%
Gifted & Talented	6.8%
Special Education	16.1%

## Demographics Strengths

Elgin Elementary has a robust Dual Language program serving approximately 50% of our students. In addition to academics the students are presented with a comprehensive Social Emotional Learning program, supported in self-regulation, problem-solving strategies, and a myriad of other life skills. Students are provided with many enriching and culturally relevant experiences throughout the year as well as opportunities to participate in extra-curricular activities, such as UIL, Yearbook Club, The Voice (school paper), choir, and Student Council. The campus reports that there is strong support from campus administration, a division of responsibilities throughout the school, a growth mindset, and collaboration throughout the school.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Elgin Elementary does not have consistent parent engagement or a consistent PTA office. **Root Cause:** Elgin Elementary parent opportunities for engagement have not been adequately provided.

# Student Achievement

## Student Achievement Summary

Outside of Tier 1 instruction, teachers at Elgin Elementary have provided targeted interventions to students. This has helped to address gaps that grew due to the pandemic. The campus leadership team has identified staff strengths and capitalized on those. The focus remains on the whole child. The campus threat assessment team and MTSS process have helped identify services needed for individual students so that teachers can remain focused on instruction. Below is the STAAR data for the 21-22 school year.

<b>3rd</b>	<b>All</b>	<b>Reading</b>	<b>Approaches</b>	<b>STAAR</b>	<b>69%</b>
3rd	All	Reading	Meets	STAAR	32%
3rd	All	Reading	Masters	STAAR	14%
3rd	All	Mathematics	Approaches	STAAR	69%
3rd	All	Mathematics	Meets	STAAR	30%
3rd	All	Mathematics	Masters	STAAR	10%
4th	All	Reading	Approaches	STAAR	58%
4th	All	Reading	Meets	STAAR	32%
4th	All	Reading	Masters	STAAR	7%

3rd	All	Reading	Approaches	STAAR	69%
4th	All	Mathematics	Approaches	STAAR	38%
4th	All	Mathematics	Meets	STAAR	20%
4th	All	Mathematics	Masters	STAAR	7%

### Student Achievement Strengths

Resources and programs such as Literacy First, the Science of Teaching Reading, subject based instructional specialists, SEL and CIS supports, intervention and classroom support with the hiring of additional classroom aides, structured curriculum that provides resources and lessons, campus systems to keep instruction flowing, and flexible administration are programs and systems in place to ensure instructional time is not lost.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Professional development opportunities have been limited to PLCs and the focus has been specific to academic growth. Attention to subgroups that demonstrate learning gaps was not made a priority. **Root Cause:** Campus leadership and teachers refocused attention on the safety and well-being of students due to COVID.

**Problem Statement 2:** Frequency of learning walks, real time feedback, and modeling best practice improved, but was not as consistent as in previous years. **Root Cause:** Minimizing opportunities for close contact was prioritized.



# School Culture and Climate

## School Culture and Climate Summary

Elgin Elementary has worked to establish a positive and caring school environment through a campus-wide implementation of the Ground Works Handbook for behavior. All staff members contribute to the Ground Works Committee, by serving on sub-committees dedicated to target areas of need. A dedicated group of staff members contributes to the Ground Works team by meeting regularly to review school-wide expectations, to determine innovative ways to increase student recognition, and to review Multi-Tiered Systems of Support procedures for both behavior and academics. The Ground Works team also created school-wide expectations posters that remind students and staff what it means to be safe, respectful, responsible, and kind in all areas of the school and to remind staff what it means to be present, proactive, and professional in all areas of the school. Staff expressed a need for more team building and additional resources.

## School Culture and Climate Strengths

The leadership team prioritizes staff and student needs by incorporating celebrations, check ins, and extracurricular activities.

1. Dedicated Ground Works team consisting of all staff members has decreased the number of referrals
2. Ground Works initiatives include rewarding students for exceptional behavior
3. Teachers hold daily class meetings to address social/emotional issues
4. Teachers conduct weekly class lessons with an SEL focus
5. Student Council
6. Student Safety Patrol
7. Yearly UIL academic competition
8. Golden Ticket Lunches
9. Yearbook Committee (students)
10. School Newspaper "Our Voice"
11. Lego Robotics

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1 (Prioritized):** Need for compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations. **Root Cause:** Not all teachers feel safe or comfortable correcting students that are not assigned to them or their grade levels.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

At Elgin Elementary, we have 99 staff members, and 61 of them are professional staff. 63% of our staff members hold a Bachelor's Degree. Of these staff members, 11% have also earned their Master's Degree and 1% have a Doctorate. The majority of our staff have between 1 and 5 years of experience, while 14% have 6-10 years of experience. 18% have 11-20 years of teaching experience, and 4% have more than 20 years of experience. Because 16% of our staff are first year teachers/beginning teachers, we have multiple systems of supports in place to assist them as they begin their careers in education. Our mentor program allows for teachers with less than 2 years of experience to be assigned a mentor. All mentors and mentees meet monthly to learn new strategies and provide support consistently to our first year teachers. We also have three Master Teachers who support and guide these beginning teachers through weekly assistance and monthly meetings. Our teachers are 60% white, 30% Hispanic, 8% African American, and 2% Asian. Because our staff population does not mirror our student population as much as we would like it to, we actively seek out opportunities to build our cultural proficiency as people and as educators.

## Staff Quality, Recruitment, and Retention Strengths

Our staff turnover rate has drastically decreased over the last five years. Staff turnover was low during the pandemic, and although we had more staff resign than usual in the Spring of 2022, most of them were due to domestic reasons. Staff identified the strengths as being a supportive administration, retention of teams and staff, and a positive campus culture.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Adequately recruit certified bilingual teachers. **Root Cause:** Lack of bilingual or bilingual certified applicants.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Elgin Elementary closely follows Elgin ISD's adopted curriculum and scope and sequence resources (TEKS Resource System), which are tightly aligned to grade level TEKS and PreK Guidelines. Teachers follow an assessment calendar meant to ensure that they stay on track with administering common unit assessments; therefore addressing all TEKS in a timely manner. Student progress is measured through report card grades, unit assessments, and beginning, middle, and end-of-year screeners. Teachers meet as a Professional Learning Community (PLC) to review assessment data and to plan for instruction based on said data. The Multi-Tiered Systems of Support (MTSS) process is actively implemented to assist students in need of intervention. Campus administrators, Instructional Specialists, Literacy First, and Intervention teachers and paras assist teachers in addressing students that need intervention. The focus of interventions is student growth.

## Curriculum, Instruction, and Assessment Strengths

Elgin Elementary takes a systematic approach in improving instructional practices.

1. Curriculum scope and sequence is designed to offer effective lessons that lead to student mastery of grade-level TEKS.
2. Reading and writing instructional practices are becoming stronger due to in depth training and practice.
3. Students articulate learning objectives and are able to monitor their progress by reviewing the criteria for success for each content area.
4. Common unit assessments are administered in grades 2-4.
5. Student assessment data is disaggregated regularly and is addressed in PLC meetings.
6. Electronic data sources, Eduphoria, mClass, CLI-Circle, and NWEA MAPS are used to assist teachers when planning for targeted instruction.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1 (Prioritized):** Need for data-driven instruction **Root Cause:** Student outcomes are lower than expected in all contents and grade levels; Inconsistent instructional decisions linked to student data.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Elgin Elementary has developed a bi-weekly newsletter to inform families of school activities, academics, and important announcements. The newsletter is provided in English and Spanish. It is comprehensive in that previous newsletters are included under separate tabs so that families may refer back to previous announcements when looking for information. Families are provided with an opportunity within the newsletter to give feedback to campus administration.

We are in the process of rebuilding our PTA as the previous officers' children have moved to other schools. Our counselors provide Love & Logic classes in both English and Spanish. Two classroom teachers are leading the Latino Family Literacy Project with parents. Each semester, parents are invited to Coffee with the Principal (on hold due to COVID).

In traditional school years, parents are also invited to attend Back to School Night, STEAM Night, the Christmas Musical, Veteran's Day Celebration, Grandparents Luncheon, Thanksgiving Luncheon, Friendship Dance, Semester Awards, Halloween Parade, Reading Under the Stars, The Campus Art Show, etc.

Our nationally recognized Student Council has completed several community service projects including: Fleming Community Center beautification and collected donations for families affected by the tornado.

Staff identified a need for an active PTA.

## Parent and Community Engagement Strengths

- High attendance during evening events
- High attendance during weekend events
- High number of parent volunteers during weekends
- Several community partners have been identified and projects completed

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1 (Prioritized):** The number of parents participating in parenting groups is lower than expected. **Root Cause:** Lack of resources and inadequate messaging to parents.

# School Context and Organization

## School Context and Organization Summary

Elgin Elementary has created a comprehensive master schedule that includes district determined instructional minutes. Our schedule includes 55 minutes of planning for each teacher. PLCs are conducted each Monday and teachers facilitate them with Instructional Specialist or Administrator support. MTSS meetings occur weekly in order to monitor the progress of each tiered student.

Staff stated that they need more support from the district level, including additional opportunities for professional development and grade level specific trainings.

## School Context and Organization Strengths

- Weekly PLCs
- Mentor Check In with new teachers
- Weekly RtI meetings
- Weekly Level I Leadership Meeting - All staff in leadership positions
- Weekly Level II Leadership Meetings - Administrators, Instructional Specialists, Counselors
- Weekly Level III Leadership Meetings - Administrators
- Communication within the campus
- Division of Responsibilities

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** There is a lack of support from the district for the curriculum support, SEL support, and professional development for the Pre-K Program. **Root Cause:** This is the only campus that hosts the program.

# Technology

## Technology Summary

Elgin ISD has an eye toward technology-rich classrooms, which allows increased student and teacher access to 21st Century technology. Varying forms of technology are used in all classrooms in order to support instruction and learning. Academic websites and applications are frequently updated for student intervention resources. Students also have access to several book sites that provide them with opportunities to read ebooks and assess their comprehension.

## Technology Strengths

1. Laptop computer for every teacher
2. 1:1 devices for students
3. Every classroom has access to a technology cart, a document camera, an interactive whiteboard, iPad/Chromebook charging cart
4. Carts of student laptops and student iPads are available for daily checkout
5. Teacher laptops have been upgraded
6. Email and campus/district websites serve as a major form of communication among students, staff and parents
7. Data housed in Eduphoria offers a consolidated way to access information on student progress or needs

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Apps or access to web based learning programs is changed frequently. **Root Cause:** Continued changes in district leadership

# Priority Problem Statements

**Problem Statement 1:** Need for data-driven instruction

**Root Cause 1:** Student outcomes are lower than expected in all contents and grade levels; Inconsistent instructional decisions linked to student data.

**Problem Statement 1 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 2:** Need for compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

**Root Cause 2:** Not all teachers feel safe or comfortable correcting students that are not assigned to them or their grade levels.

**Problem Statement 2 Areas:** School Culture and Climate

**Problem Statement 3:** The number of parents participating in parenting groups is lower than expected.

**Root Cause 3:** Lack of resources and inadequate messaging to parents.

**Problem Statement 3 Areas:** Parent and Community Engagement

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data

## **Student Data: Student Groups**

- 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 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
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

## **Parent/Community Data**

- Parent engagement rate

## **Support Systems and Other Data**



- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

Revised/Approved: June 20, 2022

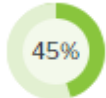



**Goal 1:** Elgin Elementary will increase its student achievement performance in the areas of literacy and numeracy.


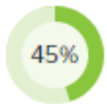
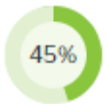

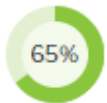
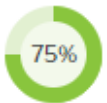
**Performance Objective 1:** The percent of Elgin Elementary students reaching the projected "Meets Grade Level" standard on NWEA Map Reading Growth will increase from 15.8% to 32% by the end of the 2022-2023 school year.










**Evaluation Data Sources:** Teachers trained and utilizing Class Profile Dashboard for providing targeted, individualized instruction.










Campus Administration review district assessment data over identified power TEKS to determine any necessary adjustments for reaching the performance objective.











Projected Proficiency Summary Report in NWEA Map Reading Growth used after BOY, MOY, and EOY assessments to determine progress towards goal.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ensure Instructional Specialists are provided professional development and coaching to better serve teachers and students <b>Strategy's Expected Result/Impact:</b> Less reliance on outside consultants as a result of the expertise created within campus instructional specialists <b>Staff Responsible for Monitoring:</b> Asst. supt. Academics & SI; Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Literacy Task Force sessions are campus-led, allowing for individual campus needs to be met in regards to reading. (Elementary and Middle Schools.) Utilize the Reading Specialists and Master Teachers to lead campus-specific reading professional development based on campus need, including the expectation that learnings are applied to improve content knowledge and instruction. <b>Strategy's Expected Result/Impact:</b> Campuses will see increase in formative and summative reading data <b>Staff Responsible for Monitoring:</b> Asst. Supt. Academics & SI; Principal  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Implement Reading/Language Arts textbook adoption in grades K-4, with fidelity <b>Strategy's Expected Result/Impact:</b> Consistency across Reading/Language Arts instruction in classrooms which leads to increased student performance in reading. <b>Staff Responsible for Monitoring:</b> Asst Supt. Academics & SI; Principal  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Monitor fidelity of textbook implementation and adjust the implementation as needed based on data and feedback from campuses. <b>Strategy's Expected Result/Impact:</b> Consistency across Reading/Language Arts instruction in classrooms which leads to increased student performance in reading. <b>Staff Responsible for Monitoring:</b> Asst. Supt. Academics & SI  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1 <b>Funding Sources:</b> Instructional Specialists - 211 - Title I-Part A - \$74,669	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Following PLC data analysis, teachers will use findings to make informed decisions and changes to their instruction to address the student needs identified. <b>Strategy's Expected Result/Impact:</b> Increased STAAR Scores in 2021 <b>Staff Responsible for Monitoring:</b> Principal; Assistant Principal(s), Instructional Specialists, Master Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details		Reviews			
<b>Strategy 6:</b> Utilize PLC for DDI and creation of an action plan to reteach prioritized standards. Teachers use data analysis to improve their instruction, which will impact student achievement. <b>Strategy's Expected Result/Impact:</b> Increased STAAR Scores in 2021 <b>Staff Responsible for Monitoring:</b> Principal; Assistant Principal(s); Instructional Specialists; Master Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 7 Details		Reviews			
<b>Strategy 7:</b> DSCI will provide flexibility in the dates of the Common Unit Assessments are given on the campus. This will allow time for teachers and campus leaders to build in reteach time based on DDI protocols. <b>Strategy's Expected Result/Impact:</b> Increased time on task; Increased STAAR Scores in 2021 <b>Staff Responsible for Monitoring:</b> Principal; District Administration  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 8 Details		Reviews			
<b>Strategy 8:</b> We will increase the reading inventory available to students on all grade levels in English and Spanish. <b>Strategy's Expected Result/Impact:</b> Increase in student reading performance at all grade levels. <b>Staff Responsible for Monitoring:</b> Principal, Librarian  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 9 Details		Reviews			
<b>Strategy 9:</b> Provide direct, targeted small group intervention for reading language arts and math that is supplemental to regular classroom instruction. <b>Strategy's Expected Result/Impact:</b> Student academic growth as evidenced on district benchmarks and STAAR 2022. <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1 <b>Funding Sources:</b> Interventionist and Instructional Aides - 199 - General Fund: State Compensatory Education - \$63,304, Intervention Materials - 199 - General Fund: State Compensatory Education - \$6,210		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 10 Details		Reviews			
<b>Strategy 10:</b> Hold educational parent meetings providing strategies and materials to engage parents in supporting their child's learning at home and increase the parent lending library resources available for checkout as well as to distribute the Campus Parent and Family Engagement Policy and Student Success Compact. . <b>Strategy's Expected Result/Impact:</b> Increased parent engagement and resources enabling growth in student achievement. <b>Staff Responsible for Monitoring:</b> principal, federal programs administrator  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Supplies and Materials - 211 - Title I-Part A - \$3,000		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 11 Details		Reviews			
<b>Strategy 11:</b> Provide reading support materials to families to utilize in home learning for PreK-1st grade. <b>Staff Responsible for Monitoring:</b> specialists, principal  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 12 Details	Reviews			
<b>Strategy 12:</b> Hold flexible Title 1 parent meetings at different times and dates to inform and involve parents in school-wide Title 1 planning and developing/revising Campus Parent and Family Engagement Policy and School Compact. <b>Strategy's Expected Result/Impact:</b> Increased parent engagement enabling growth in student achievement. <b>Staff Responsible for Monitoring:</b> Principal, federal programs administrator  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 13 Details	Reviews			
<b>Strategy 13:</b> Post Campus Improvement Plan, Campus Parent and Family Engagement Policy, and Campus Student Success Compact on campus website in both English and Spanish. <b>Strategy's Expected Result/Impact:</b> Increased parent engagement enabling growth in student achievement. <b>Staff Responsible for Monitoring:</b> Principal, Federal Programs Administrator  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
<b>Problem Statement 1:</b> Need for data-driven instruction <b>Root Cause:</b> Student outcomes are lower than expected in all contents and grade levels; Inconsistent instructional decisions linked to student data.




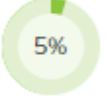

**Goal 1:** Elgin Elementary will increase its student achievement performance in the areas of literacy and numeracy.










**Performance Objective 2:** The percent of Elgin Elementary students reaching the projected "Meets Grade Level" standard on NWEA Map Math Growth will increase from 10% to 20% by the end of the 2022-2023 school year.

**Evaluation Data Sources:** Teachers trained and utilizing Class Profile Dashboard for providing targeted, individualized instruction.














Campus Administration review district assessment data over identified power TEKS to determine any necessary adjustments for reaching the performance objective.

Projected Proficiency Summary Report in NWEA Map Reading Growth used after BOY, MOY, and EOY assessments to determine progress towards goal.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ensure Instructional Specialists are provided professional development and coaching to better serve teachers and students. <b>Strategy's Expected Result/Impact:</b> Less reliance on outside consultants as a result of the expertise created within campus Instructional Specialists <b>Staff Responsible for Monitoring:</b> Asst. Supt. Academics & SI; Principal  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Math Task Force sessions are campus-led, allowing for individual campus needs to be met in regards to math. (Elementary and Middle Schools.) Utilize the Math Specialists and Master Teachers to lead campus-specific math professional development based on campus need, including the expectation that learnings are applied to improve content knowledge and instruction. <b>Strategy's Expected Result/Impact:</b> Campuses will see increases in formative and summative math data. <b>Staff Responsible for Monitoring:</b> Asst. Supt. Academics & SI; Principal  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1 <b>Funding Sources:</b> Instructional Specialists - 211 - Title I-Part A - \$74,669	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Math Specialists begin to lead campus and grade-level based math professional development, transitioning away from the need for math consultants. This includes the expectation that plans are developed for monitoring classroom implementation of learning and the impact on student achievement. <b>Strategy's Expected Result/Impact:</b> Well-trained in house Instructional Specialist to support teachers in math <b>Staff Responsible for Monitoring:</b> Asst. Supt. Academics & SI; Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide direct, targeted small group intervention for reading language arts and math that is supplemental to regular classroom instruction. <b>Strategy's Expected Result/Impact:</b> Student academic growth as evidenced on district benchmarks and STAAR 2022. <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1 <b>Funding Sources:</b> Interventionist and Instructional Aides - 199 - General Fund: State Compensatory Education - \$63,304, Intervention materials - 199 - General Fund: State Compensatory Education - \$6,210	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Hold educational parent meetings providing strategies and materials to engage parents in supporting their child's learning at home and increase the parent lending library resources available for checkout as well as to distribute the Campus Parent and Family Engagement Policy and Student Success Compact. . <b>Strategy's Expected Result/Impact:</b> Increased parent engagement and resources enabling growth in student achievement. <b>Staff Responsible for Monitoring:</b> principal, federal programs administrator  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Provide reading support materials to families to utilize in home learning for PreK-1st grade. <b>Staff Responsible for Monitoring:</b> specialists, principal  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Hold flexible Title 1 parent meetings at different times and dates to inform and involve parents in school-wide Title 1 planning and developing/revising Campus Parent and Family Engagement Policy and School Compact. <b>Strategy's Expected Result/Impact:</b> Increased parent engagement enabling growth in student achievement. <b>Staff Responsible for Monitoring:</b> Principal, federal programs administrator  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Post Campus Improvement Plan, Campus Parent and Family Engagement Policy, and Campus Student Success Compact on campus website in both English and Spanish. <b>Strategy's Expected Result/Impact:</b> Increased parent engagement enabling growth in student achievement. <b>Staff Responsible for Monitoring:</b> Principal, Federal Programs Administrator  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

## Performance Objective 2 Problem Statements:

Curriculum, Instruction, and Assessment
<b>Problem Statement 1:</b> Need for data-driven instruction <b>Root Cause:</b> Student outcomes are lower than expected in all contents and grade levels; Inconsistent instructional decisions linked to student data.



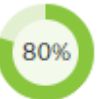



**Goal 1:** Elgin Elementary will increase its student achievement performance in the areas of literacy and numeracy.



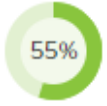




**Performance Objective 3:** The percent of Elgin Elementary third grade students reaching "Meets Grade Level" Standard on Reading STAAR will increase from 18% to 44% by 2024.

### HB3 Goal

**Evaluation Data Sources:** Implementation of playbook strategies as observed in regular walkthroughs and observations.

Campus Administration review district assessment data over identified power TEKS to determine any necessary adjustments for reaching the performance objective.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize PLC data analysis, teachers will use findings to make informed decisions and changes to their instruction to address the student needs identified. <b>Strategy's Expected Result/Impact:</b> Increased STAAR Scores in 2021 <b>Staff Responsible for Monitoring:</b> Principal; Assistant Principal(s); Instructional Specialists; Master Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> DCSI will provide flexibility in the dates the Common Unit Assessments are given on the campus. This will allow time for teachers and campus leaders to build in reteach time based on DDI protocols. <b>Strategy's Expected Result/Impact:</b> Increased STAAR Scores in 2021 <b>Staff Responsible for Monitoring:</b> Principal; Assistant Principal(s); Instructional Specialists; Master Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Utilization of campus data walls to inform DDI, intervention and targeted student support. <b>Strategy's Expected Result/Impact:</b> Increased STAAR scores in 2021 <b>Staff Responsible for Monitoring:</b> Principal; Assistant Principals; Instructional Specialists  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			



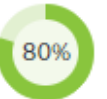



**Goal 1:** Elgin Elementary will increase its student achievement performance in the areas of literacy and numeracy.








**Performance Objective 4:** The percent of Elgin Elementary third grade students reaching "Meets Grade Level" Standard on Math STAAR will increase from 6% to 46% by 2024.

**HB3 Goal**

**Evaluation Data Sources:** Implementation of playbook strategies as observed in regular walkthroughs and observations.

Campus Administration review district assessment data over identified power TEKS to determine any necessary adjustments for reaching the performance objective.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize PLC data analysis, teachers will use findings to make informed decisions and changes to their instruction to address the student needs identified. <b>Strategy's Expected Result/Impact:</b> Increased STAAR Scores in 2021 <b>Staff Responsible for Monitoring:</b> Principal; Assistant Principal(s); Instructional Specialists; Master Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> DCSI will provide flexibility in the dates the Common Unit Assessments are given on the campus. This will allow time for teachers and campus leaders to build in reteach time based on DDI protocols. <b>Strategy's Expected Result/Impact:</b> Increased STAAR Scores in 2021 <b>Staff Responsible for Monitoring:</b> Principal; Assistant Principal(s); Instructional Specialists; Master Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Utilization of campus data walls to inform DDI, intervention and targeted student support. <b>Strategy's Expected Result/Impact:</b> Increased STAAR scores in 2021 <b>Staff Responsible for Monitoring:</b> Principal; Assistant Principals; Instructional Specialists  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1:** Elgin Elementary will increase its student achievement performance in the areas of literacy and numeracy.

**Performance Objective 5:** Elgin Elementary third grade economically disadvantaged and emergent bilingual students will reach Closing the Gap targets by 2024.

Math Economically Disadvantaged:

8% to 36% by 2024

Math Emergent Bilingual:

3% to 40% by 2024

Reading Economically Disadvantaged:

15% to 33% by 2024




Reading Emergent Bilingual:










17% to 29% by 2024




### HB3 Goal





**Evaluation Data Sources:** Implementation of playbook strategies as observed in regular walkthroughs and observations.

Campus Administration review district assessment data over identified power TEKS to determine any necessary adjustments for reaching the performance objective.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide direct, targeted small group intervention for reading language arts and math that is supplemental to regular classroom instruction.  <b>Strategy's Expected Result/Impact:</b> Student academic growth as evidenced on district benchmarks and STAAR 2022. <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1 <b>Funding Sources:</b> Instructional Aides - 211 - Title I-Part A - \$124,858	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Utilize PLC data analysis, teachers will use findings to make informed decisions and changes to their instruction to address the student needs identified. <b>Strategy's Expected Result/Impact:</b> Increased STAAR Scores in 2021 <b>Staff Responsible for Monitoring:</b> Principal; Assistant Principal(s); Instructional Specialists; Master Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> DCSI will provide flexibility in the dates the Common Unit Assessments are given on the campus. This will allow time for teachers and campus leaders to build in reteach time based on DDI protocols. <b>Strategy's Expected Result/Impact:</b> Increased STAAR Scores in 2021 <b>Staff Responsible for Monitoring:</b> Principal; Assistant Principal(s); Instructional Specialists; Master Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Utilization of campus data walls to inform DDI, intervention and targeted student support. <b>Strategy's Expected Result/Impact:</b> Increased STAAR scores in 2021 <b>Staff Responsible for Monitoring:</b> Principal; Assistant Principals; Instructional Specialists  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details		Reviews			
<b>Strategy 5:</b> The campus will implement the Latino Literacy Project to empower the parents of our bilingual students to become partners in the educational process. <b>Strategy's Expected Result/Impact:</b> Parents will be more aware of academic expectations and will be given the tools to support their children at home. <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
					

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

### Performance Objective 5 Problem Statements:











Curriculum, Instruction, and Assessment
<b>Problem Statement 1:</b> Need for data-driven instruction <b>Root Cause:</b> Student outcomes are lower than expected in all contents and grade levels; Inconsistent instructional decisions linked to student data.



**Goal 2:** Elgin Elementary will increase teacher and administrator retention rates.

**Performance Objective 1:** Job satisfaction of staff at Elgin Elementary will improve, as measured by district communication processes and climate surveys.

**Evaluation Data Sources:** Campus turnover rate  
Campus/District survey results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> District-wide listening tours conducted by Superintendent each semester provide an opportunity for all staff to provide real time feedback to district leaders. <b>Strategy's Expected Result/Impact:</b> Campus to district level trust and transparency <b>Staff Responsible for Monitoring:</b> Superintendent  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Promote and utilize "REACH the E" as the district's primary communication platform. <b>Strategy's Expected Result/Impact:</b> Streamlined communication process <b>Staff Responsible for Monitoring:</b> Superintendent; Principal; Assistant Principal(s)  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** Elgin Elementary will increase teacher and administrator retention rates.







**Performance Objective 2:** Cultural competency of staff increases, such that they are able to successfully REACH and teach students of diverse backgrounds and experiences.










Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue to impleement activities at the campus level to build cultural competency of teachers and staff in relation to the students served at Elgin Elementary. <b>Strategy's Expected Result/Impact:</b> Prepare campus leaders to model cultural proficiency thereby leading to a campus that demonstrates cultural proficiency and inclusiveness <b>Staff Responsible for Monitoring:</b> Assistant Superintendent  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Expand the campus leadership teams' knowledge and expertise in the area of cultural competency each summer to provide opportunities for growth. <b>Strategy's Expected Result/Impact:</b> Prepare campus leaders to model cultural proficiency thereby leading to a campus that demonstrates cultural proficiency and inclusiveness <b>Staff Responsible for Monitoring:</b> Assistant Superintnedent  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	














Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Create student leadership opportunities by involving students in the planning of cultural competency activities at the campus level. <b>Strategy's Expected Result/Impact:</b> Students are aware of incidents when classmates have been excluded and demonstrate inclusiveness <b>Staff Responsible for Monitoring:</b> Principal; Assistant Principal(s); Teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 2:** Elgin Elementary will increase teacher and administrator retention rates.

**Performance Objective 3:** Perceptions of staff related to consistent behavioral interventions and classroom support will improve, as measured by qualitative and/or survey data.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Increase staffing support that allows for a streamlined focus on behavioral support and intervention. This support includes the Campus CTC/504 Coordinator at Elgin Elementary <b>Strategy's Expected Result/Impact:</b> Students needing targeted support are identified and entered into the RtI process systematically. <b>Staff Responsible for Monitoring:</b> Principal; CTC/504 Coordinator  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Streamline duties/responsibilities of campus administrators to ensure Assistant Principals' main focus is discipline management. <b>Strategy's Expected Result/Impact:</b> Reduction in discipline referrals; Restoration of relationships <b>Staff Responsible for Monitoring:</b> Principal; Assistant Principal(s)  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				










Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Administer and analyze survey data annually to measure improvement as it relates to perceptions of behavioral interventions and classroom support, to include support from campus administrators. <b>Strategy's Expected Result/Impact:</b> Improvement in School Wide Systems and Team Process <b>Staff Responsible for Monitoring:</b> Principal; Assistant Principal(s); CTC/504 Coordinator  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Campus and district leaders continue to monitor and adjust the implementation of the Ground Works Handbook to ensure consistent behavioral interventions and classroom supports are provided. <b>Strategy's Expected Result/Impact:</b> Well defined campus expectations and procedures streamline the disciplinary and corrective process <b>Staff Responsible for Monitoring:</b> District RtI Coordinator; Principal; CTC/504 Coordinator; Assistant Principal(s)  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 5 Details		Reviews			
<b>Strategy 5:</b> All staff will develop and maintain a joint responsibility for the success of all students. <b>Strategy's Expected Result/Impact:</b> All students held accountable for following school-wide expectations. <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
					











Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Staff will hold themselves, other staff members, and students accountable for following school-wide expectations. <b>Strategy's Expected Result/Impact:</b> All students held accountable for following schoolwide expectations. <b>Staff Responsible for Monitoring:</b> principal, assistant principals, instructional specialists  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Maintain and monitor high academic and behavioral expectations of students and staff to create a positive impact on our school culture and lead to a reduction in staff turnover. <b>Strategy's Expected Result/Impact:</b> Maximized learning time and increased academic progress. Increase teacher retention. <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Principal supervisor and DCSI will assist principal in updating the aesthetics of the campus. This includes ensuring timely communication about the status of identified updates. <b>Strategy's Expected Result/Impact:</b> Improved aesthetics will create more student ownership and respect for their learning environment, directly impacting schoolwide expectations. <b>Staff Responsible for Monitoring:</b> Principal, principal supervisor  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 3:** Elgin Elementary will increase the percentage of graduating seniors that are College, Career, and/or Military Ready (CCMR).

**Performance Objective 1:** The percentage of students participating in extracurricular activities will increase.

**Evaluation Data Sources:** Quantitative data demonstrating an increase in the interest and participation in extracurricular activities.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue implementation of "recruitment fairs" to promote extracurricular and co-curricular offerings. <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Counselors will include advising on extracurricular and co-curricular offerings as part of individual academic advising. <b>Staff Responsible for Monitoring:</b> Counselors  <b>TEA Priorities:</b> Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Counselors will provide a summary report to each extracurricular and co-curricular sponsor for student follow-up and recruitment. <b>Staff Responsible for Monitoring:</b> Counselors  <b>TEA Priorities:</b> Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> UIL participation in 100% of eligible events <b>Strategy's Expected Result/Impact:</b> Students demonstrate mastery of event content <b>Staff Responsible for Monitoring:</b> UIL Coordinator; Principal  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Student Council students demonstrate civic responsibility by engaging in service projects <b>Strategy's Expected Result/Impact:</b> Officers and representatives demonstrate understanding of civic responsibility and model this for peers <b>Staff Responsible for Monitoring:</b> Principal; Student Council Advisors  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> School leadership request for data/feedback from third and fourth grade students <b>Strategy's Expected Result/Impact:</b> Identify student interests to drive future decisions <b>Staff Responsible for Monitoring:</b> Principal; Assistant Principal(s); Counselor  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				




















**Goal 3:** Elgin Elementary will increase the percentage of graduating seniors that are College, Career, and/or Military Ready (CCMR).

**Performance Objective 2:** The percentage of Elgin ISD economically disadvantaged and emergent bilingual students meeting CCMR reaching Closing the Gap targets will increase from 52% to 72% by 2024.

### HB3 Goal

**Evaluation Data Sources:** Implementation of the hard and soft skills documented in lesson plans and observed in walkthroughs and observations.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Update and continuously implement a tracking mechanism to identify students who are on track to be college, career, and military ready(CCMR). <b>Staff Responsible for Monitoring:</b> Counselors  <b>TEA Priorities:</b> Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement a K-12 focus on the Elgin Graduate Profile by aligning the age appropriate hard and soft skills needed to achieve college, career, and military readiness with daily lesson plans. <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Ensure counselors continuously receive up-to-date information regarding career programs of study. <b>Staff Responsible for Monitoring:</b> Counselors  <b>TEA Priorities:</b> Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Elgin Elementary students will be provided with access to Xello to inform them of career pathways and determine interest <b>Strategy's Expected Result/Impact:</b> Awareness of opportunities beyond high school <b>Staff Responsible for Monitoring:</b> Counselor; Principal	Formative			Summative
	Nov	Jan	Mar	June
				








Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Hold weekly RtI meetings to identify needed support for at-risk students. <b>Staff Responsible for Monitoring:</b> Principal, CTC/504 Coordinator, Interventionist  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> School leadership gather and review data/feedback for third and fourth grade students to track future college and career readiness. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				










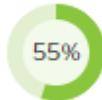






**Goal 3:** Elgin Elementary will increase the percentage of graduating seniors that are College, Career, and/or Military Ready (CCMR).

**Performance Objective 3:** The percentage of Elgin ISD students that are College, Career, and/or Military Ready (CCMR) will increase from 72% to 82% by 2024.

**HB3 Goal**

**Evaluation Data Sources:** Implementation of the hard and soft skills documented in lesson plans and observed in walkthroughs and observations.







Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Increase business and industry partnerships to increase student access to work-based learning opportunities. <b>Strategy's Expected Result/Impact:</b> Increase post-secondary readiness. <b>Staff Responsible for Monitoring:</b> District Representative, Campus Counselor, Principal  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Seek grant opportunities to build infrastructure for desired/selected programs of study. <b>Strategy's Expected Result/Impact:</b> Increased post-secondary readiness and awareness <b>Staff Responsible for Monitoring:</b> Counselor, Principal  <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Implement a K-12 focus on the Elgin Graduate Profile by aligning the age appropriate hard and soft skills needed to achieve college, career, and military readiness with daily lesson plans. <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		











Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Ensure counselors continuously receive up-to-date information regarding career programs of study. <b>Staff Responsible for Monitoring:</b> Counselors  <b>TEA Priorities:</b> Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Elgin Elementary students will be provided with access to Xello to inform them of career pathways and determine interest <b>Strategy's Expected Result/Impact:</b> Awareness of opportunities beyond high school <b>Staff Responsible for Monitoring:</b> Counselor; Principal	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Hold weekly RtI meetings to identify needed support for at-risk students. <b>Staff Responsible for Monitoring:</b> Principal, CTC/504 Coordinator, Interventionist  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> School leadership gather and review data/feedback for third and fourth grade students to track future college and career readiness. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 4:** Elgin Elementary will ensure consistent enforcement of safety and behavioral expectations for students and staff.

**Performance Objective 1:** Positive perceptions of school safety, as measured by qualitative and/or survey data from stakeholders, will increase.

**Evaluation Data Sources:** Survey results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Develop and disseminate a survey that evaluates school as a safe learning environment. <b>Strategy's Expected Result/Impact:</b> Data will be used to refine systems at campus level. <b>Staff Responsible for Monitoring:</b> Principal; District Representative  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement components of the Sandy Hook Promise initiative to ensure early identification of, and intervention for, potential at risk behaviors. <b>Strategy's Expected Result/Impact:</b> Campus personnel more prepared to identify and refer students exhibiting at risk behaviors <b>Staff Responsible for Monitoring:</b> Principal; Assistant Principal(s); District Representative  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				



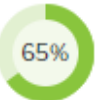



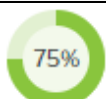
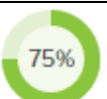
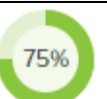
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Implement a K-12 Social Emotional Learning Framework designed to create a more inclusive, relational, and connected environment. <b>Strategy's Expected Result/Impact:</b> Staff and students are better prepared to self-regulate and support one another in stressful situations <b>Staff Responsible for Monitoring:</b> Principal; Counselor(s)  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> School Culture and Climate 1 <b>Funding Sources:</b> Communities in Schools - 199 - General Fund: State Compensatory Education - \$42,500	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Director of Safety and Risk Management strategically communicates Elgin ISD's safety initiatives with local media. <b>Strategy's Expected Result/Impact:</b> Open line of communication with community <b>Staff Responsible for Monitoring:</b> Superintendent  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				








### Performance Objective 1 Problem Statements:

School Culture and Climate
<b>Problem Statement 1:</b> Need for compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations. <b>Root Cause:</b> Not all teachers feel safe or comfortable correcting students that are not assigned to them or their grade levels.

**Goal 4:** Elgin Elementary will ensure consistent enforcement of safety and behavioral expectations for students and staff.

**Performance Objective 2:** Positive perceptions of student behavior, as measured by qualitative and/or survey data from stakeholders, will increase.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Superintendent will continue to expand the grassroots parent group as a way to positively tell the story of Elgin ISD.  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Utilize social media and electronic platforms to capture and share positive student stories with the public. <b>Strategy's Expected Result/Impact:</b> Increased parent engagement in educational process and increase in communication about school events and celebrations. <b>Staff Responsible for Monitoring:</b> Principal; Assistant Principal(s), Counselor(s)  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Build staff and community awareness of trauma-informed practices to better understand student behaviors <b>Strategy's Expected Result/Impact:</b> Stakeholders will be aware of community resources and support strategies needed to address student behaviors <b>Staff Responsible for Monitoring:</b> Principal; Assistant Principal(s); Counselor(s); District Representative  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Community-wide newsletters will be mailed to every 78621 household sharing district "bragging rights" and highlighting new, innovative, and unique learning opportunities for EISD students. <b>Strategy's Expected Result/Impact:</b> Regular communications to community members about learning opportunities for Elgin students <b>Staff Responsible for Monitoring:</b> Superintendent  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



# State Compensatory

## Budget for Elgin Elementary School

**Total SCE Funds:** \$0.00

**Total FTEs Funded by SCE:** 3

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

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## Personnel for Elgin Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
D. Hanson	EL At -Risk Interventionist	1
L. Carrillo	Instructional Paraprofessional - At Risk	1
T. Motes	Paraprofessional - At Risk Intervention	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
A. Oviedo	Classroom Aide	Title I	1
M. Del Rosario	Instructional Specialist	Title I	1
M. Siller	Instructional Aide	Title I	1
S. Herrera	Instructional Specialist	Title I	1

# Campus Funding Summary

199 - General Fund: State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	Interventionist and Instructional Aides		\$63,304.00
1	1	9	Intervention Materials		\$6,210.00
1	2	4	Interventionist and Instructional Aides		\$63,304.00
1	2	4	Intervention materials		\$6,210.00
4	1	3	Communities in Schools		\$42,500.00
Sub-Total					\$181,528.00
Budgeted Fund Source Amount					\$181,528.00
+/- Difference					\$0.00
211 - Title I-Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Instructional Specialists		\$74,669.00
1	1	10	Supplies and Materials		\$3,000.00
1	2	2	Instructional Specialists		\$74,669.00
1	5	1	Instructional Aides		\$124,858.00
Sub-Total					\$277,196.00
Budgeted Fund Source Amount					\$277,196.00
+/- Difference					\$0.00
Grand Total Budgeted					\$458,724.00
Grand Total Spent					\$458,724.00
+/- Difference					\$0.00