

Elgin Independent School District
Neidig 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

Neidig Elementary School is located in the Elgin Independent School District which spans across 168 square miles in central Texas, including parts of 3 counties: Bastrop, Lee, and Travis. The city of Elgin is located twenty miles east of the capital city of Austin on Highway 290. Neidig Elementary School has approximately 549 students. Of Neidig's total students, approximately 15% are White, 66% are Hispanic, 15% are African-American, <1% are Asian or Pacific Islander and <1% are Native American. Approximately 77% of the students are economically disadvantaged, 68% are identified as at-risk and approximately 32% are limited English proficient. The at-risk percentage went up significantly due to having state assessment data.

Demographics Strengths

- Growth in the housing market
- Growth in parent involvement amongst Emergent Bilinguals
- PTA membership growth of 50%
- Growth with church and community partnerships
- Safe routes to school and community walk/bike to school events
- Several activities for student to participate in such as safety patrol, choir, student council, and garden club
- Diversity amongst admin, teachers, and staff

Problem Statements Identifying Demographics Needs

Problem Statement 1: Bilingual/Dual Language Parent Involvement needs to increase. **Root Cause:** Not enough school events and activities for bilingual/dual language parent involvement.

Student Achievement

Student Achievement Summary

The following table provides number of testers/pass/fail data for NES in 2022:

Gr. 3 Math	Total # of testers	130
	# of passers	65
	# of Failures	65
Gr. 3 Reading	Total # of testers	130
	# of passers	75
	# of Failures	55
Gr. 4 Math	Total # of testers	101
	# of passers	31
	# of Failures	70
Gr. 4 Reading	Total # of testers	101
	# of passers	66
	# of Failures	35

Below is a 3rd grade math summary for STAAR 2022:

NEIDIG	130	51%	22%	8%
LEP	35	26%	11%	3%
SPED	22	32%	14%	0%

Below is a 3rd grade reading summary for STAAR 2022:

NEIDIG	130	58%	36%	20%
LEP	35	34%	14%	9%
SPED	22	27%	9%	6%

Below is a 4th grade math summary for STAAR 2022:

NEIDIG	101	31%	11%	6%
LEP	40	23%	0%	5%
SPED	7	0%	14%	0%

Below is a 4th grade reading summary for STAAR 2022:

NEIDIG	101	65%	36%	18%
LEP	40	58%	35%	15%
SPED	7	0%	0%	14%

The green colors represent growth from the 2021 STAAR assessment; red indicates a decline from the 2021 STAAR assessment. Overall, 3rd grade reading and math scores improved, which can be indicative of being back in the classroom full time from the pandemic. We still observe a decline from emergent bilinguals though in 3rd grade reading and math. 4th grade math data had a big decline in almost all categories, but reading data showed growth across the board.

Student Achievement Strengths

3rd and 4th grade STAAR data shows growth in reading overall and 3rd math was successful. Multiple emergent bilingual and SPED students met and mastered the content for their respected assessments.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Majority of student groups are not meeting targets in Closing the Gap domain. **Root Cause:** Lack of alignment between instruction and data.

Problem Statement 2: Students have unfinished learning due to COVID and attendance. This has caused learning gaps, which impacts some students' ability to meet and master current grade level curriculum. **Root Cause:** Elgin ISD was remote from March to May 2020 and began with 100% remote in August 2020. Remote learners didn't benefit from receiving intensive interventions with their teachers and/or interventionists. There is a teacher and substitute shortage in Elgin ISD, which impacts tier1, 2 and 3 instruction.

School Culture and Climate

School Culture and Climate Summary

Neidig Elementary staff members provided input on culture and climate, using surveys. Data collected showed more communication was needed from administration. Also, data collected showed more transparency was needed from everyone on campus at all levels. The campus has developed and implemented systems of positive reinforcement for both staff and students. Committees meet regularly to analyze data with a focus on continuous improvement. MTSS processes are in place to identify students in need and to progress monitor in the area of academics and behavior. Social emotional curriculum is implemented weekly. Students and staff are regularly highlighted for achievements and growth.

Systems of positive reinforcement are in place recognizing both students and staff, including staff shout outs, staff spotlights, student shout outs, and campus awards.

We are working as a campus to establish clear expectations and procedures across the campus. We will focus on improving the climate on the campus through clear expectations and procedures.

School Culture and Climate Strengths

- Staff morale action plan that consists of positive reinforcement, friendly competitions, and team building activities monthly
- Staff report feeling climate/culture moving in a better direction overall
- Student and staff recognition on a weekly and monthly basis
- Student groups include: Student Council, Safety Patrol, Choir, and Tech Club.
- Annual UIL competition between local elementary schools for students in grades 2-4

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:** Unclear expectations, communication, and procedures.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Neidig Elementary has 58 staff members with 47 professional staff on campus. A Bachelors degree is held by 82% of the teachers and 18% have a Masters degree. By ethnicity, 5% of the staff are African American, 41% of the staff are Hispanic, and 54% are White. Neidig Elementary has a history of low turnover. Schoolwide and district systems of support contribute to teacher retention. Mentor programs, teacher buddy systems, systems of positive reinforcement, and strong communication systems are reported by staff as reasons for remaining at Neidig Elementary.

Staff Quality, Recruitment, and Retention Strengths

Staff retention continues to be high only losing less than 5% of professional positions. Teachers continue to gain experience through district and outside trainings, growing the overall instructional practices here at NES.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Need to develop campus instructional leaders with clear roles and responsibilities. **Root Cause:** Job descriptions not aligned with leadership best practices.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Neidig Elementary closely follows the district adopted curriculum, scope, and sequence which are aligned with grade level TEKS and research-based instructional practices. In planning the sequence of instruction and timeline for assessment, teachers adhere to the district Year-at-a-Glance (YAG) documents in order to address all standards in a timely and aligned manner. Additionally, grade level teams work collaboratively in planning sessions with instructional coaches and administrators according to the steps outlined by district and campus leadership. Assessments to monitor student progress include beginning, middle, and end of the year assessments, Mock STAAR, and screeners throughout the year (beginning, middle, and end of year). Campus faculty come together as a Professional Learning Community (PLC) on a regular basis in order to analyze the data produced from these assessments and plan for instruction, intervention, and enrichment accordingly. The MTSS team, in coordination with LPAC, ARD, and 504 committees, works proactively to implement intervention for students in need based on data. Instructional Aides are supported as they assist in providing additional help for students. Campus administration team (principal, assistant principals) and instructional coaches monitor lesson planning and instructional implementation while supporting teachers in addressing student needs and enhancing student academic growth. We are aligning our instruction to our data in order to track growth and ensure that we meet our academic goals for the year. Data will be a focus in PLC meetings where we will work together to use our data more effectively in planning. A culture of flexibility with instruction is implemented at every level due to the dynamics of student learning and teaching.

Curriculum, Instruction, and Assessment Strengths

- Instructional Planning with instructional coaches and administrators
- Team planning organizers created and maintained by instructional coaches and team leads
- NWEA Map Assessments & Data Analysis for informed instructional decisions
- Campus Instructional strategies
- Writing across content areas
- Multiple areas/times for tier 2 and 3 interventions

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Need for data-driven instruction. **Root Cause:** Instruction not aligned to data.

Parent and Community Engagement

Parent and Community Engagement Summary

Neidig Elementary values the partnership between parent, teacher, and student. As such, we strive to keep all stakeholders informed of school activities, academics, and social emotional progress. Each week, the campus Principal emails families with an overview of the upcoming week. "The Neidig Newsletter" is sent in both English and Spanish to all parents, teachers, and staff. Monthly calendar, campus/teacher websites, Class Dojo, Remind, Facebook, and Twitter are utilized to ensure the community remains informed.

In addition to our growing PTA, parent groups meet regularly working in partnership with campus staff to be involved in their students' academic and social emotional progress. These parent groups include Latino Family Literacy, Dual Language Parents, and Padres Poderosos. When needed, child care is provided so that the parents can focus on learning. Late library nights occur weekly, each Monday, and are themed monthly to include topics of interest to both student and parent. Both evening and school day events take place throughout the school year to ensure all have an opportunity to participate. Special Showcases, Neidig Choir, UIL competition, Literacy Nights, Valentines Dance(Glow Party), Summer Bash, Award assemblies, Book Fair, Honoring Heroes Day, Red Ribbon Week activities, and more, help to engage our stakeholders.

Parent and Community Engagement Strengths

- A strong PTA that facilitates meetings and activities throughout the year
- Several school-wide activities that all students are able to participate in
- Choir, garden club and other organizations that support student/parent interest
- Weekly communication via a variety of methods
- 9-week newsletters and teacher website updates

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Lack of professional development addressing student differences and poverty is needed for staff **Root Cause:** Lack of awareness of the impact of poverty on academics and engagement with parents

Problem Statement 2: Additional materials needed to assist parents with providing instructional support for their children. **Root Cause:** Limited access to resources, especially in the more rural areas.

School Context and Organization

School Context and Organization Summary

Neidig Elementary School administration and staff work collaboratively with district leaders to analyze systems and processes with student achievement success as the focus. Organizational planning, instructional and climate data is monitored and adjusted after review by admin, the leadership team, various committees and grade level teams. Regular analysis ensures all stakeholders are informed and up to date. We committed to improving the leadership capacity of all students and staff. Teachers and students are afforded opportunities to lead and afforded platforms in which their voice is heard.

The instructional day is maximized following a master schedule that adheres to district specified guidelines, including state guidelines for instructional minutes. More time has been allocated to the areas of language arts and mathematics which affords the opportunity for regular small group instruction and intervention periods that are targeted to each student's individual needs. Teachers have common planning periods and weekly PLCs. In PLCs, teachers and teams meet to discuss student data, progress, and interventions, and to determine ways to refine practices as needed based on reflection. All staff members are active members of committees and leadership teams. Leadership teams initially meet over the summer to reflect, plan, and organize for the upcoming year, then continue collaborating monthly. Campus administrators meet monthly with district leadership connecting campus and district initiatives.

In addition to weekly PLC meetings, grade level teams meet to prepare and review lesson plans for the coming week. Time is afforded to teams to conduct TEKS study sessions and build unit organizers.

The MTSS Team meets with teachers to review student data and plan for interventions intended to increase student achievement. This team also brainstorms with teachers ways in which at-risk students can be more successful academically and behaviorally.

School Context and Organization Strengths

- Common planning periods
- Weekly PLC meetings
- Crisis and Safety Team trainings and systems analysis
- Leadership opportunities for all staff and students
- MTSS Committee meets regularly
- ARDs, LPAC, and 504 meetings are scheduled in a manner that affords teachers the opportunity to participate in PLCs, lesson planning sessions, and team meetings
- Staff meetings and professional development opportunities occur each Monday and on staff development days

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Lack of training for intervention support for students who are below grade level, especially bilingual students. **Root Cause:** Overall system development needs refinement to address each student group.

Technology

Technology Summary

Neidig Elementary strives to ensure students and teachers have access to 21st century technology. Neidig is equipped with 1 computer labs, a 30 device chromebook cart for 3-4 graders, with iPads for K-2. Dual language classes have 4 additional iPads. Students have access to maker space materials such as ozobots, little bit sets, EVO mindstorm sets and makey makeys.

Every teacher has their own way of incorporating technology. As far as educational computer programs, we use Istation campus wide. Google classroom is used for all 3rd and 4th graders. The campus technologist manages a technology website that pushes out to all desktops on campus so that students can utilize in one location. This website houses most of the programs that we use in students' technology classes as well as in the classroom.

Technology Strengths

- All students have access to technology throughout the day.
- Google classroom and available educational programs are utilized daily.
- Interactive whiteboards in all classrooms
- All professional staff issued a laptop computer
- Teachers and students have access to programs such as News ELA, Eduphoria, iStation, Stemsscopes, TEKS Resource System, Google classroom, and Discovery Education.
- Campus technologist and Coordinator of Digital Learning available for support with integration of technology in the classroom and for interventions.

Problem Statements Identifying Technology Needs

Problem Statement 1: Students can utilize computer programs on a more independent level to close learning gaps. **Root Cause:** Students need more guided support to navigate programs and lack the maturity to work independently on devices for long periods of time and depend heavily on paper.

Priority Problem Statements

Problem Statement 1: Need for compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

Root Cause 1: Unclear expectations, communication, and procedures.

Problem Statement 1 Areas: School Culture and Climate

Problem Statement 2: Need to develop campus instructional leaders with clear roles and responsibilities.

Root Cause 2: Job descriptions not aligned with leadership best practices.

Problem Statement 2 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 3: Need for data-driven instruction.

Root Cause 3: Instruction not aligned to data.

Problem Statement 3 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Homeless data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: June 20, 2022






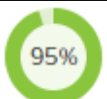
Goal 1: Neidig Elementary will increase its student achievement performance in the areas of literacy and numeracy.














Performance Objective 1: The percent of Neidig Elementary students reaching the projected "Meets Grade Level" standard on NWEA Map Reading Growth will increase from 14% to 28% 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			
Strategy 1: Ensure Instructional Specialists are provided professional development and coaching to better serve teachers and students. Strategy's Expected Result/Impact: Less reliance on outside consultants as a result of the expertise created within campus instructional specialists Staff Responsible for Monitoring: Asst. Supt. Academics & SI; Principal TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Literacy Task Force sessions are campus-led, allowing for individual campus needs to be met in regards to reading. Utilize the Reading Specialists to lead campus-specific reading professional development based on campus need, including the expectation that learnings are applied to improve content knowledge and instruction. Strategy's Expected Result/Impact: Campuses will see increases in formative and summative reading data Staff Responsible for Monitoring: Campus Leadership Team TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Implement new Reading/Language Arts textbook adoption in grades K-8, with fidelity. Strategy's Expected Result/Impact: Consistency across Reading/Language Arts instruction in classrooms which leads to increased student performance in reading. Staff Responsible for Monitoring: Asst Supt. Academics & SI; Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Monitor fidelity of textbook implementation and adjust the implementation as needed based on data and feedback from campuses. Strategy's Expected Result/Impact: Consistency across Reading/Language Arts instruction in classrooms which leads to increased student performance in reading. Staff Responsible for Monitoring: Asst. Supt. Academics & SI TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: Instructional Specialists - 211 - Title I-Part A - \$60,022	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Student progress toward measurable goals (e.g. % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in each and every classroom and throughout the school to foster student ownership and goal setting. All classrooms include at least one visible student progress tracking artifact, which is regularly updated. The campus hallways have at least one visible student progress tracking artifact, which is regularly updated. Strategy's Expected Result/Impact: Create student ownership of outcomes. Staff Responsible for Monitoring: Instructional Leadership Team TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
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Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Need for data-driven instruction. Root Cause: Instruction not aligned to data.







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











Performance Objective 2: The percent of Neidig Elementary students reaching the projected "Meets Grade Level" standard on NWEA Map Math Growth will increase from 9.8% to 20% by the end of the 2021-2022 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			
Strategy 1: Ensure Instructional Specialists are provided professional development and coaching to better serve teachers and students. Strategy's Expected Result/Impact: Less reliance on outside consultants as a result of the expertise created within campus instructional specialists Staff Responsible for Monitoring: Asst. Supt. Academics & SI; Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Math Task Force sessions are campus-led, allowing for individual campus needs to be met in regards to math. Utilize the Math Specialists to lead campus-specific math professional development based on campus need, including the expectation that learnings are applied to improve content knowledge and instruction. Strategy's Expected Result/Impact: Campuses will see increases in formative and summative math data. Staff Responsible for Monitoring: Campus Leadership Team TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: The Math Specialist will begin to lead campus and grade-level based Math professional development, transitioning away from the need for Math consultants. This includes the expectations that plans are developed for monitoring classroom implementation of learning and the impact on student achievement. Strategy's Expected Result/Impact: Leadership capacity built with Math specialist and campus teachers for implementing research-based methods of Math instruction with fidelity. Staff Responsible for Monitoring: Math Specialist; Campus Principal TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: Instructional Specialists - 211 - Title I-Part A - \$60,023	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Student progress toward measurable goals (e.g. % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in each and every classroom and throughout the school to foster student ownership and goal setting. All classrooms include at least one visible student progress tracking artifact, which is regularly updated. The campus hallways have at least one visible student progress tracking artifact, which is regularly updated. Strategy's Expected Result/Impact: Create student ownership of outcomes. Staff Responsible for Monitoring: Instructional Leadership Team TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Need for data-driven instruction. Root Cause: Instruction not aligned to data.







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














Performance Objective 3: The percent of Neidig Elementary third grade students reaching "Meets Grade Level" Standard on Reading STAAR will increase from 28% 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			
Strategy 1: Data-focused PLC meetings where we will work together to use our data more effectively in planning. Strategy's Expected Result/Impact: Increased academic achievement Staff Responsible for Monitoring: Principal; Assistant Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Instructional leadership team adds structure to PLCs so they lead effective, collaborative planning, data analysis, and reteach plans. Strategy's Expected Result/Impact: Increased academic achievement Staff Responsible for Monitoring: Principal; Assistant Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Align instruction to data in order to track growth and ensure that we meet our academic goals for the year. Strategy's Expected Result/Impact: Increased academic achievement Staff Responsible for Monitoring: Principal; Assistant Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Utilize instruction time to study data with scholars and reteach/retest after every unit assessment. Strategy's Expected Result/Impact: Increased academic achievement Staff Responsible for Monitoring: Principal; Assistant Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Build and implement action plans after each unit assessment. Strategy's Expected Result/Impact: Increased academic achievement Staff Responsible for Monitoring: Principal; Assistant Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







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














Performance Objective 4: The percent of Neidig Elementary third grade students reaching "Meets Grade Level" Standard on Math STAAR will increase from 11% 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			
Strategy 1: Data-focused PLC meetings where we will work together to use our data more effectively in planning. Strategy's Expected Result/Impact: Increased academic achievement Staff Responsible for Monitoring: Principal; Assistant Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Instructional leadership team adds structure to PLCs so they lead effective, collaborative planning, data analysis, and reteach plans. Strategy's Expected Result/Impact: Increased academic achievement Staff Responsible for Monitoring: Principal; Assistant Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Align instruction to data in order to track growth and ensure that we meet our academic goals for the year. Strategy's Expected Result/Impact: Increased academic achievement Staff Responsible for Monitoring: Principal; Assistant Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Utilize instruction time to study data with scholars and reteach/retest after every unit assessment. Strategy's Expected Result/Impact: Increased academic achievement Staff Responsible for Monitoring: Principal; Assistant Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Build and implement action plans after each unit assessment. Strategy's Expected Result/Impact: Increased academic achievement Staff Responsible for Monitoring: Principal; Assistant Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Math Economically Disadvantaged:

5% to 36% by 2024

Math Emergent Bilingual:

0% to 40% by 2024

Reading Economically Disadvantaged:

16% to 33% by 2024




Reading Emergent Bilingual:




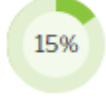






12% to 29% by 2024

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			
Strategy 1: Provide direct, targeted small group intervention in writing, reading/language arts/, and math that is supplemental to regular classroom instruction. Strategy's Expected Result/Impact: Student academic growth as evidenced on district benchmarks and STAAR 2020. Staff Responsible for Monitoring: Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: Interventionists and Aides - 199 - General Fund: State Compensatory Education - \$130,964, Aides - 211 - Title I-Part A - \$60,295, Intervention Materials - 199 - General Fund: State Compensatory Education - \$12,420	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Increase student achievement by building capacity of the campus leadership team to coach teachers and improve instruction. Strategy's Expected Result/Impact: Increase student performance Staff Responsible for Monitoring: campus and district leadership team ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: The campus will implement the Latino Literacy Project to empower the parents of our bilingual students to become partners in the educational process. Strategy's Expected Result/Impact: Parents will be more aware of academic expectations and will be given the tools to support their children at home. Staff Responsible for Monitoring: Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Culture and Climate 1 Funding Sources: Professional Development for the teachers - 211 - Title I-Part A - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



Performance Objective 5 Problem Statements:








School Culture and Climate
Problem Statement 1: Need for compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations. Root Cause: Unclear expectations, communication, and procedures.
Curriculum, Instruction, and Assessment
Problem Statement 1: Need for data-driven instruction. Root Cause: Instruction not aligned to data.

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

Performance Objective 1: Job satisfaction of staff at the campus level will improve, as measured by district communication processes and climate surveys.

Evaluation Data Sources: Campus Climate Survey







Strategy 1 Details	Reviews			
Strategy 1: Daily virtual administrative office hours for all staff to provide feedback and receive any needed support. Strategy's Expected Result/Impact: Staff will feel better supported and campus will be able to better meet any needs that arise. Staff Responsible for Monitoring: Campus Leadership Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	
Strategy 2 Details	Reviews			
Strategy 2: Promote and utilize "REACH the E" as the district's primary communication platform. Strategy's Expected Result/Impact: Staff will be able to report any concerns anonymously in order for the campus to meet any needs that arise. Staff Responsible for Monitoring: Campus Leadership TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
	N/A			








Strategy 3 Details	Reviews			
<p>Strategy 3: Consistent communication from campus leadership on roles and responsibilities. Campus staff clearly knows who to go to for what support they need. Everyone follows the chain of command. Effective and consistent cabinet meetings so that we are more strategic in how we plan our time, including when and how frequently we observe teachers. Campus instructional leaders, including team leaders, uses consistent written protocols and processes to lead their grade level teams or other areas of responsibility. Campus instructional leaders meet weekly to focus on student progress and formative data.</p> <p>Strategy's Expected Result/Impact: Improve campus climate and culture.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Neidig 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.

Evaluation Data Sources: District Survey Data









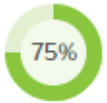
Strategy 1 Details	Reviews			
Strategy 1: Implement activities at the campus level to build cultural competency of teachers and staff in relation to the students served at NES. Activities will occur monthly Strategy's Expected Result/Impact: Teachers and staff will create positive learning environments that meet the needs of individual students. Staff Responsible for Monitoring: Campus Leadership Team TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Expand the campus leadership teams' knowledge and expertise in the area of cultural competency to provide opportunities for growth. Strategy's Expected Result/Impact: Campus policies and practices will be more culturally aligned to the students we serve. Staff Responsible for Monitoring: Assistant Superintendent of Academics & School Improvement TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				




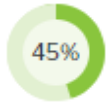






Strategy 3 Details		Reviews			
Strategy 3: Create student leadership opportunities by involving students in the planning of cultural competency activities at the campus level. Strategy's Expected Result/Impact: Improve campus climate and culture. Staff Responsible for Monitoring: Campus Leadership Team; Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
		 15%	 55%	 75%	
		<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Neidig 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.

Evaluation Data Sources: Qualitative and Survey Data






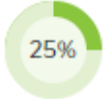




Strategy 1 Details	Reviews			
Strategy 1: Increase staffing support that allows for a streamlined focus on behavioral support and intervention. Strategy's Expected Result/Impact: Improved student behavior and classroom engagement. Staff Responsible for Monitoring: Campus Leadership Team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Streamline duties/responsibilities of campus administrators to ensure Assistant Principal's main focus is discipline management. Strategy's Expected Result/Impact: Improve student behavior and teacher support for student behaviors. Staff Responsible for Monitoring: Campus Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: 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. Strategy's Expected Result/Impact: Identify areas to improve on for the coming school year. Staff Responsible for Monitoring: Campus Leadership Team TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Campus leaders continue to monitor and adjust the implementation of the Ground Works handbook to ensure consistent behavioral interventions and classroom supports are provided. Strategy's Expected Result/Impact: Improve student behavior and climate on campus. Staff Responsible for Monitoring: Campus Leadership Team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. Strategy's Expected Result/Impact: Improve student behaviors. Staff Responsible for Monitoring: Instructional Leadership Team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Neidig 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: District-created student tracking mechanism








Strategy 1 Details	Reviews			
Strategy 1: The campus will promote extracurricular and co-curricular opportunities. Strategy's Expected Result/Impact: Increase student engagement in school. Staff Responsible for Monitoring: Counselor ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Counselor will include advising on extracurricular and co-curricular opportunities as part of individual academic counseling. Strategy's Expected Result/Impact: Increase student engagement in school. Staff Responsible for Monitoring: Counselor ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Neidig 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			
Strategy 1: Increase business and industry partnership to increase student access to information about career learning opportunities. Strategy's Expected Result/Impact: Increase student post-secondary readiness. Staff Responsible for Monitoring: Counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 3: Neidig 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			
	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div><div>25%</div></div>	<div><div></div><div>35%</div></div>	<div><div></div><div>45%</div></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>				

Goal 4: Neidig 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.








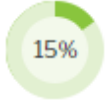
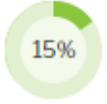



Evaluation Data Sources: qualitative and survey data








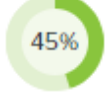
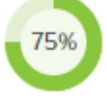




Strategy 1 Details	Reviews			
Strategy 1: Develop and disseminate a survey that evaluates the school as a safe learning environment. Strategy's Expected Result/Impact: Monitor progress towards a safer environment. Staff Responsible for Monitoring: Campus Leadership TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement components of the Sandy Hook Promise initiative to ensure early identification of, and intervention for, potential at-risk behaviors. Strategy's Expected Result/Impact: Improve outcomes for students with at-risk behaviors. Staff Responsible for Monitoring: Campus Leadership Team ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 3 Details	Reviews			
Strategy 3: Implement a school-wide social emotional learning framework designed to create a more inclusive, relational, and connected environment. Strategy's Expected Result/Impact: Increase student well-being and campus culture. Staff Responsible for Monitoring: Campus Leadership Team ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Neidig 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.

Evaluation Data Sources: qualitative and survey data

Strategy 1 Details	Reviews			
Strategy 1: Utilize social media and electronic platforms to capture and share positive student stories with the public. Strategy's Expected Result/Impact: Improve school perceptions and culture. Staff Responsible for Monitoring: Campus Leadership Team ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Hold flexible Title I parent meeting/s at different times and dates to inform and involve parents in Schoolwide Title I planning and developing/revising Campus Parent and Family Engagement Policy and School Compact. Strategy's Expected Result/Impact: Increased parent engagement enabling growth in student achievement. Staff Responsible for Monitoring: Principal; State and Federal Programs Administrator ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Build staff and community awareness of trauma-informed practices to better understand student behaviors. Strategy's Expected Result/Impact: Improve responses and intervention to student behaviors. Staff Responsible for Monitoring: Campus Leadership Team ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Hold Elementary School parent conferences in October to distribute and review the Campus Parent and Family Engagement Policy, Student Success Compact, and to discuss student achievement. Strategy's Expected Result/Impact: Increased parent engagement enabling growth in student achievement Staff Responsible for Monitoring: Principal; State & Federal Programs Administrator	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: Expand Communities in Schools Partnership. Strategy's Expected Result/Impact: Increase student support and engagement to increase changes for school completion of at risk students. Staff Responsible for Monitoring: District Administrative Staff; Principal ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 Funding Sources: - 199 - General Fund: State Compensatory Education - \$42,500	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Post Campus Improvement Plan, Campus Parent and Family Engagement Policy, and Campus Student Success Compact on campus website in both English and Spanish. Strategy's Expected Result/Impact: Increased parent engagement enabling growth in student achievement. Staff Responsible for Monitoring: Principal; State and Federal Program Administrator ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Hold educational parent meetings providing strategies and materials to engage parents in supporting their child's learning at home. Strategy's Expected Result/Impact: Increased parent engagement enabling growth in student achievement. Staff Responsible for Monitoring: Principal; Federal Programs Administrator ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: Need for compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations. Root Cause: Unclear expectations, communication, and procedures.

State Compensatory

Budget for Neidig 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 Neidig Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
B. Braden	Intervention Teacher	1
D. Villarreal	Classroom Aide - Intervention	1
S. Martinez	Classroom Aide - Intervention	1

Campus Funding Summary

199 - General Fund: State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Intervention Materials		\$12,420.00
1	5	1	Interventionists and Aides		\$130,964.00
4	2	5			\$42,500.00
Sub-Total					\$185,884.00
Budgeted Fund Source Amount					\$185,884.00
+/- Difference					\$0.00
211 - Title I-Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Instructional Specialists		\$60,022.00
1	2	3	Instructional Specialists		\$60,023.00
1	5	1	Aides		\$60,295.00
1	5	3	Professional Development for the teachers		\$3,000.00
Sub-Total					\$183,340.00
Budgeted Fund Source Amount					\$183,340.00
+/- Difference					\$0.00
Grand Total Budgeted					\$369,224.00
Grand Total Spent					\$369,224.00
+/- Difference					\$0.00