Elgin Independent School District

Elgin Intermediate 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

Demographics

Demographics Summary

Elgin Independent School Distrit comprises more than 168 square miles in portions of Bastrop, Lee, and Travis counties and provides educational resources and facilities to meet the current needs of the approximately 4,620 students on seven campuses. Elgin Intermediate School will be a new campus in Elgin ISD for the 2020-21 school year, serving all studdents in Grades 5 and 6. Elgin Intermediate will receive students from the three elementary campuses located within Elgin ISD: Booker T. Washington, Neidig Elementary, and Elgin Elementary. The campus enrollment is projected to be approximately 615 students. The following chart is a disaggregated breakdown of the students that will be enrolled and served at Elgin Intermediate (numbers based on current 4th and 5th grade students enrolled for the 2019-2020 school year, as this group will comprise the first classes at EIS in the 2020-21 school year).

The following information communicates the ethnic breakdown of Elgin ISD as a whole:

Ethnic Distribution		
African American	494	11.10%
Hispanic	3,030	68.30%
White	787	17.70%
American Indian	5	0.10%
Asian	17	0.40%
Pacific Islander	3	0.10%
Two or More Races	102	2.30%
English Learners	1,381	31.10%

Below is a demographic breakdown of the current enrolled students at Elgin Intermediate:

	Hispanic/ Latino	White	African American	Hawaiian Pacific Islander	Multi Racial	Totals
5th Grade	240	43	34	0	8	325
6th Grade	250	39	30	1	9	329
Total	490 (74.9%)	82 (12.5%)	64 (9.7%)	1	17 (2.6%)	654

Demographics Strengths

1. A majority of students in both 5th and 6th grades are, or will have been, served in the Dual Language Program.
2. Highly diverse student body will lead to growing each staff member's capacity for culturally competent practrices.
3. Forecasted growth of student population, leading to the opening of Elgin Intermediate for the 2020-21 school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There lies a need for developing, growing, and sustaining a staff of educators that is culturally competent in order to serve a diverse student body. **Root Cause:** Lack of professional development opportunities aimed at creating cultural competency.

Problem Statement 2: Provide parent involvement opportunities that are considerate of diverse needs of EIS. **Root Cause:** Lack of bilingual opportunities for parents.

Student Achievement

Student Achievement Summary

District STAAR Data from 2018-19, Grades 3-6. The below data will show not only student cohort data trends over the last two testing cycles, but will also show grade level data trends as well. This will allow the newly created Intermediate School to target specific content areas and skills that have shown to not only be challenges faced by a cohort of students, but also challenges that may have been presented across content areas and grade levels. Overall growth was determined by finding the difference between the percentage in 2018 and 2019.

Grade Level & Subject		Approaches		Meets		
		2019	**2018**	**2019**	**2018**	**2019**
3rd Grade Reading	Overall	67	66	33	32	
	AA	69	58	39	11	
	Hispanic	64	61	31	27	
	White	73	87	48	62	
	SpEd	48	21	30	21	
	Eco Dis	63	61	30	24	
	Eng Lang	59	55	27	25	
3rd Grade Math	Overall	61	57	27	16	
	AA	57	36	22	14	
	Hispanic	59	56	29	22	
	White	65	71	28	49	
	SpEd	39	33	30	13	
	Eco Dis	57	51	25	20	
	Eng Lang	57	48	26	18	

Grade Level & Subject		Approaches		Meets		
		2019	2018	2019	2018	2019
4th Grade Reading	Overall	60	52	29	24	
	AA	46	43	8	24	
	Hispanic	60	55	27	21	
	White	69	52	56	41	
	SpEd	18	20	4	20	
	Eco Dis	58	49	25	21	
	Eng Lang	58	49	27	17	
4th Grade Math	Overall	52	47	26	20	
	AA	38	41	4	15	
	Hispanic	51	44	23	19	
	White	67	64	56	31	
	SpEd	21	21	4	18	
	Eco Dis	51	43	23	19	
	Eng Lang	51	41	25	16	
5th Grade Reading	Overall	72	67	34	29	
	AA	67	65	21	28	
	Hispanic	71	63	33	25	
	White	79	84	49	53	
	SpEd	22	50	14	21	
	Eco Dis	69	64	31	25	
	Eng Lang	69	65	33	20	

Grade Level & Subject		Approaches		Meets		
		2019	2018	2019	2018	2019
5th Grade Math	Overall	62	72	25	26	
	AA	62	68	18	17	
	Hispanic	58	72	22	26	
	White	74	80	39	39	
	SpEd	22	39	11	18	
	Eco Dis	61	71	21	22	
	Eng Lang	60	72	20	22	
5th Grade Science	Overall	44	52	18	16	
	AA	31	54	8	15	
	Hispanic	40	47	15	11	
	White	67	73	37	37	
	SpEd	16	41	8	24	
	Eco Dis	40	48	15	12	
	Eng Lang	37	40	10	9	
6th Grade Reading	Overall	42	50	19	22	
	AA	46	34	20	11	
	Hispanic	35	48	15	19	
	White	71	68	37	43	
	SpEd	23	35	17	26	
	Eco Dis	37	44	15	16	
	Eng Lang	28	48	11	16	

Grade Level & Subject		Approaches		Meets		
		2019	**2018**	**2019**	**2018**	**2019**
6th Grade Math	Overall	57	58	21	23	
	AA	45	36	14	17	
	Hispanic	53	56	18	20	
	White	82	80	43	40	
	SpEd	29	46	23	22	
	Eco Dis	51	53	15	19	
	Eng Lang	51	62	12	20	

Further Student Achievement data analysis leads us to investigating data of the three elementary schools in Elgin ISD, from which Elgin Intermediate students will have originated. This data is presented below in each of the STAAR tested content areas for each grade level from the 2018-19 academic school year. As before, this data analysis aims at evaluating cohort student growth as well as grade level progress. Data anlaysis begins with Grade 3, as this specific cohort of students will be the first cohort of Grade 5 students enrolled at the Intermediate School. Grade 5 and 6 are included in this data analysis to further highlight and determine grade level trends and challenges. Evaluating and analzying data from the specific elementary schools that a student originates from allows the Intermediate School staff to target specific areas and skills for each student. The data from each elementary school will be analyzed further by disaggregating by student and by specific TEKS, which allows for campus teachers and intervention staff to target the specific needs of skills of every student at Elgin Intermediate.

	May 2019 STAAR Mathematics, Grade 3							
	Total Students	**Raw Score**	**Scale Score**	**Percent Score**	**Approaches**	**Meets**	**Masters**	**Date Taken**
Booker T. Washington Elementary School	103	17	1367	52.75%	44.66%	16.50%	5.83%	05/01/19
At Risk	85	16	1347	49.09%	32.94%	14.12%	4.71%	05/01/19
Economic Disadvantage	89	17	1364	52.25%	42.70%	16.85%	5.62%	05/01/19
Black/African American	8	15	1330	46.63%	37.50%	12.50%	0%	05/01/19
Hispanic	86	17	1372	53.59%	46.51%	18.60%	6.98%	05/01/19
Two or More Races	1	10	1247	31%	0%	0%	0%	05/01/19
White	8	17	1361	52.50%	37.50%	0%	0%	05/01/19
Female	53	17	1365	52.66%	45.28%	15.09%	3.77%	05/01/19
Male	50	17	1369	52.84%	44%	18%	8%	05/01/19
LEP	56	17	1369	52.86%	44.64%	21.43%	7.14%	05/01/19
Special Ed Indicator	13	11	1260	34.31%	0%	0%	0%	05/01/19
Elgin Elementary	86	19	1420	60.66%	68.60%	30.23%	13.95%	05/01/19
At Risk	57	17	1376	54.11%	54.39%	19.30%	7.02%	05/01/19
Economic Disadvantage	66	18	1389	56.61%	63.64%	22.73%	7.58%	05/01/19
Black/African American	5	15	1332	47.40%	60%	0%	0%	05/01/19

	May 2019 STAAR Mathematics, Grade 3						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Hispanic	61	19	1415	60.13%	65.57%	32.79%	13.11%	05/01/19
Two or More Races	6	20	1413	61.17%	83.33%	16.67%	16.67%	05/01/19
White	14	22	1473	67.50%	78.57%	35.71%	21.43%	05/01/19
Female	44	20	1440	63.57%	72.73%	36.36%	18.18%	05/01/19
Male	42	18	1398	57.62%	64.29%	23.81%	9.52%	05/01/19
First Year of Monitoring	2	27	1584	84.50%	100%	100%	50%	05/01/19
LEP	36	19	1411	59.67%	66.67%	30.56%	11.11%	05/01/19
Special Ed Indicator	12	13	1288	40.17%	16.67%	8.33%	8.33%	05/01/19
Neidig Elementary School	104	20	1421	61.12%	66.35%	29.81%	11.54%	05/01/19
At Risk	59	16	1347	49.78%	44.07%	11.86%	0%	05/01/19
Economic Disadvantage	73	19	1399	57.96%	63.01%	26.03%	5.48%	05/01/19
Asian	1	21	1433	66%	100%	0%	0%	05/01/19
Black/African American	22	18	1385	56%	59.09%	22.73%	4.55%	05/01/19
Hispanic	60	19	1418	60.60%	66.67%	31.67%	8.33%	05/01/19
Two or More Races	2	21	1424	64.50%	100%	0%	0%	05/01/19
White	19	22	1471	68.05%	68.42%	36.84%	31.58%	05/01/19
Female	48	19	1413	60.08%	66.67%	27.08%	12.50%	05/01/19
Male	56	20	1427	62%	66.07%	32.14%	10.71%	05/01/19
LEP	34	17	1372	54.38%	58.82%	17.65%	0%	05/01/19
Special Ed Indicator	11	12	1277	37.27%	18.18%	0%	0%	05/01/19

	May 2019 STAAR Reading, Grade 3						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Booker T. Washington Elementary School	52	19	1373	57.15%	63.46%	25%	7.69%	05/01/19
At Risk	34	17	1325	48.97%	47.06%	8.82%	0%	05/01/19
Economic Disadvantage	39	19	1361	55.03%	61.54%	23.08%	5.13%	05/01/19
Black/African American	7	19	1362	56.14%	71.43%	28.57%	0%	05/01/19
Hispanic	36	20	1378	57.94%	63.89%	25%	8.33%	05/01/19

	May 2019 STAAR Reading, Grade 3						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Two or More Races	1	18	1345	53%	100%	0%	0%	05/01/19
White	8	19	1363	55%	50%	25%	12.50%	05/01/19
Female	27	19	1371	56.93%	66.67%	22.22%	7.41%	05/01/19
Male	25	20	1375	57.40%	60%	28%	8%	05/01/19
LEP	6	19	1365	56.83%	83.33%	16.67%	0%	05/01/19
Special Ed Indicator	10	14	1281	40.40%	10%	0%	0%	05/01/19
Elgin Elementary	67	22	1419	64.54%	74.63%	31.34%	17.91%	05/01/19
At Risk	38	20	1383	58.68%	57.89%	21.05%	13.16%	05/01/19
Economic Disadvantage	48	21	1392	60.46%	68.75%	20.83%	12.50%	05/01/19
Black/African American	5	17	1325	49.60%	60%	0%	0%	05/01/19
Hispanic	43	22	1429	65.67%	74.42%	32.56%	23.26%	05/01/19
Two or More Races	5	19	1358	55.40%	60%	0%	0%	05/01/19
White	14	24	1446	69.64%	85.71%	50%	14.29%	05/01/19
Female	36	23	1438	68.25%	88.89%	36.11%	19.44%	05/01/19
Male	31	20	1398	60.23%	58.06%	25.81%	16.13%	05/01/19
First Year of Monitoring	2	28	1527	82%	100%	100%	50%	05/01/19
LEP	17	23	1443	68%	76.47%	35.29%	29.41%	05/01/19
Special Ed Indicator	10	15	1294	43.90%	40%	0%	0%	05/01/19
Neidig Elementary School	79	22	1431	65.77%	77.22%	43.04%	21.52%	05/01/19
At Risk	34	17	1336	51.15%	50%	11.76%	0%	05/01/19
Economic Disadvantage	48	21	1408	61.75%	70.83%	35.42%	16.67%	05/01/19
Asian	1	20	1374	59%	100%	0%	0%	05/01/19
Black/African American	22	21	1409	62.14%	68.18%	45.45%	18.18%	05/01/19
Hispanic	35	23	1438	66.86%	82.86%	40%	20%	05/01/19
Two or More Races	2	22	1399	63.50%	100%	0%	0%	05/01/19
White	19	23	1452	68.58%	73.68%	52.63%	31.58%	05/01/19
Female	32	23	1451	68.69%	78.12%	46.88%	28.12%	05/01/19
Male	47	22	1418	63.79%	76.60%	40.43%	17.02%	05/01/19
LEP	9	20	1382	60.22%	77.78%	11.11%	0%	05/01/19

	May 2019 STAAR Reading, Grade 3							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Special Ed Indicator	11	14	1279	40.55%	27.27%	9.09%	0%	05/01/19

	May 2019 STAAR Mathematics, Grade 4							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Booker T. Washington Elementary School	107	18	1505	53.97%	56.07%	24.30%	10.28%	05/01/19
At Risk	95	18	1492	52.08%	51.58%	21.05%	8.42%	05/01/19
Economic Disadvantage	89	18	1501	53.34%	56.18%	22.47%	6.74%	05/01/19
Black/African American	8	14	1419	40.75%	37.50%	0%	0%	05/01/19
Hispanic	91	19	1514	55.53%	59.34%	26.37%	9.89%	05/01/19
Two or More Races	1	12	1395	35%	0%	0%	0%	05/01/19
White	7	18	1496	51.57%	42.86%	28.57%	28.57%	05/01/19
Female	51	18	1492	51.67%	49.02%	19.61%	11.76%	05/01/19
Male	56	19	1517	56.07%	62.50%	28.57%	8.93%	05/01/19
LEP	64	19	1513	55.48%	60.94%	26.56%	10.94%	05/01/19
Special Ed Indicator	15	12	1382	34.07%	13.33%	0%	0%	05/01/19
Elgin Elementary	97	19	1523	56.48%	57.73%	32.99%	19.59%	05/01/19
At Risk	70	17	1474	48.99%	41.43%	18.57%	11.43%	05/01/19
Economic Disadvantage	80	19	1516	55.40%	56.25%	30%	16.25%	05/01/19
Black/African American	7	14	1423	41.57%	28.57%	0%	0%	05/01/19
Hispanic	69	18	1504	53.51%	52.17%	26.09%	14.49%	05/01/19
Two or More Races	5	25	1630	74%	100%	60%	60%	05/01/19
White	16	24	1615	70.38%	81.25%	68.75%	37.50%	05/01/19
Female	53	19	1523	56.47%	56.60%	32.08%	22.64%	05/01/19
Male	44	19	1523	56.50%	59.09%	34.09%	15.91%	05/01/19
First Year of Monitoring	4	31	1799	91.75%	100%	100%	100%	05/01/19
LEP	40	17	1484	50.38%	40%	20%	12.50%	05/01/19
Special Ed Indicator	10	12	1396	35.80%	10%	10%	10%	05/01/19
Neidig Elementary School	95	16	1469	48.51%	47.37%	20%	6.32%	05/01/19

	May 2019 STAAR Mathematics, Grade 4							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
At Risk	74	14	1428	42.18%	33.78%	10.81%	1.35%	05/01/19
Economic Disadvantage	73	15	1446	45.47%	43.84%	13.70%	2.74%	05/01/19
Black/African American	12	15	1436	43.33%	41.67%	0%	0%	05/01/19
Hispanic	66	16	1450	46.12%	43.94%	15.15%	3.03%	05/01/19
Native Hawaiian/Pacific Islander	1	11	1378	32%	0%	0%	0%	05/01/19
Two or More Races	2	28	1680	81%	100%	100%	50%	05/01/19
White	14	21	1567	60.71%	64.29%	50%	21.43%	05/01/19
Female	49	16	1465	47.80%	48.98%	18.37%	4.08%	05/01/19
Male	46	17	1474	49.26%	45.65%	21.74%	8.70%	05/01/19
LEP	35	16	1460	47.74%	45.71%	20%	2.86%	05/01/19
Special Ed Indicator	8	12	1381	33.75%	25%	0%	0%	05/01/19

	May 2019 STAAR Reading, Grade 4							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Booker T. Washington Elementary School	73	20	1456	56.58%	57.53%	24.66%	8.22%	05/01/19
At Risk	61	19	1429	52.51%	50.82%	18.03%	1.64%	05/01/19
Economic Disadvantage	58	20	1448	55.38%	56.90%	20.69%	5.17%	05/01/19
Black/African American	8	20	1440	54.75%	50%	0%	0%	05/01/19
Hispanic	57	20	1459	56.79%	59.65%	26.32%	10.53%	05/01/19
Two or More Races	1	17	1398	47%	0%	0%	0%	05/01/19
White	7	21	1458	58.29%	57.14%	42.86%	0%	05/01/19
Female	34	22	1485	60.97%	67.65%	29.41%	14.71%	05/01/19
Male	39	19	1430	52.74%	48.72%	20.51%	2.56%	05/01/19
LEP	30	20	1441	54.23%	53.33%	26.67%	3.33%	05/01/19
Special Ed Indicator	15	13	1327	34.93%	13.33%	0%	0%	05/01/19
Elgin Elementary	93	21	1469	58.43%	61.29%	31.18%	16.13%	05/01/19
At Risk	66	18	1409	49.36%	45.45%	13.64%	6.06%	05/01/19
Economic Disadvantage	76	20	1454	56.32%	57.89%	26.32%	14.47%	05/01/19

	May 2019 STAAR Reading, Grade 4							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Black/African American	7	18	1416	50.29%	42.86%	28.57%	0%	05/01/19
Hispanic	65	20	1453	56.23%	60%	24.62%	15.38%	05/01/19
Two or More Races	5	23	1499	63.80%	60%	40%	0%	05/01/19
White	16	25	1548	69.25%	75%	56.25%	31.25%	05/01/19
Female	51	22	1485	61.39%	66.67%	37.25%	17.65%	05/01/19
Male	42	20	1451	54.83%	54.76%	23.81%	14.29%	05/01/19
First Year of Monitoring	4	33	1731	92.25%	100%	100%	100%	05/01/19
LEP	36	19	1427	51.47%	50%	13.89%	8.33%	05/01/19
Special Ed Indicator	9	12	1324	34.11%	11.11%	0%	0%	05/01/19
Neidig Elementary School	80	21	1472	58.46%	60%	30%	11.25%	05/01/19
At Risk	59	18	1415	50.31%	45.76%	11.86%	1.69%	05/01/19
Economic Disadvantage	58	20	1443	54.79%	55.17%	22.41%	6.90%	05/01/19
Black/African American	12	17	1396	47.83%	50%	8.33%	0%	05/01/19
Hispanic	51	21	1461	57.78%	58.82%	25.49%	5.88%	05/01/19
Native Hawaiian/Pacific Islander	1	11	1307	31%	0%	0%	0%	05/01/19
Two or More Races	2	33	1715	92%	100%	100%	100%	05/01/19
White	14	24	1552	67.21%	71.43%	57.14%	28.57%	05/01/19
Female	39	22	1486	60.44%	61.54%	33.33%	7.69%	05/01/19
Male	41	20	1458	56.59%	58.54%	26.83%	14.63%	05/01/19
LEP	20	20	1453	56.40%	60%	20%	5%	05/01/19
Special Ed Indicator	7	17	1401	47.71%	42.86%	14.29%	0%	05/01/19

	April 2019 STAAR Mathematics, Grade 5							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Booker T. Washington Elementary School	121	19	1530	53.58%	59.50%	23.14%	9.92%	04/01/19
At Risk	99	18	1504	49.38%	52.53%	15.15%	6.06%	04/01/19
Economic Disadvantage	101	19	1524	52.58%	58.42%	21.78%	9.90%	04/01/19

	April 2019 STAAR Mathematics, Grade 5						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
American Indian/Alaskan Native	1	28	1667	78%	100%	100%	0%	04/01/19
Black/African American	6	15	1456	41.33%	50%	0%	0%	04/01/19
Hispanic	93	19	1523	52.33%	55.91%	21.51%	9.68%	04/01/19
Two or More Races	3	22	1559	60.33%	100%	0%	0%	04/01/19
White	18	22	1579	61.61%	72.22%	38.89%	16.67%	04/01/19
Female	64	20	1544	55.75%	62.50%	28.12%	12.50%	04/01/19
Male	57	18	1514	51.14%	56.14%	17.54%	7.02%	04/01/19
First Year of Monitoring	1	22	1563	61%	100%	0%	0%	04/01/19
LEP	63	18	1507	50.05%	55.56%	15.87%	6.35%	04/01/19
Special Ed Indicator	10	11	1401	31.50%	20%	0%	0%	04/01/19
Elgin Elementary	102	20	1540	54.66%	57.84%	30.39%	11.76%	04/01/19
At Risk	74	17	1488	46.68%	44.59%	12.16%	1.35%	04/01/19
Economic Disadvantage	83	19	1533	53.92%	57.83%	28.92%	10.84%	04/01/19
American Indian/Alaskan Native	1	21	1548	58%	100%	0%	0%	04/01/19
Black/African American	14	20	1542	56.21%	71.43%	28.57%	7.14%	04/01/19
Hispanic	68	19	1521	51.82%	51.47%	29.41%	8.82%	04/01/19
Two or More Races	1	29	1688	81%	100%	100%	0%	04/01/19
White	18	23	1601	62.50%	66.67%	33.33%	27.78%	04/01/19
Female	59	20	1537	54.36%	55.93%	30.51%	11.86%	04/01/19
Male	43	20	1545	55.07%	60.47%	30.23%	11.63%	04/01/19
First Year of Monitoring	5	28	1680	78.80%	100%	100%	40%	04/01/19
LEP	34	16	1479	44.88%	47.06%	11.76%	2.94%	04/01/19
Second Year of Monitoring	1	30	1724	83%	100%	100%	100%	04/01/19
Special Ed Indicator	15	10	1384	28.67%	6.67%	0%	0%	04/01/19
Neidig Elementary School	100	18	1514	49.88%	50%	24%	14%	04/01/19
At Risk	77	15	1463	42.39%	38.96%	9.09%	5.19%	04/01/19
Economic Disadvantage	77	16	1481	45.29%	44.16%	15.58%	6.49%	04/01/19
Black/African American	20	15	1462	42.45%	45%	15%	0%	04/01/19
Hispanic	55	18	1509	49.64%	47.27%	21.82%	14.55%	04/01/19

	April 2019 STAAR Mathematics, Grade 5							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Native Hawaiian/Pacific Islander	1	18	1500	50%	100%	0%	0%	04/01/19
Two or More Races	2	16	1466	43%	50%	0%	0%	04/01/19
White	22	21	1579	57.86%	59.09%	40.91%	27.27%	04/01/19
Female	49	19	1529	52%	57.14%	26.53%	16.33%	04/01/19
Male	51	17	1500	47.84%	43.14%	21.57%	11.76%	04/01/19
LEP	33	18	1502	49.21%	48.48%	15.15%	9.09%	04/01/19
Special Ed Indicator	7	10	1374	27.14%	0%	0%	0%	04/01/19

	April 2019 STAAR Reading, Grade 5							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Booker T. Washington Elementary School	84	23	1502	60.68%	52.38%	26.19%	9.52%	04/01/19
At Risk	62	21	1471	55.76%	41.94%	14.52%	4.84%	04/01/19
Economic Disadvantage	65	22	1488	58.26%	47.69%	20%	7.69%	04/01/19
American Indian/Alaskan Native	1	30	1599	79%	100%	100%	0%	04/01/19
Black/African American	6	18	1426	47.67%	16.67%	0%	0%	04/01/19
Hispanic	56	23	1496	59.39%	50%	25%	8.93%	04/01/19
Two or More Races	3	27	1543	70.33%	100%	0%	0%	04/01/19
White	18	25	1534	66.39%	61.11%	38.89%	16.67%	04/01/19
Female	46	25	1540	66.85%	67.39%	39.13%	15.22%	04/01/19
Male	38	20	1456	53.21%	34.21%	10.53%	2.63%	04/01/19
First Year of Monitoring	1	25	1517	66%	100%	0%	0%	04/01/19
LEP	26	20	1452	52.65%	34.62%	7.69%	3.85%	04/01/19
Special Ed Indicator	9	13	1360	35.11%	0%	0%	0%	04/01/19
Elgin Elementary	102	24	1515	62.32%	61.76%	32.35%	14.71%	04/01/19
At Risk	74	21	1466	55.05%	48.65%	16.22%	2.70%	04/01/19
Economic Disadvantage	83	23	1513	61.82%	61.45%	31.33%	13.25%	04/01/19

	April 2019 STAAR Reading, Grade 5							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
American Indian/Alaskan Native	1	23	1489	61%	100%	0%	0%	04/01/19
Black/African American	14	23	1505	61.43%	64.29%	28.57%	7.14%	04/01/19
Hispanic	68	23	1507	61.28%	60.29%	30.88%	11.76%	04/01/19
Two or More Races	1	33	1667	87%	100%	100%	100%	04/01/19
White	18	25	1549	65.67%	61.11%	38.89%	27.78%	04/01/19
Female	59	24	1525	64%	62.71%	37.29%	15.25%	04/01/19
Male	43	23	1502	60.02%	60.47%	25.58%	13.95%	04/01/19
First Year of Monitoring	5	31	1630	80.60%	100%	80%	40%	04/01/19
LEP	34	21	1471	55.88%	55.88%	23.53%	2.94%	04/01/19
Second Year of Monitoring	1	32	1642	84%	100%	100%	0%	04/01/19
Special Ed Indicator	15	14	1360	35.67%	6.67%	0%	0%	04/01/19
Neidig Elementary School	91	23	1520	61.85%	59.34%	34.07%	17.58%	04/01/19
At Risk	68	21	1462	54.07%	47.06%	19.12%	1.47%	04/01/19
Economic Disadvantage	68	22	1483	57.32%	55.88%	26.47%	5.88%	04/01/19
Black/African American	20	20	1445	51.50%	45%	15%	0%	04/01/19
Hispanic	46	24	1537	64.35%	67.39%	36.96%	13.04%	04/01/19
Native Hawaiian/Pacific Islander	1	21	1463	55%	0%	0%	0%	04/01/19
Two or More Races	2	17	1399	43.50%	50%	0%	0%	04/01/19
White	22	26	1567	68%	59.09%	50%	45.45%	04/01/19
Female	42	26	1554	68.17%	73.81%	42.86%	21.43%	04/01/19
Male	49	21	1491	56.43%	46.94%	26.53%	14.29%	04/01/19
LEP	24	24	1516	63.13%	62.50%	41.67%	4.17%	04/01/19
Special Ed Indicator	6	10	1309	26.50%	0%	0%	0%	04/01/19

	May 2019 STAAR Science, Grade 5							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Booker T. Washington Elementary School	89	22	3614	61.38%	52.81%	20.22%	7.87%	05/01/19

	May 2019 STAAR Science, Grade 5						
	Total Students	**Raw Score**	**Scale Score**	**Percent Score**	**Approaches**	**Meets**	**Masters**	**Date Taken**
At Risk	68	20	3470	55.75%	39.71%	8.82%	2.94%	05/01/19
Economic Disadvantage	70	21	3516	57.86%	47.14%	14.29%	2.86%	05/01/19
American Indian/Alaskan Native	1	27	3888	75%	100%	0%	0%	05/01/19
Black/African American	6	18	3336	49.83%	0%	0%	0%	05/01/19
Hispanic	61	21	3532	58.15%	47.54%	14.75%	4.92%	05/01/19
Two or More Races	3	25	3730	68.33%	100%	0%	0%	05/01/19
White	18	27	3951	74.28%	77.78%	50%	22.22%	05/01/19
Female	47	24	3739	66.11%	61.70%	34.04%	12.77%	05/01/19
Male	42	20	3474	56.10%	42.86%	4.76%	2.38%	05/01/19
First Year of Monitoring	1	24	3687	67%	100%	0%	0%	05/01/19
LEP	32	19	3381	52.28%	37.50%	6.25%	0%	05/01/19
Special Ed Indicator	8	15	3167	42%	0%	0%	0%	05/01/19
Elgin Elementary	102	20	3483	55.82%	46.08%	18.63%	4.90%	05/01/19
At Risk	74	18	3339	49.54%	28.38%	8.11%	4.05%	05/01/19
Economic Disadvantage	83	20	3475	55.45%	45.78%	19.28%	6.02%	05/01/19
American Indian/Alaskan Native	1	16	3224	44%	0%	0%	0%	05/01/19
Black/African American	14	20	3459	55.29%	50%	14.29%	0%	05/01/19
Hispanic	68	20	3453	54.35%	41.18%	17.65%	5.88%	05/01/19
Two or More Races	1	29	4046	81%	100%	100%	0%	05/01/19
White	18	22	3598	61.06%	61.11%	22.22%	5.56%	05/01/19
Female	59	19	3420	53.27%	40.68%	16.95%	1.69%	05/01/19
Male	43	21	3569	59.33%	53.49%	20.93%	9.30%	05/01/19
First Year of Monitoring	5	26	3813	71.80%	100%	20%	0%	05/01/19
LEP	34	17	3309	48.06%	29.41%	8.82%	5.88%	05/01/19
Second Year of Monitoring	1	28	4000	78%	100%	100%	0%	05/01/19
Special Ed Indicator	15	12	2950	32.40%	6.67%	0%	0%	05/01/19
Neidig Elementary School	94	20	3468	54.67%	43.62%	17.02%	5.32%	05/01/19
At Risk	71	17	3279	47.41%	26.76%	4.23%	0%	05/01/19
Economic Disadvantage	71	18	3363	50.87%	35.21%	9.86%	1.41%	05/01/19

	May 2019 STAAR Science, Grade 5							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Black/African American	20	16	3240	45.85%	25%	0%	0%	05/01/19
Hispanic	49	20	3473	55.55%	44.90%	16.33%	2.04%	05/01/19
Native Hawaiian/Pacific Islander	1	20	3450	56%	0%	0%	0%	05/01/19
Two or More Races	2	20	3444	55.50%	50%	0%	0%	05/01/19
White	22	22	3668	60.59%	59.09%	36.36%	18.18%	05/01/19
Female	44	21	3562	58.07%	45.45%	20.45%	9.09%	05/01/19
Male	50	19	3385	51.68%	42%	14%	2%	05/01/19
LEP	27	19	3400	52.74%	48.15%	7.41%	0%	05/01/19
Special Ed Indicator	6	10	2851	28.33%	0%	0%	0%	05/01/19

	May 2019 STAAR Mathematics, Grade 6							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Elgin Middle School	338	16	1564	43.24%	57.69%	21.01%	5.62%	05/01/19
Economic Disadvantage	265	15	1546	40.25%	51.32%	14.72%	2.64%	05/01/19
American Indian/Alaskan Native	1	26	1705	68%	100%	100%	0%	05/01/19
Asian	2	12	1502	31.50%	50%	0%	0%	05/01/19
Black/African American	42	15	1540	39.57%	45.24%	14.29%	2.38%	05/01/19
Hispanic	241	16	1556	41.83%	55.19%	18.26%	3.73%	05/01/19
Two or More Races	10	17	1578	44.80%	60%	20%	10%	05/01/19
White	42	21	1632	54.60%	83.33%	42.86%	19.05%	05/01/19
Female	158	17	1580	45.94%	63.92%	23.42%	5.70%	05/01/19
Male	180	16	1550	40.86%	52.22%	18.89%	5.56%	05/01/19
First Year of Monitoring	1	13	1514	34%	0%	0%	0%	05/01/19
LEP	136	14	1533	37.93%	48.53%	9.56%	2.94%	05/01/19
Second Year of Monitoring	4	18	1579	46%	50%	25%	0%	05/01/19
Special Ed Indicator	31	10	1464	27.13%	19.35%	6.45%	0%	05/01/19
At Risk	266	14	1528	37.30%	46.24%	9%	5.62%	5/1/2019

	May 2019 STAAR Reading, Grade 6							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Elgin Middle School	337	21	1507	53.57%	41.84%	18.10%	8.90%	05/01/19
Economic Disadvantage	264	20	1487	50.41%	34.47%	14.77%	6.44%	05/01/19
American Indian/Alaskan Native	1	28	1585	70%	100%	0%	0%	05/01/19
Asian	2	15	1408	36.50%	0%	0%	0%	05/01/19
Black/African American	41	22	1507	54.20%	48.78%	19.51%	7.32%	05/01/19
Hispanic	241	20	1492	51.12%	34.44%	15.35%	7.47%	05/01/19
Two or More Races	10	23	1526	57.70%	70%	20%	10%	05/01/19
White	42	27	1589	66.50%	71.43%	33.33%	19.05%	05/01/19
Female	159	24	1540	59.28%	52.20%	22.64%	11.95%	05/01/19
Male	178	19	1477	48.47%	32.58%	14.04%	6.18%	05/01/19
First Year of Monitoring	1	12	1377	30%	0%	0%	0%	05/01/19
LEP	137	18	1461	45.90%	22.63%	7.30%	4.38%	05/01/19
Second Year of Monitoring	4	22	1519	54.25%	50%	25%	25%	05/01/19
Special Ed Indicator	31	14	1401	35.48%	9.68%	6.45%	0%	05/01/19
At Risk	265	18	1462	46.41%	26.04%	6.42%	2.64%	05/01/20

Student Achievement Strengths

1. Data evaluation over two years of STAAR, following grade-to-grade performance, and cohort-to-cohort.
    1. Cohort-to-Cohort example: 2018 3rd grade can be compared to 2019 4th grade.
    2. 2019 3rd grade STAAR represents the 2020 4th grade students that will enter EIS as 5th graders.
    3. 2019 4th grade STAAR represents the 2020 5th grade students that will enter EIS as 6th graders.
2. Grades 3, 4, and 5 all experienced positive overall growth in Approaches, Meets, and Masters from 2018 to 2019.
    1. In 3rd Grade Reading, African American students experienced positive growth from 2018 to 2019; however, African American cohort growth from 3rd to 4th grade experienced regression in Approaches and Meets grade level in Reading; while cohort experienced a positive growth of 2% in Approaches for Math.
    2. Hispanic students experienced cohort regression in both reading and math
3. From 5th grade to 6th grade, student cohorts have historically experienced regression in Approaches, Meets, and Masters for both Reading and Math.
4. Incoming 6th grade students (Cohort from 2018 4th) experienced positive overall growth in both STAAR Reading and Math.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students showed regression in overall percentages of Approaches, Meets, and Masters in 6th grade from STAAR 2018 to STAAR 2019. **Root Cause:** Need for data driven instruction in order to target the specific skills and areas of need for all learners.

Problem Statement 2: Students showed regression in overall percentage of Approaches on the Science STAAR in 5th grade from academic 2018 to 2019. **Root Cause:** Need for more hands-on explorations and real world experiences and demonstrations for students in the area of Science.

School Culture and Climate

School Culture and Climate Summary

Elgin Intermediate will aim to create a culture of high expectations, data driven instruction, growth mindset, leadership, and high levels of positivity and excitement among the students, teachers, administrators, and community stakeholders. Positive Behavioral Interventions and Supports (PBIS) will not be a system in which only a few key staff members are involved, but rather a campus wide system of accountability and committment. All staff members will contribute through data analysis as well as creation and implementation of campus wide expectations and systems. Staff member participation will be based on subcommittees dedicated to meeting the various needs of a campus wide PBIS system. As a first year campus, the establishment and pracitce of campus wide systems and expectations is critical to our success. Creation and practice of these systems must involve all campus staff in order to gain full commitments and understanding. Another component that will be critical to our success as a first-year campus is the development of a school culture and climate based around excitement, passion, and student success. This process will be highlighted through the use of a campus wide house system which will directly align with campus wide PBIS goals.

School Culture and Climate Strengths

1. A new campus affords EIS the opportunity to establish new school-wide systems.
2. Dedicated PBIS team consisting of all staff members focused on the celebration of students.
    1. PBIS initiatives (house system) include rewarding students for exceptional behavior and meeting schoolwide expectations.
3. Assemblies held weekly to revisit goals and expectations.
4. Assemblies held once per grading period to award and recognize students and houses with most points accummulated
5. Weekly social-emotional lessons delivered to students in the classroom, allowing for a campus-wide alignment to expectations and verbiage.
6. Staff celebrations of student success, both academically and behaviorally.
7. Celebration of staff members through community positive referral form.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Creation, orientation, commitment, and practice of newly formed systems for a brand new campus. **Root Cause:** As a new campus, all staff members will need to be oriented and trained regarding school-wide systems. Unfamiliarity and lack of fidelity of systems could result in unwanted outcomes.

Problem Statement 2: Implementation of schoolwide House System. **Root Cause:** The PBIS system that will be used at EIS will be rooted in a House System. Two Houses will be established per grade level and students will work for House Points that are aligned with campus LEGACY standards.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Elgin Intermediate School will open as a new campus in Elgin ISD for the 2020-21 academic school year. Elgin Intermediate will enroll all students in Grades 5 and 6 in Elgin ISD. A comprehensive staffing process and plan was developed by the Human Capital department in order to aduately staff the campus with high quality educators. As a prerequisite, all in district staff considering a position at EIS were not to be on a growth or coaching plan, allowing for the the EIS staff to comprise some of the most talented and experienced teachers in EISD. In-district staff were intereviewed and selected for EIS. As a new campus, all staff members would be considered new to campus, thus allowing for specific training over new schoolwide systems. Campus teacher leaders were selected for the campus Guiding Coalition, which crafted the core campus commitments with input from all staff.

Staff Quality, Recruitment, and Retention Strengths

1. Internal candidates were given the opportunity to apply and interview for core content positions in early Spring 2020, allowing for EIS to select a highly qualified staff, rather than inherit teachers in 5th and 6th grade.
2. Any teachers currently on a coaching or a growth plan are not eligible to apply for transfer to Elgin Interemediate.
3. Staff that has been selected for recommendation for hire at EIS will provide their professional input for the campus-wide plan.
4. All staff provided input on Campus Commitments that would guide the focus and direction of EIS in Year 1.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Need to recruit, select, assign, induct and retain a full staff of highly qualified educators.   **Root Cause:** New to campus staff will need to be oriented and practice schoolwide systems in order to provide the highest educational experience for Elgin ISD students.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Elgin Intermediate will closely follow EISD's adopted currriculum and scope and sequence resources (TEKS Resource System), which are tightly aligned to grade level TEKS. Regularly scheduled common, formative, and summative assessments will be given in order to measure student understanding. Professional Learning Communities (PLC) will then analyze this data, keeping the four guiding PLC questions in focus in order to drive instruction further. Beginning of year screeners will also be administered in the areas of Reading and Math, thus allowing teachers to begin small group, targeted instruction for all students. Students will also have access to targeted academic interventions, which will be deteremined based on previous end of year STAAR data and beginning of year screener data. These targeted intervention strategies will focus on growing students in any areas that are determined necessary from our various data points. Instructional Specialists will be used to coach teachers regarding instruction and classroom management, but will also be vital to the data analysis and student growth aspect of the PLC process. Elgin Intermediate employs two Instructional Specialists for the campus, which allows for targeted coaching and support for all teachers. Instructional Specialists also provided targeted professional development opportunities for all teachers, which is exceptionally beneficial during our period of virtual learning.

Curriculum, Instruction, and Assessment Strengths

1. Curriculum scope and sequence is designed to offer effective lessons that lead to student mastery of grade-level TEKS
2. Common, formative, and summative assessments administered in all core content areas.
3. Assessment data analysis focused on each of the TEKS for each student in order to drive targeted instruction.
4. Academic interventions offered in the areas of Math, Science, and Reading.

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.

Problem Statement 2: Students must show growth on NWEA Map testing.   **Root Cause:** In order to impact student success, achievement, and growth on NWEA Map testing, EIS will implement high leverage and high yield instructional practices in all classrooms.

Parent and Community Engagement

Parent and Community Engagement Summary

As a the newest campus in Elgin ISD, parent and community engagement and involvement for Elgin Intermediate is of paramount importance. During the spring semester of the 2019-2020 school year, three parent meetings were scheduled and held at each of the district elementary schools in order to orient parents and community members to the vision, goals, and programmatic offerings at Elgin Intermediate. These parent meetings were held at Elgin Elementary, BTW, and Neidig Elementary, respectively, on 1/23, 1/29, and 1/30. Each of these meetings were held at a time that was conducive to parent schedules, therefore increasing the number of participants. Additionally, central office staff was present to help answer any questions that were presented by parents. Also during the spring semester, meetings to discuss and evaluate the Campus Plan, Needs Assessment, and Parent Family Engagement Policy were held with parents, community members, teachers, and stakeholders. Prior to opening for the 2020-21 school year, Elgin Intermediate will offer tour and orientation dates for all incoming 4th and 5th grade students and parents. Additionally, throughout the school year, Elgin Intermediate will hold school and community events aimed at increasing the partnerships that we have set forth to construct, maintain, and strengthen during the new campus planning process. In the first year, Elgin Intermediate will also aim toward the creation of a PTA.

As the COVID-19 pandemic continues into the 20-21 school year, there has been an identified need for parent orientation with devices and technology assistance during remote learning.

Parent and Community Engagement Strengths

1. Input from parent and community members during the planning process of the new campus.
2. Involvement of parents and community members in the creation of the strategic campus plan.
3. Parent meetings held at each elementary campus to discuss the structural and programmatic arrangement of EIS.
4. Official PTA for EIS has been chartered in October 2020
5. Communication with parents through School Messenger and bi-weekly Parent Newsletter
6. Monthly "Talks with Truhill" for parents to be kept up to date on goals and expectations
7. Positive staff referrals submitted by parents through the parent newsletter
8. Campus office hours provided for parents for tech support.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Continued need for parent involvement to create and foster partnerships with parents and the community. **Root Cause:** Parent involvement is needed to a greater degree during virtual/remote learning.

Problem Statement 2: Increase parent involvement from Emergent Bilingual families through the use of the Latino Literacy Project. **Root Cause:** A need exists for increasing parent involvement of bilingual families and develop literacy skills to be used at home.

School Context and Organization

School Context and Organization Summary

Elgin Intermediate will structure the instructional day, using a seven period master schedule. Each instructional period will cover appoximately 53 minutes each day. Students will receive core instruction in language arts, math, science, and social studies. Additionally, students will receive a double block of math to meet the district initiative of an accelerated, problem solving math curriculum. A distinct feature for Elgin Intermediate will be the use of a pod/team system within each grade level. Both 5th and 6th grade will be comprised of two pods/teams each of students, with teachers in each pod/team providing core content instruction to the same group of students. This structure allows Elgin Intermediate to strategically use PLC meeting time to target specific areas of need for each student, with pods/teams being able to address these needs with their respective group of students. Elgin Intermediate will use data to drive instruction and decision-making across the entire campus. Elgin Intermediate will also utilize the use of intervention teachers, serving students in content areas as needed based on campus data needs and analysis. Organizational efforts that will be implemented will include a PBIS team (centered around the campus-wide house system), content/department leaders, campus safety team, weekly leadership team meetings, instructional observations by district leaders, instructional coaching cycles by instrucitonal specialists, weekly faculty meetings, and weekly classroom observations. During remote and virtual learning, students learning remotely at home will follow the same schedule as students in the building. This allows for instruction to remain equitable to all learners. Teachers hold hour long office hours during each instructional block, and cover the day's lesson with all students, again allowing for equity for all learners.

School Context and Organization Strengths

1. Elgin Intermediate will utilize a "pod" or "team" system, in which a core content team of teachers will instruct the same group of students.
2. PLCs will be held weekly to address instructional needs based on data analysis.
3. Content area teachers will have a common planning/conference/PLC period to allow for vertical alignment and collaboration.

- Extended planning time offered to teachers for virtual lesson creation and video recording

1. Math will follow an accelerated curriculum and will be double blocked.
2. Accelerated intervention will be provided to students based on data analysis.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Need for delivering quality, equitable instruction to students learning in a virtual/remote environment.   **Root Cause:** The method of delivery of instruction has changed from a traditional, in-person model, to a computer based model; lack of professional development and expertise utilizing the new instructional platform.

Technology

Technology Summary

Elgin Intermediate will look to lead the way in Elgin ISD by utilizing technology throughout the instructional day and in every content area. Students in both 5th and 6th grade will be allowed to have access to individual technology, in such a way that we will have one device per student to be used. Teachers will be expected to incoporate and utilize technology throughout the instructional day as well. As an elective choice, students will have the ability to choose computer technology, which sets the foundation for future classes in both middle and high school that could propel a student into the field of computer science. Additionally, each classroom will have state-of-the-art smart televisions for teachers to deliver cutting edge, engaging lessons for their students. Reading intervention programs (Read 180) will utilize an interactive reading platform that will be tailored to specific needs of each student, based on an electronic reading inventory that the students will take. Use of ST Math as a computer-based conceptual program, aligning to the problem solving curriculum used by the district.

Technology Strengths

1. Technology will be offered as a choice elective, which establishes the foundation for coding and computer science.
2. One-to-one devices in both 5th and 6th grade
3. Smart televisions installed in each classroom to deliver instruction and increase student participation and engagement.
4. Every classroom will have access to a technology cart and document camera.
5. Email and campus/district websites will serve as a major form of communication among parents and staff; use of district initiative "Reach the E" will also increase communication.
    1. Bi-Weekly Parent Newsletter
    2. Remind App
6. Student data will be housed in Eduphoria, allowing for data analysis, which will in turn allow teachers to target specific areas and skills for every single student.
7. Implementation of Data Walls and Data Portfolios (virtual).

Problem Statements Identifying Technology Needs

Problem Statement 1: Equipping, installing, and providing professional development over the latest technology for students to maximize engagement and student learning. **Root Cause:** Operating in a new instructional environment, the need for technology based PD is at an all time high.

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 to recruit, select, assign, induct and retain a full staff of highly qualified educators.

Root Cause 2: New to campus staff will need to be oriented and practice schoolwide systems in order to provide the highest educational experience for Elgin ISD students.

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

Problem Statement 3: Creation, orientation, commitment, and practice of newly formed systems for a brand new campus.

Root Cause 3: As a new campus, all staff members will need to be oriented and trained regarding school-wide systems. Unfamiliarity and lack of fidelity of systems could result in unwanted outcomes.

Problem Statement 3 Areas: School Culture and Climate

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) 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 Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: June 20, 2022

Goal 1: Elgin Intermediate will increase its student achievement performance in the areas of literacy and numeracy.
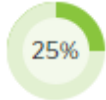
Performance Objective 1: The percent of Elgin Intermediate students reaching the projected "Meets Grade Level" standard on NWEA Map Reading Growth will increase from 14.7% to 30% by the end of the 2022-2023 school year.

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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	25%	60%	90%	

Strategy 2 Details	Reviews			
Strategy 2: Literacy Task Force sessions are campus-led, allowing for individual campus needs to be met in regards to writing. (Elementary and Middle Schools). Utilize the Reading Specialists and Master Teachers to lead campus-specific writing professional development based on campus need, including the expectation that well-planned writing is to occur in each content area on a daily basis.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	N/A	N/A	N/A	
Strategy's Expected Result/Impact: Campuses will see increase in formative and summative writing data. **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				

Strategy 3 Details	Reviews			
Strategy 3: Implement new Reading/Language Arts textbook adoption in grades K-8, with fidelity.	Formative			Summative
Strategy's Expected Result/Impact: Students will be provided with updated and aligned learning reasources designed to address differentiated needs.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal; Instructional Specialists **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	25%	50%	75%	

Strategy 4 Details	Reviews			
Strategy 4: Monitor fidelity of textbook implementation and adjust the implementation as needed based on data and feedback from campuses.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students receive data driven instruction with aligned resources				
Staff Responsible for Monitoring: Principal; Instructional Specialist **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, 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 - $84,959	25%	50%	75%	

Strategy 5 Details	Reviews			
Strategy 5: Partnership with regional service center and campus Instructional Specialists and Administrator to facilitate professional development in the areas of Reading/Language Arts, with specificity in planning and lesson design.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Campuses will see increase in formative and summative writing data.	N/A	N/A	N/A	
Staff Responsible for Monitoring: Principal **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 6 Details	Reviews			
Strategy 6: Teachers implement corrective instructional action plans that include identified gaps, dates for reteach, specific students to be addressed, date and method of reassessment, and follow-up date for reassassment data review. **Staff Responsible for Monitoring:** Instructional Leadership Team **ESF Levers:** Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	25%	45%	85%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: 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.
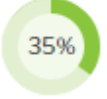
Goal 1: Elgin Intermediate will increase its student achievement performance in the areas of literacy and numeracy.
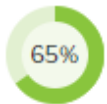
Performance Objective 2: The percent of Elgin Intermediate students reaching the projected "Meets Grade Level" standard on NWEA Map Math Growth will increase from 13.1% to 20% by the end of the 2022-2023 school year.

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			
Strategy 1: Ensure Instructional Specialists are provided professional development and coaching to better serve teachers and students		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
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		20%	45%	75%	

Strategy 2 Details		Reviews			
Strategy 2: Math Task Force sessions are campus-led, allowing for individual campus needs to be met in regards to reading. (Elementary, Intermediate, and Middle Schools.) Utilize the Math Specialist to lead campus-specific reading professional development based on campus need, including the expectation that learnings are applied to improve content knowledge and instruction.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Campuses will see increase in formative and summative reading data **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		N/A	35%	65%	

Strategy 3 Details	Reviews			
Strategy 3: 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.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Campuses will see increases in formative and summative math data. **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 **Problem Statements:** Curriculum, Instruction, and Assessment 1 **Funding Sources:** Instructional Specialists - 211 - Title I-Part A - $84,959	30%	65%	85%	

Strategy 4 Details	Reviews			
Strategy 4: Holding weekly PLC meetings with content teams and two grade level meetings (one per semester) in order to target TEKS of need and create small groups with an emphasis on Reading, Math, and Science.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: EIS will see an increase in the overall performance of students in Approaches, Meets, and Masters on benchmark assessments and on STAAR. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	100%	100%	100%	

Strategy 5 Details	Reviews			
Strategy 5: Teachers implement corrective instructional action plans that include identified gaps, dates for reteach, specific students to be addressed, date and method of reassessment, and follow-up date for reassassment data review.	Formative			Summative
	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Instructional Leadership Team **ESF Levers:** Lever 5: Effective Instruction	25%	80%	100%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: 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.

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

Performance Objective 3: The percent of Elgin Intermediate students reaching "Meets Grade Level" Standard on Reading STAAR will increase from 23% to 44% by 2024.

    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, focusing on the needs of students at risk of not meeting the challenging State academic standards.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Student academic growth as evidenced on district benchmarks and STAAR 2023. **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 - 199 - General Fund: State Compensatory Education - $143,977, Intervention Aides - 211 - Title I-Part A - $30,147, Intervention Materials - 199 - General Fund: State Compensatory Education - $6,210	15%	55%	100%	
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 3 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: 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.

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

Performance Objective 4: The percent of Elgin Intermediate students reaching "Meets Grade Level" Standard on Math STAAR will increase from 17% to 46% by 2024.

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: Ensure Instructional Specialists are provided professional development and coaching to better serve teachers and students.	**Formative**			**Summative**
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	Nov	Jan	Mar	June
	15%	50%		

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. (Elementary, Intermediate, 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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Campuses will see increases in formative and summative math data. **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	Nov	Jan	Mar	June
	N/A	N/A	N/A	

Strategy 3 Details	Reviews			
Strategy 3: 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Campuses will see increases in formative and summative math data. **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	30%	65%		

Strategy 4 Details	Reviews			
Strategy 4: Students will be provided tangible, hands-on explorations and real world experiences both in the science lab and in the classroom via demonstrations.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The campus will experience an increase in Science STAAR results for the categories of Approaches, Meets, and Masters. **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1 **Funding Sources:** Supplies - 211 - Title I-Part A - $13,558	25%	60%		

Strategy 5 Details	Reviews			
Strategy 5: Holding weekly PLC meetings with content teams and two grade level meetings (one per semester) in order to target TEKS of need and create small groups with an emphasis on Reading, Math, and Science.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: EIS will see an increase in the overall performance of students in Approaches, Meets, and Masters on benchmark assessments and on STAAR. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	35%	100%	100%	

Strategy 6 Details	Reviews			
Strategy 6: Provide direct, targeted small group intervention in writing, reading/language arts/, and math that is supplemental to regular classroom instruction, focusing on the needs of students at risk of not meeting the challenging State academic standards.	Formative			Summative
	Nov	Jan	Mar	June
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:** Interventionist, supplies and materials - 199 - General Fund: State Compensatory Education - $143,978, Intervention Aides - 211 - Title I-Part A - $30,147, Intervention Materials - 199 - General Fund: State Compensatory Education - $6,210	30%	65%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 4 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: 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.

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

Performance Objective 5: Elgin Intermediate economically disadvantaged and emergent bilingual students will reach Closing the Gap targets by 2024.
Math Economically Disadvantaged:
15% to 36% by 2024
Math Emergent Bilingual:
16% to 40% by 2024
Reading Economically Disadvantaged:
20% to 33% by 2024
Reading Emergent Bilingual:
18% to 29% by 2024

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, focusing on the needs of students at risk of not meeting the challenging State academic standards.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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	35%	65%		

Strategy 2 Details	Reviews			
Strategy 2: Implementation of Latino Literacy Project to serve Emergent Bilingual students and families through the development of literacy skills.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Student academic growth on NWEA Map Reading and STAAR Reading. **Staff Responsible for Monitoring:** Campus Leadership **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum **Problem Statements:** Curriculum, Instruction, and Assessment 1 **Funding Sources:** Supplies and PD - 211 - Title I-Part A - $3,000	N/A	N/A		

	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 5 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: 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.

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

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

    Evaluation Data Sources: Reach the E; School Quality Survey; Exit survey data; Superintendent Listening Tour

Strategy 1 Details	Reviews			
Strategy 1:	**Formative**			**Summative**
1) Conduct district-wide "listening tours" each semester to ensure all staff have an opportunity to provide real time feedback to district leaders.	**Nov**	**Jan**	**Mar**	**June**
	N/A	50%	80%	
Strategy's Expected Result/Impact: Decrease in turnover rate of teachers and administrators; Improved morale **Staff Responsible for Monitoring:** Superintendent **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Promote and Utilize "REACH the E" as the district and campus primary communication platform.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease in turnover rate of teachers and administrators.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: District/Campus Leadership Teams **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	40%	80%	95%	

Strategy 3 Details	Reviews			
Strategy 3: Implementation of campus systems to increase staff communication and recognition.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Job satisfaction of staff at the campus level will improve.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers	75%	100%	100%	

Strategy 4 Details	Reviews			
Strategy 4: All staff members share a common understanding of the values, standards, and goals of The Intermediate and how they positively impact the mission and vision of Elgin ISD. **Staff Responsible for Monitoring:** Instructional Leadership Team **ESF Levers:** Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	75%	85%	100%	

Strategy 5 Details	Reviews			
Strategy 5: Teachers are able to establish and maintain a strong classroom culture, establish high yield routines and procedures, and building strong relationships. **Staff Responsible for Monitoring:** Instructional Leadership Team **ESF Levers:** Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	60%	75%	95%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: Elgin Intermediate 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: School Quality Survey

Strategy 1 Details	Reviews			
Strategy 1: Continue to implement activities at the campus level to build cultural competency of teachers and staff in relation to the students served in EISD. Activities will occur on a quarterly basis, at a minimum.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Decrease in teacher and administrator turnover rate. **Staff Responsible for Monitoring:** Asst. Supt. for Academics/SI; Principals **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture	30%	55%		

Strategy 2 Details	Reviews			
Strategy 2: Expand the campus leadership teams' knowledge and expertise in the area of cultural competency each summer to provide opportunities for growth.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Decrease in teacher and administrator turnover rate. **Staff Responsible for Monitoring:** Asst. Supt. for Academics/SI **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture	N/A	N/A	N/A	

Strategy 3 Details	Reviews			
Strategy 3: Create student leadership opportunities by involving students in the planning of cultural competency activities at the campus level.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase teacher and administrator retention rates by increasing cultural competency of staff. **Staff Responsible for Monitoring:** Principal; Asst. Supt. Academics/SI **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers	50%	65%		

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 2: Elgin Intermediate 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: Survey Data; Qualitative data from listening tours
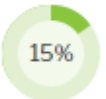
Strategy 1 Details		Reviews			
Strategy 1: Increase staffing support that allows for a streamlined focus on behavioral support and intervention. These supports include a Campus Testing/504 Coordinators at The Intermediate.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Decrease in teacher and administrator turnover rate; improved staff morale
    Staff Responsible for Monitoring: Superintendent; Campus Principals
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
		25%	60%		

Strategy 2 Details		Reviews			
Strategy 2: Streamline duties/responsibilities of campus administrators to ensure Assistant Principals' main focus is discipline management.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Decrease in teacher and administrator turnover rate; improved staff morale
    Staff Responsible for Monitoring: Executive Cabinet; Campus Principals
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
		80%	100%	100%	

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.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increased positive perceptions of staff related to consistent behavioral interventions and classroom support.
    Staff Responsible for Monitoring: Principal
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 2: Effective, Well-Supported Teachers
		50%	50%		

Strategy 4 Details		Reviews			
Strategy 4: Campus leaders continue to monitor and adjust the implementation of the Ground Works handbooks to ensure consistent behavior interventions and classroom supports are provided.		Formative			Summative
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Decrease in teacher and administrator turnover rate. **Staff Responsible for Monitoring:** Asst. Supt. for Academics and SI; Principals **TEA Priorities:** Recruit, support, retain teachers and principals		N/A	N/A	N/A	

Strategy 5 Details		Reviews			
Strategy 5: EIS will implement and utilize PBIS Rewards online point system to track individual student and collective House Points. House Points are aligned to campus LEGACY Standards will be revisited weekly and biweekly at House Assemblies.		Formative			Summative
		Nov	Jan	Mar	June
Staff Responsible for Monitoring: Campus Leadership, Classroom Teachers **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy**		50%	80%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 3: Elgin Intermediate 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: Implementation of the hard and soft skills documented in lesson plans and observed in walkthroughs and observations.
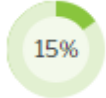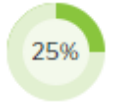
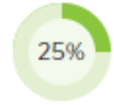| Strategy 1 Details		Reviews			
Strategy 1: Continue implementation of "recruitment fairs" to promote extracurricular and co-curricular offerings.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased percentage of students participating in extracurricular activities.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal/Counselor		N/A	N/A	60%	

Strategy 2 Details		Reviews			
Strategy 2: Counselors will include advising on extracurricular and co-curricular offerings as part of individual academic advising.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be exposed to a variety of different careers and opportunities available to students after high school.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal; Counselor **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction		15%	50%	70%	

Strategy 3 Details		Reviews			
Strategy 3: Counselors will provide a summary report to each extracurricular and co-curricular sponsor for student follow-up and recruitment.		**Formative**			**Summative**
Staff Responsible for Monitoring: Counselors **TEA Priorities:** Connect high school to career and college		**Nov**	**Jan**	**Mar**	**June**
		N/A	N/A	N/A	
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Goal 3: Elgin Intermediate 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: 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased percentage of students directly enrolling in post-secondary programs and/or the military after high school graduation. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum	15%	45%	70%	

Strategy 2 Details	Reviews			
Strategy 2: Ensure counselors continuously receive up-to-date information regarding career programs of study and implementation and use of Xello with students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased percentage of students directly enrolling in post-secondary programs and/or the military after high school graduation. **Staff Responsible for Monitoring:** Principal; Director CCMR **TEA Priorities:** Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum	N/A	45%	55%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 3: Elgin Intermediate 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			
Strategy 1: Increase business and industry partnerships to increase student access to work-based learning opportunities. Work with EHS where applicable for EIS students to begin to have exposure to work-based learning opportunities.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The percentage of students enrolling in CTE programs, with career pathways aligned to regional workforce needs and student interest, will increase.	N/A	N/A	N/A	
Staff Responsible for Monitoring: Principal; Director of CCMR				
TEA Priorities: Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum				

Strategy 2 Details	Reviews			
Strategy 2: Seek grant opportunities to build infrastructure for desired/selected programs of study.	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal	**Nov**	**Jan**	**Mar**	**June**
TEA Priorities: Connect high school to career and college	25%	25%	50%	

Strategy 3 Details	Reviews			
Strategy 3: Elgin Intermediate will increase student achievement on NWEA Map through the use of high leverage instructional practices, strategies, and instructional resources.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Student academic growth on NWEA Map.				

Staff Responsible for Monitoring: Campus Leadership

TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
 - **ESF Levers:**
Lever 4: High-Quality Curriculum

15%	45%	80%

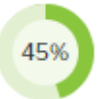| 0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 4: Elgin Intermediate 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.

Strategy 1 Details	Reviews			
Strategy 1: Develop and disseminate a survey that evaluates school as a safe learning environment.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased positive perceptions of school safety.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal and Asst. Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	70%	90%	100%	

Strategy 2 Details	Reviews			
Strategy 2: Implement a K-12 Social Emotional Learning Framework designed to create a more inclusive, relational, and connected environment.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased positive perceptions of school safety. **Staff Responsible for Monitoring:** Principal and Asst. Principal	60%	80%	100%	

Strategy 3 Details	Reviews			
Strategy 3: Director of Safety and Risk Management strategically communicates Elgin ISD's safety initiatives with local media.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased positive perceptions of school safety. **Staff Responsible for Monitoring:** Dir. Safety and Risk Management **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	70%	100%	100%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 4: Elgin Intermediate 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			
Strategy 1: Superintendent will continue to expand the grassroots parent group as a way to positively tell the story of Elgin ISD.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased positive perceptions of student behavior. **Staff Responsible for Monitoring:** Superintendent **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	**Nov**	**Jan**	**Mar**	**June**
	25%	25%	75%	

Strategy 2 Details	Reviews			
Strategy 2: Utilize social media and electronic platforms to capture and share positive student stories with the public.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased positive perceptions of student behavior. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	**Nov**	**Jan**	**Mar**	**June**
	70%	100%	100%	

Strategy 3 Details	Reviews			
Strategy 3: Build staff and community awareness of trauma-informed practices to better understand student behaviors.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased positive perceptions of student behavior. **Staff Responsible for Monitoring:** Director of Program Support and Guidance; Principal **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	**Nov**	**Jan**	**Mar**	**June**
	20%	20%	45%	

Strategy 4 Details	Reviews			
Strategy 4: 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.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased positive perceptions of student behavior. **Staff Responsible for Monitoring:** Superintendent **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	20%	50%	80%	

Strategy 5 Details	Reviews			
Strategy 5: Communities in Schools staff will begin new Communities in Schools program aimed at increased student support and engagement thereby increasing chances for school completion for At Risk Students.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Provide support for students and families as needed to help increase family engagement. **Staff Responsible for Monitoring:** Principal; CIS Site Coordinator **Problem Statements:** Curriculum, Instruction, and Assessment 1 **Funding Sources:** Communities in Schools - 199 - General Fund: State Compensatory Education - $42,500	20%	100%	100%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: 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.

Campus Funding Summary

199 - General Fund: State Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Intervention Materials		$6,210.00
1	3	1	Interventionists		$143,977.00
1	4	6	Intervention Materials		$6,210.00
1	4	6	Interventionist, supplies and materials		$143,978.00
4	2	5	Communities in Schools		$42,500.00
				Sub-Total	$342,875.00
				Budgeted Fund Source Amount	$342,875.00
				+/- Difference	$0.00
211 - Title I-Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Instructional Specialists		$84,959.00
1	2	3	Instructional Specialists		$84,959.00
1	3	1	Intervention Aides		$30,147.00
1	4	4	Supplies		$13,558.00
1	4	6	Intervention Aides		$30,147.00
1	5	2	Supplies and PD		$3,000.00
				Sub-Total	$246,770.00
				Budgeted Fund Source Amount	$246,770.00
				+/- Difference	$0.00
				Grand Total Budgeted	$589,645.00
				Grand Total Spent	$589,645.00
				+/- Difference	$0.00