

Elgin Independent School District
Elgin Middle 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

Needs Assessment Overview

Needs Assessment Overview Summary

CNA Process

Gather all data (STAAR, BOY, NWEA MAPS, and Common Assessments)

Disaggregate the data with Teachers and Instructional Leaders

Discuss the effectiveness of strategies and programs including State Compensatory Education

Gather input from CAC on programs, practices, and procedures

Identify specific program strategies that aligns with the findings of the CNA

Demographics

Demographics Summary

The Elgin Independent School District comprises more than 168 square miles in portions of Bastrop, Lee and Travis Counties and provides educational facilities and resources to meet the needs of the approximately 4,620 students on seven campuses. Elgin Middle School is located approximately 22 miles east of Austin. Elgin Middle School houses approximately 755 students in grades seven and eight.

Data Sources Reviewed -

- Txsxhools.org
- schooldigger.com
- TPRS
- Eduphoria

List of Strengths -

- Great EB program.
- Good communication between staff, admin, and parents/community
- More diverse staff than average

List of Needs -

- More information on migrant student status and who qualifies.
- More bilingual staff. (Maybe offer an incentive for bilingual staff members?)
- Safety glass on all exterior doors and windows
- Teacher retention (Our pay ladder stops at 25.)

Summary: Elgin is a minority majority district particularly with hispanic students. While we have some supports, many feel like we could be doing more.

Demographics Strengths

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- Teacher retention (Our pay ladder stops at 25.)

Summary: Elgin is a minority majority district particularly with hispanic students. While we have some supports, many feel like we could be doing more.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We do not have a lot of involvement with our ELL and SPED parents. **Root Cause:** Lack of activities to encourage involvement from our ELL and SPED parents.

Student Achievement

Student Achievement Summary

The data below is calculated using the 2021 STAAR Results:

Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment					
						2019 Results	2021 Results	Cycle 1		
								Assessment Type	Formative Goal	Actual Result
% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	60	53	BOY	70	
	All	All	Reading	Meets	STAAR	31	25	BOY	40	
	All	All	Reading	Masters	STAAR	12	10	BOY	25	
	All	All	Mathematics	Approaches	STAAR	64	51	BOY	70	
	All	All	Mathematics	Meets	STAAR	30	23	BOY	40	
	All	All	Mathematics	Masters	STAAR	9	9	BOY	25	
	All	All	Science	Approaches	STAAR	73	56	BOY	70	
	All	All	Science	Meets	STAAR	41	30	BOY	40	
	All	All	Science	Masters	STAAR	16	12	BOY	25	
	All	All	Social Studies	Approaches	STAAR	50	38	BOY	70	
	All	All	Social Studies	Meets	STAAR	20	12	BOY	40	
	All	All	Social Studies	Masters	STAAR	8	4	BOY	25	
Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	Eco Dis	Reading	Meets	STAAR	24	19	BOY	40	
	All	Special Education	Reading	Meets	STAAR	22	9	BOY	30	
Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	Eco Dis	Mathematics	Meets	STAAR	26	16	BOY	40	
	All	Special Education	Mathematics	Meets	STAAR	22	13	BOY	30	
ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS	18	23	BOY	36	

	Algebra STAAR 2020-2021			
	Total	Approaches	Meets	Masters
Elgin Middle School	300	60.00%	24.33%	12.67%
In person	186	64.52%	22.04%	12.37%
Economic Disadvantage	230	52.17%	16.52%	6.96%
LEP	106	39.62%	11%	2.83%
Sped	25	28.00%	0.00%	0.00%

	Pre- Algebra STAAR 2020-2021			
	Total	Approaches	Meets	Masters
Elgin Middle School	210	29.52%	14.29%	3.81%
In person	152	28.95%	13.82%	3.29%
Economic Disadvantage	169	29.59%	13%	3.55%
LEP	93	13.98%	4%	1%
Sped	36	11.11%	2.78%	0%

	8th ELA STAAR 2020-2021			
	Total	Approaches	Meets	Masters
Elgin Middle School	249	55.82%	26.91%	8.84%
In person	163	55.21%	27.61%	7.98%
Economic Disadvantage	186	49.46%	22%	5%
LEP	92	38.04%	11%	1%
Sped	25	12.00%	0.00%	0.00%

	STAAR WRITING 2020-2021			
	Total	Approaches	Meets	Masters
Elgin Middle School	182	35.16%	9.34%	2.20%
In person	158	30.38%	6.96%	2.53%
Economic Disadvantage	148	29.73%	8.11%	1.35%
LEP	81	20.99%	0.00%	0%
Special Ed Indicator	28	10.71%	0.00%	0%

	8th grade Science May 2021 STAAR			
	Total	Approaches	Meets	Masters
Elgin Middle School	232	54.31%	27.59%	11.21%
In Person	153	56.21%	30.72%	11.76%

		8th grade Science May 2021 STAAR			
		Total	Approaches	Meets	Masters
Economic Disadvantage		172	47.67%	21.51%	6.40%
LEP		78	26.92%	8.97%	0.00%
Special Ed Indicator		22	9.09%	0.00%	0.00%

	8th grade Social Studies May 2021 STAAR			
	Total	Approaches	Meets	Masters
Elgin Middle School	236	36.02%	9.32%	4.24%
In Person	157	36.31%	9.55%	4.46%
Economic Disadvantage	175	29.71%	6.29%	2.29%
LEP	65	10.59%	0.00%	0.00%
Special Ed Indicator	22	13.64%	0.00%	0.00%

Data Sources Reviewed - Eduphoria reports, NWEA reports, TSI system, 2020-2021 STAAR Performance Report,

List of Strengths- Double blocking ELA and Math, Saturday school, utilizing CCR(elective) for HIS, ELA, SCI

List of Needs - organization/planning of Saturday School to be tailored to low scoring populations/failing students, identify and pull out intervention groups for 6th grade science, parent volunteers for Saturday school and other events alike, create more opportunities for parents to learn digital applications (esp. Google Classroom) to help support students at home.

Summary: Learning gaps still exist. Continuing to offer additional support is necessary for student growth, moving forward. Parent

involvement may be a way to build community and help close gaps in and out of school.

Student Achievement Strengths

1. All students in sub pops passing science increased based on the 2019 STAAR data. Specifically, when evaluating 2018 STAAR 8 Science data, Eco Dis increased 14 percentage points, African-American increase 1 percentage point, Hispanic increased 14 percentage points, White increased 7 percentage points, SPED increased 4 percentage points, and LEP increased 27 percentage points from 2018 to 2019.
2. The percentage of students reaching the meets level in STAAR Reading, in the sub pop groups of white and SPED was close to meeting the state target; this is based off the 2019 STAAR data. The state target for White is 59 and our result was 52. The state target for SPED was 23 and our result was 22.
3. The percentage of students reaching the meets level for STAAR Math, in the sub pops of ELL, SPED, Eco Dis, and white were close to meeting the state target; this is based off the 2019 STAAR data. The state target for ELL is 29 and our result was 22. The state target for SPED is 29 and our result was 22. The state target for Eco Dis is 33 and our result was 26. The state target for White is 60 and our result was 53.
4. Based off the 2019 STAAR data our ELLs met the growth target for Reading. The state target is 64 and our result was 65.
5. Based off the 2019 STAAR data our Hispanic, Eco Dis, and SPED were close to meeting growth in Reading. The state target for Hispanic is 65 and our result was 64. The state target for Eco Dis is 64 and our result was 63. The state target for SPED is 59 and our result was 58.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Need for objective-driven daily lesson plans with formative assessments. **Root Cause:** Current lesson plans are sometimes not as detailed as possible for optimal effectiveness.

School Culture and Climate

School Culture and Climate Summary

Data Sources Reviewed: Staff and Student Climate Surveys, K12 Insight

List of Strengths: Students feel that they receive the support to prepare for their future. Students also agree that teachers care and respect them. Students and teachers are aligned on respecting diversity.

List of Needs: Although staff responded that 93% felt safe on campus, only 59% of students felt safe in the classroom and 46% in the common areas. This represents a great discrepancy between the two groups. 52% of teachers agree that students are well-behaved, but only 11% of students agree that students are well-behaved. These are factors that should be addressed.

Summary: Based on the questions we answered, we noticed that there was a big difference in the perceptions of the students and the staff. Overall the staff rated the school culture and climate higher than the students.

School Culture and Climate Strengths

Data Sources Reviewed: Staff and Student Climate Surveys, K12 Insight

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Summary: Based on the questions we answered, we noticed that there was a big difference in the perceptions of the students and the staff. Overall the staff rated the school culture and climate higher than the students.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Need to create clear roles and responsibilities for the members of the leadership team and provides greater clarity to ILT members on how to lead their grade level and content area **Root Cause:** Streamlined and defined duties and responsibilities so staff members can fulfill their roles and increase leadership capacity and ownership across the campus

Problem Statement 2: Campus instructional leaders are NOT consistently providing training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded support for students with disabilities, English learners, and other student groups.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Elgin Middle School is moving in a positive direction with staff quality and retention. The principal, Riza Cooper, is beginning her eleventh year on the campus, which is the longest a campus administrator has been at Elgin Middle School. This consistency is building a school community that is conducive to teacher retention.

Teachers by Years of Experience:

Beginning Teachers - 22.2%

1-5 Years Experience - 36.3%

6-10 Years Experience - 22.2%

11-20 Years Experience - 12.4%

Over 20 Years Experience - 6.8%

Average Years Experience of Teachers: 6.3 yrs.

Average Years Experience of Teachers with District: 2.6 yrs.

Data Sources Reviewed

- Attendance

List of Strengths

- Communication
- Relationship building
- Dedicated
- Talented

- Want to be here

List of Needs

- Relative Professional Development
- Commute can be difficult to
- Teacher attendance
- Subs
- Holding kids accountable

Summary:

As a whole our EMS Staff, we feel as though we communicate and build relationships well with students. We have teachers and staff members that want to be here and are talented in our jobs. Professional development is needed across the board for specific content and job related areas. Also, having time for mentors to meet with their mentee would help support that specific program. We know that staff absences are seen to rise; causing paraprofessionals to be redirected into subbing the classroom. Paraprofessionals struggle with lack of respect given by students. We feel that turnover rate for staff members can contribute to student accountability. In all, staff quality at Elgin Middle School is overall very effective and Ms. Cooper does a great job in placing staff members where they are successful.

Staff Quality, Recruitment, and Retention Strengths

1. Faculty and staff extracurricular activities to build relationships and attachment to the campus such as potlucks, “Boo” buddy, secret santa, cooking/baking competitions, hallway decoration competition, ice-cream kindne"Tough Cookie" bags, chocolate day, staff refuel station, Friday snack cart, and holiday parties.
2. Positive phone calls or letters home to staff's significant others to show appreciation.
3. Friday "shout out" encouragement email in which teachers can recognize one another's achievements.
4. Handwritten notes to staff monthly
5. Individual efforts and attendance at job fairs.
6. Leadership committee to include department chairs, instructional leaders, master teachers, and grade level team leaders.
7. District level teacher leaders by content area to promote collaborative curriculum planning efforts.
8. Master teacher positions to encourage growth within the school.
9. New to EMS monthly meetings to help support teachers.
10. EMS spotlight of the week for teachers

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teaching staff are required to prepare daily instructional videos that include an introduction to the content, detailed instructions for completing assignments, a direct teach of the content, and guided practice. Teaching staff are also required to learn, master, and incorporate virtual learning platforms to increase students engagement and content comprehension for effective virtual/remote instruction. **Root Cause:** Lack of adequate and timely technology training prior to the start of the school year and limited time during the school day. The depth of training needed due to 100% remote was hard to get all covered before the school year started.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum, Instruction, and Assessment

The district's curriculum is tightly aligned to the state TEKS with a focus on college and career readiness. The district utilizes the TEKS Resource System as a way to ensure that all TEKS are covered throughout the lesson plans. Weekly classroom walkthroughs by campus administration (both in-person and virtually) allows constant monitoring to ensure teachers are following the curriculum. Teachers are provided with feedback through STRIVE in Eduphoria.

EMS has completed its five year cohort commitment and we have moved into the maintenance time to continue using SIM strategies to align with our campus vision and mission statements. Teachers at EMS are in the sixth year of SIM (Strategic Instruction Model) /(Raise Up Texas: an initiative that can transform the way that teachers teach and students learn in middle school). The initiative is through E3 Alliance.

Each nine weeks, students are given locally created common assessments at the end of each instructional unit, utilizing district resources. This information is entered into Eduphoria. Utilizing the Aware side of Eduphoria, teachers and campus administration disaggregate data to look at sub-populations on campus to ensure student mastery and intervention needs. Aware is utilized to determine which SEs the students are in need of intervention. A 25-minute advisory period has been built into the schedule to include RTI during the school day.

Teachers consistently engage students with effective instructional materials with key ideas, essential questions, recommended resources, and content relevant and responsive to students' background (when applicable) in each content area.

Clear protocols ensure all students are doing the cognitive lift in the learning, and teachers engage students using techniques that encourage “productive struggle” such as: use of wait time, encouraging discourse, and requiring evidence to support claims Teachers consider IEP goals, EL goals and other diverse learning needs when structuring student tasks, as evidenced by multiple paths to student demonstration of mastery during the lesson’s execution.

Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

Data Sources Reviewed

- TEA Standards
- TEKS Resource System - LEAD 4ward

- Eduphoria

List of Strengths

- Data Analysis of Unit Assessments
- Content Knowledge
- Scope of Sequence
- Knowledge of when to reteach / spiraling
- Differentiation based on student need

List of Needs

- Common resources
- Communication for teachers vertical alignment across district
- More consistency in practices for Social Studies and Science that parallel English and Math
- Cross curricular needs improvement

Summary:

Overall, the curriculum development for Elgin Middle School is TEKS aligned, data informed and supportive of all student populations. These points of strengths come from a focus on making sure the lessons are developed from standards and ensuring that scaffolding takes place so students can reach the highest level of standard. The needs of the campus are better vertical alignment between district campuses and improvement of resources provided. Our call to action for the district would be collaborative professional development and meetings for this alignment.

Curriculum, Instruction, and Assessment Strengths

1. Students have digital access to the curriculum due to the 1:1 Chromebook initiative.
2. Daily PLC meetings by departments to discuss student data and instructional strategies.
3. Monthly monitoring of common assessment data for individual students based on campus needs identified through TIP and CIP.
4. Common assessments given each nine weeks to continue to monitor students' performance on the TEKS.
5. Teachers complete a TEKS study while utilizing the IPAC.
6. Instructional Coaches compile a digital data wall which illustrates our approaches, meets, and masters percentages.
7. Identify struggling students to address small group and intervention strategies.
8. Create fluid goals for reaching meets and masters for all assessments.
9. Analyzing most frequently missed TEKS on assessment to scaffold back into future lessons and assessments.
10. Continued longitudinal analysis for specific TEKS which allow our teachers to continue to monitor progress and effectively adjust future instruction.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Need for data-driven instruction. **Root Cause:** Lack of consistent formative assessment; teacher concern over time required to plan.

Problem Statement 2: Campus instructional leaders are NOT consistently providing training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded support for students with disabilities, English learners, and other student groups.

Problem Statement 3: Teachers do NOT consistently use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

Problem Statement 4: High-quality instructional materials are NOT consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.

Parent and Community Engagement

Parent and Community Engagement Summary

EMS has been working to increase parent and community involvement events such as open house, parent volunteering on campus, and parent meetings. Some of the efforts include: Newsletter, increasing EMS administrator and staff visibility in the community, Facebook and Twitter as means of communication, marquee to announce upcoming events, and updated campus and teacher websites.

List of Strengths CIS program - Counselors holding monthly meetings - rewards for good grades

List of Needs More positive parent involvement

Summary: Create more activities We need more connections to both parents and community services. Arranging more activities so that there are more opportunities for parents to become involved in a positive way.

Parent and Community Engagement Strengths

1. Open House
2. Community Block Party
3. Increase in the number of parent and community volunteers
4. School messenger emails and calls sent to parents at least twice a week.
5. Updates posted on EMS Facebook at least twice a week.
6. Community input on staff member of the month.
7. Weekly updates to school marquee.
8. Community walks to welcome all students

9. Increased home visits to ensure all students are attending school and completing work.
10. Visiting with students to ensure there is grade improvement, develop plans for success, and to reduce discipline issues. This assures that there is higher engagement in learning.
11. Communicating with parents for students who have missed numerous days to ensure students are attending school, whether in-person or remote.
12. Communicating with parents and students who are learning remotely to update on grades and to develop a plan to make sure all students are performing at the highest academic level possible.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Need for more parental involvement for academic events at Elgin Middle School. **Root Cause:** Lack of opportunities for parents to attend and lack of participation of attendees at Elgin Middle School.

School Context and Organization

School Context and Organization Summary

<u>Riza Cooper</u> <i>Principal</i>	<u>Theresa Colunga</u> <i>Assistant Principal; All grades</i>	<u>Scott Martin</u> <i>Assistant Principal; 8th grade</i>	<u>Jeff Martinez</u> <i>Assistant Principal; 7th grade</i>	<u>Idolina Brasher</u> <i>504/Testing Coordinator; All Grades</i>
<ul style="list-style-type: none"> • Lesson Planning • AESOP • Appraisals for Math, SPED • Unresolved Parent/Teacher Concerns • Master Schedule • Faculty Meetings • Weekly newsletter • Approval for leave • Campus budgets • Fundraiser/field trip approvals • Campus PD/ Instructional support • Data digs and action support • CAC • Walkthroughs • Volleyball 	<ul style="list-style-type: none"> • 8th Grade Level Mtgs • Lesson Planning • MasterTeacher appraisal and support • Backup RTI meetings • Appraisals for Science ELA and Social studies • Faculty Meetings • Attendance/Truancy • Parent/Teacher concerns (academics) • Bus requests/approvals • Admin rep for PTA • Campus PD/ Instructional support • Learning Walks • Data digs and action support • CAC • Walkthroughs • COVID campus contact • Title IX campus coordinator • Volleyball 	<ul style="list-style-type: none"> • 8th Grade Level Mtgs • Discipline - 8th gr • Tardies/truancy • Parent/Teacher Concerns (discipline) • Safety-fire drills, etc • Drug testing/Drug dogs • CAC • Dress code • Walkthroughs • After School Det. • Girls Basketball • Watchdog DADS 	<ul style="list-style-type: none"> • 7th Grade Level Mtgs • Discipline - 7th gr • Appraisals for Electives • Tardies/truancy • Maintenance • Solid Roots • Building maintenance requests • Parent/Teacher Concerns (discipline) • Drug testing/Drug dogs • CAC • Dress code • Walkthroughs • After School Det. • Boys Basketball • Watchdog DADS 	<ul style="list-style-type: none"> • Lead LPAC • Lead RTI Meetings • 9th weeks failure reports and teacher paperwork • Admin, counselors, grade level leads, master teachers, attendance clerk, counselor, secretary, CIS • Attend 504/SPED ARDs • green folders (504) • Testing • STAAR • TELPAS • PSAT • TSI support • Data Digs and Action support • Parent/Teacher Concerns (testing/SPED/504) • CAC • MS Football

Counseling Staff		
<u>Laurin Allen</u>	<u>Kelsey Schatte</u>	<u>Otti Pineda</u>
Counselor	Counselor	Communities in Schools
<ul style="list-style-type: none"> • Mindful Moments Curriculum • ISS Social Skills • RtI Committee • Monthly Parent Nights/Video presentations • SEL • PTA • Pregnancy/Homebound Services • RTI DBRC check-ins (non Solid Roots students) • Academic Contracts (DARCs) • Schedule req'd parent meeting for 1st & 2nd 9-weeks failure of 2 or more core classes • Schedule possible retention parent meetings for semester • Grade failure meeting with parents and student • 9-Weeks Awards Ceremony • Semester Awards Ceremonies/Banquets • Master Schedule • Home Visits • Threat Assessment Team 	<ul style="list-style-type: none"> • Mindful Moments Curriculum • ISS Social Skills • RtI Committee • Monthly Parent Nights/Video presentations • SEL • RTI DBRC check-ins (non Solid Roots students) • Academic Contracts (DARCs) • Schedule req'd parent meeting for 1st & 2nd 9-weeks failure of 2 or more core classes • Schedule possible retention parent meetings for semester • Grade failure meeting with parents and student • 9-Weeks • Character Traits Activity each month • 9-Weeks Awards Ceremony • Semester Awards Ceremonies/Banquets • Master Schedule • Home Visits • Threat Assessment Team • College Career Readiness with ECHS 	<ul style="list-style-type: none"> • Family & School Engagement Nights • SEL • Mentoring for students • Attendance • RTI • Case management of 65 students • No Place for Hate • Provide ISS Social Skills for case load •

Instructional Leadership			
Elizabeth Hodges	Michelle Uballe	Amanda Casarez	Nicole Leonard
Instructional Specialist	Instructional Specialist	Master Teacher - Math	Master Teacher - Science
<ul style="list-style-type: none"> • ILT & TIP team • Walkthroughs; Document in Strive • Tier 2/3 Teacher Support • ELA/Math PLC support • Lead data digs • Weekly Lesson Plan Check for content area • Create and Vet all math and ELA common assessments; enter into Eduphoria • Model and coach struggling teachers; Get Better Faster • Assist with all campus testing • Plan Family Math/ELA Nights • Faculty Meetings/Trainings • Staff Socials/Team Building/Morale 	<ul style="list-style-type: none"> • ILT & TIP team • Walkthroughs; Document in Strive • Tier 2/3 Teacher Support • Science/Social Studies PLC support • Lead data digs • Weekly Lesson Plan Check for content area • Create and Vet all Science and social studies common assessments; enter into Eduphoria • Plan Family Sci/SS Night • Model and coach struggling teachers; Get Better Faster • Assist with all campus testing • Faculty Meetings/Trainings • Staff Socials/Team Building/Morale 	<ul style="list-style-type: none"> • Walkthroughs; Document in Strive and Track Instructional Playbook • Organize & track learning walks (2 per semester) • Model and coach struggling teachers; Get Better Faster • New Teacher Support • Plan and Lead Math/ELA Family Nights • Math PLC • Gather common assessment data for data digs • Plan Science/History Fair • Staff Socials/Team Building • Monthly New to EMS meetings • Provide small group intervention pull-outs • Faculty Meetings 	<ul style="list-style-type: none"> • Walkthroughs; Document in Strive and Track Instructional Playbook • Organize & track learning walks (2 per semester) • Model and coach struggling teachers; Get Better Faster • New Teacher support • Plan and Lead Science/SS Family Nights • Science PLC • Gather common assessment data for data digs • Plan Science/History Fair • Staff Socials/Team Building • Monthly New to EMS meetings • Provide small group intervention pull-outs • Faculty Meetings

Support Staff			
<u>Sandra Negro</u>	<u>Kelly Clark</u>	<u>Christina Martinez</u>	<u>Tawynna Moore-Bell</u>
Technology	Librarian	Nurse	Principal's Secretary
<ul style="list-style-type: none"> • Testing Assistance • Testing Data Analysis • TSI Testing • TELPAS Support • Assembly Technology • Family Night Technology • Campus Website • Social Media (Twitter, Facebook, etc) • Teacher Tech Checkout • IT Support • Chromebook checkout • Teacher PD (Tech Tuesday) • Track use of Google Classroom and Remind 101 • Morning/passing period/afternoon duty • Morning announcement 	<ul style="list-style-type: none"> • Library classes • Author Visits • Library Schedule & Extended Library Hours • Accelerated Reading • Other reading incentive programs • Book Fair • Teacher Tech Checkout • Morning/passing period duty • Morning announcement • EMS Weekly Review 	<ul style="list-style-type: none"> • COVID Triage and documentation • Medical care • Medicine administration • Passing period duty outside nurse office • Notify parents of care administered • Communicate to administrators abnormal or unusual nurse visit • Communicate students with high medical needs to students • 	<ul style="list-style-type: none"> • Assist in unanswered phone calls • Bookkeeper • Grant monies administration • PO Requisitions/requests • Field Trips requests • Food/Refreshments • Work-orders • Warehouse orders • Stocking supplies • Supply orders • Poster maker • DAEP student work • Veritime • Keys • Picture Day schedules • Emergency Ops Call

Data Sources Reviewed -

EMS Student Needs Assessment 2021-2022

Job Satisfaction Survey - April 2021

List of Strengths -

Based on our discussion, it correlated with the data from the sources above.

- Faculty and staff are pleased with working for Elgin ISD and at EMS.
- They feel respected and heard
- We do what is best for our students

List of Needs

Building More Student Morale -

- Dances
- Faculty vs Student Sport Activity
- Field Day

Dismissal - If bus system is improved on the district level and come more timely

- School-wide Dismissal
 - Duty Roster Schedule Rotation by Department - to accommodate more coverage outside

Mentoring

- New teachers have the opportunity to observe their mentor and possibly assign a different grade level and subject area.

Student Team Meetings

- Communication could improve
- Teams being called down was not consistent
- Elective Teachers have multiple team and grade levels of students and would like to play a more quality role

- Stagger Release between grade levels, but realize that elective teachers have both grade levels

Physical Environment

- Two Art Studios
- Not a Small and Large Gym, but Two Gyms of Equal Size
- Bigger Weight Room
- Park Benches outside for sitting

Restructuring Wildcat Time

District Level - Increasing the pay

Summary:

Based on the data and our experience, we feel that the communication between leadership and faculty is great. We feel that our voices are heard in terms of providing concerns to our grade level leads and departments chairs and receiving the response from leadership through that setup.

We understand that certain structures are in place due to the bussing systems of Elgin ISD, but if there is improvement could we consider releasing all students at 4 PM, and then we can create an after-school duty rotation because more teachers will be available after school for duty.

Lastly, as we prepare for our new norm after COVID, we should plan more fun activities for our students such as dances, rewards like

attending faculty vs student games, and other afterschool fun activities.

The Job Satisfaction Survey was a year ago, however we feel there are still some validity this year. There seems to be a little of teacher burnout, but wonder if it is at the same magnitude as surrounding areas. What can we do to maintain our teacher base, increase student morale to show continued improvement in growth, closing the gaps, and increasing their student behavior and achievement in the classroom.

School Context and Organization Strengths

School Context and Organization

EMS is committed to creating teacher leaders on our campus and increasing involvement in campus decision making. Department chairs and teacher leaders have collaborated with the administrative team to make informed decisions for organizational planning. Departments have common planning times which allows for vertical alignment and data analysis

Systems in place:

1. Department chairs, instructional leaders by content area, and grade level team leaders
2. Administration weekly team meetings
2. Common conference periods for departments
3. Weekly PLC meetings
4. Crisis Management Team
5. Monthly Leadership Meeting
6. Weekly Cabinet Meetings
7. Campus Advisory Committee
8. Threat Assessment Team

9. Three teams in each grade level
10. EMS Roles and Responsibilities Organization Chart (see above)

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: We recognized the need for streamlined communication so all teachers understand who is in charge of specific areas, so they know who to go to for support with specific issues. **Root Cause:** The Instructional Leadership Team (ILT) created a Roles and Responsibilities document that outlines specific duties of each ILT team member. However, this document was not shared with staff members.

Technology

Technology Summary

EMS is a technology-rich campus. Every classroom has a variety of resources for teachers and students to use to accentuate the learning process. EMS has implemented a 1:1 Chromebook initiative. All students at EMS are issued a personal Chromebook to use for classroom instruction. All adopted textbooks were purchased electronically for students to use on Chromebooks. District and campus staff collaborate to ensure students and staff have access to appropriate web resources as well as Android Apps.

Teachers consistently engage students with effective instructional materials with key ideas, essential questions, recommended resources, and content relevant and responsive to students' background (when applicable) in each content area.

Clear protocols ensure all students are doing the cognitive lift in the learning, and teachers engage students using techniques that encourage “productive struggle” such as: use of wait time, encouraging discourse, and requiring evidence to support claims Teachers consider IEP goals, EL goals and other diverse learning needs when structuring student tasks, as evidenced by multiple paths to student demonstration of mastery during the lesson’s execution.

Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

Data Sources Reviewed

- Teacher knowledge
- district technology plan

List of Strengths

- 1:1 Chromebooks
- Access to Chromebooks
- Communication/emails from Brian Page very helpful (clear your cache, internet is down)
- Having an instructional technology specialist on campus is very helpful
- Being able to email Helpdesk for things
- Teacher ability to troubleshoot and try things

List of Needs

- Charging stations for Chromebooks
- Students do not report theft, repair issues, etc.
- More student accountability for broken Chromebooks

Summary:

- Teachers are empowered and able to use technology, there is good communication regarding procedures, issues, etc. There is an issue with students bringing chromebooks and their use of technology in class. Students do not always show proper respect for technology or responsibility in keeping them up to date and charged. Teachers and students have access to excellent technology that meets the needs of both.

Technology Strengths

- 1.1:1 Chromebook initiative
2. Interactive white boards in every classroom
3. Teacher laptops, Chromebooks
4. Document cameras available upon request
5. Four computer labs available for teacher and student use
6. Fundamentals of computer science elective with a cart of iPads and Sphero's for student use
7. Teachers and students have access to online tools such as Eduphoria, GSuite products, Imagine Math, Stemsscopes, Renaissance Learning, digital textbooks, and YouTube
8. Technology training through in-person, virtual meetings as well as a digital learning library.

Problem Statements Identifying Technology Needs

Problem Statement 1: School-issued devices being lost or broken and the timely manner in which hot spots were given. **Root Cause:** The amount of hot spots being ordered across the nation due to COVID and devices are not being stored in safe spaces in the home and taken care of appropriately.

Priority Problem Statements

Problem Statement 1: Need for objective-driven daily lesson plans with formative assessments.

Root Cause 1: Current lesson plans are sometimes not as detailed as possible for optimal effectiveness.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Need to create clear roles and responsibilities for the members of the leadership team and provides greater clarity to ILT members on how to lead their grade level and content area

Root Cause 2: Streamlined and defined duties and responsibilities so staff members can fulfill their roles and increase leadership capacity and ownership across the campus

Problem Statement 2 Areas: School Culture and Climate

Problem Statement 3: Need for data-driven instruction.

Root Cause 3: Lack of consistent formative assessment; teacher concern over time required to plan.

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

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

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- School safety data

Employee Data

- 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

Goals




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










Performance Objective 1: The percent of Elgin Middle School students reaching the projected "Meets Grade Level" standard on NWEA Map Reading Growth will increase from 17.2% to 34% 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 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. (Elementary and Middle Schools.) Utilize the Reading Specialists and Master Teachers to lead campus-specific reading professional development based on campus need, including the expectation that learnings are applied to improve content knowledge and instruction. Strategy's Expected Result/Impact: Campuses will see increases 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	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	

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. 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 Funding Sources: Instructional Specialists - 199 - General Fund: State Compensatory Education - \$40,363	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Teachers consistently engage students with effective instructional materials with key ideas, essential questions, recommended resources, and content relevant and responsive to students' background (when applicable) in each content area Staff Responsible for Monitoring: Instructional Leadership Team ESF Levers: Lever 4: High-Quality Curriculum	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details		Reviews			
Strategy 6: Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. 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			




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














Performance Objective 2: The percent of Elgin Middle School students reaching the projected "Meets Grade Level" standard on NWEA Map Math Growth will increase from 15% to 30% 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	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. (Elementary and Middle Schools.) Utilize the Math Specialists and Master Teachers to lead campus-specific math professional development based on campus need, including the expectation that learnings are applied to improve content knowledge and instruction. 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	Formative			Summative
	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. Strategy's Expected Result/Impact: Increase in Math STAAR scores Staff Responsible for Monitoring: Administrators, instructional coach, math teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Instructional Specialists - 199 - General Fund: State Compensatory Education - \$40,362	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Teachers consistently engage students with effective instructional materials with key ideas, essential questions, recommended resources, and content relevant and responsive to students' background (when applicable) in each content area Staff Responsible for Monitoring: Instructional Leadership Team ESF Levers: Lever 4: High-Quality Curriculum	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. 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
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				











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

Performance Objective 3: The percent of Elgin Middle School students reaching "Meets Grade Level" Standard on Reading STAAR will increase from 25% 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: 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 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. (Elementary and Middle Schools.) Utilize the Reading Specialists and Master Teachers to lead campus-specific reading professional development based on campus need, including the expectation that learnings are applied to improve content knowledge and instruction. Strategy's Expected Result/Impact: Campuses will see increases 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	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	



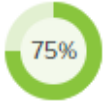


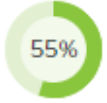
Strategy 3 Details	Reviews			
Strategy 3: Implement new Reading/Language Arts textbook adoption in grades K-8, with fidelity. Strategy's Expected Result/Impact: Consistency across Reading/Language Arts instruction in classrooms which leads to increased student performance in reading. Staff Responsible 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. 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 Funding Sources: Instructional Specialists - 199 - General Fund: State Compensatory Education - \$40,362	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				








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

Performance Objective 4: The percent of Elgin Middle School students reaching "Meets Grade Level" Standard on Math STAAR will increase from 23% 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. 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	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. (Elementary and Middle Schools.) Utilize the Math Specialists and Master Teachers to lead campus-specific math professional development based on campus need, including the expectation that learnings are applied to improve content knowledge and instruction. 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	Formative			Summative
	Nov	Jan	Mar	June
				

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. Strategy's Expected Result/Impact: Increase in Math STAAR scores Staff Responsible for Monitoring: Administrators, instructional coach, math teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Instructional Specialists - 199 - General Fund: State Compensatory Education - \$40,362		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 5: Elgin Middle School economically disadvantaged and emergent bilingual students will reach Closing the Gap targets by 2024.




Math Economically Disadvantaged:
16% to 36% by 2024








Math Emergent Bilingual:
16% to 40% by 2024

Reading Economically Disadvantaged:
19% to 33% by 2024

Reading Emergent Bilingual:
17% 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 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 Funding Sources: Intervention Staff - 199 - General Fund: State Compensatory Education - \$348,514, Intervention Materials - 199 - General Fund: State Compensatory Education - \$10,000	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Clear protocols ensure all students are doing the cognitive lift in the learning, and teachers engage students using techniques that encourage "productive struggle" such as: use of wait time, encouraging discourse, and requiring evidence to support claims. Teachers consider IEP goals, EL goals and other diverse learning needs when structuring student tasks, as evidenced by multiple paths to student demonstration of mastery during the lesson's execution. 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
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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





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







Strategy 1 Details	Reviews			
Strategy 1: Conduct district-wide "listening tours" each semester to ensure all staff have an opportunity to provide real time feedback to district leaders. 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	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Promote and Utilize "REACH the E" as the district's primary communication platform. Strategy's Expected Result/Impact: Decrease in turnover rate of teachers and administrators. Staff Responsible for Monitoring: District/Campus Leadership Teams	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Elgin Middle School 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 and district 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. 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 2: Effective, Well-Supported Teachers Funding Sources: Substitute teachers - 199 - General Fund: State Compensatory Education - \$826	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
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. 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 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
	N/A			





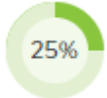








Strategy 3 Details		Reviews			
Strategy 3: Create student leadership opportunities by involving students in the planning of cultural competency activities at the campus level. Strategy's Expected Result/Impact: Increase in climate and culture for students as well as mentorship amongst student peers. Staff Responsible for Monitoring: Principal, assistant principals, and grade level leads. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
		N/A	 20%	 35%	
		<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Elgin Middle School 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 hall monitors at the middle and high school levels and Campus Testing/504 Coordinators at each campus. Strategy's Expected Result/Impact: Decrease in teacher and administrator turnover rate; improved staff morale Staff Responsible for Monitoring: Superintendent TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Streamline duties/responsibilities of campus administrators to ensure Assistant Principals' main focus is discipline management. Strategy's Expected Result/Impact: Decrease in teacher and administrator turnover rate; improved staff morale Staff Responsible for Monitoring: Executive Cabinet TEA Priorities: Recruit, support, retain teachers and principals	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: Increase perceptions of staff related to consistent behavioral interventions and classroom support. Staff Responsible for Monitoring: Principal/Asst. Principals TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Campus and district leaders continue to monitor and adjust the implementation of the Ground Works handbooks to ensure consistent behavior interventions and classroom supports are provided. Strategy's Expected Result/Impact: Decrease in teacher and administrator turnover rate. Staff Responsible for Monitoring: Assistant Superintendent for Academics and SI; Principals TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Routine supportive one-on-one check-ins for students with history of student code of conduct violations based on disaggregated data Strategy's Expected Result/Impact: Decrease in student code of conduct violations and increase in student attendance, student participation in extra curricular activities, and grades Staff Responsible for Monitoring: Assistant principals	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Elgin Middle School 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: Continue implementation of "recruitment fairs" to promote extracurricular and co-curricular offerings. Strategy's Expected Result/Impact: Increase in percentage of students participating in extracurricular activities. Staff Responsible for Monitoring: Asst. Supt. Academics & SI TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Counselors will include advising on extracurricular and co-curricular offerings as part of individual academic advising. Strategy's Expected Result/Impact: Increase in percentage of students participating in extracurricular activities. Staff Responsible for Monitoring: Asst. Supt. Academics & SI TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
				
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. Strategy's Expected Result/Impact: Increase in percentage of students participating in extracurricular activities. Staff Responsible for Monitoring: Asst. Supt. Academics & SI TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				











Goal 3: Elgin Middle School 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.
Campus Administration review Algebra 1 assessment data and TSI data.

Strategy 1 Details	Reviews			
Strategy 1: The percentage of students directly enrolling in post-secondary programs and/or the military after high school graduation will increase through recruitment of Early College HS & P-TECH programs, district support for education Elgin MS counselors on pathways and course selection, and incorporating hard and soft skills across the curriculum. Strategy's Expected Result/Impact: Increase in students attending college, military, and trade schools Staff Responsible for Monitoring: Principal and counselors TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Recruit and support Early College High School and PTECH students by aligning enrollment with the TEA blueprint and performance goals for each program. Strategy's Expected Result/Impact: Increased enrollment in ECHS and PTECH TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum	Formative			Summative
	Nov	Jan	Mar	June
				







Strategy 3 Details	Reviews			
Strategy 3: 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. Strategy's Expected Result/Impact: Increased independence and skills necessary for post secondary success TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Ensure counselors continuously receive up-to-date information regarding career programs of study. Strategy's Expected Result/Impact: Students accurately select courses, pathways and endorsements Staff Responsible for Monitoring: Administrators and counselors TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Elgin Middle School 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.
Campus Administration review Algebra 1 assessment data and TSI data.











Strategy 1 Details	Reviews			
Strategy 1: Increase business and industry partnerships to increase student access to work-based learning opportunities. Staff Responsible for Monitoring: counselors TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	
Strategy 2 Details	Reviews			
Strategy 2: Seek grant opportunities to build infrastructure for desired/selected programs of study. Staff Responsible for Monitoring: principal TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Elgin Middle School 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: Staff and community survey data









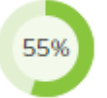
Strategy 1 Details	Reviews			
Strategy 1: Develop and disseminate a survey that evaluates school as a safe learning environment. Strategy's Expected Result/Impact: Increase in positive perception from stakeholders Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals - 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 atrisk behaviors. Strategy's Expected Result/Impact: Increased campus safety Staff Responsible for Monitoring: Assistant principals and counselors TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Funding Sources: DEAP - 199 - General Fund: State Compensatory Education - \$62,870	Formative			Summative
	Nov	Jan	Mar	June
				








Strategy 3 Details		Reviews			
Strategy 3: Implement a K-12 Social Emotional Learning Framework designed to create a more inclusive, relational, and connected environment. Strategy's Expected Result/Impact: Increase in student social/emotional well-being Staff Responsible for Monitoring: Counselors TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Funding Sources: Communities in Schools - 199 - General Fund: State Compensatory Education - \$42,500		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 4 Details		Reviews			
Strategy 4: Director of Safety and Risk Management strategically communicates Elgin ISD's safety initiatives with local media. Strategy's Expected Result/Impact: Increased safety communication to mitigate hazards for stakeholders Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Goal 4: Elgin Middle School 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: Staff climate survey data

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. Strategy's Expected Result/Impact: Increased parent involvement Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize social media and electronic platforms to capture and share positive student stories with the public. Strategy's Expected Result/Impact: Increased positive perception of campus Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, 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: Increase in student mental health Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

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. Strategy's Expected Result/Impact: Increase positive perception of campus Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Elgin Middle School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 7

Brief Description of SCE Services and/or Programs

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Personnel for Elgin Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
E. Anonas Cruz	Teacher	1
E. Hodges	Instructional Specialist	1
L. Boyd	Classroom Aide	1
M. Canady	Classroom Aide	1
M. Forman	Teacher	1
T. Roman	Classroom Aide	1
T. Summers	Teacher - DAEP	1

Plan Notes

CAC Agenda

Oct 13, 2021

5:00 pm

Introductions

Select Dates for future meetings

Review and Discuss the Campus Needs Assessment

Review and Discuss the Campus Improvement Plan

Review and Discuss the Target Improvement Plan

Minutes:

Meeting started at 5pm with introductions

Cooper emailed documents referenced above

Committee reviewed and discussed Cycle 1 activities in Tip

Questions and Discussions from Committee regarding CNA, CIP, and TIP

Next Meeting: Nov 10th

January 12, 2022

Remind students to do their best.

*Also, we as educators must be our best daily.

Data folders are non negotiable

- *Review data with students

- *Could be ½ of the class

- *Tell students if you do not pass STAAR, then summer school or Jump Start will be an option.

Testing:

- *We use the data to see what they are learning and we as educators reflect on this.

- *Reteach this content when not understood.

If we notice the students are double blocked and it helps students, then we will forward it to our Superintendent.

- *Requires extra funding.

- *When we receive data and if it shows double blocking works, then it will support hiring more teachers.

- *Data is key

STAAR intervention:

- *CCR will help and review for STAAR

Always continue to do our best daily. ge

Campus Funding Summary

199 - General Fund: State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Instructional Specialists		\$40,363.00
1	2	3	Instructional Specialists		\$40,362.00
1	3	4	Instructional Specialists		\$40,362.00
1	4	3	Instructional Specialists		\$40,362.00
1	5	1	Intervention Materials		\$10,000.00
1	5	1	Intervention Staff		\$348,514.00
2	2	1	Substitute teachers		\$826.00
4	1	2	DEAP		\$62,870.00
4	1	3	Communities in Schools		\$42,500.00
Sub-Total					\$626,159.00
Budgeted Fund Source Amount					\$626,159.00
+/- Difference					\$0.00
Grand Total Budgeted					\$626,159.00
Grand Total Spent					\$626,159.00
+/- Difference					\$0.00