

Elgin Independent School District
Elgin Elementary School
2021-2022 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 District comprises more than 168 square miles in portions of Bastrop, Lee, and Travis counties and provides educational resources and facilities to meet the needs of the approximately 5000 students on seven campuses. Elgin Elementary School serves 745 students in grades Pre-K through fourth grade.

African American	6.5%
Hispanic	79.1%%
White	10.5%
American Indian	0%
Asian	0.1%
Two or More Races	3.4%
Economically Disadvantaged	81%
English Learners (EL)	50%
At-Risk	54.8%
Gifted & Talented	3.2%

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

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

Student Achievement

Student Achievement Summary

This data is from the 2021 STAAR Test. Elgin Elementary had approximately 66% of eligible students participate in the STAAR test.

3rd	All	Reading	Approaches	STAAR	43.75
3rd	All	Reading	Meets	STAAR	16.67
3rd	All	Reading	Masters	STAAR	10.42
3rd	All	Mathematics	Approaches	STAAR	31.25
3rd	All	Mathematics	Meets	STAAR	2.08
3rd	All	Mathematics	Masters	STAAR	0%
4th	All	Reading	Approaches	STAAR	34.38
4th	All	Reading	Meets	STAAR	15.62
4th	All	Reading	Masters	STAAR	4.69

3rd	All	Reading	Approaches	STAAR	43.75
4th	All	Mathematics	Approaches	STAAR	40.62
4th	All	Mathematics	Meets	STAAR	12.5
4th	All	Mathematics	Masters	STAAR	1.56
4th	All	Writing	Approaches	STAAR	18%
4th	All	Writing	Meets	STAAR	8%
4th	All	Writing	Masters	STAAR	0%

Student Achievement Strengths

Due to COVID and the high number of students participating in remote learning we saw a significant drop in approaches, meets, and masters for all contents; however, the number of third grade students that reached "Masters" in reading showed higher success levels.

Problem Statements Identifying Student Achievement Needs

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

Problem Statement 2: Learning walks, real time feedback, and modeling best practice did not occur as frequently as it has in past years. **Root Cause:** Minimizing opportunities for

close contact was prioritized.

School Culture and Climate

School Culture and Climate Summary

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

School Culture and Climate Strengths

1. Dedicated Ground Works team consisting of all staff members has decreased the number of referrals
2. Ground Works initiatives include rewarding students for exceptional behavior
3. Teachers hold daily class meetings to address social/emotional issues
4. Teachers conduct weekly class lessons that focus on characteristics of a good citizen
5. Student Council
6. Student Safety Patrol
7. Yearly UIL academic competition
8. Monthly luncheons recognizing students with exemplary behavior (tentative)
9. Yearbook Committee (students)
10. School Newspaper "Our Voice"

Problem Statements Identifying School Culture and Climate Needs

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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

Staff Quality, Recruitment, and Retention Strengths

Our staff turnover rate has drastically decreased over the last five years. In 2017, our staff turnover was 25+%. All students, families, and staff need consistency with staff members in order to make effective change, so focusing on decreasing our high staff turnover was a priority. In 2019 and 2020, we had a total of 8 out of 74 staff members leave, and half of those were due to wanting to stay home with a child or due to a move.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

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

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

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

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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

Problem Statement 2: Students do not have adequate access to instructional materials to acquire conceptual understanding of content. **Root Cause:** Lack of storage and furniture in the classrooms.

Parent and Community Engagement

Parent and Community Engagement Summary

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

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

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

Our nationally recognized Student Council has completed several community service projects including: campus beautification, Elgin Library beautification, Down Home Ranch partnership.

Parent and Community Engagement Strengths

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

Problem Statements Identifying Parent and Community Engagement Needs

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

School Context and Organization

School Context and Organization Summary

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

School Context and Organization Strengths

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

Technology

Technology Summary

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

Technology Strengths

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

Priority Problem Statements

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

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

Problem Statement 2 Areas: School Culture and Climate

Problem Statement 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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

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

Goals







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


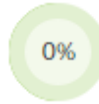


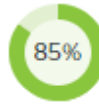




Performance Objective 1: The percent of Elgin Elementary students reaching the projected "Meets Grade Level" standard on NWEA Map Reading Growth will increase from 15.8% to 32% by the end of the 2021-2022 school year.










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 Schoolwide and Targeted Assistance Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Literacy Task Force sessions are campus-led, allowing for individual campus needs to be met in regards to reading. (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 increase in formative and summative reading data Staff Responsible for Monitoring: Asst. Supt. Academics & SI; Principal Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Instructional Specialists - 211 - Title I-Part A - \$8,029	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Implement Reading/Language Arts textbook adoption in grades K-4, 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 Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Instructional Specialists - 211 - Title I-Part A - \$8,029	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Monitor fidelity of textbook implementation and adjust the implementation as needed based on data and feedback from campuses. Strategy's Expected Result/Impact: Consistency across Reading/Language Arts instruction in classrooms which leads to increased student performance in reading. Staff Responsible for Monitoring: Asst. Supt. Academics & SI Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Instructional Specialists - 211 - Title I-Part A - \$8,029	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Following PLC data analysis, teachers will use findings to make informed decisions and changes to their instruction to address the student needs identified. Strategy's Expected Result/Impact: Increased STAAR Scores in 2021 Staff Responsible for Monitoring: Principal; Assistant Principal(s), Instructional Specialists, Master Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - 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 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Instructional Specialists - 211 - Title I-Part A - \$8,029	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details	Reviews			
Strategy 6: Utilize PLC for DDI and creation of an action plan to reteach prioritized standards. Teachers use data analysis to improve their instruction, which will impact student achievement. Strategy's Expected Result/Impact: Increased STAAR Scores in 2021 Staff Responsible for Monitoring: Principal; Assistant Principal(s); Instructional Specialists; Master Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - 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 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Instructional Specialists - 211 - Title I-Part A - \$8,029	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: DSCI will provide flexibility in the dates of the Common Unit Assessments are given on the campus. This will allow time for teachers and campus leaders to build in reteach time based on DDI protocols. Strategy's Expected Result/Impact: Increased time on task; Increased STAAR Scores in 2021 Staff Responsible for Monitoring: Principal; District Administration Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - 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 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: We will increase the reading inventory available to students on all grade levels in English and Spanish. Strategy's Expected Result/Impact: Increase in student reading performance at all grade levels. Staff Responsible for Monitoring: Principal, Librarian Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum Funding Sources: Reading Materials - 211 - Title I-Part A - \$4,700	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 9 Details	Reviews			
Strategy 9: Provide direct, targeted small group intervention for 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 2022. Staff Responsible for Monitoring: Principal Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Interventionist and Instructional Aides - 199 - General Fund: State Compensatory Education - \$15,892, Instructional Aides - 211 - Title I-Part A - \$19,088	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 10 Details	Reviews			
Strategy 10: Hold educational parent meetings providing strategies and materials to engage parents in supporting their child's learning at home and increase the parent lending library resources available for checkout as well as to distribute the Campus Parent and Family Engagement Policy and Student Success Compact. . Strategy's Expected Result/Impact: Increased parent engagement and resources enabling growth in student achievement. Staff Responsible for Monitoring: principal, federal programs administrator Schoolwide and Targeted Assistance Title I Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Supplies and Materials - 211 - Title I-Part A - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 11 Details	Reviews			
Strategy 11: Provide reading support materials to families to utilize in home learning for PreK-1st grade. Staff Responsible for Monitoring: specialists, principal Schoolwide and Targeted Assistance Title I Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 12 Details	Reviews			
Strategy 12: Hold flexible Title 1 parent meetings at different times and dates to inform and involve parents in school-wide Title 1 planning and developing/revising Campus Parent and Family Engagement Policy and School Compact. Strategy's Expected Result/Impact: Increased parent engagement enabling growth in student achievement. Staff Responsible for Monitoring: Principal, federal programs administrator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 - TEA Priorities: 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 13 Details	Reviews			
Strategy 13: Post Campus Improvement Plan, Campus Parent and Family Engagement Policy, and Campus Student Success Compact on campus website in both English and Spanish. Strategy's Expected Result/Impact: Increased parent engagement enabling growth in student achievement. Staff Responsible for Monitoring: Principal, Federal Programs Administrator Schoolwide and Targeted Assistance Title I Elements: 3.1 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
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
Goal 1: Elgin Elementary will increase its student achievement performance in the areas of literacy and numeracy.










Performance Objective 2: The percent of Elgin Elementary students reaching the projected "Meets Grade Level" standard on NWEA Map Math Growth will increase from 10% to 20% by the end of the 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 Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Math Task Force sessions are campus-led, allowing for individual campus needs to be met in regards to math. (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 Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Instructional Specialists - 211 - Title I-Part A - \$8,030	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: Well-trained in house Instructional Specialist to support teachers in math Staff Responsible for Monitoring: Asst. Supt. Academics & SI; Principal TEA Priorities: Recruit, support, retain teachers and principals, 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 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Instructional Specialists - 211 - Title I-Part A - \$8,030	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Provide direct, targeted small group intervention for 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 2022. Staff Responsible for Monitoring: Principal Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Interventionist and Instructional Aides - 199 - General Fund: State Compensatory Education - \$15,832, Instructional Aides - 211 - Title I-Part A - \$19,088	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Hold educational parent meetings providing strategies and materials to engage parents in supporting their child's learning at home and increase the parent lending library resources available for checkout as well as to distribute the Campus Parent and Family Engagement Policy and Student Success Compact. . Strategy's Expected Result/Impact: Increased parent engagement and resources enabling growth in student achievement. Staff Responsible for Monitoring: principal, federal programs administrator Schoolwide and Targeted Assistance Title I Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Supplies and Materials - 211 - Title I-Part A - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details	Reviews			
Strategy 6: Provide reading support materials to families to utilize in home learning for PreK-1st grade. Staff Responsible for Monitoring: specialists, principal Schoolwide and Targeted Assistance Title I Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum	Formative			Summative
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Strategy 7 Details	Reviews			
Strategy 7: Hold flexible Title 1 parent meetings at different times and dates to inform and involve parents in school-wide Title 1 planning and developing/revising Campus Parent and Family Engagement Policy and School Compact. Strategy's Expected Result/Impact: Increased parent engagement enabling growth in student achievement. Staff Responsible for Monitoring: Principal, federal programs administrator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 - TEA Priorities: 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 8 Details	Reviews			
Strategy 8: Post Campus Improvement Plan, Campus Parent and Family Engagement Policy, and Campus Student Success Compact on campus website in both English and Spanish. Strategy's Expected Result/Impact: Increased parent engagement enabling growth in student achievement. Staff Responsible for Monitoring: Principal, Federal Programs Administrator Schoolwide and Targeted Assistance Title I Elements: 3.1 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 1: Elgin Elementary will increase its student achievement performance in the areas of literacy and numeracy.








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

HB3 Goal

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

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

Strategy 1 Details	Reviews			
Strategy 1: Utilize PLC data analysis, teachers will use findings to make informed decisions and changes to their instruction to address the student needs identified. Strategy's Expected Result/Impact: Increased STAAR Scores in 2021 Staff Responsible for Monitoring: Principal; Assistant Principal(s); Instructional Specialists; Master Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - 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 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Instructional Specialists - 211 - Title I-Part A - \$8,030	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: DCSI will provide flexibility in the dates the Common Unit Assessments are given on the campus. This will allow time for teachers and campus leaders to build in reteach time based on DDI protocols. Strategy's Expected Result/Impact: Increased STAAR Scores in 2021 Staff Responsible for Monitoring: Principal; Assistant Principal(s); Instructional Specialists; Master Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - 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 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Instructional Specialists - 211 - Title I-Part A - \$8,030	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Utilization of campus data walls to inform DDI, intervention and targeted student support. Strategy's Expected Result/Impact: Increased STAAR scores in 2021 Staff Responsible for Monitoring: Principal; Assistant Principals; Instructional Specialists Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: Instructional Specialists - 211 - Title I-Part A - \$8,030	Formative			Summative
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Goal 1: Elgin Elementary will increase its student achievement performance in the areas of literacy and numeracy.








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

HB3 Goal

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

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

Strategy 1 Details	Reviews			
Strategy 1: Utilize PLC data analysis, teachers will use findings to make informed decisions and changes to their instruction to address the student needs identified. Strategy's Expected Result/Impact: Increased STAAR Scores in 2021 Staff Responsible for Monitoring: Principal; Assistant Principal(s); Instructional Specialists; Master Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - 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 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Instructional Specialists - 211 - Title I-Part A - \$8,030	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: DCSI will provide flexibility in the dates the Common Unit Assessments are given on the campus. This will allow time for teachers and campus leaders to build in reteach time based on DDI protocols. Strategy's Expected Result/Impact: Increased STAAR Scores in 2021 Staff Responsible for Monitoring: Principal; Assistant Principal(s); Instructional Specialists; Master Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - 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 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Instructional Specialists - 211 - Title I-Part A - \$8,030	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Utilization of campus data walls to inform DDI, intervention and targeted student support. Strategy's Expected Result/Impact: Increased STAAR scores in 2021 Staff Responsible for Monitoring: Principal; Assistant Principals; Instructional Specialists Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: Instructional Specialists - 211 - Title I-Part A - \$8,030	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 1: Elgin Elementary will increase its student achievement performance in the areas of literacy and numeracy.

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

Math Economically Disadvantaged:

8% to 36% by 2024

Math Emergent Bilingual:

3% to 40% by 2024

Reading Economically Disadvantaged:

15% to 33% by 2024




Reading Emergent Bilingual:










17% to 29% by 2024


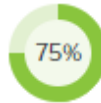





HB3 Goal

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide direct, targeted small group intervention for 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 2022. Staff Responsible for Monitoring: Principal Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Interventionist and Instructional Aides - 199 - General Fund: State Compensatory Education - \$48,118, Instructional Aides - 211 - Title I-Part A - \$19,088				













Strategy 2 Details	Reviews			
Strategy 2: Utilize PLC data analysis, teachers will use findings to make informed decisions and changes to their instruction to address the student needs identified. Strategy's Expected Result/Impact: Increased STAAR Scores in 2021 Staff Responsible for Monitoring: Principal; Assistant Principal(s); Instructional Specialists; Master Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - 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 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Instructional Specialists - 211 - Title I-Part A - \$8,030	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: DCSI will provide flexibility in the dates the Common Unit Assessments are given on the campus. This will allow time for teachers and campus leaders to build in reteach time based on DDI protocols. Strategy's Expected Result/Impact: Increased STAAR Scores in 2021 Staff Responsible for Monitoring: Principal; Assistant Principal(s); Instructional Specialists; Master Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - 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 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Instructional Specialists - 211 - Title I-Part A - \$8,030	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Utilization of campus data walls to inform DDI, intervention and targeted student support. Strategy's Expected Result/Impact: Increased STAAR scores in 2021 Staff Responsible for Monitoring: Principal; Assistant Principals; Instructional Specialists Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: Instructional Specialists - 211 - Title I-Part A - \$8,030	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details		Reviews			
Strategy 5: The campus will implement the Latino Literacy Project to empower the parents of our bilingual students to become partners in the educational process. Strategy's Expected Result/Impact: Parents will be more aware of academic expectations and will be given the tools to support their children at home. Staff Responsible for Monitoring: Principal Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Supplies and PD - 211 - Title I-Part A - \$10,738		Formative			Summative
		Nov	Jan	Mar	June
					
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Goal 2: Elgin Elementary will increase teacher and administrator retention rates.








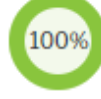






Performance Objective 1: Job satisfaction of staff at Elgin Elementary will improve, as measured by district communication processes and climate surveys.

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

Strategy 1 Details	Reviews			
Strategy 1: District-wide listening tours conducted by Superintendent each semester provide an opportunity for all staff to provide real time feedback to district leaders. Strategy's Expected Result/Impact: Campus to district level trust and transparency Staff Responsible for Monitoring: Superintendent TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Promote and utilize "REACH the E" as the district's primary communication platform. Strategy's Expected Result/Impact: Streamlined communication process Staff Responsible for Monitoring: Superintendent; Principal; Assistant Principal(s) TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 2: Elgin Elementary will increase teacher and administrator retention rates.

















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








Strategy 1 Details	Reviews			
Strategy 1: Continue to impleement activities at the campus level to build cultural competency of teachers and staff in relation to the students served at Elgin Elementary. Strategy's Expected Result/Impact: Prepare campus leaders to model cultural proficiency thereby leading to a campus that demonstrates cultural proficiency and inclusiveness Staff Responsible for Monitoring: Assistant Superintendent TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Expand the campus leadership teams' knowledge and expertise in the area of cultural competency each summer to provide opportunities for growth. Strategy's Expected Result/Impact: Prepare campus leaders to model cultural proficiency thereby leading to a campus that demonstrates cultural proficiency and inclusiveness Staff Responsible for Monitoring: Assistant Superintnedent TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Create student leadership opportunities by involving students in the planning of cultural competency activites at the campus level. Strategy's Expected Result/Impact: Students are aware of incidents when classmates have been excluded and demonstrate inclusiveness Staff Responsible for Monitoring: Principal; Assistant Principal(s); Teachers TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 2: Elgin Elementary will increase teacher and administrator retention rates.

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

Strategy 1 Details	Reviews			
Strategy 1: Increase staffing support that allows for a streamlined focus on behavioral support and intervention. This support includes the Campus CTC/504 Coordinator at Elgin Elementary Strategy's Expected Result/Impact: Students needing targeted support are identified and entered into the RtI process systematically. Staff Responsible for Monitoring: Principal; CTC/504 Coordinator TEA Priorities: Recruit, support, retain teachers and principals, 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 5: Effective Instruction	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: Reduction in discipline referrals; Restoration of relationships Staff Responsible for Monitoring: Principal; Assistant Principal(s) TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	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: Improvement in School Wide Systems and Team Process Staff Responsible for Monitoring: Principal; Assistant Principal(s); CTC/504 Coordinator 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, Lever 5: Effective Instruction	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 Handbook to ensure consistent behavioral interventions and classroom supports are provided. Strategy's Expected Result/Impact: Well defined campus expectations and procedures streamline the disciplinary and corrective process Staff Responsible for Monitoring: District RtI Coordinator; Principal; CTC/504 Coordinator; Assistant Principal(s) 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, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: All staff will develop and maintain a joint responsibility for the success of all students. Strategy's Expected Result/Impact: All students held accountable for following school-wide expectations. Staff Responsible for Monitoring: Principal Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Staff will hold themselves, other staff members, and students accountable for following school-wide expectations. Strategy's Expected Result/Impact: All students held accountable for following schoolwide expectations. Staff Responsible for Monitoring: principal, assistant principals, instructional specialists Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Funding Sources: Instructional Specialistss - 211 - Title I-Part A - \$8,030	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Maintain and monitor high academic and behavioral expectations of students and staff to create a positive impact on our school culture and lead to a reduction in staff turnover. Strategy's Expected Result/Impact: Maximized learning time and increased academic progress. Increase teacher retention. 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	Formative			Summative
	Nov	Jan	Mar	June
				


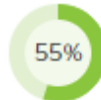



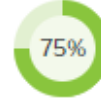




Strategy 8 Details	Reviews			
Strategy 8: Principal supervisor and DCSI will assist principal in updating the aesthetics of the campus. This includes ensuring timely communication about the status of identified updates. Strategy's Expected Result/Impact: Improved aesthetics will create more student ownership and respect for their learning environment, directly impacting schoolwide expectations. Staff Responsible for Monitoring: Principal, principal supervisor 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
				
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Goal 3: Elgin Elementary will increase the percentage of graduating seniors that are College, Career, and/or Military Ready (CCMR).

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

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

Strategy 1 Details	Reviews			
Strategy 1: Continue implementation of "recruitment fairs" to promote extracurricular and co-curricular offerings. Staff Responsible for Monitoring: Principal 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. Staff Responsible for Monitoring: Counselors 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. Staff Responsible for Monitoring: Counselors TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: UIL participation in 100% of eligible events Strategy's Expected Result/Impact: Students demonstrate mastery of event content Staff Responsible for Monitoring: UIL Coordinator; Principal Schoolwide and Targeted Assistance Title I Elements: 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				













Strategy 5 Details	Reviews			
Strategy 5: Student Council students demonstrate civic responsibility by engaging in service projects Strategy's Expected Result/Impact: Officers and representatives demonstrate understanding of civic responsibility and model this for peers Staff Responsible for Monitoring: Principal; Student Council Advisors TEA Priorities: 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 6 Details	Reviews			
Strategy 6: School leadership request for data/feedback from third and fourth grade students Strategy's Expected Result/Impact: Identify student interests to drive future decisions Staff Responsible for Monitoring: Principal; Assistant Principal(s); Counselor Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 3: Elgin Elementary will increase the percentage of graduating seniors that are College, Career, and/or Military Ready (CCMR).

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

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Update and continuously implement a tracking mechanism to identify students who are on track to be college, career, and military ready(CCMR). Staff Responsible for Monitoring: Counselors TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 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. Staff Responsible for Monitoring: Principal TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Ensure counselors continuously receive up-to-date information regarding career programs of study. Staff Responsible for Monitoring: Counselors TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Elgin Elementary students will be provided with access to Xello to inform them of career pathways and determine interest Strategy's Expected Result/Impact: Awareness of opportunities beyond high school Staff Responsible for Monitoring: Counselor; Principal	Formative			Summative
	Nov	Jan	Mar	June
				













Strategy 5 Details	Reviews			
Strategy 5: Hold weekly RtI meetings to identify needed support for at-risk students. Staff Responsible for Monitoring: Principal, CTC/504 Coordinator, Interventionist Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Interventionist - 199 - General Fund: State Compensatory Education - \$15,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: School leadership gather and review data/feedback for third and fourth grade students to track future college and career readiness. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, 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 3: Elgin Elementary will increase the percentage of graduating seniors that are College, Career, and/or Military Ready (CCMR).

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

HB3 Goal

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









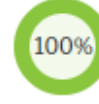
Strategy 1 Details	Reviews			
Strategy 1: Increase business and industry partnerships to increase student access to work-based learning opportunities. Strategy's Expected Result/Impact: Increase post-secondary readiness. Staff Responsible for Monitoring: District Representative, Campus Counselor, Principal Schoolwide and Targeted Assistance Title I Elements: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Seek grant opportunities to build infrastructure for desired/selected programs of study. Strategy's Expected Result/Impact: Increased post-secondary readiness and awareness Staff Responsible for Monitoring: Counselor, Principal Schoolwide and Targeted Assistance Title I Elements: 2.5 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - 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. Staff Responsible for Monitoring: Principal TEA Priorities: Connect high school to career and college	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. Staff Responsible for Monitoring: Counselors TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
				








Strategy 5 Details	Reviews			
Strategy 5: Elgin Elementary students will be provided with access to Xello to inform them of career pathways and determine interest Strategy's Expected Result/Impact: Awareness of opportunities beyond high school Staff Responsible for Monitoring: Counselor; Principal	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Hold weekly RtI meetings to identify needed support for at-risk students. Staff Responsible for Monitoring: Principal, CTC/504 Coordinator, Interventionist Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Interventionist - 199 - General Fund: State Compensatory Education - \$15,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: School leadership gather and review data/feedback for third and fourth grade students to track future college and career readiness. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, 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 4: Elgin Elementary will ensure consistent enforcement of safety and behavioral expectations for students and staff.

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










Evaluation Data Sources: Survey results








Strategy 1 Details	Reviews			
Strategy 1: Develop and disseminate a survey that evaluates school as a safe learning environment. Strategy's Expected Result/Impact: Data will be used to refine systems at campus level. Staff Responsible for Monitoring: Principal; District Representative TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement components of the Sandy Hook Promise initiative to ensure early identification of, and intervention for, potential at risk behaviors. Strategy's Expected Result/Impact: Campus personnel more prepared to identify and refer students exhibiting at risk behaviors Staff Responsible for Monitoring: Principal; Assistant Principal(s); District Representative TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 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: Staff and students are better prepared to self-regulate and support one another in stressful situations Staff Responsible for Monitoring: Principal; Counselor(s) TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Communities in Schools - 199 - General Fund: State Compensatory Education - \$40,000	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: Open line of communication with community Staff Responsible for Monitoring: Superintendent TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

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

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

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

<p>Strategy's Expected Result/Impact: Regular communications to community members about learning opportunities for Elgin students</p> <p>Staff Responsible for Monitoring: Superintendent</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

State Compensatory

Budget for Elgin Elementary School

Total SCE Funds:

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

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Personnel for Elgin Elementary School

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

Title I Personnel

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

Campus Funding Summary

199 - General Fund: State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	Interventionist and Instructional Aides		\$15,892.00
1	2	4	Interventionist and Instructional Aides		\$15,832.00
1	5	1	Interventionist and Instructional Aides		\$48,118.00
3	2	5	Interventionist		\$15,000.00
3	3	6	Interventionist		\$15,000.00
4	1	3	Communities in Schools		\$40,000.00
Sub-Total					\$149,842.00
Budgeted Fund Source Amount					\$149,842.00
+/- Difference					\$0.00
211 - Title I-Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Specialists		\$8,029.00
1	1	3	Instructional Specialists		\$8,029.00
1	1	4	Instructional Specialists		\$8,029.00
1	1	5	Instructional Specialists		\$8,029.00
1	1	6	Instructional Specialists		\$8,029.00
1	1	8	Reading Materials		\$4,700.00
1	1	9	Instructional Aides		\$19,088.00
1	1	10	Supplies and Materials		\$3,000.00
1	2	2	Instructional Specialists		\$8,030.00
1	2	3	Instructional Specialists		\$8,030.00
1	2	4	Instructional Aides		\$19,088.00
1	2	5	Supplies and Materials		\$3,000.00
1	3	1	Instructional Specialists		\$8,030.00
1	3	2	Instructional Specialists		\$8,030.00
1	3	3	Instructional Specialists		\$8,030.00
1	4	1	Instructional Specialists		\$8,030.00

211 - Title I-Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2	Instructional Specialists		\$8,030.00
1	4	3	Instructional Specialists		\$8,030.00
1	5	1	Instructional Aides		\$19,088.00
1	5	2	Instructional Specialists		\$8,030.00
1	5	3	Instructional Specialists		\$8,030.00
1	5	4	Instructional Specialists		\$8,030.00
1	5	5	Supplies and PD		\$10,738.00
2	3	6	Instructional Specialistss		\$8,030.00
Sub-Total					\$215,207.00
Budgeted Fund Source Amount					\$215,207.00
+/- Difference					\$0.00
Grand Total Budgeted					\$365,049.00
Grand Total Spent					\$365,049.00
+/- Difference					\$0.00