

Elgin Independent School District
Neidig 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

Neidig Elementary School is located in the Elgin Independent School District which spans across 168 square miles in central Texas, including parts of 3 counties: Bastrop, Lee, and Travis. The city of Elgin is located twenty miles east of the capital city of Austin on Highway 290. Neidig Elementary School has approximately 534 students. Of Neidig's total students, approximately 15% are White, 65% are Hispanic, 16% are African-American, <1% are Asian or Pacific Islander and <1% are Native American. Approximately 76% of the students are economically disadvantaged, 36% are identified as at-risk and approximately 31% are limited English proficient. Our at-risk population significantly decreased this year since none of our students have taken a STAAR test and not met standards on it.

Demographics Strengths

- Forecasted growth in housing market
- Growth in parent involvement among our populations of English learners.
- PTA membership growth of 50%
- Church and community partnerships presence expanding
- Safe routes to school and community walk/bike to school events
- Several activities for student to participate in, such as choir and garden club.

Problem Statements Identifying Demographics Needs

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

Student Achievement

Student Achievement Summary

Subject	Performance Level	2019 Results	2020 Benchmark Data
Reading STAAR	Approaches	69%	69%
Reading STAAR	Meets	36%	34%
Reading STAAR	Masters	15%	11%
Math STAAR	Approaches	57%	57%
Math STAAR	Meets	27%	25%
Math STAAR	Masters	10%	8%
Writing STAAR	Approaches	48%	38%
Writing STAAR	Meets	20%	15%
Writing STAAR	Masters	7%	1%

Closing the Gaps - Domain 3	Reading		Math	
Student Groups	Target	Outcome	Target	Outcome
All Students	44	36	46	27
African American	32	31	31	21
Hispanic	37	34	40	25
White	60	52	59	41
Economically Disadvantaged	33	31	36	22
English Learners	29	30	40	20
Students Receiving Special Education Services	19	41	23	38
Continuously Enrolled	42	38	47	29
Non-continuously Enrolled	42	32	45	23

Student Achievement Strengths

The campus was on track to make significant growth and meet expectations for no longer being an F campus in the 19-20 school year prior to school being shut down due to the covid-19 pandemic.

Problem Statements Identifying Student Achievement Needs

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

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

School Culture and Climate

School Culture and Climate Summary

Neidig Elementary staff members working collectively, and with stakeholders, have created and fostered a community of leaders who share a growth mindset. The campus has developed and implemented systems of positive reinforcement for both staff and students. Committees meet regularly to analyze data with a focus on continuous improvement. A Groundworks manual and matrix have been created, implemented, and consistently monitored to ensure students' needs are met academically and behaviorally. Response to Intervention (RtI) processes are in place to identify students in need and to progress monitor in the area of academics and behavior. Social emotional curriculum is implemented weekly as well as daily class meetings. Students and staff are regularly highlighted for achievements and growth.

Systems of positive reinforcement are in place recognizing both students and staff. Social committee, Tier 1 team and team leaders focus on spreading positivity by modeling pivots in response to negativity. Additionally, these teams make it a point to highlight their peers. Meeting regularly, the team analyzes campus discipline data and data from fidelity checks to determine areas of need and create plans based on this data. We provide booster sessions for students and staff to address these needs.

We are working as a campus to establish clear expectations and procedures across the campus. Behavior has been reported on surveys and interviews as a concern for the campus. We will focus on improving the climate on the campus through clear expectations and procedures.

School Culture and Climate Strengths

- Staff morale action plan that consists of positive reinforcement, friendly competitions, and team building activities monthly.
- Staff report feeling supported and having a connection to the community
- Student and staff recognition on a weekly and monthly basis.
- All staff members are members of one or more committees following a site-based decision model. Committees meet to address the following areas: Social, Connecting with the Community, Communication with the Community, Safety, and Discipline as well as Team Leaders and Vertical Teams.
- Student groups include: Student Council, Safety Patrol, Choir, KNES News, Arabic, and Tech Club.
- Annual UIL competition between local elementary schools for students in grades 2-4

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Need for compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations. **Root Cause:** Unclear expectations and procedures.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Neidig Elementary has 64 staff members with 55 professional staff on campus. A Bachelors degree is held by 78% of the teachers and 22% have a Masters degree. By ethnicity, 7% of the staff are African American, 29% of the staff are Hispanic, and 64% are White. Neidig Elementary has a history of low turnover. Schoolwide and district systems of support contribute to teacher retention. Mentor programs, teacher buddy systems, systems of positive reinforcement, and strong communication systems are reported by staff as reasons for remaining at Neidig Elementary.

Staff Quality, Recruitment, and Retention Strengths

Staff retention - 29% of the staff have 11 or more years of experience.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

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

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

Curriculum, Instruction, and Assessment Strengths

- Instructional Planning Anchor Chart (IPAC) and planning collaboration in teams
- Unit Organizer as planning tool
- Unit Assessments & Data Analysis for informed instructional decisions
- Campus Instructional Playbook strategies & change cycle implementation
- Writing across content areas and Student Learning Objective (SLO) monitoring

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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

Parent and Community Engagement

Parent and Community Engagement Summary

Neidig Elementary values the partnership between parent, teacher, and student. As such, we strive to keep all stakeholders informed of school activities, academics, and social emotional progress. Each week, the campus Principal emails families with an overview of the upcoming week. "This Week at Neidig" is sent in both English and Spanish to over 700 email recipients. Monthly calendar, campus/teacher websites, Class Dojo, Remind, Facebook, and Twitter are utilized to ensure the community remains informed.

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

Parent and Community Engagement Strengths

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

Problem Statements Identifying Parent and Community Engagement Needs

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

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

School Context and Organization

School Context and Organization Summary

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

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

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

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

Crisis management teams are trained and prepared for situations unique to our Life Skills classrooms as well as other events that might potentially arise. Additionally, our Safety Team meets regularly to review safety drills, processes, and systems.

School Context and Organization Strengths

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

Problem Statements Identifying School Context and Organization Needs

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

Technology

Technology Summary

Neidig Elementary strives to ensure students and teachers have access to 21st century technology. Neidig is equipped with 2 computer labs, a 30 device chromebook cart for 3-4 graders, 2 desktop computers in each classroom as well as 8 iPads. Dual language classes have 4 additional iPads. A chromebook tower is located in the library with 10 chrome books that students can check out while in the library. The library is also equipped with an iPad cart that teachers can use to check out for whole class use. Students have access to maker space materials such as ozobots, little bit sets, EVO mindstorm sets and makey makeys.

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

Technology Strengths

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

Priority Problem Statements

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

Root Cause 1: Unclear expectations and procedures.

Problem Statement 1 Areas: School Culture and Climate

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

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

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

Problem Statement 3: Need for data-driven instruction.

Root Cause 3: Instruction not aligned to data.

Problem Statement 3 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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






Performance Objective 1: The percent of Neidig Elementary students reaching the projected "Meets Grade Level" standard on NWEA Map Reading Growth will increase from 14% to 28% by the end of the 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 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Literacy Task Force sessions are campus-led, allowing for individual campus needs to be met in regards to reading. Utilize the Reading Specialists to lead campus-specific reading professional development based on campus need, including the expectation that learnings are applied to improve content knowledge and instruction. Strategy's Expected Result/Impact: Campuses will see increases in formative and summative reading data Staff Responsible for Monitoring: Campus Leadership Team Schoolwide and Targeted Assistance Title I Elements: 2.5 - 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 - \$8,210	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Implement new Reading/Language Arts textbook adoption in grades K-8, with fidelity. Strategy's Expected Result/Impact: Consistency across Reading/Language Arts instruction in classrooms which leads to increased student performance in reading. Staff Responsible for Monitoring: Asst Supt. Academics & SI; Principal 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 - \$8,210	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 - \$8,210	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Student progress toward measurable goals (e.g. % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in each and every classroom and throughout the school to foster student ownership and goal setting. All classrooms include at least one visible student progress tracking artifact, which is regularly updated. The campus hallways have at least one visible student progress tracking artifact, which is regularly updated. Strategy's Expected Result/Impact: Create student ownership of outcomes. Staff Responsible for Monitoring: Instructional Leadership Team TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Instructional Specialists - 211 - Title I-Part A - \$8,210	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 1: Neidig Elementary will increase its student achievement performance in the areas of literacy and numeracy.





Performance Objective 2: The percent of Neidig Elementary students reaching the projected "Meets Grade Level" standard on NWEA Map Math Growth will increase from 9.8% to 20% by the end of the 2021-2022 school year.

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Ensure Instructional Specialists are provided professional development and coaching to better serve teachers and students. Strategy's Expected Result/Impact: Less reliance on outside consultants as a result of the expertise created within campus instructional specialists Staff Responsible for Monitoring: Asst. Supt. Academics & SI; Principal Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Math Task Force sessions are campus-led, allowing for individual campus needs to be met in regards to math. Utilize the Math Specialists to lead campus-specific math professional development based on campus need, including the expectation that learnings are applied to improve content knowledge and instruction. Strategy's Expected Result/Impact: Campuses will see increases in formative and summative math data. Staff Responsible for Monitoring: Campus Leadership Team Schoolwide and Targeted Assistance Title I Elements: 2.5 - 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 - \$8,210	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: The Math Specialist will begin to lead campus and grade-level based Math professional development, transitioning away from the need for Math consultants. This includes the expectations that plans are developed for monitoring classroom implementation of learning and the impact on student achievement. Strategy's Expected Result/Impact: Leadership capacity built with Math specialist and campus teachers for implementing research-based methods of Math instruction with fidelity. Staff Responsible for Monitoring: Math Specialist; Campus Principal Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum Funding Sources: Instructional Specialists - 211 - Title I-Part A - \$8,210	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Student progress toward measurable goals (e.g. % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in each and every classroom and throughout the school to foster student ownership and goal setting. All classrooms include at least one visible student progress tracking artifact, which is regularly updated. The campus hallways have at least one visible student progress tracking artifact, which is regularly updated. Strategy's Expected Result/Impact: Create student ownership of outcomes. Staff Responsible for Monitoring: Instructional Leadership Team TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Instructional Specialists - 211 - Title I-Part A - \$8,210	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: The percent of Neidig Elementary third grade students reaching "Meets Grade Level" Standard on Reading STAAR will increase from 28% to 44% by 2024.

HB3 Goal

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

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

Strategy 1 Details	Reviews			
Strategy 1: Data-focused PLC meetings where we will work together to use our data more effectively in planning. Strategy's Expected Result/Impact: Increased academic achievement Staff Responsible for Monitoring: Principal; Assistant Principal Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: Instructional Specialists - 211 - Title I-Part A - \$8,210	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Instructional leadership team adds structure to PLCs so they lead effective, collaborative planning, data analysis, and reteach plans. Strategy's Expected Result/Impact: Increased academic achievement Staff Responsible for Monitoring: Principal; Assistant Principal Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: Instructional Specialists - 211 - Title I-Part A - \$8,210	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Align instruction to data in order to track growth and ensure that we meet our academic goals for the year. Strategy's Expected Result/Impact: Increased academic achievement Staff Responsible for Monitoring: Principal; Assistant Principal Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: Instructional Specialists - 211 - Title I-Part A - \$8,210	Formative			Summative
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Strategy 4 Details	Reviews			
Strategy 4: Utilize instruction time to study data with scholars and reteach/retest after every unit assessment. Strategy's Expected Result/Impact: Increased academic achievement Staff Responsible for Monitoring: Principal; Assistant Principal Schoolwide and Targeted Assistance Title I Elements: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
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Strategy 5 Details	Reviews			
Strategy 5: Build and implement action plans after each unit assessment. Strategy's Expected Result/Impact: Increased academic achievement Staff Responsible for Monitoring: Principal; Assistant Principal Schoolwide and Targeted Assistance Title I Elements: 2.5 - 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 - \$8,210	Formative			Summative
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<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

Performance Objective 4: The percent of Neidig Elementary third grade students reaching "Meets Grade Level" Standard on Math STAAR will increase from 11% to 46% by 2024.

HB3 Goal

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

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

Strategy 1 Details	Reviews			
Strategy 1: Data-focused PLC meetings where we will work together to use our data more effectively in planning. Strategy's Expected Result/Impact: Increased academic achievement Staff Responsible for Monitoring: Principal; Assistant Principal Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: Instructional Specialists - 211 - Title I-Part A - \$8,210	Formative			Summative
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	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

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

Math Economically Disadvantaged:

5% to 36% by 2024

Math Emergent Bilingual:

0% to 40% by 2024

Reading Economically Disadvantaged:

16% to 33% by 2024





Reading Emergent Bilingual:

12% to 29% by 2024

HB3 Goal

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

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

Strategy 1 Details	Reviews			
Strategy 1: Provide direct, targeted small group intervention in writing, reading/language arts/, and math that is supplemental to regular classroom instruction. Strategy's Expected Result/Impact: Student academic growth as evidenced on district benchmarks and STAAR 2020. Staff Responsible for Monitoring: Principal Schoolwide and Targeted Assistance Title I Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Interventionists and Aides - 199 - General Fund: State Compensatory Education - \$122,960, Aides - 211 - Title I-Part A - \$47,123	Formative			Summative
	Nov	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

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

Evaluation Data Sources: Campus Climate Survey

Strategy 1 Details	Reviews			
Strategy 1: Daily virtual administrative office hours for all staff to provide feedback and receive any needed support. Strategy's Expected Result/Impact: Staff will feel better supported and campus will be able to better meet any needs that arise. Staff Responsible for Monitoring: Campus Leadership Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Promote and utilize "REACH the E" as the district's primary communication platform. Strategy's Expected Result/Impact: Staff will be able to report any concerns anonymously in order for the campus to meet any needs that arise. Staff Responsible for Monitoring: Campus Leadership TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Consistent communication from campus leadership on roles and responsibilities. Campus staff clearly knows who to go to for what support they need. Everyone follows the chain of command. Effective and consistent cabinet meetings so that we are more strategic in how we plan our time, including when and how frequently we observe teachers.	Formative			Summative
	Nov	Jan	Mar	June

Campus instructional leaders, including team leaders, uses consistent written protocols and processes to lead their grade level teams or other areas of responsibility. Campus instructional leaders meet weekly to focus on student progress and formative data.

Strategy's Expected Result/Impact: Improve campus climate and culture.

Staff Responsible for Monitoring: Instructional Leadership Team

TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning

Funding Sources: Instructional Specialists - 211 - Title I-Part A - \$8,210



No Progress



Accomplished



Continue/Modify







Discontinue

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

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

Evaluation Data Sources: District Survey Data






Strategy 1 Details	Reviews			
Strategy 1: Implement activities at the campus level to build cultural competency of teachers and staff in relation to the students served at NES. Activities will occur monthly Strategy's Expected Result/Impact: Teachers and staff will create positive learning environments that meet the needs of individual students. Staff Responsible for Monitoring: Campus Leadership Team Schoolwide and Targeted Assistance Title I Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Expand the campus leadership teams' knowledge and expertise in the area of cultural competency to provide opportunities for growth. Strategy's Expected Result/Impact: Campus policies and practices will be more culturally aligned to the students we serve. Staff Responsible for Monitoring: Assistant Superintendent of Academics & School Improvement TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Create student leadership opportunities by involving students in the planning of cultural competency activities at the campus level. Strategy's Expected Result/Impact: Improve campus climate and culture. Staff Responsible for Monitoring: Campus Leadership Team; Teachers Schoolwide and Targeted Assistance Title I Elements: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Evaluation Data Sources: Qualitative and Survey Data





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

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

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

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

Evaluation Data Sources: District-created student tracking mechanism

Strategy 1 Details	Reviews			
Strategy 1: The campus will promote extracurricular and co-curricular opportunities. Strategy's Expected Result/Impact: Increase student engagement in school. Staff Responsible for Monitoring: Counselor Schoolwide and Targeted Assistance Title I Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Counselor will include advising on extracurricular and co-curricular opportunities as part of individual academic counseling. Strategy's Expected Result/Impact: Increase student engagement in school. Staff Responsible for Monitoring: Counselor ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

HB3 Goal

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





Strategy 1 Details	Reviews			
Strategy 1: Increase business and industry partnership to increase student access to information about career learning opportunities. Strategy's Expected Result/Impact: Increase student post-secondary readiness. Staff Responsible for Monitoring: Counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

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

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

HB3 Goal





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

Strategy 1 Details	Reviews			
Strategy 1: Implement school wide 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: Increase student post-secondary readiness. Staff Responsible for Monitoring: Campus Leadership and Teachers Schoolwide and Targeted Assistance Title I Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Evaluation Data Sources: qualitative and survey data





Strategy 1 Details	Reviews			
Strategy 1: Develop and disseminate a survey that evaluates the school as a safe learning environment. Strategy's Expected Result/Impact: Monitor progress towards a safer environment. Staff Responsible for Monitoring: Campus Leadership TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement components of the Sandy Hook Promise initiative to ensure early identification of, and intervention for, potential at-risk behaviors. Strategy's Expected Result/Impact: Improve outcomes for students with at-risk behaviors. Staff Responsible for Monitoring: Campus Leadership Team ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Implement a school-wide social emotional learning framework designed to create a more inclusive, relational, and connected environment. Strategy's Expected Result/Impact: Increase student well-being and campus culture. Staff Responsible for Monitoring: Campus Leadership Team Schoolwide and Targeted Assistance Title I Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Evaluation Data Sources: qualitative and survey data

Strategy 1 Details	Reviews			
Strategy 1: Utilize social media and electronic platforms to capture and share positive student stories with the public. Strategy's Expected Result/Impact: Improve school perceptions and culture. Staff Responsible for Monitoring: Campus Leadership Team ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Hold flexible Title I parent meeting/s at different times and dates to inform and involve parents in Schoolwide Title I planning and developing/revising Campus Parent and Family Engagement Policy and School Compact. Strategy's Expected Result/Impact: Increased parent engagement enabling growth in student achievement. Staff Responsible for Monitoring: Principal; State and Federal Programs Administrator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Build staff and community awareness of trauma-informed practices to better understand student behaviors. Strategy's Expected Result/Impact: Improve responses and intervention to student behaviors. Staff Responsible for Monitoring: Campus Leadership Team ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Hold Elementary School parent conferences in October to distribute and review the Campus Parent and Family Engagement Policy, Student Success Compact, and to discuss student achievement. Strategy's Expected Result/Impact: Increased parent engagement enabling growth in student achievement Staff Responsible for Monitoring: Principal; State & Federal Programs Administrator Schoolwide and Targeted Assistance Title I Elements: 3.1	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Expand Communities in Schools Partnership. Strategy's Expected Result/Impact: Increase student support and engagement to increase changes for school completion of at risk students. Staff Responsible for Monitoring: District Administrative Staff; Principal Schoolwide and Targeted Assistance Title I Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 - General Fund: State Compensatory Education - \$40,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Post Campus Improvement Plan, Campus Parent and Family Engagement Policy, and Campus Student Success Compact on campus website in both English and Spanish. Strategy's Expected Result/Impact: Increased parent engagement enabling growth in student achievement. Staff Responsible for Monitoring: Principal; State and Federal Program Administrator Schoolwide and Targeted Assistance Title I Elements: 3.1 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Hold educational parent meetings providing strategies and materials to engage parents in supporting their child's learning at home. Strategy's Expected Result/Impact: Increased parent engagement enabling growth in student achievement. Staff Responsible for Monitoring: Principal; Federal Programs Administrator Schoolwide and Targeted Assistance Title I Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Parent Involvement supplies and materials - 211 - Title I-Part A - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Neidig 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 Neidig Elementary School

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

Campus Funding Summary

199 - General Fund: State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Interventionists and Aides		\$122,960.00
4	2	5			\$40,000.00
Sub-Total					\$162,960.00
Budgeted Fund Source Amount					\$162,960.00
+/- Difference					\$0.00
211 - Title I-Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Specialists		\$8,210.00
1	1	3	Instructional Specialists		\$8,210.00
1	1	4	Instructional Specialists		\$8,210.00
1	1	5	Instructional Specialists		\$8,210.00
1	2	2	Instructional Specialists		\$8,210.00
1	2	3	Instructional Specialists		\$8,210.00
1	2	4	Instructional Specialists		\$8,210.00
1	3	1	Instructional Specialists		\$8,210.00
1	3	2	Instructional Specialists		\$8,210.00
1	3	3	Instructional Specialists		\$8,210.00
1	3	5	Instructional Specialists		\$8,210.00
1	4	1	Instructional Specialists		\$8,210.00
1	4	2	Instructional Specialists		\$8,210.00
1	4	3	Instructional Specialists		\$8,210.00
1	4	5	Instructional Specialists		\$8,210.00
1	5	1	Aides		\$47,123.00
2	1	3	Instructional Specialists		\$8,210.00
4	2	7	Parent Involvement supplies and materials		\$3,000.00
Sub-Total					\$181,483.00
Budgeted Fund Source Amount					\$181,483.00

211 - Title I-Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					+/- Difference
					\$0.00
					Grand Total Budgeted
					\$344,443.00
					Grand Total Spent
					\$344,443.00
					+/- Difference
					\$0.00