

Elgin Independent School District
Elgin High 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

The Elgin Independent School District comprises more than 168 square miles in portions of Bastrop, Lee and Travis Counties and provides educational facilities and resources to meet the needs of the approximately 4,620 students on seven campuses.

Elgin High School is comprised of approximately 1300 students with the majority Hispanic, (67.5%), White (18.6%), and African American (11%). Of this total, 16.6% students are designated as English Language Learners, 10.4% special education, and 70.3% are economically disadvantaged. Our homeless population continues to grow as well as transient students.

Demographics Strengths

One of the strengths of Elgin High School is its' diversity of ethnicities among the student population.

Diversity among students in education directly impacts their performance. Studies show that [students work better in a diverse environment](#), enabling them to concentrate and push themselves further when there are people of other backgrounds working alongside them. This promotes creativity, as well as better education, as those with differing viewpoints are able to collaborate to create solutions.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Need for a compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations. **Root Cause:** Lack of shared vision among all stakeholders.

Student Achievement

Student Achievement Summary

EHS Student Data - EOC 2019 Results Approaches/Meets/Masters

Alg I	App/Meets/M	STAAR/EOC	59/17/5
Biology	App/Meets/M	STAAR/EOC	81/43/8
Eng I	App/Meets/M	STAAR/EOC	57/33/4
Eng II	App/Meets/M	STAAR/EOC	60/36/2
US Hist	App/Meets/M	STAAR/EOC	89/62/26

GOALS (MEETS %)

9	English I (70%)	District Interim	45%
10	English II (70%)	District Interim	40%
9	Algebra I (65%)	District Interim	35%
9	Biology (60%)	District Interim	45%
11	US History (65%)	District Interim	70%

Student Achievement Strengths

EHS increased special education "approaches" percentage in Biology by 27pts and the special education "Meets" percentage in US History by 13pts.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Need for objective-driven daily lesson plans with formative assessments. **Root Cause:** Current lesson plan evaluation is simply a compliance check without meaningful feedback.

School Culture and Climate

School Culture and Climate Summary

EHS has been working hard to change the internal culture to be more positive, family oriented, and focused on student achievement. Just as we want our teachers to positively reinforce students who are meeting academic and behavioral expectations, our campus leadership team has come up with strategies to positively reinforce teachers who are excelling in various ways. These include weekly staff awards shared on social media, creative opportunities for relationship building, monthly special campus events, etc. Our goal this year is 85% retention, a 10% increase over last year.

To improve the student culture and climate, a student advisory committee has been created that meets with the Principal on a monthly basis. During the committee meetings, students are given the opportunity to voice concerns and needs and/or ask questions about the campus.

Desired Annual Outcomes:

Develop and implement a system/process for regularly acknowledging student success in a variety of areas including attendance, behavior, character, academic growth, and reaching goals.

Develop and implement a timely targeted professional development system based on observations for tiered teachers around campus focus areas that occur on a weekly basis during campus instructional leadership office hours.

School Culture and Climate Strengths

Our staff is hard working and passionate about the craft of teaching. They are content experts and truly care about producing the best product for post-secondary life. Most teachers are reflective of their own practices when students are not successful, rather than blaming students' limited abilities or lack of effort. Improving a culture takes time, but the changes are being embraced and our students are reaping the benefits.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Need for aligned vision, mission, goals and high expectations for all students **Root Cause:** Inconsistency in ability to identify and see the value and purpose of aligned vision, mission, goals and values

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

EHS is committed to hiring and keeping great staff members. The following actions steps are followed to ensure high quality staff and retention:

1. The campus sends an administrator to all major job fairs to recruit needed staff.
2. Campus-developed instructional framework that is clearly defined and practiced.
3. Positive culture and climate activities to promote teamwork and fellowship.

EHS has a total of 155 staff members; of these, 92 are certified teachers.

Staff Quality, Recruitment, and Retention Strengths

1. Faculty and staff extracurricular activities to build relationships and attachments to the campus
2. Positive affirmations to staff members
3. Weekly "shout out" encouragement email in which staff members can recognize one another's achievements.
4. Sparkle Committee for promoting a positive workplace community.
5. Leadership committee to include department chairs, instructional leaders, and grade level team leaders
6. Dedicated time for teacher training and collaborative planning.
7. Support is provided to teachers via two campus Instructional Coaches.
8. Teachers with EOC courses are provided an additional PLC period daily for collaborative instructional planning.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teachers are filming video lessons and supporting students in remote environment with inconsistent success. **Root Cause:** Lack of experience from all stakeholders in a new instructional platform

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The district's curriculum is tightly aligned to the state TEKS with a focus on college and career readiness. The district is using TEKS Resource System as a resource to ensure all TEKS are taught. Weekly classroom walkthrough by campus administration allows constant monitoring to ensure teachers are following the curriculum (both in-person and virtually).

Each nine weeks, students are given unit assessments utilizing district resources. Results are disaggregated to look at sub-populations on campus to identify student mastery and intervention needs. The campus also determines which Student Expectations are in need of intervention.

PLCs are taking place daily for core teachers and weekly for elective teachers.

Curriculum, Instruction, and Assessment Strengths

1. Students have digital access to curriculum due to the 1:1 technology initiative.
2. Weekly PLC meetings by departments to discuss student data and instructional strategies.
3. Monthly monitoring of common assessment data for individual students based on campus needs identified through assessment data, TIP and CIP.
4. Common assessments given each nine weeks to continue to monitor students' performance on the TEKS.
5. Training on new learning strategies in monthly faculty meetings led by instructional leaders.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Need for strict Data-Driven Instruction **Root Cause:** time required to plan

Parent and Community Engagement

Parent and Community Engagement Summary

EHS has been working to increase parent and community involvement events such as open house, parent volunteering on campus, and parent meetings. Some of the efforts include: increase EHS administrator and staff visibility in the community, increase presence on FaceBook and Twitter as means of communication, and a marquee to announce upcoming events. EHS is also committed to providing all communication in English and in Spanish in order to reach the majority of our community.

Parent and Community Engagement Strengths

1. Increase in participation at Open House.
2. An administrative focus on CUSTOMER SERVICE.
3. School messenger emails and calls sent to parents with important dates and information.
4. Updates posted on EHS Facebook at least twice a week.
5. Weekly updates to school marquee.
6. Counselor department weekly announcement with a "History of Elgin" tidbit.
7. Weekly Remind messages sent to parents from teachers and staff.
8. The addition of a Parent Teacher Organization (PTO)

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: EHS lacks robust engagement from parents in regards to academics and school events. **Root Cause:** EHS has the need for an increased focus on creating a welcoming, safe and accommodating environment on campus.

School Context and Organization

School Context and Organization Summary

EHS is committed to creating teacher leaders on campus and increasing involvement in campus decision making. Historically, department chairs and teacher leaders have collaborated with the administrative team to make informed decisions for organizational planning. Department Heads and campus leaders spend a full day off campus over the summer planning and organizing for the next year.

Departments also have common planning times which allows for vertical alignment and data analysis.

School Context and Organization Strengths

Systems in place:

1. Department chairs, instructional leaders by content area, and content PLC team leaders
2. Common PLC periods for departments
3. Daily PLC meetings for most core subjects
4. Crisis Management Teams
5. Student Advisory Team to the Principal
6. Instructional Framework
7. Communication flowchart
8. Staff Culture Pillar
9. Student Advisory team
10. College and Career Flow Chart
11. Attendance team
12. Monthly Leadership Meeting

13. Weekly Cabinet Meetings

14. Campus Advisory Committee

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Need for stakeholder decision making **Root Cause:** Lack of opportunity and training

Technology

Technology Summary

EHS is a technology-rich campus. Every classroom has a variety of resources for teachers and students to use. EHS implemented 1:1 Chromebook initiative for students to enhance instruction and is 100% utilizing Google Classroom for online assignments. Textbooks for Math, Social Studies and Science were purchased electronically for students to use on Chromebooks. District and campus staff are collaborating to facilitate student learning through use of technology. The campus has employed a full time campus instructional technologist to train staff and help with issues.

Technology Strengths

1. 1:1 Chromebook initiative
2. Interactive white boards in every classroom
3. Teacher laptops, Chromebooks and media carts
4. Technology-based elective courses
5. Teachers and students have access to online tools such as Texas Resource System, Eduphoria, Google Classroom, EdPuzzle, Screen Castify, and Remind.
6. Access to campus instructional technologist

Problem Statements Identifying Technology Needs

Problem Statement 1: School issued devices being lost or broken and replaced in a timely manner **Root Cause:** The amount of Chromebooks in the district and lack of communication between families and school

Priority Problem Statements

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

Root Cause 1: Current lesson plan evaluation is simply a compliance check without meaningful feedback.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Need for strict Data-Driven Instruction

Root Cause 2: time required to plan

Problem Statement 2 Areas: Curriculum, Instruction, and Assessment

Problem Statement 3: Need for stakeholder decision making

Root Cause 3: Lack of opportunity and training

Problem Statement 3 Areas: School Context and Organization

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
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results

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
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data





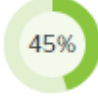

Goals

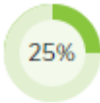
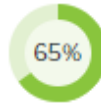

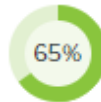








Goal 1: Elgin High School will increase its student achievement performance in the areas of literacy and numeracy.

Performance Objective 1: The percent of EHS students reaching "Meets Grade Level" standard on English I EOC will increase from 33% to 52% by 2024.

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

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

Strategy 1 Details	Reviews			
Strategy 1: Ensure Instructional Specialists are provided professional development and coaching to better serve teachers and students. Strategy's Expected Result/Impact: Less reliance on outside consultants as a result of the expertise created within campus instructional specialists Staff Responsible for Monitoring: Asst. Supt. Academics & SI TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize the instructional specialists to lead campus-specific writing professional development based on campus need, including the expectation that well-planned writing is to occur in each content area on a daily basis. Strategy's Expected Result/Impact: Campuses will see increases in formative and summative writing data. Staff Responsible for Monitoring: Asst. Supt. Academics & SI ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Implement new Reading/Language Arts textbook adoption in grades K-8, with fidelity. Adopt and implement new Reading/Language Arts textbook adoption in grades 9-12.	Formative			Summative
	Nov	Jan	Mar	June
				





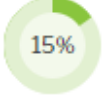

Strategy 4 Details	Reviews			
Strategy 4: Monitor fidelity of textbook implementation and adjust the implementation as needed based on data and feedback from campuses. Strategy's Expected Result/Impact: Consistency across Reading/Language Arts instruction in classrooms which leads to increased student performance in writing. Staff Responsible for Monitoring: Asst. Supt. Academics & SI ESF Levers: Lever 4: High-Quality Curriculum	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Teachers will create objective-driven daily lesson plans with formative assessments that lead to data-driven instruction. Strategy's Expected Result/Impact: Improved EOC exams in 2021 Staff Responsible for Monitoring: Principal; Assistant Principals TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Teachers - Supplemental At Risk - 199 - General Fund: State Compensatory Education - \$357,105	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: All teachers are provided with valuable feedback on lesson plans to ensure high expectations are being set and met in the classroom. Feedback occurs during PLC lesson planning and one-on-one when needed. Strategy's Expected Result/Impact: Meaningful lesson plans; improved EOC scores in 2021 Staff Responsible for Monitoring: Principals; Assistant Principals; Instructional Specialists ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Develop and pilot an individual web-based student data tracking system to create student ownership of data and goal setting. Strategy's Expected Result/Impact: Students have ownership of data, set goals, and track growth. Staff Responsible for Monitoring: Instructional Leadership Team; Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 1: Elgin High School will increase its student achievement performance in the areas of literacy and numeracy.

Performance Objective 2: The percent of Elgin HS students reaching "Meets Grade Level" Standard on English II EOC will increase from 36% to 52% by 2024.

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

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

Strategy 1 Details	Reviews			
Strategy 1: Ensure Instructional Specialists are provided professional development and coaching to better serve teachers and students. Strategy's Expected Result/Impact: Less reliance on outside consultants as a result of the expertise created within campus instructional specialists. Staff Responsible for Monitoring: Asst. Supt. Academics & SI TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize the instructional 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: Asst. Supt. Academics & SI TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Implement new Reading/Language Arts textbook adoption in grades K-8, with fidelity. Adopt and implement new Reading/Language Arts textbook adoption in grades 9-12.	Formative			Summative
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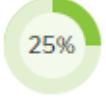
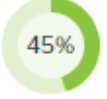
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Strategy 7: Develop and pilot an individual web-based student data tracking system to create student ownership of data and goal setting. Strategy's Expected Result/Impact: Students have ownership of data, set goals, and track growth. Staff Responsible for Monitoring: Instructional Leadership Team; Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
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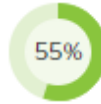

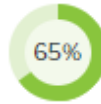






Goal 1: Elgin High School will increase its student achievement performance in the areas of literacy and numeracy.

Performance Objective 3: The percent of Elgin HS students reaching "Meets Grade Level" Standard on Algebra I EOC will increase from 17% to 47% by 2024.

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

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

Strategy 1 Details	Reviews			
Strategy 1: Ensure Instructional Specialists are provided professional development and coaching to better serve teachers and students. Strategy's Expected Result/Impact: Less reliance on outside consultants as a result of the expertise created within campus instructional specialists Staff Responsible for Monitoring: Asst. Supt. Academics & SI TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 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: Asst. Supt. Academics & SI TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Math specialists begin to lead campus and grade-level based math professional development, transitioning away from the need for math consultants. This includes the expectation that plans are developed for monitoring classroom implementation of learning and the impact on student achievement.	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Teachers will create objective-driven daily lesson plans with formative assessments that lead to data-driven instruction. Strategy's Expected Result/Impact: Improved EOC exams in 2021 Staff Responsible for Monitoring: Principal; Assistant Principals TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Teachers - Supplemental At Risk - 199 - General Fund: State Compensatory Education - \$357,105	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: All teachers are provided with valuable feedback on lesson plans to ensure high expectations are being set and met in the classroom. Feedback occurs during PLC lesson planning and one-on-one when needed. Strategy's Expected Result/Impact: Meaningful lesson plans; improved EOC scores in 2021 Staff Responsible for Monitoring: Principals; Assistant Principals; Instructional Specialists ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Develop and pilot an individual web-based student data tracking system to create student ownership of data and goal setting. Strategy's Expected Result/Impact: Students have ownership of data, set goals, and track growth. Staff Responsible for Monitoring: Instructional Leadership Team; Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
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Goal 1: Elgin High School will increase its student achievement performance in the areas of literacy and numeracy.

Performance Objective 4: Elgin High School 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 Emergent Bilingual:

25% to 29% by 2024

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









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







Strategy 1 Details	Reviews			
Strategy 1: Provide targeted intervention to at-risk students in Reading/Language Arts and Math that is supplemental to regular classroom instruction.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide professional development support from the secondary bilingual coordinator and bilingual specialist on sheltered instruction strategies. Staff Responsible for Monitoring: Principal; Bilingual Coordinator; Bilingual Specialist TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 2: Elgin High School will increase teacher and administrator retention rates.

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

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


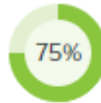


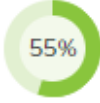





Strategy 1 Details	Reviews			
Strategy 1: Encourage 100% participation in district-wide "listening tours"/"Virtual Tours" each semester to ensure all staff have an opportunity to provide real time feedback to district leaders. Strategy's Expected Result/Impact: Decrease in turnover rate of teachers and administrators; Improved morale Staff Responsible for Monitoring: Superintendent TEA Priorities: Recruit, support, retain teachers and principals - 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: Decrease in turnover rate of teachers and administrators Staff Responsible for Monitoring: District/Campus Leadership Teams	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Monthly meetings with campus leadership to discuss school culture and climate Strategy's Expected Result/Impact: increased job satisfaction among staff Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Weekly spotlight celebrations to highlight staff members that have been nominated by their peer for excellent service to the campus. Strategy's Expected Result/Impact: Increase job satisfaction and feeling of appreciation among staff members Staff Responsible for Monitoring: Principals	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: Develop and implement a system/process for regularly acknowledging student success in a variety of areas including attendance, behavior, character, academic growth, and reaching goals. Strategy's Expected Result/Impact: Culture and Growth Mindset will continue to improve on the campus. Staff Responsible for Monitoring: Instructional Leadership Team TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 2: Elgin High School will increase teacher and administrator retention rates.

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





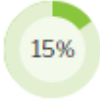
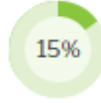
Evaluation Data Sources: School Quality Survey


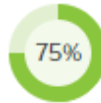






Strategy 1 Details	Reviews			
Strategy 1: Continue to implement activities at the campus and district level o build cultural competency of teachers and staff in relation to the students served in EISD. Activities will occur on a quarterly basis, at minimum. Strategy's Expected Result/Impact: Decrease in teacher and administrator turnover rate Staff Responsible for Monitoring: Asst. Supt. for academics/SI; Prinicipals TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Expand the campus leadership team' knowledge and expertise in the area of cultural competency each summer to provide opportunities for growth. Strategy's Expected Result/Impact: Decrease in teacher and administrator turnover rate. Staff Responsible for Monitoring: Asst. Supt. for Academics/SI TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 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: Decrease in teacher and administrator turnover rate Staff Responsible for Monitoring: Principals 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: Elgin High School will increase teacher and administrator retention rates.

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

Evaluation Data Sources: Survey Data; Qualitative data from listening tours
















Strategy 1 Details	Reviews			
Strategy 1: Increase staffing support that allows for a streamlined focus on behavioral support and intervention. These supports include hall monitors at the middle and high school levels and Campus Testing/504 Coordinators at each campus Strategy's Expected Result/Impact: Decrease in teacher and administrator turnover rate; improved staff morale Staff Responsible for Monitoring: Superintendent TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Streamline duties/responsibilities of campus administrators to ensure Assistant Principals' main focus is discipline management. Strategy's Expected Result/Impact: Decrease in teacher and administrator turnover rate; improved staff morale Staff Responsible for Monitoring: Executive Cabinet TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Campus and district leaders continue to monitor and adjust the implementation of the Ground Works handbooks to ensure consistent behavior interventions and classroom supports are provided. Strategy's Expected Result/Impact: Decrease in teacher and administrator turnover rate. Staff Responsible for Monitoring: Assistant Superintendent for Academics and SI; Principals TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: 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: Decrease in teacher and administrator turnover rate. Staff Responsible for Monitoring: Assistant Superintendent for Academics and SI; Principals TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Develop and implement a timely targeted professional development system based on observations for tiered teachers around campus focus areas that occur on a weekly basis during campus instructional leadership office hours. Strategy's Expected Result/Impact: Teachers will have needed support for professional growth. Staff Responsible for Monitoring: Instructional Leadership Team 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
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Evaluation Data Sources: District-created student tracking mechanism


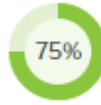







Strategy 1 Details	Reviews			
Strategy 1: Continue implementation of "recruitment fairs" to promote extracurricular and co-curricular offerings Strategy's Expected Result/Impact: Increase in percentage of students participating in extracurricular activities. Staff Responsible for Monitoring: Asst. Supt. Academics & SI TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Counselors will include advising on extracurricular and co-curricular offerings as part of individual academic advising. Strategy's Expected Result/Impact: Increase in percentage of students participating in extracurricular activities. Staff Responsible for Monitoring: Asst. Supt. Academics & SI TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Counselors will provide a summary report to each extracurricular and co-curricular sponsor for student follow-up and recruitment. Strategy's Expected Result/Impact: Increase in percentage of students participating in extracurricular activities. Staff Responsible for Monitoring: Asst. Supt. Academics & SI TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				








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

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

HB3 Goal

Evaluation Data Sources: Implementation of the hard and soft skills documented in lesson plans and observed in walkthroughs and observations.
Campus administration reviews CCMR data tracker.

Strategy 1 Details	Reviews			
Strategy 1: Partner with Workforce Solutions to hire and provide a Workforce Specialist to support workforce efforts (i.e., internships, mentors, career surveys, etc.) Strategy's Expected Result/Impact: Percentage of students enrolling in CTE programs, with aligned pathways to regional workforce needs and student interest increases Staff Responsible for Monitoring: Superintendent/ Director CCR TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Increase business and industry partnerships to increase student access to work-based learning opportunities. Strategy's Expected Result/Impact: Percentage of students enrolling in CTE programs, with aligned pathways to regional workforce needs and student interest increases Staff Responsible for Monitoring: Superintendent/ Director CCR TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Seek grant opportunities to build infrastructure for desired/selected Programs of Study. Strategy's Expected Result/Impact: Percentage of students enrolling in CTE programs, with aligned pathways to regional workforce needs and student interest increases Staff Responsible for Monitoring: Superintendent/ Director CCR TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
				










Strategy 4 Details	Reviews			
Strategy 4: Bi-weekly CCMR meetings with CCMR director, principal, and other stakeholders to discuss and monitor annual goals. Staff Responsible for Monitoring: CCMR director/principal TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
	 40%	 60%		
 No Progress  Accomplished  Continue/Modify  Discontinue				













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

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

HB3 Goal

Evaluation Data Sources: Implementation of the hard and soft skills documented in lesson plans and observed in walkthroughs and observations.
Campus administration reviews CCMR data tracker.

Strategy 1 Details	Reviews			
Strategy 1: Update and continuously implement a tracking mechanism to identify students who are College Career and Military Ready (CCMR). Strategy's Expected Result/Impact: The percentage of students directly enrolling in post-secondary programs and/or the military will increase. Staff Responsible for Monitoring: Asst. Supt. Academics & SI TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement My Brother's Keeper initiative to support men of color and all students by offering mentoring in financial aid, scholarships, and college applications Strategy's Expected Result/Impact: The percentage of students directly enrolling in post-secondary programs and/or the military will increase Staff Responsible for Monitoring: Superintendent TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Implement a K-12 focus on the Elgin Graduate Profile by aligning the age appropriate hard and soft skills needed to achieve college, career and military readiness with daily lesson plans. Strategy's Expected Result/Impact: The percentage of students directly enrolling in post-secondary programs and/or the military will increase. Staff Responsible for Monitoring: Asst. Supt. Academics & SI TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
				






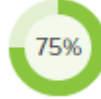
Strategy 4 Details	Reviews			
Strategy 4: Recruit and support Early College High School and PTECH students by aligning enrollment with the TEA blueprint and performance goals for each program. Strategy's Expected Result/Impact: The percentage of students directly enrolling in post-secondary programs and/or the military will increase. Staff Responsible for Monitoring: Asst. Supt. Academics & SI and Dept. Supt TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Ensure counselors continuously receive up-to-date information regarding career programs of study. Strategy's Expected Result/Impact: The percentage of students directly enrolling in post-secondary programs and/or the military will increase. Staff Responsible for Monitoring: Asst. Supt. Academics & SI/Director of CCR and Director of Program Support and Guidance TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Provide visits from trade school institutes and other pathways of interest for students. Staff Responsible for Monitoring: instructional leadership team; CCMR director	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







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

Performance Objective 1:

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

Evaluation Data Sources: School quality survey; qualitative data; Reach the E

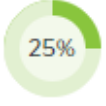





Strategy 1 Details	Reviews			
Strategy 1: Develop and disseminate a survey that evaluates school as a safe learning environment. Strategy's Expected Result/Impact: Increased positive view of campus as a safe learning environment Staff Responsible for Monitoring: Cabinet TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement components of the Sandy Hook Promise initiative to ensure early identification of, and intervention for, potential atrisk behaviors. Strategy's Expected Result/Impact: Improved perceptions of school safety. Seamless implementation of safety protocols. Staff Responsible for Monitoring: Deputy Supt./Exec. Director of Facilities and Operations ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Implement a K-12 SEL Framework designed to create a more inclusive, relational, and connected environment Strategy's Expected Result/Impact: Increased attendance; Improved perceptions of school safety. Staff Responsible for Monitoring: Academics Dept. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Funding Sources: Communities in Schools - 199 - General Fund: State Compensatory Education - \$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: Improved perceptions of school safety. Seamless implementation of safety protocols. Staff Responsible for Monitoring: Deputy Supt./Exec. Director of Facilities and Operations ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

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

Evaluation Data Sources: School quality survey; qualitative data; Reach the E

Strategy 1 Details	Reviews			
Strategy 1: Provide alternative learning opportunities at DAEP for students needing additional behavior support. Strategy's Expected Result/Impact: Improved learning and instructional environment for students and teachers Staff Responsible for Monitoring: DAEP Administrator Funding Sources: DAEP Professional Staff - 199 - General Fund: State Compensatory Education - \$31,852, DAEP Paraprofessionals - 199 - General Fund: State Compensatory Education - \$29,402	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Elgin High School

Total SCE Funds:

Total FTEs Funded by SCE: 11

Brief Description of SCE Services and/or Programs

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Personnel for Elgin High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
A. Sandoval Navarro	Teacher - At Risk	1
Amanda Miller	Teacher - At Risk	1
C. Cromer	Teacher - At Risk	1
C. Duong	HS-At Risk Interventionist	1
C. Ransom	HS At Risk Interventionist	1
Chris Mueller	Teacher - At Risk	1
Clay Ferguson	Teacher - At Risk	1
Jirah Rodriguez	Teacher - At Risk	1
K. Horn	Instructional Specialist - At Risk	1
K. Montez	Instructional Specialist - At Risk	1
R. McGregor	Teacher- At Risk	1

Campus Funding Summary

199 - General Fund: State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Teachers - Supplemental At Risk		\$357,105.00
1	2	5	Teachers - Supplemental At Risk		\$357,105.00
1	3	4	Teachers - Supplemental At Risk		\$357,105.00
4	1	3	Communities in Schools		\$40,000.00
4	2	1	DAEP Professional Staff		\$31,852.00
4	2	1	DAEP Paraprofessionals		\$29,402.00
Sub-Total					\$1,172,569.00
Budgeted Fund Source Amount					\$1,172,569.00
+/- Difference					\$0.00
Grand Total Budgeted					\$1,172,569.00
Grand Total Spent					\$1,172,569.00
+/- Difference					\$0.00