

**Elgin Independent School District**  
**Booker T. Washington Elementary School**  
**2023-2024 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 (EISD), located about 22 miles east of Austin, serves approximately 5300 students from PreK to Grade 12 and is in the Region 13 Education Service Center area. EISD 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 students on seven campuses. Booker T. Washington (BTW) serves approximately 670 students from Kindergarten to Grade 4. The student groups in BTW are comprised of 82% economically disadvantaged, 61% EBs, 11% SpEd, 3% homeless, 2% migrant, 6% GT, and 85% at-risk according to the latest TAPR report in 2021-2022. Student mobility rates from TAPR 2021-2022 are 15%; Hispanic 12%; SpEd 16%; EB 15%; Eco Dis 12%; with all other groups at 2% or less.

Program Enrollment, Ethnicity and Race	Elgin ISD 2019-2020	Elgin ISD 2020-2021	Elgin ISD 2021-2022	BTW 2019-2020	BTW 2020-2021	BTW 2021-2022
All Student Enrollment	4,556	4,615	4,985	630	594	666
Economically Disadvantaged	3,547	3,634	3,543	537	506	544
At-Risk	3,368	3,460	3,877	543	523	568
Emergent Bilingual	1,570	1,659	2,058	328	341	404
Special Education	488	547	616	70	63	75
Section 504	455	438	445	37	40	32
Students with Dyslexia	237	248	269	22	21	20
Career and Technical Education	384	-	1,306	-	-	-
Migratory	55	111	76	30	23	16

Program Enrollment, Ethnicity and Race	Elgin ISD 2019-2020	Elgin ISD 2020-2021	Elgin ISD 2021-2022	BTW 2019-2020	BTW 2020-2021	BTW 2021-2022
Homeless	161	111	120	14	16	18
Foster	10	13	8	0	1	0
Title I, Part A	3,209	2,429	2,628	628	594	666
Black-African American	473	460	447	42	25	22
Hispanic	3,199	3,376	3,788	492	493	567
White	753	641	627	83	59	60
American Indian/Alaskan Native	5	5	3	0	0	0
Asian	15	11	10	0	0	0
Native Hawaiian/Pacific Islander	3	6	8	0	0	0
Two or More Races	108	116	113	13	17	17

Elgin ISD has a young staff with the advantage that many have been trained or will be trained in relevant if not recent researched based instructional practices. Our staff is becoming more ethnically diverse as we grow and we are requiring additional ESL and BE certifications. DEI remains an area for retooling as our population will continue to increase over the coming years. Since 2013, Elgin ISD has had a higher teacher turnover rate than Region 13. From 2013 – 2018 teacher turnover increased from 18.47 to 36.1. From 2019 to 2022 teacher turnover has varied from a low of 20.5 in 2021 to a high of 31.9 in 2020.

Staff Information	Elgin ISD 2019-2020	Elgin ISD 2020-2021	Elgin ISD 2021-2022	BTW 2019-2020	BTW 2020-2021	BTW 2021-2022
Total Staff	667	674	734	64	55	67
Teachers	297	298	315	44	37	43
Professional Support	81	80	88	7	7	5

Staff Information	Elgin ISD 2019-2020	Elgin ISD 2020-2021	Elgin ISD 2021-2022	BTW 2019-2020	BTW 2020-2021	BTW 2021-2022
Campus Administration	23	25	24	3	3	3
Central Administration	12	12	14	-	-	-
African American Teachers	23	19	20	0	1	1
Hispanic Teachers	84	95	103	20	19	20
White Teachers	186	180	190	24	17	22
Teachers with Degree	293	295	311	44	37	43
Beginning Teachers	33	19	36	7	2	6
Teachers with 1-5 years experience	132	139	134	17	18	15
Teachers with 6-10 years experience	48	50	62	6	5	8
Teachers with 11-20 years experience	62	62	61	9	6	9
Teachers with 20+ years experience	22	26	22	5	6	5
Principal Average years of experience	5	5	6	2	3	1

The economy of Elgin, TX employs 5.19k people. The largest industries in Elgin, TX are Manufacturing (777 people), Health Care & Social Assistance (674 people), and Retail Trade (580 people), and the highest paying industries are Agriculture, Forestry, Fishing & Hunting, & Mining (\$70,625), Administrative & Support & Waste

Management Services (\$51,734), and Educational Services (\$51,500)

Elgin ISD has a partnership with Austin Community College that provides dual and articulated credit opportunities for students in the district. We interact with local businesses and workforce organizations through our CTE Advisory committee and our College & Career Center where we organize weekly college and career visits, monthly field trips, and events such as the college and career fair. Elgin ISD also partners with E3 Alliance, Educate Texas, Region 13, Workforce Solutions, College Forward, ACC Connect, and other organizations in an effort to expand and build on local partnerships with Institutes of higher education and employers in our area.

The 2023 Demographics Study indicated an increase in expected growth for the district in the next 10 years. The highest percent of growth is 58% from actively developing sub-divisions with the next highest being 20% growth from built out sub-divisions. Regionally, there is expected to be continued growth east of Austin, especially in communities such as Elgin where there is available land for building. Over the next 10 years the new housing occupancy projection is 16,848. Growth projections in EISD student enrollment range from 9,705 to 15,040 in the next 10 years.

### **Demographics Strengths**

- Resilient and diverse student population
- Community minded Board of Trustees
- Emphasis on strong communication with parents, families, and community

2021 Bond Project is underway and proceeding with most projects in process. Harvest Ridge Elementary is scheduled to open for the 2024-2025 school year.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** 83% of our student population is EB. Our EB scholars are not making the proper academic gains due to lack of resources. **Root Cause:** Many materials are not available in the scholars native language.

# Student Learning

## Student Learning Summary

### Student Learning:

In general, there is evidence that students in the district are growing academically, but need increased growth to catch up to their peers across the state and nation. The effectiveness of interventions on the student, campus, and district level is monitored utilizing a student data dashboard compiling multiple data points for each student. In this way the indicators for growth, individual student learning and the effectiveness of programs for various student groups, such as struggling or at-risk students, students with disabilities, Section 504 students, general education students in need of interventions, and/or chronically absent students. Multi-tiered Systems of Support (MTSS) is being implemented across all campuses with district wide support. Our classroom observations have revealed that we have Tier 1 instructional issues and that is a direct correlation to how our students are performing.

Students at risk of dropping out are recommended by EHS counseling team for PHS. Students are then prioritized through the application process and once approved, are accepted for immediate start at PHS. At risk students are provided supports through in school and outside resources, to help ensure their success at PHS. Former leavers/drop outs are contacted periodically through out the school year in an effort to recover.

Students are considered college & career ready if they can meet specific criteria in one or more of the following CCMR indicators: ACT, TSI, SAT, OnRamps, College Prep Math, College Prep English, Dual Credit, AA Degree, IBC, Level I or II Certificate, Military, IEP Workforce Readiness, IEP Advanced Degree plan.

The Texas Academic Performance Report (TAPR) results for all grades Mathematics and Reading shown below highlight the increases in student growth from the 2020-2021 school year to the 2021-2022 school year. The College, Career, Military Readiness goals lag an extra year behind in reporting and reflect the more immediate impact of the pandemic on student attainment of these goals. The low in-person attendance during 2020-2021 is also reflected in these data points for CCMR.

### All Grades Mathematics

All Grades Mathematics	20-21 All Students EISD/BTW	21-22 All Students EISD/BTW	20-21 Economically Disadvantaged EISD/BTW	21-22 Economically Disadvantaged EISD/BTW	20-21 Emergent Bilingual EISD/BTW	21-22 Emergent Bilingual EISD/BTW
Approaches	43% 28%	55% 42%	39% 24%	50% 39%	38% 26%	50% 39%
Meets	18% 9%	20% 16%	14% 8%	16% 13%	12% 7%	18% 15%
Masters	6% 3%	7% 3%	4% 3%	5% 3%	4% 2%	6% 3%

### All Grades Reading



All Grades Reading	20-21 All Students EISD/BTW	21-22 All Students EISD/BTW	20-21 Economically Disadvantaged EISD/BTW	21-22 Economically Disadvantaged EISD/BTW	20-21 Emergent Bilingual EISD/BTW	21-22 Emergent Bilingual EISD/BTW
Approaches	53% 48%	59% 57%	47% 43%	54% 54%	42% 41%	50% 56%
Meets	29% 18%	35% 27%	23% 15%	30% 25%	19% 17%	27% 26%
Masters	8% 8%	12% 10%	6% 8%	9% 9%	6% 10%	8% 8%

### College, Career, Military Readiness - District Only

CCMR Readiness Goals	19-20 All Students	20-21 All Students	19-20 Economically Disadvantaged	20-21 Economically Disadvantaged	19-20 Emergent Bilingual	20-21 Emergent Bilingual
College, Career, and Military Ready	76%	62%	73%	56%	55%	34%
College Ready	63%	48%	58%	40%	32%	16%
Career and Military Ready	30%	22%	33%	21%	29%	18%

Each campus is assigned a campus comparison group in the TEA Accountability system based on similar campus demographics. Those campuses placing within the top quartile within this group of forty comparison campuses earns a Distinction Designation. In 2022 Elgin High School earned the Academic Achievement in Science Distinction Designation. Distinction Designations were not awarded statewide in 2021.

### Student Learning Strengths

- Commitment to intentional, student-centered growth
- Prioritize high expectations for students
- CCMR
- Literacy First
- Students earning an Associates Degree and Core 42
- Early Childhood Self Assessment
- Graduation Rates

## **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** In the past our STAAR data and NWEA data shows that our scholars are lower in Math than they are in Reading. **Root Cause:** We have more instructional time for Reading than we do for Math.

**Problem Statement 2 (Prioritized):** The number of scholars in MT2, MT3 are not aligned to the Tiered Triangle. **Root Cause:** No math interventions.

# School Processes & Programs

## School Processes & Programs Summary

### Organizational Structure

The Elgin ISD Mission statement to ensure a high-quality education that guarantees a life changing experience for all is supported with strong connections to the community and our One Town, One Team, One Family (OTOTOF) slogan. Elgin ISD's Core Values add depth to our pursuit of excellence.

	ELGIN ISD	One Town	One Team	One Family
<b>R</b>	<b>RESPECT</b>		Every voice matters.	
<b>E</b>	<b>ELGIN PRIDE</b>		Embracing our diversity, community, and shared history.	
<b>A</b>	<b>ACCOUNTABILITY</b>		Shared responsibility for success.	
<b>C</b>	<b>COLLABORATION</b>		One Town, One Team, One Family	
<b>H</b>	<b>HIGH EXPECTATIONS</b>		Working hard and having fun.	



## Professional Practices

Elgin recruits at job fairs state wide. We also recruit at association job fairs, as well as via various public job boards. Educators are matched to grade levels and content areas based on their strengths and certifications. New teachers are supported through our mentoring partnership with the National Institute for Excellence in Teaching (NIET). Mentors must meet several criteria and be selected by their principals. Mentors and campus mentor leads are trained on the research based program. Struggling teachers with more than two years experience participate in coaching cycles on their respective campuses. Teachers employed under the District of Innovation are provided with additional opportunities for professional development in all T-TESS Domains.

## Teacher Incentive Allotment (TIA)

Elgin ISD went through the TIA application process during the 2022-2023 school year. TEA approved the application in Spring 2023. The 2023-2024 school year will be the data collection year in the TIA program for all campuses.

## Aspiring Leadership Academy

The goal of the Aspiring Leadership Academy is to develop effective leaders in EISD organization who are focused on growth and continuous learning. The first cohort met in early 2023 for three sessions on Learning Organizations, Community Based Accountability, and the EISD Balanced Score Card.

## Teaching and Learning

The purpose of Teaching and Learning is to leverage collective strength through strong interpersonal relationships, efficient systems of support at all levels, and inclusive practices in order to positively change the lives of all.

District Assessment Framework - A districtwide framework for assessment and data analysis was collaboratively created in the fall of 2022. Comprised of 3 sections; Prepare, Inquire, and Act, expectations and support available are delineated for district, campus, teachers and students.

Professional development plan is aligned to the EISD balanced score card. Professional development courses are all entered into Eduphoria for registration and documentation of CPE hours. The Teaching and Learning department utilizes a scheduling system to streamline communication and minimize conflicts between departments. Professional development is prioritized for campuses with areas most in need of improvement, ensures state mandates are met, and provides educators the skills necessary to support instructional needs. Campus administrators are participating in T-TESS calibration to align the practice to the rubric and are revisiting ways to use the rubric to improve teacher performance. All staff is participating in MTSS training in order to better address the needs fo the whole child. Teacher evaluation results have not correlated to summative and formative student data. Campus administrators are participating in T-TESS calibration to refine the appraisal process, including student data in teacher summatives, and ensuring the appropriate staff is assigned to high need areas.

## Multi-Tiered Systems of Support (MTSS)

The MTSS committee is developing and preparing to implement the EISD MTSS framework. Focused on creating life-long learners and contributing members of the

community, EISD assumes the responsibility for the growth and development of the whole child, understanding that academic, behavioral and social-emotional instruction all play critical roles in the long-term success of our students. The purpose of the MTSS framework is to provide an instructional framework that accommodates the needs of all students and results in the improved achievement for all students and to offer a means for appropriately identifying/selecting students for continued services based on their demonstrated responses to scientific research-based instruction.

### **Elgin ISD Learner Profile**

The Elgin ISD Learner Profile strives for the development of self-motivated life long learners, effective communicators, creative problem solvers, adaptable, culturally responsible citizens and contributing members of the community. All students grades Pre-K through 12 have access to college and career exploration platforms where they can explore college, career, and military options and receive guidance on how to pursue any one of these specific pathways. Students also have access to internships, work based learning experiences, and student organizations that supplement classroom instruction.

### **Students Identified At-Risk**

EISD students are identified at-risk according to the criteria specified in TEC Chapter 29. The goal of all Elgin ISD State Compensatory Education services is to provide a challenging and meaningful instructional program and, at the same time, reduce any disparity in performance on state assessment instruments, or disparity in the rates of high school completion between students at risk of dropping out of school and all other district students.

### **Special Programs**

Special programs are monitored to ensure data driven instruction with adjustments made to improvement protocols to ensure literacy and numeracy increases. Emergent bilingual students are supported to ensure increasing numbers can be reclassified with English proficiency. There is a continuum of services ranging from intervention and language development services through self contained special education settings which is determined through the appropriate committee and is based on the student's individual needs.

### **Fine Arts**

The mission of the Elgin ISD Fine Arts Department is to help students communicate and express their connection to themselves, their culture, and the world. EISD provides a fine arts curriculum that is balanced, inclusive, and comprehensive. Our programs are taught in partnership with the other academic disciplines to create lifelong learners and appreciators of the arts.

### **Athletics**

Elgin ISD has a strong athletics program on all campuses with a number of teams sports available at both Elgin Middle School and High School. The Elgin Wildcat Booster Club serves all sports at EHS with end of season banquets, monetary support for special equipment needs, and scholarships.

### **Extended Day Programs**

Funded by the 21st Century Community Learning Centers grant, Elgin ISD provides the Texas ACE Program at 6 campuses from elementary to high school. At Elgin ISD, the Texas ACE Program inspires 21st century thinkers in a safe and supportive expanded learning environment through student led enrichment, school day aligned academic assistance, and family engagement.

## School Processes & Programs Strengths

District processes are in place and followed to support after-school programming through ACE; student CCMR opportunities through CTE, PTECH, DC, and ECHS; staff on-boarding through Wildcat Academy; and analyzing data using Eduphoria, Panorama, Frontline, and TalentEd. Students are provided support through programs such as Literacy First, Breakfast in the Classroom, and Watch Dogs/EHS CATs. This year, we are focusing attention on systems for improving student behavior through Capturing Kids Hearts and Emergent Tree MTSS-Behavior.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Teachers don't have adequate access to bilingual resources creating a discrepancy in their time and money. **Root Cause:** Most resources come in English only or they Spanish is a direct translation vs. authentic translations.

# Perceptions

## Perceptions Summary

### Parent, Family and Community Engagement

Elgin ISD is committed to fostering communication and positive relationships with the parents, families and all community members. The strong foundation as One Team, One Town, One Family provides a foundation for collaborative and supportive interactions between the district, schools, families and the community. With our growth comes increased opportunity and effort to bring all into our Elgin ISD family. Campus and district level opportunities for involvement consist of various activities and opportunities for input in decision making. Placing a high value on communication is integral to engaging families and supporting their advocacy their students and the programs that help them succeed. Elgin ISD engages families and the community in a variety of mediums including: school website/social media, PawPrints newsletter, email, automated calls, and campus updates. Communications are provided in English and Spanish. The district and campuses also utilize Reach The E, an online platform for providing input. Several special program departments engage families and community members in the decision making process and activities through advisory groups, special events, meetings, and community events.

### Student Engagement

#### Attendance and Graduation

Student attendance rates for all students and the following student groups have been between 90% - 99%, with Emergent Bilinguals with the highest attendance rate of 99% in 2019-2020. Attendance rates for all student groups declined from 2019-2020 to 2020-2021 with Special Ed being the lowest at 90% and White students being the highest at 95%. Chronic absenteeism rose most significantly during this two year span where the impact of the pandemic was most strongly experienced in the district. In 2019-202 chronic absenteeism was 10% and in 2020-2021 it rose to 23%. Elgin ISD's 4 year graduation rate for the class of 2021 is 90% and the 6 year graduation rate for the class of 2019 is 96%. Continued support for student through credit recovery encourage all students to complete their high school diploma.

Elgin ISD will be providing all campuses and district teams with Capturing Kids Hearts training. Capturing Kids Hearts utilizes socio-emotional learning techniques and classroom facilitation tools designed to peak student interest, establish collaborative agreements of behavior in every classroom, create high performing groups, increase pro-social skills, create more time on-task, and increase student performance.

#### Teacher Engagement

Campus exit data supports a concern for overall discipline, and in some cases administrative support. Data also supports general contentment with the teaching profession and with campuses overall. Exit survey data supports generally that teachers feel supported by their coworkers. There are a few however that did not. The same is true with regards to administrative support. Particularly with discipline concerns. Capturing Kids Hearts and stronger support systems alignment across the district are being implemented to support our teachers in these areas. Typical reasons for teacher turnover or securing other employment include being closer to

home, family issues, and career advancement, in addition to increase the salary. The recent TASB Salary survey recommendations place EISD in a more competitive position. New teachers are supported through our mentoring partnership with the National Institute for Excellence in Teaching (NIET). Mentors must meet several criteria and be selected by their principals. Mentors and campus mentor leads are trained on the research based program. Struggling teachers with more than two years experience participate in coaching cycles on their respective campuses. EOY survey data indicates that mentor teachers have not received enough time away from normal duty schedules to successfully mentor and that mentees do not feel they have been adequately supported.

### **Perceptions Strengths**

- Families actively advocating for students
- Variety of opportunities and formats for providing feedback.
- Commitment to positive relationships with students and families.
- Campus administrators are motivational leaders fostering a positive and safe environment.
- First Annual Community Fair for Emergent Bilingual Families
- Strategic Planning Committee
- Bond Oversight Committee
- Partnerships with businesses - TESLA, Southside, CTE Program, Career Fairs on every campus, Elgin Clinic
- Family Latino Literacy Night
- Literacy/Math/STEM Family Nights

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** We struggle to maintain a PTA. **Root Cause:** Commitment of teachers to the organization.

**Problem Statement 2 (Prioritized):** School-sponsored events are poorly attended. **Root Cause:** Increase opportunities for families to connect with each other and strengthen the home-school connection.



# Priority Problem Statements

**Problem Statement 1:** School-sponsored events are poorly attended.

**Root Cause 1:** Increase opportunities for families to connect with each other and strengthen the home-school connection.

**Problem Statement 1 Areas:** Perceptions

**Problem Statement 2:** We struggle to maintain a PTA.

**Root Cause 2:** Commitment of teachers to the organization.

**Problem Statement 2 Areas:** Perceptions

**Problem Statement 3:** 83% of our student population is EB. Our EB scholars are not making the proper academic gains due to lack of resources.

**Root Cause 3:** Many materials are not available in the scholars native language.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** In the past our STAAR data and NWEA data shows that our scholars are lower in Math than they are in Reading.

**Root Cause 4:** We have more instructional time for Reading than we do for Math.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** The number of scholars in MT2, MT3 are not aligned to the Tiered Triangle.

**Root Cause 5:** No math interventions.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** Teachers don't have adequate access to bilingual resources creating a discrepancy in their time and money.

**Root Cause 6:** Most resources come in English only or they Spanish is a direct translation vs. authentic translations.

**Problem Statement 6 Areas:** School Processes & Programs



# Goals








Revised/Approved: January 23, 2023

**Goal 1:** Elgin ISD will increase student growth and success.

**Performance Objective 1:** The percent of Elgin ISD students attaining academic achievement growth at all levels will increase 10% by the end of the 2022-2023 school year.

**Evaluation Data Sources:** Establish Reading and Math-baseline data: NWEA MAPS RIT Scores, and mCLASS

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize Data Tracking sheet to establish guided reading, guided math, and intervention groups.  <b>Strategy's Expected Result/Impact:</b> Increase in NWEA and DRA data  <b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Data digs during PLCs, including progress monitoring and intervention cycle checks, including MTSS meetings for progress monitoring Tier 2 and Tier 3 scholars.  <b>Strategy's Expected Result/Impact:</b> Increase in NWEA and DRA data  <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Problem Statements:</b> Student Learning 1, 2  <b>Funding Sources:</b> Intervention Aides - 199 - General Fund: State Compensatory Education - \$58,280, Intervention Teacher - 199 - General Fund: State Compensatory Education - \$72,850</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Enhance and ensure data-driven instruction and progress monitoring</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in academic achievement growth</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.6</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Instructional Coaches, PD, Supporting resources - 211 - Title I-Part A - \$81,939, Education Galaxy - 211 - Title I-Part A - \$5,937</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide opportunities for Parent and Family Engagement that increase capacity to engage with the school and opportunities to support their children's learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in academic achievement growth</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>Funding Sources:</b> Parent and Family Engagement Activities - 211 - Title I-Part A - \$3,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Ensure classroom teachers implement the use of classroom environments, such as small group collaboration, engaging hands-on classroom manipulatives and sending home learning kits for additional practice at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in academic achievement growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.4</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Engage2Learn - 211 - Title I-Part A - \$48,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 1 Problem Statements:**








## Student Learning

**Problem Statement 1:** In the past our STAAR data and NWEA data shows that our scholars are lower in Math than they are in Reading. **Root Cause:** We have more instructional time for Reading than we do for Math.

**Problem Statement 2:** The number of scholars in MT2, MT3 are not aligned to the Tiered Triangle. **Root Cause:** No math interventions.

**Goal 1:** Elgin ISD will increase student growth and success.

**Performance Objective 2:** Elgin ISD will ensure special programs are monitored and enhanced by a continuous improvement framework that results in an average of 10% growth for each special program.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Enhance and ensure data-driven instruction and progress monitoring of special programs.  <b>Strategy's Expected Result/Impact:</b> Aligned processes for data-driven instruction implemented with progress monitoring of special programs.  <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.6</p> <p><b>Problem Statements:</b> Demographics 1  <b>Funding Sources:</b> Instructional Coaches - 211 - Title I-Part A - \$81,939</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Include TELPAS writing as intervention group in the reading cycle.  <b>Strategy's Expected Result/Impact:</b> Increase in writing on data tracker  <b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement improvement protocols for SPED actions from campus lead, walkthrough schedules or google sheet with focus, notes, and feedback.  <b>Strategy's Expected Result/Impact:</b> Increased student achievement in special populations  <b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A	N/A		
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**







## Demographics

**Problem Statement 1:** 83% of our student population is EB. Our EB scholars are not making the proper academic gains due to lack of resources. **Root Cause:** Many materials are not available in the scholars native language.

**Goal 1:** Elgin ISD will increase student growth and success.








**Performance Objective 3:** Elgin ISD students will demonstrate readiness through a 10% increase in College, Career, Military Readiness (CCMR) indicators.

**Evaluation Data Sources:** CCMR indicators

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> During counseling rotation our counselor will have our scholars create a graphic organizer based on the careers that are highlighted in the announcements. <b>Strategy's Expected Result/Impact:</b> Increase in career awareness <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Highlight the programs our HS has to offer and how they can enroll in these classes <b>Strategy's Expected Result/Impact:</b> Increased student engagement and achievement <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** Elgin ISD will increase student growth and success.

**Performance Objective 4:** Elgin ISD will ensure engaged, well-rounded students as measured by increased attendance rate to 95%.











Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize scholar survey results from Capturing Kids Hearts (CKH) and Panorama results to drive CKH campus wide strategies. <b>Strategy's Expected Result/Impact:</b> Increased survey results <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Scholar Ambassadors to meet with other scholars in their grade level to solicit scholar voice <b>Strategy's Expected Result/Impact:</b> Increased student voice <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Scholar Ambassadors will coordinate a service project for each grade level. <b>Strategy's Expected Result/Impact:</b> Completed service projects <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				



**Goal 1:** Elgin ISD will increase student growth and success.

**Performance Objective 5:** Elgin ISD will continually improve student safety and well-being as measured by stakeholder survey data.








**Evaluation Data Sources:** Student well-being survey

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement districtwide Behavioral MTSS Framework. <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.6	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Create student wellness survey <b>Strategy's Expected Result/Impact:</b> Survey results <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Utilize the Universal Behavior Screener results to coordinate counselors schedules and Behavior RTI meetings. <b>Strategy's Expected Result/Impact:</b> Increased student safety and well-being <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** Elgin ISD will engage in professional learning and supporting highly effective staff.

**Performance Objective 1:** Elgin ISD will increase the number of highly qualified and appropriately certified new to Elgin ISD teachers by 5% in 2022-2023.

**Evaluation Data Sources:** DOI Certification Acquisition Report, DOI EPP Enrollment Report, Highly Qualified New Hire Comparison Report, Pay structure reflects district commitment to high quality staff at all levels.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Discuss and hold meetings with para-professionals to talk about opportunities for growth in Elgin ISD. <b>Strategy's Expected Result/Impact:</b> Increased grow your own <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Each teacher with less than three years of teaching experience are assigned a mentor. <b>Strategy's Expected Result/Impact:</b> Increased student achievement <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** Elgin ISD will engage in professional learning and supporting highly effective staff.

**Performance Objective 2:** Elgin ISD will increase professional growth and development through staff participation in the Elgin ISD Professional Development Plan and through growth measures identified in T-TESS in 22-23.








**Evaluation Data Sources:** Eduphoria PD Credit Report, T-TESS Observations and data collected for TIA submission

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Differentiated PD opportunities during PD days. <b>Strategy's Expected Result/Impact:</b> Increased student achievement <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Arrange for universities to discuss growth opportunities with our staff members. <b>Strategy's Expected Result/Impact:</b> Increased grow your own <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** Elgin ISD will engage in professional learning and supporting highly effective staff.

**Performance Objective 3:** Elgin ISD will increase staff safety and well-being by 10% as measured by the bi-annual staff climate and safety surveys in 2022-2023.






**Evaluation Data Sources:** Staff well-being/satisfaction survey, Survey data, Staff Retention report

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Team building opportunities at least one every 9 weeks <b>Strategy's Expected Result/Impact:</b> Increased staff engagement <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Scheduled drills and use of Raptor app. <b>Strategy's Expected Result/Impact:</b> Increased safety and well-being <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** Elgin ISD will engage in professional learning and supporting highly effective staff.

**Performance Objective 4:** Elgin ISD will increase faculty and staff satisfaction and engagement as measured by the bi-annual staff climate survey in 2022-2023.









**Evaluation Data Sources:** Reach the E, Superintendent's Let's Talk Tours, Staff well-being/satisfaction survey

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Conduct MOY and EOY surveys for staff <b>Strategy's Expected Result/Impact:</b> Increased survey responses <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** Elgin ISD will enhance community engagement and partnerships.

**Performance Objective 1:** Positive perceptions of parent satisfaction and engagement as measured by qualitative and/or survey data from stakeholders, will increase.






**Evaluation Data Sources:** Develop and implement a parent satisfaction survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All staff will use Class Dojo as a form of a two way communication with parents.  <b>Strategy's Expected Result/Impact:</b> Parents and Teachers will have a quick fast method to communicate with each other.  <b>Staff Responsible for Monitoring:</b> Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Create weekly newsletter using the SMORE application that translates for parents as a method of communication so that parents are aware of what is going on at Booker T. Washington.  <b>Strategy's Expected Result/Impact:</b> Increase parent engagement.  <b>Staff Responsible for Monitoring:</b> Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3:** Elgin ISD will enhance community engagement and partnerships.







**Performance Objective 2:** Positive perceptions of community satisfaction and engagement as measured by qualitative and/or survey data from stakeholders, will increase.

**Evaluation Data Sources:** Quarterly forums and feedback opportunities by Superintendent

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Increase social media presence by highlighting campus activities. <b>Strategy's Expected Result/Impact:</b> Increase parent and community engagement. <b>Staff Responsible for Monitoring:</b> Principal and Counselors	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** Elgin ISD will enhance community engagement and partnerships.

**Performance Objective 3:** Partnerships with businesses and other governmental agencies will increase by 5%.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Explore and expand School-Business Partners <b>Strategy's Expected Result/Impact:</b> Increase student support and opportunities <b>Staff Responsible for Monitoring:</b> Principal  <b>Problem Statements:</b> Perceptions 2 <b>Funding Sources:</b> Communities in Schools - 199 - General Fund: State Compensatory Education - \$42,500	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A	N/A		
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Supporting our teachers with the opportunity apply for our Education Foundation Grants. <b>Strategy's Expected Result/Impact:</b> Increase opportunist for innovative teaching. <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				






**Performance Objective 3 Problem Statements:**

Perceptions
<b>Problem Statement 2:</b> School-sponsored events are poorly attended. <b>Root Cause:</b> Increase opportunities for families to connect with each other and strengthen the home-school connection.








**Goal 4:** Elgin ISD will maintain strong fiscal and operational systems.

**Performance Objective 1:** Strong financial stewardship and operational efficiency will be ensured by maintaining an A, Superior Achievement rating in the Financial Integrity Rating System of Texas (FIRST).

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Principal will ensure budget alignment to successful, increased student academic and social outcomes. <b>Strategy's Expected Result/Impact:</b> Increase student academic growth. <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				







**Goal 4:** Elgin ISD will maintain strong fiscal and operational systems.

**Performance Objective 2:** Transparent, systemic, long-range facility planning will be measured by operating within bond budget, passing future bonds, and responsiveness to facility needs in relation to student enrollment.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Booker T. will conduct monthly meetings with the campus leadership team to discuss enrollment growth and the use of classroom spaces.</p> <p><b>Strategy's Expected Result/Impact:</b> Efficiency and alignment of staffing, enrollment, and classroom spaces.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 4:** Elgin ISD will maintain strong fiscal and operational systems.

**Performance Objective 3:** Safe, secure, and educationally innovative facilities will be measured by safety audit scores, in-house secure facility reports.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize EISD safety plan along with campus specific plan to ensure safety for all stakeholders. <b>Strategy's Expected Result/Impact:</b> Safe and secure facility. <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                     </div> <div style="text-align: center;">  Accomplished                     </div> <div style="text-align: center;">  Continue/Modify                     </div> <div style="text-align: center;">  Discontinue                     </div> </div>				

**Goal 5:** Elgin ISD will increase its student achievement performance in the areas of literacy and numeracy.

**Performance Objective 1:** The percent of Elgin ISD third grade students reaching "Meets Grade Level" Standard on reading STAAR will increase from 20% to 44% by 2024.

**HB3 Goal**

**Evaluation Data Sources:** Progress Monitoring Tools, STAAR 2022

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensure systematic processes for strong foundation in numeracy at all grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Percentage of students at or above grade level performance in numeracy will increase by minimum of 10% annually</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.4</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p> <p><b>Funding Sources:</b> Intervention Aides - 211 - Title I-Part A - \$16,043, Age of Learning - 211 - Title I-Part A - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**





<b>Demographics</b>
<p><b>Problem Statement 1:</b> 83% of our student population is EB. Our EB scholars are not making the proper academic gains due to lack of resources. <b>Root Cause:</b> Many materials are not available in the scholars native language.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> In the past our STAAR data and NWEA data shows that our scholars are lower in Math than they are in Reading. <b>Root Cause:</b> We have more instructional time for Reading than we do for Math.</p>

**Goal 5:** Elgin ISD will increase its student achievement performance in the areas of literacy and numeracy.

**Performance Objective 2:** The percent of Elgin ISD third grade students reaching "Meets Grade Level" Standard on math STAAR will increase from 6% to 46% by 2024.

**HB3 Goal**

**Evaluation Data Sources:** Progress Monitoring Tools, STAAR 2022

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensure systematic processes for strong foundation in numeracy at all grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Percentage of students at or above grade level performance in numeracy will increase by minimum of 10% annually</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.4</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> Intervention Aides - 211 - Title I-Part A - \$16,043, Reflex Math - 211 - Title I-Part A - \$2,966</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> In the past our STAAR data and NWEA data shows that our scholars are lower in Math than they are in Reading. <b>Root Cause:</b> We have more instructional time for Reading than we do for Math.</p>
<p><b>Problem Statement 2:</b> The number of scholars in MT2, MT3 are not aligned to the Tiered Triangle. <b>Root Cause:</b> No math interventions.</p>

**Goal 5:** Elgin ISD will increase its student achievement performance in the areas of literacy and numeracy.

**Performance Objective 3:** Elgin ISD 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:

2% to 40% by 2024

Reading Economically Disadvantaged:






12% to 33% by 2024

Reading Emergent Bilingual:

15% to 29% by 2024

**HB3 Goal**

**Evaluation Data Sources:** Progress Monitoring Tools, STAAR Math and Reading Disaggregated

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Build capacity of campus administrators, instructional leadership teams, and teachers to disaggregate progress monitoring data in reading and math to ensure emerging bilingual and economically disadvantaged students in grades Kinder thru 3 are accelerating their learning towards mastery of standards by third grade.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student growth in NWEA from BOY to MOY and MOY to EOY results</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p> <p><b>Funding Sources:</b> Tutoring - 211 - Title I-Part A - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 3 Problem Statements:**

**Demographics**

**Problem Statement 1:** 83% of our student population is EB. Our EB scholars are not making the proper academic gains due to lack of resources. **Root Cause:** Many materials are not available in the scholars native language.

**Student Learning**

**Problem Statement 1:** In the past our STAAR data and NWEA data shows that our scholars are lower in Math than they are in Reading. **Root Cause:** We have more instructional time for Reading than we do for Math.