

Elgin Independent School District
Elgin 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

Revised/Approved: August 14, 2023

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. Elgin Elementary School (EES) currently serves approximately 870 students and houses the Early Childhood Special Education (ECSE) 3 and 4 year olds as well as the Pre-K program, both of which serve students from the entire district. Based on last year's TAPR, when enrollment was approximately 744 students, the student groups in EES are comprised of 82% economically disadvantaged, 50% EBs, 10% SpEd, 3% homeless, 1% migrant, 3% GT, and 80% at-risk according to the latest TAPR report in 2021-2022. Student mobility rates from TAPR 2021-2022 are 19%; Hispanic 14%; SpEd 27%; EB 17%; Eco Dis 17%; with all other groups near 2% or less.

Program Enrollment, Ethnicity and Race	Elgin ISD 2019-2020	Elgin ISD 2020-2021	Elgin ISD 2021-2022	EES 2019-2020	EES 2020-2021	EES 2021-2022
All Student Enrollment	4,556	4,615	4,985	850	660	744
Economically Disadvantaged	3,547	3,634	3,543	708	558	608
At-Risk	3,368	3,460	3,877	671	482	592
Emergent Bilingual	1,570	1,659	2,058	383	302	371
Special Education	488	547	616	79	76	77
Section 504	455	438	445	45	22	22
Students with Dyslexia	237	248	269	20	12	17

Program Enrollment, Ethnicity and Race	Elgin ISD 2019-2020	Elgin ISD 2020-2021	Elgin ISD 2021-2022	EES 2019-2020	EES 2020-2021	EES 2021-2022
Career and Technical Education	384	-	1,306	-	-	-
Migratory	55	111	76	12	2	4
Homeless	161	111	120	60	13	20
Foster	10	13	8	4	7	4
Title I, Part A	3,209	2,429	2,628	850	660	744
Black-African American	473	460	447	51	43	49
Hispanic	3,199	3,376	3,788	645	513	587
White	753	641	627	125	76	80
American Indian/Alaskan Native	5	5	3	1	2	1
Asian	15	11	10	0	1	1
Native Hawaiian/Pacific Islander	3	6	8	0	2	0
Two or More Races	108	116	113	28	23	26

ElISD 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. DOI 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. Retention of highly qualified staff has and continues to be a focus area for Elgin Elementary School.

Staff Information	Elgin ISD 2019-2020	Elgin ISD 2020-2021	Elgin ISD 2021-2022	EES 2019-2020	EES 2020-2021	EES 2021-2022
Total Staff	667	674	734	82	73	89
Teachers	297	298	315	60	43	48
Professional Support	81	80	88	8	8	6
Campus Administration	23	25	24	4	3	3
Central Administration	12	12	14	-	-	-
African American Teachers	23	19	20	4	3	3
Hispanic Teachers	84	95	103	16	17	21
White Teachers	186	180	190	27	22	24
Teachers with Degree	293	295	311	48	42	48
Beginning Teachers	33	19	36	5	1	3
Teachers with 1-5 years experience	132	139	134	27	28	26
Teachers with 6-10 years experience	48	50	62	7	5	8
Teachers with 11-20 years experience	62	62	61	7	7	8
Teachers with 20+ years experience	22	26	22	2	2	3

Staff Information	Elgin ISD 2019-2020	Elgin ISD 2020-2021	Elgin ISD 2021-2022	EES 2019-2020	EES 2020-2021	EES 2021-2022
Principal Average years of experience	5	5	6	4	5	6

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
- Staff diversity increasing to better represent student population
- Systems are in place to ensure equity for supporting all families
- Celebration/Recognition of staff's years of service with the district
- Student Attendance celebrations and awards
- Campus wide cultural celebrations

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): Student Achievement and Growth data on end of year assessments and beginning of year screeners show that our student groups (Hispanic, EcoDis, African American) are not performing well. **Root Cause:** A more intentional focus on differentiating and improving intervention is needed in order to build a stronger foundation in both literacy and math and to more effectively close the gaps.

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.

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/EES	21-22 All Students EISD/EES	20-21 Economically Disadvantaged EISD/EES	21-22 Economically Disadvantaged EISD/EES	20-21 Emergent Bilingual EISD/EES	21-22 Emergent Bilingual EISD/EES
Approaches	43% 37%	55% 56%	39% 32%	50% 50%	38% 44%	50% 54%
Meets	18% 8%	20% 26%	14% 4%	16% 22%	12% 5%	18% 28%
Masters	6% 1%	7% 9%	4% 1%	5% 8%	4% 2%	6% 9%

All Grades Reading

All Grades Reading	20-21 All Students EISD/EES	21-22 All Students EISD/EES	20-21 Economically Disadvantaged EISD/EES	21-22 Economically Disadvantaged EISD/EES	20-21 Emergent Bilingual EISD/EES	21-22 Emergent Bilingual EISD/EES
Approaches	53% 38%	59% 64%	47% 27%	54% 59%	42% 34%	50% 61%
Meets	29% 16%	35% 34%	23% 10%	30% 29%	19% 16%	27% 34%

All Grades Reading	20-21 All Students EISD/EES	21-22 All Students EISD/EES	20-21 Economically Disadvantaged EISD/EES	21-22 Economically Disadvantaged EISD/EES	20-21 Emergent Bilingual EISD/EES	21-22 Emergent Bilingual EISD/EES
Masters	8% 6%	12% 11%	6% 6%	9% 10%	6% 6%	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%

Student Learning Strengths

- Commitment to intentional, student-centered growth
- Prioritize high expectations for students and for staff
- Connections to CCMR, awareness of different career paths and opportunities, and involvement from the community and surrounding areas in showcasing potential careers/pathways
- Literacy First groups and progress data
- Ownership of student data through the use of PLCs (for staff) and Data Folders (for students)
- Students earning an Associates Degree and Core 42
- Early Childhood Self Assessment (Pre-K)
- Graduation Rates

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Teachers are adept at reviewing and analyzing data, however, additional support is needed in order to utilize the data to monitor and adjust instruction. Walkthrough, reteaching, and student data indicates a need for more work in this area. **Root Cause:** Protocols for data driven instruction need to be improved to build teacher capacity and ensure teachers are able to monitor and adjust their instruction based on student data.

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
R	RESPECT		Every voice matters.	
E	ELGIN PRIDE		Embracing our diversity, community, and shared history.	
A	ACCOUNTABILITY		Shared responsibility for success.	
C	COLLABORATION		One Town, One Team, One Family	
H	HIGH EXPECTATIONS		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 of 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

- Data Driven Instructional process started in PLCs
- Workshop Wednesday (job embedded PD) to grow our own and build capacity
- All staff trained in Capturing Kid's Hearts
- Extracurricular programs offered: Lego Robotics, Student Council, Newspaper, Spelling Bee, UIL, Yearbook Club
- Mentor Program for first and second year teachers
- MTSS Team/Process is led by teachers
- Implementation and celebration of students for earning a PAWsitive Office Referral
- Staff retention is greater than 85%

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Student Mastery of specific concepts and skills taught is based on one or two data points, and vertical alignment needs to be improved in order to truly assess mastery. **Root Cause:** Targeted, differentiated professional development is needed on aligning schoolwide procedures and processes vertically and horizontally, as well as equipping teachers with the tools needed to utilize multiple data points to assess mastery.

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
- One on one meetings with each staff member
- Positive online presence on social media
- Events hosted by the school are well received/well attended
- RACE Around Elgin to thank and promote our community partnerships

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Many of the same parents and families participate in most of our parent involvement events. Efforts need to be made to ensure all families are adequately supported and eager to be involved with the school. **Root Cause:** Improving parent participation through current parental involvement opportunities as well as increasing the amount of communication and opportunities to positively engage with the school is needed.

Priority Problem Statements

Problem Statement 1: Teachers are adept at reviewing and analyzing data, however, additional support is needed in order to utilize the data to monitor and adjust instruction. Walkthrough, reteaching, and student data indicates a need for more work in this area.

Root Cause 1: Protocols for data driven instruction need to be improved to build teacher capacity and ensure teachers are able to monitor and adjust their instruction based on student data.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Student Achievement and Growth data on end of year assessments and beginning of year screeners show that our student groups (Hispanic, EcoDis, African American) are not performing well.

Root Cause 2: A more intentional focus on differentiating and improving intervention is needed in order to build a stronger foundation in both literacy and math and to more effectively close the gaps.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Student Mastery of specific concepts and skills taught is based on one or two data points, and vertical alignment needs to be improved in order to truly assess mastery.

Root Cause 3: Targeted, differentiated professional development is needed on aligning schoolwide procedures and processes vertically and horizontally, as well as equipping teachers with the tools needed to utilize multiple data points to assess mastery.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Many of the same parents and families participate in most of our parent involvement events. Efforts need to be made to ensure all families are adequately supported and eager to be involved with the school.

Root Cause 4: Improving parent participation through current parental involvement opportunities as well as increasing the amount of communication and opportunities to positively engage with the school is needed.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Other additional data





Goals





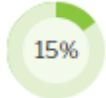

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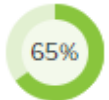




Goal 1: Elgin ISD will increase student growth and success.

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, CIRCLE, and mCLASS

Strategy 1 Details	Reviews			
<p>Strategy 1: Proctor Unit assessments, DRA/EDL, NWEAs with fidelity to ensure student's most accurate data</p> <p>a. Students will update data folders weekly and take ownership of their progress</p> <p>b. Teachers will utilize data folders to target areas for growth</p> <p>c. Conduct student led conferences and streamline processes</p> <p>Strategy's Expected Result/Impact: Collecting accurate and timely data will ensure the data used during data digs and PLCs is accurate and relevant to current instructional practices. Using this data will help our teachers to better plan for Tier I instruction based on student needs. If the data reveals there are students who have not yet demonstrated mastery, then this data will provide an opportunity for teachers to adjust their instruction and plan for reteach. Utilization of Student Data Folders on a frequent and consistent basis, based on each student's most recent and accurate data, will help students develop ownership of their learning as well as help teachers to better monitor student progress.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Hold team members accountable for following curriculum and pacing guides</p> <p>a. Power PLCs will be utilized for unit launches</p> <p>b. Fidelity will be measured through content planning and walkthrough data</p> <p>Strategy's Expected Result/Impact: Ensuring all team members are effectively following the curriculum and pacing guides helps everyone plan to teach all content and TEKS, as well as to better meet student needs, therefore, resulting in improved instruction campus wide as well as improved student outcomes.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Use Data Driven Instruction model for all PLCs (Leveraged Leadership 2.0)</p> <p>a. Building the capacity of team leaders to drive data discussions</p> <p>b. Panorama will be used to monitor growth</p> <p>Strategy's Expected Result/Impact: Improving our PLC processes around Data Driven Instruction will help align our practices campus wide, and help develop teacher capacity with analyzing data and using it to adjust instruction. An ongoing focus is to build the capacity of our team leaders, so the facilitation of the PLCs is more organic, less dependent on campus administration, and results in increased commitment and investment from all teachers.</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Team Leaders</p> <p>Title I: 2.4</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Instructional Coaches - 211 - Title I-Part A - \$88,262</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Conduct data digs and support teachers with implementation of reteach</p> <p>a. PLC YAG will guide frequency of data digs</p> <p>b. Reteaching will occur campus wide on Fridays</p> <p>Strategy's Expected Result/Impact: Using improved PLC processes around data driven instruction, data digs and reteach will occur based on the data analyzed. Effectiveness of reteaching will be monitored through walkthrough feedback and student work samples.</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Team Leaders, Teachers</p> <p>Title I: 2.6</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Instructional Aides - 211 - Title I-Part A - \$40,973, Web-based instructional materials that is aligned to individual student needs - 211 - Title I-Part A - \$8,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Design walkthrough schedule to include coaching based on collected data to include:</p> <p>a. Frequency of coaching</p> <p>b. Peer to peer coaching on previously determined growth areas</p> <p>c. Leadership coaching</p> <p>Strategy's Expected Result/Impact: Increased coaching opportunities for all staff members will lead to improved instruction and classroom management. Including coaching meetings, in addition to written walkthrough feedback forms, provides time for teachers to engage and practice newly acquired skills and strategies.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Enhance and ensure data-driven instruction and progress monitoring</p> <p>Strategy's Expected Result/Impact: Increase in academic achievement growth</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5</p> <p>Funding Sources: Tutoring - 211 - Title I-Part A - \$3,000, Classroom books to support data-driven instruction - 211 - Title I-Part A - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide opportunities for Parent and Family Engagement that increase capacity to engage with the school and opportunities to support their children's learning, including the collaborative development and evaluation of the district and campus parent and family engagement policies for effective engagement.</p> <p>Strategy's Expected Result/Impact: Increase student academic achievement growth</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Parent and Family Engagement Activities - 211 - Title I-Part A - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:



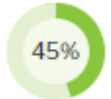
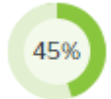
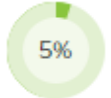

Demographics
<p>Problem Statement 1: Student Achievement and Growth data on end of year assessments and beginning of year screeners show that our student groups (Hispanic, EcoDis, African American) are not performing well. Root Cause: A more intentional focus on differentiating and improving intervention is needed in order to build a stronger foundation in both literacy and math and to more effectively close the gaps.</p>
Student Learning
<p>Problem Statement 1: Teachers are adept at reviewing and analyzing data, however, additional support is needed in order to utilize the data to monitor and adjust instruction. Walkthrough, reteaching, and student data indicates a need for more work in this area. Root Cause: Protocols for data driven instruction need to be improved to build teacher capacity and ensure teachers are able to monitor and adjust their instruction based on student data.</p>

Perceptions

Problem Statement 1: Many of the same parents and families participate in most of our parent involvement events. Efforts need to be made to ensure all families are adequately supported and eager to be involved with the school. **Root Cause:** Improving parent participation through current parental involvement opportunities as well as increasing the amount of communication and opportunities to positively engage with the school is needed.

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>Strategy 1: Increased focus on English Language acquisition and core content mastery for Emergent Bilinguals including:</p> <p>a. Incorporating TELPAS goals in student data folders</p> <p>b. Create opportunities for students to practice logistical components of TELPAS in technology</p> <p>Strategy's Expected Result/Impact: Providing opportunities for our students who are Emergent Bilingual to practice various components of TELPAS and keep track of their TELPAS progress in their data folders allows us to monitor growth throughout the school year and to ensure students are adequately prepared to accurately show their knowledge on the TELPAS assessments at the end of the year.</p> <p>Staff Responsible for Monitoring: Campus Administration, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase alignment and professional development with special populations, Gifted and Talented, Dyslexia, Intervention, and Special Education to ensure resources are aligned to strategies used during classroom instruction.</p> <p>a. Monitor progress for special populations at each assessment and make support plans</p> <p>Strategy's Expected Result/Impact: Providing more targeting and differentiated professional development with all staff, focused on strategies that support all students, including those in special populations, will help us to improve our instruction and support for all students, resulting in expected improved student achievement results.</p> <p>Staff Responsible for Monitoring: Campus Administration Team, District Support</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Enhance and ensure data-driven instruction and progress monitoring of special programs.</p> <p>Strategy's Expected Result/Impact: Aligned processes for data-driven instruction implemented with progress monitoring of special programs.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Instructional Aides - 211 - Title I-Part A - \$40,973, Instructional Coaches - 211 - Title I-Part A - \$88,261, Intervention Aides - 199 - General Fund: State Compensatory Education - \$58,526, Intervention Teacher - 199 - General Fund: State Compensatory Education - \$68,528</p>	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify



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Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Student Achievement and Growth data on end of year assessments and beginning of year screeners show that our student groups (Hispanic, EcoDis, African American) are not performing well. **Root Cause:** A more intentional focus on differentiating and improving intervention is needed in order to build a stronger foundation in both literacy and math and to more effectively close the gaps.







Student Learning

Problem Statement 1: Teachers are adept at reviewing and analyzing data, however, additional support is needed in order to utilize the data to monitor and adjust instruction. Walkthrough, reteaching, and student data indicates a need for more work in this area. **Root Cause:** Protocols for data driven instruction need to be improved to build teacher capacity and ensure teachers are able to monitor and adjust their instruction based on student data.

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			
<p>Strategy 1: 1.3.1 Continue to increase CCMR awareness and options including:</p> <ul style="list-style-type: none"> a. Career Fair with EHS pathways and community partners b. display/usage of college pennants c. incorporated discussions in the classroom about life after K-12 in Xello d. hold CCMR themed weeks once each grading period e. include CCMR job opportunities and facts in daily morning announcements f. create connections between extracurricular organizations and CCMR opportunities <p>Strategy's Expected Result/Impact: Focusing on this strategy will help develop a stronger awareness of CCMR opportunities within the school setting and as future careers. Learning more about various college, career, military, and trade pathways will result in more well rounded students who are able to discover what interests them and then set future goals for themselves.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase relevance of the Learner Profile and REACH for students and staff</p> <p>Strategy's Expected Result/Impact: Providing time and opportunities for students and staff to engage with the Learner Profile will result in more aligned skills instruction. By focusing on incorporating the Learner Profile into instruction, students will be better prepared for the next grade level.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team, District Support</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Regular grade level PLC and meetings with aligned processes and agendas to:</p> <ul style="list-style-type: none"> a. Create an awareness and consistency through use of C&I Central b. Develop an understanding of time for daily independent reading for students and staff <p>Strategy's Expected Result/Impact: Aligned expectations across the campus in the areas of PLC, use of district and campus resources, and in daily independent reading, is expected to improve our instruction campus wide, as well as help to develop a stronger literacy foundation for all students as they become better readers.</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Team Leaders</p>	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



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Discontinue

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			
<p>Strategy 1: Provide opportunities for students to engage in enrichment learning through:</p> <p>a. Classroom jobs such as CKH student ambassadors</p> <p>b. Community partnerships such as school garden, Angel Tree, Food Drive, Pearls of Youth</p> <p>Strategy's Expected Result/Impact: Providing classroom jobs and opportunities for students to engage in enrichment learning will develop a stronger sense of belonging to the campus and well being, therefore, resulting in an improved overall school experience.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team, Counselors, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Student Forums will occur at the beginning, middle, and end of year</p> <p>Strategy's Expected Result/Impact: Increasing opportunities for student voice within the school will help us to gather feedback in order to continually refine and develop our academic instruction as well as our extracurricular activities and offerings, to help students become more well rounded and better prepared for the future.</p> <p>Staff Responsible for Monitoring: Campus Administration, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Strengthening student organizations such as Student Council, School Newspaper, Lego Robotics, Safety Patrol, Yearbook Club</p> <p>Strategy's Expected Result/Impact: Improving and developing our extracurricular activities and student organizations will provide ample opportunities for students to belong to something larger than their classroom. By strengthening these activities and organizations, we are also strengthening student leadership skills and fostering a love for learning something new outside of the classroom. In this way, students are able to determine what they are and are not interested in, which will help guide their future endeavors.</p> <p>Staff Responsible for Monitoring: Campus Administration, Staff Advisors, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Increase student attendance through use of attendance celebrations and developing an awareness and acknowledgement of the importance of attendance</p> <p>Strategy's Expected Result/Impact: Providing resources, consistent communication, and working with families to improve their child's attendance will help us to ensure students are here each day and are able to learn and be supported. Celebrating parents and students for their commitment to attendance will help reinforce the importance.</p> <p>Staff Responsible for Monitoring: Campus Administration, Teachers, District Support</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Enhance student engagement through alignment of campus processes and utilization of support services such as Communities in Schools.</p> <p>Strategy's Expected Result/Impact: Increased student engagement in learning and student academic growth</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Communities in Schools - 199 - General Fund: State Compensatory Education - \$42,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				











Performance Objective 4 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Student Mastery of specific concepts and skills taught is based on one or two data points, and vertical alignment needs to be improved in order to truly assess mastery. Root Cause: Targeted, differentiated professional development is needed on aligning schoolwide procedures and processes vertically and horizontally, as well as equipping teachers with the tools needed to utilize multiple data points to assess mastery.</p>

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			
<p>Strategy 1: 1.5.1 Implementation of MTSS behavior systems including:</p> <ul style="list-style-type: none"> a. CKH social contracts b. Classroom and schoolwide Brag Boards c. PAWsitive Office Referrals d. Morning meetings and good things e. regular convening of campus MTSS team f. measuring student progress through use of Panorama <p>Strategy's Expected Result/Impact: Implementing and monitoring CKH and Emergent Tree programs with fidelity on our campus, including aligned campus practices and procedures, will result in improved student behavior, opportunities to teach missing skills, and increased safety.</p> <p>Staff Responsible for Monitoring: Campus Administration, Teachers, MTSS Team</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilization of Panorama student survey at the beginning and end of the school year</p> <ul style="list-style-type: none"> a. Reviewing results as a staff to determine needed change <p>Strategy's Expected Result/Impact: Using an aligned, recurring student survey will help us to gather authentic and accurate student feedback and input on ways to continually improve our campus.</p> <p>Staff Responsible for Monitoring: Campus Administration Team, District Support</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Consistent safety drills, safety checks by administration, and maintaining a culture of safety</p> <p>Strategy's Expected Result/Impact: Continuing to implement effective safety drills and checks will allow us to identify any areas of concern and to establish a plan of action for addressing those needs. Maintaining a culture of safety on the campus with all staff results in the safest possible environment for all.</p> <p>Staff Responsible for Monitoring: Campus Administration, All Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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			
<p>Strategy 1: Recruit high quality staff by:</p> <p>a. Including key stakeholders in interviews</p> <p>b. Aligning interview questions to district and campus score cards</p> <p>Strategy's Expected Result/Impact: Improving the interview process both at the campus level and for the applicant will result in newly hired staff that is aware of our district priorities and campus strategic actions, and helps to begin the onboarding process as soon as they arrive on the campus for the first time. It also provides insight and feedback on which applicants are good fits for the campus. This helps to establish a strong foundation for staff members and, when implemented effectively and consistently, leads to improved retention.</p> <p>Staff Responsible for Monitoring: Campus Administration, District Support, Team Leaders</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Maintaining a campus culture that supports:</p> <p>a. Clinical teachers</p> <p>b. New teachers</p> <p>c. Substitute teachers</p> <p>d. Paraprofessionals to pursue teaching</p> <p>Strategy's Expected Result/Impact: When all stakeholders feel supported by the campus, retention of those stakeholders is likely to improve. Investing in the success of clinical teachers, new teachers, substitutes, and paraprofessionals helps develop a sense of belonging as well as results in stronger recruitment and retention efforts.</p> <p>Staff Responsible for Monitoring: Campus Administration, Team Leaders, District Support</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: High quality staff are incentivized financially and professionally through:</p> <p>a. Teacher Incentive Allotment (TIA)</p> <p>b. Targeted Professional Development</p> <p>Strategy's Expected Result/Impact: When high quality staff are incentivized financially and professionally, they are more likely to continue working in our school and district.</p> <p>Staff Responsible for Monitoring: Campus Administration, District Support</p>	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished



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Discontinue

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			
<p>Strategy 1: Create and plan ahead for differentiated Workshop Wednesdays to provide:</p> <ul style="list-style-type: none"> a. Leadership opportunities b. Staff growth in self identified areas of need c. Trauma Informed Practices <p>Strategy's Expected Result/Impact: Improving our offerings for job embedded professional development, based on staff feedback and requests for Workshop Wednesday, will result in staff members who are more adequately prepared for instruction, social and emotional learning, and to continue developing their teacher toolkits. Differentiating professional development based on teacher needs allows them to feel valued and supported.</p> <p>Staff Responsible for Monitoring: Campus Administration, Team Leaders, Mentors</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Identify staff that demonstrate interest in professional advancement:</p> <ul style="list-style-type: none"> a. Mentoring/coaching b. Referral to programs c. Providing opportunities to participate in district level events <p>Strategy's Expected Result/Impact: Identifying and empowering staff to participate, lead, and facilitate events and programs outside of the classroom helps to improve retention and increase professional growth.</p> <p>Staff Responsible for Monitoring: Campus Administration, All Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Feedback survey data will be utilized to determine future Professional Development</p> <p>Strategy's Expected Result/Impact: Consistently seeking and gathering input on ways to improve district and campus professional development will help staff develop and improve in their knowledge, strategies, and implementation, based on their needs.</p> <p>Staff Responsible for Monitoring: Campus Administration. District Support</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 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			
<p>Strategy 1: Piloting Trauma Informed and Staff Self Care Practices Professional Development</p> <p>Strategy's Expected Result/Impact: Piloting these programs through job embedded professional development will help to increase awareness, knowledge, and strategies for staff on Trauma Informed and Self Care Practices, so they can continue to improve and better serve all students.</p> <p>Staff Responsible for Monitoring: Campus Administration, District Support</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Staff satisfaction will be valued and measured through:</p> <p>a. Panorama survey data will be collected at the beginning and end of the year</p> <p>b. One on one meetings</p> <p>c. Scheduled data reflection from leadership</p> <p>Strategy's Expected Result/Impact: Aligned and consistent surveys will help us measure progress and satisfaction over time. One on one meetings with each staff member allows us to gauge campus climate and better meet the needs of each individual staff member.</p> <p>Staff Responsible for Monitoring: Campus Administration, District Support</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Fidelity of emergency procedures will be measured through:</p> <p>a. Regular campus walks with administration and district personnel</p> <p>b. Adhering to predetermined emergency drill schedule</p> <p>Strategy's Expected Result/Impact: Adhering to emergency procedures, drills, walks, and updates will result in improved staff well being, because it provides a sense of safety and security, as well as equipping all staff with the knowledge needed to be successful with all safety procedures.</p> <p>Staff Responsible for Monitoring: Campus Administration, District Support</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

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			
<p>Strategy 1: Increase frequency of district level classroom visits</p> <p>Strategy's Expected Result/Impact: Increasing the frequency of classroom visits and presence, both at the campus and district level, will result in more aligned processes and procedures, accurate feedback on ways to continue improving, and staff members will feel more supported.</p> <p>Staff Responsible for Monitoring: Campus Administration, District Support</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Clear communication and acknowledgement through:</p> <ul style="list-style-type: none"> a. Weekly staff newsletter b. Staff Brag Board c. Social media posts <p>Strategy's Expected Result/Impact: Staff satisfaction and engagement is expected to increase when their work is recognized positively and they are frequently affirmed.</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: 2.4.3 Consistent staff surveys at BOY/EOY with scheduled reflection from campus leadership</p> <p>Strategy's Expected Result/Impact: Aligned and frequent staff surveys will help provide accurate and anonymous feedback that the campus leadership team will then reflect on and take into consideration when planning for changes and adjustments.</p> <p>Staff Responsible for Monitoring: Campus Administration, District Support</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Campus representatives for District Advisory Council (DAC) report back to Campus Advisory Council (CAC)</p> <p>Strategy's Expected Result/Impact: Encouraging staff members to be involved in a district level committee, as well as providing time for them to report their learning back to the campus level, both through the CAC and other information opportunities, will provide additional opportunities for all staff to feel invested in our school and district.</p> <p>Staff Responsible for Monitoring: Campus Administration, DAC representatives</p>	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify









Discontinue

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>Strategy 1: Clear and timely communication in Thursday student folders, parent newsletters, and reminders of upcoming events on social media and in our safety vestibule</p> <p>Strategy's Expected Result/Impact: Consistent and clear communication through a variety of ways (social media, email, phone call, paper copies, etc.) regarding upcoming events, celebrations, and important information will help to ensure parents and families are adequately informed, resulting in a more positive perception.</p> <p>Staff Responsible for Monitoring: Campus Administration, Team Leaders, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Frequent opportunities to provide positive feedback and celebrations through the use of our Parent Pride Board will be included</p> <p>Strategy's Expected Result/Impact: Through the use of our Parent Pride Board, parents will be able to share what they love about our school and school community. The affirmations will be shared on a bulletin board, where all visitors are able to see the positive perceptions of parents at our school.</p> <p>Staff Responsible for Monitoring: Campus Administration, Front Office Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Parent survey data will be reviewed by our campus leadership team and utilized to refine systems</p> <p>Strategy's Expected Result/Impact: Once an aligned survey is sent out throughout the year, the leadership team will be able to utilize the feedback to understand different perspectives and better adjust our decisions for the campus based on student needs and parent input.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team, District Support</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
Strategy 4 Details	Reviews			
<p>Strategy 4: Including opportunities for parents to voice feedback, concerns, and celebrations at family and community events</p> <p>Strategy's Expected Result/Impact: Providing multiple opportunities for gathering input and feedback will help ensure all parents and families are heard.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team</p>	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify










Discontinue

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			
<p>Strategy 1: Social media presence will be used at least three times a week to communicate and highlight positive school news/good things</p> <p>Strategy's Expected Result/Impact: Good things and positive school news shared on social media allows us to showcase the wonderful work happening on campus each day. It also provides insight for the community on our campus priorities as well as exciting events and opportunities for students.</p> <p>Staff Responsible for Monitoring: Campus Administration, Team Leaders</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase campus representation at quarterly Superintendent Forums and other district and community events</p> <p>Strategy's Expected Result/Impact: Increasing campus representation at Superintendent Forums and other district events will help increase their investment in our school and district, as well as contribute to a positive perception on the involvement of staff members at community events.</p> <p>Staff Responsible for Monitoring: Campus Administration, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<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 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			
<p>Strategy 1: RACE Around Elgin to thank community partners and district staff three times a year</p> <p>Strategy's Expected Result/Impact: Investing in our community businesses and partnerships in this way will help show our appreciation, affirm the work they are doing to support our campus and district, as well as maintain an effective and positive partnership with each one.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Encourage staff to apply for Elgin Education Foundation (EEF) and include follow through with EEF to observe grant recipients using grant funded materials/resources</p> <p>Strategy's Expected Result/Impact: Increasing the amount of staff members who apply for an EEF Grant will help to build a stronger relationship with nearby businesses and with the Elgin community.</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue business partnerships through:</p> <ul style="list-style-type: none"> a. Fundraising events at community businesses b. Pearls of Youth Art Show c. Highlighting community careers with CCMR events and initiatives d. Increase campus representation at Elgin ISD Board Meetings <p>Strategy's Expected Result/Impact: Continuing our work with community businesses and working together to improve and expand opportunities will help to sustain current business partnerships and develop new partnerships.</p> <p>Staff Responsible for Monitoring: Campus Administration, Staff Advisors</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				







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			
<p>Strategy 1: Discuss budget at the beginning of the year with:</p> <ul style="list-style-type: none"> a. Campus Advisory Committee (CAC) b. All staff members c. Staff members in positions with allocated funds d. Program Intent with applicable staff members <p>Strategy's Expected Result/Impact: Providing transparent and frequent communication and updates focused on our campus budget will help ensure all stakeholders are on the same page and aware of how the campus budget is used to meet campus needs and improve student outcomes.</p> <p>Staff Responsible for Monitoring: Campus Administration, CAC</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase transparency with beginning of year campus budget, annual spending, and alignment to campus and student needs through Campus Advisory Committee (CAC)</p> <p>Strategy's Expected Result/Impact: Using the CAC meeting as one way to communicate the campus budget, as well as plans for spending funds throughout the year to address campus needs will bring awareness and understanding of the process for all stakeholders.</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: This Title I schoolwide campus program will consolidate federal funds only.</p> <p>Strategy's Expected Result/Impact: Improve educational opportunities by braiding funds to broaden academic impact</p> <p>Staff Responsible for Monitoring: Principal and Federal/State Programs Director</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<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>Strategy 1: With the help of Maintenance Department, identify facility needs</p> <p>Strategy's Expected Result/Impact: Identifying facility needs and establishing a plan for addressing those needs with the help of our EISD Maintenance Department will help us maintain a school building that is conducive to learning and responsive to student needs and enrollment.</p> <p>Staff Responsible for Monitoring: Campus Administration, Maintenance Department, District Support</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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			
<p>Strategy 1: Increase participation in surveys with honest and thoughtful feedback from all stakeholders</p> <p>Strategy's Expected Result/Impact: Including surveys for all stakeholders to provide input on ways to improve the safety and security of our building will help build investment and ensure we are considering all perspectives.</p> <p>Staff Responsible for Monitoring: Campus Administration Team, District Support</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Encourage attendance at district meetings, such as the safety symposium</p> <p>Strategy's Expected Result/Impact: Increasing attendance of both staff and families from our campus will help improve representation from all stakeholders at district and community events.</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	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>Strategy 1: Ensure systematic processes for strong foundation in literacy for all grade levels.</p> <p>Strategy's Expected Result/Impact: Percent of students at or above grade level performance in literacy will increase by minimum of 10% annually.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Online literacy program for individualized development of foundational skills - 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;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:





Demographics
<p>Problem Statement 1: Student Achievement and Growth data on end of year assessments and beginning of year screeners show that our student groups (Hispanic, EcoDis, African American) are not performing well. Root Cause: A more intentional focus on differentiating and improving intervention is needed in order to build a stronger foundation in both literacy and math and to more effectively close the gaps.</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>Strategy 1: Ensure systematic processes for strong foundation in numeracy at all grade levels.</p> <p>Strategy's Expected Result/Impact: Percentage of students at or above grade level performance in numeracy will increase by minimum of 10% annually.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Online math program for individual skill development - 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:

Demographics
<p>Problem Statement 1: Student Achievement and Growth data on end of year assessments and beginning of year screeners show that our student groups (Hispanic, EcoDis, African American) are not performing well. Root Cause: A more intentional focus on differentiating and improving intervention is needed in order to build a stronger foundation in both literacy and math and to more effectively close the gaps.</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>Strategy 1: 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 PreK-3 are accelerating their learning towards mastery of standards by third grade.</p> <p>Strategy's Expected Result/Impact: Increased student growth in NWEA from BOY to MOY and MOY to EOY results</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				