

Elgin Independent School District
Neidig 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: September 29, 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. Neidig Elementary (NES) serves approximately 528 students from Kindergarten to Grade 4. The student groups in NES are comprised of 68% economically disadvantaged, 34% EBs, 14% SpEd, 2% homeless, 1% migrant, 11% GT, and 65% at-risk according to the latest TAPR report in 2021-2022. Student mobility rates from TAPR 2021-2022 are 17%; Hispanic 10%; SpEd 21%; EB 10%; Eco Dis 17%; with all other groups at 3% or less.

Program Enrollment, Ethnicity and Race	Elgin ISD 2019-2020	Elgin ISD 2020-2021	Elgin ISD 2021-2022	NES 2019-2020	NES 2020-2021	NES 2021-2022
All Student Enrollment	4,556	4,615	4,985	657	523	528
Economically Disadvantaged	3,547	3,634	3,543	497	404	358
At-Risk	3,368	3,460	3,877	442	354	341
Emergent Bilingual	1,570	1,659	2,058	206	167	179
Special Education	488	547	616	79	70	76
Section 504	455	438	445	51	36	33
Students with Dyslexia	237	248	269	26	24	22
Career and Technical Education	384	-	1,306	-	-	-

Program Enrollment, Ethnicity and Race	Elgin ISD 2019-2020	Elgin ISD 2020-2021	Elgin ISD 2021-2022	NES 2019-2020	NES 2020-2021	NES 2021-2022
Migratory	55	111	76	7	5	4
Homeless	161	111	120	24	13	12
Foster	10	13	8	1	2	0
Title I, Part A	3,209	2,429	2,628	653	523	528
Black-African American	473	460	447	105	79	68
Hispanic	3,199	3,376	3,788	412	345	367
White	753	641	627	119	77	75
American Indian/Alaskan Native	5	5	3	0	0	1
Asian	15	11	10	3	2	1
Native Hawaiian/Pacific Islander	3	6	8	1	1	2
Two or More Races	108	116	113	17	19	14

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.

Staff Information	Elgin ISD 2019-2020	Elgin ISD 2020-2021	Elgin ISD 2021-2022	NES 2019-2020	NES 2020-2021	NES 2021-2022
Total Staff	667	674	734	68	58	63
Teachers	297	298	315	47	39	36
Professional Support	81	80	88	8	6	8

Staff Information	Elgin ISD 2019-2020	Elgin ISD 2020-2021	Elgin ISD 2021-2022	NES 2019-2020	NES 2020-2021	NES 2021-2022
Campus Administration	23	25	24	2	2	3
Central Administration	12	12	14	-	-	-
African American Teachers	23	19	20	4	2	1
Hispanic Teachers	84	95	103	16	16	15
White Teachers	186	180	190	27	21	20
Teachers with Degree	293	295	311	46	39	35
Beginning Teachers	33	19	36	7	1	4
Teachers with 1-5 years experience	132	139	134	21	24	19
Teachers with 6-10 years experience	48	50	62	5	6	8
Teachers with 11-20 years experience	62	62	61	9	4	3
Teachers with 20+ years experience	22	26	22	5	4	2
Principal Average years of experience	5	5	6	6	7	7

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): Economically disadvantaged parent involvement is low and our low SES numbers are high. **Root Cause:** Outside barriers that keep eco dis parents from being highly involved in our school and with supporting homework at home.

Problem Statement 2 (Prioritized): Class sizes in some grade levels are approaching or have passed 24 students. **Root Cause:** Based on enrollment report, we have 152 new students at NES.

Problem Statement 3 (Prioritized): Increase in number of students in life skills and resources classes. **Root Cause:** Growth in Elgin and our campus.

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/NES	21-22 All Students EISD/NES	20-21 Economically Disadvantaged EISD/NES	21-22 Economically Disadvantaged EISD/NES	20-21 Emergent Bilingual EISD/NES	21-22 Emergent Bilingual EISD/NES
Approaches	43% 55%	55% 44%	39% 52%	50% 38%	38% 48%	50% 26%
Meets	18% 31%	20% 19%	14% 26%	16% 12%	12% 17%	18% 6%
Masters	6% 14%	7% 7%	4% 10%	5% 2%	4% 12%	6% 1%

All Grades Reading

All Grades Reading	20-21 All Students EISD/NES	21-22 All Students EISD/NES	20-21 Economically Disadvantaged EISD/NES	21-22 Economically Disadvantaged EISD/NES	20-21 Emergent Bilingual EISD/NES	21-22 Emergent Bilingual EISD/NES
Approaches	53% 62%	59% 62%	47% 54%	54% 53%	42% 44%	50% 46%
Meets	29% 32%	35% 36%	23% 25%	30% 25%	19% 17%	27% 25%
Masters	8% 11%	12% 18%	6% 11%	9% 13%	6% 8%	8% 9%

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): Achievement gaps exist in reading in math in all grade levels, which provide barriers to all tiers of learning. **Root Cause:** COVID 19, poverty, absences, undiagnosed learning disabilities, large class sizes

Problem Statement 2 (Prioritized): Gaps are present in math and reading. **Root Cause:** Lack of consistent, strong tier 1 instruction. Lack of consistent, strong tier 3 interventions.

Problem Statement 3 (Prioritized): Gaps are present in pedagogy with tier 1 instruction with teachers. **Root Cause:** Differing levels of experience and ranges of content knowledge.

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 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.

CNA/CIP Process

Elgin ISD welcomed a new Superintendent for the 2022-2023 school year and engaged strategic design planning with stakeholders across the community. The School Board adopted the Goals and Performance Objectives for the Elgin ISD District Score Card in January 2023. District and Campus leadership engaged their local stakeholders during the spring, summer, and fall of 2023 in a broad and comprehensive needs assessment (CNA). The work on this CNA informed revision and alignment in the District and Campus Improvement Plans (DIP/CIPs) to the new Goals and Performance Objectives. All staff districtwide follow the Elgin ISD CNA/DIP/CIP Process Timeline. Based on the timing of the work of the strategic design committee the Elgin ISD CNA/DIP/CIP Process Timeline was adjusted for 2023-2024 planning and completion. The standard timeline will be followed for 2024-2025 planning and completion of the CNA/DIP/CIPs beginning in January of 2024. The campus utilizes the results of the CNA to prioritize needs so that unmet needs, that would not be met in the absence of federal funds, can be funded with programs such as Title I, Part A.

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): There are too many school processes and initiatives; new ones come out almost monthly. **Root Cause:** Change in leadership roles, teacher turnover, additional scorecard initiatives and strategic plans

Problem Statement 2 (Prioritized): Misunderstanding of differences between Tier 1, Tier 2, and Tier 3 instruction. **Root Cause:** Not enough training for staff to be able to implement Tier 1, Tier 2, and Tier 3 services with fidelity.

Problem Statement 3 (Prioritized): MTSS-A systems are lacking appropriate documentation and service. (Students were not pulled, not all Tier 3 students served last year, Tier 2 and Tier 3 interventions were not appropriately documented last year. **Root Cause:** Great strides were made in the 22-23 school year to improve MTSS-A systems. At the beginning of the year, students were not appropriately identified as Tier 2/3. At the conclusion of 22-23, students were appropriately identified as Tier 2/3. Now that appropriate tiering has taken place, the scheduled interventions in the classroom and pullout need to be improved and documented.

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): Lack of parent involvement and social media contribute to some negative perceptions of the school. **Root Cause:** Being in school improvement, lack of consistent, quality information going out to our parents and community.

Problem Statement 2 (Prioritized): The parents feel comfortable with their students walking to and from school, but we have a concern with the students showing up to school before 7 am. **Root Cause:** Parents are not complying with the systems that we have in place for the safety of our students.

Problem Statement 3 (Prioritized): We experience a negative trend in climate and culture in our attempt to work collaboratively to have crucial conversations to improve practices that will move our efforts academically in a positive direction. **Root Cause:** The teachers have grown accustomed to our Year 1 drive of building relationships and meeting their needs. Where this is still our focus, adaptability to requests is lacking, and push back is what we are experiencing.

Priority Problem Statements

Problem Statement 1: Economically disadvantaged parent involvement is low and our low SES numbers are high.

Root Cause 1: Outside barriers that keep eco dis parents from being highly involved in our school and with supporting homework at home.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Class sizes in some grade levels are approaching or have passed 24 students.

Root Cause 2: Based on enrollment report, we have 152 new students at NES.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Increase in number of students in life skills and resources classes.

Root Cause 3: Growth in Elgin and our campus.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Achievement gaps exist in reading in math in all grade levels, which provide barriers to all tiers of learning.

Root Cause 4: COVID 19, poverty, absences, undiagnosed learning disabilities, large class sizes

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Gaps are present in math and reading.

Root Cause 5: Lack of consistent, strong tier 1 instruction. Lack of consistent, strong tier 3 interventions.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Gaps are present in pedagogy with tier 1 instruction with teachers.

Root Cause 6: Differing levels of experience and ranges of content knowledge.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: There are too many school processes and initiatives; new ones come out almost monthly.

Root Cause 7: Change in leadership roles, teacher turnover, additional scorecard initiatives and stragetig plans

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Misunderstanding of differences between Tier 1, Tier 2, and Tier 3 instruction.

Root Cause 8: Not enough training for staff to be able to implement Tier 1, Tier 2, and Tier 3 services with fidelity.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: MTSS-A systems are lacking appropriate documentation and service. (Students were not pulled, not all Tier 3 students served last year, Tier 2 and Tier 3 interventions were not appropriately documented last year.

Root Cause 9: Great strides were made in the 22-23 school year to improve MTSS-A systems. AT the beginning of the year, students were not appropriately identified as Tier 2/3. At the conclusion of 22-23, students were appropriately identified as Tier2/3. Now that appropriate tiering has taken place, the scheduled interventions in the classroom and pullout need to be improved and documented.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Lack of parent involvement and social media contribute to some negative perceptions of the school.

Root Cause 10: Being in school improvement, lack of consistent, quality information going out to our parents and community.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: The parents feel comfortable with their students walking to and from school, but we have a concern with the students showing up to school before 7 am.

Root Cause 11: Parents are not complying with the systems that we have in place for the safety of our students.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: We experience a negative trend in climate and culture in our attempt to work collaboratively to have crucial conversations to improve practices that will move our efforts academically in a positive direction.

Root Cause 12: The teachers have grown accustomed to our Year 1 drive of building relationships and meeting their needs. Where this is still our focus, adaptability to requests is lacking, and push back is what we are experiencing.

Problem Statement 12 Areas: Perceptions

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 2023-2024 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: using formative and summative data to establish and monitor baseline data Strategy's Expected Result/Impact: Have a baseline to support data-driven instruction. Staff Responsible for Monitoring: Instructional leadership team.</p> <p>Problem Statements: Student Learning 1 Funding Sources: Tutoring - 211 - Title I-Part A - \$3,470</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teams will follow the C & I recommendations for pacing and suggestive lessons Strategy's Expected Result/Impact: Growth in tier 1 instruction. Staff Responsible for Monitoring: Instructional leadership team.</p> <p>Title I: 2.5 Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Teams will analyze data and create corrective actions plans that can be measured</p> <p>Strategy's Expected Result/Impact: Increased growth in reading and math.</p> <p>Staff Responsible for Monitoring: Instructional leadership team and teachers.</p> <p>Title I: 2.5</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Education Galaxy - 211 - Title I-Part A - \$8,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: ILT will monitor the curriculum management plan and offer continuous feedback for growth</p> <p>Strategy's Expected Result/Impact: Increased growth in reading and math.</p> <p>Staff Responsible for Monitoring: ILT and teachers.</p> <p>Title I: 2.5</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: PLC processes will be collaborative and updated each 9 weeks for efficiency</p> <p>Strategy's Expected Result/Impact: Growth in tier 1 instruction and in domain 1 of TTESS.</p> <p>Staff Responsible for Monitoring: ILT and teachers.</p> <p>Title I: 2.4</p> <p>Problem Statements: Student Learning 2, 3</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</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Instructional Coaches - 211 - Title I-Part A - \$80,966</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 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: Demographics 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: Economically disadvantaged parent involvement is low and our low SES numbers are high. Root Cause: Outside barriers that keep eco dis parents from being highly involved in our school and with supporting homework at home.</p>
Student Learning
<p>Problem Statement 1: Achievement gaps exist in reading in math in all grade levels, which provide barriers to all tiers of learning. Root Cause: COVID 19, poverty, absences, undiagnosed learning disabilities, large class sizes</p>
<p>Problem Statement 2: Gaps are present in math and reading. Root Cause: Lack of consistent, strong tier 1 instruction. Lack of consistent, strong tier 3 interventions.</p>
<p>Problem Statement 3: Gaps are present in pedagogy with tier 1 instruction with teachers. Root Cause: Differing levels of experience and ranges of content knowledge.</p>

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: Teams will be asked to submit specific plans that emphasize differentiated instruction</p> <p>Strategy's Expected Result/Impact: Growth in tier 1 instruction.</p> <p>Staff Responsible for Monitoring: ILT</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teams will work with district coordinators and directors to ensure alignment of all special populations and support</p> <p>Strategy's Expected Result/Impact: Growth with differentiated instruction of special populations.</p> <p>Staff Responsible for Monitoring: ILT, District directors and coordinators.</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Communities in Schools - 199 - General Fund: State Compensatory Education - \$42,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: ILT will have differentiation trainings throughout the year to strengthen special program plans with an emphasis on differentiating instruction for special pops</p> <p>Strategy's Expected Result/Impact: Stronger domain 1 plans for differentiation and strengthened tier 1 instruction.</p> <p>Staff Responsible for Monitoring: ILT</p> <p>Title I: 2.5</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: 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: 2.4</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Instructional Coaches - 211 - Title I-Part A - \$80,965, Intervention and Aides - 199 - General Fund: State Compensatory Education - \$132,178</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Achievement gaps exist in reading in math in all grade levels, which provide barriers to all tiers of learning. Root Cause: COVID 19, poverty, absences, undiagnosed learning disabilities, large class sizes</p>
<p>Problem Statement 2: Gaps are present in math and reading. Root Cause: Lack of consistent, strong tier 1 instruction. Lack of consistent, strong tier 3 interventions.</p>

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: Campus technology teacher and CCMR admin representative will work together to develop a team dedicated to elevating CCMR programs on campus</p> <p>Strategy's Expected Result/Impact: More knowledge and awareness of CCMR for all stakeholders.</p> <p>Staff Responsible for Monitoring: Director of CCMR and AP over CCMR.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: CCMR team will collaborate to create multiple CCMR opportunities for the year</p> <p>Strategy's Expected Result/Impact: More awareness and involvement.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: ILT will work with leadership to ensure the REACH/Learner profile alignment is known and is referenced in classrooms and on campus</p> <p>Strategy's Expected Result/Impact: Stronger vertical alignment of the profile.</p> <p>Staff Responsible for Monitoring: CCMR AP.</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 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			
Strategy 1: Teams will work together to create innovative ways to increase involvement in campus clubs Strategy's Expected Result/Impact: More involvement. Staff Responsible for Monitoring: Principal and club sponsors.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Student council will work with ILT to create more opportunities for more students to learn and serve beyond the classroom Strategy's Expected Result/Impact: More involvement and leadership displayed with students on campus. Staff Responsible for Monitoring: Principal and STUCO sponsor.	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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			
<p>Strategy 1: The safety and well-being administrators will lead by ensuring teachers, students and parents are informed of our safety and wellness processes and opportunities</p> <p>Strategy's Expected Result/Impact: More awareness and an overall safer campus.</p> <p>Staff Responsible for Monitoring: AP over safety and wellness.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The safety administrator will work with the executive director of safety and risk management to ensure we remain in compliance with state regulations and to ensure we remain a safe learning environment</p> <p>Strategy's Expected Result/Impact: Local and state compliance. Safer organization.</p> <p>Staff Responsible for Monitoring: AP over safety and the director of safety and risk management.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement schoolwide Behavioral MTSS Framework.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.6</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: Principal will add links to the weekly newsletter to offer volunteer opportunities to learn about new opportunities</p> <p>Strategy's Expected Result/Impact: More capacity of staff in different departments.</p> <p>Staff Responsible for Monitoring: Principal.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: An administrator will monitor and facilitate a strong mentor program</p> <p>Strategy's Expected Result/Impact: Stronger retention and stronger relationships</p> <p>Staff Responsible for Monitoring: AP over the mentor program.</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus ILT will work to provide a customer-friendly environment to ensure high quality staff are trained up</p> <p>Strategy's Expected Result/Impact: Stronger staff members and higher retention.</p> <p>Staff Responsible for Monitoring: ILT</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: The campus ILT will develop a retainment plan.</p> <p>Strategy's Expected Result/Impact: Higher staff retention.</p> <p>Staff Responsible for Monitoring: ILT</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify



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: Campus Principal will work with Teaching & Learning to ensure a robust PD plan is in place and monitored for success</p> <p>Strategy's Expected Result/Impact: Stronger teachers and higher retention.</p> <p>Staff Responsible for Monitoring: ILT and T & L staff.</p> <p>Title I: 2.6</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 2</p> <p>Funding Sources: Rocking Review PD - 211 - Title I-Part A - \$1,530</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus surveys will be distributed once per 9 weeks to survey the needs of trainings for teachers</p> <p>Strategy's Expected Result/Impact: More awareness of concerns and higher retention.</p> <p>Staff Responsible for Monitoring: Principal.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: ILT will meet to discuss any patterns of emerging needs for trainings</p> <p>Strategy's Expected Result/Impact: More targeted trainings. Stronger teachers.</p> <p>Staff Responsible for Monitoring: ILT.</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Achievement gaps exist in reading in math in all grade levels, which provide barriers to all tiers of learning. **Root Cause:** COVID 19, poverty, absences, undiagnosed learning disabilities, large class sizes

Problem Statement 2: Gaps are present in math and reading. **Root Cause:** Lack of consistent, strong tier 1 instruction. Lack of consistent, strong tier 3 interventions.

School Processes & Programs

Problem Statement 2: Misunderstanding of differences between Tier 1, Tier 2, and Tier 3 instruction. **Root Cause:** Not enough training for staff to be able to implement Tier 1, Tier 2, and Tier 3 services with fidelity.

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: Surveys will be distributed twice per year to gauge staff satisfaction; this is more in-depth than the 9 weeks quick surveys. Strategy's Expected Result/Impact: Higher retention. Happier staff members. Staff Responsible for Monitoring: Principal.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: ILT will revisit conversations and trainings on customer service Strategy's Expected Result/Impact: Higher retention. Better overall culture and climate. Staff Responsible for Monitoring: ILT.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Staff well-being and school emergency operation procedures will be visited throughout the year in the newsletter and in faculty meetings to ensure clarity of responsibilities and opportunities Strategy's Expected Result/Impact: More awareness and safer overall organization. Staff Responsible for Monitoring: AP over safety.</p>	Formative			Summative
	Nov	Jan	Mar	June
<p> 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			
Strategy 1: Campus shout outs to affirm peers and leaders. Strategy's Expected Result/Impact: Increased overall morale and stronger climate. Staff Responsible for Monitoring: AP over culture and climate.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campus employee of the week Strategy's Expected Result/Impact: Higher retention. Stronger culture and climate. Staff Responsible for Monitoring: AP over climate and culture.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: End of semester awards Strategy's Expected Result/Impact: Increased morale and stronger culture. Staff Responsible for Monitoring: AP over culture and climate.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Climate and culture administrator will oversee and facilitate multiple opportunities to elevate overall campus culture and morale Strategy's Expected Result/Impact: Increased morale and stronger culture. Staff Responsible for Monitoring: AP over culture and climate.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </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			
Strategy 1: Principal will have a monthly parent newsletters Strategy's Expected Result/Impact: Stronger communication. Staff Responsible for Monitoring: Principal.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Campus administrator will oversee social media accounts to ensure positive information goes out weekly Strategy's Expected Result/Impact: Stronger positive influence in the community. Staff Responsible for Monitoring: AP over social media.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Parent surveys will be distributed once per year Strategy's Expected Result/Impact: More input from parents. Staff Responsible for Monitoring: Principal.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Campus admin will have all communication lines open through the year for parents Strategy's Expected Result/Impact: More communication and parent input. Staff Responsible for Monitoring: Campus admin.	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			
Strategy 1: ILT will work to create a positive marketing/communication plan, starting with the parent newsletter and social media posts Strategy's Expected Result/Impact: Positive relationship with the community. Staff Responsible for Monitoring: AP over social media and Principal.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: CAC meeting will take place quarterly with an emphasis on the BSC actions steps Strategy's Expected Result/Impact: More stakeholders contributing to school improvement. Staff Responsible for Monitoring: CAC	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			
Strategy 1: Work with campus CCMR team to explore business relationships Strategy's Expected Result/Impact: More business relationships. Staff Responsible for Monitoring: AP over CCMR.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Have a campus representative to be connected with the Elgin Education Foundation Strategy's Expected Result/Impact: Another positive community relationship. Staff Responsible for Monitoring: Principal.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: The campus principal will work with other campus principals on ways to strengthen relationships and overall processes with businesses in the community Strategy's Expected Result/Impact: Stronger relationships with businesses in the community. Staff Responsible for Monitoring: Principal.	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 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: The campus principal will work with the CFO to ensure fiscal responsibility and district alignment of needs and programs</p> <p>Strategy's Expected Result/Impact: No fiscal problems.</p> <p>Staff Responsible for Monitoring: Principal and CFO.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: 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
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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			
Strategy 1: The campus principal will meet regularly with the CFO Strategy's Expected Result/Impact: Stronger relationships with the CFO and more fiscal awareness and training. Staff Responsible for Monitoring: Principal and CFO.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: The campus principal will attend all school board meetings Strategy's Expected Result/Impact: More awareness. Staff Responsible for Monitoring: Principal.	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 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: Campus administrators will work with the director of maintenance to develop and sustain a preventative maintenance plan</p> <p>Strategy's Expected Result/Impact: Better campus maintenance</p> <p>Staff Responsible for Monitoring: AP over maintenance.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus surveys will be distributed to all stakeholders twice a year; the surveys will have components from all sections of the BSC</p> <p>Strategy's Expected Result/Impact: Stronger communication and more stakeholder input.</p> <p>Staff Responsible for Monitoring: Principal.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus principal will work with the technology teacher and district technology representative to develop and sustain a positive technology plan</p> <p>Strategy's Expected Result/Impact: Stronger technology program.</p> <p>Staff Responsible for Monitoring: Principal and technology teacher.</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

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: More guided reading small group time in the reading block. Strategy's Expected Result/Impact: Growth in reading data. Staff Responsible for Monitoring: ICs and teachers.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: More targeted tier 2 and tier 3 reading interventions. Strategy's Expected Result/Impact: Growth in reading data. Staff Responsible for Monitoring: Teachers and interventionists.</p> <p>Problem Statements: Student Learning 1 Funding Sources: Online program to meet individual needs in foundational literacy skills - 211 - Title I-Part A - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Targeted teacher training on how to move students from high approaches to meets. Strategy's Expected Result/Impact: Growth in reading meets and all data. Staff Responsible for Monitoring: Teachers.</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Campus instructional coaches will create a math and literacy task force to ensure strong foundations in literacy and numeracy; task forces will meet monthly to analyze student data and create solutions/actions for positive changes Strategy's Expected Result/Impact: Growth in campus math and literacy. Staff Responsible for Monitoring: Principal and coaches.	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Achievement gaps exist in reading in math in all grade levels, which provide barriers to all tiers of learning. Root Cause: COVID 19, poverty, absences, undiagnosed learning disabilities, large class sizes

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: More guided math small groups in math blocks. Strategy's Expected Result/Impact: Growth in math data. Staff Responsible for Monitoring: ICs and teachers.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Targeted tier 2 and tier 3 interventions in math. Strategy's Expected Result/Impact: Growth in math. Staff Responsible for Monitoring: Teachers and interventionists.</p> <p>Title I: 2.5</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Online program for strong foundation in numeracy fluency - 211 - Title I-Part A - \$2,966, Online program to meet individual needs in foundational numeracy skills - 211 - Title I-Part A - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Targeted math training. Strategy's Expected Result/Impact: Growth in math. Stronger math instruction. Staff Responsible for Monitoring: ILT.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: Gaps are present in math and reading. Root Cause: Lack of consistent, strong tier 1 instruction. Lack of consistent, strong tier 3 interventions.
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Goal 5: Elgin ISD will increase its student achievement performance in the areas of literacy and numeracy.

Performance Objective 3: Elgin ISD fourth grade African American and Hispanic students will reach Closing the Gap targets by 2024.

Math African American:

5% to 36% by 2024

Math Hispanic:

2% to 40% by 2024

Reading African American:

12% to 33% by 2024

Reading Hispanic:

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 African American and Hispanic students in grades PreK-3 are accelerating their learning towards mastery of standards by third grade.</p> <p>Title I: 2.5</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 2: Gaps are present in math and reading. Root Cause: Lack of consistent, strong tier 1 instruction. Lack of consistent, strong tier 3 interventions.</p>