

Elgin Independent School District
Elgin Intermediate School
2023-2024 Campus Improvement Plan



Vision

Elgin ISD changes lives.

Mission

EISD ensures a high-quality education that guarantees a life-changing experience for all.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Elgin Independent School District (EISD), located about 22 miles east of Austin, serves approximately 5300 students from PreK to Grade 12 and is in the Region 13 Education Service Center area. EISD comprises more than 168 square miles in portions of Bastrop, Lee, and Travis counties and provides educational facilities and resources to meet the needs of students on seven campuses. Elgin Intermediate School (EIS) serves approximately 690 students from Grade 5 to Grade 6. The student groups in EIS are comprised of 71% economically disadvantaged, 49% EBs, 15% SpEd, 2% homeless, 1% migrant, 9% GT, and 78% at-risk according to the latest TAPR report in 2021-2022. Student mobility rates from TAPR 2021-2022 are 11%; Hispanic 7%; SpEd 16%; EB 9%; Eco Dis 9%; with all other groups at 2% or less.

Program Enrollment, Ethnicity and Race	Elgin ISD 2019-2020	Elgin ISD 2020-2021	Elgin ISD 2021-2022	Not opened 2019-2020	EIS - 1st year 2020-2021	EIS 2021-2022
All Student Enrollment	4,556	4,615	4,985	-	652	690
Economically Disadvantaged	3,547	3,634	3,543	-	520	489
At-Risk	3,368	3,460	3,877	-	483	540
Emergent Bilingual	1,570	1,659	2,058	-	302	335
Special Education	488	547	616	-	86	101
Section 504	455	438	445	-	68	71
Students with Dyslexia	237	248	269	-	41	53
Career and Technical Education	384	-	1,306	-	-	-
Migratory	55	111	76	-	21	10

Program Enrollment, Ethnicity and Race	Elgin ISD 2019-2020	Elgin ISD 2020-2021	Elgin ISD 2021-2022	Not opened 2019-2020	EIS - 1st year 2020-2021	EIS 2021-2022
Homeless	161	111	120	-	27	16
Foster	10	13	8	-	0	1
Title I, Part A	3,209	2,429	2,628	-	652	690
Black-African American	473	460	447	-	64	66
Hispanic	3,199	3,376	3,788	-	488	515
White	753	641	627	-	83	93
American Indian/Alaskan Native	5	5	3	-	0	0
Asian	15	11	10	-	0	1
Native Hawaiian/ Pacific Islander	3	6	8	-	1	2
Two or More Races	108	116	113	-	16	13

EISD 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	Not opened 2019-2020	EIS 1st year 2020-2021	EIS 2021-2022
Total Staff	667	674	734	-	53	56
Teachers	297	298	315	-	36	35
Professional Support	81	80	88	-	6	8

Staff Information	Elgin ISD 2019-2020	Elgin ISD 2020-2021	Elgin ISD 2021-2022	Not opened 2019-2020	EIS 1st year 2020-2021	EIS 2021-2022
Campus Administration	23	25	24	-	3	3
Central Administration	12	12	14	-	-	-
African American Teachers	23	19	20	-	3	3
Hispanic Teachers	84	95	103	-	9	10
White Teachers	186	180	190	-	24	21
Teachers with Degree	293	295	311	-	35	35
Beginning Teachers	33	19	36	-	2	7
Teachers with 1-5 years experience	132	139	134	-	11	13
Teachers with 6-10 years experience	48	50	62	-	9	6
Teachers with 11-20 years experience	62	62	61	-	9	6
Teachers with 20+ years experience	22	26	22	-	4	3
Principal Average years of experience	5	5	6	-	1	2

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): There is a lack of participation from our ELL and Special Education families. **Root Cause:** Parents and families have not had opportunities to be more readily involved.

Problem Statement 2 (Prioritized): There is a large number of teachers that lack the professional understanding of curriculum, instruction, and different student populations. **Root Cause:** A large number of our teachers fall within the DOI category and have not had traditional training.

Problem Statement 3 (Prioritized): Teachers are struggling to close the learning gap of students. **Root Cause:** 80% of our students are categorized as at-risk. This includes our homeless, EB, and failures.

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/EIS	21-22 All Students EISD/EIS	20-21 Economically Disadvantaged EISD/EIS	21-22 Economically Disadvantaged EISD/EIS	20-21 Emergent Bilingual EISD/EIS	21-22 Emergent Bilingual EISD/EIS
Approaches	43% 41%	55% 53%	39% 38%	50% 49%	38% 44%	50% 50%
Meets	18% 17%	20% 19%	14% 15%	16% 16%	12% 16%	18% 17%
Masters	6% 6%	7% 6%	4% 4%	5% 4%	4% 4%	6% 5%

All Grades Reading

All Grades Reading	20-21 All Students EISD/EIS	21-22 All Students EISD/EIS	20-21 Economically Disadvantaged EISD/EIS	21-22 Economically Disadvantaged EISD/EIS	20-21 Emergent Bilingual EISD/EIS	21-22 Emergent Bilingual EISD/EIS
Approaches	53% 51%	59% 63%	47% 47%	54% 58%	42% 46%	50% 59%
Meets	29% 23%	35% 33%	23% 20%	30% 26%	19% 18%	27% 26%
Masters	8% 11%	12% 16%	6% 9%	9% 10%	6% 8%	8% 11%

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): Our students at Elgin Intermediate School are underperforming according to the state in comparison to other school districts of similar size.

Root Cause: The root cause of this is related to high needs of our students as outlined in the demographics tab, there has been a need to shift our focus from spirit activities to more educationally based activities which have the potential to show growth.

Problem Statement 2 (Prioritized): EIS has had high teacher turnover each year, and many vacancies have been filled with non-certified teachers. Last year we had 25.8% turnover.

Root Cause: The root cause of high teacher turnover is misalignment between teachers' expectations and reality.

Problem Statement 3 (Prioritized): When teachers identify a student need, they often lack the tools and resources necessary to provide effective interventions and progress monitoring. **Root Cause:** The root cause of this is the need for a district-wide, clear, documented, and communicated RTI system.

Problem Statement 4 (Prioritized): There is a disproportionate between STAAR scores through the various classrooms where students are assessed. **Root Cause:** The root cause of disproportionate STAAR scores is differentiation in classrooms were not being taught with fidelity.

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.

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): We have faced the challenge of being able to fully staff our school due to teachers transferring, leaving the profession, and for relocations.

Root Cause: The root cause of this is that there are more burdens placed on teachers and the lack of funding to increase pay by the state has been problematic.

Problem Statement 2 (Prioritized): There are less teachers exiting college with the desire to be teachers due to the perception of education and our accountability system. **Root**

Cause: The root cause of this is decisions are being made by individuals who do not understand the struggles of the classroom faced by teachers today.

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): A challenge facing Elgin Intermediate School is our fifth grade students are merged from all three elementary schools into one school which has led to students not getting along. **Root Cause:** The root cause of this is the overcrowding at three different elementary campuses.

Problem Statement 2 (Prioritized): A challenge at EIS is the perception that there is a lot of bullying that occurs on campus. **Root Cause:** The root cause of this perception is that there is a lack of understanding what bullying is and the definition of it is a one significant event that creates an imbalance in power. However, it has been determined that many bullying cases are not bullying because there are two parties involved in picking on each other.

Priority Problem Statements

Problem Statement 1: There is a lack of participation from our ELL and Special Education families.

Root Cause 1: Parents and families have not had opportunities to be more readily involved.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a large number of teachers that lack the professional understanding of curriculum, instruction, and different student populations.

Root Cause 2: A large number of our teachers fall within the DOI category and have not had traditional training.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Teachers are struggling to close the learning gap of students.

Root Cause 3: 80% of our students are categorized as at-risk. This includes our homeless, EB, and failures.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Our students at Elgin Intermediate School are underperforming according to the state in comparison to other school districts of similar size.

Root Cause 4: The root cause of this is related to high needs of our students as outlined in the demographics tab, there has been a need to shift our focus from spirit activities to more educationally based activities which have the potential to show growth.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: EIS has had high teacher turnover each year, and many vacancies have been filled with non-certified teachers. Last year we had 25.8% turnover.

Root Cause 5: The root cause of high teacher turnover is misalignment between teachers' expectations and reality.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: When teachers identify a student need, they often lack the tools and resources necessary to provide effective interventions and progress monitoring.

Root Cause 6: The root cause of this is the need for a district-wide, clear, documented, and communicated RTI system.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: There is a disproportionate between STAAR scores through the various classrooms where students are assessed.

Root Cause 7: The root cause of disproportionate STAAR scores is differentiation in classrooms were not being taught with fidelity.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: We have faced the challenge of being able to fully staff our school due to teachers transferring, leaving the profession, and for relocations.

Root Cause 8: The root cause of this is that there are more burdens placed on teachers and the lack of funding to increase pay by the state has been problematic.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: There are less teachers exiting college with the desire to be teachers due to the perception of education and our accountability system.

Root Cause 9: The root cause of this is decisions are being made by individuals who do not understand the struggles of the classroom faced by teachers today.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: A challenge facing Elgin Intermediate School is our fifth grade students are merged from all three elementary schools into one school which has led to students not getting along.

Root Cause 10: The root cause of this is the overcrowding at three different elementary campuses.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: A challenge at EIS is the perception that there is a lot of bullying that occurs on campus.

Root Cause 11: The root cause of this perception is that there is a lack of understanding what bullying is and the definition of it is a one significant event that creates an imbalance in power. However, it has been determined that many bullying cases are not bullying because there are two parties involved in picking on each other.

Problem Statement 11 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 summative and formative data to share with all teachers that shows where the students are in their academic progress. This will include STAAR and NWEA map data.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: IC's will utilize this to ensure that TEKS are aligned with students' needs and students are able to proceed from where they are in their learning continuum.</p> <p>Problem Statements: Demographics 2 - Student Learning 1 Funding Sources: Instructional Coaches - 211 - Title I-Part A - \$83,352</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Students will utilize data folders and teachers will analyze the data to inform their instruction.</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: PLC's will occur and all teachers will be involved in PLC meetings along with our IC's and all teachers will use small group instruction on a daily basis.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: All IC's and administrative team will guide teachers through the instructional coaching model based on where the needs are for the teachers.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Enhance and ensure data-driven instruction and progress monitoring Strategy's Expected Result/Impact: Increase in academic achievement growth Staff Responsible for Monitoring: Principal Problem Statements: Student Learning 1, 3, 4 Funding Sources: Instructional Aides and resources - 211 - Title I-Part A - \$41,688, Intervention and Aides - 199 - General Fund: State Compensatory Education - \$69,845	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
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. Strategy's Expected Result/Impact: Increase student academic achievement growth Staff Responsible for Monitoring: Principal Funding Sources: Parent and Family Engagement Activities - 211 - Title I-Part A - \$3,000	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>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: There is a large number of teachers that lack the professional understanding of curriculum, instruction, and different student populations. **Root Cause:** A large number of our teachers fall within the DOI category and have not had traditional training.

Student Learning

Problem Statement 1: Our students at Elgin Intermediate School are underperforming according to the state in comparison to other school districts of similar size. **Root Cause:** The root cause of this is related to high needs of our students as outlined in the demographics tab, there has been a need to shift our focus from spirit activities to more educationally based activities which have the potential to show growth.

Problem Statement 3: When teachers identify a student need, they often lack the tools and resources necessary to provide effective interventions and progress monitoring. **Root Cause:** The root cause of this is the need for a district-wide, clear, documented, and communicated RTI system.

Problem Statement 4: There is a disproportionate between STAAR scores through the various classrooms where students are assessed. **Root Cause:** The root cause of disproportionate STAAR scores is differentiation in classrooms were not being taught with fidelity.

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: This will be done through data analysis, data analysis meetings, and the incorporation of data folders into class following the assessments.</p> <p>Problem Statements: Demographics 2 - Student Learning 1 Funding Sources: Instructional Coaches - 211 - Title I-Part A - \$83,352</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Our entire ILT will be involved in differentiation training to ensure differentiation is occurring in all classrooms daily for all special populations including students with IEP;s, students with 504 plans, our emergent bilingual students, and students below or above grade level.</p> <p>Problem Statements: Student Learning 1 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>				


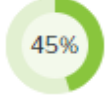








Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: There is a large number of teachers that lack the professional understanding of curriculum, instruction, and different student populations. Root Cause: A large number of our teachers fall within the DOI category and have not had traditional training.</p>
Student Learning
<p>Problem Statement 1: Our students at Elgin Intermediate School are underperforming according to the state in comparison to other school districts of similar size. Root Cause: The root cause of this is related to high needs of our students as outlined in the demographics tab, there has been a need to shift our focus from spirit activities to more educationally based activities which have the potential to show growth.</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: Our AP Ibarra, is spearheading this through working with Mr. Block. All students will have access to a variety of resources to actively engage them in the CCMR process including awareness, college and military recognition, along with programming at EHS for certificates that are related to the jobs.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will be exposed to the soft skills that are appropriate for each grade level through teaching processes and strategies on a daily basis.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Small group instruction to review numeracy and literacy that will meet the students where they are and grow them.</p> <p>Strategy's Expected Result/Impact: Improvement in NWEA Maps MOY and EOY data.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Tutoring - 211 - Title I-Part A - \$5,000, Online, individualized program to increase student practice with foundational skills - 211 - Title I-Part A - \$8,500, Web based math programs to increase student skill in fluency and fractions - 211 - Title I-Part A - \$4,508</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

Problem Statement 1: Our students at Elgin Intermediate School are underperforming according to the state in comparison to other school districts of similar size. **Root Cause:** The root cause of this is related to high needs of our students as outlined in the demographics tab, there has been a need to shift our focus from spirit activities to more educationally based activities which have the potential to show growth.

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

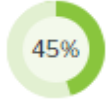
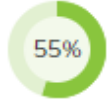










Performance Objective 4: Elgin ISD will ensure engaged, well-rounded students as measured by increased attendance rate to 95%.

Strategy 1 Details	Reviews			
Strategy 1: We utilize innovative ways to incorporate the students who are not involved in clubs to get them involved in clubs and organizations.	Formative			Summative
	Nov	Jan	Mar	June
	 25%	 50%		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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





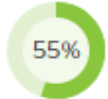





Evaluation Data Sources: Student well-being survey

Strategy 1 Details	Reviews			
Strategy 1: Our SEL counselor, guidance counselor, and CIS counselor will spearhead this through small groups and interventions when concerns are brought to their attention.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: We will also utilize CKH components.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: All teachers will be trained in SRP and how to effectively execute drills through using the Raptor APP.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Implement schoolwide Behavioral MTSS Framework. Staff Responsible for Monitoring: Principal Title I: 2.6	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 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			
Strategy 1: Promote the benefits of working in Elgin ISD through communication with all students.	Formative			Summative
	Nov	Jan	Mar	June
	 25%	 30%		
Strategy 2 Details	Reviews			
Strategy 2: Mentoring programs, frequent and appropriate feedback, and new teacher meetings.	Formative			Summative
	Nov	Jan	Mar	June
	 25%	 35%		
Strategy 3 Details	Reviews			
Strategy 3: Continuing to promote the benefits of working in Elgin ISD such as low health care costs, small class sizes, and a supportive environment.	Formative			Summative
	Nov	Jan	Mar	June
	 55%	 60%		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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





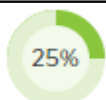
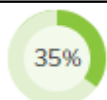




Evaluation Data Sources: Eduphoria PD Credit Report, T-TESS Observations and data collected for TIA submission

Strategy 1 Details	Reviews			
Strategy 1: -We have developed a running calendar for the year, so that teachers are able to plan out their year which is inclusive of pd days. PD will be selected from what our ILT sees, our teachers express needs for, and what we know will move our campus forward.	Formative			Summative
	Nov	Jan	Mar	June
	 35%	 50%		
Strategy 2 Details	Reviews			
Strategy 2: Using a shared leadership approach where people are invited to the table and voices are heard. Showcasing teachers that are showing growth and progress.	Formative			Summative
	Nov	Jan	Mar	June
	 30%	 55%		
<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.




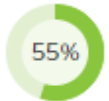




Evaluation Data Sources: Staff well-being/satisfaction survey, Survey data, Staff Retention report

Strategy 1 Details	Reviews			
Strategy 1: Affirmations on a monthly basis.	Formative			Summative
	Nov	Jan	Mar	June
	 55%	 70%		
Strategy 2 Details	Reviews			
Strategy 2: -Faculty member of the week -Wildcat of the week	Formative			Summative
	Nov	Jan	Mar	June
	 30%	 40%		
Strategy 3 Details	Reviews			
Strategy 3: Surveys will be shared throughout the year and everyone will reflect on it and implement the needs of our teachers.	Formative			Summative
	Nov	Jan	Mar	June
	 25%	 35%		
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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









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

Strategy 1 Details	Reviews			
Strategy 1: -Surveys distributed twice a year. -AP Yenifer Ibarra will spearhead this throughout the year	Formative			Summative
	Nov	Jan	Mar	June
	 30%	 40%		
Strategy 2 Details	Reviews			
Strategy 2: -We will check on all staff throughout the year through knowing our faculty members and affirming them frequently.	Formative			Summative
	Nov	Jan	Mar	June
	 40%	 55%		
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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: Effective communication through frequent posting on Facebook, emails, and other forms of social media.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Reflect on parent survey data to make changes -Celebrating the community and providing feedback	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 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: Social media updates weekly basis	Formative			Summative
	Nov	Jan	Mar	June
	 40%	 40%		
Strategy 2 Details	Reviews			
Strategy 2: Inviting the community as partners in education -Using tutors to assist students that are struggling	Formative			Summative
	Nov	Jan	Mar	June
	 25%	 30%		
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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: -Align our CCMR team to work with various businesses and vertical alignment with our middle school and high school.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: -Work with the EEF to assist our teachers and students in the educational progress.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Partner with the downtown committee to showcase the fine arts programs, library to further develop literacy opportunities. and our FAC/FCC programs to connect the students to opportunities.	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 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			
Strategy 1: Actively monitor all aspects of budget and making sure we are not overspending on budget line items	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Work closely with admin assistant and the budget office to ensure money is appropriately spent.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: -Be aware of the continuation of the bond projects and other projects on campus.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: This Title I schoolwide campus program will consolidate federal funds only. Strategy's Expected Result/Impact: Improve educational opportunities by braiding funds to broaden academic impact. Staff Responsible for Monitoring: Principal and Federal/State Programs Director	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			
Strategy 1: We have three long term projects for our campus for consideration. -Install turf in our courtyard. -New library furniture as what is there is a hodge podge of pieced together tables and chairs. -Remove one wall in the cafeteria to expand our cafeteria	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Be part of the long range facility planning and have input on this process.	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			
Strategy 1: -Admin assistant will input work orders as they come up	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Ensure the safety of the building is continuously occurring. All door checks will be done weekly.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: -Continue to make adjustments when necessary to ensure growth for all.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Ensure a highly organized building to ensure learning occurs daily from bell to bell instruction.	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: -Use an improved system to ensure that our Chromebooks remain undamaged.	Formative			Summative
	Nov	Jan	Mar	June
	 70%	 70%		
Strategy 6 Details	Reviews			
Strategy 6: We have worked with technology to develop an improved plan to ensure the AUP is enforced.	Formative			Summative
	Nov	Jan	Mar	June
	 45%	 65%		
<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>				