

**Elgin Independent School District**  
**Phoenix High 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. Phoenix High School (PHS) serves approximately 50 students from Grade 9 - Grade 12. The student groups in PHS are comprised of 63% economically disadvantaged, 18% EBs, 13% SpEd, 8% homeless, 3% migrant, 3% GT, and 100% at-risk according to the latest TAPR report in 2021-2022. Student mobility rates from TAPR 2021-2022 are 46%; Hispanic 34%; SpEd 33%; EB 29%; Eco Dis 44%; 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	PHS 2019-2020	PHS 2020-2021	PHS 2021-2022
All Student Enrollment	4,556	4,615	4,985	31	47	40
Economically Disadvantaged	3,547	3,634	3,543	27	36	25
At-Risk	3,368	3,460	3,877	31	46	40
Emergent Bilingual	1,570	1,659	2,058	11	11	7
Special Education	488	547	616	4	5	5
Section 504	455	438	445	8	12	9
Students with Dyslexia	237	248	269	1	3	4
Career and Technical Education	384	-	1,306	9	0	8
Migratory	55	111	76	2	2	1

Program Enrollment, Ethnicity and Race	Elgin ISD 2019-2020	Elgin ISD 2020-2021	Elgin ISD 2021-2022	PHS 2019-2020	PHS 2020-2021	PHS 2021-2022
Homeless	161	111	120	6	2	3
Foster	10	13	8	0	0	0
Title I, Part A	3,209	2,429	2,628	0	0	0
Black-African American	473	460	447	1	7	5
Hispanic	3,199	3,376	3,788	22	32	29
White	753	641	627	7	8	5
American Indian/Alaskan Native	5	5	3	0	0	0
Asian	15	11	10	0	0	0
Native Hawaiian/Pacific Islander	3	6	8	0	0	0
Two or More Races	108	116	113	1	0	1

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

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

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

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

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

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

### **Demographics Strengths**

- Resilient and diverse student population
- Community minded Board of Trustees
- Emphasis on strong communication with parents, families, and community
- Strong Teaching/support team
- Effective application process with increased student applicants

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):** Need to increase student voice and engagement with vision and mission. **Root Cause:** Students need opportunities for voice and to participate in the process of creating and telling our story.

**Problem Statement 2 (Prioritized):** Infrequent engagement with community organizations and businesses to promote student opportunities in workforce and college. **Root Cause:** Challenges starting back up after the pandemic.

# 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/PHS	21-22 All Students EISD/PHS	20-21 Economically Disadvantaged EISD/PHS	21-22 Economically Disadvantaged EISD/PHS	20-21 Emergent Bilingual EISD/PHS	21-22 Emergent Bilingual EISD/PHS
Approaches	43% 30%	55% 67%	39% 17%	50% 60%	38% *	50% *
Meets	18% 0%	20% 0%	14% 0%	16% 0%	12% 0%	18% 0%
Masters	6% 0%	7% 0%	4% 0%	5% 0%	4% 0%	6% 0%

### All Grades Reading



All Grades Reading	20-21 All Students EISD/PHS	21-22 All Students EISD/PHS	20-21 Economically Disadvantaged EISD/PHS	21-22 Economically Disadvantaged EISD/PHS	20-21 Emergent Bilingual EISD/PHS	21-22 Emergent Bilingual EISD/PHS
Approaches	53% 28%	59% 22%	47% 21%	54% 14%	42% 20%	50% 0%
Meets	29% 5%	35% 0%	23% 4%	30% 0%	19% 0%	27% 0%
Masters	8% 0%	12% 0%	6% 0%	9% 0%	6% 0%	8% 0%

### College, Career, Military Readiness

CCMR Readiness Goals	19-20 All Students EISD/PHS	20-21 All Students EISD/PHS	19-20 Economically Disadvantaged EISD/PHS	20-21 Economically Disadvantaged EISD/PHS	19-20 Emergent Bilingua EISD/PHS	20-21 Emergent Bilingual EISD/PHS
College, Career, and Military Ready	76% 36%	62% 25%	73% 44%	56% 21%	55% *	34% *
College Ready	63% 18%	48% 18%	58% 22%	40% 14%	32% *	16% *
Career and Military Ready	30% 23%	22% 6%	33% 28%	21% 7%	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 Phoenix High School earned B in overall Accountability Ratings

### Student Learning Strengths

- Commitment to intentional, student-centered growth with strong relationship building
- Prioritize high expectations for students
- CCMR
- Graduation Rates
- Opportunities to connect with outside organizations for career building, such as ACC, TWS.
- Small class size
- Small group instruction

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Students need more targeted individual and small group instruction based on reteach focus from district assessments and practice on the new item types on STAAR/EOC **Root Cause:** Since the students in the class are not all taking the same test, more targeted direct teach is required to incorporate the specific high yield strategies needed by each student.

**Problem Statement 2 (Prioritized):** Students need increased opportunities to connect with outside organizations for career building - such as ACC, Texas Workforce Solutions. **Root Cause:** Since moving to the new building during COVID, these types of organizations have not been coming on campus.

**Problem Statement 3 (Prioritized):** Students unfinished learning gaps are impacting success in current coursework. **Root Cause:** In year following COVID-19 the passing rate on STAAR/EOC was low for the content areas where students had received a waiver in the previous year.

## 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.

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

## **Professional Practices**

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.

## **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. PHS is 100% at-risk.

## **Special Programs**

Special programs are monitored to ensure data driven instruction with adjustments made to improvement protocols to ensure successful completion of credits and graduation.

## **School Processes & Programs Strengths**

- This year, we are focusing attention on systems for improving student behavior through Capturing Kids Hearts and Emergent Tree MTSS-Behavior.
- Collaboration with district and campus for attendance contracts
- Weekly student conferencing with goal setting

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** New test item format is challenging for students, and there was a lack of understanding of the importance for completing these items correctly on the test. **Root Cause:** Lack of collaboration between district support and secondary campuses for PLCs to support teacher instructional planning and to align classroom practices with peer observations.

**Problem Statement 2 (Prioritized):** Need to build capacity, especially for new staff, to increase student engagement in leading their own weekly goal setting conferences with teachers. **Root Cause:** Lack of modeling to implement more student led conferences during weekly goal setting meetings.

**Problem Statement 3 (Prioritized):** Intentional follow through is needed for continued implementation of new MTSS system within the context of Emergent Tree and Capturing Kids Hearts strategies. **Root Cause:** Ownership among stakeholders for shared building with new systems for campus and district.

**Problem Statement 4 (Prioritized):** Staff interested in career growth need access to the supports and opportunities provided through professional development, HC and campus administrators. **Root Cause:** It is hard for staff members to access all the resources available for career growth.

**Problem Statement 5 (Prioritized):** Need to ensure utilization of funds throughout the school year is efficiently and effectively meeting the needs of staff and students. **Root Cause:** Increase budget meetings with a focus on documented campus needs to discuss budget alignment with campus and district outcomes

# 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. 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: campus newsletter, 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.

### Student Engagement

#### Attendance and Graduation

PHS rewards students when they complete a course/credit is earned. Graduation occurs throughout the year and is celebrated by the campus for each student. Attendance can be a challenge with student work schedules and other adult responsibilities that have come across their path. PHS work with students and staff to facilitate and encourage consistent and regular attendance.

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

Capturing Kids Hearts and stronger support systems alignment across the district are being implemented to support our teachers in these areas. 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.

### 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.
- Encouraging participation in Career Fairs

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

**Problem Statement 1 (Prioritized):** Inconsistency in attendance and the impact this has on students being able to complete their goals. **Root Cause:** Lack of understanding that daily attendance is compulsory at PHS in spite of the campus format which accommodates student work schedules and family obligations.

**Problem Statement 2 (Prioritized):** Maintain a safe and secure environment for staff by increasing capacity to work with restorative practices and sound healing. **Root Cause:** Students need SEL supports to enhance well-being.

**Problem Statement 3 (Prioritized):** Increase consistency in providing recognition for staff, along with connecting staff with the information from district level meetings, long range planning (bond) and the positive impact PHS is having on district outcomes. **Root Cause:** Need to support staff engagement and provide means to encourage each other in a job well done.

# Priority Problem Statements

**Problem Statement 1:** Need to increase student voice and engagement with vision and mission.

**Root Cause 1:** Students need opportunities for voice and to participate in the process of creating and telling our story.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Infrequent engagement with community organizations and businesses to promote student opportunities in workforce and college.

**Root Cause 2:** Challenges starting back up after the pandemic.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Students need more targeted individual and small group instruction based on reteach focus from district assessments and practice on the new item types on STAAR/EOC

**Root Cause 3:** Since the students in the class are not all taking the same test, more targeted direct teach is required to incorporate the specific high yield strategies needed by each student.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Students need increased opportunities to connect with outside organizations for career building - such as ACC, Texas Workforce Solutions.

**Root Cause 4:** Since moving to the new building during COVID, these types of organizations have not been coming on campus.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Students unfinished learning gaps are impacting success in current coursework.

**Root Cause 5:** In year following COVID-19 the passing rate on STAAR/EOC was low for the content areas where students had received a waiver in the previous year.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** New test item format is challenging for students, and there was a lack of understanding of the importance for completing these items correctly on the test.

**Root Cause 6:** Lack of collaboration between district support and secondary campuses for PLCs to support teacher instructional planning and to align classroom practices with peer observations.

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

**Problem Statement 7:** Need to build capacity, especially for new staff, to increase student engagement in leading their own weekly goal setting conferences with teachers.

**Root Cause 7:** Lack of modeling to implement more student led conferences during weekly goal setting meetings.

**Problem Statement 7 Areas:** School Processes & Programs



**Problem Statement 8:** Intentional follow through is needed for continued implementation of new MTSS system within the context of Emergent Tree and Capturing Kids Hearts strategies.

**Root Cause 8:** Ownership among stakeholders for shared building with new systems for campus and district.

**Problem Statement 8 Areas:** School Processes & Programs

**Problem Statement 9:** Staff interested in career growth need access to the supports and opportunities provided through professional development, HC and campus administrators.

**Root Cause 9:** It is hard for staff members to access all the resources available for career growth.

**Problem Statement 9 Areas:** School Processes & Programs

**Problem Statement 10:** Need to ensure utilization of funds throughout the school year is efficiently and effectively meeting the needs of staff and students.

**Root Cause 10:** Increase budget meetings with a focus on documented campus needs to discuss budget alignment with campus and district outcomes

**Problem Statement 10 Areas:** School Processes & Programs

**Problem Statement 11:** Inconsistency in attendance and the impact this has on students being able to complete their goals.

**Root Cause 11:** Lack of understanding that daily attendance is compulsory at PHS in spite of the campus format which accommodates student work schedules and family obligations.

**Problem Statement 11 Areas:** Perceptions

**Problem Statement 12:** Maintain a safe and secure environment for staff by increasing capacity to work with restorative practices and sound healing.

**Root Cause 12:** Students need SEL supports to enhance well-being.

**Problem Statement 12 Areas:** Perceptions

**Problem Statement 13:** Increase consistency in providing recognition for staff, along with connecting staff with the information from district level meetings, long range planning (bond) and the positive impact PHS is having on district outcomes.

**Root Cause 13:** Need to support staff engagement and provide means to encourage each other in a job well done.

**Problem Statement 13 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Employee Data





- Campus department and/or faculty meeting discussions and data

# Goals

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

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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students are administered the NWEA MAP screener to track academic growth. <b>Strategy's Expected Result/Impact:</b> Increase growth from BOY and EOY. <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Utilize released item types and Open Ended Responses in various instructional settings. <b>Strategy's Expected Result/Impact:</b> Increased performance on EOCs <b>Staff Responsible for Monitoring:</b> Principal  <b>Problem Statements:</b> School Processes & Programs 1 <b>Funding Sources:</b> Instruction and Intervention - 199 - General Fund: State Compensatory Education - \$98,357	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Weekly PLCs to develop targeted instruction strategies to utilize in small groups such as Marzano's high yield strategies. <b>Strategy's Expected Result/Impact:</b> Increased student engagement and performance. <b>Staff Responsible for Monitoring:</b> Principal  <b>Problem Statements:</b> Student Learning 1 <b>Funding Sources:</b> Instruction and Intervention - 199 - General Fund: State Compensatory Education - \$98,357	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress                 </div> <div style="text-align: center;">  100% Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

**Performance Objective 1 Problem Statements:**

**Student Learning**





**Problem Statement 1:** Students need more targeted individual and small group instruction based on reteach focus from district assessments and practice on the new item types on STAAR/EOC **Root Cause:** Since the students in the class are not all taking the same test, more targeted direct teach is required to incorporate the specific high yield strategies needed by each student.

**School Processes & Programs**

**Problem Statement 1:** New test item format is challenging for students, and there was a lack of understanding of the importance for completing these items correctly on the test. **Root Cause:** Lack of collaboration between district support and secondary campuses for PLCs to support teacher instructional planning and to align classroom practices with peer observations.

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Weekly data meetings focused on monitoring progress and growth in special populations.</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Instructional planning - 199 - General Fund: State Compensatory Education - \$49,178</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue development and implementation of systems for tracking student attendance, course completions, and earned credits</p> <p><b>Strategy's Expected Result/Impact:</b> Increased graduation rate and EOC passing rate.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Problem Statements:</b> Student Learning 3 - Perceptions 1</p> <p><b>Funding Sources:</b> Tracking systems - 199 - General Fund: State Compensatory Education - \$49,178</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Students need more targeted individual and small group instruction based on reteach focus from district assessments and practice on the new item types on STAAR/EOC <b>Root Cause:</b> Since the students in the class are not all taking the same test, more targeted direct teach is required to incorporate the specific high yield strategies needed by each student.</p>
<p><b>Problem Statement 3:</b> Students unfinished learning gaps are impacting success in current coursework. <b>Root Cause:</b> In year following COVID-19 the passing rate on STAAR/EOC was low for the content areas where students had received a waiver in the previous year.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> New test item format is challenging for students, and there was a lack of understanding of the importance for completing these items correctly on the test. <b>Root Cause:</b> Lack of collaboration between district support and secondary campuses for PLCs to support teacher instructional planning and to align classroom practices with peer observations.</p>





## Perceptions

**Problem Statement 1:** Inconsistency in attendance and the impact this has on students being able to complete their goals. **Root Cause:** Lack of understanding that daily attendance is compulsory at PHS in spite of the campus format which accommodates student work schedules and family obligations.

**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><b>Strategy 1:</b> Increased opportunities to connect with outside agencies such as ACC and Workforce Solutions.  <b>Strategy's Expected Result/Impact:</b> Increase student awareness of college and career opportunities.  <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 2  <b>Funding Sources:</b> Post secondary connections - 199 - General Fund: State Compensatory Education - \$49,178</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide training in testing environment and strategies to utilized when taking the TSI exam.  <b>Strategy's Expected Result/Impact:</b> Increase passing on TSI.</p> <p><b>Problem Statements:</b> Student Learning 3  <b>Funding Sources:</b> Testing strategies and intervention - 199 - General Fund: State Compensatory Education - \$49,178</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 3 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 2:</b> Infrequent engagement with community organizations and businesses to promote student opportunities in workforce and college. <b>Root Cause:</b> Challenges starting back up after the pandemic.</p>
<b>Student Learning</b>
<p><b>Problem Statement 2:</b> Students need increased opportunities to connect with outside organizations for career building - such as ACC, Texas Workforce Solutions. <b>Root Cause:</b> Since moving to the new building during COVID, these types of organizations have not been coming on campus.</p>
<p><b>Problem Statement 3:</b> Students unfinished learning gaps are impacting success in current coursework. <b>Root Cause:</b> In year following COVID-19 the passing rate on STAAR/EOC was low for the content areas where students had received a waiver in the previous year.</p>

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

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





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create a panel of students to lead discussions on school improvement. <b>Strategy's Expected Result/Impact:</b> Insight from student perspective on effective school improvement initiatives. <b>Staff Responsible for Monitoring:</b> 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 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><b>Strategy 1:</b> Utilize the tools from our MTSS team and CKH to create and sustain a campus culture that embraces safety and well-being.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased perception of safety and well-being on campus in staff and student survey results.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 3</p> <p><b>Funding Sources:</b> MTSS implementation - 199 - General Fund: State Compensatory Education - \$49,181</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Partner with the AWARE grant counselors on preventative curriculum and intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased disciplinary rates due to students being equipped to make better choices.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</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>				





**Performance Objective 5 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 3:</b> Intentional follow through is needed for continued implementation of new MTSS system within the context of Emergent Tree and Capturing Kids Hearts strategies. <b>Root Cause:</b> Ownership among stakeholders for shared building with new systems for campus and district.</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			
<b>Strategy 1:</b> Encourage and mentor staff seeking to grow professionally. <b>Strategy's Expected Result/Impact:</b> Increase staff reports of growth in survey results. <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide information regarding the supports offered through EISD <b>Strategy's Expected Result/Impact:</b> Increased participation in programs such as Grow Your Own. <b>Staff Responsible for Monitoring:</b> 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 2:** Elgin ISD will engage in professional learning and supporting highly effective staff.

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





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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide information regarding professional growth and supports offered through EISD PD Plan. <b>Strategy's Expected Result/Impact:</b> Staff participation in Wildcat Academy and other PD opportunities. <b>Staff Responsible for Monitoring:</b> 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 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: Maintain a safe and secure environment by following established protocols.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

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





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

Strategy 1 Details	Reviews			
Strategy 1: Offer a staff climate survey in the fall and spring semesters.	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 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			
<b>Strategy 1:</b> Increase presence on social media and district events to celebrate student successes. <b>Strategy's Expected Result/Impact:</b> Increased positive presence on social media. <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Post monthly graduates on social media as they complete graduation requirements. <b>Strategy's Expected Result/Impact:</b> Increase awareness through social media on the number of students graduating. <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% 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			
<b>Strategy 1:</b> Invite community members, parents and students to our Campus Advisory Committee meeting. <b>Strategy's Expected Result/Impact:</b> Increased input and perspective from a variety of stakeholders. <b>Staff Responsible for Monitoring:</b> 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 3:** Elgin ISD will enhance community engagement and partnerships.





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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> PHS 30 year anniversary events in the Fall of 2023. <b>Strategy's Expected Result/Impact:</b> Positive recognition of the contributions PHS has made in the community. <b>Staff Responsible for Monitoring:</b> 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><b>Strategy 1:</b> Monthly T&amp;L meetings with time allotted to meet with CFO in regards to budget and activities to ensure alignment.</p> <p><b>Strategy's Expected Result/Impact:</b> Increases student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





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

**Performance Objective 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			
<b>Strategy 1:</b> Communicate and review any updates with students and staff <b>Strategy's Expected Result/Impact:</b> Increase student and staff awareness of planning activities to inform their input. <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 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><b>Strategy 1:</b> Maintain and ensure safety measures as well as encourage participation in surveys, bond meetings and safety meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in survey results reporting safe and secure facilities.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</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 5:** Elgin ISD will increase its student achievement performance in the areas of literacy and numeracy.

**Performance Objective 1:** The percent of Elgin ISD students reaching the projected "Meets Grade Level" standard on NWEA Map Growth Reading will increase from 14.5% to 30% by the end of the 2022-2023 school year.





**Evaluation Data Sources:** NWEA MAP Proficiency Report

Strategy 1 Details	Reviews			
Strategy 1: Utilize Map data to drive small group instruction.	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**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 students reaching the projected "Meets Grade Level" standard on NWEA Map Growth Math will increase from 10.9% to 20% by the end of the 2022-2023 school year.

**Evaluation Data Sources:** NWEA MAP Proficiency Report

Strategy 1 Details	Reviews			
Strategy 1: Utilize Map data to drive small group instruction.	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				