

# Elgin Independent School District

## Elgin Elementary School

2019-2020



# Mission Statement

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

## Vision

Elgin ISD changes lives.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

In Domain I, we need a 7% growth for approaches, meets, and masters. In Domain II, 55% of students will show progress.

Student outcomes are lower than expected in all contents and grade levels. At least a 7% increase in each STAAR tested subject area and grade level is needed or surpass targeted goal.

# Student Achievement

## Student Achievement Summary

### EES STUDENT DATA FROM TIP 2019-2020

% of Students at Campus Determined Proficiency Level

| Grade level | Subject tested    | Cycle 1                |        |        | Cycle 2                |        |        | Cycle 3                |      |        |
|-------------|-------------------|------------------------|--------|--------|------------------------|--------|--------|------------------------|------|--------|
|             |                   | Data Source            | Goal   | Actual | Data Source            | Goal   | Actual | Data Source            | Goal | Actual |
| PreK        | Reading Readiness | CLI                    | 70%    |        | CLI                    |        |        | CLI                    |      |        |
| Kinder      | Reading           | Performance Assessment | 4-Mar  |        | Performance Assessment |        |        | Performance Assessment |      |        |
| 1st         | Reading           | Performance Assessment | 4-Mar  |        | Performance Assessment |        |        | Performance Assessment |      |        |
| 2nd         | Reading           | Benchmark              | 70%    |        | Benchmark              |        |        | Benchmark              |      |        |
| 3rd         | Reading           | Benchmark              | 70%    |        | Benchmark              |        |        | Benchmark              |      |        |
| 4th         | Reading           | Benchmark              | 75%    |        | Benchmark              |        |        | Benchmark              |      |        |
| 5th         | Reading           | Benchmark              | 75%    |        | Benchmark              |        |        | Benchmark              |      |        |
| PreK        | Number Sense      | Benchmark              | 70%    |        | Benchmark              |        |        | Benchmark              |      |        |
| Kinder      | Math              | ESGI                   | 75%    |        | ESGI                   |        |        | ESGI                   |      |        |
| First       | Math              | STAR Math              | GE 1.0 |        | STAR Math              | GE 1.4 |        | STAR Math              |      |        |
| Second      | Math              | Benchmark              | 75%    |        | Benchmark              |        |        | Benchmark              |      |        |
| Third       | Math              | Benchmark              | 75%    |        | Benchmark              |        |        | Benchmark              |      |        |
| Fourth      | Math              | Benchmark              | 75%    |        | Benchmark              |        |        | Benchmark              |      |        |

% of Students at Campus Determined Proficiency Level

| Grade level | Subject tested | Cycle 1     |      |        | Cycle 2     |      |        | Cycle 3     |      |        |
|-------------|----------------|-------------|------|--------|-------------|------|--------|-------------|------|--------|
|             |                | Data Source | Goal | Actual | Data Source | Goal | Actual | Data Source | Goal | Actual |
| Fifth       | Math           | Benchmark   | 75%  |        | Benchmark   |      |        | Benchmark   |      |        |
| Fourth      | Writing        | Benchmark   | 75%  |        | Benchmark   |      |        | Benchmark   |      |        |
| Fifth       | Science        | Benchmark   | 75%  |        | Benchmark   |      |        | Benchmark   |      |        |

**Student Achievement Strengths**

# Priority Problem Statements

**Problem Statement 1:** Need for data-driven instruction

**Root Cause 1:** Student outcomes are lower than expected in all contents and grade levels; Inconsistent instructional decisions linked to student data.

**Problem Statement 1 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 2:** Need to recruit, select, assign, induct and retain a full staff of highly qualified educators.

**Root Cause 2:** Low teacher retention rate due to inconsistent acceptance of support as growth opportunity.

**Problem Statement 2 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 3:** Need for compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

**Root Cause 3:** Stigma of asking for help and not viewing all students as "our students."

**Problem Statement 3 Areas:** School Culture and Climate

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data
- PBMAS data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups



- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Homeless data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

### **Parent/Community Data**

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

### **Support Systems and Other Data**

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

# Goals

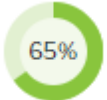
**Goal 1: Elgin Elementary will increase its student achievement performance in the areas of writing, literacy, and numeracy.**






**Performance Objective 1:** Focus on data-driven instruction.

**Evaluation Data Source(s) 1:** Increased STAAR scores in 2020

**Summative Evaluation 1:**

**Targeted or ESF High Priority**

| Strategy Description   | ELEMENTS      | Monitor  | Strategy's Expected Result/Impact | Reviews   |     |     |           |
|--|---------------|--|-----------------------------------|---|-----|-----|-----------|
|  |               |  |                                   | Formative   |     |     | Summative |
|  |               |  |                                   | Nov   | Jan | Mar | June      |
| <p><b>Targeted Support Strategy</b><br/> <b>TEA Priorities</b><br/>                     Build a foundation of reading and math<br/>                     Improve low-performing schools<br/> <b>ESF Levers</b><br/>                     Lever 4: High-Quality Curriculum<br/>                     Lever 5: Effective Instruction</p> <p>1) Following PLC data analysis, teachers will use findings to make informed decisions and changes to their instruction to address the student needs identified.</p> | 2.4, 2.5, 2.6 | Principal; Assistant Principal (s); Instructional Specialists; Master Teachers | Increased STAAR Scores in 2020.   |  |     |     |           |
| <p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1</p>  |               |  |                                   |   |     |     |           |

| Strategy Description  | ELEMENTS      | Monitor  | Strategy's Expected Result/Impact                      | Reviews   |     |     |           |
|---|---------------|--|--|---|-----|-----|-----------|
|   |               |  |  | Formative   |     |     | Summative |
|   |               |  |  | Nov   | Jan | Mar | June      |
| <p><b>Targeted Support Strategy</b><br/> <b>TEA Priorities</b><br/>           Build a foundation of reading and math<br/>           Improve low-performing schools<br/> <b>ESF Levers</b><br/>           Lever 1: Strong School Leadership and Planning<br/>           Lever 4: High-Quality Curriculum<br/>           Lever 5: Effective Instruction</p> <p>2) Utilize PLCs for DDI and creation of an action plan to reteach prioritized standards. Teachers use data analysis to improve their instruction, which will impact student achievement.</p> | 2.4, 2.5, 2.6 | Principal; Assistant Principal (s); Instructional Specialists; Master Teachers | Increased STAAR Scores in 2020.                        |  |     |     |           |
| <b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1  |               |  |  |   |     |     |           |
| <p><b>TEA Priorities</b><br/>           Build a foundation of reading and math<br/> <b>ESF Levers</b><br/>           Lever 5: Effective Instruction</p> <p>3) DCSI will provide flexibility in the dates the Common Unit Assessments are given on the campus. This will allow time for teachers and campus leaders to build in reteach time based on DDI protocols.</p>   | 2.4, 2.5, 2.6 | Principal; District Administration   | Increased time on task; Increased STAAR Scores in 2020 |   |     |     |           |
|  = Accomplished  = Continue/Modify  = No Progress  = Discontinue  |               |  |  |   |     |     |           |

**Performance Objective 1 Problem Statements:**


| Curriculum, Instruction, and Assessment   |
|---|
| <b>Problem Statement 1:</b> Need for data-driven instruction <b>Root Cause 1:</b> Student outcomes are lower than expected in all contents and grade levels; Inconsistent instructional decisions linked to student data. |






**Goal 1:** Elgin Elementary will increase its student achievement performance in the areas of writing, literacy, and numeracy.

**Performance Objective 2:** Increase rate of parent and family engagement.

**Evaluation Data Source(s) 2:** Growth in numbers of parents participating in meaningful parent and family engagement activities as evidenced by flyers, agendas, sign-in sheets and minutes/notes.

**Summative Evaluation 2:**

| Strategy Description  | ELEMENTS  | Monitor   | Strategy's Expected Result/Impact                                   | Reviews   |     |     |           |
|---|---|---|---|---|-----|-----|-----------|
|   |   |   |   | Formative   |     |     | Summative |
|   |   |   |   | Nov   | Jan | Mar | June      |
| <b>Targeted Support Strategy</b><br><b>TEA Priorities</b><br>Improve low-performing schools<br><b>ESF Levers</b><br>Lever 1: Strong School Leadership and Planning<br>Lever 3: Positive School Culture<br>1) Hold flexible Title I parent meeting/s at different times and dates to inform and involve parents in school-wide Title I planning and developing/revising Campus Parent and Family Engagement Policy and School Compact. | 3.1, 3.2  | Principal; State and Federal Programs Administrator | Increased parent engagement enabling growth in student achievement. |  |     |     |           |
|   | <b>Problem Statements:</b> School Culture and Climate 1 |   |   |   |     |     |           |
| <b>ESF Levers</b><br>Lever 3: Positive School Culture<br>2) Hold Elementary School parent conferences in October to distribute and review the Campus Parent and Family Engagement Policy, Student Success Compact, and to discuss student achievement.  | 3.1, 3.2  | Principal; State & Federal Programs Administrator   | Increased parent engagement enabling growth in student achievement. |   |     |     |           |
| <b>ESF Levers</b><br>Lever 3: Positive School Culture<br>3) Post Campus Improvement Plan, Campus Parent and Family Engagement Policy, and Campus Student Success Compact on campus website in both English and Spanish.   | 3.1   | Principal; State and Federal Program Administrator  | Increased parent engagement enabling growth in student achievement. |   |     |     |           |

| Strategy Description   | ELEMENTS  | Monitor                                   | Strategy's Expected Result/Impact                                  | Reviews   |     |     |           |
|--|---|---|--|---|-----|-----|-----------|
|  |   |   |  | Formative   |     |     | Summative |
|  |   |   |  | Nov   | Jan | Mar | June      |
| <b>Targeted Support Strategy</b><br><b>ESF Levers</b><br>Lever 3: Positive School Culture<br><br>4)<br>Hold educational parent meetings providing strategies and materials to engage parents in supporting their child's learning at home.   | 3.2   | Principal; Federal Programs Administrator | Increased parent engagement enabling growth in student achievement |  |     |     |           |
|  | <b>Problem Statements:</b> School Culture and Climate 1<br><b>Funding Sources:</b> 211 - Title I-Part A - 2498.50 |   |  |   |     |     |           |
|  = Accomplished  = Continue/Modify  = No Progress  = Discontinue |   |   |  |   |     |     |           |

**Performance Objective 2 Problem Statements:**

| School Culture and Climate   |
|--|
| <b>Problem Statement 1:</b> Need for compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations. <b>Root Cause 1:</b> Stigma of asking for help and not viewing all students as "our students." |

**Goal 1:** Elgin Elementary will increase its student achievement performance in the areas of writing, literacy, and numeracy.





**Performance Objective 3:** The percent of Elgin ISD students reaching "Masters Grade Level" Standard on writing STAAR will increase from 20% to 40% by 2024.

**Evaluation Data Source(s) 3:** STAAR 2024 Data

**Summative Evaluation 3:**

**Targeted or ESF High Priority**

| Strategy Description   | ELEMENTS | Monitor                                     | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|----------|---|---|-----------|-----|-----|-----------|
|  |          |   |   | Formative |     |     | Summative |
|  |          |   |   | Nov       | Jan | Mar | June      |
| <p><b>TEA Priorities</b><br/>Build a foundation of reading and math</p> <p><b>ESF Levers</b><br/>Lever 2: Effective, Well-Supported Teachers<br/>Lever 5: Effective Instruction</p> <p>1) Additional Instructional Specialist positions added at the campus level that provide specific content-area support for Math and Reading/Language Arts.</p> | 2.4, 2.5 | Asst. supt.<br>Academics & SI;<br>Principal | Increased focus on math and reading content areas, to include data monitoring and teacher support                 |           |     |     |           |
| <p><b>TEA Priorities</b><br/>Build a foundation of reading and math</p> <p><b>ESF Levers</b><br/>Lever 2: Effective, Well-Supported Teachers<br/>Lever 5: Effective Instruction</p> <p>2) Ensure Instructional Specialists are provided professional development and coaching to better serve teachers and students.</p>                             | 2.4, 2.5 | Asst. Supt.<br>Academics & SI;<br>Principal | Less reliance on outside consultants as a result of the expertise created within campus instructional specialists |           |     |     |           |

| Strategy Description   | ELEMENTS      | Monitor                    | Strategy's Expected Result/Impact                                   | Reviews   |     |     |           |
|--|---------------|----------------------------|---|-----------|-----|-----|-----------|
|  |               |                            |   | Formative |     |     | Summative |
|  |               |                            |   | Nov       | Jan | Mar | June      |
| <p><b>TEA Priorities</b><br/>Build a foundation of reading and math</p> <p><b>ESF Levers</b><br/>Lever 4: High-Quality Curriculum<br/>Lever 5: Effective Instruction</p> <p>3) Literacy Task Force sessions are campus-led, allowing for individual campus needs to be met in regards to writing. (Elementary and Middle Schools.) Utilize the Reading Specialists and Master Teachers to lead campus-specific writing professional development based on campus need, including the expectation that well-planned writing is to occur in each content area on a daily basis.</p>   | 2.4, 2.5, 2.6 | Asst. Supt. Academics & SI | Campuses will see increase in formative and summative writing data. |           |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div> |               |                            |   |           |     |     |           |

**Goal 1:** Elgin Elementary will increase its student achievement performance in the areas of writing, literacy, and numeracy.

**Performance Objective 4:** The percent of Elgin ISD students reaching "Meets Grade Level" Standard on reading STAAR will increase from 32% to 52% by 2024.


**Evaluation Data Source(s) 4:** STAAR 2020 Data

**Summative Evaluation 4:**


| Strategy Description   | ELEMENTS      | Monitor                                     | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|---------------|---|---|-----------|-----|-----|-----------|
|  |               |   |   | Formative |     |     | Summative |
|  |               |   |   | Nov       | Jan | Mar | June      |
| <p><b>TEA Priorities</b><br/>Build a foundation of reading and math</p> <p><b>ESF Levers</b><br/>Lever 5: Effective Instruction</p> <p>1) Additional Instructional Specialist positions added at each campus that provide specific content-area support for Math and Reading/Language Arts.</p>  | 2.4, 2.5, 2.6 | Asst. Supt.<br>Academic & SI;<br>Principal  | Increased focus on math and reading content areas, to include data monitoring and teacher support.                |           |     |     |           |
| <p><b>TEA Priorities</b><br/>Recruit, support, retain teachers and principals<br/>Build a foundation of reading and math</p> <p><b>ESF Levers</b><br/>Lever 5: Effective Instruction</p> <p>2) Ensure Instructional Specialists are provided professional development and coaching to better serve teachers and students</p>   | 2.6           | Asst. Supt.<br>Academics & SI;<br>Principal | Less reliance on outside consultants as a result of the expertise created within campus instructional specialists |           |     |     |           |
| <p><b>TEA Priorities</b><br/>Build a foundation of reading and math</p> <p><b>ESF Levers</b><br/>Lever 4: High-Quality Curriculum<br/>Lever 5: Effective Instruction</p> <p>3) Literacy Task Force sessions are campus-led, allowing for individual campus needs to be met in regards to reading. (Elementary and Middle Schools.) Utilize the Reading Specialists and Master Teachers to lead campus-specific reading professional development based on campus need, including the expectation that learnings are applied to improve content knowledge and instruction.</p> | 2.4, 2.5, 2.6 | Asst. Supt.<br>Academics & SI;<br>Principal | Campuses will see increase in formative and summative reading data  |           |     |     |           |




| Strategy Description   | ELEMENTS | Monitor                                    | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|----------|--|---|-----------|-----|-----|-----------|
|  |          |  |   | Formative |     |     | Summative |
|  |          |  |   | Nov       | Jan | Mar | June      |
| <b>TEA Priorities</b><br>Build a foundation of reading and math<br><b>ESF Levers</b><br>Lever 4: High-Quality Curriculum<br>Lever 5: Effective Instruction<br>4) Implement new Reading/Language Arts textbook adoption in grades K-8, with fidelity  | 2.4      | Asst Supt.<br>Academics & SI;<br>Principal | Consistency across Reading/Language Arts instruction in classrooms which leads to increased student performance in reading. |           |     |     |           |
| <b>TEA Priorities</b><br>Build a foundation of reading and math<br><b>ESF Levers</b><br>Lever 4: High-Quality Curriculum<br>Lever 5: Effective Instruction<br>5) Monitor fidelity of textbook implementation and adjust the implementation as needed based on data and feedback from campuses. | 2.4      | Asst. Supt.<br>Academics & SI              | Consistency across Reading/Language Arts instruction in classrooms which leads to increased student performance in reading. |           |     |     |           |




= Accomplished



= Continue/Modify



= No Progress



= Discontinue





**Goal 1:** Elgin Elementary will increase its student achievement performance in the areas of writing, literacy, and numeracy.

**Performance Objective 5:** The percent of Elgin ISD students reaching "Meets Grade Level" Standard on math STAAR will increase from 27% to 47% by 2024.

**Evaluation Data Source(s) 5:** STAAR 2020 Data

**Summative Evaluation 5:**

| Strategy Description  | ELEMENTS      | Monitor                               | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|---|---------------|---------------------------------------|---|-----------|-----|-----|-----------|
|   |               |                                       |   | Formative |     |     | Summative |
|   |               |                                       |   | Nov       | Jan | Mar | June      |
| <p><b>TEA Priorities</b><br/>Build a foundation of reading and math</p> <p><b>ESF Levers</b><br/>Lever 4: High-Quality Curriculum<br/>Lever 5: Effective Instruction</p> <p>1) Additional Instructional Specialist positions added at each campus that provide specific content-area support for Math and Reading/Language Arts.</p>  | 2.4           | Asst. Supt. Academics & SI; Principal | Increased focus on math and reading content areas, to include data monitoring and teacher support.                |           |     |     |           |
| <b>Funding Sources:</b> 211 - Title I-Part A - 131918.18  |               |                                       |   |           |     |     |           |
| <p><b>TEA Priorities</b><br/>Build a foundation of reading and math</p> <p><b>ESF Levers</b><br/>Lever 5: Effective Instruction</p> <p>2) Ensure Instructional Specialists are provided professional development and coaching to better serve teachers and students.</p>  | 2.4, 2.5, 2.6 | Asst. Supt. Academics & SI; Principal | Less reliance on outside consultants as a result of the expertise created within campus instructional specialists |           |     |     |           |
| <p><b>TEA Priorities</b><br/>Build a foundation of reading and math</p> <p><b>ESF Levers</b><br/>Lever 4: High-Quality Curriculum<br/>Lever 5: Effective Instruction</p> <p>3) Math Task Force sessions are campus-led, allowing for individual campus needs to be met in regards to math. (Elementary and Middle Schools.) Utilize the Math Specialists and Master Teachers to lead campus-specific math professional development based on campus need, including the expectation that learnings are applied to improve content knowledge and instruction.</p> | 2.4, 2.5, 2.6 | Asst. Supt. Academics & SI; Principal | Campuses will see increases in formative and summative math data.   |           |     |     |           |





| Strategy Description   | ELEMENTS      | Monitor                               | Strategy's Expected Result/Impact                                 | Reviews   |     |     |           |
|--|---------------|---------------------------------------|---|-----------|-----|-----|-----------|
|  |               |                                       |   | Formative |     |     | Summative |
|  |               |                                       |   | Nov       | Jan | Mar | June      |
| <b>TEA Priorities</b><br>Build a foundation of reading and math<br><b>ESF Levers</b><br>Lever 4: High-Quality Curriculum<br>Lever 5: Effective Instruction<br>4) Provide math professional development in grades K-Algebra I to build teacher and math specialist capacity, with the expectation that learnings are applied to improve content knowledge and instruction.  | 2.4, 2.5, 2.6 | Asst. Supt. Academics & SI; Principal | Campuses will see increases in formative and summative math data. |           |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div> |               |                                       |   |           |     |     |           |

**Goal 1:** Elgin Elementary will increase its student achievement performance in the areas of writing, literacy, and numeracy.

**Performance Objective 6:** Provide direct targeted student intervention in writing, reading/language arts and math.

**Evaluation Data Source(s) 6:** STAAR 2020

**Summative Evaluation 6:**

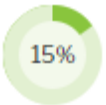
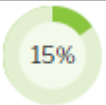
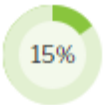
| Strategy Description   | ELEMENTS      | Monitor   | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|---------------|-----------|---|-----------|-----|-----|-----------|
|  |               |           |   | Formative |     |     | Summative |
|  |               |           |   | Nov       | Jan | Mar | June      |
| <b>TEA Priorities</b><br>Build a foundation of reading and math<br><b>ESF Levers</b><br>Lever 5: Effective Instruction<br>1) Provide direct, targeted small group intervention in writing, reading/language arts/, and math that is supplemental to regular classroom instruction.   | 2.4, 2.5, 2.6 | Principal | Student academic growth as evidenced on district benchmarks and STAAR 2020. |           |     |     |           |
| <b>Funding Sources:</b> 199 - General Fund: State Compensatory Education - 113064.00, 211 - Title I-Part A - 35004.05  |               |           |   |           |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div> |               |           |   |           |     |     |           |






## Goal 2: Elgin Elementary will increase teacher and administrator retention rates.

**Performance Objective 1:** Recruit, select, assign, induct and retain a full staff of highly qualified educators.

**Evaluation Data Source(s) 1:** Increased teacher retention rate for 2019-2020

### Summative Evaluation 1:

| Strategy Description   | ELEMENTS | Monitor                       | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|----------|-------------------------------|---|---|-----|-----|-----------|
|  |          |                               |   | Formative   |     |     | Summative |
|  |          |                               |   | Nov   | Jan | Mar | June      |
| <p><b>Targeted Support Strategy</b><br/> <b>TEA Priorities</b><br/>                     Recruit, support, retain teachers and principals<br/> <b>ESF Levers</b><br/>                     Lever 2: Effective, Well-Supported Teachers<br/>                     1) Provide all teachers with personalized strategies and targeted support to positively impact instruction and ensure all teachers feel supported and are effective.</p>           | 2.5, 2.6 | Principal; Human Capital team | Increased teacher retention at end of school year 2019-2020                         |    |     |     |           |
| <b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1   |          |                               |   |   |     |     |           |
| <p><b>Targeted Support Strategy</b><br/> <b>TEA Priorities</b><br/>                     Recruit, support, retain teachers and principals<br/>                     2) Recruit, select, and retain highly-qualified bilingual teachers, as this is a high needs area, via support from the Human Capital team.</p>   | 2.5, 2.6 | Principal; Human Capital team | Increased bilingual teacher retention at end of school year 2019-2020.              |    |     |     |           |
| <b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1   |          |                               |   |   |     |     |           |
| <p><b>Targeted Support Strategy</b><br/> <b>TEA Priorities</b><br/>                     Recruit, support, retain teachers and principals<br/> <b>ESF Levers</b><br/>                     Lever 2: Effective, Well-Supported Teachers<br/>                     3) Identify which job fairs have the highest pool of bilingual applicants, traditionally, and work to provide release time for the principal to attend recruit for the campus.</p> | 2.5, 2.6 | Principal; Human Capital team | Increased number of bilingual teachers; Fewer unfilled bilingual teacher positions. |  |     |     |           |
| <b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1   |          |                               |   |   |     |     |           |

| Strategy Description   | ELEMENTS      | Monitor   | Strategy's Expected Result/Impact                           | Reviews   |     |     |           |
|--|---------------|-----------|---|---|-----|-----|-----------|
|  |               |           |   | Formative   |     |     | Summative |
|  |               |           |   | Nov   | Jan | Mar | June      |
| <b>Targeted Support Strategy</b><br><b>TEA Priorities</b><br>Recruit, support, retain teachers and principals<br><b>ESF Levers</b><br>Lever 3: Positive School Culture<br>4) Instructional leadership provides multiple opportunities for support that are meaningful to all teachers.   | 2.4, 2.5, 2.6 | Principal | Increased teacher retention at end of school year 2019-2020 |  |     |     |           |
| <b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1   |               |           |   |   |     |     |           |
|  = Accomplished  = Continue/Modify  = No Progress  = Discontinue |               |           |   |   |     |     |           |

**Performance Objective 1 Problem Statements:**






|   |
|---|
| <b>Staff Quality, Recruitment, and Retention</b>  |
| <b>Problem Statement 1:</b> Need to recruit, select, assign, induct and retain a full staff of highly qualified educators. <b>Root Cause 1:</b> Low teacher retention rate due to inconsistent acceptance of support as growth opportunity. |
| <b>Curriculum, Instruction, and Assessment</b>  |
| <b>Problem Statement 1:</b> Need for data-driven instruction <b>Root Cause 1:</b> Student outcomes are lower than expected in all contents and grade levels; Inconsistent instructional decisions linked to student data.                   |

**Goal 2:** Elgin Elementary will increase teacher and administrator retention rates.

**Performance Objective 2:** Job satisfaction of staff at the campus level will improve, as measured by campus communication processes and climate surveys

**Evaluation Data Source(s) 2:** Reach the E; School Quality Survey; Exit survey data; Superintendent Listening Tour

**Summative Evaluation 2:**

| Strategy Description   | ELEMENTS | Monitor                          | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|----------|----------------------------------|---|---|-----|-----|-----------|
|  |          |                                  |   | Formative   |     |     | Summative |
|  |          |                                  |   | Nov   | Jan | Mar | June      |
| <b>TEA Priorities</b><br>Recruit, support, retain teachers and principals<br><b>ESF Levers</b><br>Lever 3: Positive School Culture<br>1)<br>1) Conduct district-wide "listening tours" each semester to ensure all staff have an opportunity to provide real time feedback to district leaders.  |          | Superintendent                   | Decrease in turnover rate of teachers and administrators; Improved morale |   |     |     |           |
| <b>Targeted Support Strategy</b><br><b>TEA Priorities</b><br>Recruit, support, retain teachers and principals<br><b>ESF Levers</b><br>Lever 3: Positive School Culture<br>2) Implement "Power of Moments" activities to increase staff and campus morale.  | 2.5      | Principal                        | Decrease in turnover rate of teachers and administrators                  |  |     |     |           |
| <b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1   |          |                                  |   |   |     |     |           |
| <b>TEA Priorities</b><br>Recruit, support, retain teachers and principals<br><b>ESF Levers</b><br>Lever 3: Positive School Culture<br>3) Promote and Utilize "REACH the E" as the district and campus primary communication platform.  | 3.2      | District/Campus Leadership Teams | Decrease in turnover rate of teachers and administrators.                 |   |     |     |           |
|  = Accomplished  = Continue/Modify  = No Progress  = Discontinue |          |                                  |   |   |     |     |           |

**Performance Objective 2 Problem Statements:**

**Staff Quality, Recruitment, and Retention**

**Problem Statement 1:** Need to recruit, select, assign, induct and retain a full staff of highly qualified educators. **Root Cause 1:** Low teacher retention rate due to inconsistent acceptance of support as growth opportunity.




**Goal 2:** Elgin Elementary will increase teacher and administrator retention rates.


**Performance Objective 3:** Cultural Competency of staff increases such that they are able to successfully REACH and teach students of diverse backgrounds and experiences.


**Evaluation Data Source(s) 3:** School Quality Survey


**Summative Evaluation 3:**

| Strategy Description   | ELEMENTS | Monitor                                  | Strategy's Expected Result/Impact                    | Reviews   |     |     |           |
|--|----------|--|--|-----------|-----|-----|-----------|
|  |          |  |  | Formative |     |     | Summative |
|  |          |  |  | Nov       | Jan | Mar | June      |
| <p><b>TEA Priorities</b><br/>Recruit, support, retain teachers and principals<br/><b>ESF Levers</b><br/>Lever 3: Positive School Culture</p> <p>1)<br/>Continue to implement activities at the campus level to build cultural competency of teachers and staff in relation to the students served in EISD. Activities will occur on a quarterly basis, at a minimum.</p> | 2.6      | Asst. Supt. for Academics/SI; Principals | Decrease in teacher and administrator turnover rate. |           |     |     |           |
| <p><b>TEA Priorities</b><br/>Recruit, support, retain teachers and principals<br/><b>ESF Levers</b><br/>Lever 3: Positive School Culture</p> <p>2) Expand the campus leadership teams' knowledge and expertise in the area of cultural competency each summer to provide opportunities for growth.</p>   | 2.6      | Asst. Supt. for Academics/SI             | Decrease in teacher and administrator turnover rate. |           |     |     |           |

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

**Goal 2:** Elgin Elementary will increase teacher and administrator retention rates.

**Performance Objective 4:** Perceptions of staff related to consistent behavioral interventions and classroom support will improve, as measured by qualitative and/or survey data.

**Evaluation Data Source(s) 4:** Survey Data; Qualitative data from listening tours

**Summative Evaluation 4:**

| Strategy Description  | ELEMENTS | Monitor  | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|---|----------|--|--|-----------|-----|-----|-----------|
|   |          |  |  | Formative |     |     | Summative |
|   |          |  |  | Nov       | Jan | Mar | June      |
| <b>TEA Priorities</b><br>Recruit, support, retain teachers and principals<br>1) Increase staffing support that allows for a streamlined focus on behavioral support and intervention. These supports include a Campus Testing/504 Coordinators at each elementary campus. | 2.6      | Superintendent;<br>Campus Principals               | Decrease in teacher and administrator turnover rate; improved staff morale |           |     |     |           |
| <b>TEA Priorities</b><br>Recruit, support, retain teachers and principals<br>2) Streamline duties/responsibilities of campus administrators to ensure Assistant Principals' main focus is discipline management.  | 2.6      | Executive Cabinet;<br>Campus Principals            | Decrease in teacher and administrator turnover rate; improved staff morale |           |     |     |           |
| <b>TEA Priorities</b><br>Recruit, support, retain teachers and principals<br>3) Administer and analyze survey data to establish a baseline as it relates to perceptions of behavioral interventions and classroom support, to include support from campus administrators. | 2.6      | Executive Cabinet;<br>Principals                   | Decrease in teacher and administrator turnover rate; improved staff morale |           |     |     |           |
| <b>TEA Priorities</b><br>Recruit, support, retain teachers and principals<br>4) Campus leaders continue to monitor and adjust the implementation of the Ground Works handbooks to ensure consistent behavior interventions and classroom supports are provided.           | 2.6      | Asst. Supt. for<br>Academics and SI;<br>Principals | Decrease in teacher and administrator turnover rate.                       |           |     |     |           |
|   |          |  |  |           |     |     |           |

### Goal 3: Elgin Elementary will increase the percentage of graduating seniors that are College, Career, and/or Military Ready (CCMR).

#### Performance Objective 1:


The percentage of students participating in extracurricular activities will increase.

#### Evaluation Data Source(s) 1:


District-created student tracking mechanism

#### Summative Evaluation 1:


| Strategy Description  | ELEMENTS | Monitor                    | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|---|----------|----------------------------|---|-----------|-----|-----|-----------|
|   |          |                            |   | Formative |     |     | Summative |
|   |          |                            |   | Nov       | Jan | Mar | June      |
| <b>TEA Priorities</b><br>Connect high school to career and college<br><b>ESF Levers</b><br>Lever 3: Positive School Culture<br>1) Develop tracking mechanism to collect current student involvement in extracurricular activities and identify student focus groups for outreach efforts. |          | Asst. Supt. Academics & SI | Increase in percentage of students participating in extracurricular activities. |           |     |     |           |
| <b>TEA Priorities</b><br>Connect high school to career and college<br>2) Counselors will include advising on extracurricular and co-curricular offerings as part of individual academic advising  | 2.6      | Asst. Supt. Academic & SI  | Increase in percentage of students participating in extracurricular activities. |           |     |     |           |
| <b>TEA Priorities</b><br>Connect high school to career and college<br>3) Counselors will provide a summary report to each extracurricular and co-curricular sponsor for student follow-up and recruitment.  | 2.6      | Asst. Supt. Academics & SI | Increase in percentage of students participating in extracurricular activities. |           |     |     |           |




= Accomplished



= Continue/Modify



= No Progress








= Discontinue

**Goal 3:** Elgin Elementary will increase the percentage of graduating seniors that are College, Career, and/or Military Ready (CCMR).

**Performance Objective 2:** Implement Communities in Schools program to increase student engagement for At Risk students

**Evaluation Data Source(s) 2:** Increased academic performance; Increased high school completion

**Summative Evaluation 2:**

| Strategy Description   | ELEMENTS | Monitor                                  | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|----------|--|--|---|-----|-----|-----------|
|  |          |  |  | Formative   |     |     | Summative |
|  |          |  |  | Nov   | Jan | Mar | June      |
| <b>TEA Priorities</b><br>Improve low-performing schools<br><b>ESF Levers</b><br>Lever 3: Positive School Culture<br>1) Communities in Schools staff will begin new Communities in Schools program aimed at increased student support and engagement thereby increasing chances for school completion for At Risk Students.   | 2.6      | District Administrative Staff; Principal | Increased High School Completion; Increased attendance and participation in school activities. |  25% |     |     |           |
| <b>Funding Sources:</b> 199 - General Fund: State Compensatory Education - 30000.00  |          |  |  |   |     |     |           |
|  = Accomplished  = Continue/Modify  = No Progress  = Discontinue |          |  |  |   |     |     |           |




## Goal 4: Elgin Elementary will ensure consistent enforcement of safety and behavioral expectations for students and staff.

**Performance Objective 1:** Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

**Evaluation Data Source(s) 1:** Consistent school wide systems and expectations; All students held accountable by PLC attendance and Task Force attendance. Data is both qualitative and quantitative.

### Summative Evaluation 1:

#### Targeted or ESF High Priority

| Strategy Description  | ELEMENTS | Monitor   | Strategy's Expected Result/Impact                                     | Reviews   |     |     |           |
|---|----------|---|---|---|-----|-----|-----------|
|   |          |   |   | Formative   |     |     | Summative |
|   |          |   |   | Nov   | Jan | Mar | June      |
| <b>ESF Levers</b><br>Lever 1: Strong School Leadership and Planning<br>Lever 3: Positive School Culture<br>1) All staff will develop and maintain a joint responsibility for the success of all students.   | 2.5, 2.6 | Principal   | All students held accountable for following school-wide expectations. |    |     |     |           |
|   |          |   |   | <b>Problem Statements:</b> School Culture and Climate 1                               |     |     |           |
| <b>TEA Priorities</b><br>Recruit, support, retain teachers and principals<br><b>ESF Levers</b><br>Lever 3: Positive School Culture<br>2) Staff will hold themselves, other staff members, and students accountable for following school-wide expectations.  | 2.5, 2.6 | Principal, Assistant Principals, Instructional Specialists, Master Teachers | All students held accountable for following schoolwide expectations.  |    |     |     |           |
| <b>Targeted Support Strategy</b><br><b>TEA Priorities</b><br>Recruit, support, retain teachers and principals<br><b>ESF Levers</b><br>Lever 1: Strong School Leadership and Planning<br>Lever 2: Effective, Well-Supported Teachers<br>Lever 3: Positive School Culture<br>3) Maintain and monitor high academic and behavioral expectations of students and staff to create a positive impact on our school culture and lead to a reduction in staff turnover. |          | Principal   | Maximized learning time and increased academic progress.              |  |     |     |           |
|   |          |   | Increased teacher retention.  | <b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1                |     |     |           |

| Strategy Description  | ELEMENTS | Monitor                         | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|---|----------|---------------------------------|--|-----------|-----|-----|-----------|
|   |          |                                 |  | Formative |     |     | Summative |
|   |          |                                 |  | Nov       | Jan | Mar | June      |
| <p><b>TEA Priorities</b><br/>Recruit, support, retain teachers and principals<br/>Improve low-performing schools</p> <p><b>ESF Levers</b><br/>Lever 1: Strong School Leadership and Planning<br/>Lever 3: Positive School Culture</p> <p>4) Principal Supervisor and DCSI will assist principal in updating the aesthetics of the campus. This includes ensuring timely communication about the status of identified updates.</p> |          | Principal; Principal Supervisor | Improved aesthetics will create more student ownership and respect for their learning environment, directly impacting schoolwide expectations. |           |     |     |           |
| <b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1  |          |                                 |  |           |     |     |           |
|   |          |                                 |  |           |     |     |           |

**Performance Objective 1 Problem Statements:**

| School Culture and Climate   |
|--|
| <b>Problem Statement 1:</b> Need for compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations. <b>Root Cause 1:</b> Stigma of asking for help and not viewing all students as "our students." |
| Staff Quality, Recruitment, and Retention  |
| <b>Problem Statement 1:</b> Need to recruit, select, assign, induct and retain a full staff of highly qualified educators. <b>Root Cause 1:</b> Low teacher retention rate due to inconsistent acceptance of support as growth opportunity.    |

# State Compensatory

## Budget for Elgin Elementary School:

| <u>Account Code</u>                              | <u>Account Title</u>   | <u>Budget</u>       |
|--|--|---------------------|
| <b>6100 Payroll Costs</b>                        |  |                     |
| 6119   | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$62,185.20         |
| 6129   | 6129 Salaries or Wages for Support Personnel                       | \$50,878.80         |
| <b>6100 Subtotal:</b>                            |  | <b>\$113,064.00</b> |
| <b>6200 Professional and Contracted Services</b> |  |                     |
| 6219   | 6216 Professional Services - Locally Defined                       | \$30,000.00         |
| <b>6200 Subtotal:</b>                            |  | <b>\$30,000.00</b>  |

## Personnel for Elgin Elementary School:

| <u>Name</u> | <u>Position</u>                          | <u>Program</u>         | <u>FTE</u> |
|-------------|--|------------------------|------------|
| D. Hanson   | EL At -Risk Interventionist              | State Compensatory Ed. | 1          |
| L. Carrillo | Instructional Paraprofessional - At Risk | State Compensatory Ed. | 1          |
| T. Motes    | Paraprofessional - At Risk Intervention  | State Compensatory Ed. | 1          |



# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

See CNA Section of Campus Plan in Plan4Learning.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

See membership and meeting documentation for CAC (Campus Advisory Committee).

### **2.2: Regular monitoring and revision**

See formative and summative review of campus plan in Plan4Learning.

### **2.3: Available to parents and community in an understandable format and language**

See Spanish and English plans posted on District website.

### **2.4: Opportunities for all children to meet State standards**

See Goal 1 Campus CIP.

Specific strategies in Title I Schoolwide Element's Strategies drop down box below.

## **2.5: Increased learning time and well-rounded education**

See Goals 1 and 4 in Campus CIP.

Specific strategies in Title I Schoolwide Element's Strategies drop down box below.

## **2.6: Address needs of all students, particularly at-risk**

See Goals 1, 2, and 3 in Campus CIP.

Specific strategies in Title I Schoolwide Element's Strategies drop down box below.

# **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

## **3.1: Develop and distribute Parent and Family Engagement Policy**

See Goal 1 Campus CIP.

Specific strategies in Title I Schoolwide Element's Strategies drop down box below.

## **3.2: Offer flexible number of parent involvement meetings**

See Goals 1 and 2 in Campus CIP.

Specific strategies in Title I Schoolwide Element's Strategies drop down box below.

# Title I Personnel

| <u>Name</u>    | <u>Position</u>          | <u>Program</u> | <u>FTE</u> |
|----------------|--------------------------|----------------|------------|
| A. Oviedo      | Classroom Aide           | Title I        | 1          |
| M. Del Rosario | Instructional Specialist | Title I        | 1          |
| M. Siller      | Instructional Aide       | Title I        | 1          |
| S. Herrera     | Instructional Specialist | Title I        | 1          |

# Campus Advisory Committee

| <b>Committee Role</b>       | <b>Name</b>       | <b>Position</b>                           |
|-----------------------------|-------------------|---|
| Administrator               | Sarah Farias      | Principal                                 |
| Administrator               | Robert Truhill    | Assistant Principal                       |
| Administrator               | Cara Farnsworth   | Assistant Principal                       |
| Administrator               | Kimberly Martinec | CTC 504 Coordinator                       |
| Classroom Teacher           | Christa Wilson    | Teacher                                   |
| Non-classroom Professional  | Kelsey Schatte    | Counselor                                 |
| Classroom Teacher           | Kimberly Rodman   | Teacher                                   |
| Classroom Teacher           | Sara Torres       | Teacher                                   |
| Classroom Teacher           | Alex Lundgren     | Teacher                                   |
| Classroom Teacher           | Sarah Ozuniga     | Teacher                                   |
| Classroom Teacher           | Megan Wehrle      | Teacher                                   |
| Classroom Teacher           | Benjamin Dickey   | Teacher                                   |
| Classroom Teacher           | Rebecca Core      | Teacher                                   |
| District-level Professional | Cynthia Pawelek   | Director of Assessment and Accountability |
| Community Representative    | Pete Bega         | Community Member                          |
| Parent                      | Shelly Knezek     | Parent                                    |

# Campus Funding Summary

| <b>199 - General Fund: State Compensatory Education</b> |                  |                 |  |                     |               |
|---|------------------|-----------------|--|---------------------|---------------|
| <b>Goal</b>   | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b>                      | <b>Account Code</b> | <b>Amount</b> |
| 1   | 6                | 1               | EL - AT Risk Interventionist                 |                     | \$62,185.20   |
| 1   | 6                | 1               | Instructional Paraprofessional - At Risk     |                     | \$27,135.36   |
| 1   | 6                | 1               | Paraprofessional - At Risk Intervention      |                     | \$23,743.44   |
| 3   | 2                | 1               | Program Resources for Communities in Schools |                     | \$30,000.00   |
| <b>Sub-Total</b>  |                  |                 |  |                     | \$143,064.00  |
| <b>211 - Title I-Part A</b>                             |                  |                 |  |                     |               |
| <b>Goal</b>   | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b>                      | <b>Account Code</b> | <b>Amount</b> |
| 1   | 2                | 4               | Parent Involvement Supplies and Materials    |                     | \$2,498.50    |
| 1   | 5                | 1               | Instructional Specialists                    |                     | \$131,918.18  |
| 1   | 6                | 1               | Instructional Supplies - Intervention        |                     | \$13,529.00   |
| 1   | 6                | 1               | Paraprofessional Intervention Staff          |                     | \$21,475.05   |
| <b>Sub-Total</b>  |                  |                 |  |                     | \$169,420.73  |
| <b>Grand Total</b>                                      |                  |                 |  |                     | \$312,484.73  |