

Elgin Independent School District

Elgin Middle 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

Domain I: 72, Domain II: 80, Domain III: 71

Our student outcomes are below where they need to be across the board, so on average, we want to see a 5 percentage point increase in all STAAR tested subject areas and a 10 percentage point increase for 6th and 7th grade STAAR tested subjects.

Student Achievement

Student Achievement Summary

EMS 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
6	Math	Benchmark	35		Benchmark		Benchmark			
6	Reading	Benchmark	35		Benchmark		Benchmark			
7	Math	Benchmark	35		Benchmark		Benchmark			
7	Reading	Benchmark	35		Benchmark		Benchmark			
7	Writing	Benchmark	35		Benchmark		Benchmark			
8	Math	Benchmark	35		Benchmark		Benchmark			
8	Reading	Benchmark	45		Benchmark		Benchmark			
8	Science	Benchmark	45		Benchmark		Benchmark			
8	Social Studies	Benchmark	35		Benchmark		Benchmark			
8	EOC Algebra	Benchmark	80		Benchmark		Benchmark			

Student Achievement Strengths

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Need for objective-driven daily lesson plans with formative assessments. **Root Cause:** Current lesson plans are sometimes not as detailed as possible for optimal effectiveness.

Priority Problem Statements

Problem Statement 1: Need compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

Root Cause 1: Inconsistency in ability to identify and see the value and purpose of aligned vision, mission, goals, and values.

Problem Statement 1 Areas: School Culture and Climate

Problem Statement 2: Need for objective-driven daily lesson plans with formative assessments.

Root Cause 2: Current lesson plans are sometimes not as detailed as possible for optimal effectiveness.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Need for data-driven instruction.

Root Cause 3: Lack of consistent formative assessment; teacher concern over time required to plan.

Problem Statement 3 Areas: Curriculum, Instruction, and Assessment

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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- 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

- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

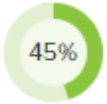

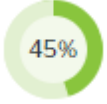
Goals







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

Performance Objective 1: Implement data-driven instruction.

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math ESF Levers Lever 5: Effective Instruction 1) Look deeply at student data and make strong instructional decisions based on that data.	2.4, 2.5, 2.6	Principal; Assistant Principals	Increased STAAR Scores in 2020				
TEA Priorities Build a foundation of reading and math ESF Levers Lever 5: Effective Instruction 2) Implement MatrixED, a student data software, in all core classes.	2.4, 2.6	Principal; Assistant Principals	Increased STAAR Scores in 2020				
Funding Sources: 211 - Title I-Part A - 300.00							
TEA Priorities Build a foundation of reading and math ESF Levers Lever 5: Effective Instruction 3) Build on last year's data digs and implement a digital data wall which core teachers will update after each unit assessment.	2.4, 2.5, 2.6	Principal; Assistant Principals	Increased STAAR Scores in 2020				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) Instructional Leadership Team (ILT) will lead PLCs and will follow the data-driven instruction protocol for Unit Assessments.	2.4, 2.5	Increased STAAR Scores in 2020	Increased STAAR Scores in 2020				
TEA Priorities Build a foundation of reading and math ESF Levers Lever 5: Effective Instruction 5) Teachers will be able to target specific students and create individualized plans for growth and content retention including reteach/retest.	2.4, 2.5, 2.6	Principal; Assistant Principals	Increased STAAR Scores in 2020				
Funding Sources: 199 - General Fund: State Compensatory Education - 110008.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 2: Implement objective-driven daily lesson plans with formative assessments.

Evaluation Data Source(s) 2: Teachers' daily lesson plans; Classroom observations

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math ESF Levers Lever 5: Effective Instruction 1) Teachers will receive weekly feedback on daily lesson plans.	2.4, 2.5, 2.6	Principal; Assistant Principals	Increased STAAR Scores in 2020				
TEA Priorities Build a foundation of reading and math ESF Levers Lever 5: Effective Instruction 2) Formative assessments will increase and be utilized by teachers to drive instruction, reteach, and extension.	2.4, 2.5, 2.6	Principal; Assistant Principals	Increased STAAR Scores in 2020				
TEA Priorities Build a foundation of reading and math ESF Levers Lever 5: Effective Instruction 3) Teachers will create exemplars in PLC and utilize in the classroom for the purpose of monitoring student understanding.	2.4, 2.5, 2.6	Principal; Assistant Principals	Increased STAAR Scores in 2020				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 3: Increase rate of parent and family engagement.

Evaluation Data Source(s) 3: 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 3:




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
ESF Levers Lever 3: Positive School Culture 1) Hold flexible Title I parent meeting/s at different times and dates to inform and involve parents in Schoolwide 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.				
ESF Levers Lever 3: Positive School Culture 2) 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.				
ESF Levers Lever 3: Positive School Culture 3) 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.				
Funding Sources: 211 - Title I-Part A - 2498.50							
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 4: 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) 4: STAAR 2020 Data

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers 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. Academics & SI; Principal	Increased focus on math and reading content areas, to include data monitoring and teacher support.				
	Funding Sources: 211 - Title I-Part A - 55123.47						
<p>ESF Levers Lever 2: Effective, Well-Supported Teachers 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. Academics & SI; Principal	Less reliance on outside consultants as a result of the expertise created within campus instructional specialists				
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 4: High-Quality Curriculum 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 increases in formative and summative writing data.				




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June







Goal 1: Elgin Middle School 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 reading STAAR will increase from 32% to 52% 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>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers 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 Ar</p>	2.4, 2.5, 2.6	Asst. Supt. Academic & SI; Principal	Increased focus on math and reading content areas, to include data monitoring and teacher support.				
<p>ESF Levers Lever 5: Effective Instruction</p> <p>2) Ensure Instructional Specialists are provided professional development and coaching to better serve teachers and students.</p>		Asst. Supt. Academics & SI; Principal	Less reliance on outside consultants as a result of the expertise created within campus instructional specialists				
Funding Sources: 199 - General Fund: State Compensatory Education - 2.00							
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 4: High-Quality Curriculum 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. Academics & SI; Principal	Campuses will see increases in formative and summative reading data				
Funding Sources: 199 - General Fund: State Compensatory Education - 1.00							




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) Implement new Reading/Language Arts textbook adoption in grades K-8, with fidelity.	2.4	Asst Supt. Academics & SI; Principal	Consistency across Reading/Language Arts instruction in classrooms which leads to increased student performance in reading.				
TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 5) Monitor fidelity of textbook implementation and adjust the implementation as needed based on data and feedback from campuses.	2.4	Asst. Supt. Academics & SI					
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Goal 1: Elgin Middle School will increase its student achievement performance in the areas of writing, literacy, and numeracy.

Performance Objective 6: 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) 6: STAAR 2020 Data

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 4: High-Quality Curriculum 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. Academics & SI; Principal	Increased focus on math and reading content areas, to include data monitoring and teacher support.				
<p>TEA Priorities Build a foundation of reading and math</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>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 4: High-Quality Curriculum 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
TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 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.				
	Funding Sources: 211 - Title I-Part A - 10540.04						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 7: Provide direct targeted student intervention in writing, reading/language arts and math.

Evaluation Data Source(s) 7: STAAR 2020

Summative Evaluation 7:








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math ESF Levers Lever 5: Effective Instruction 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.				
Funding Sources: 211 - Title I-Part A - 166261.30, 199 - General Fund: State Compensatory Education - 333079.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 2: Elgin Middle School will increase teacher and administrator retention rates.

Performance Objective 1: Job satisfaction of staff at the campus and district levels will improve, as measured by district communication processes and climate surveys.

Evaluation Data Source(s) 1: Reach the E; School Quality Survey; Exit survey data; Superintendent Listening Tours

Summative Evaluation 1:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 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				
TEA Priorities Recruit, support, retain teachers and principals 2) Implement "Power of Moments" activities to increase staff and campus morale.		Executive Cabinet; Principals	Decrease in turnover rate of teachers and administrators				
3) Promote and Utilize "REACH the E" as the district's primary communication platform.	3.2	District/Campus Leadership Teams	Decrease in turnover rate of teachers and administrators.				
<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 2: Elgin Middle School will increase teacher and administrator retention rates.

Performance Objective 2: 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) 2: School Quality Survey;

Summative Evaluation 2:




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 2: Effective, Well-Supported Teachers 1) Continue to implement activities at the campus and district 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.		Asst. Supt. for Academics/SI; Principals	Decrease in teacher and administrator turnover rate.				
	Funding Sources: 199 - General Fund: State Compensatory Education - 2754.00						
TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 2: Effective, Well-Supported Teachers 2) Expand the campus leadership teams' knowledge and expertise in the area of cultural competency each summer to provide opportunities for growth.		Asst. Supt. for Academics/SI	Decrease in teacher and administrator turnover rate.				
	Funding Sources: 199 - General Fund: State Compensatory Education - 4.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							






Goal 2: Elgin Middle School will increase teacher and administrator retention rates.

Performance Objective 3: 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) 3: Survey Data; Qualitative data from listening tours

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers</p> <p>1) Increase staffing support that allows for a streamlined focus on behavioral support and intervention. These supports include hall monitors at the middle and high school levels and Campus Testing/504 Coordinators at each campus.</p>		Superintendent	Decrease in teacher and administrator turnover rate; improved staff morale				
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>2) Streamline duties/responsibilities of campus administrators to ensure Assistant Principals' main focus is discipline management.</p>		Executive Cabinet	Decrease in teacher and administrator turnover rate; improved staff morale				
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers</p> <p>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</p>		Executive Cabinet; Principals	Decrease in teacher and administrator turnover rate; improved staff morale				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers</p> <p>4) Campus and district leaders continue to monitor and adjust the implementation of the Ground Works handbooks to ensure consistent behavior interventions and classroom supports are provided.</p>		Assistant Superintendent for Academics and SI; Principals	Decrease in teacher and administrator turnover rate.				
<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 3: Elgin Middle School 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:

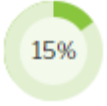




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Connect high school to career and college 1) Develop tracking mechanism to collect current student involvement in extracurricular activities and identify student focus groups for outreach efforts.		Asst. Supt. Academics & SI	Increase in percentage of students participating in extracurricular activities.				
TEA Priorities Connect high school to career and college 2) Continue implementation of "recruitment fairs" to promote extracurricular and co-curricular offerings.		Asst. Supt. Academics & SI	Increase in percentage of students participating in extracurricular activities.				
TEA Priorities Connect high school to career and college 3) Counselors will include advising on extracurricular and co-curricular offerings as part of individual academic advising.		Asst. Supt. Academics & SI	Increase in percentage of students participating in extracurricular activities.				
TEA Priorities Connect high school to career and college 4) Counselors will provide a summary report to each extracurricular and co-curricular sponsor for student follow-up and recruitment.		Asst. Supt. Academics & SI	Increase in percentage of students participating in extracurricular activities.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 3: Elgin Middle School 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:

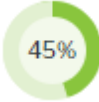






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Connect high school to career and college</p> <p>1) Communities in Schools staff will begin new Communities in Schools program aimed at increased student support and engagement thereby increasing chances for school completion for At Risk students.</p>	2.6	District Administrative Staff; Principal	Increased High School completion; Increased attendance and participation in school activities.				
Funding Sources: 199 - General Fund: State Compensatory Education - 30000.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 4: Elgin Middle School 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: All staff can acknowledge and identify our mission, vision, and core values.

Summative Evaluation 1:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
ESF Levers Lever 3: Positive School Culture 1) Increase consistent communication about the mission, vision, and core values, and REACH of the District and EMS, so that ALL staff can acknowledge and identify those declared values.		Principal	Increased positive outlook of community/parents on the campus.				
ESF Levers Lever 3: Positive School Culture 2) Students adopt and regularly utilize a student creed.		Principal	Student growth and success.				
ESF Levers Lever 3: Positive School Culture 3) Include parents in climate surveys.		Principal	Increase in communication between parents and the campus.				
<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 4: Elgin Middle School will ensure consistent enforcement of safety and behavioral expectations for students and staff.

Performance Objective 2: Provide an alternative learning environment for students needing additional behavior support.

Evaluation Data Source(s) 2: Improved learning environment allowing focused instruction.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide alternative learning opportunities at DAEP for students needing additional behavior support.	2.6	DAEP Administrator	Improved learning and instructional environment for students and teachers.				
Funding Sources: 199 - General Fund: State Compensatory Education - 61520.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

State Compensatory

Budget for Elgin Middle School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
6112	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,224.00
6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$371,112.00
6119 - DAEP	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$31,375.20
6122	6122 Salaries or Wages for Substitute Support Personnel	\$1,530.00
6129	6129 Salaries or Wages for Support Personnel	\$66,273.00
6129 - DAEP	6129 Salaries or Wages for Support Personnel	\$30,144.80
6100 Subtotal:		\$501,659.00
6200 Professional and Contracted Services		
6299	6299 Miscellaneous Contracted Services	\$30,003.00
6200 Subtotal:		\$30,003.00
6300 Supplies and Services		
6329	6329 Reading Materials	\$2.00
6339	6339 Testing Materials	\$5,701.00
6300 Subtotal:		\$5,703.00
6400 Other Operating Costs		
6499	6499 Miscellaneous Operating Costs	\$3.00
6400 Subtotal:		\$3.00

Personnel for Elgin Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
A. Lara	Teacher	State Compensatory Ed.	1
C. Gruetzner	Teacher	State Compensatory Ed.	1
E. Hodges	Instructional Specialist	State Compensatory Ed.	1
J. Boucher	Teacher	State Compensatory Ed.	1
M. Lopez	Teacher	State Compensatory Ed.	1
M. Yanez	Classroom Aide	State Compensatory Ed.	1
T. Kravitsky	Classroom Aide	State Compensatory Ed.	1
T. Reiley	Teacher	State Compensatory Ed.	1
T. Roman	Classroom Aide	State Compensatory Ed.	1
T. Summers	Teacher - DAEP	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).

See Plan notes and committees.

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 and Campus websites.

2.4: Opportunities for all children to meet State standards

See Goal 1 in Campus CIP.

Specific Objectives and Strategies in drop-down box below.

2.5: Increased learning time and well-rounded education

See Goal 1 in Campus CIP.

Specific Objectives and Strategies in drop-down box below.

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

See Goal 1 and Goal 3 in Campus CIP.

Specific Objectives and Strategies in drop-down box below.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

See Goal 1 in Campus CIP.

Specific Objectives and Strategies in drop-down box below.

3.2: Offer flexible number of parent involvement meetings

See Goal 1 and Goal 2 in Campus CIP.

Specific Objectives and Strategies in drop-down box below.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
C. Cole	Title I Instructional Specialist	Title I	1
K. Gordon	Title I Instructional Aide	Title I	1
K. Inlow	Intervention Teacher	Title I	1
L. Boyd	Instructional Paraprofessional	Title I	1
S. Forman	Title I Instructional Aide	Title I	1

Campus Advisory Committee

Committee Role	Name	Position
Administrator	Idolina Brasher	
Administrator	Jeffrey Martinez	
Administrator	Scott Martin	
Administrator	Theresa Colunga	
Classroom Teacher	Michelle Uballe	
Classroom Teacher	Rosanne Croteau	
Non-classroom Professional	Elizabeth Hodges	
Non-classroom Professional	Casey Cole	
Paraprofessional	Tawynna Moore Bell	
Parent	Lydia Collins	
Parent	Candace Lochridge	
Parent	Shae Lewis	
Parent	Nina Martinez	
Administrator	Riza Cooper	
Classroom Teacher	Ben Burford	ELA Teacher
Classroom Teacher	Emily O'brien	Science Teacher
Classroom Teacher	Matthew Forman	ELA Teacher - Grade Level Lead
Non-classroom Professional	Laurin Allen	Counselor
Non-classroom Professional	Delundra Williams	Counselor
District-level Professional	Polly David	SPED
Classroom Teacher	Megan Burson	Art Teacher - Elective Dept. Chair
Classroom Teacher	Patience Blythe	CCR teacher - 8th grade Team Lead

Committee Role	Name	Position
Parent	Parona Pease	
Community Representative	Amy Miller	
Parent	Rocio Sancez	
Parent	Becky Vragel	

Campus Funding Summary

199 - General Fund: State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Testing materials		\$5,700.00
1	1	5	Testing materials		\$1.00
1	1	5	Portion of Intervention Teachers' salaries		\$47,447.00
1	1	5	MS Instructional Specialist - At Risk		\$56,860.00
1	5	2	Educatin Service Center Services		\$1.00
1	5	2	Reading materials - Staff Dev.		\$1.00
1	5	3	Misc Operating Expense		\$1.00
1	7	1	Reading materials - Instructional		\$1.00
1	7	1	Intervention Teachers Salaries - At Risk		\$266,805.00
1	7	1	Paraprofessional Salaries - At Risk		\$66,273.00
2	2	1	Substitute teachers		\$1,224.00
2	2	1	Substitute support staff		\$1,530.00
2	2	2	Travel & subsistence - Staff Dev		\$1.00
2	2	2	Dues		\$1.00
2	2	2	Consulting Services		\$1.00
2	2	2	Misc Contract Sevices		\$1.00
3	2	1	Resources for Communities in Schools Program		\$30,000.00
4	2	1	DAEP Professional Staff		\$31,375.20
4	2	1	DAEP Paraprofessionals		\$30,144.80
Sub-Total					\$537,368.00

211 - Title I-Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Misc Constract Services		\$300.00
1	3	3	Parent Involvement supplies and m;aterials		\$1,148.50
1	3	3	Parent Involvement - Consulting Services		\$1,350.00
1	4	1	Instructional Specialist Salary		\$55,123.47
1	6	4	Consulting Services - Professional Dev.		\$10,540.04
1	7	1	Supplies - Student Intervention		\$15,680.00
1	7	1	Extra Help - Professional		\$8,835.00
1	7	1	Intervention Teachers' Salaries		\$74,810.64
1	7	1	Intervention Paraprofessionals Salaries		\$66,935.66
Sub-Total					\$234,723.31
Grand Total					\$772,091.31