

# **Elgin Independent School District**

## **Neidig Elementary School**

**2019-2020**



# Mission Statement

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

## Vision

EISD changes lives.

### Neidig Elementary School Vision

At Neidig Elementary, we are scholars, leaders, and life-long learners.

## Neidig Elementary School Collective Commitments

### Commitment #1

We will collaboratively develop rigorous and dynamic educational experiences to benefit our students.

### Commitment #2

We will approach our students' ability to achieve from a growth mindset.

### Commitment #3

We will build relationships with students to create a safe environment, ensuring students are ready to learn.

### Commitment #4

We will establish a positive and welcoming environment for all stakeholders.



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# Comprehensive Needs Assessment

## Needs Assessment Overview

**Domain 1: 71; Approaches - 70; Meets - 40; Masters - 15;**

**Domain 2: 75;**

**Domain 3: 74 - meet ALL growth targets**

# Student Achievement

## Student Achievement Summary

**Domain 1: 71; Approaches - 70; Meets - 40; Masters - 15; Domain 2: 75; Domain 3: 74 - meet ALL growth targets**

### Student Data - NES STUDENT DATA FROM TIP 2019-2020

Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
K	Reading (S) - DRA	Other	1		Other	2		Other	4		Other	4	
K	Reading - DRA	Other	1		Other	2		Other	4		Other	4	
K	Math (S) - STAR	Other	0.3		Other	0.7		Other	1		Other	1	
K	Math - STAR	Other	0.3		Other	0.7		Other	1		Other	1	
1	Reading (S) - DRA	Other	6		Other	12		Other	18		Other	18	
1	Reading - DRA	Other	6		Other	12		Other	18		Other	18	
1	Math (S) - STAR	Other	1.3		Other	1.7		Other	2		Other	2	
1	Math - STAR	Other	1.3		Other	1.7		Other	2		Other	2	
2	Reading (S) - DRA	Other	20		Other	24(F)		Other	28(NF)		Other	28(NF)	
2	Reading - DRA	Other	20		Other	24(F)		Other	28(NF)		Other	28(NF)	

2	Math (S) - STAR	Other	2.3	Other	2.7	Other	3	Other	3
2	Math - STAR	Other	2.3	Other	2.7	Other	3	Other	3
3	Reading (S) - DRA	Other	30	Other	34(F)	Other	38(NF)	Other	38(NF)
3	Reading - DRA	Other	30	Other	34(F)	Other	38(NF)	Other	38(NF)
3	Math (S) - STAR	Other	3.3	Other	3.7	Other	4	Other	4
3	Math - STAR	Other	3.3	Other	3.7	Other	4	Other	4
3	Math (S) - UAs	District Interim	70/40/15	District Interim	70/40/15	District Interim	70/40/15	District Interim	70/40/15
3	Math - UAs	District Interim	70/40/15	District Interim	70/40/15	District Interim	70/40/15	District Interim	70/40/15
3	Reading (S) - UAs	District Interim	70/40/15	District Interim	70/40/15	District Interim	70/40/15	District Interim	70/40/15
3	Reading - UAs	District Interim	70/40/15	District Interim	70/40/15	District Interim	70/40/15	District Interim	70/40/15
4	Reading (S) - DRA	Other	40	Other	40(F)	Other	50(F)	Other	50(F)
4	Reading - DRA	Other	40	Other	40(F)	Other	50(F)	Other	50(F)
4	Math (S) - STAR	Other	4.3	Other	4.7	Other	5	Other	5
4	Math - STAR	Other	4.3	Other	4.7	Other	5	Other	5
4	Math (S) - UAs	District Interim	70/40/15	District Interim	70/40/15	District Interim	70/40/15	District Interim	70/40/15
4	Math - UAs	District Interim	70/40/15	District Interim	70/40/15	District Interim	70/40/15	District Interim	70/40/15
4	Reading (S) - UAs	District Interim	70/40/15	District Interim	70/40/15	District Interim	70/40/15	District Interim	70/40/15
4	Reading - UAs	District Interim	70/40/15	District Interim	70/40/15	District Interim	70/40/15	District Interim	70/40/15
4	Writing (S) - UAs	District Interim	70/40/15	District Interim	70/40/15	District Interim	70/40/15	District Interim	70/40/15

4	Writing - UAs	District Interim	70/40/15	District Interim	70/40/15	District Interim	70/40/15	District Interim	70/40/15
5	Reading (S) - DRA	Other	50(F)	Other	50(NF)	Other	60(F)	Other	60(F)
5	Reading - DRA	Other	50(F)	Other	50(NF)	Other	60(F)	Other	60(F)
5	Math (S) - STAR	Other	5.3	Other	5.7	Other	6	Other	6
5	Math - STAR	Other	5.3	Other	5.7	Other	6	Other	6
5	Math (S) - UAs	District Interim	70/40/15	District Interim	70/40/15	District Interim	70/40/15	District Interim	70/40/15
5	Math - UAs	District Interim	70/40/15	District Interim	70/40/15	District Interim	70/40/15	District Interim	70/40/15
5	Reading (S) - UAs	District Interim	70/40/15	District Interim	70/40/15	District Interim	70/40/15	District Interim	70/40/15
5	Reading - UAs	District Interim	70/40/15	District Interim	70/40/15	District Interim	70/40/15	District Interim	70/40/15
5	Science (S) - UAs	District Interim	70/40/15	District Interim	70/40/15	District Interim	70/40/15	District Interim	70/40/15
5	Science - UAs	District Interim	70/40/15	District Interim	70/40/15	District Interim	70/40/15	District Interim	70/40/15

### Student Achievement Strengths



# Priority Problem Statements

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

**Root Cause 1:** Unclear expectations and procedures.

**Problem Statement 1 Areas:** School Culture and Climate

**Problem Statement 2:** Need to develop campus instructional leaders with clear roles and responsibilities.

**Root Cause 2:** Job descriptions not aligned with leadership best practices.

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

**Problem Statement 3:** Need for data-driven instruction.

**Root Cause 3:** Instruction not aligned to data.

**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**

- 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
- 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
- Capacity and resources data

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






# Goals

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

**Performance Objective 1:** Data-driven instruction

**Evaluation Data Source(s) 1:** Increased academic achievement in all areas

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 5: Effective Instruction</p> <p>1) Data-focused PLC meetings where we will work together to use our data more effectively in planning.</p>	2.4	Principal; Assistant Principal	Increased academic achievement				
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 5: Effective Instruction</p> <p>2) Instructional leadership team adds structure to PLCs so they lead effective, collaborative planning, data analysis, and reteach plans.</p>	2.4	Principal; Assistant Principal	Increased academic achievement				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 5: Effective Instruction 3) Align instruction to data in order to track growth and ensure that we meet our academic goals for the year.	2.4	Principal; Assistant Principal	Increased academic achievement				
<b>TEA Priorities</b> Build a foundation of reading and math <b>ESF Levers</b> Lever 5: Effective Instruction 4) Utilize instruction time to study data with scholars and reteach/retest after every unit assessment.	2.4, 2.5, 2.6	Principal; Assistant Principal	Increased academic achievement				
<b>TEA Priorities</b> Build a foundation of reading and math <b>ESF Levers</b> Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 5) Build and implement action plans after each unit assessment.	2.4, 2.5, 2.6	Principal; Assistant Principal	Increased academic achievement				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

**Goal 1:** Neidig 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
<p><b>ESF Levers</b> 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.</p>	3.1, 3.2	Principal; State and Federal Programs Administrator	Increased parent engagement enabling growth in student achievement.				
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	Principal; State & Federal Programs Administrator	Increased parent engagement enabling growth in student achievement				
<p><b>ESF Levers</b> Lever 3: Positive School Culture 3) Post Campus Improvement Plan, Campus Parent and Family Engagement Policy, and Campus Student Success Compact on campus website in both English and Spanish.</p>	3.1	Principal; State and Federal Program Administrator	Increased parent engagement enabling growth in student achievement.				
<p><b>ESF Levers</b> Lever 3: Positive School Culture 4) Hold educational parent meetings providing strategies and materials to engage parents in supporting their child's learning at home.</p>	3.2	Principal; Federal Programs Administrator	Increased parent engagement enabling growth in student achievement.				
<b>Funding Sources:</b> 211 - Title I-Part A - 3000.00							

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



**Goal 1:** Neidig 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 2020 Data

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p><b>ESF Levers</b> 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.				
<p><b>ESF Levers</b> 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><b>TEA Priorities</b> Build a foundation of reading and math</p> <p><b>ESF Levers</b> 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:** Neidig 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> Build a foundation of reading and math</p> <p><b>ESF Levers</b> 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. Academic & SI; Principal	Increased focus on math and reading content areas, to include data monitoring and teacher support.				
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p><b>ESF Levers</b> 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				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p><b>ESF Levers</b> 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				
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p><b>ESF Levers</b> Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>4) Implement new Reading/Language Arts textbook adoption in grades K-8, with fidelity.</p>	2.4	Asst Supt. Academics & SI; Principal	Consistency across Reading/Language Arts instruction in classrooms which leads to increased student performance in reading.				
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p><b>ESF Levers</b> Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>5) Monitor fidelity of textbook implementation and adjust the implementation as needed based on data and feedback from campuses.</p>	2.4	Asst. Supt. 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:** Neidig 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> Build a foundation of reading and math</p> <p><b>ESF Levers</b> 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	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 - 118746.22						
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p><b>ESF Levers</b> 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				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p><b>ESF Levers</b> 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.				
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p><b>ESF Levers</b> Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>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.</p>	2.4, 2.5, 2.6	Asst. Supt. Academics & SI; Principal	Campuses will see increases in formative and summative math data.				
<p>  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>							

**Goal 1:** Neidig 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
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p><b>ESF Levers</b> Lever 5: Effective Instruction</p> <p>1) Provide direct, targeted small group intervention in writing, reading/language arts/, and math that is supplemental to regular classroom instruction.</p>	2.4, 2.5, 2.6	Principal	Student academic growth as evidenced on district benchmarks and STAAR 2020.				
<p><b>Funding Sources:</b> 211 - Title I-Part A - 19330.78, 199 - General Fund: State Compensatory Education - 140033.00</p>							
<p>  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>							

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

**Performance Objective 1:** Develop campus instructional leaders with clear roles and responsibilities.

**Evaluation Data Source(s) 1:** Campus Staff working effectively together as reflected by Campus Climate survey.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 5: Effective Instruction</p> <p>1) Tighten up on day to day practices to ensure that they are better aligned with instructional leadership best practices.</p>	2.5	Principal; Assistant Principal	Effective and consistent use of time to improve instruction.				
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 5: Effective Instruction</p> <p>2) Establish clear goals at every level.</p>		Principal; Assistant Principal	Strong instructional practices and improved student performance.				
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>3) Consistent communication from campus leadership on roles and responsibilities.</p>		Principal; Assistant Principals	Campus staff clearly knows where to go for needed support.				



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 4) Everyone follows the chain of command.		Principal; Assistant Principal	Effective and consistent communication				
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 5) Effective and consistent cabinet meetings		Principal; Assistant Principal	Most strategic planning and use of time				
= Accomplished      = Continue/Modify      = No Progress      = Discontinue							

### Goal 3: Neidig 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> 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.				
<b>TEA Priorities</b> Connect high school to career and college 2) Counselors will include advising on extracurricular and co-curricular offerings as part of individual academic advising.		Asst. Supt. Academic & SI	Increase in percentage of students participating in extracurricular activities.				
<b>TEA Priorities</b> Connect high school to career and college 3) 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:** Neidig 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
<p><b>ESF Levers</b> Lever 3: Positive School Culture 1) Lever 3: Positive School Culture.</p> <p>1 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.				
<b>Funding Sources:</b> 199 - General Fund: State Compensatory Education - 30000.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

## Goal 4: Neidig 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:** Improvement on Campus Climate survey with all stakeholders

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 1) Establish clear expectations and procedures across the campus.	2.5	Principal; Assistant Principal	Improved campus climate				
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 2) All staff consistently and routinely implement all campus-wide procedures.	2.5	Principal; Assistant Principal	Improved campus climate				
<b>ESF Levers</b> Lever 3: Positive School Culture 3) Improve scholar behavior to maximize academic achievement	2.5, 2.6	Principal; Assistant Principal	Increased learning time positively impacting student achievement				
<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>							

# State Compensatory

## Budget for Neidig 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	\$81,219.14
6129	6129 Salaries or Wages for Support Personnel	\$58,813.86
<b>6100 Subtotal:</b>		<b>\$140,033.00</b>
<b>6200 Professional and Contracted Services</b>		
6219	6219 Professional Services	\$30,000.00
<b>6200 Subtotal:</b>		<b>\$30,000.00</b>

## Personnel for Neidig Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
D. Villarreal	Classroom Aide - Intervention	State Compensatory Ed.	1
S. Martinez	Classroom Aide - Intervention	State Compensatory Ed.	1
T. Creamer	Intervention Teacher	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 the 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 website.

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

See Goal 1 in Campus CIP.

See specific Objectives and Strategies in drop down box belos.

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

See Goals 1, 2, and 4 in Campus CIP.

See specific Objectives and Strategies in drop down box belos.

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

See Goals 1, 3, and 4 in Campus CIP.

See specific Objectives and Strategies in drop down box belos.

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

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

See Goal 1 Campus CIP.

See specific Objectives and Strategies in drop down box belos.

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

See Goals 1 in Campus CIP.



See specific Objectives and Strategies in drop down box belos.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
E. Lang	Title I Instructional Aide	Title I	1
J. Smith	Instructional Specialist	Title I	1
L. Ritter	Instructonal Specialist	Title I	1

# Campus Advisory Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Sarah Borowicz	
District-level Professional	Teresa Hill	
Administrator	Steven Payne	
Classroom Teacher	Adriana Mogonye	
Classroom Teacher	Carolina Landry	
Community Representative	Erin Anderson	
Classroom Teacher	Jessica Garza	
Non-classroom Professional	Daniel Alvarez	
Classroom Teacher	Gabrielle Rosa	
Classroom Teacher	Idalia Banda	
Classroom Teacher	Lydia Miranda	
Classroom Teacher	Teri Douglas	
Community Representative	Lauren Cannon	
Parent	Maria Urbano	
Parent	Morgan Louvier	
Business Representative	April Burson	
Business Representative	Cindy Powell	

# Campus Funding Summary

<b>199 - General Fund: State Compensatory Education</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	Intervention Teacher		\$81,219.14
1	6	1	Classroom Aides - intervention		\$58,813.86
3	2	1	Resources for Communities in Schools		\$30,000.00
<b>Sub-Total</b>					<b>\$170,033.00</b>
<b>211 - Title I-Part A</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	Parent Involvement supplies and materials		\$3,000.00
1	5	1	Instructional Specialists		\$118,746.22
1	6	1	Paraprofessional Intervention Staff		\$19,330.78
<b>Sub-Total</b>					<b>\$141,077.00</b>
<b>Grand Total</b>					<b>\$311,110.00</b>