

Elgin Independent School District
District Improvement Plan
2023-2024



Vision

Elgin ISD changes lives.

Mission

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Elgin Independent School District (EISD), located about 22 miles east of Austin, serves approximately 5300 students from PreK to grade 12 and is in the Region 13 Education Service Center area. EISD comprises more than 168 square miles in portions of Bastrop, Lee, and Travis counties and provides educational facilities and resources to meet the needs of students on seven campuses. The student groups in EISD are comprised of 71% economically disadvantaged, 41% EBs, 12% SpEd, 2% homeless, 2% migrant, 8% GT, and 78% at-risk according to the latest TAPR report in 2021-2022. Student mobility rates from TAPR 2021-2022 are 14%; Hispanic 9%; SpEd 17%; EB 13%; Eco Dis 12%; with all other groups at 2% or less.

Program Enrollment, Ethnicity and Race	2019-2020	2020-2021	2021-2022
All Student Enrollment	4,556	4,615	4,985
Economically Disadvantaged	3,547	3,634	3,543
At-Risk	3,368	3,460	3,877
Emergent Bilingual	1,570	1,659	2,058
Special Education	488	547	616
Section 504	455	438	445
Students with Dyslexia	237	248	269
Career and Technical Education	384	-	1,306
Migratory	55	111	76
Homeless	161	111	120
Foster	10	13	8
Title I, Part A	3,209	2,429	2,628
Black-African American	473	460	447
Hispanic	3,199	3,376	3,788
White	753	641	627

Program Enrollment, Ethnicity and Race	2019-2020	2020-2021	2021-2022
American Indian/ Alaskan Native	5	5	3
Asian	15	11	10
Native Hawaiian/ Pacific Islander	3	6	8
Two or More Races	108	116	113

EISD has a young staff with the advantage that many have been trained or will be trained in relevant if not recent researched based instructional practices. Our staff is becoming more ethnically diverse as we grow and we are requiring additional ESL and BE certifications. DOI remains an area for retooling as our population will continue to increase over the coming years. Since 2013, Elgin ISD has had a higher teacher turnover rate than Region 13. From 2013 – 2018 teacher turnover increased from 18.47 to 36.1. From 2019 to 2022 teacher turnover has varied from a low of 20.5 in 2021 to a high of 31.9 in 2020.

Staff Information	2019-2020	2020-2021	2021-2022
Total Staff	667	674	734
Teachers	297	298	315
Professional Support	81	80	88
Campus Administration	23	25	24
Central Administration	12	12	14
African American Teachers	23	19	20
Hispanic Teachers	84	95	103
White Teachers	186	180	190
Teachers with Degree	293	295	311
Beginning Teachers	33	19	36
Teachers with 1-5 years experience	132	139	134
Teachers with 6-10 years experience	48	50	62
Teachers with 11-20 years experience	62	62	61
Teachers with 20+ years experience	22	26	22

Staff Information	2019-2020	2020-2021	2021-2022
Principal Average years of experience	5	5	6

The economy of Elgin, TX employs 5.19k people. The largest industries in Elgin, TX are Manufacturing (777 people), Health Care & Social Assistance (674 people), and Retail Trade (580 people), and the highest paying industries are Agriculture, Forestry, Fishing & Hunting, & Mining (\$70,625), Administrative & Support & Waste Management Services (\$51,734), and Educational Services (\$51,500)

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

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

Demographics Strengths

- Resilient and diverse student population
- Community minded Board of Trustees
- Emphasis on strong communication with parents, families, and community

2021 Bond Project is underway and proceeding with most projects in process. Harvest Ridge Elementary is scheduled to open for the 2024-2025 school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Increasing enrollment is impacting student/teacher ratios and efficient facility usage. **Root Cause:** Rapid growth in student population.

Problem Statement 2 (Prioritized): Increasing need for long range facility plan. **Root Cause:** Aligning rapid growth in student population projections to facility needs.

Problem Statement 3 (Prioritized): Continued need to develop partnerships with businesses and other governmental agencies. **Root Cause:** Processes and protocols need to be strengthened to explore and expand relationships and partnerships.

Problem Statement 4 (Prioritized): Elgin ISD has a relatively young staff with about 50% having fewer than 10 years experience. **Root Cause:** Continuing to recruit a more ethnically diverse staff with increased requirements for ESL and BE certifications.

Problem Statement 5 (Prioritized): High teacher turnover **Root Cause:** Need to develop innovative support systems for teachers.

Student Learning

Student Learning Summary

Student Learning:

In general, there is evidence that students in the district are growing academically, but need increased growth to catch up to their peers across the state and nation. The effectiveness of interventions on the student, campus, and district level is monitored utilizing a student data dashboard compiling multiple data points for each student. In this way the indicators for growth, individual student learning and the effectiveness of programs for various student groups, such as struggling or at-risk students, students with disabilities, Section 504 students, general education students in need of interventions, and/or chronically absent students. Multi-tiered Systems of Support (MTSS) is being implemented across all campuses with district wide support. Our classroom observations have revealed that we have Tier 1 instructional issues and that is a direct correlation to how our students are performing.

Students at risk of dropping out are recommended by EHS counseling team for PHS. Students are then prioritized through the application process and once approved, are accepted for immediate start at PHS. At risk students are provided supports through in school and outside resources, to help ensure their success at PHS. Former leavers/drop outs are contacted periodically through out the school year in an effort to recover.

Students are considered college & career ready if they can meet specific criteria in one or more of the following CCMR indicators: ACT, TSI, SAT, OnRamps, College Prep Math, College Prep English, Dual Credit, AA Degree, IBC, Level I or II Certificate, Military, IEP Workforce Readiness, IEP Advanced Degree plan.

The Texas Academic Performance Report (TAPR) results for all grades Mathematics and Reading shown below highlight the increases in student growth from the 2020-2021 school year to the 2021-2022 school year. The College, Career, Military Readiness goals lag an extra year behind in reporting and reflect the more immediate impact of the pandemic on student attainment of these goals. The low in-person attendance during 2020-2021 is also reflected in these data points for CCMR.

All Grades Mathematics

Academic Growth	20-21 All Students	21-22 All Students	20-21 Economically Disadvantaged	21-22 Economically Disadvantaged	20-21 Emergent Bilingual	21-22 Emergent Bilingual
Approaches	43%	55%	39%	50%	38%	50%
Meets	18%	20%	14%	16%	12%	18%
Masters	6%	7%	4%	5%	4%	6%

All Grades Reading

Academic Growth	20-21 All Students	21-22 All Students	20-21 Economically Disadvantaged	21-22 Economically Disadvantaged	20-21 Emergent Bilingual	21-22 Emergent Bilingual
Approaches	53%	59%	47%	54%	42%	50%
Meets	29%	35%	23%	30%	19%	27%

Academic Growth	20-21 All Students	21-22 All Students	20-21 Economically Disadvantaged	21-22 Economically Disadvantaged	20-21 Emergent Bilingual	21-22 Emergent Bilingual
Masters	8%	12%	6%	9%	6%	8%

College, Career, Military Readiness

CCMR Readiness Goals	19-20 All Students	20-21 All Students	19-20 Economically Disadvantaged	20-21 Economically Disadvantaged	19-20 Emergent Bilingual	20-21 Emergent Bilingual
College, Career, and Military Ready	76%	62%	73%	56%	55%	34%
College Ready	63%	48%	58%	40%	32%	16%
Career and Military Ready	30%	22%	33%	21%	29%	18%

Each campus is assigned a campus comparison group in the TEA Accountability system based on similar campus demographics. Those campuses placing within the top quartile within this group of forty comparison campuses earns a Distinction Designation. In 2022 Elgin High School earned the Academic Achievement in Science Distinction Designation. Distinction Designations were not awarded statewide in 2021.

Student Learning Strengths

- Commitment to intentional, student-centered growth
- Prioritize high expectations for students
- CCMR
- Literacy First
- Students earning an Associates Degree and Core 42
- Early Childhood Self Assessment
- Graduation Rates

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students across the district are underperforming in ELA and Math. **Root Cause:** Classroom observations reveal Tier 1 instructional issues that correlate to student performance.

Problem Statement 2 (Prioritized): The sense of urgency and systems for utilizing data have not been implemented with fidelity to create positive change. **Root Cause:** Teacher turnover has created a cycle of continuous need for training and support in utilizing data systems.

Problem Statement 3 (Prioritized): Teachers lack professional learning and collaborative coaching opportunities to improve tier 1 instruction. **Root Cause:** Coaching is seen as punitive.

Problem Statement 4 (Prioritized): Less than 1% of emergent bilingual students have been reclassified in the last 3 years. **Root Cause:** Ineffective program implementation and lack of improvement protocols.

Problem Statement 5 (Prioritized): Need to increase supports for students to access CCMR programs. **Root Cause:** Students unable to pass TSI.

Problem Statement 6 (Prioritized): Need to increase extra-curricular opportunities and participation. **Root Cause:** Lack of connecting extra-curricular activities to student choice and interest.

Problem Statement 7 (Prioritized): Students in EISD, including those who have been historically underserved (Black, Hispanic, and Eco Dis) are performing at rates significantly below their peers in the district who do not fall into these groups as well as performing below the state averages of students in the same historically underserved groups. **Root Cause:** The district is implementing Tier Interventions through an MTSS model that is inconsistently delivered across campuses and does not emphasize a clearly effective integrated and culturally responsive approach for assuring all students needs are met.

Problem Statement 8 (Prioritized): A high percentage of students in third grade are not demonstrating mastery of reading skills that are key indicators of future academic success and college readiness. **Root Cause:** The district is still in the beginning stages of implementing a strong evidenced-based intervention program for students in in grades k-2 that individualizes reading instruction for students who are not making acceptable progress in mastering reading skills.

Problem Statement 9 (Prioritized): A high percentage of students in third grade are not demonstrating mastery of math skills that are key indicators of future academic success and college readiness. **Root Cause:** A strong early childhood numeracy plan that includes progress monitoring and teacher capacity building has not been developed and implemented.

Problem Statement 10 (Prioritized): The COVID-19 pandemic has interrupted student learning and requires the District to aggressively address a variety of health, mental health, and social and emotional needs for students and families so that students will be able to accelerate their learning. **Root Cause:** Throughout the pandemic, students and families have experienced a range of circumstances that challenge the growth and development of students' social and emotional competencies and may have added to or complicated existing trauma and mental health issues.

District Processes & Programs

District Processes & Programs Summary

Organizational Structure

The Elgin ISD Mission statement to ensure a high-quality education that guarantees a life changing experience for all is supported with strong connections to the community and our One Town, One Team, One Family (OTOTOF) slogan. Elgin ISD's Core Values add depth to our pursuit of excellence.

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

Professional Practices

Elgin recruits at job fairs state wide. We also recruit at association job fairs, as well as via various public job boards. Educators are matched to grade levels and content areas based on their strengths and certifications. New teachers are supported through our mentoring partnership with the National Institute for Excellence in Teaching (NIET). Mentors must meet several criteria and be selected by their principals. Mentors and campus mentor leads are trained on the research based program. Struggling teachers with more than two years experience participate in coaching cycles on their respective campuses. Teachers employed under the District of Innovation are provided with additional opportunities for professional development in all T-TESS Domains.

Teacher Incentive Allotment (TIA)

Elgin ISD went through the TIA application process during the 2022-2023 school year. TEA approved the application in Spring 2023. The 2023-2024 school year will be the data collection year in the TIA program for all campuses.

Aspiring Leadership Academy

The goal of the Aspiring Leadership Academy is to develop effective leaders in EISD organization who are focused on growth and continuous learning. The first cohort met in early 2023 for three sessions on Learning Organizations, Community Based Accountability, and the EISD Balanced Score Card.

Teaching and Learning

The purpose of Teaching and Learning is to leverage collective strength through strong interpersonal relationships, efficient systems of support at all levels, and inclusive practices in order to positively change the lives of all.

District Assessment Framework - A districtwide framework for assessment and data analysis was collaboratively created in the fall of 2022. Comprised of 3 sections; Prepare, Inquire, and Act, expectations and support available are delineated for district, campus, teachers and students.

Professional development plan is aligned to the EISD balanced score card. Professional development courses are all entered into Eduphoria for registration and documentation of CPE hours. The Teaching and Learning department utilizes a scheduling system to streamline communication and minimize conflicts between departments. Professional development is prioritized for campuses with areas most in need of school improvement, low-income percentages, ensures state mandates are met, and provides educators the skills necessary to support instructional needs. Elgin ISD provides a tiered system of professional growth and improvement support for all staff. Instructional coaches, curriculum specialists and coordinators of special programs provide classroom and campus support. New teachers are provided with a mentor for two years and receive ongoing coaching thereafter. The Department of Leadership and Professional Development provides pedagogical learning opportunities for staff. New Teacher Orientation, Principal mentors, and leadership pipelines. The Elgin ISD Teaching & Learning Department coordinates the professional development activities authorized under Title II, Part A with other professional development activities by developing and maintaining a high quality professional development plan for administrators, teachers, and paraprofessionals that is intentional and proactive. Professional development content will be developed as a response to student and staff data trends.

Campus administrators are participating in T-TESS calibration to align the practice to the rubric and are revisiting ways to use the rubric to improve teacher performance. All staff is participating in MTSS training in order to better address the needs fo the whole child. Teacher evaluation results have not correlated to summative and formative student data. Campus administrators are participating in T-TESS calibration to refine the appraisal process, including student data in teacher summatives, and ensuring the appropriate staff is assigned to high need areas.

Multi-Tiered Systems of Support (MTSS)

The MTSS committee is developing and preparing to implement the EISD MTSS framework. Focused on creating life-long learners and contributing members of the community, EISD assumes the responsibility for the growth and development of the whole child, understanding that academic, behavioral and social-emotional instruction all play critical roles in the long-term success of our students. The purpose of the MTSS framework is to provide an instructional framework that accommodates the needs of all students and results in the improved achievement for all students and to offer a means for appropriately identifying/selecting students for continued services based on their demonstrated responses to scientific research-based instruction.

Elgin ISD Learner Profile

The Elgin ISD Learner Profile strives for the development of self-motivated life long learners, effective communicators, creative problem solvers, adaptable, culturally responsible citizens and contributing members of the community. All students grades Pre-K through 12 have access to college and career exploration platforms where they can explore college, career, and military options and receive guidance on how to pursue any one of these specific pathways. Students also have access to internships, work based learning experiences, and student organizations that supplement classroom instruction.

Students Identified At-Risk

EISD students are identified at-risk according to the criteria specified in TEC Chapter 29. The goal of all Elgin ISD State Compensatory Education services is to provide a challenging and meaningful instructional program and, at the same time, reduce any disparity in performance on state assessment instruments, or disparity in the rates of high school completion between students at risk of dropping out of school and all other district students.

Special Programs

Special programs are monitored to ensure data driven instruction with adjustments made to improvement protocols to ensure literacy and numeracy increases. Emergent bilingual students are supported to ensure increasing numbers can be reclassified with English proficiency. There is a continuum of services ranging from intervention and language development services through self contained special education settings which is determined through the appropriate committee and is based on the student's individual needs.

Fine Arts

The mission of the Elgin ISD Fine Arts Department is to help students communicate and express their connection to themselves, their culture, and the world. EISD provides a fine arts curriculum that is balanced, inclusive, and comprehensive. Our programs are taught in partnership with the other academic disciplines to create lifelong learners and appreciators of the arts.

Athletics

Elgin ISD has a strong athletics program on all campuses with a number of teams sports available at both Elgin Middle School and High School. The Elgin Wildcat Booster Club serves all sports at EHS with end of season banquets, monetary support for special equipment needs, and scholarships.

Extended Day Programs

Funded by the 21st Century Community Learning Centers grant, Elgin ISD provides the Texas ACE Program at 6 campuses from elementary to high school. At Elgin ISD, the Texas ACE Program inspires 21st century thinkers in a safe and supportive expanded learning environment through student led enrichment, school day aligned academic assistance, and family engagement.

CNA/CIP Process

Elgin ISD welcomed a new Superintendent for the 2022-2023 school year and engaged strategic design planning with stakeholders across the community. The School Board adopted the Goals and Performance Objectives for the Elgin ISD District Score Card in January 2023. District and Campus leadership engaged their local stakeholders during the spring, summer, and fall of 2023 in a broad and comprehensive needs assessment (CNA). The work on this CNA informed revision and alignment in the District and Campus Improvement Plans (DIP/CIPs) to the new Goals and Performance Objectives. All staff districtwide follow the Elgin ISD CNA/ DIP/CIP Process Timeline. Based on the timing of the work of the strategic design committee the Elgin ISD CNA/DIP/CIP Process Timeline was adjusted for 2023-2024 planning and completion. The standard timeline will be followed for 2024-205 planning and completion of the CNA/DIP/CIPs beginning in January of 2024.

Input from stakeholders is utilized to conduct the CNA process. District Advisory Committee meets quarterly to share, discuss, and provide input on instructional programs, district performance, students services, staff development and budget. Program coordination occurs between district departments and other state/federal

programs being implemented at the district and campus levels. Principals are supported during monthly meetings with the District Leadership Team, weekly check-ins with the Superintendent's Cabinet, regularly scheduled PLC and Instructional Rounds with the Teaching & Learning Department and regular mentor meetings with the Executive Director of Leadership and Campus Support.

District Processes & Programs Strengths

District processes are in place and followed to support after-school programming through ACE; student CCMR opportunities through CTE, PTECH, DC, and ECHS; staff on-boarding through Wildcat Academy; and analyzing data using Eduphoria, Panorama, Frontline, and TalentEd. Students are provided support through programs such as Literacy First, Breakfast in the Classroom, and Watch Dogs/EHS CATs. This year, we are focusing attention on systems for improving student behavior through Capturing Kids Hearts and Emergent Tree MTSS-Behavior.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Increase reciprocal relationships with parents and families through supporting knowledge around their student's data and strategies for improvement. **Root Cause:** Ineffectively acquainting parents and families with school data systems and instructional activities that lead to improved achievement.

Problem Statement 2 (Prioritized): The roles and responsibilities are unclear between campus and district. **Root Cause:** High turnover and unclear organizational structure.

Problem Statement 3 (Prioritized): Instructional strategies need to be aligned PK-12 **Root Cause:** Not enough joint planning and implementation of instructional strategies between Curriculum Specialists and Instructional Coaches and between Elementary and Secondary.

Problem Statement 4 (Prioritized): Students need greater access to opportunities to learning. **Root Cause:** Social and emotional struggles related to the impact of the pandemic and the need for more efficient scheduling.

Problem Statement 5 (Prioritized): Difficulties recruiting and retaining high quality staff. **Root Cause:** Need to develop programs such as Grow your Own

Problem Statement 6 (Prioritized): Increase the impact of funding sources on student performance. **Root Cause:** Budget and strategic outcomes not always aligned.

Problem Statement 7 (Prioritized): Inefficiently meeting the needs of campuses and students. **Root Cause:** Lack of actionable written guidelines and processes to guide district wide system implementation.

Perceptions

Perceptions Summary

Parent, Family and Community Engagement

Elgin ISD is committed to fostering communication and positive relationships with the parents, families and all community members. The strong foundation as One Team, One Town, One Family provides a foundation for collaborative and supportive interactions between the district, schools, families and the community. With our growth comes increased opportunity and effort to bring all into our Elgin ISD family. Campus and district level opportunities for involvement consist of various activities and opportunities for input in decision making, including for the [Parent and Family Engagement Policy and Student Success Compact](#). Placing a high value on communication is integral to engaging families and supporting their advocacy their students and the programs that help them succeed. Elgin ISD engages families and the community in a variety of mediums including: school website/social media, PawPrints newsletter, email, automated calls, and campus updates. Communications are provided in English and Spanish. The district and campuses also utilize Reach The E, an online platform for providing input. Several special program departments engage families and community members in the decision making process and activities through advisory groups, special events, meetings, and community events.

Student Engagement

Attendance and Graduation

Student attendance rates for all students and the following student groups have been between 90% - 99%, with Emergent Bilinguals with the highest attendance rate of 99% in 2019-2020. Attendance rates for all student groups declined from 2019-2020 to 2020-2021 with Special Ed being the lowest at 90% and White students being the highest at 95%. Chronic absenteeism rose most significantly during this two year span where the impact of the pandemic was most strongly experienced in the district. In 2019-202 chronic absenteeism was 10% and in 2020-2021 it rose to 23%. Elgin ISD's 4 year graduation rate for the class of 2021 is 90% and the 6 year graduation rate for the class of 2019 is 96%. Continued support for student through credit recovery encourage all students to complete their high school diploma.

Elgin ISD will be providing all campuses and district teams with Capturing Kids Hearts training. Capturing Kids Hearts utilizes socio-emotional learning techniques and classroom facilitation tools designed to peak student interest, establish collaborative agreements of behavior in every classroom, create high performing groups, increase pro-social skills, create more time on-task, and increase student performance.

Teacher Engagement

Campus exit data supports a concern for overall discipline, and in some cases administrative support. Data also supports general contentment with the teaching profession and with campuses overall. Exit survey data supports generally that teachers feel supported by their coworkers. There are a few however that did not. The same is true with regards to administrative support. Particularly with discipline concerns. Capturing Kids Hearts and stronger support systems alignment across the district are being implemented to support our teachers in these areas. Typical reasons for teacher turnover or securing other employment include being closer to home, family issues, and career advancement, in addition to increase the salary. The recent TASB Salary survey recommendations place EISD in a more competitive position. New teachers are supported through our mentoring partnership with the National Institute for Excellence in Teaching (NIET). Mentors must meet several criteria and be selected by their principals. Mentors and campus mentor leads are trained on the research based program. Struggling teachers with more than two years experience participate in coaching cycles on their respective campuses. EOY survey data indicates that mentor teachers have not received enough time away from normal duty schedules to successfully mentor and that mentees do not feel they have been adequately supported.

Perceptions Strengths

- Families actively advocating for students
- Variety of opportunities and formats for providing feedback.
- Commitment to positive relationships with students and families.
- Campus administrators are motivational leaders fostering a positive and safe environment.
- First Annual Community Fair for Emergent Bilingual Families
- Strategic Planning Committee
- Bond Oversight Committee
- Partnerships with businesses - TESLA, Southside, CTE Program, Career Fairs on every campus, Elgin Clinic
- Family Latino Literacy Night
- Literacy/Math/STEM Family Nights

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Need to implement a universal screener for SEL in order to ascertain how students feel they are supported academically, emotionally, and physically. **Root Cause:** Increased social and emotional struggles experienced by students due to the impact of the pandemic.

Problem Statement 2 (Prioritized): Need to provide more opportunities for student voice and participation in creating an interesting, challenging and satisfying learning environment. **Root Cause:** Minimal access for students to participate in forums and feedback opportunities.

Problem Statement 3 (Prioritized): Increase parent and community communication and informational platforms. **Root Cause:** Website and social media for communication platforms continually need updating and revamping as technology advancements increase opportunities to utilize these platforms for communication.

Priority Problem Statements

Problem Statement 1: Continued need to develop partnerships with businesses and other governmental agencies.

Root Cause 1: Processes and protocols need to be strengthened to explore and expand relationships and partnerships.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students across the district are underperforming in ELA and Math.

Root Cause 2: Classroom observations reveal Tier 1 instructional issues that correlate to student performance.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The sense of urgency and systems for utilizing data have not been implemented with fidelity to create positive change.

Root Cause 3: Teacher turnover has created a cycle of continuous need for training and support in utilizing data systems.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Teachers lack professional learning and collaborative coaching opportunities to improve tier 1 instruction.

Root Cause 4: Coaching is seen as punitive.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Less than 1% of emergent bilingual students have been reclassified in the last 3 years.

Root Cause 5: Ineffective program implementation and lack of improvement protocols.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Need to increase supports for students to access CCMR programs.

Root Cause 6: Students unable to pass TSI.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Increase reciprocal relationships with parents and families through supporting knowledge around their student's data and strategies for improvement.

Root Cause 7: Ineffectively acquainting parents and families with school data systems and instructional activities that lead to improved achievement.

Problem Statement 7 Areas: District Processes & Programs

Problem Statement 8: Instructional strategies need to be aligned PK-12

Root Cause 8: Not enough joint planning and implementation of instructional strategies between Curriculum Specialists and Instructional Coaches and between Elementary and

Secondary.

Problem Statement 8 Areas: District Processes & Programs

Problem Statement 9: Students need greater access to opportunities to learning.

Root Cause 9: Social and emotional struggles related to the impact of the pandemic and the need for more efficient scheduling.

Problem Statement 9 Areas: District Processes & Programs

Problem Statement 10: Difficulties recruiting and retaining high quality staff.

Root Cause 10: Need to develop programs such as Grow your Own

Problem Statement 10 Areas: District Processes & Programs

Problem Statement 11: Increase the impact of funding sources on student performance.

Root Cause 11: Budget and strategic outcomes not always aligned.

Problem Statement 11 Areas: District Processes & Programs

Problem Statement 12: Need to implement a universal screener for SEL in order to ascertain how students feel they are supported academically, emotionally, and physically.

Root Cause 12: Increased social and emotional struggles experienced by students due to the impact of the pandemic.

Problem Statement 12 Areas: Perceptions

Problem Statement 13: Increase parent and community communication and informational platforms.

Root Cause 13: Website and social media for communication platforms continually need updating and revamping as technology advancements increase opportunities to utilize these platforms for communication.

Problem Statement 13 Areas: Perceptions

Problem Statement 14: Need to provide more opportunities for student voice and participation in creating an interesting, challenging and satisfying learning environment.

Root Cause 14: Minimal access for students to participate in forums and feedback opportunities.

Problem Statement 14 Areas: Perceptions

Problem Statement 15: The roles and responsibilities are unclear between campus and district.

Root Cause 15: High turnover and unclear organizational structure.

Problem Statement 15 Areas: District Processes & Programs

Problem Statement 16: Need to increase extra-curricular opportunities and participation.

Root Cause 16: Lack of connecting extra-curricular activities to student choice and interest.

Problem Statement 16 Areas: Student Learning

Problem Statement 17: High teacher turnover

Root Cause 17: Need to develop innovative support systems for teachers.

Problem Statement 17 Areas: Demographics

Problem Statement 18: Elgin ISD has a relatively young staff with about 50% having fewer than 10 years experience.

Root Cause 18: Continuing to recruit a more ethnically diverse staff with increased requirements for ESL and BE certifications.

Problem Statement 18 Areas: Demographics

Problem Statement 19: Increasing need for long range facility plan.

Root Cause 19: Aligning rapid growth in student population projections to facility needs.

Problem Statement 19 Areas: Demographics

Problem Statement 20: Increasing enrollment is impacting student/teacher ratios and efficient facility usage.

Root Cause 20: Rapid growth in student population.

Problem Statement 20 Areas: Demographics

Problem Statement 21: Students in EISD, including those who have been historically underserved (Black, Hispanic, and Eco Dis) are performing at rates significantly below their peers in the district who do not fall into these groups as well as performing below the state averages of students in the same historically underserved groups.

Root Cause 21: The district is implementing Tier Interventions through an MTSS model that is inconsistently delivered across campuses and does not emphasize a clearly effective integrated and culturally responsive approach for assuring all students needs are met.

Problem Statement 21 Areas: Student Learning

Problem Statement 22: A high percentage of students in third grade are not demonstrating mastery of reading skills that are key indicators of future academic success and college readiness.

Root Cause 22: The district is still in the beginning stages of implementing a strong evidenced-based intervention program for students in in grades k-2 that individualizes reading instruction for students who are not making acceptable progress in mastering reading skills.

Problem Statement 22 Areas: Student Learning

Problem Statement 23: A high percentage of students in third grade are not demonstrating mastery of math skills that are key indicators of future academic success and college readiness.

Root Cause 23: A strong early childhood numeracy plan that includes progress monitoring and teacher capacity building has not been developed and implemented.

Problem Statement 23 Areas: Student Learning

Problem Statement 24: The COVID-19 pandemic has interrupted student learning and requires the District to aggressively address a variety of health, mental health, and social and emotional needs for students and families so that students will be able to accelerate their learning.

Root Cause 24: Throughout the pandemic, students and families have experienced a range of circumstances that challenge the growth and development of students' social and emotional competencies and may have added to or complicated existing trauma and mental health issues.

Problem Statement 24 Areas: Student Learning

Problem Statement 25: Inefficiently meeting the needs of campuses and students.

Root Cause 25: Lack of actionable written guidelines and processes to guide district wide system implementation.

Problem Statement 25 Areas: District Processes & Programs





Goals



Revised/Approved: January 23, 2023






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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Establish Reading and Math baseline data Strategy's Expected Result/Impact: Ensure baseline data for implementation of data-driven instruction. Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Develop and systematically implement curriculum management plan (CMP) with written, taught, and assessed alignment. Strategy's Expected Result/Impact: Vertically aligned lessons and measures. Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning Problem Statements: Student Learning 1 - District Processes & Programs 3 Funding Sources: Curriculum Specialists - 282 - ESSER III, ARP, Curriculum development - 255 - Title II, Part A - \$10,062	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Enhance and ensure data-driven instruction and progress monitoring</p> <p>Strategy's Expected Result/Impact: Increase in academic achievement growth</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning</p> <p>Problem Statements: Student Learning 1, 2, 3 - District Processes & Programs 3</p> <p>Funding Sources: Instructional Specialists - 211 - Title I-Part A - \$325,686, Student data platform - 282 - ESSER III, ARP, Two Chicks PD - 211 - Title I-Part A - \$15,748, Instructional Aides - 211 - Title I-Part A - \$64,861, Web-based instructional materials that is aligned to individual student needs - 211 - Title I-Part A - \$31,437, Professional development - 289 - Title IV, Part A - \$70,960, Data driven professional development - 255 - Title II, Part A - \$38,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Refine and enhance Professional Learning Communities (PLC) processes to ensure fidelity district-wide. At the district level the EISD Instructional Leadership team PLCs ensure activities under Title II, Part A are aligned to the challenging State academic standards.</p> <p>Strategy's Expected Result/Impact: Increase in academic achievement growth</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Ensure and enhance professional coaching model.</p> <p>Strategy's Expected Result/Impact: Increase in academic achievement growth</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Leadership professional development - 211 - Title I-Part A - \$48,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 6 Details	Reviews			
<p>Strategy 6: Continued opportunities for academic growth beyond the school year/day.</p> <p>Strategy's Expected Result/Impact: Academic growth</p> <p>Staff Responsible for Monitoring: ACE Program Director, Deputy Superintendent</p> <p>Problem Statements: District Processes & Programs 4</p> <p>Funding Sources: ACE Summer Activities - 211 - Title I-Part A - \$3,762, Summer School - 199 - General Fund: State Compensatory Education - \$341,235</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			






Strategy 7 Details	Reviews			
<p>Strategy 7: Provide opportunities for Parent and Family Engagement that increase capacity to engage with the school and opportunities to support their children's learning, including the collaborative development and evaluation of the district and campus parent and family engagement policies for effective engagement and increasing academics.</p> <p>Strategy's Expected Result/Impact: Increase student academic achievement growth</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning</p> <p>Problem Statements: District Processes & Programs 1 - Perceptions 3</p> <p>Funding Sources: Parent and Family Engagement activities - 211 - Title I-Part A - \$12,000, Parent, Family. and Community Engagement activities - 263 - Title III, LEP</p>	Formative			Summative
	Nov	Jan	Mar	June
	 75%			
 No Progress  Accomplished  Continue/Modify  Discontinue				











Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Students across the district are underperforming in ELA and Math. Root Cause: Classroom observations reveal Tier 1 instructional issues that correlate to student performance.</p>
<p>Problem Statement 2: The sense of urgency and systems for utilizing data have not been implemented with fidelity to create positive change. Root Cause: Teacher turnover has created a cycle of continuous need for training and support in utilizing data systems.</p>
<p>Problem Statement 3: Teachers lack professional learning and collaborative coaching opportunities to improve tier 1 instruction. Root Cause: Coaching is seen as punitive.</p>
District Processes & Programs
<p>Problem Statement 1: Increase reciprocal relationships with parents and families through supporting knowledge around their student's data and strategies for improvement. Root Cause: Ineffectively acquainting parents and families with school data systems and instructional activities that lead to improved achievement.</p>
<p>Problem Statement 3: Instructional strategies need to be aligned PK-12 Root Cause: Not enough joint planning and implementation of instructional strategies between Curriculum Specialists and Instructional Coaches and between Elementary and Secondary.</p>
<p>Problem Statement 4: Students need greater access to opportunities to learning. Root Cause: Social and emotional struggles related to the impact of the pandemic and the need for more efficient scheduling.</p>
Perceptions
<p>Problem Statement 3: Increase parent and community communication and informational platforms. Root Cause: Website and social media for communication platforms continually need updating and revamping as technology advancements increase opportunities to utilize these platforms for communication.</p>

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Enhance and ensure data-driven instruction and progress monitoring of special programs.</p> <p>Strategy's Expected Result/Impact: Aligned processes for data-driven instruction implemented with progress monitoring of special programs.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning</p> <p>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: Intervention (Aides, Student online intervention program, Intervention teachers) - 282 - ESSER III, ARP, Intervention (Aides, Student online intervention program, Intervention teachers) - 211 - Title I-Part A - \$325,686 , Instructional Aides - 211 - Title I-Part A - \$64,861, Instructional Coaches - 199 - General Fund: State Compensatory Education - \$320,000, Credit recovery online program - 199 - General Fund: State Compensatory Education - \$30,000 , Intervention and credit recovery teachers - 199 - General Fund: State Compensatory Education - \$480,000, Intervention (Aides, Student online intervention program, Intervention teachers) - 199 - General Fund: State Compensatory Education - \$479,909</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Monitor and adjust improvement protocols in special programs.</p> <p>Strategy's Expected Result/Impact: Academic achievement growth increases in each special program</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning</p> <p>Funding Sources: Emergent Tree - 282 - ESSER III, ARP</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Identification and support services for homeless and foster students, coordinated with Title I, Part A, to ensure continued access and engagement in learning.</p> <p>Strategy's Expected Result/Impact: Academic achievement growth increases for homeless and foster students.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent</p> <p>Problem Statements: Student Learning 10</p> <p>Funding Sources: Transportation and supporting services - 211 - Title I-Part A - \$13,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Partner with ESC 13 to identify and support migratory students throughout the school year to ensure implementation of the Statewide Service Delivery Plan.</p> <p>Strategy's Expected Result/Impact: Meet all Measurable Program Outcomes as defined in the Statewide Delivery Plan</p> <p>Staff Responsible for Monitoring: Deputy Superintendent</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Bilingual/Dual Language and ESL Coordinator position providing supplemental academic support and supplemental materials and services to ensure ELs obtain English proficiency at high levels.</p> <p>Strategy's Expected Result/Impact: Increased performance of Bilingual/ESL students.</p> <p>Staff Responsible for Monitoring: Director of Bilingual and ESL</p> <p>Problem Statements: Student Learning 4, 10 - District Processes & Programs 1</p> <p>Funding Sources: Bilingual/Dual Language and ESL Coordinator salary - 263 - Title III, LEP, Supplemental materials for ESL and Dual Language classrooms - 263 - Title III, LEP, Bilingual ESL Specialist - 282 - ESSER III, ARP</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Implement schoolwide program strategies to substantially help students meet the challenging State academic standards (such as; instructional coaches, intervention, professional development) on Title I, Part A campuses, selected based on eligibility for free/reduced lunches, along with school improvement strategies for those campuses identified for comprehensive or targeted support.</p> <p>Strategy's Expected Result/Impact: CIP and TIP outcomes with progress monitored by 1.) developing and implementing a well-rounded program of instruction to meet the academic needs of all students; 2.) identifying students who may be at risk for academic failure; 3.) providing additional assistance to individual students; 4.) Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for learning.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning</p> <p>Problem Statements: Student Learning 1, 3</p> <p>Funding Sources: Tutoring, instructional supplies, and professional development - 211 - Title I-Part A - \$20,000, Schoolwide program strategy implementation - 211 - Title I-Part A - \$43,664, Intervention Teachers and Aides - 199 - General Fund: State Compensatory Education - \$360,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Students across the district are underperforming in ELA and Math. **Root Cause:** Classroom observations reveal Tier 1 instructional issues that correlate to student performance.

Problem Statement 2: The sense of urgency and systems for utilizing data have not been implemented with fidelity to create positive change. **Root Cause:** Teacher turnover has created a cycle of continuous need for training and support in utilizing data systems.

Problem Statement 3: Teachers lack professional learning and collaborative coaching opportunities to improve tier 1 instruction. **Root Cause:** Coaching is seen as punitive.

Problem Statement 4: Less than 1% of emergent bilingual students have been reclassified in the last 3 years. **Root Cause:** Ineffective program implementation and lack of improvement protocols.

Problem Statement 10: The COVID-19 pandemic has interrupted student learning and requires the District to aggressively address a variety of health, mental health, and social and emotional needs for students and families so that students will be able to accelerate their learning. **Root Cause:** Throughout the pandemic, students and families have experienced a range of circumstances that challenge the growth and development of students' social and emotional competencies and may have added to or complicated existing trauma and mental health issues.









District Processes & Programs

Problem Statement 1: Increase reciprocal relationships with parents and families through supporting knowledge around their student's data and strategies for improvement. **Root Cause:** Ineffectively acquainting parents and families with school data systems and instructional activities that lead to improved achievement.

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

Performance Objective 3: Elgin ISD students will demonstrate readiness through a 10% increase in College, Career, Military Readiness (CCMR) indicators.

Evaluation Data Sources: CCMR indicators







Strategy 1 Details	Reviews			
<p>Strategy 1: Enhance, ensure, and increase student CCMR programs and opportunities both in Elgin ISD and in partnerships with institutions of higher education and other local partners.</p> <p>Strategy's Expected Result/Impact: CCMR Indicators</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning</p> <p>Problem Statements: Student Learning 5</p> <p>Funding Sources: Nursing Simulators - 282 - ESSER III, ARP, CTE Programs - 244 - Carl Perkins, CTE</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement and sustain REACH/Learner Profile alignment and attributes</p> <p>Strategy's Expected Result/Impact: Student survey indicating an increase in Learner Attributes and effective transitions from middle school to high school and from high school to postsecondary education. .</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 5: Need to increase supports for students to access CCMR programs. Root Cause: Students unable to pass TSI.</p>

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

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

Strategy 1 Details	Reviews			
Strategy 1: Promote involvement in extracurricular programs Strategy's Expected Result/Impact: Increase in student participation in extracurricular programs. Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Increase participation in opportunities for student voice. Strategy's Expected Result/Impact: Participation in District Student Advisory Council, Student Summits and Panels, and Superintendent Roundtables will increase. Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 3 Details	Reviews			
Strategy 3: Enhance opportunities for students to learn and serve beyond the classroom Strategy's Expected Result/Impact: Increase in student participation in extracurricular programs. Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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

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

Evaluation Data Sources: Student well-being survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Student behavior and wellness: Implementation of Behavioral MTSS Framework and student wellness goals</p> <p>Strategy's Expected Result/Impact: Decrease disciplinary referrals.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent</p> <p>Problem Statements: Student Learning 10 - Perceptions 1</p> <p>Funding Sources: Behavior Specialist and support programs, CKH - 282 - ESSER III, ARP, SEL Counselors - 282 - ESSER III, ARP</p>	Formative			Summative
	Nov	Jan	Mar	June
	100%	100%	100%	
Strategy 2 Details	Reviews			
<p>Strategy 2: Administer student well-being survey</p> <p>Strategy's Expected Result/Impact: Increase in student well-being attributes in student survey results.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning</p> <p>Problem Statements: Student Learning 10</p>	Formative			Summative
	Nov	Jan	Mar	June
	100%	100%	100%	
Strategy 3 Details	Reviews			
<p>Strategy 3: Sustain and enhance school emergency operation procedures.</p> <p>Strategy's Expected Result/Impact: 100% compliance on School Safety Audits.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent</p>	Formative			Summative
	Nov	Jan	Mar	June
	100%	100%	100%	

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide an alternative learning environment for students who need more direct academic and behavioral support.</p> <p>Strategy's Expected Result/Impact: Increased performance for students at risk behaviorally. Increased graduation rate for students struggling to complete courses and pass assessments.</p> <p>Staff Responsible for Monitoring: PHA and DAEP Administrator; Assistant Superintendent of Teaching and Learning</p> <p>Problem Statements: Student Learning 10</p> <p>Funding Sources: PHS/DAEP Salaries - 199 - General Fund: State Compensatory Education - \$430,862, PHS/DAEP Supplies - 199 - General Fund: State Compensatory Education - \$4,275, PHS/DAEP Technology Supplies - 199 - General Fund: State Compensatory Education - \$1,000, PHS/DAEP Technology Equipment - 199 - General Fund: State Compensatory Education - \$3,000, PHS/DAEP Professional Development and Travel - 199 - General Fund: State Compensatory Education - \$4,660</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Strengthen academic programs and learning environment through district wide Capturing Kids Hearts initiative.</p>	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				












Performance Objective 5 Problem Statements:

Student Learning
<p>Problem Statement 10: The COVID-19 pandemic has interrupted student learning and requires the District to aggressively address a variety of health, mental health, and social and emotional needs for students and families so that students will be able to accelerate their learning. Root Cause: Throughout the pandemic, students and families have experienced a range of circumstances that challenge the growth and development of students' social and emotional competencies and may have added to or complicated existing trauma and mental health issues.</p>
Perceptions
<p>Problem Statement 1: Need to implement a universal screener for SEL in order to ascertain how students feel they are supported academically, emotionally, and physically. Root Cause: Increased social and emotional struggles experienced by students due to the impact of the pandemic.</p>

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

Performance Objective 1: Elgin ISD will increase the number of highly qualified and appropriately certified new to Elgin ISD teachers by 5% in 2022-2023.










Evaluation Data Sources: DOI Certification Acquisition Report, DOI EPP Enrollment Report, Highly Qualified New Hire Comparison Report, Pay structure reflects district commitment to high quality staff at all levels.

Strategy 1 Details	Reviews			
Strategy 1: Sustain and enhance district "Grow Your Own" program Strategy's Expected Result/Impact: Increased number of staff completing preparatory program for teacher certification. Staff Responsible for Monitoring: Assistant Superintendent of Human Capital	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Innovative support systems for new to profession teachers and new to role staff Strategy's Expected Result/Impact: Increased number of teachers meeting Teacher Incentive Allotment eligibility. Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Ensure pay structure reflects district commitment to high quality staff at all levels. Strategy's Expected Result/Impact: Staff salary scales aligned to TASB recommendations and to meet market value for staff. Staff Responsible for Monitoring: Assistant Superintendent of Human Capital	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Professional learning calendar/PD plan and support processes for all staff</p> <p>Strategy's Expected Result/Impact: Increased number of staff participating in district professional development activities.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Districtwide professional development - 255 - Title II, Part A - \$70,095</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop pipeline programs for staff to move to next level of employment/leadership</p> <p>Strategy's Expected Result/Impact: Increased number of staff earning degrees and certifications. District Equity Plan outcomes.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Human Capital</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Staff opportunities through capacity matrix to determine needs/wants for PD</p> <p>Strategy's Expected Result/Impact: Increased number of staff participating in district professional development activities.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:









Student Learning

Problem Statement 3: Teachers lack professional learning and collaborative coaching opportunities to improve tier 1 instruction. **Root Cause:** Coaching is seen as punitive.

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

Performance Objective 3: Elgin ISD will increase staff safety and well-being by 10% as measured by the bi-annual staff climate and safety surveys in 2022-2023.








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

Strategy 1 Details	Reviews			
Strategy 1: Implement a staff wellness program Strategy's Expected Result/Impact: Staff wellness survey Staff Responsible for Monitoring: Deputy Superintendent	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Administer staff well-being/satisfaction survey Strategy's Expected Result/Impact: Increase in survey results indicating staff well-being attributes.	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 3 Details	Reviews			
Strategy 3: Sustain and enhance school emergency operation procedures Strategy's Expected Result/Impact: 100% compliance on School Safety Audits Staff Responsible for Monitoring: Deputy Superintendent	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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

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









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

Strategy 1 Details	Reviews			
Strategy 1: Superintendent and Executive Cabinet Campus/Department Tours Strategy's Expected Result/Impact: Increase in percentage of staff who indicate satisfaction with district response to feedback. Staff Responsible for Monitoring: Superintendent	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Staff recognition opportunities for all levels (written and public platforms) Strategy's Expected Result/Impact: Increase in staff recognition events. Staff Responsible for Monitoring: Superintendent	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: District Advisory Council and Superintendent Roundtable Strategy's Expected Result/Impact: Increase in staff voice and feedback. Staff Responsible for Monitoring: Superintendent	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Stay interviews with campus employees returning from the previous school year. Strategy's Expected Result/Impact: Increase retention rates. Staff Responsible for Monitoring: Assistant Superintendent of Human Capital	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Elgin ISD will enhance community engagement and partnerships.

Performance Objective 1: Positive perceptions of parent satisfaction and engagement as measured by qualitative and/or survey data from stakeholders, will increase.

Evaluation Data Sources: Develop and implement a parent satisfaction survey

Strategy 1 Details	Reviews			
Strategy 1: Enhance website development, social media messaging and parent communication platforms Strategy's Expected Result/Impact: Increase in website visitation. Increase in maintaining high levels of expectations being met by the district. Staff Responsible for Monitoring: Superintendent	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Develop a listening and action protocol based on survey results Strategy's Expected Result/Impact: Survey results indicate follow through from the action protocol. Staff Responsible for Monitoring: Superintendent	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Parent information forums and feedback opportunities with FAQs posted on Superintendent's EISD webpage. Strategy's Expected Result/Impact: Increased parent participation Staff Responsible for Monitoring: Superintendent	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 3: Elgin ISD will enhance community engagement and partnerships.

Performance Objective 2: Positive perceptions of community satisfaction and engagement as measured by qualitative and/or survey data from stakeholders, will increase.







Evaluation Data Sources: Quarterly forums and feedback opportunities by Superintendent

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement a marketing/communication plan to highlight our schools Strategy's Expected Result/Impact: Evidence of implementation and follow-through. Staff Responsible for Monitoring: Superintendent	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Community-Based Advisory Council quarterly meetings and action steps Strategy's Expected Result/Impact: Plans containing action steps shared with district staff and community. Staff Responsible for Monitoring: Superintendent	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Quarterly forums and feedback opportunities with the Superintendent. Strategy's Expected Result/Impact: Evidence of involvement and follow-through using the Thought Exchange platform. Staff Responsible for Monitoring: Superintendent	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 3: Elgin ISD will enhance community engagement and partnerships.

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

Evaluation Data Sources: Increase in partnerships and opportunities for students.

Strategy 1 Details	Reviews			
<p>Strategy 1: Explore and expand School-Business Partners</p> <p>Strategy's Expected Result/Impact: Survey results indicate areas of strength in district and business partnerships. Increased work-based learning opportunities.</p> <p>Staff Responsible for Monitoring: Superintendent</p> <p>Problem Statements: District Processes & Programs 4</p> <p>Funding Sources: CIS - 199 - General Fund: State Compensatory Education - \$255,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Strengthen relationships, processes, and protocols with Elgin Education Foundation, business and governmental partners</p> <p>Strategy's Expected Result/Impact: Survey results indicate areas of strength in district and business partnerships.</p> <p>Staff Responsible for Monitoring: Superintendent</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

District Processes & Programs
<p>Problem Statement 4: Students need greater access to opportunities to learning. Root Cause: Social and emotional struggles related to the impact of the pandemic and the need for more efficient scheduling.</p>

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

Performance Objective 1: Strong financial stewardship and operational efficiency will be ensured by maintaining an A, Superior Achievement rating in the Financial Integrity Rating System of Texas (FIRST).













Strategy 1 Details	Reviews			
<p>Strategy 1: Align budget to strategic outcomes and needs Strategy's Expected Result/Impact: Budgetary alignment to strategic outcomes documented in District and Campus Improvement Plans. Staff Responsible for Monitoring: Chief Financial Officer</p> <p>Problem Statements: District Processes & Programs 6 Funding Sources: Fed/State Programs Director - 282 - ESSER III, ARP</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure financial transparency to stakeholders through websites, publications, monthly financial reports, bond oversight committee meetings, and budget meetings Strategy's Expected Result/Impact: Quarterly review of district website will indicate 100% alignment to financial transparency and district strategic outcomes. Staff Responsible for Monitoring: Superintendent</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

Performance Objective 1 Problem Statements:

District Processes & Programs
<p>Problem Statement 6: Increase the impact of funding sources on student performance. Root Cause: Budget and strategic outcomes not always aligned.</p>









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

Performance Objective 2: Transparent, systemic, long-range facility planning will be measured by operating within bond budget, passing future bonds, and responsiveness to facility needs in relation to student enrollment.

Strategy 1 Details	Reviews			
Strategy 1: Develop Long Range Facility Plan (LRFP) Strategy's Expected Result/Impact: LRFP posted on the district website and long term outcomes reflect project completion. Staff Responsible for Monitoring: Deputy Superintendent	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Executive Cabinet monthly review of progress in Long Range Facility Plan (LRFP) projects Strategy's Expected Result/Impact: Executive Cabinet meeting agendas and minutes. Staff Responsible for Monitoring: Superintendent	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Quarterly meetings for the bond committee and community Strategy's Expected Result/Impact: Meeting agendas and minutes Staff Responsible for Monitoring: Superintendent	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Monthly Board reports to review progress in Long Range Facility Plan (LRFP) projects Strategy's Expected Result/Impact: Meeting agenda and minutes Staff Responsible for Monitoring: Superintendent	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: Safe, secure, and educationally innovative facilities will be measured by safety audit scores, in-house secure facility reports.

Strategy 1 Details	Reviews			
Strategy 1: Develop and sustain a preventative maintenance plan for facilities Strategy's Expected Result/Impact: Department requests and completion data will indicate project completion. Staff Responsible for Monitoring: Deputy Superintendent	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Develop and sustain a Long Range Safety Plan (LRSP) for district and campuses. Strategy's Expected Result/Impact: Action steps presented annually to the school board Staff Responsible for Monitoring: Superintendent	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Hold safety symposium each spring with established District Safety Council. Strategy's Expected Result/Impact: Safety survey will indicate increased perception of safe and secure facilities. Staff Responsible for Monitoring: Deputy Superintendent	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 4 Details	Reviews			
Strategy 4: Bond Planning Committee to develop plans for future facilities Strategy's Expected Result/Impact: Plans and vision developed for future innovative facilities. Staff Responsible for Monitoring: Superintendent	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Develop and sustain a Long Range Technology Plan for district and campuses. Strategy's Expected Result/Impact: Action steps presented annually to the School Board. Staff Responsible for Monitoring: Chief Technology Officer	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify



Discontinue








Goal 5: Elgin ISD will increase its student achievement performance in the areas of literacy and numeracy.

Performance Objective 1: The percent of Elgin ISD third grade students reaching "Meets Grade Level" Standard on reading STAAR will increase from 20% to 44% by 2024.

HB3 Goal

Evaluation Data Sources: Progress Monitoring Tools, STAAR 2022

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure systematic processes for strong foundation in literacy for all grade levels.</p> <p>Strategy's Expected Result/Impact: Percent of students at or above grade level performance in literacy will increase by minimum of 10% annually.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning</p> <p>Problem Statements: Student Learning 1, 8</p> <p>Funding Sources: Online literacy program for individualized skill development - 211 - Title I-Part A - \$30,000, Professional Development - 289 - Title IV, Part A - \$8,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	100%	100%	100%	
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement intense literacy tutoring and interventions in partnership with Literacy First that includes staffing elementary schools with 4 additional TA's who are specifically trained to deliver and monitor reading instruction to students who are identified as Tier 2.</p> <p>Strategy's Expected Result/Impact: Student academic growth as evidenced on district benchmarks and STAAR 2022.</p> <p>Staff Responsible for Monitoring: Asst. Supt. Teaching and Learning; Campus Principals</p> <p>Funding Sources: Literacy Specialist Aides - 282 - ESSER III, ARP - \$111,863, Literacy First - 255 - Title II, Part A - \$60,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	100%	100%	100%	
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement Phase One of Elgin ISD's Early Literacy Plan ensuring that district and campus leaders are participating in the Texas Reading Academies.</p> <p>Strategy's Expected Result/Impact: District and campus capacity for high quality reading instruction will be improved in grades K-3 so that the district can provide effective leadership for Phase 2 of the implementation of the Early Literacy.</p> <p>Funding Sources: Stipends - 282 - ESSER III, ARP - \$60,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	100%	100%	100%	

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide intervention support across K-4 grades across the district to mitigate the impact of COVID-19 for students relative to disruptions in instruction.</p> <p>Strategy's Expected Result/Impact: Increase student academic achievement growth.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Intervention Aides - 282 - ESSER III, ARP - \$477,722</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:








Student Learning
<p>Problem Statement 1: Students across the district are underperforming in ELA and Math. Root Cause: Classroom observations reveal Tier 1 instructional issues that correlate to student performance.</p> <p>Problem Statement 8: A high percentage of students in third grade are not demonstrating mastery of reading skills that are key indicators of future academic success and college readiness. Root Cause: The district is still in the beginning stages of implementing a strong evidenced-based intervention program for students in in grades k-2 that individualizes reading instruction for students who are not making acceptable progress in mastering reading skills.</p>

Goal 5: Elgin ISD will increase its student achievement performance in the areas of literacy and numeracy.

Performance Objective 2: The percent of Elgin ISD third grade students reaching "Meets Grade Level" Standard on math STAAR will increase from 6% to 46% by 2024.

HB3 Goal

Evaluation Data Sources: Progress Monitoring Tools, STAAR 2022

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure systematic processes for strong foundation in numeracy at all grade levels.</p> <p>Strategy's Expected Result/Impact: Percentage of students at or above grade level performance in numeracy will increase by minimum of 10% annually.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning</p> <p>Problem Statements: Student Learning 1, 9</p> <p>Funding Sources: Online math practice and skill development - 211 - Title I-Part A - \$13,405</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Students across the district are underperforming in ELA and Math. Root Cause: Classroom observations reveal Tier 1 instructional issues that correlate to student performance.</p>
<p>Problem Statement 9: A high percentage of students in third grade are not demonstrating mastery of math skills that are key indicators of future academic success and college readiness. Root Cause: A strong early childhood numeracy plan that includes progress monitoring and teacher capacity building has not been developed and implemented.</p>

Goal 5: Elgin ISD will increase its student achievement performance in the areas of literacy and numeracy.

Performance Objective 3: Elgin ISD third grade economically disadvantaged and emergent bilingual students will reach Closing the Gap targets by 2024.

Math Economically Disadvantaged:

5% to 36% by 2024

Math Emergent Bilingual:

2% to 40% by 2024

Reading Economically Disadvantaged:

12% to 33% by 2024

Reading Emergent Bilingual:

15% to 29% by 2024

HB3 Goal








Evaluation Data Sources: Progress Monitoring Tools, STAAR Math and Reading Disaggregated

Strategy 1 Details	Reviews			
Strategy 1: Build capacity of campus administrators, instructional leadership teams, and teachers to disaggregate progress monitoring data in reading and math to ensure emerging bilingual and economically disadvantaged students in grades PreK-3 are accelerating their learning towards mastery of standards by third grade.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Ensure systematic processes for strong foundation in numeracy and literacy at all grade levels Funding Sources: Literacy Specialists - 282 - ESSER III, ARP, Reading academy support - 282 - ESSER III, ARP, Instructional Support Materials - 211 - Title I-Part A	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> No Progress Accomplished Continue/Modify Discontinue </div>				

Goal 5: Elgin ISD will increase its student achievement performance in the areas of literacy and numeracy.

Performance Objective 4: The percentage of Elgin ISD economically disadvantaged and emergent bilingual students meeting CCMR reaching Closing the Gap targets will increase from 52% to 72% by 2024.

HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Recruit and support Early College High School and PTECH students by aligning enrollment with the TEA blueprint and performance goals for each program.</p> <p>Strategy's Expected Result/Impact: The percentage of students directly enrolling in post-secondary programs and/or the military will increase.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the District Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Title I, Part C Migrant	Natalie Weber	11/27/2023	Natalie Weber	12/11/2023