

Elgin Independent School District
Harvest Ridge Elementary School
2024-2025 Campus Improvement Plan



Elgin ISD Strategic Plan 2023-2027- Balanced Score Card HRE

In Elgin ISD, We Believe:

STUDENTS are resilient, diverse and are empowered to succeed and become change-makers.

PARENTS, FAMILIES, and COMMUNITY value communication and are active advocates for our students, district, and community.

TEACHERS and STAFF MEMBERS are committed to intentional, student-centered growth through positive relationships with students and families to strengthen academic confidence and inspire an ongoing desire to learn.

CAMPUS ADMINISTRATORS are motivational leaders who embody strong character, foster a positive and safe environment, and prioritize high expectations for students.

THE SUPERINTENDENT and CENTRAL OFFICE STAFF are approachable, intentional, grounded leaders who empower and inspire the endless pursuit of district success.

THE BOARD OF TRUSTEES are student-focused and community minded, and are a unified team responsive to our diverse, growing community.

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

Vision: Elgin ISD Changes Lives

Core Values: REACH

Respect: Every voice matters

Elgin Pride: Our strength comes from embracing our diversity, community and shared history

Accountability for All: Shared responsibility for success

Collaboration: One Town, One Team, One Family

High Expectations: Working hard and having fun

Priority 1: Student Success

Key Questions:

To what extent...

...are students learning the most critical content and skills in each course and/or content area?

...is each student's learning in line with what is most relevant for him or her?

...are we able to determine why students aren't learning when learning doesn't happen and overcome the reason?

...are we focused on richness and depth as opposed to breadth and superficial learning?

...are students learning and practicing the habits of life-long learners?

...do we consistently provide quality work that interests, challenges, and satisfies all learners?

...are students prepared to learn in the face of uncertainty and unforeseen circumstances?

...are students ready for the world when they graduate high school?

...do we facilitate and value student voice?

...do we address the hopes and dreams of students and their parents?

...are students prepared for the next level of learning?

...does learning support the student's Smartness Profile?

...do we support the social and emotional well-being of students?

...do all of our students have positive connections to adults and other students?

...do we provide safe and secure schools per the expectations of our communities?

...are we able to tailor instruction to students and student needs?

STRATEGIC OBJECTIVES:	KEY STRATEGIC ACTIONS:	KEY CAMPUS ACTIONS:	PROGRESS MEASURES:	LONG TERM OUTCOMES: X to Y by 2027
1.1 Academic Achievement Growth at All Levels	1.1.1 Establish Reading and Math-baseline data 1.1.2 Develop and systematically implement Curriculum Mgt Plan (CMP) (written, taught and assessed alignment) 1.1.3 Enhance and ensure data-driven instruction and progress monitoring. 1.1.4 Refine and enhance systematic PLC processes to ensure fidelity district-wide 1.1.5 Ensure and enhance professional coaching model	1.1.1 Embed intervention time that results in meaningful and differentiated Tier 2 and 3 academic supports and programs 1.1.2 Ensure and monitor strong implementation of newly adopted Pre-K curriculum through training and ongoing teacher support throughout the year 1.1.3 Enhance and align the PLC process to ensure intentional time to plan for the implementation of data driven instruction 1.1.4 Schedule time to train teachers on conducting data conversations with analyzation through the use of student data folders 1.1.5 Enhance Tier I instruction by providing time for teachers to develop clear plans for teaching content and monitor the fidelity of implementation of the teacher plans 1.1.6 The implementation of the instructional plans designed in PLCs are monitored through professional coaching and feedback	-Vertically aligned lessons and measures -NWEA/MAP -Circle Assessments -STAAR -Unit Assessments -DRA -MClass	- Percentage of students at or above grade level performance numeracy and literacy will increase by minimum of 10% annually

1.2 Ensure Special Population Programs are Monitored and Enhanced	1.2.1 Enhance and ensure data-driven instruction and progress monitoring. 1.2.2 Monitor and adjust improvement protocols within special programs	1.2.1 Increased focus on English language acquisition and content mastery for emergent bilinguals, including incorporating TELPAS goals in student data folders and creating opportunities for students to practice logistical components of TELPAS. 1.2.2 Increase alignment and professional development with special populations, gifted and talented, dyslexia, intervention, and special education to ensure resources are aligned to strategies used during classroom instruction.	-TELPAS -Student exit numbers -IEP Goals -Classroom performance	-Percentage of students at or above grade level performance numeracy and literacy will increase by minimum of 10% annually -20% of Emergent Bilingual students will be reclassified each year
1.3 Student Readiness	1.3.1 Enhance, ensure, and increase student CCMR programs and opportunities	1.3.1 Create a variety of events and activities for students to engage with different career opportunities and pathways.	1.3.1a College Readiness -SAT/ACT/TSI/PSAT/Dual-credit/AP/On-ramps 1.3.1b Career Readiness -Industry based Certifications, programs of study, JH awareness and 4-year plans 1.3.1c Military Readiness -ASVAB (TEA providing clarification in spring, 2023)	-CCMR Indicators (accountability measures)
	1.3.2 Implement and sustain REACH/Learner Profile alignment and attributes	1.3.2 Use compelling purpose and learner profile to inspire students and staff to excel.	1.3.2 Student Survey results SAT/ACT/TSI/PSAT/Dual-credit/AP/On-ramps Industry based Certifications, programs of study, JH awareness and 4-year plans ASVAB (TEA providing clarification in spring, 2023)	-Student survey results will reflect an increase in student Learner Profile attributes
	1.3.3 Ensure systematic processes for strong foundation in numeracy and literacy at all grade levels	1.3.3 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.	1.3.3 Vertically aligned lessons and measures NWEA MAP assessments STAAR Unit Assessments DRA MClass	- Percentage of students at or above grade level performance in numeracy and literacy will increase by minimum of 10% annually
1.4 Engaged, Well-Rounded students	1.4.1 Promote involvement in extracurricular programs 1.4.2 Student voice 1.4.3 Enhance opportunities for students to learn and serve beyond the classroom	1.4.1 Use student input on ways to enrich innovative learning experiences and opportunities to demonstrate content mastery with activities in the maker space area and extra-curricular programs. 1.4.2 Campus Leadership Team will develop systems and proactively plan incentives, information sessions and accountability for student attendance. 1.4.3 Intentional opportunities for gathering student voice include collaborative Student Forums with the Principal throughout the year.	1.4.1 Participation numbers, master schedule, student survey results 1.4.2 District Student Advisory Council, Student Voice Summits, Student Panels, Superintendent Roundtables 1.4.3 Student program projects, monthly report to Cabinet, Superintendent reports to Board	-Percentage of students participating in extracurricular programs will increase annually
1.5 Student Safety and Well-being	1.5.1 Student behavior and wellness 1.5.2 Student well-being survey 1.5.3 Sustain and enhance school emergency operation procedures	1.5.1 All staff will develop a deep understanding of safety processes through regular practice to create familiarity and automaticity in emergency drills. 1.5.2 Effective and ongoing training for all staff to increase understanding and expectations for all campus programs.	1.5.1 Implementation of Behavioral MTSS Framework; Student wellness goals 1.5.2 Student survey results 1.5.3 Safety training drills and School Safety Audit results	-Percentage of disciplinary placements will decrease - Student survey results will reflect an increase in student well-being attributes -School Safety Audit results will indicate 100% compliance with safety requirements

		1.5.3 Consistent campus connections to Capturing Kids Hearts processes and procedures.		
Priority 2: Professional Learning and Highly Effective Staff Key Questions: To what extent... ...do we recruit effective adults to meet the academic, personal, and social needs of all students? ...do we support and retain effective adults capable of meeting the academic, personal, and social needs of all students? ...does professional learning meet the system mission and goals? ...does the system support professional growth of all staff?				
2.1 Recruit High Quality Staff	2.1.1 Sustain and enhance district "Grow Your Own" program 2.1.2 Innovative support systems for new to profession teachers and new to role staff 2.1.3 Pay structure reflects district commitment to high quality staff at all levels	2.1.1 Create a campus culture where all staff support the growth and development of clinical teachers, teachers, substitutes, and paraprofessionals. 2.1.2 Effective implementation of the mentoring program sustaining novice teachers in the profession with ongoing feedback and coaching along with consistent support and resources based on teacher need.	2.1.1 Teachers and staff hired from within our district system; Paraprofessionals enrolled in a teacher prep program; Professional staff participate in the Aspiring Leadership Academy 2.1.2 Mentor program, feedback from new to profession staff, district processes support recruitment and induction 2.1.3 Staff salary scales align to recommendations from TASB salary study with adjustments to meet market value for all staff	-Increased number of staff members who successfully complete a preparatory program (paras to teachers) -Increased number of professional staff participating in the district Aspiring Leadership Academy -Increased number of teachers meet Teacher Incentive Allotment eligibility -Staff salary comparisons to competitive districts aligns with market value for all staff
2.2 Growth and Development	2.2.1 Professional learning calendar/PD plan and support processes for all staff 2.2.2 Develop pipeline programs for staff to move to next level of employment/leadership 2.2.3 Staff opportunities through capacity matrix to determine needs/wants for PD	2.2.1 The Instructional Coach has the training support required to implement continuous coaching cycles with all teachers using planned time in the weekly calendar. 2.2.2 Initiate and maintain CKH and MTSS systems and processes in order to effectively serve students. 2.2.3 Based on feedback from staff, leadership and program reviews professional development will be designed to better meet overall campus needs and differentiated individual needs. 2.2.4 Identify staff that demonstrate interest in professional advancement and connect them with mentoring, coaching and opportunities to participate in district level events.	2.2.1 Professional learning calendar/PD plan with implementation evidence for all staff 2.2.2 Partnerships with external organizations for degrees and certifications; evidence of staff numbers 2.2.3 Individual plans for staff members in collaboration with campus and district support (TTESS, TPESS, professional goals and evaluation documents) as well as Teacher Incentive Allotment qualifications	-Increased number of staff participating in district professional learning activities -Increased number of staff earning degrees and certifications -Increased number of teachers who meet Teacher Incentive Allotment eligibility -Increased percentage of teachers and staff indicating success in achieving their professional goals
2.3 Staff Safety and Well-being	2.3.1 Staff wellness program 2.3.2 Staff well-being/satisfaction survey 2.3.3 Sustain and enhance school emergency operation procedures	2.3.1 All staff will develop a deep understanding of safety processes through regular practice to create familiarity and automaticity in emergency drills. 2.3.2 Ongoing team building and collaboration among staff to create a cohesive support team framework where individual needs can be met. 2.3.3	2.3.1 Implementation of staff wellness program; tracking goals and progress by campus and teams 2.3.2 Staff survey results 2.3.3 Safety training drills and School Safety Audit results	-Increased percentage of staff indicating personal wellness through goal tracking -Staff survey results will reflect an increase in staff well-being attributes -School Safety Audit results will indicate 100% compliance with safety requirements
2.4 Staff Satisfaction and Engagement	2.4.1 Superintendent and Executive Cabinet Campus/Department Tours	2.4.1 Opportunities for campus staff to acknowledge each other through consistent and clear communication in the weekly newsletter, social media posts, and day-to-day interactions.	2.4.1 Review of and response to staff feedback, action steps with principals and directors 2.4.2 Evidence of monthly staff recognition by campus and district leadership	-Percentage of staff who indicate satisfaction with district response to feedback will increase -School Board Meeting agendas, campus agendas, district and

	2.4.2 Staff recognition opportunities for all levels (written and public platforms) 2.4.3 Staff well-being/satisfaction survey 2.4.4 District Advisory Council and Superintendent Roundtable	2.4.2 Scheduled time for analyzing and reflecting on the input provided in staff surveys. 2.4.3 Effectively engaging staff and responding to their needs will help to develop positive perceptions.	2.4.3 Staff survey results and action steps developed through Superintendent Roundtable protocol 2.4.4 Agendas, feedback collection, action steps	campus recognition events will indicate increase staff recognition events - Staff survey results will reflect an increase in staff well-being attributes -Agendas, response documents and artifacts will represent an increase in staff voice and feedback acknowledgement leading to action steps
Priority 3: Community Engagement and Partnerships Key Questions: To what extent... ...does our system reflect our community's hopes and dreams for the future? ...do we engage and coordinate with other groups with a mission to support children? ...do we have a healthy, reciprocal relationship between community and schools?				
3.1 Parent Satisfaction and Engagement	3.1.1 Enhance website development, social media messaging and parent communication platforms 3.1.2 Develop and implement a parent satisfaction survey 3.1.3 Develop a listening and action protocol based on survey results	3.1.1 Increase the number of participants in the parent satisfaction survey so the data is more reflective of the stakeholder group overall. 3.1.2 Ongoing identification and revision of campus communication methods. 3.1.3 Form a strong Parent and Teacher Association (PTA) that supports the campus priorities in collaboration with campus faculty. 3.1.4 Routine opportunities for parents to voice and share feedback, concerns, and celebrations.	3.1.1 Website will be revised to better reflect district image, activities, and responsiveness to customer needs 3.1.2 Parent satisfaction survey in fall and spring 3.1.3 Superintendent will publicize action protocol based on survey results	-Percentage of website visitation will increase; customers will indicate higher satisfaction with website -Parent satisfaction survey will indicate an increase in/maintain high levels of expectations being met by the district from year to year -Superintendent action protocol will reflect follow-through year to year on survey results
3.2 Community Satisfaction and Engagement	3.2.1 Develop and implement a marketing/communication plan to highlight our schools 3.2.2 Community-Based Advisory Council quarterly meetings and action steps 3.2.3 Quarterly forums and feedback opportunities by Superintendent	3.2.1 Campus leadership team will build parent and community familiarity with HRE staff and facility through a strong, positive and frequent social media presence.	3.2.1 Marketing/Communication plan is developed; evidence of implementation and follow-through assessed quarterly; EISD magazine distribution 3.2.2 Agendas and attendance documentation; action plans developed and shared with district staff and community 3.2.3 Superintendent community forums scheduled on a quarterly basis; documented attendance and feedback structures	-Review of year-to-year evidence of implementation will show follow-through on action steps; distribution numbers of EISD Magazine -Year-to- year documentation of action plans will indicate evidence of implementation -Community forums will show evidence of involvement and follow-through using the Thought Exchange data analytic platform
3.3 Partnerships with Business and Other Governmental Agencies	3.3.1 Explore and expand School-Business Partners 3.3.2 Strengthen processes and protocols with Elgin Education Foundation 3.3.3 Strengthen relationships, processes, and protocols with business and governmental partners	3.3.1 Embed frequent opportunities for community business to support our campus through connections to extra curricular activities, campus events and CCMR connections. Assist with Pre-K transition from outside daycares and other entities	3.3.1 Quarterly report to Board on School-Business partnerships 3.3.2 Meetings scheduled monthly; meeting agendas; survey and feedback tool for EEF Board and EISD administration; expansion of EEF Board membership 3.3.3a Meetings scheduled monthly with City of Elgin, Chamber of Commerce; meeting agendas; survey and feedback tool for business and governmental partners	-School Board meeting agendas and minutes -EEF Board membership will reflect increased involvement and attendance -survey results will reflect year-to-year increase in successful projects and satisfaction -increased EEF fundraising

				-survey results will indicate areas of strength in district and business partnerships -progress on shared goals will reflect successful collaborative projects and partnerships
Priority 4: Fiscal and Operational Systems Key Questions: To what extent... ...do our outward facing systems align with the concepts of true educational accountability? ...do our budgeting, operations, discipline, meeting structures and agendas, and personnel practices align with an overall district direction? ...is the board an integral part of our organization capable of supporting the district and advocating for it to the community?				
4.1 Ensure Strong Financial Stewardship and Operational Efficiency	4.1.1 Align budget to strategic outcomes and needs 4.1.2 Ensure financial transparency to stakeholders through websites, publications, monthly financial reports, bond oversight committee meetings, and budget meetings	4.1.1 Encourage staff to identify and address classroom or grade level student needs that can be met by applying for Elgin Education Foundation (EEF) grants. 4.1.2 Train and discuss budget throughout the year Campus Advisory Committee (CAC), all staff members, staff members in positions with allocated funds, and program intent with applicable staff members. 4.1.3 Increase transparency with campus budget, annual spending and alignment to campus and student needs through the Campus Advisory Committee.	4.1.1 Budget processes will reflect alignment to strategic outcomes and needs; budget calendar; Cabinet meeting agendas; School Board Workshop agendas; School Board meeting agendas and minutes 4.1.2 Website review; publications posted; monthly financial reports; Bond Oversight Committee meeting agendas and minutes; Budget meeting agendas and minutes	-District and campus improvement plans will document alignment to strategic outcomes and needs -Federal program budgets will document alignment to strategic outcomes and needs -Quarterly review of district website will indicate 100% alignment to financial transparency and district strategic outcomes (Executive Cabinet review)
4.2 Transparent, Systematic Long-Range Facility Planning	4.2.1 Develop Long Range Facility Plan (LRFP) 4.2.2 Executive Cabinet monthly review of progress in LRFP projects 4.2.3 Quarterly meetings for the bond committee and community 4.2.4 Monthly Board reports to review progress in LRFP projects	4.2.1 Review Board meeting report and progress updates on the Long Range Facility Plan with campus leadership team.	4.2.1 LRFP posted on district website 4.2.2 Executive Cabinet meeting agendas and minutes 4.2.3 Bond Committee meeting agendas and minutes 4.2.4 School Board meeting agendas and minutes	-LRFP long term outcomes will reflect project completion
4.3 Maintain Safe, Secure, and Educationally Innovative Facilities	4.3.1 Develop and sustain a preventative maintenance plan for facilities 4.3.2 Develop and sustain a Long Range Safety Plan (LRSP) for district and campuses with action steps presented annually to School Board 4.3.3 Staff, student, and parent safety surveys in fall and spring 4.3.4 Safety Symposium held in spring; District Safety Council established including staff, parents, students, community members 4.3.5 Bond Planning Committee to develop plans for future innovative facilities	4.3.3 Establish a campus culture where all staff takes the initiative needed to preserve a safe and secure facility and campus environment	4.3.1 Preventative maintenance plan posted on district website 4.3.2 LRSP posted on district website; School Board meeting agendas and minutes 4.3.3 Safety survey results in fall and spring 4.3.4 Safety Symposium agenda, documented attendance and feedback structures; DSC meeting agendas, action steps included in LRSP, posted on district website and presented annually to Board 4.3.5 Bond Committee meeting agendas and minutes 4.3.6 LRTP posted on district website; School Board meeting and agendas; Student and teacher survey items on use of innovative instructional technology	- Maintenance and Operations department requests and completion data will indicate project completion -Safety and security audits will reflect increased project completion and compliance to requirements -Safety survey results will indicate increased perception of safe and secure facilities -Increased usage of innovative instructional technology use will be documented through campus walk-throughs and student/teacher surveys

	4.3.6 Develop and sustain a Long-Range Technology Plan for district and campuses with action steps presented annually to School Board			
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