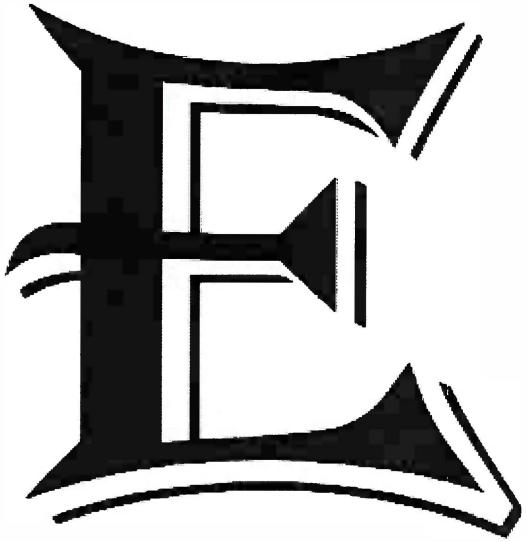
Elgin Independent School District

Elgin Elementary School

2024-2025 Campus Improvement Plan



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

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 Unit assessments, DRA/EDL, NWEAs proctored with fidelity to ensure student's most accurate data a. students will update data folders weekly and take ownership of their progress b. teachers will utilize data folders to target areas for growth c. Conduct student led conferences and streamline processes 1.1.2 Hold team members accountable for following curriculum and pacing guides a. Power PLCs will be utilized for unit launches b. fidelity will be measured through content planning and walkthrough data 1.1.3 Use Data Driven Instruction model for all PLCs (Leveraged Leadership 2.0) a. building the capacity of team leaders to drive data discussions b. Panorama will be used to monitor growth 1.1.4 Conduct data digs and support teachers with implementation of reteach a. PLC YAG will guide frequency of data digs	-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

		b. reteaching will occur campus wide on Fridays 1.1.5 Design walkthrough schedule to include coaching based on collected data to include: a. frequency of coaching b. peer to peer coaching on previously determined growth areas c. leadership coaching		
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 core content mastery for Emergent Bilinguals including: a. Incorporating TELPAS goals in student data folders b. Create opportunities for students to practice logistical components of TELPAS in technology 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. a. Monitor progress for special pops at each assessment and make support plans	-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 Continue to increase CCMR awareness and options including: a. Career Fair with EHS pathways and community partners b. display/usage of college pennants c. incorporated discussions in the classroom about life after K-12 in Xello d. hold CCMR themed weeks once each grading period e. include CCMR job opportunities and facts in daily morning announcements f. create connections between extracurricular organizations and CCMR opportunities	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 Increase relevance of the Learner Profile and REACH for students and staff	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 Regular grade level PLC and meetings with aligned processes and agendas to: a. create an awareness and consistency through use of C&I Central b. develop an understanding of time for daily independent reading for students and staff	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 Provide opportunities for students to engage in enrichment learning through: a. classroom jobs such as CKH student ambassadors b. community partnerships such as school garden, Angel Tree, Food drive, Pearls of Youth 1.4.2 Student Forums will occur at the beginning, middle, and end of 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

		1.4.3 Strengthening student organizations such as Student Council, School Newspaper, Lego Robotics, Safety Patrol, Yearbook Club 1.4 4 Increase our campus attendance average from 92% to 95% by implementing monthly, 9 Week, Semester incentives. Forming a campus calling committee to make daily calls for those students that are absent. Attendance Incentive Plan Attendance Intervention Plan		
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 Implementation of MTSS behavior systems including: a. CKH social contracts b. classroom and schoolwide Brag Boards c. PAWsitive Office Referrals d. Morning meetings and good things e. regular convening of campus MTSS team f. measuring student progress through use of Panorama 1.5.2 Utilization of Panorama student survey at the beginning and end of the school year a. reviewing results as a staff to determine needed change 1.5.3 Consistent safety drills, safety checks by administration, and maintaining a culture of safety	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
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 Recruit high quality staff by: a. including key stakeholders in interviews b. aligning interview questions to district and campus score cards 2.1.2 Maintaining a campus culture that supports: a. clinical teachers b. new teachers c. substitute teachers d. paraprofessionals to pursue teaching 2.1.3 High quality staff are incentivized financially and professionally through: a. Teacher Incentive Allotment (TIA) b. Targeted Professional Development	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	2.2.1 Create and plan ahead for differentiated Workshop Wednesdays to provide: a. leadership opportunities b. staff growth in self identified areas of need c. Trauma Informed Practices	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,	-Increased number of staff participating in district professional learning activities -Increased number of staff earning degrees and certifications

	2.2.3 Staff opportunities through capacity matrix to determine needs/wants for PD	2.2.2 Identify staff that demonstrate interest in professional advancement: a. mentoring/coaching b. referral to programs c. providing opportunities to participate in district level events 2.2.3 Feedback survey data will be utilized to determine future Professional Development	TPESS, professional goals and evaluation documents) as well as Teacher Incentive Allotment qualifications	-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 Piloting Trauma Informed and Staff Self Care Practices Professional Development 2.3.2 Staff satisfaction will be valued and measured through: a. Panorama survey data will be collected at the beginning and end of the year b. one on one meetings c. scheduled data reflection from leadership 2.3.3 Fidelity of emergency procedures will be measured through: a. Regular campus walks with administration and district personnel b. adhering to predetermined emergency drill schedule	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 2.4.2 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	2.4.1 Increase frequency of district level classroom visits 2.4.2 Clear communication and acknowledgement through: a. weekly staff newsletter b. staff Brag Board c. social media posts 2.4.3 Consistent staff surveys at BOY/EOY with scheduled reflection from campus leadership 2.4.4 Campus representative for District Advisory Council (DAC) report back to Campus Advisory Council (CAC)	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 2.4.3 Staff survey results and action steps developed through Superintendent Roundtable protocol 2.4.4 Agendas, feedback collection, action steps	-Percentage of staff who indicate satisfaction with district response to feedback will increase -School Board Meeting agendas, campus agendas, district and 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 Clear and timely communication in Thursday student folders, parent newsletters, and reminders of upcoming events on social media and in our safety vestibule 3.1.2 Parent survey data will be reviewed by our campus leadership team and utilized to refine systems 3.1.3 Including opportunities for parents to voice feedback, concerns, and celebrations at family and community events	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 Social media presence will be used at least three times a week to communicate and highlight positive school news/good things 3.2.2 Community-Based Advisory Council quarterly meetings and action steps 3.2.3 Campus representation at quarterly Superintendent Forums	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 RACE Around Elgin to thank community partners and district staff three times a year 3.3.2 Encourage staff to apply for Elgin Education Foundation (EEF) and include follow through with EEF to observe grant recipients using grant funded materials/resources 3.3.1 Continue business partnerships through: a. fundraising events at community businesses b. Pearls of Youth Art Show c. highlighting community careers with CCMR events and initiatives d. increase campus representation at Elgin ISD Board Meetings 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 Discuss budget at the beginning of the year with: a. Campus Advisory Committee (CAC) b. all staff members c. staff members in positions with allocated funds d. Program Intent with applicable staff members 4.1.2 Increase transparency with beginning of year campus budget, annual spending, and alignment to campus and student needs through Campus Advisory Committee (CAC)	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)	4.2.1 With the help of Maintenance Department, identify facility needs	4.2.1 LRFP posted on district website	-LRFP long term outcomes will reflect project completion

	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	4.2.4 Review board meeting report with leadership team to discuss summary of progress in LRFP and facility updates	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	
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 4.3.6 Develop and sustain a Long-Range Technology Plan for district and campuses with action steps presented annually to School Board	4.3.3 Increase participation in surveys with honest and thoughtful feedback from all stakeholders 4.3.4 Encourage attendance at district meetings, such as the safety symposium	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