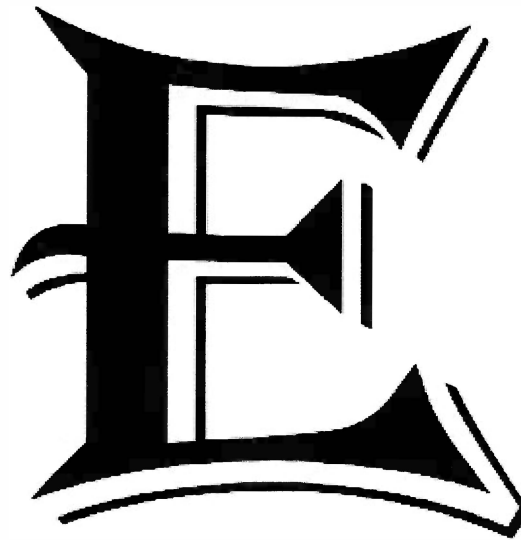


Elgin Independent School District
Neidig Elementary School
2024-2025 Campus Improvement Plan



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

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 lifelong 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 the professional coaching model	- create common formative assessments as teams for all essential standards - use formative and summative data to establish and monitor overall instructional decisions - Teams will use the C & I recommendations for pacing and suggestive lessons - Teams will use TEKS Resource System as an additional resource for planning - Teams will analyze data and create corrective action plans - Teams will plan to reteach small group lessons and reassess for any essential standards that fall below 45% - ILT will support the implementation of the curriculum management plan - PLC processes will be collaborative and updated every 9 weeks for efficiency	-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 a minimum of 10% annually

		Artifact digs will take place twice per nine weeks for alignment and calibration		
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	- Teams will be asked to submit specific plans that emphasize differentiated instruction - ILT members will review plans each week and provide coaching feedback - Teams will work with district coordinators and directors to ensure alignment of all special populations and support - ILT will have differentiation training throughout the year to strengthen special program plans with an emphasis on differentiating instruction for special pops	-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	- CCMR admin will work with the director of CCMR and her team to elevate CCMR programs on campus - CCMR team will collaborate to create multiple CCMR opportunities for the year - CCMR District Resources will be reviewed by campus teachers and used throughout the year - XELLO program will be used throughout the year	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	ILT will work with leadership to ensure the REACH/Learner profile alignment is known and is referenced in classrooms and on campus	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 a strong foundation in numeracy and literacy at all grade levels	- ILT will work with team leads to ensure alignment and rigor with numeracy and literacy are common throughout the campus - ILT will design specific trainings to strengthen numeracy and literacy small group and differentiated instruction	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 a 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	- Student council will work with ILT to create more opportunities for more students to learn and serve beyond the classroom - Attendance incentives will occur each week by grade level and every 9 weeks by students	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	Implement and sustain a schoolwide MTSS framework to prevent and address problem behaviors	1.5.1 Implementation of Behavioral MTSS Framework; Student wellness goals 1.5.2 Student survey results	-Percentage of disciplinary placements will decrease

	1.5.3 Sustain and enhance school emergency operation procedures	- Implement and sustain a schoolwide Capturing Kids' Heart framework - The safety and well-being administrator will lead by ensuring teachers, students, and parents are informed of our safety and wellness processes and opportunities - The safety administrator will work with the assistant superintendent over safety to ensure we remain in compliance with state regulations and to ensure we maintain a safe learning environment - The safety administrator will conduct regular drills to practice and be ready for any campus emergency	1.5.3 Safety training drills and School Safety Audit results	- Student survey results will reflect an increase in student well-being attributes -School Safety Audit results will indicate 100% compliance with safety requirements
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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	- An administrator will monitor and facilitate a strong mentor program - Campus ILT will work to provide a customer-friendly environment to ensure high-quality staff are consistently afforded growth opportunities through PD and coaching cycles - The principal will work with the EHS "Grow Your Own" teacher to support student teachers on campus - The principal will work with the executive director of HR to ensure best practices are in place for support and retainment - Teachers will be held to high expectations of performance coupled with high levels of compassion and support	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 with 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	- Campus Principal will work with Teaching & Learning to ensure identified PDs are collaborative and monitored for success - Campus surveys will be distributed once per 9 weeks to survey the needs of training for teachers - ILT will meet to discuss any patterns of emerging needs for training	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

		• ILT will be in charge of leading campus PDs with the support of highly-qualified teaching staff		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	• Surveys will be distributed twice per year to gauge staff satisfaction • Staff well-being and school emergency operation procedures will be visited throughout the year in the newsletter and in faculty meetings to ensure clarity of responsibilities and opportunities	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	• Campus shout outs • Campus employee of the week • End-of-semester awards • Surveys are distributed twice per year to gauge staff satisfaction • Climate and culture team will oversee and facilitate multiple opportunities to elevate overall campus culture and morale • Guiding coalition will meet once per year to examine survey data and collaborate on action steps for improvement	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	• The principal will have a monthly parent newsletter • The campus representative will oversee social media accounts to ensure positive information goes out weekly • Parent surveys will be distributed once per year • Campus admin will have all communication lines open throughout the year for parents • Campus teams will create events where parent engagement is a priority	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	• ILT will work to create a positive marketing/communication plan, starting with the parent newsletter and social media posts	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	-Review of year-to-year evidence of implementation will show follow-through on action steps; distribution numbers of EISD Magazine

	3.2.3 Quarterly forums and feedback opportunities by the Superintendent	- CAC meeting will take place quarterly with an emphasis on the BSC action steps - The campus principal will work with the EISD Communications department to strengthen community partnerships and engagement	3.2.3 Superintendent community forums scheduled on a quarterly basis; documented attendance and feedback structures	-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	- Work with the campus CCMR team to explore business relationships - The campus principal will work with other campus principals on ways to strengthen relationships and overall processes with businesses in the community - Campus representatives will work with outside partners and businesses to support student achievement by being involved in campus events - 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	- The campus principal will work with the CFO to ensure fiscal responsibility and district alignment of needs and programs - The campus principal will meet weekly with the campus admin assistant to review budget practices and balances - Both the campus principal and admin assistant will use the resources provided by the BO to ensure alignment and fiscal responsibility	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	- The campus principal will meet with the CFO each semester for systems review meetings - The campus principal will reach out to the CFO and/or director with budget-specific questions and for guidance on fiscal systems - The campus principal will attend all school board meetings	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 4.3.6 Develop and sustain a Long-Range Technology Plan for district and campuses with action steps presented annually to School Board	• Campus administrators will work with the director of maintenance to develop and sustain a preventative maintenance plan • The campus principal will work with the technology teacher and district technology representative to develop and sustain a positive technology plan	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
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