

Elgin Independent School District



Elgin Elementary School

2025-2026 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Summary

The Elgin Independent School District (EISD) is strategically positioned about 22 miles east of Austin and is part of the Region 13 Education Service Center area. Our district is expansive, covering over 168 square miles across portions of Bastrop, Lee, and Travis counties. We are committed to providing comprehensive educational facilities and resources across our nine campuses to meet the diverse needs of our student population, which numbers approximately 6000 from PreK to Grade 12.

Our student demographics at EES, as reflected in 2023- 2024 Texas Academic Performance Report (TAPR), highlight the diverse and unique needs of our community. With 83.3% of our students identified as Economically Disadvantaged, we are dedicated to providing equitable access to quality education and resources. Additionally, 50.8% of our students are English learners, which emphasizes the importance of our language support programs. We also serve a significant number of students with special needs (12%), homeless students (1%), and a small percentage of migrant students (0.6%). Furthermore, (7.7%) of our students are identified as Gifted and Talented, and 68.8% are considered at-risk, which guides our tailored interventions and support systems to ensure every student has the opportunity to succeed.

PROGRAM ENROLLMENT, ETHNICITY AND RACE	2023-2024	2022-2023
All Student Enrollment	881	844
Eco. Disadvantaged	734	712
At-Risk	599	614
Emergent Bil. (EB)	446	432
Sp. Ed.	102	98
Section 504	18	14
Students with Dyslexia	10	-
Career and Technical Ed.	-	-
Migrant	5	5
Homeless	9	36
Foster	0	4
Title I	881	844
Black African	64	59
Hispanic	686	664
White	100	81
Amercian Indian	1	1
Asian	2	1
Pacific Islander	0	1
Two or More Races	28	37

Strengths

Our school is proud to have a resilient and diverse student population, which enriches the learning environment and fosters a culture of inclusivity and understanding. This diversity allows students to learn from one another's experiences and perspectives, preparing them for a global society.

- The community-minded Board of Trustees plays a crucial role in guiding our school with a focus on the collective well-being of our students and families. Their commitment to community values ensures that our school remains a supportive and nurturing environment for all.
- We place a strong emphasis on robust communication with parents, families, and the community. By maintaining open lines of communication, we ensure that all stakeholders are informed, engaged, and able to contribute to the educational process, fostering a collaborative atmosphere.
- Our efforts to increase staff diversity are aimed at better reflecting our student population. By doing so, we create a more relatable and supportive environment for students, where they can see themselves represented among the educators and staff who guide them.
- We have implemented systems ensuring equity to support all families, recognizing that each family has unique needs. These systems are designed to provide equal opportunities for success, ensuring that every student has access to the resources and support they need to thrive.
- Celebrating and recognizing staff's years of service with the district is a testament to our appreciation for their dedication and hard work. These celebrations not only honor individual contributions but also strengthen the sense of community and continuity within our school.
- Awards and celebrations for student attendance highlight the importance of consistent participation in the educational process. By recognizing students who demonstrate commitment to their education, we encourage a culture of responsibility and perseverance.
- Campus-wide cultural celebrations are an integral part of our school culture, allowing us to honor and learn from the diverse backgrounds of our students and staff. These events foster mutual respect and understanding, enriching the educational experience for everyone involved.

The approval of the Bond Project in February 2024 marks a significant milestone for our school, with most projects currently underway. This initiative will enhance our facilities and resources, providing a better learning environment for our students. We are excited to announce that Trinity Ranch Elementary School is set to open the 2025-2026 school year. This new campus will provide state-of-the-art facilities and expand our capacity to serve the growing needs of our community.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 Student achievement and growth data from state assessments and beginning-of-year screeners indicate that our Hispanic, Emergent Bilingual, and Economically Disadvantaged student groups continue to struggle to meet performance targets.	A lack of intentional focus on prioritizing differentiated instruction and evidence-based interventions to strengthen foundational literacy and math skills, to decrease achievement gaps among student groups.
2 Chronic absenteeism continues to be a significant challenge, impacting consistent access to instruction and contributing to ongoing achievement gaps.	133 of 667 students missed more than 10% of their enrolled school days during the 2024-2025 school year.

★ = Priority

Student Learning

Summary

Overall, evidence shows that students in the district are making academic progress; however, accelerated growth is necessary for them to catch up with their peers at the state and national levels. We track the effectiveness of interventions through a comprehensive student data dashboard that consolidates multiple data points for each student. This tool enables us to monitor growth indicators, individual learning, and program outcomes for various student groups, including struggling or at-risk students, students with disabilities, Section 504 students, general education students requiring interventions, and those with chronic absenteeism.

Multi-Tiered Systems of Support (MTSS) are being implemented across all campuses with district-wide guidance. Classroom observations have identified Tier 1 instructional challenges that directly impact student performance.

As shown below, the Texas Academic Performance Report (TAPR) results for Mathematics and Reading demonstrate increased student growth from the 2020-2021 to the 2021-2022 school year. College, Career, and Military Readiness (CCMR) data, reported with an additional year's delay, reflect the pandemic's ongoing impact on students' progress toward these goals. Additionally, reduced in-person attendance during the 2020-2021 school year has influenced these CCMR outcomes.

ALL GRADES READING	2023-2024 ALL STUDENTS	2022-2023 ALL STUDENTS	2023-2024 ECO. DISADVANTAGED	2022-2023 ECO. DISADVANTAGED	2023-2024 EMERGENT BIL. (EB)	2022-2023 EMERGENT BIL. (EB)
Approaches	58%	64%	54%	58%	53%	51%
Meets	26%	25%	21%	18%	18%	25%
Masters	3%	6%	2%	3%	5%	1%
ALL GRADES MATH	2023-2024 ALL STUDENTS	2022-2023 ALL STUDENTS	2023-2024 ECO. DISADVANTAGED	2022-2023 ECO. DISADVANTAGED	2023-2024 EMERGENT BIL. (EB)	2022-2023 EMERGENT BIL. (EB)
Approaches	50%	55%	47%	49%	58%	46%
Meets	18%	19%	15%	16%	12%	22%
Masters	3%	4%	2%	2%	3%	4%
SCHOOL YEAR	ATTENDANCE AVERAGE PER YEAR					
2024-2025	93.0%					
2023-2024	91.9%					
2022-2023	93.2%					

Strengths

- Systematically implement the EISD Teaching & Learning Curriculum Management Plan to ensure alignment and consistency in instruction, directly supporting improved student outcomes.
- Utilize data-driven instruction and rigorous progress monitoring to tailor teaching strategies and accelerate student growth.

- Conduct weekly PLCs focused on enhancing instructional practices, fostering collaboration, and driving continuous improvement in student achievement. Grade level teams will collaboratively develop common formative assessments to consistently monitor progress and inform instruction.
- Incorporate a dedicated intervention block within the instructional schedule to provide targeted support for students in need.
- One Intervention Teacher and two Intervention Para-professionals, alongside one Literacy 1st Specialist, to deliver specialized, evidence-based instruction.
- Apply the Data Dig Framework (Data → Information → Knowledge → Decision → Action) to systematically analyze student data and make informed decisions that boost learning outcomes.
- Consistently Implement administrative walk-throughs aimed at supporting teacher development and ensuring high-quality instruction that positively impacts student performance.
- Regular data digs will be conducted after district assessments to guide instructional decisions and enhance student achievement.
- Through MTSS, we will continuously track student progress and implement targeted, differentiated interventions to support struggling students.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 55% of our 3rd and 4th grade students met the Reading STAAR standard, indicating a need to improve reading proficiency at these grade levels	Inconsistent implementation of effective Reading interventions and progress monitoring has limited growth in Reading proficiency among 3rd and 4th grade students.
2 43% of our 3rd and 4th grade students met the Math STAAR standard, indicating a significant need to improve Math proficiency at these grade levels	Gaps in foundational Math skills and insufficient targeted intervention have contributed to only 43% of 3rd and 4th graders meeting the Math STAAR standard
3 Lack of instructional rigor in the early grades has led to foundational learning gaps that persist and negatively impact student performance in the upper grades.	We have begun providing targeted support, professional development, and instructional resources to lower grade teachers to help strengthen rigorous, standards-aligned instruction. However, despite these initial efforts, we have not yet seen the desired impact on student outcomes.

 = Priority

School Processes & Programs

Strengths

- Systematically implement the EISD Teaching & Learning Curriculum Management Plan to ensure alignment and consistency in instruction, directly supporting improved student outcomes.
- Utilize data-driven instruction and rigorous progress monitoring to tailor teaching strategies and accelerate student growth.
- Conduct weekly PLCs focused on enhancing instructional practices, fostering collaboration, and driving continuous improvement in student achievement. Grade level teams will collaboratively develop common formative assessment to consistently monitor progress and inform instruction.
- Incorporate a dedicated intervention block within the instructional schedule to provide targeted support for students in need.
- One Intervention Teacher and two Intervention Para-professionals, alongside one Literacy 1st Specialist, to deliver specialized, evidence-based instruction.
- Apply the Data Dig Framework (Data → Information → Knowledge → Decision → Action) to systematically analyze student data and make informed decisions that boost learning outcomes.
- Consistently Implement administrative walk-throughs aimed at supporting teacher development and ensuring high-quality instruction that positively impacts student performance.
- Regular data digs will be conducted after district assessments to guide instructional decisions and enhance student achievement.
- Through MTSS, we will continuously track student progress and implement targeted, differentiated interventions to support struggling students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 Inconsistent implementation of effective Reading interventions and progress monitoring has limited growth in reading proficiency among 3rd and 4th grade students.	Lack of consistent implementation of effective Reading interventions and progress monitoring.
2 Inconsistent implementation of effective Math interventions and progress monitoring has limited growth in reading proficiency among 3rd and 4th grade students.	Lack of consistent implementation of effective Math interventions and progress monitoring.
3 Lack of instructional rigor in the early grades has led to foundational learning gaps that persist and negatively impact student performance in the upper grades	We have begun providing targeted support, professional development, and instructional resources to lower grade teachers to help strengthen rigorous, standards-aligned instruction. However, despite these initial efforts, we have not yet seen the desired impact on student outcomes.

★ = Priority

Perceptions

Summary

Parent, Family and Community Engagement

Elgin ISD is dedicated to nurturing communication and fostering positive relationships with parents, families, and all community members. Our strong foundation as One Team, One Town, One Family forms the basis for collaborative and supportive interactions between the district, schools, families, and the community. As we continue to grow, we strive to integrate everyone into our Elgin ISD family, offering numerous opportunities at both campus and district levels for involvement and input in decision-making processes.

Elgin ISD connects with families and the community through various mediums such as the school website/social media, PawPrints newsletter, email, automated calls, and campus updates. Communications are provided in both English and Spanish to ensure accessibility. Additionally, the district and campuses utilize Reach The E, an online platform for gathering input and feedback. Several special program departments involve families and community members in decision-making processes and activities through advisory groups, special events, meetings, and community gatherings.

Student Engagement

Attendance and Graduation

Student attendance rates across all student groups ranged from 91.7% to 95.4% in the 2021-2022 academic year, with the African American student group achieving the highest rate at 95.4%. However, in the subsequent academic year of 2022-2023, attendance rates for all groups declined in some areas. Special Ed students had the lowest attendance rate at 91.9%, while Emergent Bilingual students had the highest at 94.1%. Our attendance rate for the 2024-2025 school year was a 93.0%.

Elgin ISD reported a 4-year graduation rate of 90% for the class of 2021, with a 6-year graduation rate of 94.6% for the class of 2021. The district remains committed to supporting all students through credit recovery initiatives to ensure completion of their high school diploma.

To further enhance student engagement and socio-emotional learning, Elgin ISD will provide Capturing Kids Hearts training to all campuses and district teams. This training equips educators with effective socio-emotional learning techniques and classroom facilitation tools. These strategies aim to foster student interest, establish collaborative behavioral agreements in every classroom, promote high-performing student groups, enhance pro-social skills, increase time on-task, and improve overall student performance.

Teacher Engagement

Campus exit data highlights concerns regarding overall discipline and, in some instances, administrative support. Conversely, the data indicates general satisfaction with the teaching profession and overall campus environment. While most teachers feel supported by their colleagues according to exit surveys, a minority express dissatisfaction, particularly concerning administrative support and discipline issues. To address these challenges, Elgin ISD is implementing Capturing Kids Hearts and enhancing support systems district-wide to better support teachers. Reasons for teacher turnover often include proximity to home, family matters, career advancement, and salary increases. Recent recommendations from the TASB Salary survey have positioned EISD more competitively in terms of compensation.

New teachers benefit from mentorship through our partnership with the National Institute for Excellence in Teaching (NIET), where mentors are carefully selected by principals and trained in research-based practices. Additionally, experienced teachers facing challenges participate in coaching cycles tailored to their needs on campus. However, end-of-year survey data indicates that mentor teachers have not had sufficient time away from their regular duties to effectively mentor, and mentees feel they have not received adequate support.

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.
- Strategic Planning Committee
- Partnerships with businesses - TESLA, Southside, CTE Program, Career Fairs on every campus, Elgin Clinic
- Wildcat Showcase
- Family Latino Literacy Night
- Literacy/Math/STEM Family Nights
- One on one meetings with each staff member
- Positive online presence on social media
- Events hosted by the school are well received/well attended
- RACE Around Elgin to thank and promote our community partnerships

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Parent involvement events are often attended by the same group of families, highlighting the need to broaden engagement. To reach a more diverse group of families, we must take intentional steps to provide support, build trust, and create inclusive opportunities that encourage all families to participate in school activities.	Parent involvement opportunities may not align with the diverse schedules, needs, or interests of all families, leading to repeated participation by only a small group.

★ = Priority



Goals

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 2025-2026 school year.

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

Strategy 1

The focus of EES 2025-2026 PLCs is to collaboratively plan instruction using identified Essential Standards and CFAs, ensuring alignment across grade levels and incorporating differentiated strategies to meet the diverse needs of various focus groups such as Emergent Bilinguals, Special Education, McKinney Vento, Gifted and Talented, Eco. Disadvantage, At Risk, etc.

Strategy's Expected Result/Impact: Student Achievement (Domain I) will increase from 52 to 56. Reading at Approaches from 55% to 60% Meets from 28% to 33% Masters from 7% to 12%. Mathematics at Approaches from 43% to 48% Meets from 17% to 22% Masters from 4% to 9%.

Staff Responsible for Monitoring: Administration
Instructional Coach
Teachers
District Support Team

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

November

January

March

June

Strategy 2

Implement research-based, highly effective strategies obtained in professional development sessions in order to increase academic growth for all students in all content areas (EB, Sp. Ed, At Risk, Eco. Dis., Homeless, GT, and 504/Dyslexia students). Teachers will receive training in depth and complexity sessions, Guided Reading, small group instruction, SIOP strategies, differentiation, Gradual Release model, etc.

Strategy's Expected Result/Impact: All students will receive rigorous instruction from their teachers resulting in growth on all State target measures.

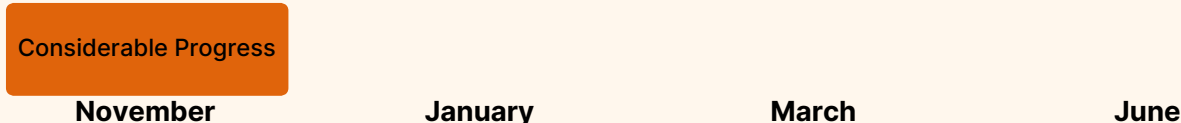
Staff Responsible for Monitoring: Administration
Instructional Coach
Intervention Teacher
Intervention Para-professionals
Teachers

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 3

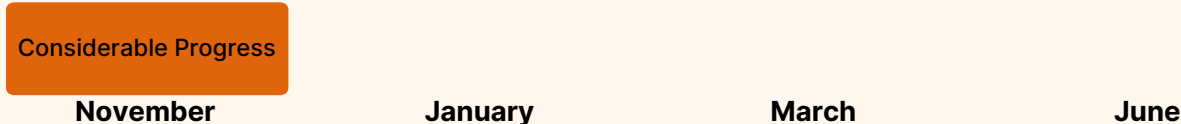
Disaggregate data after progress monitoring checks and local assessments for PK-4th grades to identify learning gaps and guide instruction and interventions. Data will be disaggregated by all students and subgroups to guide decisions for interventions, small group instruction, MTSS, and tutorials.

Strategy's Expected Result/Impact: Student Achievement (Domain I) will increase from 52 to 56. Reading at Approaches from 55% to 60% Meets from 28% to 33% Masters from 7% to 12%. Mathematics at Approaches from 43% to 48% Meets from 17% to 22% Masters from 4% to 9%.

Staff Responsible for Monitoring: Administration
Instructional Coach
Intervention Teacher
Intervention Para-professionals
Teachers
Counselor

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews



Strategy 4 ☒ Targeted Support Strategy

EES will Refine and monitor MTSS implementation by identifying and addressing academic needs early; creating consistent processes for progress monitoring, Tier 2 and Tier 3 interventions, and data documentation; and using intervention blocks strategically and ensuring all staff are trained on effective intervention practices.

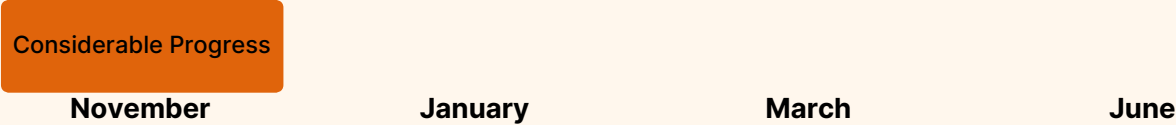
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Staff Responsible for Monitoring: Administration
Instructional Coach
Intervention Teacher
Intervention Para-professionals
Teachers
Counselor

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 5

EES will enhance student performance on Extended Constructed Response (ECR) and Short Constructed Response (SCR) writing tasks for the 2025 STAAR exam. Our goal is to reduce the percentage of 3rd grade students scoring a 0 on ECRs from 70% to 30%, and 4th grade students from 55% to 25%.

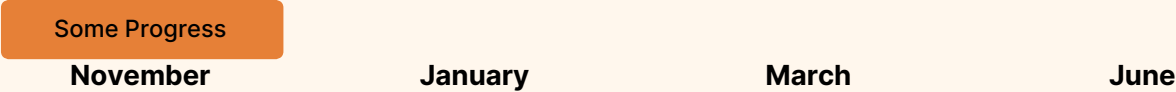
Staff Responsible for Monitoring: Administration
Instructional Coach
Teachers
Counselor
District Support Team

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



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

Provide targeted small group instruction and interventions for all students including those in EB, Sp. ED., At Risk, Eco. Dis., Homeless, GT, and 504 programs. These sessions will feature an enriched and accelerated curriculum tailored to meet the specific needs of each student group.

Strategy's Expected Result/Impact: All students at every grade level will receive rigorous and relevant differentiated instruction aimed at improving their academic performance from one year to the next.

Staff Responsible for Monitoring: Administration

Instructional Coach

Teachers

Intervention Teacher

Intervention Para-professionals

Counselor

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

January

March

June

Strategy 2

Monitor student progress through the MTSS process and data analysis in Reading and Math to make instructional adjustments for all EB, Sp. Ed., At Risk, Eco. Dis., Homeless, GT, and 504 students. This approach aims to increase Student Achievement and Closing Achievement Gap Domains.

Strategy's Expected Result/Impact: All students in grades K-4 will receive supplemental Reading and Math instruction to ensure continuous growth from one academic year to the next.

Staff Responsible for Monitoring: Administration

Instructional Coach

Teachers

Intervention Teacher

Intervention Para-professionals

Counselor

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

January

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Strategy 3

All students identified as needing Tier II support will receive additional small group or one-to-one assistance.

Strategy's Expected Result/Impact: Student performance on local and state assessments will increase.

Staff Responsible for Monitoring: Administration

Instructional Coach

Teachers

Intervention Teacher

Intervention Para-professionals

Counselor

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

January

March

June

Strategy 4

Enhance English Language acquisition and core content mastery for EB students by: incorporating TELPAS goals into student folders and monitoring said goals and creating opportunities for students to achieve proficiency in listening, speaking, reading, and writing through the use of technology programs.

Strategy's Expected Result/Impact: Offering opportunities for our Emergent Bilingual students to practice various components of TELPAS and track their progress in data folders enables us to monitor their growth throughout the school year. This approach ensures students are well-prepared to demonstrate their knowledge accurately on the TELPAS assessments by the end of the year.

Staff Responsible for Monitoring: Administration

Instructional Coach

Teachers

Intervention Teacher

Intervention Para-professionals

Counselor

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

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Performance Objective 3

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

Evaluation Data Source: CCMR indicators

Strategy 1

Continue to enhance CCMR awareness and options in order to expose all students to the various career opportunities available, as well as colleges, and higher education institutions through the following initiatives: a. Organize a Career Fair featuring EHS pathways and community partners. b. Display and utilize college pennants prominently. c. Integrate discussions about life after K-12 into classroom activities using Xello. d. Implement CCMR themed weeks once per grading period. e. Include CCMR job opportunities and facts in daily morning announcements. f. Foster connections between extracurricular organizations and CCMR opportunities.

Strategy's Expected Result/Impact: To cultivate a greater awareness of CCMR opportunities within the school and as future careers, students will engage in learning about diverse pathways including college, careers, military, and trades. This approach aims to foster well-rounded students who can explore their interests and establish meaningful future goals.

Staff Responsible for Monitoring: Administration
Instructional Coach
Teachers
Intervention Teacher
Intervention Para-professionals
Counselor

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

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Strategy 2

Increase relevance of the Learner Profile and REACH for students and staff.

Strategy's Expected Result/Impact: Allocating time and creating opportunities for both students and staff to engage with the Learner Profile will lead to more cohesive skills instruction. By emphasizing the integration of the Learner Profile into teaching practices, students will be better equipped for the challenges of their subsequent grade levels.

Staff Responsible for Monitoring: Administration

Instructional Coach

Teachers

Intervention Teacher

Intervention Para-professionals

Counselor

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

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Strategy 3

The leadership team will conduct student conferences with 3rd and 4th grade students to emphasize the significance and advantages of striving for high levels of academic achievement. Following each local assessment, the team will meet with students to establish and track their academic goals.

Strategy's Expected Result/Impact: Student progress will be monitored after local assessments.

Staff Responsible for Monitoring: Administration

Instructional Coach

Teachers

Intervention Teacher

Intervention Para-professionals

Counselor

Title I:

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

Performance Objective 4

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

Strategy 1

We will establish an attendance committee responsible for promoting attendance by making daily calls to parents, completing truancy reports, and referring students to the school counselor as needed.

Strategy's Expected Result/Impact: Improve school attendance percentage from 92% (2022-2023) to 95% (2024-2024).

Staff Responsible for Monitoring: Administration

Teachers

Counselor

Registrar

Truant officer

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

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Strategy 2

Conduct parent conferences and home visits for truant students to address attendance issues and support their return to regular school attendance.

Strategy's Expected Result/Impact: Improve school attendance percentage from 92% (2022-2023) to 95% (2024-2024).

Staff Responsible for Monitoring: Administration

Teachers

Counselor

Registrar

Truant officer

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

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Strategy 3

Will recognize students on a monthly basis for having perfect attendance with various campus initiatives such as Attendance Raffles, Pizza with the Principal, End of the Year Awards Ceremony, etc.

Strategy's Expected Result/Impact: Improve school attendance percentage from 93% (2024-2025) to 95% (2025-2026).

Staff Responsible for Monitoring: Administration
Instructional Coach
Teachers
Registrar

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

November

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Strategy 4

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

Strategy's Expected Result/Impact: Engaging students in enrichment learning activities will foster a stronger sense of campus belonging and well-being, leading to an enhanced overall school experience.

Staff Responsible for Monitoring: Administration
Instructional Coach
Teachers
Counselor

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

November

January

March

June

Strategy 5

Enhance student engagement by aligning campus processes and leveraging support services such as Communities in Schools.

Strategy's Expected Result/Impact: To achieve increased student engagement in learning and academic growth:

Implement interactive and hands-on learning activities.

Foster a supportive and inclusive classroom environment.

Offer personalized learning opportunities tailored to student interests and needs.

Utilize technology effectively to enhance learning experiences.

Provide regular feedback and celebrate student achievements.

Encourage active participation in extracurricular activities and community projects.

Collaborate with families and community stakeholders to support student success.

These approaches can collectively contribute to enhancing student engagement and fostering academic growth across all levels.

Staff Responsible for Monitoring: Administration

Teachers

Counselor

CIS Campus Coordinator

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

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Performance Objective 5

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

Evaluation Data Source: Student well-being survey.

Strategy 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

Strategy's Expected Result/Impact: Implementing and monitoring CKH and Emergent Tree programs with fidelity on our campus, along with aligning campus practices and procedures, will lead to improved student behavior, enhanced opportunities to teach missing skills, and increased safety for all.

Staff Responsible for Monitoring: Administration

Instructional Coach

Teachers

Intervention Teacher

Intervention Para-professionals

Counselor

Formative Reviews

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Strategy 2

Utilizing the Panorama student survey at the beginning and end of the school year by reviewing results as a staff to identify necessary changes/adjustments.

Strategy's Expected Result/Impact: Implementing a consistent and aligned student survey will enable us to gather genuine and precise feedback from students. This input will guide us in continuously enhancing our campus environment.

Staff Responsible for Monitoring: Administration

Instructional Coach

Teachers

Counselor

District Support Team

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

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Strategy 3

Implement comprehensive safety training for all staff and students to ensure a secure learning environment in accordance with district and school practices through safety drills and safety checks.

Strategy's Expected Result/Impact: Continuing to conduct effective safety drills and checks will help us identify any areas of concern and develop action plans to address them. Maintaining a culture of safety among all staff ensures the safest possible environment for everyone on campus.

Staff Responsible for Monitoring: Administration
All staff

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

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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 3% in the 2025-2026 school year.

Evaluation Data Source: 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

Recruit high-quality staff by: a. Involving key stakeholders in interviews. b. Aligning interview questions with district and campus scorecards.

Strategy's Expected Result/Impact: Improving the interview process at both the campus level and for applicants will yield newly hired staff who are well-informed about our district priorities and campus strategic actions. This approach facilitates early onboarding upon their arrival, provides valuable insight into applicants' fit for the campus culture, and establishes a solid foundation for staff members. Effective and consistent implementation of these improvements also contributes to enhanced staff retention over time.

Staff Responsible for Monitoring: Administration
Instructional Coach
Campus Hiring Committee
District Support Team

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

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Strategy 2

Maintain a campus culture that supports: a. Clinical teachers, b. New teachers, c. Substitute teachers, d. Paraprofessionals transitioning to teaching roles

Strategy's Expected Result/Impact: When all stakeholders feel supported by the campus, retention of those stakeholders is likely to improve. Investing in the success of clinical teachers, new teachers, substitutes, and paraprofessionals will foster a sense of belonging and will contribute to stronger recruitment and retention efforts overall.

Staff Responsible for Monitoring: Administration
Instructional Coach
Campus Hiring Committee
District Support Team

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

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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 2025-2026.

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

Strategy 1

Create and plan ahead for differentiated Professional Development Workshops to: a. Offer leadership opportunities. b. Support staff growth in self-identified areas of need. c. Implement trauma-informed practices effectively.

Strategy's Expected Result/Impact: Enhancing our job-embedded professional development offerings, informed by staff feedback and requests during Workshop Wednesdays, will lead to better-prepared staff members in instructional techniques, social-emotional learning, and ongoing development of their teaching skills. Tailoring professional development to meet individual teacher needs fosters a sense of value and support among staff.

Staff Responsible for Monitoring: Administration
Instructional Coach
Team Leaders
Mentors
District Support Team

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 2

Offer campus-based professional development sessions during PLCs, after school, and on staff development days to ensure teachers are equipped with research-based instructional strategies that enhance student learning. These sessions will be guided by walk-through data and teacher input.

Strategy's Expected Result/Impact: These opportunities will enable educators to learn and share best practices, thereby driving instruction and enhancing student achievement.

Staff Responsible for Monitoring: Administration

Instructional Coach

Teachers

District Support Team

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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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 2024-2025.

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

Strategy 1

Elgin ISD will increase staff safety and well-being by 10% as measured by the bi-annual staff climate and safety surveys in 2024-2025.

Strategy's Expected Result/Impact: Piloting these programs through job-embedded professional development will increase awareness, knowledge, and strategies among staff on Trauma-Informed and Self-Care Practices. This approach will empower staff to continuously improve and better serve all students.

Staff Responsible for Monitoring: Administration
District Support Team

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

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Strategy 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

Strategy's Expected Result/Impact: Implementing aligned and consistent surveys will enable us to measure progress and satisfaction over time. Conducting one-on-one meetings with each staff member allows us to assess campus climate and better address the individual needs of our team member.

Staff Responsible for Monitoring: Administration
District Support Team

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

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Strategy 3

The fidelity of emergency procedures will be assessed through: a. Regular campus walks with administration and district personnel. b. Adherence to a predetermined emergency drill schedule.

Strategy's Expected Result/Impact: Adhering to emergency procedures, conducting drills, performing regular walks, and staying updated will enhance staff well-being by fostering a sense of safety and security. It ensures all staff are well-equipped with the knowledge necessary to successfully implement safety procedures.

Staff Responsible for Monitoring: Administration
District Support Team

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Performance Objective 4

Elgin ISD will increase faculty and staff satisfaction and engagement as measured by the bi-annual staff climate survey in 2025-2026.

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

Strategy 1

Increase the frequency of classroom visits.

Strategy's Expected Result/Impact: Increasing the frequency of classroom visits and presence at both the campus and district levels will lead to more aligned processes and procedures, provide accurate feedback for ongoing improvement, and enhance staff support and morale.

Staff Responsible for Monitoring: Administration
District Support Team

Title I: 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 2

Clear communication and acknowledgement through: a. Weekly staff newsletter b. Social media posts

Strategy's Expected Result/Impact: Staff satisfaction and engagement are expected to increase when work is positively recognized and consistently affirmed.

Staff Responsible for Monitoring: Administration
School Counselors

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Strategy 3

Campus representatives for District Advisory Council (DAC) report back to Campus Advisory Council (CAC).

Strategy's Expected Result/Impact: Encouraging staff members to participate in district-level committees and allocating time for them to share their insights and learning with the campus through avenues like the Campus Advisory Committee (CAC) and other information sessions will foster a greater sense of investment among all staff in our school and district.

Staff Responsible for Monitoring: Administration

DAC Representatives

CAC Representatives

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Strategy 4

Will provide monthly recognitions and incentives for all staff members in events such as monthly appreciation treats, Teacher/Counselor/Librarian/Nurse/Custodian/Appreciation Week, Teacher and Staff Member of the Month, Teacher and Staff Perfect Attendance Recognitions, Shout-Outs, Thanksgiving and Christmas Luncheons, etc.

Strategy's Expected Result/Impact: Increase the appreciation of staff will result in a decrease in absences and turn over rate.

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

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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 Source: Develop and implement a parent satisfaction survey

Strategy 1

Ensuring clear and timely communication in both English and Spanish through: Thursday student folders, Parent Newsletters, reminders of upcoming events on social media, School Status, and updates in our safety vestibule.

Strategy's Expected Result/Impact: Will contribute to a more positive perception and engagement within the school community.

Staff Responsible for Monitoring: Administration
Staff

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Strategy 2

Parent survey data will be reviewed by our campus leadership team and used to refine our systems accordingly.

Strategy's Expected Result/Impact: Sending out aligned surveys throughout the year will enable the leadership team to utilize feedback to understand various perspectives and make informed decisions that better align with student needs and parent input on campus.

Staff Responsible for Monitoring: Administration
Campus Support Team

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Strategy 3

Incorporating opportunities for parents to share feedback, express concerns, and celebrate achievements at family and community events.

Strategy's Expected Result/Impact: Offering multiple opportunities for gathering input and feedback will ensure that all parents and families have a chance to be heard.

Staff Responsible for Monitoring: Administration

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

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Performance Objective 2

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

Evaluation Data Source: Quarterly forums and feedback opportunities by Superintendent

Strategy 1

Maintain a social media presence, posting at least three times a week to communicate and highlight positive school news and achievements.

Strategy's Expected Result/Impact: Sharing good news and positive school updates on social media allows us to showcase the wonderful work happening on campus each day. It also informs the community about our campus priorities and highlights exciting events and opportunities for students.

Staff Responsible for Monitoring: Administration
Staff

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Some Progress

Strategy 2

Increase campus representation at quarterly Superintendent Forums and other district and community events to enhance visibility and engagement within the broader educational community.

Strategy's Expected Result/Impact: Increasing campus representation at Superintendent Forums and other district events will enhance staff investment in our school and district, contributing to a positive perception of staff involvement in community events.

Staff Responsible for Monitoring: Administration
Teachers

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

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Performance Objective 3

Partnerships with businesses and other governmental agencies will increase by 5%.

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

Strategy 1

Encourage staff to apply for grants from the Elgin Education Foundation (EEF) and ensure follow-through by observing grant recipients using the funded materials and resources effectively.

Strategy's Expected Result/Impact: Increasing the number of staff members applying for an EEF Grant will strengthen our relationships with local businesses and the Elgin community.

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 2

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

Strategy's Expected Result/Impact: Continuing our collaboration with community businesses and collectively working to enhance and broaden opportunities will sustain existing partnerships and foster the development of new ones.

Staff Responsible for Monitoring: Administration
Staff Advisors

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

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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).

Evaluation Data Source: None

Strategy 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

Strategy's Expected Result/Impact: Offering transparent and frequent communication and updates regarding our campus budget will ensure all stakeholders are well-informed about how funds are allocated to meet campus needs and enhance student outcomes.

Staff Responsible for Monitoring: Administration
CAC

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

Enhance transparency by sharing the beginning-of-year campus budget, annual spending updates, and alignment to campus and student needs through the Campus Advisory Committee (CAC).

Strategy's Expected Result/Impact: Utilizing CAC meetings to communicate the campus budget and plans for spending funds throughout the year to address campus needs will enhance awareness and understanding of the budgeting process among all stakeholders.

Staff Responsible for Monitoring: Administration

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 3

We will strategically allocate funds to purchase instructional consumables, manipulatives, reading materials, and technology equipment.

Strategy's Expected Result/Impact: Students and staff will receive instructional and operational support aimed at achieving positive academic outcomes.

Staff Responsible for Monitoring: Administration
Instructional Coach
Teachers

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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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.

Evaluation Data Source: None

Evaluation Data Source: None

Strategy 1

Collaborate with the Maintenance Department to identify facility needs.

Strategy's Expected Result/Impact: Identifying facility needs and working with our EISD Maintenance Department to develop a plan for addressing those needs will ensure that our school building remains conducive to learning, responsive to student needs, and aligned with enrollment changes.

Strategy's Expected Result/Impact: Identifying facility needs and working with our EISD Maintenance Department to develop a plan for addressing those needs will ensure that our school building remains conducive to learning, responsive to student needs, and aligned with enrollment changes.

Staff Responsible for Monitoring: Administration
Maintenance Dept.
District Support Team

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

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Performance Objective 3

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

Evaluation Data Source: None

Strategy 1

Increase participation in surveys by encouraging honest and thoughtful feedback from all stakeholders.

Strategy's Expected Result/Impact: Including surveys for all stakeholders to provide input on ways to improve the safety and security of our building will foster investment and ensure that all perspectives are considered in our efforts.

Staff Responsible for Monitoring: Administration
District Support Team

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Strategy 2

Encourage participation in district meetings, such as the safety symposium.

Strategy's Expected Result/Impact: Increasing attendance of both staff and families from our campus will enhance representation from all stakeholders at district and community events.

Staff Responsible for Monitoring: Administration

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Some Progress

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Goal 5

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

Performance Objective 1

 HB3 Goal

The percent of Elgin ISD third grade students reaching "Meets Grade Level" Standard on reading STAAR will increase from 20% to 44% by 2025.

Evaluation Data Source: Progress Monitoring Tools, STAAR

Strategy 1

Increasing attendance of both staff and families from our campus will enhance representation from all stakeholders at district and community events.

Strategy's Expected Result/Impact: The percentage of students performing at or above grade level in literacy will increase by a minimum of 10% annually.

Staff Responsible for Monitoring: Administration
Instructional Coach
Teachers

Title I: 2.5.1, 2.5.3

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 2

 HB3 Goal

The percent of Elgin ISD third grade students reaching "Meets Grade Level" Standard on math STAAR will increase from 6% to 46% by 2025.

Evaluation Data Source: The percent of Elgin ISD third grade students reaching "Meets Grade Level" Standard on math STAAR will increase from 6% to 46% by 2025.

Strategy 1

Ensure systematic processes for strong foundation in numeracy at all grade levels.

Strategy's Expected Result/Impact: The percentage of students performing at or above grade level in numeracy will increase by a minimum of 10% annually.

Staff Responsible for Monitoring: Administration
Instructional Coach
Teachers

Title I: 2.5.1, 2.5.3

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 3 HB3 Goal

Elgin ISD third grade economically disadvantaged and emergent bilingual students will reach Closing the Gap targets by 2026. Math Economically Disadvantaged: 5% to 36% by 2025 Math Emergent Bilingual: 2% to 40% by 2025 Reading Economically Disadvantaged: 12% to 33% by 2025 Reading Emergent Bilingual: 15% to 29% by 2025

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

Strategy 1

Build the capacity of campus administrators, instructional leadership teams, and teachers to effectively disaggregate progress monitoring data in reading and math. This focus is intended to ensure that emerging bilingual and economically disadvantaged students in grades PreK-3 are making accelerated progress towards mastering standards by third grade.

Strategy's Expected Result/Impact: Increased student growth in NWEA from Beginning of Year (BOY) to Middle of Year (MOY) and from MOY to End of Year (EOY) assessments.

Staff Responsible for Monitoring: Administration
Instructional Coach
Teachers

Title I: 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 4 HB3 Goal

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 2026.

Evaluation Data Source: None

Strategy 1

Continue to enhance CCMR awareness and options in order to expose all students to the various career opportunities available, as well as colleges, and higher education institutions through the following initiatives: a. Organize a Career Fair featuring EHS pathways and community partners. b. Display and utilize college pennants prominently. c. Integrate discussions about life after K-12 into classroom activities using Xello. d. Implement CCMR themed weeks once per grading period. e. Include CCMR job opportunities and facts in daily morning announcements. f. Foster connections between extracurricular organizations and CCMR opportunities.

Strategy's Expected Result/Impact: To cultivate a greater awareness of CCMR opportunities within the school and as future careers, students will engage in learning about diverse pathways including college, careers, military, and trades. This approach aims to foster well-rounded students who can explore their interests and establish meaningful future goals.

Staff Responsible for Monitoring: Administration
Instructional Coach
Teachers
Intervention Teacher
Intervention Para-professionals
Counselor

Title I: 2.5.3

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Strategy 2

The leadership team will conduct student conferences with 3rd and 4th grade students to emphasize the significance and advantages of striving for high levels of academic achievement. Following each local assessment, the team will meet with students to establish and track their academic goals.

Strategy's Expected Result/Impact: Student progress will be monitored after local assessments.

Staff Responsible for Monitoring: Administration
Instructional Coach
Teachers
Intervention Teacher
Intervention Para-professionals
Counselor

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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No Progress			
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