

Elgin Independent School District



2025-2026 District Improvement Plan

Vision

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

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Comprehensive Needs Assessment

Demographics

Summary

The Elgin Independent School District (EISD), located about 22 miles east of Austin, serves approximately 6000 students from PreK to grade 12 and is in the Region 13 Education Service Center area. EISD comprises more than 168 square miles in portions of Bastrop, Lee, and Travis counties and provides educational facilities and resources to meet the needs of students on seven campuses. The student groups in EISD are comprised of 80% economically disadvantaged, 49% EBs, 15% SpEd, 1% homeless, 1% migrant, 10% GT, and 77% at-risk. Student mobility rates are 15%; Hispanic 11%; SpEd 17%; EB 14%; Eco Dis 15%; with all other groups at 2% or less.

Program Enrollment, Ethnicity and Race	2024-2025
All Student Enrollment	5,941
Economically Disadvantaged	4,752
At-Risk	4,564
Emergent Bilingual	2,933
Special Education	861
Section 504	361
Students with Dyslexia	329
Career and Technical Education	1,484
Migratory	40
Homeless	45
Foster	2
Title I, Part A	3,293
Black-African American	509
Hispanic	4,645
White	593
American Indian/Alaskan Native	9
Asian	18
Native Hawaiian/Pacific Islander	9
Two or More Races	158

EISD has a young staff with the advantage that many have been trained or will be trained in relevant if not recent researched based instructional practices. Our staff is becoming more ethnically diverse as we grow and we are requiring additional ESL and BE certifications. DOI remains an area for retooling as our population will continue to increase over the coming years.

Staff Information	2024-2025
Total Staff	793
Teachers	310
Professional Support	106
Campus Administration	31
Central Administration	12
African American Teachers	34

Hispanic Teachers	109
White Teachers	167
Teachers with Degree	310
Beginning Teachers	36
Teachers with 1-5 years experience	133
Teachers with 6-10 years experience	55
Teachers with 11-20 years experience	55
Teachers with 20+ years experience	28
Principal Average years of experience	3.5

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

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

Strengths

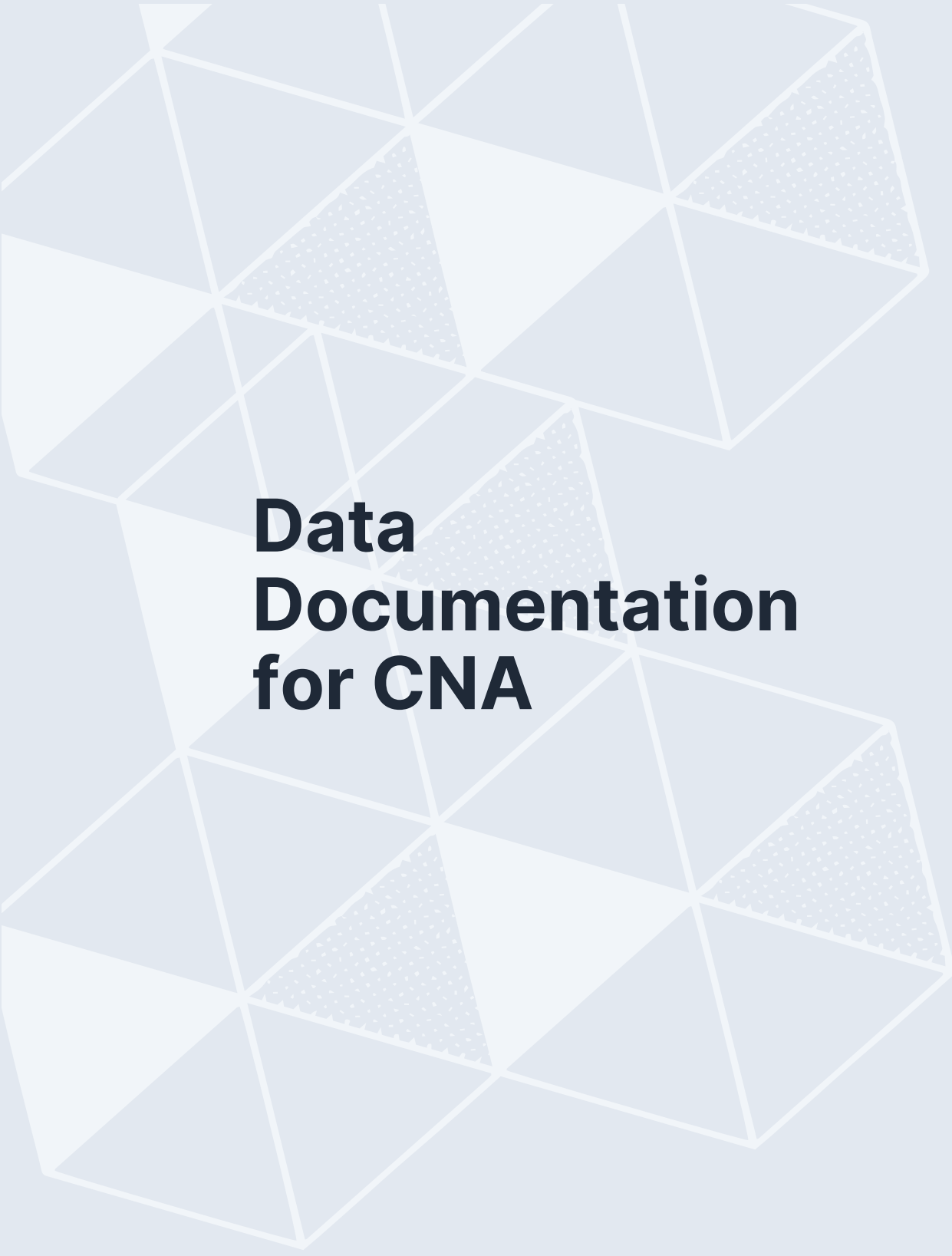
- Resilient and diverse student population
- Community minded Board of Trustees
- Emphasis on strong communication with parents, families, and community

2021 Bond Project is underway and proceeding with most projects completed. The 2024 bond projects are underway.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 Increasing enrollment is impacting student/teacher ratios and efficient facility usage.	Rapid growth in student population
2 Continued need for implementation of long range facility plan	Aligning rapid growth in student population projections to facility needs.
3 Continued need to develop partnerships with businesses and other governmental agencies.	Ever-changing CTE requirements and local industries
4 Elgin ISD has a relatively young staff with about 50% having fewer than 10 years experience.	Continuing to recruit a more ethnically diverse staff with increased requirements for ESL and BE certifications.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ HB3 Reading and math goals for PreK-3
- ☒ HB3 CCMR goals
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Results Driven Accountability (RDA)
- ☒ Community Based Accountability System (CBAS)

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- ☒ Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data

- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- ☒ Gifted and talented data
- ☒ Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- ☒ Completion rates and/or graduation rates data
- ☒ Attendance data
- ☒ Discipline records

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ State certified and high quality staff data
- ☒ Campus leadership data
- ☒ T-TESS data
- ☒ Support structures: mentors

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Parent and community partnership data
- ☒ Community service agencies and support services

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Horizontal and vertical team alignments processes
- ☒ Scope and Sequence; Pacing Guides; and Other Focus Documents



Goals

Goal 1

Priority 1: Students will show academic achievement and success at all grade levels.

Performance Objective 1

1.1.1 Systematically implement the EISD Teaching & Learning Curriculum Mgt Plan (CMP) across all campuses

Strategy 1

Monitor implementation of the assessment framework throughout the school year.

Staff Responsible for Monitoring: Deputy Superintendent

Formative Reviews

Some Progress

NovemberJanuaryMarchJune

Strategy 2

Monitor use of digital resources to ensure they follow the CMP

Staff Responsible for Monitoring: Deputy Superintendent

Formative Reviews

Some Progress

NovemberJanuaryMarchJune

Performance Objective 2

1.1.2 Enhance and ensure data-driven instruction and progress monitoring

Strategy 1

Cabinet learning walks on campuses at least once per semester to discuss data use on the campus.

Staff Responsible for Monitoring: Deputy Superintendent

Formative Reviews

Moderate Progress

November January March June

Strategy 2

Director of Assessment and Accountability to meet with each campus throughout the year to share data and discuss possible action steps.

Staff Responsible for Monitoring: Deputy Superintendent

Formative Reviews

Moderate Progress

November January March June

Performance Objective 3

1.1.3 Refine and enhance systematic PLC processes to ensure fidelity district-wide

Strategy 1

By the end of the school year, determine campus essential standards for grades 3-5.

Formative Reviews

Some Progress

November January March June

Strategy 2

Teachers will use common formative assessments to monitor student progress and adjust instruction

Staff Responsible for Monitoring: Deputy Superintendent

Formative Reviews

Moderate Progress

November January March June

Performance Objective 4

1.1.4 Ensure and enhance professional coaching model

Strategy 1

Director of Curriculum and Curriculum Coordinators will provide instructional coaching, including modeling, on campuses

Staff Responsible for Monitoring: Deputy Superintendent

Formative Reviews

Some Progress

November January March June

Strategy 2

Instructional Coaches will participate in or facilitate collaborative team meetings and provide individualized instructional coaching on their campuses.

Formative Reviews

Moderate Progress

November January March June

Performance Objective 5

1.2.1 Support systemwide implementation of data-driven instruction and progress monitoring within special programs

Strategy 1

The Special Education Department will meet regularly with campus principals to review student data and progress along with IEP creation and implementation

Staff Responsible for Monitoring: Deputy Superintendent

Formative Reviews

Moderate Progress

November

January

March

June

Strategy 2

The Bilingual Department will meet regularly with campus principals to review student data and progress monitoring

Staff Responsible for Monitoring: Deputy Superintendent

Formative Reviews

Moderate Progress

November

January

March

June

Performance Objective 6

1.2.2 Support systemwide implementation of improvement protocols within special programs

Strategy 1

Work with TEA assistance to improve in the area of transition planning for IEPs.

Staff Responsible for Monitoring: Deputy Superintendent

Formative Reviews

Moderate Progress

November

January

March

June

Performance Objective 7

1.3.1 Enhance, ensure, and increase student CCMR programs and opportunities

Strategy 1

CTE Director will collaborate with campus counselors, administrators, and teachers to clarify and advertise opportunities for students in the CTE program.

Staff Responsible for Monitoring: Deputy Superintendent

Formative Reviews

Moderate Progress

November

January

March

June

Performance Objective 8

1.3.2 Embed compelling purpose throughout District initiatives and professional learning opportunities.

Strategy 1

Compelling purpose included as either introduction or launch for all district level meetings

Staff Responsible for Monitoring: Deputy Superintendent

Formative Reviews

Some Progress

November

January

March

June

Performance Objective 9

1.4.1 Promote and increase student involvement and participation in extracurricular programs

Strategy 1

Collaboration between CTE, Athletics, and Fine Arts to ensure students and parents are aware of the opportunities that are provided for extracurricular activities.

Staff Responsible for Monitoring: Deputy Superintendent

Formative Reviews

Moderate Progress

November

January

March

June

Performance Objective 10

1.4.2 Increase opportunities for and showcase student voice both in the classroom and beyond

Strategy 1
Percentage of students participating in extracurricular programs will increase annually

Formative Reviews

Some Progress

No Progress

November

January

March

June

Performance Objective 11

1.4.3 Enhance and increase opportunities for students to learn and serve beyond the classroom

Strategy 1
Add opportunities for student voice such as feedback loops, student panels, etc.

Formative Reviews

No Progress

No Progress

November

January

March

June

Performance Objective 12

1.4.4 Increase average daily attendance rates for students across the district

Strategy 1
All campuses will develop and implement attendance incentive plans

Staff Responsible for Monitoring: Assistant Superintendent for Student Services

Formative Reviews

Moderate Progress

November

January

March

June

Performance Objective 13

1.5.1 Improve student behavior and wellness

Strategy 1

Monitor implementation of Capturing Kids' Hearts through walk throughs

Staff Responsible for Monitoring: Executive Director for School Leadership

Formative Reviews

Some Progress

November

January

March

June

Performance Objective 14

1.5.2 Use multiple points of data to identify needs and inform activities to support student well-being

Strategy 1

Review referral percentages and severity of incidents

Formative Reviews

Some Progress

November

January

March

June

Performance Objective 15

1.5.3 Sustain and enhance school Emergency Operations Plan

Strategy 1

School Safety Audit results will indicate 100% compliance with safety requirements

Formative Reviews

Some Progress

No Progress

Performance Objective 16

1.5.4 Hold regular District Safety and Security Committee meetings including staff, parents, students, community members

Strategy 1

District safety meetings conducted according to requirements

Formative Reviews

Moderate Progress

No Progress
January

March

June

Goal 2

Priority 2: Elgin ISD will provide high quality professional learning and recruit and retain high quality staff.

Performance Objective 1

2.1.1 Sustain and enhance the EISD "Grow Your Own" teacher program

Strategy 1

Increase the number of participants in the Elevate Elgin program

Formative Reviews

Considerable Progress

November

January

March

June

Performance Objective 2

2.1.2 Create innovative support systems for new-to-profession teachers and new-to-role staff

Strategy 1

Create and sustain an internal plan for mentoring support for new teachers

Formative Reviews

Some Progress

November

January

March

June

Performance Objective 3

2.1.3 Annually review and update a pay structure that reflects commitment to high quality staff at all levels

Strategy 1

Contract with TASB for an annual pay study

Formative Reviews

Considerable Progress

November January March June

Performance Objective 4

2.2.1 Create a professional learning calendar/PD plan and support processes for all staff

Strategy 1

Professional development is aligned to campus improvement plans.

Formative Reviews

No Progress
November January March June

Strategy 2

PLCs are implemented with clear protocols and accountability.

Formative Reviews

Moderate Progress

November January March June

Performance Objective 5

2.2.2 Implement leadership development programs for staff to move to next level of employment/ leadership

Strategy 1

Continue the AP Academy to grow leaders in the district

Staff Responsible for Monitoring: Executive Director of School Leadership

Formative Reviews

Considerable Progress

November

January

March

June

Performance Objective 6

2.3.1 Use multiple points of data to identify needs and inform activities to support staff well-being

Strategy 1

Implementation of staff wellness program; tracking goals and progress by campus and teams

Formative Reviews

No Progress
November

No Progress
January

March

June

Performance Objective 7

2.3.2 Implement an annual staff wellness program

Strategy 1

Implementation of staff wellness program; tracking goals and progress by campus and teams

Formative Reviews

No Progress
November

No Progress
January

March

June

Performance Objective 8

2.3.3 Sustain and enhance school emergency operation procedures

Strategy 1

Hold required drills and safety training

Formative Reviews

Some Progress

November

January

March

June

Performance Objective 9

2.4.1 Ensure District leadership gathers feedback on staff satisfaction and engagement through visibility on campuses and availability to staff

Strategy 1

Gather staff feedback and provide evidence of review of and response to staff feedback, action steps with principals and directors

Formative Reviews

Some Progress

November

No Progress

January

March

June

Performance Objective 10

2.4.2 Use feedback and provide transparency as part of the continuous improvement cycle for all departments

Strategy 1

Employees should have regular performance evaluations

Formative Reviews

Considerable Progress

November

January

March

June

Performance Objective 11

2.4.3 Recognize staff at all levels

Strategy 1

Implement the One Team, One Dream recognition throughout the year

Formative Reviews

Moderate Progress

November January March June

Performance Objective 12

2.4.4 Increase annual staff retention rate

Strategy 1

conduct TASB salary study and collect information regarding staff exits

Formative Reviews

No Progress No Progress
November January March June

Goal 3

Priority 3: Elgin ISD will continue to improve and maintain community engagement and partnerships.

Performance Objective 1

3.1.1Increase engagement on the EISD website, social media messaging, and parent communication platforms

Strategy 1

Create and follow a daily posting schedule for social media

Formative Reviews

Some Progress

November

January

March

June

Strategy 2

Train a representative from each campus to assist with media coverage.

Formative Reviews

Some Progress

November

January

March

June

Performance Objective 2

3.1.2 Use multiple points of data to identify strengths and respond to needs

Strategy 1

Conduct parent satisfaction survey

Formative Reviews

No Progress
November

No Progress
January

March

June

Performance Objective 3

3.1.4 Provide opportunities for parent engagement, involvement, and feedback

Strategy 1

Website and social media will be revised to better reflect district image, activities, and responsiveness to customer needs

Formative Reviews

Some Progress
November

No Progress
January

March

June

Performance Objective 4

3.2.1 Continue implementation of the marketing/communication plan to highlight our schools

Strategy 1

Marketing/Communication plan is developed; evidence of implementation and follow-through assessed quarterly; EISD magazine distribution

Formative Reviews

Some Progress
November

No Progress
January

March

June

Performance Objective 5

3.2.2 Conduct Community-Based Advisory Council meetings and develop action steps

Strategy 1

District Advisory Council to meet at least quarterly

Formative Reviews

Moderate Progress

November

No Progress

January

March

June

Performance Objective 6

3.2.3 Conduct community information sessions and feedback opportunities

Strategy 1

Superintendent community sessions at each campus and through involvement in community events

Formative Reviews

No Progress

November

No Progress

January

March

June

Performance Objective 7

3.3.1 Explore and expand School-Business Partners to enhance student opportunities

Strategy 1

CTE Director to continue targeted expansion of business partnerships

Formative Reviews

Some Progress

November

No Progress

January

March

June

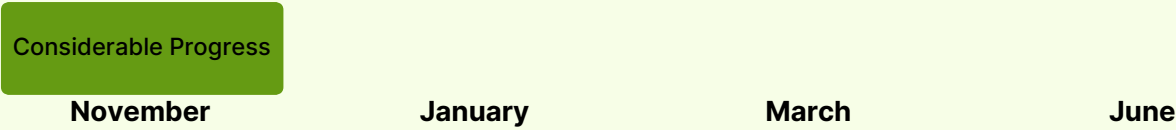
Performance Objective 8

3.3.2 Strengthen processes and protocols with Elgin Education Foundation

Strategy 1

Implement processes for foundation grants and fundraising plans

Formative Reviews



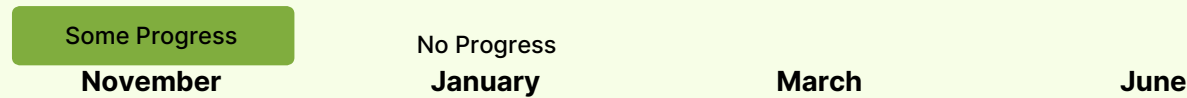
Performance Objective 9

3.3.3 Strengthen relationships, processes, and protocols with business and governmental partners

Strategy 1

Meetings scheduled monthly with City of Elgin, Chamber of Commerce; meeting agendas; survey and feedback tool for business and governmental partners

Formative Reviews



Goal 4

Priority 4: Elgin ISD will have strong fiscal and operational systems.

Performance Objective 1

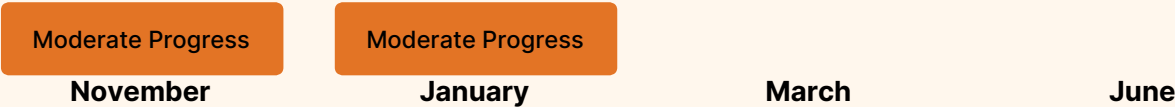
4.1.1-Align budget to strategic outcomes and needs

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 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

Formative Reviews



Performance Objective 2

4.1.2 Ensure financial transparency to stakeholders through websites, publications, monthly financial reports, bond oversight committee meetings, and budget meetings

Strategy 1

Maintain a dedicated financial webpage that houses budgets, audits, bond reports, and monthly financials in an easy-to-navigate format.

Strategy's Expected Result/Impact: Higher transparency compliance, meeting or exceeding state, local, or organizational reporting requirements.

Staff Responsible for Monitoring: CFO, Director of Finance

Formative Reviews



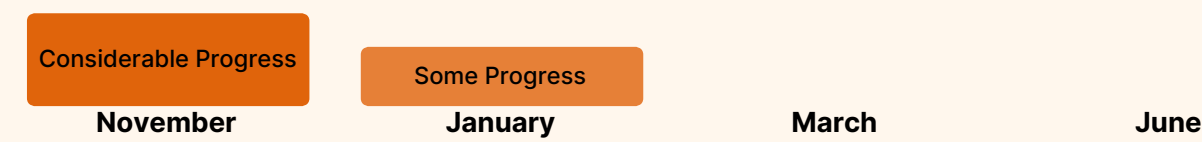
Strategy 2

Maintain and utilize a District Financial Calendar.

Strategy's Expected Result/Impact: More efficient financial planning and decision-making, as staff have a clear roadmap of upcoming responsibilities and cycles.

Staff Responsible for Monitoring: CFO, Director of Finance

Formative Reviews



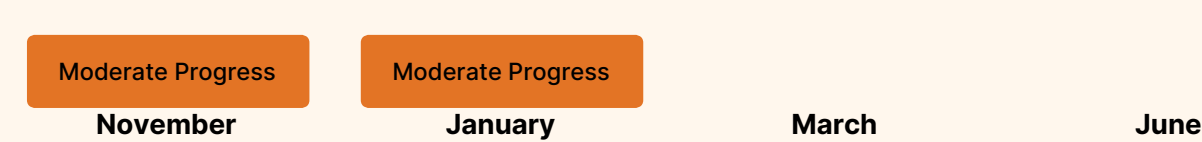
Strategy 3

Regularly meet and communicate with department and campus financial representatives for training, and district operational efficiency.

Strategy's Expected Result/Impact: Stronger financial competency across campuses and departments, as staff gain a better understanding of procedures, tools, and compliance requirements.

Staff Responsible for Monitoring: CFO, Director of Finance

Formative Reviews



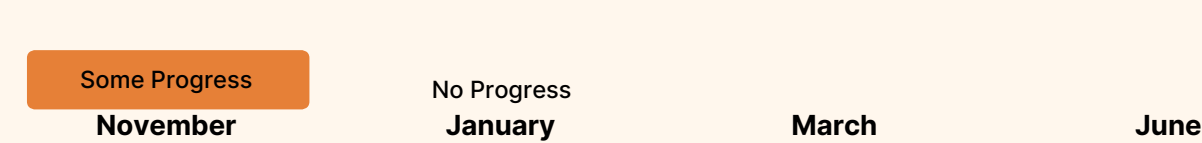
Performance Objective 3

4.2.1 Utilize Long Range Facility Plan (LRFP) to inform decisions related to district expansion and improvement of facilities

Strategy 1

LRFP posted on district website and reviewed at least annually

Formative Reviews



Performance Objective 4

4.2.2 Conduct meetings at least once per semester for the bond oversight committee and community

Strategy 1

Bond oversight committees conducted at least twice per school year

Formative Reviews

Some Progress

November

No Progress

January

March

June

Performance Objective 5

4.2.3 Present monthly Board reports to review progress on Bond Construction projects

Strategy 1

Monthly board reports on construction updates presented

Formative Reviews

Moderate Progress

November

No Progress

January

March

June

Performance Objective 6

4.3.1 Develop and sustain a preventative maintenance plan for facilities

Strategy 1

The Director of Maintenance and Operations will develop and implement preventive maintenance work orders across all Maintenance and Operations divisions (Grounds, Custodial, and Maintenance) and use historical data to anticipate workload and future issues (Forecasted Maintenance). This strategy will ensure consistent maintenance, timely completion, and long-term preservation of district assets.

Strategy's Expected Result/Impact: Implementing a systematic preventive/forecasted maintenance program will ensure the proper upkeep, safety, and functionality of district facilities.

Staff Responsible for Monitoring: Director of Maintenance and Operations
Executive Director, School Leadership and Campus Support

Formative Reviews

Some Progress

November

January

March

June

Performance Objective 7

4.3.2 Ensure compliance with all state safety and security requirements

Strategy 1

Complete drills and safety training as required

Formative Reviews

Moderate Progress

November

January

March

June

Performance Objective 8

4.3.3 Implement plans for future innovative facilities through the Bond Planning Committee

Strategy 1

Bond planning committee provides input and feedback during meetings to assist with future planning.

Formative Reviews

Some Progress

November

No Progress

January

March

June

Performance Objective 9

4.3.4 Develop and sustain a Long Range Technology Plan (LRTP) for district and campuses with action steps presented annually to School Board

Strategy 1

L RTP posted on district website and reviewed at least annually

Formative Reviews

Some Progress

November

No Progress

January

March

June

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 2026.

Evaluation Data Source: Progress Monitoring Tools, STAAR

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 2026.

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 2026.

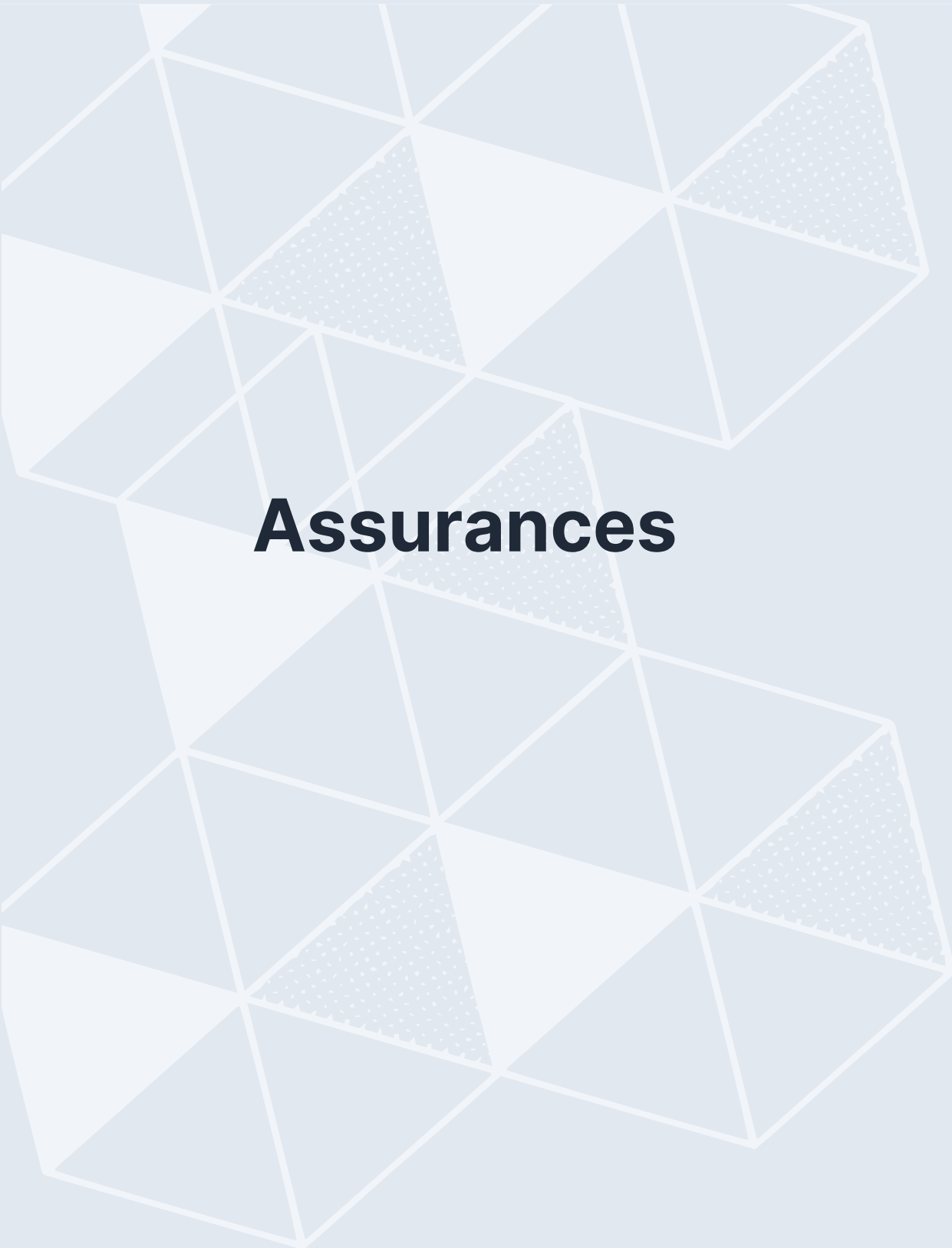
Performance Objective 3 HB3 Goal

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 2026 Math Emergent Bilingual: 2% to 40% by 2025 Reading Economically Disadvantaged: 12% to 33% by 2026 Reading Emergent Bilingual: 15% to 29% by 2026

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

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.



Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance