

**Elgin Independent School
District**

**Trinity Ranch
Elementary**

**2025-2026
Campus
Improvement Plan**

Table of Contents

Comprehensive Needs Assessment	4
Demographics	5
Student Learning	8
School Processes & Programs	12
Perceptions	16
Data Documentation for CNA	18
Improvement Planning Data	19
Accountability Data	19
Student Data: Assessments	19
Student Data: Student Groups	20
Student Data: Behavior and Other Indicators	20
Employee Data	20
Parent/Community Data	21
Support Systems and Other Data	21
Goals	22
Goal 1 : Priority 1: Students will show academic achievement and success at all grade lev...	23
Goal 2 : Priority 2: Elgin ISD will provide high quality professional learning and recruit and...	31
Goal 3 : Priority 3: Elgin ISD will continue to improve and maintain community engagem...	39
Goal 4 : Priority 4: Elgin ISD will have strong fiscal and operational systems.	43
Goal 5 : Elgin ISD will increase its student achievement performance in the areas of litera...	47



Comprehensive Needs Assessment

Demographics

Summary

The Elgin Independent School District (EISD), located about 22 miles east of Austin, serves approximately 5389 students from PreK to Grade 12 and is in the Region 13 Education Service Center area. EISD encompasses more than 168 square miles in portions of Bastrop, Lee, and Travis counties, providing educational facilities and resources to meet the needs of students across eight campuses. Trinity Ranch Elementary School (TRES) serves approximately 494 students from Pre-Kindergarten to Grade 5. The table at the end of this summary breaks down all of our demographic percentages for our students.

EISD has a diverse staff with a mix of experienced and non-experienced staff. An advantage for the non-experienced staff is they will be trained in relevant and research-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. Since 2013, Elgin ISD has had a higher teacher turnover rate than Region 13. From 2013 – 2018, teacher turnover increased from 18.47 to 36.1. From 2019 to 2022, teacher turnover has varied from a low of 20.5 in 2021 to a high of 31.9 in 2020.

The economy of Elgin, TX, employs 5.19k people. The largest industries in Elgin, TX are Manufacturing (777 people), Health Care & Social Assistance (674 people), and Retail Trade (580 people), and the highest paying industries are Agriculture, Forestry, Fishing & Hunting, & Mining (\$70,625), Administrative & Support & Waste Management Services (\$51,734), and Educational Services (\$51,500).

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, College Forward, ACC Connect, and other organizations in an effort to expand and build on local partnerships with institutions 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 subdivisions, with the next highest being 20% growth from built-out subdivisions. 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.

The following represents the demographics of Trinity Ranch Elementary for the 2025-2026 school year:

Black	Hispanic	White	Other	ECO Dis	Emergent Bilinguals	SPED	Gifted & Talented
5%	84%	8%	8%	88%	63%	20%	8%

26 Core teachers -- 22 veteran (multiple years of experience) teachers, 4 (zero years of experience--3 of the 4 went through student teaching) new teachers

6 SPED teachers -- 2 veteran teachers and 2 new teachers

3 Special area teachers -- 3 veteran teachers

18 Paraprofessionals -- All instructional-specific paraprofessionals have their classroom aide certificates from the Region 13 service center

5 Professional staff -- Instructional coach, guidance counselor, student support specialist, registered nurse, and librarian (all professionals except the nurse come to the organization with years of experience; the nurse has only private sector experience as a registered nurse)

2 Administrators -- principal and assistant principal (both administrators have years of leadership experience)

Average ratio of students to teachers: 18 to 1

Strengths

The majority of core teachers are veteran teachers with multiple years of experience.

Class ratios of students to teachers are in a good range.

Emphasis on strong communication with parents, families, and the community.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 The high percentage (88%) of economically disadvantaged students at Trinity Ranch Elementary School (TRES) poses a significant challenge in providing equitable educational opportunities and resources to meet their diverse needs.	: Systematic inequalities such as resource allocation and the lack of support structures.
2 With 63% of students identified as Emergent Bilinguals, there is a need for enhanced ESL and bilingual education programs to ensure language barriers do not impede academic progress and growth.	The population of TRES, including our scholars and their parents, have limited English language skills, and this is reflected in the students' academic performance.

★ = Priority

Student Learning

Summary

In general, there is evidence that students in the district are growing academically, but need increased growth to catch up to their peers across the state and nation. The effectiveness of interventions on the student, campus, and district levels is monitored utilizing a student data dashboard that compiles multiple data points for each student. In this way, the indicators for growth, individual student learning, and the effectiveness of programs for various student groups, such as struggling or at-risk students, students with disabilities, Section 504 students, general education students in need of interventions, and/or chronically absent students, are heavily tracked. Multi-tiered Systems of Support (MTSS) is being implemented across all campuses with district-wide support. District data from classroom observations has revealed Tier 1 instructional issues and alignment that directly correlate to how students are performing in Elgin ISD.

Because TRES is a new school for the 2025-2026 school year, we will use the state's two lowest-performing minority racial or ethnic groups from the prior year for academic growth and closing the gaps. We will also follow the state-mandated percentages to know the number we need to achieve academic growth and closing the gaps.

The make-up of the student population at Trinity Ranch Elementary School is comprised of students from Booker T. Washington Elementary and Elgin Elementary. The following data is a merge of the two elementary schools that make up the Trinity Ranch Elementary School student population for the 2025-2026 school year, using their 2024-2025 STAAR and NWEA EOY Data:

2024-2025 School Data -- STAAR	Booker T. Washington Elementary			Elgin Elementary			Averages -- Trinity Ranch Elementary Staring Point		
Reading All	Approaches 54%	Meets 29%	Masters 10%	Approaches 55%	Meets 28%	Masters 7%	Approaches 51%	Meets 28.5%	Masters 8.5%
Math All	Approaches 48%	Meets 23%	Masters 8%	Approaches 43%	Meets 17%	Masters 4%	Approaches 45.5%	Meets 20%	Masters 6%

2024-2025 School Data -- STAAR	Booker T. Washington Elementary			Elgin Elementary			Averages -- Trinity Ranch Elementary Staring Point		
3rd Reading	Approaches 57%	Meets 28%	Masters 9%	Approaches 53%	Meets 28%	Masters 7%	Approaches 55%	Meets 28%	Masters 8%
3rd Math	Approaches 60%	Meets 30%	Masters 8%	Approaches 49%	Meets 21%	Masters 7%	Approaches 54.5%	Meets 25.5%	Masters 7.5%
4th Reading	Approaches 52%	Meets 30%	Masters 11%	Approaches 57%	Meets 27%	Masters 7%	Approaches 54.5%	Meets 28.5%	Masters 9%
4th Math	Approaches 38%	Meets 17%	Masters 8%	Approaches 37%	Meets 12%	Masters 1%	Approaches 37.5%	Meets 14.5%	Masters 4.5%

2024-2025

School Data -- NWEA	Booker T. Washington Elementary				Elgin Elementary				Averages -- Trinity Ranch Elementary Starting Point			
1st Math	Below Grade Level 43%	Approaches 45%	Meets 10%	Masters 2%	Below Grade Level 48%	Approaches 37%	Meets 8%	Masters 7%	Below Grade Level 45.5%	Approaches 41%	Meets 9%	Masters 4.5%
2nd Math	Below Grade Level 45%	Approaches 37%	Meets 13%	Masters 5%	Below Grade Level 48%	Approaches 40%	Meets 10%	Masters 2%	Below Grade Level 45.5%	Approaches 38.5%	Meets 11.5%	Masters 3.5%
1st Reading	Below Grade Level 31%	Approaches 41%	Meets 18%	Masters 10%	Below Grade Level 49%	Approaches 29%	Meets 13%	Masters 9%	Below Grade Level 40%	Approaches 35%	Meets 15.5%	Masters 9.5%
1st Sp. Reading	Below Grade Level 22%	Approaches 47%	Meets 25%	Masters 6%	Below Grade Level 24%	Approaches 57%	Meets 14%	Masters 5%	Below Grade Level 23%	Approaches 52%	Meets 19.5%	Masters 5.5%
2nd Reading	Below Grade Level 63%	Approaches 24%	Meets 9%	Masters 4%	Below Grade Level 49%	Approaches 34%	Meets 12%	Masters 5%	Below Grade Level 56%	Approaches 29%	Meets 10.5%	Masters 4.5%
2nd Sp. Reading	Below Grade Level 25%	Approaches 49%	Meets 14%	Masters 12%	Below Grade Level 29%	Approaches 39%	Meets 20%	Masters 12%	Below Grade Level 27%	Approaches 44%	Meets 17%	Masters 12%

Strengths

More than 50% of my incoming 4th and 5th graders are approaching grade level in reading, with almost 30% of students meeting grade level standards set by the state of Texas.

Specifically, a little more than 50% of incoming 4th and 5th-grade students are approaching grade level in 4th-grade reading and math and 5th-grade reading.

Incoming 2nd-grade Spanish reading students are at a little over 50% in Spanish reading.

Commitment to intentional, student-centered growth

Prioritize high expectations for students

CCMR

MTSS

Elgin ISD - Students earning an Associate's Degree and Core 42

Early Childhood Self-Assessment

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 The data from the two schools that comprise TRES from the 2024-2025 school year showed that more than 50% of students in 1st and 2nd grades are below grade levels in reading and math and also showed that around 45% of students are not approaching grade levels in reading or math based on STAAR data, particularly incoming 5th grade math scores are below 50% for approaching grade level.	Lack of alignment and growth with tier 1 instructional practices, with an emphasis on teachers in the area of collecting and analyzing student data and using this information to plan effective tier 1, 2, and 3 instruction.
2 With 88% of TRES students identified as economically disadvantaged, there is an urgent need for targeted interventions and support systems to address the academic challenges these students face.	No thriving MTSS systems in place to support closing the gaps.

 = Priority

School Processes & Programs

Summary

Organizational Structure

The Elgin ISD Mission statement to ensure a high-quality education that guarantees a life-changing experience for all is supported with strong connections to the community and our One Town, One Team, One Family (OTOTOF) slogan. Elgin ISD's Core Values add depth to our pursuit of excellence.

Professional Practices

Elgin recruits at job fairs statewide. We also recruit at association job fairs, as well as via various public job boards. Educators are matched to grade levels and content areas based on their strengths and certifications. New teachers are supported through our mentoring partnership with the National Institute for Excellence in Teaching (NIET). Mentors must meet several criteria and be selected by their principals. Mentors and campus mentor leads are trained on the research-based program. Struggling teachers with more than two years of experience participate in coaching cycles on their respective campuses. Teachers employed under the District of Innovation are provided with additional opportunities for professional development in all T-TESS Domains.

Teacher Incentive Allotment (TIA)

TEA approved the application in Spring 2023. Last school year 2023-2024 was the data collection year in the TIA program for all campuses. 2024-2025 was an additional data collection year for TIA.

Teaching and Learning

The purpose of Teaching and Learning is to leverage collective strength through strong interpersonal relationships, efficient systems of support at all levels, and inclusive practices to positively change the lives of all. District Assessment Framework - A district-wide framework for assessment and data analysis was collaboratively created in the fall of 2022. Composed of 3 sections: Prepare, Inquire, and Act, expectations and support available are delineated for district, campus, teachers, and students. The professional development plan is aligned with the EISD balanced scorecard. Professional development courses are all entered into Eduphoria for registration and documentation of CPE hours. The Teaching and Learning department utilizes a scheduling system to streamline communication and minimize conflicts between departments. Professional development is prioritized for campuses with areas most in need of improvement, ensures state mandates are met, and provides educators the skills necessary to support instructional needs. Campus administrators are participating in T-TESS calibration to align the practice to the rubric and are revisiting ways to use the rubric to improve teacher performance. All staff are participating in MTSS training to better address the needs of the whole child. Teacher evaluation results have not correlated with summative and formative student data. Campus administrators are participating in T-TESS calibration to refine the appraisal process, including student data in teacher summatives, and ensuring the appropriate staff is assigned to high-need areas.

Multi-Tiered Systems of Support (MTSS)

The MTSS committee is developing and preparing to implement the EISD MTSS framework. Focused on creating lifelong learners and contributing members of the community, EISD assumes the responsibility for the growth and development of the whole child, understanding that academic, behavioral, and social-emotional instruction all play critical roles in the long-term success of our students. The purpose of the MTSS framework is to provide an instructional framework that accommodates the needs of all students and results in improved achievement for all students and to offer a means for appropriately identifying/selecting students for continued services based on their demonstrated responses to scientifically research-based instruction.

Elgin ISD Learner Profile

The Elgin ISD Learner Profile strives for the development of self-motivated lifelong learners, effective communicators, creative problem solvers, adaptable, culturally responsible citizens, and contributing members of the community. All students in grades Pre-K through 12 have access to college and career exploration platforms where they can explore college, career, and military options and receive guidance on how to pursue any one of these specific pathways. Students also have access to internships, work-based learning experiences, and student organizations that supplement classroom instruction.

Students Identified At-Risk

EISD students are identified as at-risk according to the criteria specified in TEC Chapter 29. The goal of all Elgin ISD State Compensatory Education services is to provide a challenging and meaningful instructional program and, at the same time, reduce any disparity in performance on state assessment instruments, or disparity in the rates of high school completion between students at risk of dropping out of school and all other district students.

Special Programs

Special programs are monitored to ensure data-driven instruction with adjustments made to improvement protocols to ensure literacy and numeracy increases. Emergent bilingual students are supported to ensure increasing numbers can be reclassified with English proficiency. There is a continuum of services ranging from intervention and language development services through self-contained special education settings, which is determined through the appropriate committee and is based on the student's individual needs.

Fine Arts

The mission of the Elgin ISD Fine Arts Department is to help students communicate and express their connection to themselves, their culture, and the world. EISD provides a fine arts curriculum that is balanced, inclusive, and comprehensive. Our programs are taught in partnership with the other academic disciplines to create lifelong learners and appreciators of the arts.

Athletics

Elgin ISD has a strong athletics program on all campuses with a number of team sports available at both Elgin Middle School and High School. The Elgin Wildcat Booster Club serves all sports at EHS with end-of-season banquets, monetary support for special equipment needs, and scholarships.

Extended Day Programs

Funded by the 21st Century Community Learning Centers grant, Elgin ISD provides the Texas ACE Program at 8 campuses from elementary to high school. At Elgin ISD, the Texas ACE Program inspires 21st century thinkers in a safe and supportive expanded learning environment through student-led enrichment, school day-aligned academic assistance, and family engagement.

CNA/CIP Process

Elgin ISD welcomed a new Superintendent for the 2022-2023 school year and engaged strategic design planning with stakeholders across the community. The School Board adopted the Goals and Performance Objectives for the Elgin ISD District Scorecard in January 2023. District and Campus leadership engaged their local stakeholders during the spring, summer, and fall of 2023 in a broad and comprehensive needs assessment (CNA). The work on this CNA informed revision and alignment in the District and Campus Improvement Plans (DIP/CIPs) to the new Goals and Performance Objectives. All staff districtwide follow the Elgin ISD CNA/DIP/CIP Process Timeline. Based on the timing of the work of the strategic design committee the Elgin ISD CNA/DIP/CIP Process Timeline was adjusted for 2023-2024 planning and completion. The standard timeline was followed for 2024-2025 planning and completion of the CNA/DIP/CIPs beginning in January of 2024. Input from stakeholders is utilized to conduct the CNA process for the 2024-2025 school year and to start the 2025-2026 school year.

District Advisory Committee

The District Advisory Committee meets quarterly to share, discuss, and provide input on instructional programs, district performance, student services, staff development, and budget. Program coordination occurs between district departments and other state/federal programs being implemented at the district and campus levels. Principals are supported during monthly meetings with the District Leadership Team, weekly check-ins with the Superintendent's Cabinet, regularly scheduled PLC and Instructional Rounds with the Teaching & Learning Department, and regular mentor meetings with the Executive Director of Leadership and Campus Support.

Campus Advisory Committee

The campus advisory committee will meet quarterly at Trinity Ranch Elementary and follow all the mandates set by the state to include members, agendas, sign-in sheets, and committee input.

Strengths

District processes are in place and followed to support after-school programming through ACE; student CCMR opportunities through

CTE, PTECH, DC, and ECHS; staff onboarding through Wildcat Academy; and analyzing data using Eduphoria, Panorama, Frontline, and TalentEd. Students are provided support through programs such as Literacy First, Breakfast in the Classroom, and Watch Dogs/EHS CATs. This year, we are focusing attention on systems for improving student behavior through Capturing Kids Hearts and Emergent Tree MTSS-Behavior.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 An intervention system and processes must be established to close gaps and push academic growth.	Close to 50% of students are coming into the new school under grade level in reading a math in most grade levels.
2 Incoming MTSS data indicates a high percentage of students in T3 for both reading and math.	A lack of growth and alignment in the tier 1 setting.

★ = Priority

Perceptions

Summary

Parent, Family and Community Engagement

Elgin ISD is committed to fostering communication and positive relationships with the parents, families, and all community members. The strong foundation as One Team, One Town, One Family provides a foundation for collaborative and supportive interactions between the district, schools, families, and the community. With our growth comes increased opportunity and effort to bring all into our Elgin ISD family. Campus and district-level opportunities for involvement consist of various activities and opportunities for input in decision-making. Placing a high value on communication is integral to engaging families and supporting their advocacy for their students and the programs that help them succeed. Elgin ISD engages families and the community in a variety of mediums, including the school website/social media, PawPrints newsletter, email, automated calls, and campus updates. Communications are provided in English and Spanish. Several special program departments engage families and community members in the decision-making process and activities through advisory groups, special events, meetings, and community events.

Student Engagement

Elgin ISD has provided all campuses and district teams with Capturing Kids Hearts training. Trinity Ranch Elementary will have CKH training in July of 2025. Capturing Kids Hearts utilizes socio-emotional learning techniques and classroom facilitation tools designed to peak student interest, establish collaborative agreements of behavior in every classroom, create high-performing groups, increase pro-social skills, create more time on-task, and increase student performance.

Teacher Engagement

Campus exit data from the two elementaries that comprise TRES supported a concern for overall discipline, and in some cases, administrative support. This survey data is from the 2024-2025 school year. Data also supported general contentment with the teaching profession and with campuses overall. Exit survey data supported that teachers feel supported by their coworkers. The same is true with regards to administrative support. Particularly with discipline concerns. Capturing Kids Hearts and stronger support systems alignment across the district are being implemented to support our teachers in these areas. New teachers are supported through our mentoring partnership with the National Institute for Excellence in Teaching (NIET). Mentors must meet several criteria and be selected by their principals. Mentors and campus mentor leads are trained on the research-based program. Struggling teachers with more than two years of experience participate in coaching cycles on their respective campuses. EOY survey data indicated that mentor teachers have not received enough time away from normal duty schedules to successfully mentor and that mentees do not feel they have been adequately supported.

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

Bond Oversight Committee

Partnerships with businesses - TESLA, Southside, CTE Program, Career Fairs on every campus, Elgin Clinic

Family Latino Literacy Night Literacy/Math/STEM Family Nights

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 We had just enough people sign up for the PTA in our summer PTA meeting.	A lack of parent involvement in PTA organizations in the community.
2 As we move forward with parent engagement, as the principal of one of the elementary schools in the district and while speaking to two other principals, engagement is low with after-school events.	Lack of commitment from parents.

★ = 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
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ State and federal planning requirements

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ Federal Report Card and accountability data
- ☒ Local Accountability Systems (LAS) data

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Student failure and/or retention rates
- ☒ Local diagnostic reading assessment data

- ☒ Local benchmark or common assessments data
- ☒ Running Records results
- ☒ Observation Survey results
- ☒ Prekindergarten Self-Assessment Tool

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
- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- ☒ Discipline records
- ☒ Student surveys and/or other feedback
- ☒ School safety data
- ☒ Enrollment trends

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback

- ☒ Teacher/Student Ratio
- ☒ State certified and high quality staff data
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ Evaluation(s) of professional development implementation and impact
- ☒ T-TESS data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Community surveys and/or other feedback

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Communications data
- ☒ Capacity and resources data
- ☒ Budgets/entitlements and expenditures data
- ☒ Action research results



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

Create and sustain PLC systems and processes that align with the content in the CMP.

Strategy's Expected Result/Impact: Growth in overall teacher practice and student achievement/growth scores.

Staff Responsible for Monitoring: IC, admin, teachers

Formative Reviews

Considerable Progress

November

Considerable Progress

January

March

June

Performance Objective 2

1.1.2 Enhance and ensure data-driven instruction and progress monitoring

Strategy 1

Create and sustain data systems, including a data wall and digital data systems with action steps taken from analyzing the data.

Strategy's Expected Result/Impact: Growth in student performance data.

Staff Responsible for Monitoring: IC, admin, teachers.

Formative Reviews

Considerable Progress

November

Considerable Progress

January

March

June

Performance Objective 3

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

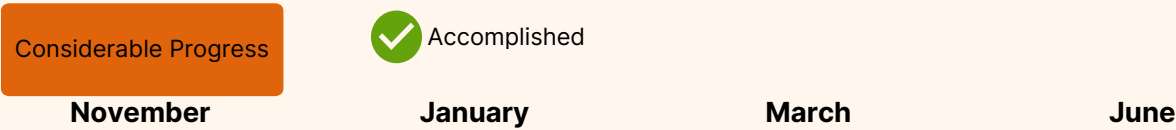
Strategy 1

Calendar PLCs and agendas for weekly PLCs to include announcements, roles/responsibilities, norms, time to analyze data and planning goals.

Strategy's Expected Result/Impact: Overall growth in teacher practice and growth with student performance data.

Staff Responsible for Monitoring: IC, admin, teachers

Formative Reviews



Performance Objective 4

1.1.4 Ensure and enhance professional coaching model

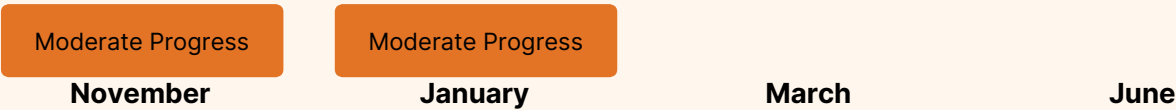
Strategy 1

Collaborate with the instructional coach and T & L to ensure the following coaching model is consistent: identify, learn, grow.

Strategy's Expected Result/Impact: Growth in teachers' abilities.

Staff Responsible for Monitoring: IC, admin, T & L representative

Formative Reviews



Strategy 2

Create a tiering system where the ILT tier teachers based on walkthrough evidence to consider supports and plans for teachers.

Strategy's Expected Result/Impact: Growth in teacher performance.

Staff Responsible for Monitoring: ILT

Formative Reviews

Considerable Progress

November

Considerable Progress

January

March

June

Performance Objective 5

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

Strategy 1

Create a robust walkthrough plan with targeted focus areas per week, calendared with a tiered teacher system to inform walkthrough assignments.

Strategy's Expected Result/Impact: Overall teacher growth in their practice

Staff Responsible for Monitoring: Principal

Formative Reviews

Considerable Progress

November

Considerable Progress

January

March

June

Strategy 2

Ensure that lesson plan feedback is provided weekly that addresses differentiated instruction for special populations.

Strategy's Expected Result/Impact: Growth in teacher performance and student achievement scores for students in special populations.

Formative Reviews

Some Progress

November

Considerable Progress

January

March

June

Performance Objective 6

1.2.2 Support systemwide implementation of improvement protocols within special programs

Strategy 1

Work with the SPED and Bilingual Departments to ensure systems of improvement are ongoing.

Strategy's Expected Result/Impact: Overall growth in special programs.

Staff Responsible for Monitoring: Admin, Director of SPED, Director of Bilingual

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Performance Objective 7

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

Strategy 1

Create a CCMR week in all 9 weeks.

Strategy's Expected Result/Impact: More awareness of CCMR opportunities.

Staff Responsible for Monitoring: Admin, Director of CCMR, tech teacher

Formative Reviews

No Progress

November

Some Progress

January

March

June

Strategy 2

Collaborate with the Director of CCMR to include strategies, systems/processes that help elevate CCMR knowledge at TRES.

Strategy's Expected Result/Impact: More awareness of CCMR with students and teachers.

Staff Responsible for Monitoring: Principal, Director of CCMR

Formative Reviews

No Progress

November

Some Progress

January

March

June

Performance Objective 8

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

Strategy 1
Post the compelling purpose in our hall videos
Strategy's Expected Result/Impact: Help spread the compelling purpose
Staff Responsible for Monitoring: counselor
Formative Reviews

 Accomplished

 Accomplished

November**January****March****June**

Performance Objective 9

1.4.1 Promote and increase student involvement and participation in extracurricular programs

Strategy 1
Work with the guiding coalition to set goals to increase involvement in campus extracurricular programs.
Strategy's Expected Result/Impact: More involvement from students
Staff Responsible for Monitoring: admin
Formative Reviews

Some Progress

Some 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
Work with teachers to include opportunities for student voice in lesson plans.

Strategy's Expected Result/Impact: More student voice and strong lesson plans

Staff Responsible for Monitoring: IC, admin, teachers

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Performance Objective 11

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

Strategy 1

Work with the guiding coalition to elevate opportunities to learn and serve beyond the classroom. EX: reading buddies, STUCO doing announcements, etc.

Strategy's Expected Result/Impact: More participation and more confidence with our students.

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Performance Objective 12

1.4.4 Increase average daily attendance rates for students across the district

Strategy 1

Create and implement an attendance incentive plan aligned to the district goals for 95% attendance

Strategy's Expected Result/Impact: Higher attendance

Staff Responsible for Monitoring: MTSS Attendance Coordinator, principal

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Performance Objective 13

1.5.1 Improve student behavior and wellness

Strategy 1

Work with the MTSS-A and MTSS-B coordinators to create tier 1 systems to improve student behavior and wellness.

Strategy's Expected Result/Impact: Less negative behaviors and stronger student wellness

Staff Responsible for Monitoring: MTSS-A, MTSS-B coordinators and principal

Formative Reviews

Moderate Progress

November

Considerable Progress

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

Use student Panorama surveys to identify areas of need with student well-being

Strategy's Expected Result/Impact: More awareness and stronger systems to support more positive student well-being

Staff Responsible for Monitoring: Counselors, admin

Formative Reviews

No Progress

November

Some Progress

January

March

June

Performance Objective 15

1.5.3 Sustain and enhance school Emergency Operations Plan

Strategy 1

Work with the assistant principal to create, implement, and ensure excellence with emergency operation plans.

Strategy's Expected Result/Impact: Strong emergency operations plan

Staff Responsible for Monitoring: admin

Formative Reviews

Some Progress

November

Considerable Progress

January

March

June

Performance Objective 16

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

Strategy 1

Create the committee, calendar the meetings, create agendas, and implement

Strategy's Expected Result/Impact: Stronger safety and more collaboration with stakeholders

Staff Responsible for Monitoring: admin, parents, staff, community

Formative Reviews

Some Progress

November

Moderate 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

Welcome the teacher program students weekly to TRES.

Strategy's Expected Result/Impact: Enhance the teacher program by allowing students classroom experience.

Staff Responsible for Monitoring: Principal, Teacher Program Teacher

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 2

Work directly with the teacher program teacher to create authentic experiences for "Grow Your Own" candidates that empower them to join the profession.

Strategy's Expected Result/Impact: More teacher candidates coming back to Elgin to join the profession.

Staff Responsible for Monitoring: Principal, Teacher Program Teacher

Formative Reviews

Some Progress

November

Moderate Progress

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 mentor program

Strategy's Expected Result/Impact: Stronger skills and relationship

Staff Responsible for Monitoring: Principal, mentors, Director of HR

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 2

Create, implement, and sustain a targeted coaching plan for all "new to the profession" teachers

Strategy's Expected Result/Impact: Stronger skillset with new teachers

Staff Responsible for Monitoring: Principal, Assistant Principal, IC

Formative Reviews

Moderate Progress

November

Considerable Progress

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

Review information and offer feedback when HR and the BO create these for the year

Strategy's Expected Result/Impact: Higher retention with a more competitive pay structure

Staff Responsible for Monitoring: Executive Director of HR, CFO, principal

Formative Reviews

Some Progress

November



Accomplished

January

March

June

Performance Objective 4

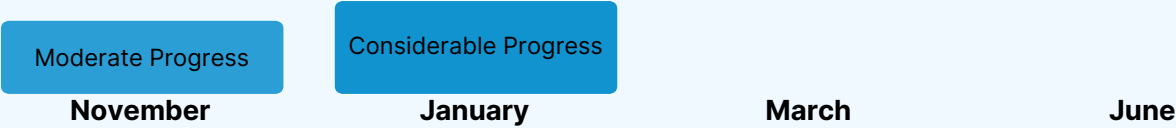
Strategy 1

Review and implement the plan created by T & L

Strategy's Expected Result/Impact: Stronger skillsets for stakeholders

Staff Responsible for Monitoring: T & L, principal

Formative Reviews



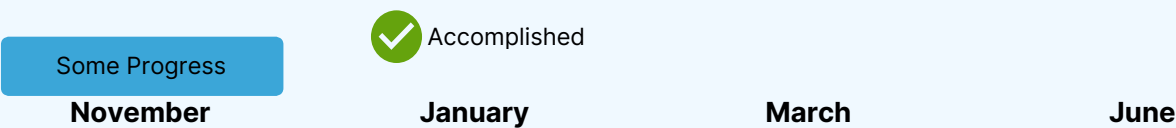
Strategy 2

Offer feedback when prompted to contribute to a stronger PD Calendar and plan

Strategy's Expected Result/Impact: Stronger skillsets for stakeholders

Staff Responsible for Monitoring: Principal

Formative Reviews



Performance Objective 5

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

Strategy 1

Create a leadership PD plan for the campus guiding coalition

Strategy's Expected Result/Impact: Stronger leaders on campus

Staff Responsible for Monitoring: Principal

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 2

Create and sustain leadership opportunities for non-guiding coalition staff members (club sponsors, mentors, etc.)

Strategy's Expected Result/Impact: Stronger leaders on campus

Staff Responsible for Monitoring: Principal

Formative Reviews

Moderate Progress

November



Accomplished

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

Create staff well-being surveys every 9 weeks and review the data with action steps for improvement in leadership

Strategy's Expected Result/Impact: More support, positive staff members

Staff Responsible for Monitoring: Leadership Team

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Performance Objective 7

2.3.2 Implement an annual staff wellness program

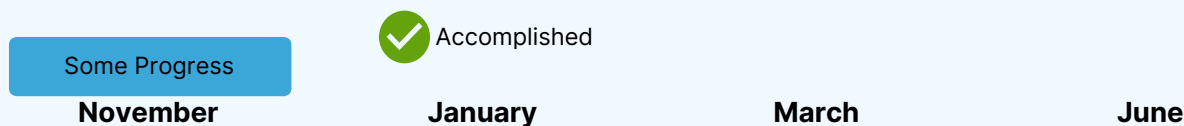
Strategy 1

Implement the staff wellness program created by district

Strategy's Expected Result/Impact: Higher retention

Staff Responsible for Monitoring: District staff support office

Formative Reviews



Performance Objective 8

2.3.3 Sustain and enhance school emergency operation procedures

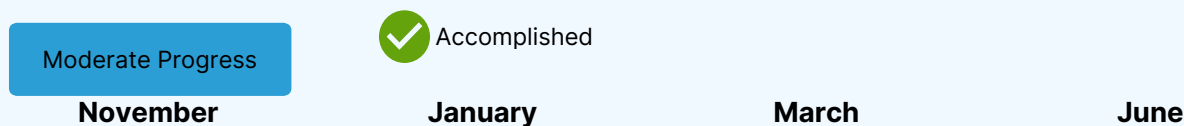
Strategy 1

Implement and sustain school emergency operation procedures with reflection meetings after every drill experience

Strategy's Expected Result/Impact: Stronger emergency operation procedures with a safer school

Staff Responsible for Monitoring: Leadership team, Coordinator of safety and risk management, campus security guard

Formative Reviews



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

Implement Panorama staff satisfaction surveys

Strategy's Expected Result/Impact: Overall, stronger staff satisfaction

Staff Responsible for Monitoring: District cabinet team, principal

Formative Reviews

No Progress

November

Considerable 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

Be at the collaborative table when creating action steps for overall improvement based on the results of the feedback

Strategy's Expected Result/Impact: Stronger, more positive staff members. Higher student achievement results.

Staff Responsible for Monitoring: District cabinet team, Principal

Formative Reviews

Some Progress

November

Considerable Progress

January

March

June

Performance Objective 11

2.4.3 Recognize staff at all levels

Strategy 1

TRE Employee of the week every Friday of the year

Strategy's Expected Result/Impact: Higher retention

Staff Responsible for Monitoring: Leadership Team

Formative Reviews



Accomplished

November



Accomplished

January

March

June

Strategy 2

Week staff shoutouts go out every Friday

Strategy's Expected Result/Impact: Higher retention

Staff Responsible for Monitoring: Leadership Team

Formative Reviews



Accomplished



Accomplished

November

January

March

June

Strategy 3

End-of-Semester awards -- TREe of the Semester! (Review all weekly TREes' of the weeks to choose one overall staff member to be recognized before leaving at the semester breaks)

Strategy's Expected Result/Impact: Higher retention, higher staff morale

Staff Responsible for Monitoring: Leadership Team

Formative Reviews

Some Progress

November

Considerable Progress

January

March

June

Strategy 4

Submit a nominee every 9 weeks for the "One Team, One Dream" recognition

Strategy's Expected Result/Impact: More recognition, higher retention

Staff Responsible for Monitoring: Principal

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Performance Objective 12

2.4.4 Increase annual staff retention rate

Strategy 1

Implement staff climate and morale strategies, and teacher support programs

Strategy's Expected Result/Impact: Higher retention

Staff Responsible for Monitoring: Leadership Team

Formative Reviews

Considerable Progress

November

Accomplished

January

March

June

Goal 3

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

Performance Objective 1

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

Strategy 1

Work with the communications department to increase engagement with the website, FB, and School Status

Strategy's Expected Result/Impact: Increased overall engagement

Staff Responsible for Monitoring: Principal

Formative Reviews

Considerable Progress

November

Considerable Progress

January

March

June

Performance Objective 2

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

Strategy 1

Implement district and campus surveys with an analysis and action plan process

Strategy's Expected Result/Impact: Higher retention, more supported stakeholders

Staff Responsible for Monitoring: Leadership Team

Formative Reviews

Some Progress

November

Considerable Progress

January

March

June

Performance Objective 3

3.1.4 Provide opportunities for parent engagement, involvement, and feedback

Strategy 1

Conduct a Title I meeting using a parent survey for feedback

Strategy's Expected Result/Impact: Stronger PFE, stronger overall systems due to parent feedback

Staff Responsible for Monitoring: Leadership team, parents

Formative Reviews



Accomplished



Accomplished

November

January

March

June

Performance Objective 4

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

Strategy 1

Sustain plan and work with the communications department to ensure success with the plan

Strategy's Expected Result/Impact: More positive light on our school

Staff Responsible for Monitoring: Principal, Communications Department

Formative Reviews

Some Progress

November

Considerable Progress

January

March

June

Performance Objective 5

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

Strategy 1

Create a council, calendar meetings, send invites, create agendas, and start meeting using the info gleaned from the meetings to develop actions steps for improvement

Strategy's Expected Result/Impact: Stronger overall organization

Staff Responsible for Monitoring: CAC, admin

Formative Reviews

Moderate Progress

November

Considerable Progress

January

March

June

Performance Objective 6

3.2.3 Conduct community information sessions and feedback opportunities

Strategy 1

Create and sustain community information sessions to include Title I and non-Title I opportunities

Strategy's Expected Result/Impact: Stronger overall organization

Staff Responsible for Monitoring: Principal

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Performance Objective 7

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

Strategy 1

Work with the campus leadership team to create school-business partnerships to enhance student opportunities

Strategy's Expected Result/Impact: Stronger partnerships with the community, stronger overall organization

Staff Responsible for Monitoring: Leadership team

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Performance Objective 8

Strategy 1

Work with the EEF and cabinet to strengthen processes

Strategy's Expected Result/Impact: Stronger processes

Staff Responsible for Monitoring: Principal, EEF, Cabinet

Formative Reviews



Performance Objective 9

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

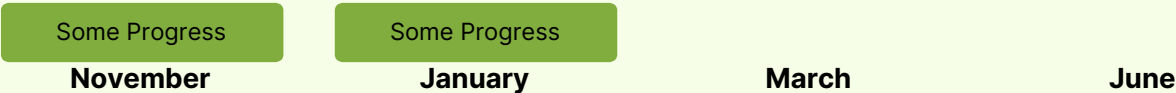
Strategy 1

Work with the campus leadership team to create and strengthen these relationships

Strategy's Expected Result/Impact: Stronger relationships and processes

Staff Responsible for Monitoring: Leadership Team

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

Strategy 1

Support, sustain and implement budget processes provided by the CFO

Strategy's Expected Result/Impact: Stronger budget systems

Staff Responsible for Monitoring: CFO, principal

Formative Reviews

Considerable Progress

November

Considerable Progress

January

March

June

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

Ensure stakeholders get this information and attend all board meetings for fiscal updates and information

Strategy's Expected Result/Impact: Stronger financial transparency

Staff Responsible for Monitoring: CFO, cabinet, principal

Formative Reviews

Moderate Progress

November

Considerable Progress

January

March

June

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

Implement and sustain LRFP

Strategy's Expected Result/Impact: Stronger facility

Staff Responsible for Monitoring: Maintenance department, campus admin

Formative Reviews

Considerable Progress

November

Considerable Progress

January

March

June

Performance Objective 4

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

Strategy 1

Attend meetings when invited by cabinet

Strategy's Expected Result/Impact: More informed principal

Staff Responsible for Monitoring: Cabinet, principal

Formative Reviews

No Progress

November



Discontinue

January

March

June

Performance Objective 5

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

Strategy 1

Listen at the board meeting to receive all information in this PO

Strategy's Expected Result/Impact: More informed principal

Staff Responsible for Monitoring: Executive Director of Bonds Projects, Principal

Formative Reviews

Considerable Progress

November



Accomplished

January

March

June

Performance Objective 6

4.3.1 Develop and sustain a preventative maintenance plan for facilities

Strategy 1

Ensure this plan is implemented by working with the director of maintenance

Strategy's Expected Result/Impact: Better, sustained facilities

Staff Responsible for Monitoring: Director of Maintenance, Executive Director of Leadership and Support, Principal

Formative Reviews

Some Progress

November

Considerable Progress

January

March

June

Performance Objective 7

4.3.2 Ensure compliance with all state safety and security requirements

Strategy 1

Ensure compliance by following all information provided by the district office for state safety and security requirements

Strategy's Expected Result/Impact: In compliance

Staff Responsible for Monitoring: Principal, Office of state safety and security at district

Formative Reviews

Moderate Progress

November

Considerable Progress

January

March

June

Performance Objective 8

Strategy 1

Be present when invited and collaborate with the bond planning committee

Strategy's Expected Result/Impact: stronger voice and stronger plans for the school district

Staff Responsible for Monitoring: Bond Planning Committe, cabinet, principal

Formative Reviews

No Progress	 Discontinue		
November	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

Implement the LRTP when provided from the technology department and attend all board meetings

Strategy's Expected Result/Impact: Stronger technology systems on campus

Staff Responsible for Monitoring: Technology department, principal

Formative Reviews

			
November	January	March	June

Goal 5

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

Performance Objective 1 High Priority

Create and sustain systems and processes to increase student achievement performance in literacy and numeracy

Evaluation Data Source: Summative data

Strategy 1

Create a math fact system on campus, math masters

Strategy's Expected Result/Impact: Stronger numeracy data, higher student achievement data

Staff Responsible for Monitoring: ILT, teachers, students

Formative Reviews

Considerable Progress

November

Considerable Progress

January

March

June

Strategy 2

Create and implement strong tier 2 and tier 3 systems and processes to elevate overall student achievement scores in math and reading

Strategy's Expected Result/Impact: Higher student achievement data

Staff Responsible for Monitoring: ILT, teachers, students

Formative Reviews

Considerable Progress

November

Considerable Progress

January

March

June

Strategy 3

Sustain and monitor MTSS programs for academics and literacy first

Strategy's Expected Result/Impact: Higher overall student achievement data in all grades

Staff Responsible for Monitoring: ILT, MTSS teachers and Lit First Specialist

Formative Reviews

Moderate Progress

November

Considerable Progress

January

March

June