

Elgin Independent School District



Booker T. Washington Elementary School

Accountability Rating: F

2025-2026 Campus Improvement Plan

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Priority Problem Statements

Problem Statement

Root Cause

1★

The high percentage (89.7%) of economically disadvantaged students at Booker T. Washington Elementary School (BTW) poses significant challenges 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 over 60% of students identified as English learners, there is a need for enhanced ESL and bilingual education programs to ensure language barriers do not impede academic progress.

The population of BTW, including our scholars and their parents, have limited English language skills, and this is reflected in the student's academic performance.

3★

In the 24-25 school year, our NWEA showed a decrease in our data over the year compared to the 23-24 school year. STAAR data from 24-25 also showed a decrease in STAAR data and NWEA data shows that our scholars are lower in Math than they are in Reading.

Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information in order to plan effective small group instruction. We also have less instructional time for math than reading in our master schedule.

4★

The number of scholars in RT2, RT3, MT2, MT3 are not aligned to the Tiered Triangle.

Teachers are continuing to grow in their understanding of intervention and in learning how to best maximize their unique strengths within the grade level team.

5★

With 85% of BTW students identified as at-risk, there is an urgent need for targeted interventions and support systems to address the academic challenges these students face.

Ensuring high-quality lesson planning and internalization utilizing highly effective instructional practices to support all of our scholars during intervention.

6★

EISD 5th Grade Science data has declined from 10.2% in 2023 to 1.95% in 2025.

The significant decline in 5th Grade Science performance from 10.2% in 2023 to 1.95% in 2025 is likely due to the lack of a vertically aligned and engaging science curriculum, limited instructional time and prioritization of science, insufficient teacher training in content-specific pedagogy, minimal use of data to drive instruction, and inadequate access to hands-on resources

7
★

Our MTSS data indicates that we have a high percentage of scholars in T3 for both reading and math.

Teachers are in the process of learning and developing a strong systemic approach to MTSS through guidance and support from Solution Tree

8
★

With 61% of our students identified as English learners, there is a critical need to strengthen ESL and bilingual education programs to ensure language development supports do not hinder academic achievement

Resources and supports for Emergent Bilingual (EB) students are not yet fully aligned or equitably distributed to meet their diverse academic and linguistic needs

9
★

Our campus continues to face challenges in sustaining a balanced PTA composed of both parents and teachers. During the 2024-2025 school year, the majority of membership consisted primarily of teaching staff.

Parent participation in PTA membership and leadership has been limited, impacting the balance of representation

10
★

Parent engagement night attendance remains low, with approximately 15% of families participating in these events

The scheduling of family engagement events between 5:00-7:00 p.m. may not be optimal for many families, limiting opportunities to connect and strengthen home-school partnerships

11
★

Our average daily attendance rate was 94.86 for the 2024-2025 SY, 93% for the 2023-2025 school years, reflecting a small increase.

Persistent misconceptions regarding the impact of absences on student learning have contributed to decreased attendance rates

★ = Priority



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

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Teachers will use the identified essential Standards to anchor their lesson objectives and learning outcomes.

Strategy's Expected Result/Impact: It ensures lesson planning is streamlined, focused on mastery of the most critical standards, and vertically aligned across grade levels.

Staff Responsible for Monitoring: IC, Principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Considerable Progress

January

March

June

Strategy 2

CTM's will collaborate to unpack standards for depth and complexity, ensuring instructional activities directly target these essential standards. Lesson plan template will intentionally include scaffolds so that all students, including emergent bilinguals and special populations, can access grade-level learning

Strategy's Expected Result/Impact: It ensures lesson planning is streamlined, focused on mastery of the most critical standards, and vertically aligned across grade levels.

Staff Responsible for Monitoring: IC, Principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

November

Moderate Progress

January

March

June

Strategy 3

Grade-level/content CTM's will design lessons using IFDs, YAGs, and curriculum resources as the foundation, while incorporating data from CFAs, UAs, and other formative assessments.

Strategy's Expected Result/Impact: It systematically links curriculum planning with student learning evidence, maximizing both equity and effectiveness.

Staff Responsible for Monitoring: IC and Principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

November

Considerable Progress

January

March

June

Strategy 4

Teachers will adjust instructional plans in WIN and Intervention after looking at CFA and UA data to address learning gaps and enrichment needs, ensuring all students progress toward mastery.

Strategy's Expected Result/Impact: It systematically links curriculum planning with student learning evidence, maximizing both equity and effectiveness.

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Performance Objective 2

1.1.2 Enhance and ensure data-driven instruction and progress monitoring

Strategy 1

CTM's will meet and use disaggregated data to identify trends, strengths, and gaps, and adjust upcoming WIN and intervention plans and interventions accordingly. Grade-level teams will document instructional responses for students who need reteach, reinforcement, or enrichment.

Strategy's Expected Result/Impact: It ensures teachers are not just collecting data but actively using it to inform real-time instructional decisions

Staff Responsible for Monitoring: IC, Principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Strategy 2

Teachers will embed formative assessments and checks for understanding into daily lesson plans.

Strategy's Expected Result/Impact: It creates a continuous feedback loop where teachers, leaders, and students are all engaged in monitoring growth, not waiting for end-of-unit or state assessments

Staff Responsible for Monitoring: IC, Principals and Team Leads

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 3

Implement a tiered tutoring program that provides targeted, data-driven small group instruction aligned to Essential Standards, CFAs, and Unit Assessments. Tutoring will address specific skill gaps identified through formative and summative data to ensure academic growth and accelerated learning for all students.

Strategy's Expected Result/Impact: Reduction in the number of students performing below grade level by the end of the school year.

Staff Responsible for Monitoring: Teachers and admin

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Performance Objective 3

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

Strategy 1

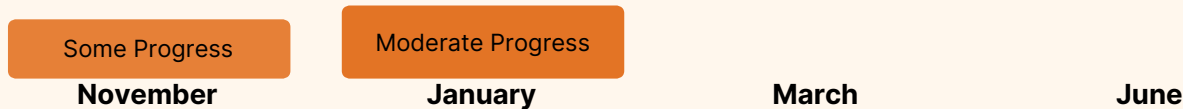
Each CTM meeting will explicitly address the four guiding questions: What do we want students to learn? How will we know they have learned it? How will we respond when students struggle? How will we extend learning for students who already mastered it?

Strategy's Expected Result/Impact: It ensures planning is consistent, standards-driven, and actionable across all campuses.

Staff Responsible for Monitoring: Team Leader and IC

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Performance Objective 4

1.1.4 Ensure and enhance professional coaching model

Strategy 1

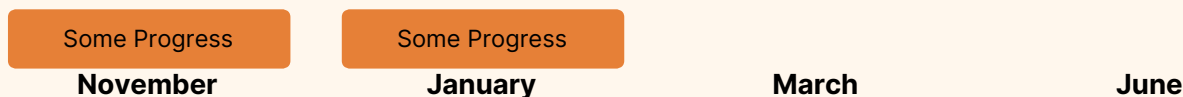
Instructional coaches and administration will use a systematic coaching cycle (pre-conference, observation, feedback, and reflection) with all teachers.

Strategy's Expected Result/Impact: Ensures coaching is consistent, standards-driven, and measurable.

Staff Responsible for Monitoring: IC and Principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Performance Objective 5

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

Strategy 1

In CTM's teachers, IC and administrators will review student progress data (TELPAS, formative assessments) to adjust instruction, monitor growth, and provide timely interventions

Strategy's Expected Result/Impact: Ensures equity by giving emergent bilinguals to grade-level Essential Standards while meeting their individualized learning needs.

Staff Responsible for Monitoring: IC's and administrators

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Strategy 2

SPED teachers will support teachers in co-planning lessons during PD days that integrate sheltered instruction strategies (e.g., visuals, sentence stems, academic vocabulary routines) and individualized supports for SPED students

Strategy's Expected Result/Impact: Ensures equity by giving students with disabilities access to grade-level Essential Standards while meeting their individualized learning needs.

Staff Responsible for Monitoring: SPED teachers

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress

November

Some Progress

January

March

June

Performance Objective 6

1.2.2 Support systemwide implementation of improvement protocols within special programs

Strategy 1

Implement a systemwide MTSS progress monitoring protocol where bilingual, SPED, and other special program teams review student achievement data (TELPAS, IEP goal progress, MAP, CFAs) on a scheduled cycle (e.g., every 3-6 weeks).

Strategy's Expected Result/Impact: Creates consistent accountability and ensures that instructional improvements for special programs are monitored, adjusted, and implemented equitably across all campuses.

Staff Responsible for Monitoring: MTSS Teacher, SPED Teacher, IC and administrators

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Performance Objective 7

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

Strategy 1

Provide early awareness, including parent nights or days, career exploration, and highlighting programs our high school has to offer.

Strategy's Expected Result/Impact: Ensures awareness to rigorous and diverse pathways, increases student readiness for postsecondary success.

Staff Responsible for Monitoring: Administrator in charge of CCMR

Formative Reviews

Considerable Progress

November

Considerable Progress

January

March

June

Performance Objective 8

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

Strategy 1

All professional learning sessiond will begin by clearly articulating out "why" -- and how the training connects to district goals, campus improvement priorities, and most importantly, student learning outcomes. Facilitators will highlight connections to Essential Standards, instructional frameworks, and student achievement data so teachers understand how new practices directly impact their daily classroom instruction

Strategy's Expected Result/Impact: Teachers see professional learning as purposeful and directly linked to student success, which increases buy-in and fidelity of implementation.

Staff Responsible for Monitoring: All facilitators

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Performance Objective 9

1.4.1 Promote and increase student involvement and participation in extracurricular programs

Strategy 1

Create a newspaper extracurricular activity during school hours so students can project student voice.

Strategy's Expected Result/Impact: Normalizes involvement, builds excitement, and increases student connection to school culture, which supports both academic and social-emotional growth.

Staff Responsible for Monitoring: Student Support Specialist / Librarian

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Strategy 2

Each classroom will have a student ambassador.

Strategy's Expected Result/Impact: Normalizes involvement, builds excitement, and increases student connection to school culture, which supports both academic and social-emotional growth.

Staff Responsible for Monitoring: Teachers / Student Support Specialist / Librarian

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Accomplished

November



Accomplished

January



Accomplished

March



Continue/Modify

June

Performance Objective 10

Strategy 1

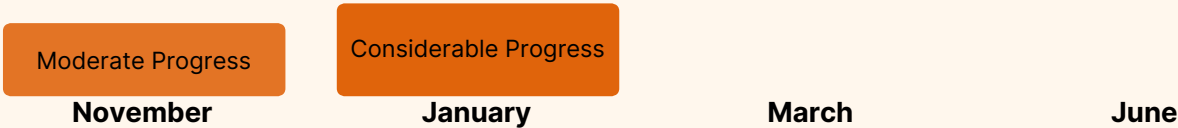
Launch a student-led newspaper (digital or print) where students report on campus events, highlight achievements, and share opinions. Teachers and staff sponsors will guide students in writing, editing, and publishing. Establish Librarian Ambassadors who will help recommend books to peers, and promote reading initiatives campuswide.

Strategy's Expected Result/Impact: Increases authentic opportunities for students to lead, influence, and contribute, while building communication, collaboration, and leadership skills that extend beyond the classroom.

Staff Responsible for Monitoring: Committee Chair for Student Voice

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Performance Objective 11

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

Strategy 1

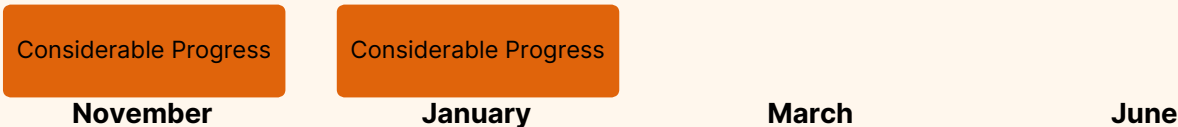
Each semester, Student Ambassadors will design and lead at least one service project that benefits the school or broader community (e.g., food drive, campus beautification, mentoring younger students, or supporting local organizations).

Strategy's Expected Result/Impact: Provides authentic opportunities for students to serve as leaders beyond the classroom, strengthens community connections, and cultivates a culture of service and responsibility.

Staff Responsible for Monitoring: Committee Chair for Student Voice

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Performance Objective 12

Strategy 1

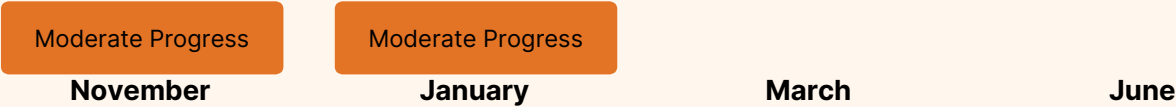
Roll out the BTW's Attendance Plan on our campus, which includes proactive communication with families, incentives for students, and consistent monitoring systems.

Strategy's Expected Result/Impact: Ensures a systematic, districtwide approach to improving student attendance by combining monitoring, intervention, and celebration.

Staff Responsible for Monitoring: Registrar and Administration

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews



Performance Objective 13

1.5.1 Improve student behavior and wellness

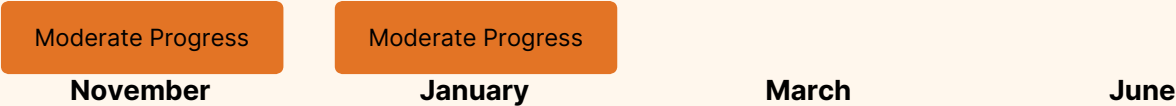
Strategy 1

Embed counselor lessons focused on self-regulation, conflict resolution, and positive relationships.

Strategy's Expected Result/Impact: Builds a proactive, supportive system that addresses behavior through social-emotional growth, consistency, and targeted interventions.

Staff Responsible for Monitoring: Counselor

Formative Reviews



Strategy 2

Teachers and staff will reinforce PBIS expectations (Be Safe, Be Respectful, Be Responsible) consistently across settings. Staff will go over our Wildcat Camp every time we have a three day break.

Strategy's Expected Result/Impact: Builds a proactive, supportive system that addresses behavior through social-emotional growth, consistency, and targeted interventions.

Staff Responsible for Monitoring: Administration

Formative Reviews

Considerable 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

Collect and review data from attendance, discipline referrals, counseling logs, and behavior screeners during our Student of Concern weekly meetings--We will identify trends and areas of concern.

Strategy's Expected Result/Impact: Provides a holistic view of student well-being and ensures that supports are proactive, targeted, and based on real student needs.

Staff Responsible for Monitoring: Administrators, MTSS teacher, Counselor and Student Support Specialist.

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Accomplished

November



Accomplished

January



Accomplished

March



Continue/Modify

June

Performance Objective 15

1.5.3 Sustain and enhance school Emergency Operations Plan

Strategy 1

Conduct regular safety drills and exercises to ensure preparedness for emergencies such as fires, lockdowns, and natural disasters.

Strategy's Expected Result/Impact: Builds staff and student readiness, ensures consistent practice, and keeps the plan current with lessons learned.

Staff Responsible for Monitoring: Administrator in charge of safety

Formative Reviews

 Accomplished

November

 Accomplished

January

March

June

Performance Objective 16

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

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

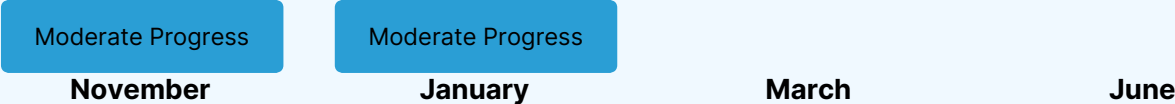
Partner with local universities, community colleges, and high school programs (e.g., Education & Training CTE pathways) to recruit future educators into the "Grow Your Own" pipeline.

Strategy's Expected Result/Impact: Builds a sustainable teacher pipeline, reduces staffing shortages, and develops educators who are already invested in EISD's culture and community.

Staff Responsible for Monitoring: Instructional Leadership

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews



Strategy 2

All our 1st and 2nd year teachers have been assigned a mentor. The district assures that they have one on one time with each other and has a tracking system.

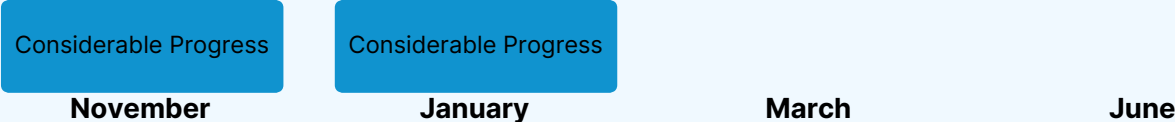
Strategy's Expected Result/Impact: New teachers receive personalized guidance and support from experienced mentors, leading to improved instructional practices and classroom management skills.

Staff Responsible for Monitoring: Administrator in charge of Mentors

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews



Performance Objective 2

Strategy 1

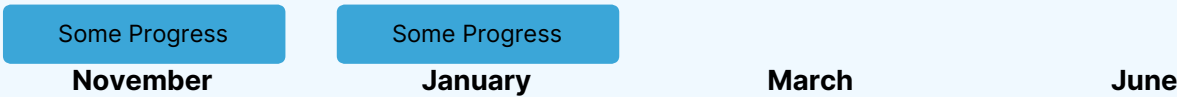
Include scheduled mentor-mentee check-ins (weekly for the first semester, biweekly thereafter) to ensure consistent support. Mentor/Mentee's have to meet for a mandated 12 hours a semester.

Strategy's Expected Result/Impact: Builds confidence and capacity for new staff while fostering collaboration and retention.

Staff Responsible for Monitoring: Admin in charge of Mentors

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews



Performance Objective 3

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

Performance Objective 4

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

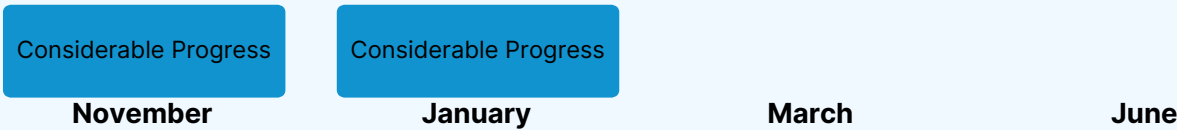
Strategy 1

Utilize the district-created professional development calendar to design purposeful, aligned training opportunities for teachers. Our PD sessions will directly support and reinforce the PLC process on campus, focusing on collaboration, data-driven instruction, and effective lesson planning practices.

Strategy's Expected Result/Impact: Ensures professional learning is intentional, aligned with district priorities, and directly enhances PLC effectiveness at the campus level.

Staff Responsible for Monitoring: IC and Administrators

Formative Reviews



Performance Objective 5

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

Performance Objective 6

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

Strategy 1

Launch a weekly Google Form check-in for all staff to provide quick feedback on their workload, and support needs. Principal will review responses each week to identify trends, celebrate positives, and respond promptly to areas of concern.

Strategy's Expected Result/Impact: Creates a continuous feedback loop that elevates staff voice, allows leadership to act proactively, and ensures staff well-being is systematically supported.

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Performance Objective 7

2.3.2 Implement an annual staff wellness program

Performance Objective 8

2.3.3 Sustain and enhance school emergency operation procedures

Strategy 1

Conduct regular safety drills and exercises to ensure preparedness for emergencies such as fires, lockdowns, and natural disasters.

Strategy's Expected Result/Impact: Builds staff and student readiness, ensures consistent practice, and keeps the plan current with lessons learned.

Staff Responsible for Monitoring: Admin in charge of Safety

Formative Reviews



Accomplished



Accomplished

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

Performance Objective 10

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

Performance Objective 11

2.4.3 Recognize staff at all levels

Strategy 1

Implement a "Staff Shout-Out Spotlight" where each week one staff member highlights another colleague's contributions (e.g., teamwork, positivity, instructional practices). This spotlight will be shared on Facebook, our weekly SMORE parent newsletter and our weekly Staff Newsletter.

Strategy's Expected Result/Impact: Promotes collegiality and empowers staff to celebrate one another's strengths.

Staff Responsible for Monitoring: Administration

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Accomplished



Accomplished

November

January

March

June

Strategy 2

Each week, campus principals will select a staff member to recognize for demonstrating excellence, leadership, or commitment to students. Recognition will be given in form of a certificate in a frame.

Strategy's Expected Result/Impact: Ensures leadership-driven recognition that validates staff efforts and models a culture of gratitude and celebration.

Staff Responsible for Monitoring: Administrators

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Accomplished



Accomplished

November

January

March

June

Performance Objective 12

2.4.4 Increase annual staff retention rate

Strategy 1

Conduct mid-year and end-of-year staff satisfaction surveys to gather feedback on workload, professional growth opportunities, and campus climate, then act on identified needs. Strengthen staff morale and belonging through recognition systems, wellness initiatives, and leadership opportunities (e.g., committees, CTM leads).

Strategy's Expected Result/Impact: Builds a supportive culture that values staff voice, provides growth opportunities, and increases teacher satisfaction, ultimately reducing turnover.

Staff Responsible for Monitoring: Administrators

Formative Reviews

No Progress

Some Progress

November

January

March

June

Goal 3

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

Performance Objective 1

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

Strategy 1

Develop a schedule for campus updates (weekly highlights, event reminders). Will email out a weekly SMORE newsletter to parents. Use bilingual communication for all major announcements to increase accessibility for families.

Strategy's Expected Result/Impact: Builds trust and consistency while ensuring families stay informed and engaged.

Staff Responsible for Monitoring: Principal

Formative Reviews



Accomplished



Accomplished

November

January

March

June

Performance Objective 2

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

Performance Objective 3

3.1.4 Provide opportunities for parent engagement, involvement, and feedback

Strategy 1

Organize family nights, workshops, and open house events that highlight student learning, provide resources for supporting academics at home, and build community. Incorporate a feedback station or digital survey at each event to gather parent input on school climate, programs, and student needs. Family Nights: Literacy Night, Math Night, STEM Night Workshops: Family Latino Literacy Nights Open House

Strategy's Expected Result/Impact: Builds stronger home-school connections and ensures parents feel their voices are valued in shaping school improvement.

Staff Responsible for Monitoring: Principal and Committee Leads

Formative Reviews

Considerable Progress

November

Considerable Progress

January

March

June

Performance Objective 4

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

Performance Objective 5

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

Strategy 1

Schedule quarterly Community-Based Advisory Council meetings with representatives from parents, staff, students, and community partners. Develop clear agendas aligned to campus priorities (student achievement, safety, community partnerships, wellness initiatives).

Strategy's Expected Result/Impact: Creates structured, consistent opportunities for stakeholder collaboration and input on district and campus decision-making.

Staff Responsible for Monitoring: Administrators

Formative Reviews

Considerable Progress

November

Considerable Progress

January

March

June

Performance Objective 6

3.2.3 Conduct community information sessions and feedback opportunities

Strategy 1

Organize an information session (Coffee with the Principals)--One per semester. Include a Q&A segment and digital feedback form to capture community perspectives and suggestions.

Strategy's Expected Result/Impact: Builds transparency and trust by ensuring families and community members are informed, heard, and included in district conversations.

Staff Responsible for Monitoring: Principal

Formative Reviews

Considerable Progress

November

Considerable Progress

January

March

June

Performance Objective 7

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

Performance Objective 8

3.3.2 Strengthen processes and protocols with Elgin Education Foundation

Strategy 1

Develop a shared annual calendar of events, funding opportunities, and partnership initiatives to ensure clarity and collaboration. Have teachers apply for grants.

Strategy's Expected Result/Impact: Builds a structured partnership that reduces duplication of efforts, aligns goals, and strengthens joint initiatives for students and staff.

Staff Responsible for Monitoring: Principal

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Performance Objective 9

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

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

Require all budget requests to be directly tied to district strategic goals, performance objectives, or identified student needs. Use data from student achievement, attendance, staffing, and program evaluations to prioritize funding decisions.

Strategy's Expected Result/Impact: Ensures that every dollar spent is purposeful, transparent, and aligned with district priorities for student success.

Staff Responsible for Monitoring: Principal and Admin Assistant

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

Performance Objective 3

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

Performance Objective 4

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

Performance Objective 5

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

Performance Objective 6

4.3.1 Develop and sustain a preventative maintenance plan for facilities

Performance Objective 7

4.3.2 Ensure compliance with all state safety and security requirements

Performance Objective 8

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

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

Goal 5

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

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: STAAR and NWEA

Strategy 1

Provide after-school tutoring in literacy and math for students identified through CFA, MAP, and STAAR data as performing below grade level.

Strategy's Expected Result/Impact: Extends learning time, provides targeted support, and accelerates growth for students who need the most intervention.

Staff Responsible for Monitoring: Principal, IC and Intervention Teacher

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 2

Teachers will embed daily writing opportunities across content areas. Including extended constructive responses in intervention and guided instruction.

Strategy's Expected Result/Impact: IC and Administrators

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Strategy 3

Students will complete STAAR-aligned writing tasks at least twice per grading period, with feedback cycles (teacher and peer) built in for grades 2nd thru 5th.

Strategy's Expected Result/Impact: Builds student confidence and skill in responding to ECR prompts, reduces the number of non-scorable responses or zero, and increases overall writing achievement on STAAR.

Staff Responsible for Monitoring: IC, Administrators and Reading teachers in 2nd thru 5th

Formative Reviews

Some Progress

November

Some Progress

January

March

June