

Elgin Independent School District



Neidig Elementary School

2025-2026 Campus Improvement Plan

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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. Neidig Elementary (NES) serves approximately 700 students from Kindergarten to Grade 4. The student groups in NES are 79% economically disadvantaged, 33% EBs, 18% SPED 2.5% homeless, .5% migrant, 11% GT, and 71% at-risk according to the latest TAPR report in 2023-2024. Student mobility rates from TAPR 2022-2023 are 18%; Hispanic 10%; SPED 17%; EB 14%; Eco Dis 18%; with all other groups at 3% or less. In addition, per the TAPR report in 2023-2024, the following represent the ethnic distribution on campus: African American 15%, Hispanic 65%, White 13.5% and others 6.7%.

EISD's staff has been trained in relevant, 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. 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. In the 2022-2023 school year, turnover for Neidig Elementary was less than 10%, and in 2023-224, turnover for Neidig Elementary was less than 5%. According to the 2022-2023 TAPR report, Neidig Elementary had 10.1% of beginning teachers, 48% of teachers with 1-5 years experience, 9.8% of teachers with 6-10 years experience, 21.3% of teachers with 11-20 years experience and 10.6% of teachers with 21 to over 30 years of experience.

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 interacts 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 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 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.

Strengths

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

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 ★ Economically disadvantaged academic parent involvement is low, and our lower SES numbers are high.	Outside barriers that keep eco-dis parents from being highly involved in our school and with supporting homework at home.
2 ★ Increased enrollment of students speaking languages other than English	Based on data retrieved from the Bilingual/ESL department, this increase is occurring on all campuses in the district.
3 ★ Increase in number of students in life skills, interventions, and resources classes.	Growth in Elgin and our campus.

★ = Priority

Student Learning

Summary

In general, there is evidence that students in the district are growing academically, but increased growth is still necessary to close performance gaps with peers across the state and nation. The effectiveness of interventions at the student, campus, and district levels is closely monitored through a comprehensive student data dashboard, which compiles multiple data points for each student. This approach provides insight into growth indicators, individual student learning progress, and the impact of targeted programs for various student groups, including struggling or at-risk students, students with disabilities, Section 504 students, general education students requiring interventions, and chronically absent students.

Neidig Elementary is continuing the implementation of Multi-Tiered Systems of Support (MTSS) across all campuses, with district-wide support. Classroom observations indicate persistent Tier 1 instructional challenges, which directly correlate with overall student academic performance.

2022–2023 STAAR Performance (TAPR Report):

- **3rd Grade Reading:**
 - 64% Approaches
 - 37% Meets
 - 12% Masters
- **3rd Grade Math:**
 - 55% Approaches
 - 21% Meets
 - 7% Masters
- **4th Grade Reading:**
 - 63% Approaches
 - 39% Meets
 - 15% Masters
- **4th Grade Math:**
 - 50% Approaches
 - 29% Meets
 - 12% Masters

2023–2024 STAAR Preliminary Performance:

Over the 2023–2024 school year, Neidig Elementary experienced significant enrollment growth, driven by population increases in the greater Elgin community. Despite the challenges associated with a growing and more diverse student population, STAAR data indicates that achievement gaps among student subpopulations are beginning to close. However, overall student performance continues to be an area of concern and focus.

- **3rd Grade Math:**
 - 52% Approaches

- 25% Meets
- 7% Masters
- **3rd Grade Reading:**
 - 53% Approaches
 - 34% Meets
 - 11% Masters
- **4th Grade Math:**
 - 56% Approaches
 - 31% Meets
 - 8% Masters
- **4th Grade Reading:**
 - 77% Approaches
 - 40% Meets
 - 15% Masters

While the reading scores in 4th grade showed marked improvement in the "Approaches" category, progress in math remains modest. These results reflect both the strides made in addressing instructional gaps and the continued need for focused intervention, particularly in Tier 1 instruction. Neidig Elementary remains committed to leveraging data-driven practices and district resources to ensure all students achieve academic success.

Strengths

- Commitment to intentional, student-centered growth
- Prioritize high expectations for students
- Literacy First
- Increased adaptability to the MTSS Systems

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 ★ Achievement gaps exist in reading and math in all grade levels, which provide barriers to all tiers of learning.	Poverty, absences, large class sizes, teacher level of experience.
2 ★ There is a lack of growth in math and reading in all grade levels.	Lack of consistent, strong Tier 1 instruction. Lack of consistent, strong Tier 2 interventions during intervention blocks.
3 ★ Gaps are present in pedagogy with tier 1 instruction with teachers.	Differing levels of experience and ranges of content knowledge.
4 ★ Attendance rates are down from previous years.	Parents having differing perceptions on importance of attendance and poverty.

★ = Priority

School Processes & Programs

Summary

District Processes & Programs Summary Organizational Structure

- The Mission Statement (“ensuring a high-quality education that guarantees a life-changing experience for all”), the “One Town, One Team, One Family” (OTOTOF) slogan, and the Core Values remain central to EISD’s structure and culture.
- The “compelling purpose” of giving every student access to engaging and innovative learning experiences so they have choice and opportunity in their future continues to drive organizational decisions.

Professional Practices

- EISD continues robust teacher recruitment: participation in statewide job fairs, association fairs, public job boards, and “grow-your-own” programs.
- The district has implemented a student teacher / clinical teacher stipend/minimum compensation model (e.g. Elgin ISD offers paid student teaching, possible tuition reimbursement, student loan forgiveness) to help with recruitment.
- “Wildcat Academy” remains a key new-teacher induction effort (onboarding, familiarization with district and community, curriculum, devices, support systems).
- Pay structure revisions: The district has conducted salary studies, restructured “step systems,” added incentives for leadership roles and alternative roles. This helps in recruitment and retention.
- Staff wellness: New programs are being introduced for wellbeing, emotional fitness, etc. to support staff.

Teacher Incentive Allotment (TIA)

- EISD applied and was approved for TIA in Spring 2023.
- 2023-2024 school year was the **data collection year** for all campuses in the TIA program.
- EISD has published a TIA Guidebook, holds teacher training videos, and has a stakeholder committee.

Teaching & Learning

- Curriculum & Instruction: EISD maintains a standards-based curriculum framework. The C&I team includes district coordinators and an early literacy specialist.
- Assessment framework & data analysis: EISD uses an assessment and accountability department.
- Professional development: Wildcat Academy for new teachers, ongoing PD aligned to district-wide goals, training in supporting emergent bilinguals and Struggling learners are emphasized.
- Administrators participate in calibration for T-TESS; they are expected to align teacher evaluation rubrics and include student data in teacher summatives.

Multi-Tiered Systems of Support (MTSS)

- MTSS continues to be a major component of instructional strategy: academic, behavior, social-emotional supports are considered essential. While I did not find a recent detailed public update on Tier 2 / Tier 3 service expansions, the assessment and accountability framework, and PD schedules indicate MTSS remains active.

Learner Profile & Student Supports

- Continued emphasis on life-long learners, effective communication, problem solving, cultural responsibility, student belonging etc.

- Student access to college/career/military pathway exploration continues via district / career & college-related programs.

Students Identified At-Risk & Special Programs

- EISD remains responsible for identifying at-risk students per TEC Chapter 29; State Compensatory Education services continue to address performance gaps.
- Special programs: emergent bilingual, special education, dyslexia, 504, etc., are being supported.

Fine Arts

- No specific new items found in public sources to affirm changes, but EISD continues to promote fine arts as part of a balanced, inclusive curriculum.

Extended Day / Expanded Learning Programs

- Texas ACE program continues, funded by 21st Century Community Learning Centers. Earlier reporting indicates that all seven campuses participate.

CNA / CIP / DIP Process (Needs Assessment / Improvement Planning)

- The 2024 bond (Proposition A & B) was approved May 4, 2024, including priorities like capacity, safety & security, CTE expansions, etc. This is related to growth and planning aligned with district strategic goals. Elgin ISD 2024 Bond+1
- District Scorecard and Goals & Performance Objectives were adopted by the School Board in January 2023 and continue to guide CNA (Comprehensive Needs Assessment), DIP (District Improvement Plan), and CIP (Campus Improvement Plans).
- Stakeholder input continues: via Campus Advisory Committees, district and campus leadership, use of TIPs for campuses (Targeted Improvement Plans).

Additional Recent Highlights / Updates

- **Accountability Rating:** Under the updated Texas accountability system, Elgin ISD received a **D** rating for the 2022-23 school year. The district points out that changes in state standards and test difficulty contributed, despite internal evidence of growth.
- **Staff Experience & Salary:** Average teacher experience is ~7.6 years in 2023-24; average teacher salary ~\$58,044.
- **Bond 2024:** Passed; includes major facility, safety, capacity, fine arts, security, and infrastructure projects. Neidig Elementary is included for security, HVAC, instructional furniture, electrical/plumbing upgrades, interactive displays, etc.

Strengths

Elgin ISD continues to implement and strengthen districtwide systems that support student achievement, staff development, and comprehensive programming.

District processes are actively in place and consistently followed to support the following key areas:

- **After-School Programming**
The **Texas ACE (Afterschool Centers on Education)** program continues to operate across all seven EISD campuses, funded by the 21st Century Community Learning Centers grant. The program provides expanded learning opportunities aligned with school-day academics, student-led enrichment, and family engagement.
- **College, Career, and Military Readiness (CCMR)**
Students receive early exposure to CCMR pathways through Tier 1 general education lessons integrated into the classroom curriculum. Additional opportunities are provided through after-school events, college and career fairs, guest speaker series, and partnerships with organizations like ACC Connect, E3 Alliance, Workforce Solutions, and Educate Texas.
- **Staff Onboarding & Development**
New staff participate in **Wildcat Academy**, a comprehensive induction and onboarding program that familiarizes them with Elgin ISD systems, instructional expectations, and community culture. Ongoing professional learning is supported through **Wildcat Conferences**, which are held throughout the year to provide job-embedded training aligned to T-TESS domains, MTSS implementation, and curriculum initiatives.
- **Data Analysis and Instructional Decision-Making**

Staff utilize a suite of platforms to analyze student performance and inform instructional practices, including:

- **Eduphoria** – for assessment and professional development tracking
- **Panorama** – for social-emotional learning data and student/staff feedback
- **Frontline** – for intervention documentation and professional learning
- **TalentEd** – for personnel evaluation, performance management, and hiring

- **Student Support Services**

Students are supported through a range of wraparound and academic-focused programs, including:

- **Literacy First** – targeting early literacy development in primary grades
- **Breakfast in the Classroom** – ensuring students start the day with nutritious meals to improve focus and readiness to learn
- **Capturing Kids' Hearts** – a relationship-centered approach that builds classroom culture and student connectedness
- **Emergent Tree (MTSS-Behavior)** – supporting Tier 1–3 behavioral interventions through a structured, data-driven framework

These systems and programs align with Elgin ISD's commitment to providing equitable access to high-quality instruction, supporting the whole child, and ensuring college, career, and life readiness for all students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1★ There is a problem with fulfilling new school processes with fidelity.	Lack of training from the district level, lack of resources, lack of fidelity checks.
2★ Misunderstanding of differences between Tier 1, Tier 2, and Tier 3 instruction and use of resources.	Not enough training for staff to be able to implement Tier 1, Tier 2, and Tier 3 services with fidelity. Too many resources with a lack of training in all of them and a lack of intervention math resources.
3★ MTSS-Academic systems are lacking a streamlined method of progress monitoring with appropriate measurable goals. and fidelity of implementation of all stakeholders.	Great strides were made in the 23-24 school year to strengthen MTSS-A systems. At the beginning of 23-24, students were appropriately identified as Tier 2/3. Tier 3 intervention systems were greatly improved and implemented with fidelity. More work is needed in order to strengthen tier 2 interventions with teachers.

★ = Priority

Perceptions

Summary

Parent, Family, and Community Engagement

Elgin ISD is committed to fostering strong communication and building positive relationships with parents, families, and all members of the community. Our guiding philosophy—**One Team, One Town, One Family**—serves as the foundation for collaborative and supportive partnerships between the district, campuses, families, and community stakeholders.

As our district continues to grow, so do the opportunities to welcome and engage more individuals in the Elgin ISD family. Each campus offers a range of opportunities for involvement, including school events, parent meetings, and opportunities to provide input in decision-making processes.

We place a high value on **effective communication** as a key component in promoting family engagement and empowering families to advocate for their students. Elgin ISD communicates with families through a variety of platforms, including:

- School websites and social media
- The *PawPrints* district newsletter
- Email and automated phone calls
- Grade-level newsletters and campus updates

All communications are provided in **both English and Spanish**. Additionally, the district and campuses utilize **Reach the E**, an online platform designed to collect community feedback and input.

Several departments supporting special programs also involve families and community members through **advisory committees, special events, and community meetings**, ensuring that all voices are part of the decision-making process.

Student Engagement Attendance and Graduation

Elgin ISD has historically maintained strong student attendance across all student groups. In 2019–2020, attendance ranged from **90% to 99%**, with **Emergent Bilinguals** achieving the highest rate at **99%**.

However, from 2019–2020 to 2020–2024, attendance rates declined across all groups, with the lowest rate being **90% for students receiving Special Education services**, and the highest at **95% among White students**. The most significant concern during this period was the rise in **chronic absenteeism**, which increased from **10% in 2019–2020** to **23% in 2020–2021**, reflecting the ongoing impact of the COVID-19 pandemic.

To enhance student engagement and social-emotional well-being, Elgin ISD is implementing **Capturing Kids' Hearts** district-wide. This program provides training to all campuses, equipping educators with tools and strategies to:

- Foster meaningful relationships with students
- Establish collaborative classroom agreements
- Increase on-task behavior and student engagement
- Promote pro-social skills
- Boost academic performance through positive culture and climate

Teacher Engagement

Data from 2024 indicates general satisfaction with the state of education in Texas. Exit survey data shows that Elgin ISD teachers feel **supported by both colleagues and campus administrators**.

To further strengthen teacher engagement, the district is expanding implementation of **Capturing Kids' Hearts** and aligning support

systems across campuses. These initiatives are designed to reinforce a positive culture, increase collaboration, and improve overall teacher retention.

Common reasons for teacher turnover include:

- Seeking employment closer to home
- Family-related needs
- Career advancement
- Salary considerations

Based on the latest **TASB Salary Survey**, Elgin ISD has adjusted compensation to become more competitive in the region.

New teachers are supported through a structured **mentorship program** in partnership with the **National Institute for Excellence in Teaching (NIET)**. Mentors are selected based on specific criteria and trained in research-based instructional coaching strategies. In addition, teachers with more than two years of experience who are identified as needing support engage in **targeted coaching cycles** on their campuses.

Strengths

Perception Strengths

- **Families Actively Advocate for Students**
Parents and guardians are deeply involved in their children's education, demonstrating high levels of engagement through communication with teachers, participation in events, and support for academic and extracurricular activities.
- **Multiple Opportunities and Formats for Family Feedback**
Families are consistently provided with diverse avenues to share input, including surveys (via Panorama), in-person forums, virtual town halls, advisory committees, and event-based feedback opportunities. The district's use of digital tools and multilingual communication platforms has expanded access and inclusivity.
- **Strong Commitment to Positive Relationships**
Staff across all campuses prioritize building meaningful, respectful relationships with students and families. Programs such as **Capturing Kids' Hearts** and schoolwide family engagement events have enhanced trust and strengthened school-home connections.
- **Campus Administrators as Motivational Leaders**
Campus leaders are visible, approachable, and committed to maintaining **safe, inclusive, and supportive environments**. They actively model the district's core values and contribute to a strong sense of school identity and community.
- **Strategic Planning Committee**
Comprised of diverse stakeholders, the committee collaborates with district leadership to guide long-term planning aligned with student needs, district growth, and Elgin ISD's mission. Their work informs policy, facilities, and academic programming decisions.
- **Bond Oversight Committee**
A transparent and accountable committee that ensures community input and financial stewardship of bond funds. The **2024 Bond** included significant stakeholder engagement and will bring long-term benefits to campus infrastructure, safety, and learning environments.
- **Academic and Enrichment Family Events**
Events such as **Literacy Nights**, **Math/STEM Nights**, and **Family Career Nights** provide interactive learning experiences, strengthen academic partnerships between home and school, and connect families to college and career resources.
- **Multicultural Student and Family Events**
Campuses host celebrations and events honoring cultural diversity, which promote inclusion, validate student identities, and foster unity across the district's diverse student population.
- **Active Parent Teacher Associations (PTAs)**
PTAs across the district remain actively engaged in supporting students, teachers, and campus events. They play a vital role in fundraising, volunteer coordination, and community building.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ Lack of parent involvement and social media contribute to some negative perceptions of the school.	Being in school improvement, lack of consistent, quality information going out to our parents and community.
2 ★ The parents who speak other languages than English and Spanish are not informed.	We do not have enough personnel who speak other languages than English and Spanish.
3 ★ We experience a low number of parent involvement with our campus parent teacher association.	Lack of engagement and resources to recruit.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Economically disadvantaged academic parent involvement is low, and our lower SES numbers are high.

Outside barriers that keep eco-dis parents from being highly involved in our school and with supporting homework at home.

2
★

Increased enrollment of students speaking languages other than English

Based on data retrieved from the Bilingual/ESL department, this increase is occurring on all campuses in the district.

3
★

Increase in number of students in life skills, interventions, and resources classes.

Growth in Elgin and our campus.

4
★

Achievement gaps exist in reading and math in all grade levels, which provide barriers to all tiers of learning.

Poverty, absences, large class sizes, teacher level of experience.

5
★

There is a lack of growth in math and reading in all grade levels.

Lack of consistent, strong Tier 1 instruction. Lack of consistent, strong Tier 2 interventions during intervention blocks.

6
★

Gaps are present in pedagogy with tier 1 instruction with teachers.

Differing levels of experience and ranges of content knowledge.

7
★

Attendance rates are down from previous years.

Parents having differing perceptions on importance of attendance and poverty.

8
★

There is a problem with fulfilling new school processes with fidelity.

Lack of training from the district level, lack of resources, lack of fidelity checks.

9
★

Misunderstanding of differences between Tier 1, Tier 2, and Tier 3 instruction and use of resources.

Not enough training for staff to be able to implement Tier 1, Tier 2, and Tier 3 services with fidelity. Too many resources with a lack of training in all of them and a lack of intervention math resources.

10
★

MTSS-Academic systems are lacking a streamlined method of progress monitoring with appropriate measurable goals. and fidelity of implementation of all stakeholders.

Great strides were made in the 23-24 school year to strengthen MTSS-A systems. At the beginning of 23-24, students were appropriately identified as Tier 2/3. Tier 3 intervention systems were greatly improved and implemented with fidelity. More work is needed in order to strengthen tier 2 interventions with teachers.

11
★

Lack of parent involvement and social media contribute to some negative perceptions of the school.

Being in school improvement, lack of consistent, quality information going out to our parents and community.

12
★

The parents who speak other languages than English and Spanish are not informed.

We do not have enough personnel who speak other languages than English and Spanish.

13



We experience a low number of parent involvement with our campus parent teacher association.

Lack of engagement and resources to recruit.

★ = Priority



Goals

Goal 1 Elgin ISD will increase student growth and success.

Performance Objective 1

The percent of Elgin ISD students attaining academic achievement growth at all levels will increase 10% by the end of the 2025-2026 school year.

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

Strategy 1

Teams will analyze data and create corrective action plans that can be measured led by the campus instructional coach.

Strategy's Expected Result/Impact: Increased growth in reading and math.

Staff Responsible for Monitoring: Instructional Coach

Funding Sources: Instructional Coaching 211 - Title I-Part A, \$26,541

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

January



Discontinue

March

June

Strategy 2

The ILT will monitor the curriculum management plan and provide continuous feedback for growth.

Strategy's Expected Result/Impact: Increased growth in reading and math.

Staff Responsible for Monitoring: Instructional Leadership Team: Instructional Coach, AP, and Principal.

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

Moderate Progress

Strategy 3

PLC processes will be collaborative and updated each 9 weeks for efficiency to ensure teacher practices are growing to better impact student achievement.

Strategy's Expected Result/Impact: Growth in tier 1 instruction and in domain 1 of TTESS and growth in reading and math for students.

Staff Responsible for Monitoring: Instructional Leadership Team: Instructional Coach, AP, and Principal.

Funding Sources: Instructional Coaching 211 - Title I-Part A, \$26,541

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 4

Enhance and ensure data-driven instruction and progress monitoring.

Strategy's Expected Result/Impact: Increase in academic achievement growth.

Staff Responsible for Monitoring: Instructional Leadership Team: Instructional Coach, AP, and Principal.

Funding Sources: Instructional Coaching 211 - Title I-Part A, \$26,542

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 5

Provide opportunities for Parent and Family Engagement that increase capacity to engage with the school and opportunities to support their children's learning, including the collaborative development of the district and campus parent and family engagement policies for effective engagement.

Strategy's Expected Result/Impact: Increase student academic achievement growth.

Staff Responsible for Monitoring: Principal.

Funding Sources: Parent and Family Engagement Activities 211 - Title I-Part A, \$3,000

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 6

The training and use of highly qualified instructional materials will increase, avoiding the use of any non-HQIM.

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

Staff Responsible for Monitoring: Principal, AP, and IC.

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Performance Objective 2

Elgin ISD will ensure special programs are monitored and enhanced by a continuous improvement framework that results in an average of 10% growth for each special program.

Strategy 1

Teachers will submit specific plans that emphasize differentiated instructional processes.

Strategy's Expected Result/Impact: Growth in all tiers of instruction.

Staff Responsible for Monitoring: Instructional Leadership Team: Instructional Coach, AP, and Principal.

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

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Moderate Progress

January

March

June

Strategy 2

Teachers will work with district coordinators, specialists, and directors to ensure alignment of all special populations and support.

Strategy's Expected Result/Impact: Growth with differentiated instruction of special populations.

Staff Responsible for Monitoring: Principal and directors.

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

January

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June

Strategy 3

ILT will have differentiation trainings throughout the year to strengthen special program plans with an emphasis on differentiating instruction for special pops.

Strategy's Expected Result/Impact: Stronger domain 1 plans for differentiation and strengthened tier 1 instruction.

Staff Responsible for Monitoring: Instructional Leadership Team: Instructional Coach, AP, and Principal.

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

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Moderate Progress

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Strategy 4

Enhance and ensure data-driven instruction and progress monitoring of special programs.

Strategy's Expected Result/Impact: Aligned processes for data-driven instruction implemented with progress monitoring of special programs.

Staff Responsible for Monitoring: Principal and directors.

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

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Moderate Progress

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Performance Objective 3

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

Evaluation Data Source: CCMR indicators

Strategy 1

CCMR team will collaborate to create multiple CCMR opportunities for the year.

Strategy's Expected Result/Impact: More awareness and involvement.

Staff Responsible for Monitoring: AP over CCMR.

TEA Priorities: Connect high school to career and college

Formative Reviews

Some Progress

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Moderate Progress

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June

Performance Objective 4

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

Strategy 1

Teams will work together to create innovative ways to increase involvement in campus clubs.

Strategy's Expected Result/Impact: Increased involvement and increased overall attendance.

Staff Responsible for Monitoring: Principal and club sponsors.

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

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Moderate Progress

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Strategy 2

Student council will work with ILT to create more opportunities for more students to learn and serve beyond the classroom to build leadership capacity.

Strategy's Expected Result/Impact: More involvement and leadership displayed with students on campus and increased overall attendance.

Staff Responsible for Monitoring: Principal and STUCO sponsor.

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Performance Objective 5

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

Evaluation Data Source: Student well-being survey

Strategy 1

The safety and well-being AP will lead by ensuring teachers, students and parents are informed of our safety and wellness processes and opportunities.

Strategy's Expected Result/Impact: More awareness and an overall safer campus.

Staff Responsible for Monitoring: AP.

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 2

The AP will work with the district lead of safety and risk management to ensure we remain in

compliance with state regulations and pass all TEA safety audits.

Strategy's Expected Result/Impact: Local and state compliance. Safer organization.

Staff Responsible for Monitoring: AP.

Formative Reviews

Some Progress

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Moderate Progress

January

March

June

Strategy 3

Implement and sustain schoolwide Behavioral MTSS Framework.

Strategy's Expected Result/Impact: Less discipline referrals and classrooms calls. More coping skills observed throughout campus.

Staff Responsible for Monitoring: Principal and AP.

Formative Reviews

Some Progress

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Moderate Progress

January

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June

Goal 2 Elgin ISD will engage in professional learning and supporting highly effective staff.

Performance Objective 1

Elgin ISD will increase the number of highly qualified and appropriately certified new to Elgin ISD teachers by 5% in 2025-2026.

Evaluation Data Source: DOI Certification Acquisition Report, DOI EPP Enrollment Report, Highly Qualified New Hire Comparison Report, Pay structure reflects district commitment to high quality staff at all levels.

Strategy 1

The principal will create leadership and volunteer opportunities for teachers.

Strategy's Expected Result/Impact: More capacity of staff in different areas.

Staff Responsible for Monitoring: Principal.

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Strategy 2

The AP will monitor and facilitate a mentor program for 0-2 year teachers.

Strategy's Expected Result/Impact: Stronger retention, stronger relationships, and stronger teachers.

Staff Responsible for Monitoring: AP.

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

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Strategy 3

Customer-service will be a priority for leadership to ensure a customer-friendly environment, which will provide an environment for open lines of communication.

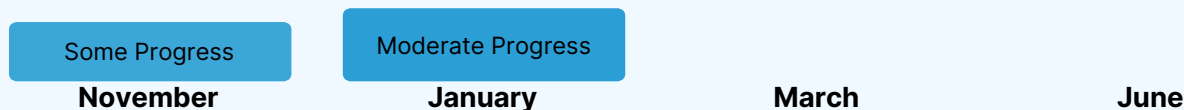
Strategy's Expected Result/Impact: Stronger retention.

Staff Responsible for Monitoring: Instructional Leadership Team: Instructional Coach, AP, and Principal.

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

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Performance Objective 2

Elgin ISD will increase professional growth and development through staff participation in the Elgin ISD Professional Development Plan and through growth measures identified in T-TESS in 2025-2026.

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

Strategy 1

The principal will work with the Teaching & Learning department to ensure a robust PD plan is in place and monitored for success.

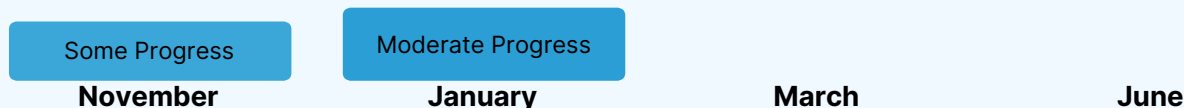
Strategy's Expected Result/Impact: Stronger teachers, higher retention, and higher overall student achievement scores.

Staff Responsible for Monitoring: Principal and directors.

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews



Strategy 2

Campus surveys will be distributed to survey the needs of trainings and areas of focus for

walkthroughs for teachers.

Strategy's Expected Result/Impact: Happier, more involved teachers. Stronger instructional practices.

Staff Responsible for Monitoring: Instructional Leadership Team: Instructional Coach, AP, and Principal.

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

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Strategy 3

The ILT will meet to discuss any patterns of emerging needs for trainings and assign topics and leaders to ensure the trainings are set and successful.

Strategy's Expected Result/Impact: Stronger instructional practices, and higher teacher retention.

Staff Responsible for Monitoring: Instructional Leadership Team: Instructional Coach, AP, and Principal.

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 3

Elgin ISD will increase staff safety and well-being by 10% as measured by the bi-annual staff climate and safety surveys in 2025-2026.

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

Strategy 1

Surveys will be distributed throughout the year to gauge staff satisfaction.

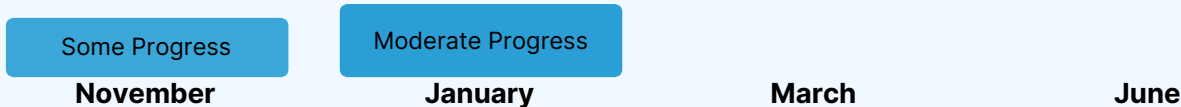
Strategy's Expected Result/Impact: Higher retention. Stronger ILT members.

Staff Responsible for Monitoring: Instructional Leadership Team: Instructional Coach, AP, and Principal.

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews



Strategy 2

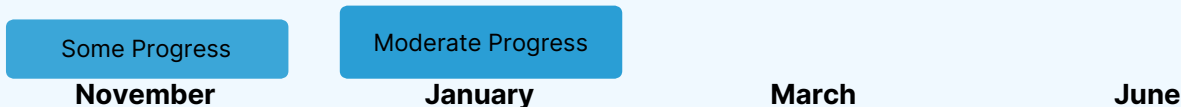
Staff well-being and school emergency operation procedures will be visited throughout the year in the newsletter and in faculty meetings to ensure clarity of responsibilities and opportunities for growth.

Strategy's Expected Result/Impact: Continued awareness and safer overall organization.

Staff Responsible for Monitoring: AP.

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Performance Objective 4

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

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

Strategy 1

Campus shout outs to affirm peers and leaders.

Strategy's Expected Result/Impact: Increased campus morale and stronger overall climate.

Staff Responsible for Monitoring: Principal and campus administrative assistant.

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 2

Campus employee of the week.

Strategy's Expected Result/Impact: Higher retention. Stronger culture and climate.

Staff Responsible for Monitoring: Principal and campus administrative assistant.

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 3

End of semester awards.

Strategy's Expected Result/Impact: Increased morale and stronger culture.

Staff Responsible for Monitoring: Principal and campus administrative assistant.

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 4

Climate and culture coordinator will oversee and facilitate multiple opportunities to elevate overall campus culture and morale.

Strategy's Expected Result/Impact: Increased morale and stronger culture.

Staff Responsible for Monitoring: Principal and campus administrative assistant.

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 5

The principal and administrative assistant will create opportunities for staff members to be involved with and oversee different culture and climate activities and events.

Strategy's Expected Result/Impact: Increased morale and stronger culture.

Staff Responsible for Monitoring: Principal and campus administrative assistant.

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Goal 3 Elgin ISD will enhance community engagement and partnerships.

Performance Objective 1

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

Evaluation Data Source: Develop and implement a parent satisfaction survey

Strategy 1

The principal will have a monthly parent newsletter.

Strategy's Expected Result/Impact: Stronger communication and more positive admin/parent relationships.

Staff Responsible for Monitoring: Principal.

Formative Reviews

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Strategy 2

The principal, counselor, and administrative assistant will oversee social media accounts to ensure strong communication with the community.

Strategy's Expected Result/Impact: Stronger communication. Strengthened relationships with community members. Stronger relationships with parents.

Staff Responsible for Monitoring: Principal, counselor, and administrative assistant.

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 3

The principal and counselor will work to create a positive marketing/communication plan, starting

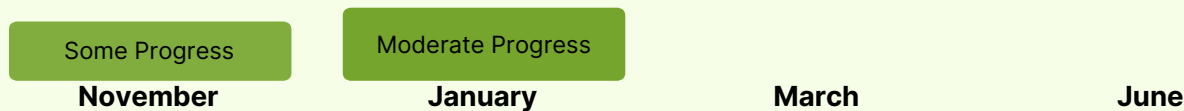
with the parent newsletter and social media posts.

Strategy's Expected Result/Impact: Stronger relationships with parents and the community.

Staff Responsible for Monitoring: Principal, administrative assistant, and counselor.

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



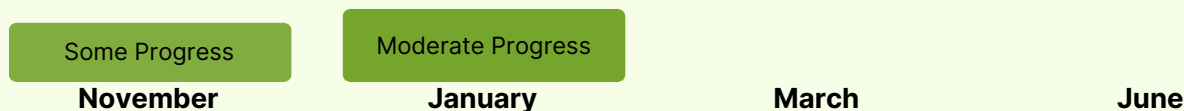
Strategy 4

The Campus Advisory Committee will meet quarterly to discuss the balanced score card actions and areas of focus.

Strategy's Expected Result/Impact: More stakeholders contributing to school improvement. More success with BSC key action items.

Staff Responsible for Monitoring: Campus Advisory Committee. Principal.

Formative Reviews



Performance Objective 2

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

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

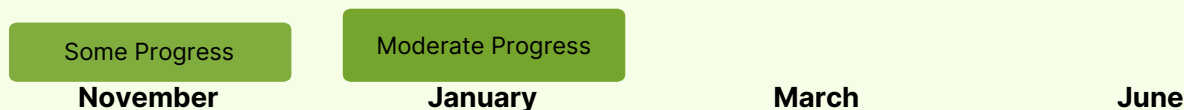
Strategy 1

The CCMR AP will work to explore business relationships in the community.

Strategy's Expected Result/Impact: More business relationships.

Staff Responsible for Monitoring: AP and campus receptionist.

Formative Reviews



Goal 4 Elgin ISD will maintain strong fiscal and operational systems.

Performance Objective 1

Strong financial stewardship and operational efficiency will be ensured by maintaining an A, Superior Achievement rating in the Financial Integrity Rating System of Texas (FIRST).

Strategy 1

The campus principal will work with the CFO and her team to ensure fiscal responsibility and district alignment of needs and programs.

Strategy's Expected Result/Impact: Stronger fiscal systems and less fiscal mistakes.

Staff Responsible for Monitoring: Principal, CFO, BO team.

Formative Reviews

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Performance Objective 2

Transparent, systemic, long-range facility planning will be measured by operating within bond budget, passing future bonds, and responsiveness to facility needs in relation to student enrollment.

Strategy 1

The campus principal will attend all school board meetings.

Strategy's Expected Result/Impact: Stronger awareness of processes and changes.

Staff Responsible for Monitoring: Principal.

Formative Reviews

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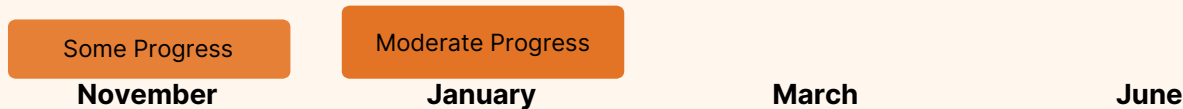
Strategy 2

The principal will meet with district directors and/or stakeholders to ensure planning and bond management supports campus initiatives.

Strategy's Expected Result/Impact: Stronger relationships and awareness of overall processes.

Staff Responsible for Monitoring: Principal and district stakeholder over planning and bond management.

Formative Reviews



Performance Objective 3

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

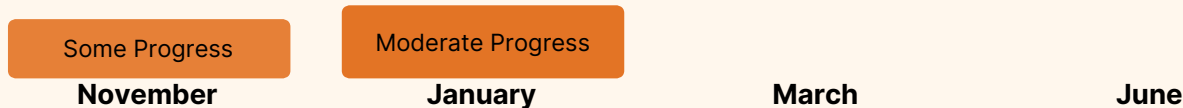
Strategy 1

The AP will work with the director of maintenance to develop and sustain a preventative maintenance plan.

Strategy's Expected Result/Impact: Better campus maintenance.

Staff Responsible for Monitoring: AP and director of maintenance.

Formative Reviews



Strategy 2

The principal will work with the technology teacher and district technology representative to develop and sustain a positive technology plan.

Strategy's Expected Result/Impact: Stronger technology systems and processes.

Staff Responsible for Monitoring: Principal, technology teacher, district technology director and coordinator.

Formative Reviews

Some Progress

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Moderate Progress

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Goal 5

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

Performance Objective 1 HB3 Goal

The percent of Elgin ISD third grade students reaching "Meets Grade Level" Standard on reading STAAR will increase from 20% to 44% by 2026.

Evaluation Data Source: Progress Monitoring Tools, STAAR

Strategy 1

Guided reading will take place in a small group setting during reading blocks.

Strategy's Expected Result/Impact: Growth in overall campus reading data.

Staff Responsible for Monitoring: Instructional Coach and teachers.

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

More targeted tier 2 and tier 3 reading interventions with higher-level systems and processes for identification and progress monitoring.

Strategy's Expected Result/Impact: Growth in overall reading data.

Staff Responsible for Monitoring: Intervention teacher, intervention aides, teacher, and IC.

Funding Sources: Intervention Aide and materials 211 - Title I-Part A, \$12,230

ESF Levers: Lever 5: Effective Instruction

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Strategy 3

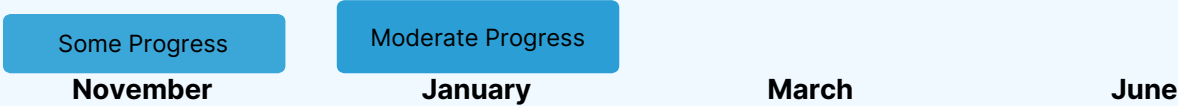
Create and implement teacher trainings on how to correctly identify student levels and ways to create action plans to move students from high approaches to meets.

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

Staff Responsible for Monitoring: IC and teachers.

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 4

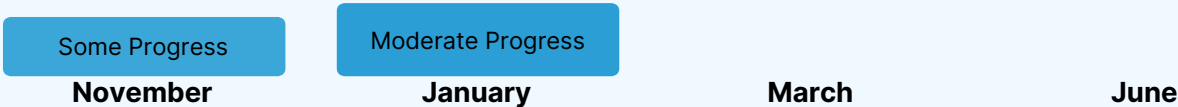
Create and sustain an implementation and progress monitoring system for use of Age of Learning.

Strategy's Expected Result/Impact: Overall growth in student data.

Staff Responsible for Monitoring: Principal and teachers.

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews



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: Progress Monitoring Tools, STAAR

Strategy 1

Guided math will take place in a small group setting during math blocks.

Strategy's Expected Result/Impact: Growth in campus math data.

Staff Responsible for Monitoring: Principal and teachers.

Funding Sources: Online math fluency program 211 - Title I-Part A, \$3,000

ESF Levers: Lever 5: Effective Instruction

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Strategy 2

More targeted tier 2 and tier 3 math interventions with higher-level systems and processes for identification and progress monitoring.

Strategy's Expected Result/Impact: Growth in overall campus math data.

Staff Responsible for Monitoring: Intervention teacher, intervention aides, teacher, and IC.

Funding Sources: Intervention Aide and materials 211 - Title I-Part A, \$12,230

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 3

Create and sustain an after-school tutoring program.

Strategy's Expected Result/Impact: Overall growth in reading and math campus data.

Staff Responsible for Monitoring: Instructional Leadership Team: IC, AP, Principal.

Funding Sources: Tutoring 211 - Title I-Part A, \$5,000

Formative Reviews

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Strategy 4

Create and sustain an implementation and progress monitoring system for use of Reflex Math.

Strategy's Expected Result/Impact: Growth in overall campus math data.

Staff Responsible for Monitoring: Principal and teachers.

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

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Strategy 5

More targeted math training with stronger partnerships and collaboration with district teaching and learning staff.

Strategy's Expected Result/Impact: Growth in campus math data.

Staff Responsible for Monitoring: Principal and Teaching and Learning team.

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 3 ☒ HB3 Goal

Elgin ISD third grade economically disadvantaged and emergent bilingual students will reach Closing the Gap targets by 2026. Math Economically Disadvantaged: 5% to 36% by 2024 Math Emergent Bilingual: 2% to 40% by 2024 Reading Economically Disadvantaged: 12% to 33% by 2024 Reading Emergent Bilingual: 15% to 29% by 2024

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

Strategy 1

Build capacity of campus administrators, instructional leadership teams, and teachers to disaggregate progress monitoring data in reading and math to ensure African American and Hispanic students in grades 3 and 4 (as a focus areas) are accelerating their learning towards mastery of standards by the end of fourth grade.

Strategy's Expected Result/Impact: Growth in data with African American and Hispanic students in reading and math.

Staff Responsible for Monitoring: Principal, AP, IC and teachers.

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

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Funding Summary

Funding Summary

211 - Title I-Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Coaching	--	\$26,541.00
1	1	3	Instructional Coaching	--	\$26,541.00
1	1	4	Instructional Coaching	--	\$26,542.00
1	1	5	Parent and Family Engagement Activities	--	\$3,000.00
5	1	2	Intervention Aide and materials	--	\$12,230.00
5	2	1	Online math fluency program	--	\$3,000.00
5	2	2	Intervention Aide and materials	--	\$12,230.00
5	2	3	Tutoring	--	\$5,000.00
				Sub-Total	\$115,084.00
				Budgeted Fund Source Amount	\$115,084.00
				+/- Difference	\$0.00