

Elgin Independent School District



2024-2025 District Improvement Plan

Vision

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

Table of Contents

Comprehensive Needs Assessment	5
Demographics	6
Student Learning	10
District Processes & Programs	14
Perceptions	19
Priority Problem Statements	22
Goals	28
Goal 1 : Elgin ISD will increase student growth and success.	29
Goal 2 : Elgin ISD will engage in professional learning and supporting highly effective staff.	37
Goal 3 : Elgin ISD will enhance community engagement and partnerships.	42
Goal 4 : Elgin ISD will maintain strong fiscal and operational systems.	46
Goal 5 : Elgin ISD will increase its student achievement performance in the areas of litera...	51
State Compensatory Education	55
Budget for District Improvement Plan	56
Assurances	57
Funding Summary	59
199 - General Fund: Gifted & Talented	60
199 - General Fund: Career & Technology Education	60
199 - General Fund: Special Education	60
199 - General Fund: State Compensatory Education	60
199 - General Fund: Bilingual Education Allotment	61
199 - General Fund: Early Education	61
199 - General Fund: Dyslexia	61
199 - General Fund: College, Career, Military Read	61
199 - General Fund: Local Funds	61
211 - Title I 1003 (A)	62
211 - Title I-Part A	62
224 - IDEA B, Special Education	63
225 - IDEA B, Pre-K	63
244 - Carl Perkins, CTE	63
255 - Title II, Part A	63
263 - Title III, LEP	64
265 - Elgin ACE Program	64
282 - ESSER III, ARP	64
287FS - Farm to School Planning Grant	64

289 - Title IV, Part A

65

410 - Instructional Materials Allotment

65

Addendums

66



Comprehensive Needs Assessment

Demographics

Summary

The Elgin Independent School District (EISD), located about 22 miles east of Austin, serves approximately 5300 students from PreK to grade 12 and is in the Region 13 Education Service Center area. EISD comprises more than 168 square miles in portions of Bastrop, Lee, and Travis counties and provides educational facilities and resources to meet the needs of students on seven campuses. The student groups in EISD are comprised of 71% economically disadvantaged, 41% EBs, 12% SpEd, 2% homeless, 2% migrant, 8% GT, and 78% at-risk according to the latest TAPR report in 2021-2022. Student mobility rates from TAPR 2021-2022 are 14%; Hispanic 9%; SpEd 17%; EB 13%; Eco Dis 12%; with all other groups at 2% or less.

Program Enrollment, Ethnicity and Race	2019-2020	2020-2021	2021-2022
All Student Enrollment	4,556	4,615	4,985
Economically Disadvantaged	3,547	3,634	3,543
At-Risk	3,368	3,460	3,877
Emergent Bilingual	1,570	1,659	2,058
Special Education	488	547	616
Section 504	455	438	445
Students with Dyslexia	237	248	269
Career and Technical Education	384	-	1,306
Migratory	55	111	76
Homeless	161	111	120
Foster	10	13	8
Title I, Part A	3,209	2,429	2,628
Black-African American	473	460	447
Hispanic	3,199	3,376	3,788
White	753	641	627
American Indian/Alaskan Native	5	5	3
Asian	15	11	10
Native Hawaiian/ Pacific Islander	3	6	8
Two or More Races	108	116	113

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

Staff Information	2019-2020	2020-2021	2021-2022
Total Staff	667	674	734
Teachers	297	298	315
Professional Support	81	80	88
Campus Administration	23	25	24
Central Administration	12	12	14
African American Teachers	23	19	20
Hispanic Teachers	84	95	103
White Teachers	186	180	190
Teachers with Degree	293	295	311
Beginning Teachers	33	19	36
Teachers with 1-5 years experience	132	139	134
Teachers with 6-10 years experience	48	50	62
Teachers with 11-20 years experience	62	62	61
Teachers with 20+ years experience	22	26	22
Principal			
Average years of experience	5	5	6

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 Institutes of higher education and employers in our area.

The 2023 Demographics Study indicated an increase in expected growth for the district in the next 10 years. The highest percent of growth is 58% from actively developing sub-divisions with the next highest being 20% growth from built out sub-

divisions. Regionally, there is expected to be continued growth east of Austin, especially in communities such as Elgin where there is available land for building. Over the next 10 years the new housing occupancy projection is 16,848. Growth projections in EISD student enrollment range from 9,705 to 15,040 in the next 10 years.

Strengths

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

2021 Bond Project is underway and proceeding with most projects in process. Harvest Ridge Elementary is scheduled to open for the 2024-2025 school year.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1★	Increasing enrollment is impacting student/teacher ratios and efficient facility usage.	Rapid growth in student population.
2★	Increasing need for long range facility plan.	Aligning rapid growth in student population projections to facility needs.
3★	Continued need to develop partnerships with businesses and other governmental agencies.	Processes and protocols need to be strengthened to explore and expand relationships and partnerships.
4★	Elgin ISD has a relatively young staff with about 50% having fewer than 10 years experience.	Continuing to recruit a more ethnically diverse staff with increased requirements for ESL and BE certifications.
5★	High teacher turnover	Need to develop innovative support systems for teachers.

★ = Priority

Student Learning

Summary

Student Learning:

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 level is monitored utilizing a student data dashboard compiling 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. Multi-tiered Systems of Support (MTSS) is being implemented across all campuses with district wide support. Our classroom observations have revealed that we have Tier 1 instructional issues and that is a direct correlation to how our students are performing.

Students at risk of dropping out are recommended by EHS counseling team for PHS. Students are then prioritized through the application process and once approved, are accepted for immediate start at PHS. At risk students are provided supports through in school and outside resources, to help ensure their success at PHS. Former leavers/drop outs are contacted periodically through out the school year in an effort to recover.

Students are considered college & career ready if they can meet specific criteria in one or more of the following CCMR indicators: ACT, TSI, SAT, OnRamps, College Prep Math, College Prep English, Dual Credit, AA Degree, IBC, Level I or II Certificate, Military, IEP Workforce Readiness, IEP Advanced Degree plan.

The Texas Academic Performance Report (TAPR) results for all grades Mathematics and Reading shown below highlight the increases in student growth from the 2020-2021 school year to the 2021-2022 school year. The College, Career, Military Readiness goals lag an extra year behind in reporting and reflect the more immediate impact of the pandemic on student attainment of these goals. The low in-person attendance during 2020-2021 is also reflected in these data points for CCMR.

All Grades Mathematics

Academic Growth	20-21 All Students	21-22 All Students	20-21 Economically Disadvantaged	21-22 Economically Disadvantaged	20-21 Emergent Bilingual	21-22 Emergent Bilingual
Approaches	43%	55%	39%	50%	38%	50%
Meets	18%	20%	14%	16%	12%	18%
Masters	6%	7%	4%	5%	4%	6%

All Grades Reading

Academic Growth	20-21 All Students	21-22 All Students	20-21 Economically Disadvantaged	21-22 Economically Disadvantaged	20-21 Emergent Bilingual	21-22 Emergent Bilingual
Approaches	53%	59%	47%	54%	42%	50%
Meets	29%	35%	23%	30%	19%	27%
Masters	8%	12%	6%	9%	6%	8%

College, Career, Military Readiness

CCMR Readiness Goals	19-20 All Students	20-21 All Students	19-20 Economically Disadvantaged	20-21 Economically Disadvantaged	19-20 Emergent Bilingual	20-21 Emergent Bilingual
----------------------	--------------------	--------------------	----------------------------------	----------------------------------	--------------------------	--------------------------

College, Career, and Military Ready	76%	62%	73%	56%	55%	34%
College Ready	63%	48%	58%	40%	32%	16%
Career and Military Ready	30%	22%	33%	21%	29%	18%

Each campus is assigned a campus comparison group in the TEA Accountability system based on similar campus demographics. Those campuses placing within the top quartile within this group of forty comparison campuses earns a Distinction Designation. In 2022 Elgin High School earned the Academic Achievement in Science Distinction Designation. Distinction Designations were not awarded statewide in 2021.

Strengths

- Commitment to intentional, student-centered growth
- Prioritize high expectations for students
- CCMR
- Literacy First
- Students earning an Associates Degree and Core 42
- Early Childhood Self Assessment
- Graduation Rates

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Students across the district are underperforming in ELA and Math.	Classroom observations reveal Tier 1 instructional issues that correlate to student performance.
2 ★	The sense of urgency and systems for utilizing data have not been implemented with fidelity to create positive change.	Teacher turnover has created a cycle of continuous need for training and support in utilizing data systems.
3 ★	Teachers lack professional learning and collaborative coaching opportunities to improve tier 1 instruction.	Coaching is seen as punitive.
4 ★	Less than 1% of emergent bilingual students have been reclassified in the last 3 years.	Ineffective program implementation and lack of improvement protocols.
5 ★	Need to increase supports for students to access CCMR programs.	Students unable to pass TSI.

6★

Need to increase extra-curricular opportunities and participation.

Lack of connecting extra-curricular activities to student choice and interest.

7★

Students in EISD, including those who have been historically underserved (Black, Hispanic, and Eco Dis) are performing at rates significantly below their peers in the district who do not fall into these groups as well as performing below the state averages of students in the same historically underserved groups.

The district is implementing Tier Interventions through an MTSS model that is inconsistently delivered across campuses and does not emphasize a clearly effective integrated and culturally responsive approach for assuring all students needs are met.

8★

A high percentage of students in third grade are not demonstrating mastery of reading skills that are key indicators of future academic success and college readiness.

The district is still in the beginning stages of implementing a strong evidenced-based intervention program for students in in grades k-2 that individualizes reading instruction for students who are not making acceptable progress in mastering reading skills.

9★

A high percentage of students in third grade are not demonstrating mastery of math skills that are key indicators of future academic success and college readiness.

A strong early childhood numeracy plan that includes progress monitoring and teacher capacity building has not been developed and implemented.

10★

The COVID-19 pandemic has interrupted student learning and requires the District to aggressively address a variety of health, mental health, and social and emotional needs for students and families so that students will be able to accelerate their learning.

Throughout the pandemic, students and families have experienced a range of circumstances that challenge the growth and development of students' social and emotional competencies and may have added to or complicated existing trauma and mental health issues.

★ = Priority

District 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.

ELGIN ISD One Town, One Team One Family		
R	RESPECT	Every voice matters.
E	ELGIN PRIDE	Embracing our diversity, community, and shared history.
A	ACCOUNTABILITY	Shared responsibility for success.
C	COLLABORATION	One Town, One Team, One Family
H	HIGH EXPECTATIONS	Working hard and having fun.

Professional Practices

Elgin recruits at job fairs state wide. 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 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)

Elgin ISD went through the TIA application process during the 2022-2023 school year. TEA approved the application in Spring 2023. The 2023-2024 school year will be the data collection year in the TIA program for all campuses.

Aspiring Leadership Academy

The goal of the Aspiring Leadership Academy is to develop effective leaders in EISD organization who are focused on growth and continuous learning. The first cohort met in early 2023 for three sessions on Learning Organizations, Community Based Accountability, and the EISD Balanced Score Card.

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 in order to positively change the lives of all.

District Assessment Framework - A districtwide framework for assessment and data analysis was collaboratively created in

the fall of 2022. Comprised of 3 sections; Prepare, Inquire, and Act, expectations and support available are delineated for district, campus, teachers and students.

Professional development plan is aligned to the EISD balanced score card. 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 school improvement, low-income percentages, ensures state mandates are met, and provides educators the skills necessary to support instructional needs. Elgin ISD provides a tiered system of professional growth and improvement support for all staff. Instructional coaches, curriculum specialists and coordinators of special programs provide classroom and campus support. New teachers are provided with a mentor for two years and receive ongoing coaching thereafter. The Department of Leadership and Professional Development provides pedagogical learning opportunities for staff. New Teacher Orientation, Principal mentors, and leadership pipelines. The Elgin ISD Teaching & Learning Department coordinates the professional development activities authorized under Title II, Part A with other professional development activities by developing and maintaining a high quality professional development plan for administrators, teachers, and paraprofessionals that is intentional and proactive. Professional development content will be developed as a response to student and staff data trends.

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 is participating in MTSS training in order to better address the needs of the whole child. Teacher evaluation results have not correlated to 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 life-long 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 the improved achievement for all students and to offer a means for appropriately identifying/selecting students for continued services based on their demonstrated responses to scientific research-based instruction.

Elgin ISD Learner Profile

The Elgin ISD Learner Profile strives for the development of self-motivated life long learners, effective communicators, creative problem solvers, adaptable, culturally responsible citizens and contributing members of the community. All students 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 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

District Improvement Plan Campus #011902

Generated by Plan4Learning.com, February 05, 2026 at 11:54 PM

Page 15 of 65

Elgin ISD has a strong athletics program on all campuses with a number of teams 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 6 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 Score Card 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 will be 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. District Advisory Committee meets quarterly to share, discuss, and provide input on instructional programs, district performance, students 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.

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 on-boarding 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 District Processes & Programs Needs

Problem Statement	Root Cause
1 ★ Increase reciprocal relationships with parents and families through supporting knowledge around their student's data and strategies for improvement.	Ineffectively acquainting parents and families with school data systems and instructional activities that lead to improved achievement.
2 ★ The roles and responsibilities are unclear between campus and district.	High turnover and unclear organizational structure.
3 ★ Instructional strategies need to be aligned PK-12	Not enough joint planning and implementation of instructional strategies between Curriculum Specialists and Instructional Coaches and between Elementary and Secondary.
4 ★ Students need greater access to opportunities to learning.	Social and emotional struggles related to the impact of the pandemic and the need for more efficient scheduling.
5 ★ Difficulties recruiting and retaining high quality staff.	Need to develop programs such as Grow your Own

6
★

Increase the impact of funding sources on student performance.

Budget and strategic outcomes not always aligned.

7
★

Inefficiently meeting the needs of campuses and students.

Lack of actionable written guidelines and processes to guide district wide system implementation.

★ = 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, including for the [Parent and Family Engagement Policy and Student Success Compact](#). Placing a high value on communication is integral to engaging families and supporting their advocacy their students and the programs that help them succeed. Elgin ISD engages families and the community in a variety of mediums including: school website/social media, PawPrints newsletter, email, automated calls, and campus updates. Communications are provided in English and Spanish. The district and campuses also utilize Reach The E, an online platform for providing input. 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

Attendance and Graduation

Student attendance rates for all students and the following student groups have been between 90% - 99%, with Emergent Bilinguals with the highest attendance rate of 99% in 2019-2020. Attendance rates for all student groups declined from 2019-2020 to 2020-2021 with Special Ed being the lowest at 90% and White students being the highest at 95%. Chronic absenteeism rose most significantly during this two year span where the impact of the pandemic was most strongly experienced in the district. In 2019-2020 chronic absenteeism was 10% and in 2020-2021 it rose to 23%. Elgin ISD's 4 year graduation rate for the class of 2021 is 90% and the 6 year graduation rate for the class of 2019 is 96%. Continued support for student through credit recovery encourage all students to complete their high school diploma.

Elgin ISD will be providing all campuses and district teams with Capturing Kids Hearts training. 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 supports a concern for overall discipline, and in some cases administrative support. Data also supports general contentment with the teaching profession and with campuses overall. Exit survey data supports generally that teachers feel supported by their coworkers. There are a few however that did not. 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. Typical reasons for teacher turnover or securing other employment include being closer to home, family issues, and career advancement, in addition to increase the salary. The recent TASB Salary survey recommendations place EISD in a more competitive position. 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 experience participate in coaching cycles on their respective campuses. EOY survey data indicates 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.
- First Annual Community Fair for Emergent Bilingual Families
- 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 ★ Need to implement a universal screener for SEL in order to ascertain how students feel they are supported academically, emotionally, and physically.	Increased social and emotional struggles experienced by students due to the impact of the pandemic.
2 ★ Need to provide more opportunities for student voice and participation in creating an interesting, challenging and satisfying learning environment.	Minimal access for students to participate in forums and feedback opportunities.
3 ★ Increase parent and community communication and informational platforms.	Website and social media for communication platforms continually need updating and revamping as technology advancements increase opportunities to utilize these platforms for communication.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Continued need to develop partnerships with businesses and other governmental agencies.

Processes and protocols need to be strengthened to explore and expand relationships and partnerships.

2
★

Students across the district are underperforming in ELA and Math.

Classroom observations reveal Tier 1 instructional issues that correlate to student performance.

3
★

The sense of urgency and systems for utilizing data have not been implemented with fidelity to create positive change.

Teacher turnover has created a cycle of continuous need for training and support in utilizing data systems.

4
★

Teachers lack professional learning and collaborative coaching opportunities to improve tier 1 instruction.

Coaching is seen as punitive.

5
★

Less than 1% of emergent bilingual students have been reclassified in the last 3 years.

Ineffective program implementation and lack of improvement protocols.

6
★

Need to increase supports for students to access CCMR programs.

Students unable to pass TSI.

7
★

Increase reciprocal relationships with parents and families through supporting knowledge around their student's data and strategies for improvement.

Ineffectively acquainting parents and families with school data systems and instructional activities that lead to improved achievement.

8
★

Instructional strategies need to be aligned PK-12

Not enough joint planning and implementation of instructional strategies between Curriculum Specialists and Instructional Coaches and between Elementary and Secondary.

9
★

Students need greater access to opportunities to learning.

Social and emotional struggles related to the impact of the pandemic and the need for more efficient scheduling.

10
★

Difficulties recruiting and retaining high quality staff.

Need to develop programs such as Grow your Own

11
★

Increase the impact of funding sources on student performance.

Budget and strategic outcomes not always aligned.

12
★

Need to implement a universal screener for SEL in order to ascertain how students feel they are supported academically, emotionally, and physically.

Increased social and emotional struggles experienced by students due to the impact of the pandemic.

13
★

Increase parent and community communication and informational platforms.

Website and social media for communication platforms continually need updating and revamping as technology advancements increase opportunities to utilize these platforms for communication.

14
★

Need to provide more opportunities for student voice and participation in creating an interesting, challenging and satisfying learning environment.

Minimal access for students to participate in forums and feedback opportunities.

15
★

The roles and responsibilities are unclear between campus and district.

High turnover and unclear organizational structure.

16
★

Need to increase extra-curricular opportunities and participation.

Lack of connecting extra-curricular activities to student choice and interest.

17
★

High teacher turnover

Need to develop innovative support systems for teachers.

18
★

Elgin ISD has a relatively young staff with about 50% having fewer than 10 years experience.

Continuing to recruit a more ethnically diverse staff with increased requirements for ESL and BE certifications.

19
★

Increasing need for long range facility plan.

Aligning rapid growth in student population projections to facility needs.

20
★

Increasing enrollment is impacting student/teacher ratios and efficient facility usage.

Rapid growth in student population.

21
★

Students in EISD, including those who have been historically underserved (Black, Hispanic, and Eco Dis) are performing at rates significantly below their peers in the district who do not fall into these groups as well as performing below the state averages of students in the same historically underserved groups.

The district is implementing Tier Interventions through an MTSS model that is inconsistently delivered across campuses and does not emphasize a clearly effective integrated and culturally responsive approach for assuring all students needs are met.

22
★

A high percentage of students in third grade are not demonstrating mastery of reading skills that are key indicators of future academic success and college readiness.

The district is still in the beginning stages of implementing a strong evidenced-based intervention program for students in in grades k-2 that individualizes reading instruction for students who are not making acceptable progress in mastering reading skills.

23
★

A high percentage of students in third grade are not demonstrating mastery of math skills that are key indicators of future academic success and college readiness.

A strong early childhood numeracy plan that includes progress monitoring and teacher capacity building has not been developed and implemented.

24
★

The COVID-19 pandemic has interrupted student learning and requires the District to aggressively address a variety of health, mental health, and social and emotional needs for students and families so that students will be able to accelerate their learning.

Throughout the pandemic, students and families have experienced a range of circumstances that challenge the growth and development of students' social and emotional competencies and may have added to or complicated existing trauma and mental health issues.

25



Inefficiently meeting the needs of campuses and students.

Lack of actionable written guidelines and processes to guide district wide system implementation.

★ = 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 2024-2025 school year.

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

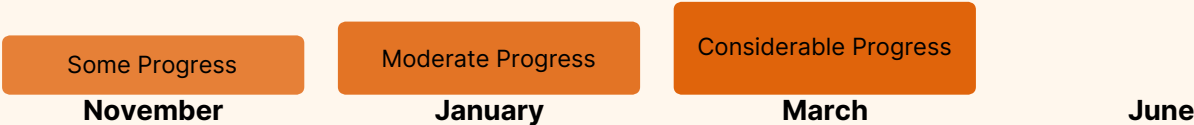
Strategy 1

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

Strategy's Expected Result/Impact: Ensure implementation of curriculum management plan

Staff Responsible for Monitoring: Executive Director of Teaching and Learning

Formative Reviews



Strategy 2

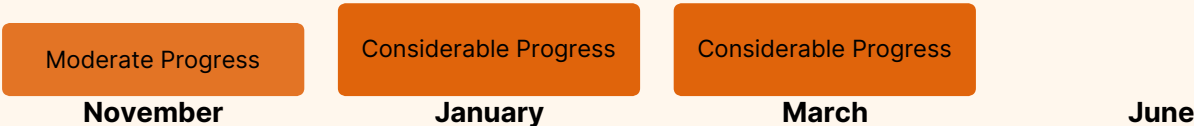
Enhance and ensure data-driven instruction and progress monitoring

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

Staff Responsible for Monitoring: Executive Director of Teaching and Learning

Funding Sources: Instructional Aides 211 - Title I-Part A, \$64,861, Instructional Coaches 211 - Title I-Part A, \$325,686, Web-based instructional materials that is aligned to individual student needs 211 - Title I-Part A, \$31,437, Online Early Childhood Individualized Program (Age of Learning) 289 - Title IV, Part A, \$74,956

Formative Reviews



Strategy 3

Refine and enhance Professional Learning Communities (PLC) processes to ensure fidelity district-wide. At the district level the EISD Instructional Leadership team PLCs ensure activities under Title II, Part A are aligned to the challenging State academic standards.

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

Staff Responsible for Monitoring: Executive Director of Teaching and Learning

Funding Sources: Teacher and Leadership support in PLCs 255 - Title II, Part A, \$40,000

Formative Reviews

Moderate Progress

November

Considerable Progress

January

Considerable Progress

March

June

Strategy 4

Ensure and enhance professional coaching model.

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

Staff Responsible for Monitoring: Executive Director of Teaching and Learning

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March

June

Strategy 5

Continued opportunities for academic growth beyond the school year/day.

Strategy's Expected Result/Impact: Academic growth

Staff Responsible for Monitoring: ACE Program Director, Assistant Superintendent Student Services

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March

June

Strategy 6

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 and evaluation of the district and campus parent and family engagement policies for effective engagement and increasing academics.

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

Staff Responsible for Monitoring: Executive Director of Teaching and Learning

Funding Sources: Parent and Family Engagement activities 211 - Title I-Part A, \$15,000, Parent, Family, and Community Engagement activities 263 - Title III, LEP,

Formative Reviews

Some Progress

November

Considerable Progress

January

Considerable Progress

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

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

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

Staff Responsible for Monitoring: Executive Director Teaching and Learning

Funding Sources: Intervention (Aides, Student online intervention program, Intervention teachers) 211 - Title I-Part A, \$325,686, Instructional Aides 211 - Title I-Part A, \$64,861

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March

June

Strategy 2

Support systemwide implementation of improvement protocols within special programs

Strategy's Expected Result/Impact: Academic achievement growth increases in each special program

Staff Responsible for Monitoring: Executive Director Teaching and Learning

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March

June

Strategy 3

Identification and support services for homeless and foster students, coordinated with Title I, Part A, to ensure continued access and engagement in learning.

Strategy's Expected Result/Impact: Academic achievement growth increases for homeless and foster students.

Staff Responsible for Monitoring: Assistant Superintendent Student Services

Funding Sources: Transportation and supporting services 211 - Title I-Part A, \$13,500

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March

June

Strategy 4

Partner with ESC 13 to identify and support migratory students throughout the school year to ensure implementation of the Statewide Service Delivery Plan.

Strategy's Expected Result/Impact: Meet all Measurable Program Outcomes as defined in the Statewide Delivery Plan

Staff Responsible for Monitoring: Assistant Superintendent Student Services

Formative Reviews

Some Progress

November

January

March

June

Strategy 5

Bilingual/Dual Language and ESL Coordinator position providing supplemental academic support and supplemental materials and services to ensure ELs obtain English proficiency at high levels.

Strategy's Expected Result/Impact: Increased performance of Bilingual/ESL students.

Staff Responsible for Monitoring: Executive Director Teaching and Learning

Funding Sources: Bilingual/Dual Language and ESL Coordinator salary 263 - Title III, LEP, , Supplemental materials for ESL and Dual Language classrooms 263 - Title III, LEP, , Bilingual ESL Specialist 282 - ESSER III, ARP,

Formative Reviews

Moderate Progress

November

Moderate Progress

January

Considerable Progress

March

June

Strategy 6

Implement schoolwide program strategies to substantially help students meet the challenging State academic standards (such as; instructional coaches, intervention, professional development) on Title I, Part A campuses, selected based on eligibility for free/reduced lunches, along with school improvement strategies for those campuses identified for comprehensive or targeted support.

Strategy's Expected Result/Impact: CIP and TIP outcomes with progress monitored by 1.) developing and implementing a well-rounded program of instruction to meet the academic needs of all students; 2.) identifying students who may be at risk for academic failure; 3.) providing additional assistance to individual students; 4.) Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for learning.

Staff Responsible for Monitoring: Executive Director Teaching and Learning

Funding Sources: Schoolwide program strategy implementation 211 - Title I-Part A, \$43,664, Tutoring, instructional supplies, and professional development 211 - Title I-Part A, \$20,000

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March

June

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

Enhance, ensure, and increase student CCMR programs and opportunities

Strategy's Expected Result/Impact: CCMR Indicators

Staff Responsible for Monitoring: Executive Director Teaching and Learning

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March

June

Strategy 2

Embed compelling purpose and learner profile throughout District initiatives and professional learning opportunities.

Strategy's Expected Result/Impact: Student survey indicating an increase in Learner Attributes and effective transitions from middle school to high school and from high school to postsecondary education. .

Staff Responsible for Monitoring: Executive Director Teaching and Learning

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March

June

Performance Objective 4

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

Strategy 1

Promote and increase student involvement and participation in extracurricular programs

Strategy's Expected Result/Impact: Increase in student participation in extracurricular programs.

Staff Responsible for Monitoring: Executive Director Teaching and Learning

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March

June

Strategy 2

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

Strategy's Expected Result/Impact: Participation in District Student Advisory Council, Student Summits and Panels, and Superintendent Roundtables will increase.

Staff Responsible for Monitoring: Executive Director Teaching and Learning

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March

June

Strategy 3

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

Strategy's Expected Result/Impact: Increase in student participation in extracurricular programs.

Staff Responsible for Monitoring: Executive Director Teaching and Learning

Formative Reviews

Some Progress

November

Some Progress

January

Moderate Progress

March

June

Strategy 4

Increase average daily attendance rates for students across the district

Strategy's Expected Result/Impact: Increase in average daily attendance rate districtwide

Staff Responsible for Monitoring: Assistant Superintendent Student Services

Formative Reviews

Moderate 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

Improve student behavior and wellness

Strategy's Expected Result/Impact: Decrease disciplinary referrals.

Staff Responsible for Monitoring: Assistant Superintendent Student Services

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 2

Utilize student well-being survey results to identify needs and inform activities to support student well-being

Strategy's Expected Result/Impact: Increase in student well-being attributes in student survey results.

Staff Responsible for Monitoring: Assistant Superintendent Student Services

Formative Reviews

No Progress

November

Some Progress

January

March

June

Strategy 3

Sustain and enhance school emergency operation procedures.

Strategy's Expected Result/Impact: 100% compliance on School Safety Audits.

Staff Responsible for Monitoring: Assistant Superintendent Student Services

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Strategy 4

Provide an alternative learning environment for students who need more direct academic and behavioral support.

Strategy's Expected Result/Impact: Increased performance for students at risk behaviorally. Increased graduation rate for students struggling to complete courses and pass assessments.

Staff Responsible for Monitoring: PHA and DAEP Administrator; Executive Director Teaching and Learning

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March

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 2024-2025.

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

Sustain and enhance district "Grow Your Own" program

Strategy's Expected Result/Impact: Sustain and enhance district "Grow Your Own" program

Staff Responsible for Monitoring: Executive Director Human Resources

Formative Reviews

Considerable Progress

November

Considerable Progress

January

March

June

Strategy 2

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

Strategy's Expected Result/Impact: Increased number of teachers meeting Teacher Incentive Allotment eligibility.

Staff Responsible for Monitoring: Executive Director Human Resources

Formative Reviews

Moderate Progress

November

Considerable Progress

January

March

June

Strategy 3

Develop a pay structure that reflects district commitment to high quality staff at all levels

Strategy's Expected Result/Impact: Staff salary scales aligned to TASB recommendations and to meet market value for staff.

Staff Responsible for Monitoring: Executive Director Human Resources

Formative Reviews

Moderate Progress

November

Considerable Progress

January

March

June

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 2024-2025.

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

Strategy 1

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

Strategy's Expected Result/Impact: Increased number of staff participating in district professional development activities.

Staff Responsible for Monitoring: Executive Director Teaching and Learning

Funding Sources: Districtwide professional development 255 - Title II, Part A, \$70,095

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March

June

Strategy 2

Develop pipeline programs for staff to move to next level of employment/leadership

Strategy's Expected Result/Impact: Increased number of staff earning degrees and certifications. District Equity Plan outcomes.

Staff Responsible for Monitoring: Executive Director Human Resources

Formative Reviews

Considerable Progress

November

Considerable Progress

January

March

June

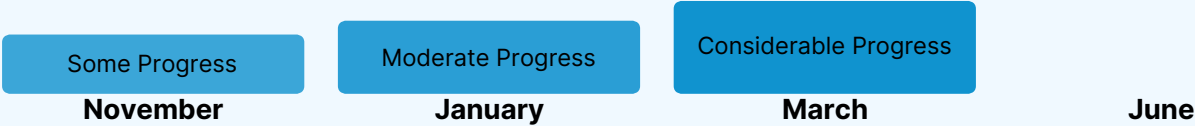
Strategy 3

Develop professional learning opportunities based upon feedback and identified needs including culturally and linguistically responsive instruction and the impact of trauma

Strategy's Expected Result/Impact: Increased number of staff participating in district professional development activities.

Staff Responsible for Monitoring: Executive Director Teaching and Learning

Formative Reviews



Performance Objective 3

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

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

Strategy 1

Create staff wellness program

Strategy's Expected Result/Impact: Staff wellness survey

Staff Responsible for Monitoring: Executive Director Communication

Formative Reviews



Strategy 2

Conduct staff well-being/satisfaction survey

Strategy's Expected Result/Impact: Increase in survey results indicating staff well-being attributes.

Staff Responsible for Monitoring: Executive Cabinet

Formative Reviews



Strategy 3

Sustain and enhance school emergency operation procedures

Strategy's Expected Result/Impact: 100% compliance on School Safety Audits

Staff Responsible for Monitoring: Assistant Superintendent Student Services

Formative Reviews

Moderate Progress

November

January

March

June

Performance Objective 4

Elgin ISD will increase faculty and staff satisfaction and engagement as measured by the bi-annual staff climate survey in 2024-2025.

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

Strategy 1

Conduct Superintendent and Executive Cabinet Campus/Department Tours to engage and gain feedback

Strategy's Expected Result/Impact: Increase in percentage of staff who indicate satisfaction with district response to feedback.

Staff Responsible for Monitoring: Superintendent

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March

June

Strategy 2

Recognize staff at all levels (written and public platforms)

Strategy's Expected Result/Impact: Increase in staff recognition events.

Staff Responsible for Monitoring: Executive Director of Communications

Formative Reviews

Considerable Progress

November

Considerable Progress

January

Considerable Progress

March

June

Strategy 3

Utilize staff well-being/satisfaction survey to identify needs and inform activities to support staff well-being

Strategy's Expected Result/Impact: Increase in staff voice and feedback.

Staff Responsible for Monitoring: Superintendent

Formative Reviews

November January March June

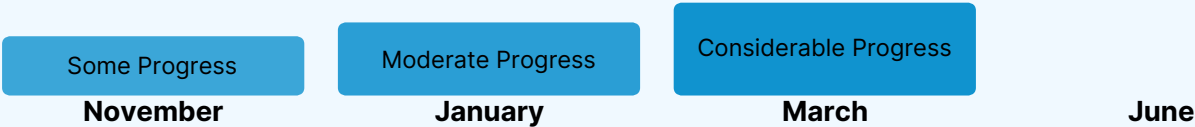
Strategy 4

Facilitate District Advisory Council and Superintendent Roundtable

Strategy's Expected Result/Impact: Increase voice and contributions of stakeholders

Staff Responsible for Monitoring: Superintendent

Formative Reviews



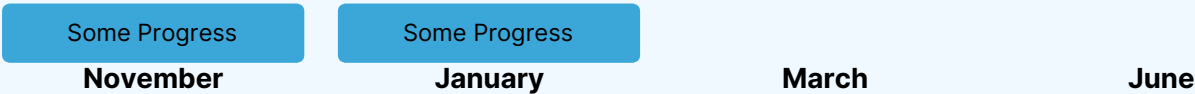
Strategy 5

Increase annual retention rate

Strategy's Expected Result/Impact: Increased retention rates

Staff Responsible for Monitoring: Executive Director Human Resources

Formative Reviews



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

Enhance website development, social media messaging and parent communication platforms

Strategy's Expected Result/Impact: Increase in website visitation. Increase in maintaining high levels of expectations being met by the district.

Staff Responsible for Monitoring: Executive Director of Communications

Formative Reviews

Moderate Progress

November

Moderate Progress

January

Considerable Progress

March

June

Strategy 2

Utilize parent satisfaction survey to identify strengths and respond to needs

Strategy's Expected Result/Impact: Increase voice

Staff Responsible for Monitoring: Superintendent

Formative Reviews

November

January

March

June

Strategy 3

Develop a listening and action protocol based on survey results

Strategy's Expected Result/Impact: Survey results indicate follow through from the action protocol.

Staff Responsible for Monitoring: Superintendent

Formative Reviews

November

January

March

June

Strategy 4

Conduct parent information sessions and feedback opportunities presented by Superintendent

Strategy's Expected Result/Impact: Increased parent participation

Staff Responsible for Monitoring: Superintendent

Formative Reviews

November

Moderate Progress

January



Accomplished

March

June

Performance Objective 2

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

Evaluation Data Source: Quarterly forums and feedback opportunities by Superintendent

Strategy 1

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

Strategy's Expected Result/Impact: Evidence of implementation and follow-through.

Staff Responsible for Monitoring: Executive Director of Communications

Formative Reviews

Considerable Progress

November

Considerable Progress

January

Considerable Progress

March

June

Strategy 2

Conduct Community-Based Advisory Council meetings and develop action steps

Strategy's Expected Result/Impact: Plans containing action steps shared with district staff and community.

Staff Responsible for Monitoring: Executive Director of Teaching and Learning

Formative Reviews

Some Progress

November

Moderate Progress

January

No Progress

March

June

Strategy 3

Conduct community information sessions and feedback opportunities by Superintendent

Strategy's Expected Result/Impact: Evidence of involvement and follow-through using the Thought Exchange platform.

Staff Responsible for Monitoring: Superintendent

Formative Reviews

November

January

March

June

Performance Objective 3

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

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

Strategy 1

Explore and expand School-Business Partners

Strategy's Expected Result/Impact: Survey results indicate areas of strength in district and business partnerships. Increased work-based learning opportunities.

Staff Responsible for Monitoring: Superintendent

Formative Reviews

November

January

March

June

Strategy 2

Strengthen processes and protocols with Elgin Education Foundation

Strategy's Expected Result/Impact: Survey results indicate areas of strength in district and business partnerships.

Staff Responsible for Monitoring: Superintendent

Formative Reviews

NovemberJanuaryMarchJune

Strategy 3

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

Strategy's Expected Result/Impact: Survey results indicate areas of strength in district and business partnerships.

Staff Responsible for Monitoring: Superintendent

Formative Reviews

NovemberJanuaryMarchJune

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

Align budget to strategic outcomes and needs

Strategy's Expected Result/Impact: Budgetary alignment to strategic outcomes documented in District and Campus Improvement Plans.

Staff Responsible for Monitoring: Chief Financial Officer

Formative Reviews

Some Progress

November

Considerable Progress

January

Considerable Progress

March

June

Strategy 2

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

Strategy's Expected Result/Impact: Quarterly review of district website will indicate 100% alignment to financial transparency and district strategic outcomes.

Staff Responsible for Monitoring: Chief Financial Officer

Formative Reviews

Considerable Progress

November

Considerable Progress

January



Accomplished

March

June

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

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

Strategy's Expected Result/Impact: LRFP posted on the district website and long term outcomes reflect project completion.

Staff Responsible for Monitoring: Executive Director of Bond Projects

Formative Reviews

November

January

March

June

Strategy 2

Review progress with Executive Cabinet monthly on Long Range Facility Plan (LRFP) projects

Strategy's Expected Result/Impact: Executive Cabinet meeting agendas and minutes.

Staff Responsible for Monitoring: Executive Director of Bond Projects

Formative Reviews

November

January

March

June

Strategy 3

Conduct quarterly meetings for the bond committee and community

Strategy's Expected Result/Impact: Meeting agendas and minutes

Staff Responsible for Monitoring: Executive Director of Bond Projects

Formative Reviews

November

January

March

June

Strategy 4

Present monthly Board reports to review progress in Bond Construction projects

Strategy's Expected Result/Impact: Meeting agenda and minutes

Staff Responsible for Monitoring: Executive Director of Bond Projects

Formative Reviews

November

January

March

June

Performance Objective 3

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

Strategy 1

Develop and sustain a preventative maintenance plan for facilities

Strategy's Expected Result/Impact: Department requests and completion data will indicate project completion.

Staff Responsible for Monitoring: Executive Director of Bond Projects

Formative Reviews

November

January

March

June

Strategy 2

Sustain a Long Range Safety Plan (LRSP) for district and campuses with action steps presented annually to School Board

Strategy's Expected Result/Impact: Action steps presented annually to the school board

Staff Responsible for Monitoring: Executive Director of Bond Projects

Formative Reviews

November

January

March

June

Strategy 3

Utilize staff, student, and parent safety surveys in fall and spring to inform needs and specific actions related to safety

Strategy's Expected Result/Impact: Survey data

Staff Responsible for Monitoring: Assistant Superintendent of Student Services

Formative Reviews

November

January

March

June

Strategy 4

Facilitate Safety Symposium held in spring; District Safety Council including staff, parents, students, community members

Strategy's Expected Result/Impact: Safety survey will indicate increased perception of safe and secure facilities.

Staff Responsible for Monitoring: Assistant Superintendent Student Services

Formative Reviews

Some Progress

November

January

March

June

Strategy 5

Implement plans for future innovative facilities through the Bond Planning Committee

Strategy's Expected Result/Impact: Plans and vision developed for future innovative facilities.

Staff Responsible for Monitoring: Executive Director of Bond Projects

Formative Reviews

November

January

March

June

Strategy 6

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

Strategy's Expected Result/Impact: Action steps presented annually to the School Board.

Staff Responsible for Monitoring: Chief Technology Officer

Formative Reviews

Considerable Progress

Considerable Progress

Considerable Progress

Goal 5

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

Performance Objective 1 HB3 Goal

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

Evaluation Data Source: Progress Monitoring Tools, STAAR

Strategy 1

Ensure systematic processes for strong foundation in literacy for all grade levels.

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

Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning

Funding Sources: Online literacy program for individualized skill development 211 - Title I-Part A, \$30,000

Formative Reviews

November January March June

Strategy 2

Implement intense literacy tutoring and interventions in partnership with Literacy First that includes staffing elementary schools with 4 additional TA's who are specifically trained to deliver and monitor reading instruction to students who are identified as Tier 2.

Strategy's Expected Result/Impact: Student academic growth as evidenced on district benchmarks and STAAR 2022.

Staff Responsible for Monitoring: Asst. Supt. Teaching and Learning; Campus Principals

Funding Sources: Literacy First 255 - Title II, Part A, \$60,000

Formative Reviews

November January March June

Strategy 3

Implement Phase One of Elgin ISD's Early Literacy Plan ensuring that district and campus leaders are participating in the Texas Reading Academies.

Strategy's Expected Result/Impact: District and campus capacity for high quality reading instruction will be improved in grades K-3 so that the district can provide effective leadership for Phase 2 of the implementation of the Early Literacy.

Formative Reviews

November

January

March

June

Strategy 4

Provide intervention support across K-4 grades across the district to mitigate the impact of COVID-19 for students relative to disruptions in instruction.

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

Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning

Formative Reviews

November

January

March

June

Performance Objective 2 HB3 Goal

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

Evaluation Data Source: Progress Monitoring Tools, STAAR

Strategy 1

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

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

Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning

Funding Sources: Online math practice and skill development 211 - Title I-Part A, \$13,405

Formative Reviews

November

January

March

June

Performance Objective 3 HB3 Goal

Elgin ISD third grade economically disadvantaged and emergent bilingual students will reach Closing the Gap targets by 2025. 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 emerging bilingual and economically disadvantaged students in grades PreK-3 are accelerating their learning towards mastery of standards by third grade.

Formative Reviews

November

January

March

June

Strategy 2

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

Funding Sources: Instructional Support Materials 211 - Title I-Part A,

Formative Reviews

November

January

March

June

Performance Objective 4 HB3 Goal

The percentage of Elgin ISD economically disadvantaged and emergent bilingual students meeting CCMR reaching Closing the Gap targets will increase from 52% to 72% by 2025.

Strategy 1

Recruit and support Early College High School and PTECH students by aligning enrollment with the TEA blueprint and performance goals for each program.

Strategy's Expected Result/Impact: The percentage of students directly enrolling in post-secondary programs and/or the military will increase.

Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning

Formative Reviews

November	January	March	June
----------	---------	-------	------



State Compensatory Education

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$2,709,941.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

PIC 24 - 1,362,444 PIC 26 - \$442,607 PIC 28 - \$184,103 PIC 30 - \$720,787



Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

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

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



Funding Summary

Funding Summary

199 - General Fund: Gifted & Talented

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

199 - General Fund: Career & Technology Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

199 - General Fund: Special Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

199 - General Fund: State Compensatory Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

199 - General Fund: Bilingual Education Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

199 - General Fund: Early Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

199 - General Fund: Dyslexia

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

199 - General Fund: College, Career, Military Read

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

199 - General Fund: Local Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

211 - Title I 1003 (A)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

211 - Title I-Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Aides	--	\$64,861.00
1	1	2	Instructional Coaches	--	\$325,686.00
1	1	2	Web-based instructional materials that is aligned to individual student needs	--	\$31,437.00
1	1	6	Parent and Family Engagement activities	--	\$15,000.00
1	2	1	Intervention (Aides, Student online intervention program, Intervention teachers)	--	\$325,686.00
1	2	1	Instructional Aides	--	\$64,861.00
1	2	3	Transportation and supporting services	--	\$13,500.00
1	2	6	Schoolwide program strategy implementation	--	\$43,664.00
1	2	6	Tutoring, instructional supplies, and professional development	--	\$20,000.00
5	1	1	Online literacy program for individualized skill devleopment	--	\$30,000.00
5	2	1	Online math practice and skill development	--	\$13,405.00
5	3	2	Instructional Support Materials	--	\$0.00
Sub-Total					\$948,100.00
Budgeted Fund Source Amount					\$1,027,221.00
+/- Difference					\$79,121.00

224 - IDEA B, Special Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

225 - IDEA B, Pre-K

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

244 - Carl Perkins, CTE

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

255 - Title II, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Teacher and Leadership support in PLCs	--	\$40,000.00
2	2	1	Districtwide professional development	--	\$70,095.00
5	1	2	Literacy First	--	\$60,000.00
Sub-Total					\$170,095.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					-\$170,095.00

263 - Title III, LEP

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Parent, Family. and Community Engagement activities	--	\$0.00
1	2	5	Bilingual/Dual Language and ESL Coordinator salary	--	\$0.00
1	2	5	Supplemental materials for ESL and Dual Language classrooms	--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

265 - Elgin ACE Program

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

282 - ESSER III, ARP

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5	Bilingual ESL Specialist	--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

287FS - Farm to School Planning Grant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

289 - Title IV, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Online Early Childhood Individualized Program (Age of Learning)	--	\$74,956.00
Sub-Total					\$74,956.00
Budgeted Fund Source Amount					\$74,956.00
+/- Difference					\$0.00

410 - Instructional Materials Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

**Reporting
Procedures**

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation. The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
District Action	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
Bullying	
Discipline	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

	The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
<i>Corrective Action</i>	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
<i>Transfers</i>	The principal or designee shall refer to FDB for transfer provisions.
<i>Counseling</i>	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
<i>Improper Conduct</i>	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
Appeal	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
Records Retention	Retention of records shall be in accordance with CPC(LOCAL).
Access to Policy and Procedures	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

ELGIN INDEPENDENT SCHOOL DISTRICT **PARENT & FAMILY ENGAGEMENT POLICY**

Elgin ISD is committed to the goal of providing quality education for every child in this district. Parent support is critical to a child's educational success. To this end, we want to establish partnerships with parents and the community. EISD is dedicated to the on-going process of building schools' and parents' capacity for strong parental engagement.

PART I **GENERAL EXPECTATIONS AND OBJECTIVES**

The Elgin ISD agrees to implement the following statutory requirements:

- **Elgin ISD will** provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all Title I schools in planning and implementing effective parent and family engagement activities to improve student achievement and school performance, including computer applications that promote communication between school and home.
- **Elgin ISD will** facilitate parent involvement in order to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.
- Elgin ISD will educate teachers, specialized instructional support personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
- **Elgin ISD will** coordinate and integrate parent and family engagement strategies to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs including migrant, bilingual, ACE, and special education parent meetings.

PART II **BUILDING CAPACITY FOR STRONG PARENTAL INVOLVEMENT**

- In order to build a home and school partnership, Elgin ISD will conduct an annual Title I, Part A meeting where parents will be involved in the joint development of the Title I program plan, including the Parent & Family Engagement Policy, and be given an opportunity to become involved with their child's education. An annual Title I, Part A, parent meeting will be held before the end of the first nine weeks of school.
- Parent meetings and conferences will be offered at different times of the day to accommodate the needs of parents.
- Communications with parents will be in a format and a language that parents can understand.
- Campuses will keep websites and other social media outlets up-to-date to assure effective communication.

- Tutorials will be offered for students needing extra assistance.
- School personnel will practice positive, effective home to school communications. Barring unforeseen circumstances, school personnel will respond to parent communication with a return phone call or e-mail within one school day from the time the communication was received.
- A description and explanation of the curriculum used, the forms of academic assessments used to measure student progress (benchmarks), and expected proficiency levels will be provided to parents.
- Assistance to parents in understanding the state's academic content standards, known as the Texas Essential Knowledge and Skills (TEKS), and the state student achievement standards based on the State of Texas Assessment of Academic Readiness (STAAR), will be communicated through state resources such as the Texas Assessment Data Portal.
- A school-parent compact will be disseminated, designed by parents and school staff, outlining how parents, the entire campus staff, and the students will share the responsibility for improvement in student academic achievement.
- Elementary campuses will provide a minimum of one scheduled parent conference where the school-parent compact will be discussed as it relates to the progress of the student, as well as the expectations for the grade level school curriculum, test information, and any other concerns the teacher or parent may have.
- Parents will have the opportunity to help review, plan for and make suggestions to improve the Title I program, as well as the Parental & Family Engagement Policy and the school-parent compact. Elgin ISD will ensure that not less than 90% of the one percent of Title I, Part A funds reserved for parent and family engagement goes directly to schools. Parents will be involved in decisions about how the reserved funds are spent.
- Parents will be given opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to their child's education. Parents may request a meeting with the school staff by phone, e-mail, or by utilizing Reach the E.
- District and school information will be sent to parents in a timely manner. Information will be given to parents through school newsletters, PTA, websites, and from the classroom teacher. In addition, the school marquees will be used to inform parents of dates of programs, meetings and activities.
- Parents will be provided with materials and specific training to help them work with their children to improve achievement.
- Title I funds may be used to pay for reasonable and necessary expenses such as child care, or home visit expenses, to enable parents to participate in school-related meetings and training sessions.

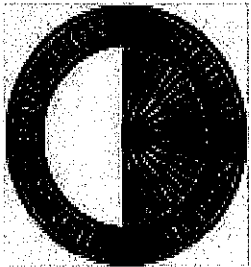
PART III EVALUATION

- With the meaningful involvement of parents and family members, Elgin ISD will conduct an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy in improving the academic quality of the schools served under this part, including identifying—
 - Barriers to greater participation by parents/families in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
 - The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
 - Strategies to support successful school and family interactions;
- Elgin ISD will use the findings of such evaluation to design evidence-based strategies for more effective parental and family engagement, and to revise, if necessary, the parent and family engagement policies described in this section.
- The EISD Parent and Family Engagement Policy will be incorporated into Title I Campuses' Schoolwide Plans and the District Improvement Plan by reference in individual strategies, as well as an attached addendum.
- Elgin ISD will use a variety of methods to involve parents in the activities of the schools, which **may** include establishing a parent advisory board.

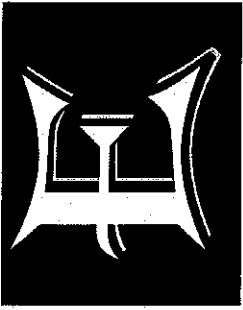
PART IV ADOPTION

The **Elgin ISD's Parental and Family Engagement Policy** has been developed jointly with, and agreed upon with, parents of children participating in Title I, Part A programs, as evidenced by **District Advisory Committee meeting agenda, sign-in sheets, and minutes.**

This policy was adopted by the **Elgin ISD** on **November 9, 2020** and will be in effect for the period of **one year**.



Elgin ISD 2020-2021 Priority for Service (PFS) Action Plan for Migrant Students



As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	• Who have made a qualifying move within the previous 1-year period; <u>AND</u> • Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	• Who have made a qualifying move within the previous 1-year period; <u>AND</u> • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> • For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

School District: Elgin ISD
Region: 13

Priority for Service (PFS) Action Plan

Elgin ISD

School Year: 2020-2021

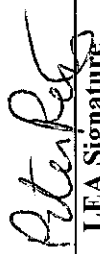
Filled Out By: Dr. Peter Perez
Date: 8-19-2020

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Plan Section”), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

Goal(s): To better serve PFS students by providing supplemental instruction and support services for ensuring student success.	Objective(s): District personnel will identify students who require priority access to MEP services and develop a plan for serving PFS student with the intent of being on grade level and meeting the state academic achievement standards.
---	---

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.	Monthly	Migrant Specialist	Emails and PFS Reports
Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly	August 2020	Deputy Superintendent	2019-2020 PFS Action Plan

articulate criteria for defining student success, including timelines for achieving stated goals and objectives.			
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
During the academic calendar, MEP staff will provide campus principals and appropriate staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	August 2020 – July 2021	Migrant Specialist and Migrant Interventionist	PFS Reports and emails
During the academic calendar, MEP staff will provide parents PFS information on the Priority for Service criteria.	August 2020 – July 2021	Migrant Specialist and Migrant Interventionist	Sign-in Sheets and Agendas
During the academic calendar, the district's MEP staff will make individualized student/parent contact to communicate academic progress or need of PFS students.	August 2020 – July 2021	Migrant Interventionist	Parent/Student Contact Log
Provide services to PFS migrant students.			
The district's MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	August 2020 – July 2021	Migrant Specialist and Migrant Interventionist	Student Contact Log PFS Report
The district's MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies as needed.	August 2020 – July 2021	Migrant Interventionist	Student Contact Log PFS Report
The district's MEP staff will determine what federal, state, or local programs serve PFS students.	August 2020 – July 2021	Migrant Specialist and Migrant Interventionist	TxEIS Reports


 Date Completed 8/19/2020

ESC Signature _____ Date Received _____

Threat Assessment

Definitions

“Harmful, threatening, or violent behavior” includes behaviors, such as verbal threats, threats of self harm, bullying, cyberbullying, fighting, the use or possession of a weapon, sexual assault, sexual harassment, dating violence, stalking, or assault, by a student that could result in:

1. Specific interventions, including mental health or behavioral supports;
2. In-school suspension;
3. Out-of-school suspension; or
4. The student’s expulsion or removal to a disciplinary alternative education program (DAEP) or a juvenile justice alternative education program (JJAEP).

“Team” means a threat assessment and safe and supportive school team established by the board under Education Code 37.115.

Education Code 37.115(a)

Threat Assessment Team

The board shall establish a threat assessment and safe and supportive school team to serve at each campus of the district and shall adopt policies and procedures for the teams.

The team is responsible for developing and implementing the safe and supportive school program in compliance with Texas Education Agency (TEA) rules at the district campus served by the team.

The policies and procedures adopted under Education Code 37.115 must:

1. Be consistent with the model policies and procedures developed by the Texas School Safety Center (TxSSC) [see Education Code 37.220];
2. Require each team to complete training provided by the TxSSC or a regional education service center (ESC) regarding evidence-based threat assessment programs; and
3. Require each team established under this section to report the required information regarding the team’s activities to TEA [see Reporting to TEA, below].

Membership

The superintendent shall ensure that the members appointed to each team have expertise in counseling, behavior management, mental health and substance use, classroom instruction, special education, school administration, school safety and security, emergency management, and law enforcement. A team may serve more

STUDENT WELFARE
CRISIS INTERVENTION

FFB
(LEGAL)

than one campus of a district, provided that each district campus is assigned a team.

Oversight
Committee

The superintendent may establish a committee, or assign to an existing committee established by the district, the duty to oversee the operations of teams established for the district. A committee with oversight responsibility must include members with expertise in human resources, education, special education, counseling, behavior management, school administration, mental health and substance use, school safety and security, emergency management, and law enforcement.

Team Duties

Each team shall:

1. Conduct a threat assessment that includes assessing and reporting individuals who make threats of violence or exhibit harmful, threatening, or violent behavior in accordance with district policies and procedures; and gathering and analyzing data to determine the level of risk and appropriate intervention, including:
 - a. Referring a student for mental health assessment; and
 - b. Implementing an escalation procedure, if appropriate, based on the team's assessment, in accordance with district policy;
2. Provide guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual; and
3. Support the district in implementing the district's multihazard emergency operations plan [see CKC].

Consent for Mental
Health-Care Service

A team may not provide a mental health-care service to a student who is under 18 years of age unless the team obtains written consent from the parent of or the person standing in parental relation to the student before providing the mental health-care service. The consent must be submitted on a form developed by the district that complies with all applicable state and federal law. The student's parent or person standing in parental relation to the student may give consent for a student to receive ongoing services or may limit consent to one or more services provided on a single occasion.

Education Code 37.115(c)–(g)

Determination of
Risk

On determination that a student or other individual poses a serious risk of violence to self or others, a team shall immediately report the team's determination to the superintendent. If the individual is a student, the superintendent shall immediately attempt to inform the

parent or person standing in parental relation to the student. These requirements do not prevent an employee of the school from acting immediately to prevent an imminent threat or respond to an emergency.

A team identifying a student at risk of suicide shall act in accordance with the district's suicide prevention program. If the student at risk of suicide also makes a threat of violence to others, the team shall conduct a threat assessment in addition to actions taken in accordance with the district's suicide prevention program.

A team identifying a student using or possessing tobacco, drugs, or alcohol shall act in accordance with district policies and procedures related to substance use prevention and intervention.

Education Code 37.115(h)–(j)

Reporting to TEA

A team must report to TEA in accordance with TEA-developed guidelines the following information regarding the team's activities and other information for each campus the team serves:

1. The occupation of each person appointed to the team;
2. The number of threats and description of the type of threats reported to the team;
3. The outcome of each assessment made by the team, including:
 - a. Any disciplinary action taken, including a change in school placement;
 - b. Any action taken by law enforcement; or
 - c. A referral to or change in counseling, mental health, special education, or other services;
4. The total number, disaggregated by student gender, race, and status as receiving special education services, being at risk of dropping out of school, being in foster care, experiencing homelessness, being a dependent of military personnel, being pregnant or a parent, having limited English proficiency, or being a migratory child, of, in connection with an assessment or reported threat by the team:
 - a. Citations issued for Class C misdemeanor offenses;
 - b. Arrests;
 - c. Incidents of uses of restraint;

STUDENT WELFARE
CRISIS INTERVENTION

FFB
(LEGAL)

- d. Changes in school placement, including placement in a JJAEP or DAEP;
 - e. Referrals to or changes in counseling, mental health, special education, or other services;
 - f. Placements in in-school suspension or out-of-school suspension and incidents of expulsion;
 - g. Unexcused absences of 15 or more days during the school year; and
 - h. Referrals to juvenile court for truancy; and
5. The number and percentage of school personnel trained in:
- a. A best-practices program or research-based practice under Health and Safety Code 161.325 [redesignated to Education Code 38.351, see FFEB], including the number and percentage of school personnel trained in suicide prevention or grief and trauma-informed practices;
 - b. Mental health or psychological first aid for schools;
 - c. Training relating to the safe and supportive school program; or
 - d. Any other program relating to safety identified by the commissioner.

Education Code 37.115(k)

STUDENT WELFARE
WELLNESS AND HEALTH SERVICES

FFA
(LEGAL)

Wellness Policy	Each district must establish a local school wellness policy for all schools participating in the National School Lunch Program and/or School Breakfast program under the jurisdiction of the district. The local school wellness policy is a written plan that includes methods to promote student wellness, prevent and reduce childhood obesity, and provide assurance that school meals and other food and beverages sold and otherwise made available on the school campus during the school day are consistent with applicable minimum federal standards. <i>7 C.F.R. 210.31(a)</i>
School Day	“School day” means the period from the midnight before, to 30 minutes after the end of the official school day. <i>7 C.F.R. 210.11(a)(5)</i>
School Campus	“School campus” means all areas of the property under the jurisdiction of the school that are accessible to students during the school day. <i>7 C.F.R. 210.11(a)(4)</i>
Contents	At a minimum, a local school wellness policy must contain: 1. Specific goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness. In developing these goals, a district must review and consider evidence-based strategies and techniques; 2. Standards for all foods and beverages provided, but not sold, to students during the school day on each participating school campus under the jurisdiction of the district; 3. Standards and nutrition guidelines for all foods and beverages sold to students during the school day on each participating school campus under the jurisdiction of the district that a. Are consistent with applicable requirements set forth in <i>7 C.F.R. 210.10</i> (meal requirements for lunches and after-school snacks) and <i>220.8</i> (meal requirements for breakfasts); b. Are consistent with the nutrition standards set forth under <i>7 C.F.R. 210.11</i> (competitive food service and standards); c. Permit marketing on the school campus during the school day of only those foods and beverages that meet the nutrition standards under <i>7 C.F.R. 210.11</i>; and d. Promote student health and reduce childhood obesity; 4. Identification of the position of the district or school official(s) responsible for the implementation and oversight of the local

STUDENT WELFARE
WELLNESS AND HEALTH SERVICES

FFA
(LEGAL)

school wellness policy to ensure each school's compliance with the policy;

5. A description of the manner in which parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public are provided an opportunity to participate in the development, implementation, and periodic review and update of the local school wellness policy; and
6. A description of the plan for measuring the implementation of the local school wellness policy, and for reporting local school wellness policy content and implementation issues to the public as required below.

Public Involvement
and Notification

A district must:

1. Permit parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public to participate in the development, implementation, and periodic review and update of the local school wellness policy.
2. Inform the public about the content and implementation of the local school wellness policy, and make the policy and any updates available to the public annually.
3. Inform the public about progress toward meeting the goals of the local school wellness policy and compliance with the local school wellness policy by making the triennial assessment, as required at item 2 under Implementation Assessments and Updates below, available to the public in an accessible and easily understood manner.

Implementation
Assessments and
Updates

A district must:

1. Designate one or more district or school officials to ensure that each participating school complies with the local school wellness policy.
2. At least once every three years, assess schools' compliance with the local school wellness policy, and make assessment results available to the public. The assessment must measure the implementation of the local school wellness policy, and include:

STUDENT WELFARE
WELLNESS AND HEALTH SERVICES

FFA
(LEGAL)

- a. The extent to which schools under the jurisdiction of the district are in compliance with the local school wellness policy;
 - b. The extent to which the district's local school wellness policy compares to model local school wellness policies; and
 - c. A description of the progress made in attaining the goals of the local school wellness policy.
3. Make appropriate updates or modifications to the local school wellness policy, based on the triennial assessment.

Recordkeeping

A district must retain records to document compliance with the requirements of this policy. These records include, but are not limited to:

1. The written local school wellness policy;
2. Documentation demonstrating compliance with community involvement requirements, including requirements to make the local school wellness policy and triennial assessments available to the public as required at Implementation Assessments and Updates above; and
3. Documentation of the triennial assessment of the local school wellness policy for each school under its jurisdiction.

Healthy, Hunger-Free Kids Act of 2010, Pub. L. No. 111-296, sec. 204, 124 Stat. 3183 (2010) [42 U.S.C. 1758b]; 7 C.F.R. 210.31(c)–(f)

[See CO for requirements relating to food services management, EHAA for state law requirements relating to health education, and FJ for requirements relating to food and beverage fundraisers.]

**Change in Health
Services**

Before a district or a school may expand or change the health-care services available at a school in the district from those that were available on January 1, 1999, the board must:

1. Hold a public hearing at which the board provides an opportunity for public comment and discloses all information on the proposed health-care services, including:
 - a. All health-care services to be provided;
 - b. Whether federal law permits or requires any health-care service provided to be kept confidential from parents;
 - c. Whether a child's medical records will be accessible to the parent;

STUDENT WELFARE
WELLNESS AND HEALTH SERVICES

FFA
(LEGAL)

- d. Information concerning grant funds to be used;
 - e. The titles of persons who will have access to the medical records of a student; and
 - f. The security measures that will be used to protect the privacy of students' medical records.
2. Approve the expansion or change by a record vote.

Education Code 38.012

BOARD INTERNAL ORGANIZATION
CITIZEN ADVISORY COMMITTEES

BDF
(LEGAL)

**School Health
Advisory Council**

The board shall establish a local School Health Advisory Council (SHAC) to assist the district in ensuring that local community values are reflected in the district's health education instruction. *Education Code 28.004(a)* [See EHAA regarding duties of the SHAC.]

The SHAC shall meet at least four times each year. *Education Code 28.004(d-1)*

Composition

The board shall appoint at least five members to the SHAC. A majority of members must be persons who are parents of students enrolled in the district and who are not employed by the district. One of those members shall serve as chair or co-chair of the SHAC.

The board also may appoint one or more persons from each of the following groups or a representative from a group other than a group specified:

1. Classroom teachers employed by the district;
2. School counselors certified under Education Code Chapter 21, Subchapter B, employed by the district;
3. School administrators employed by the district;
4. District students;
5. Health-care professionals licensed or certified to practice in this state, including medical or mental health professionals;
6. The business community;
7. Law enforcement;
8. Senior citizens;
9. The clergy;
10. Nonprofit health organizations; and
11. Local domestic violence programs.

Education Code 28.004(d)

Physical Activity
and Fitness
Planning
Subcommittee

The SHAC shall establish a physical activity and fitness planning subcommittee to consider issues relating to student physical activity and fitness and make policy recommendations to increase physical activity and improve fitness among students. *Education Code 28.004(l-1)*

Annual Report

In addition to its other duties, the SHAC shall submit to the board, at least annually, a written report that includes:

BOARD INTERNAL ORGANIZATION
CITIZEN ADVISORY COMMITTEES

BDF
(LEGAL)

1. Any SHAC recommendation concerning the district's health education curriculum and instruction or related matters that the SHAC has not previously submitted to the board;
2. Any suggested modification to a SHAC recommendation previously submitted to the board;
3. A detailed explanation of the SHAC's activities during the period between the date of the current report and the date of the last prior written report; and
4. Any recommendations made by the physical activity and fitness planning subcommittee.

Education Code 28.004(m)

Changes in
Curriculum

A district must consider the recommendations of the local SHAC before changing the district's health education curriculum or instruction. *Education Code 28.004(b)*

Public Statement

A district shall publish in the student handbook and post on the district's internet website, if the district has an internet website, a statement of:

1. The policies and procedures adopted to promote the physical health and mental health of students, the physical health and mental health resources available at each campus, contact information for the nearest providers of essential public health services under Health and Safety Code Chapter 121, and the contact information for the nearest local mental health authority;
2. The policies adopted to ensure that elementary school, middle school, and junior high school students engage in at least the amount and level of physical activity required by Education Code 28.002(l) [see EHAB and EHAC];
3. The number of times during the preceding year the SHAC has met;
4. Whether the district has adopted and enforces policies to ensure that district campuses comply with the Texas Education Agency's vending machine and food service guidelines for restricting student access to vending machines;
5. Whether the district has adopted and enforces policies and procedures that prescribe penalties for the use of e-cigarettes, as defined by Education Code 38.006, and tobacco products by students and others on school campuses or at school-sponsored or school-related activities [see DH and GKA];

6. Notice to parents that they can request in writing their child's physical fitness assessment results at the end of the school year [see FFAA]; and
7. Whether each campus in the district has a full-time nurse or full-time school counselor.

Education Code 28.004(k)

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

Note: This policy addresses discrimination, harassment, and retaliation against District students. For provisions regarding discrimination, harassment, and retaliation against District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

**Statement of
Nondiscrimination**

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Discrimination

Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, that adversely affects the student.

Prohibited Conduct

In this policy, the term “prohibited conduct” includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]

**Prohibited
Harassment**

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student’s race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student’s ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student’s academic performance; or
3. Otherwise adversely affects the student’s educational opportunities.

Prohibited harassment includes dating violence as defined by law and this policy.

Examples

Examples of prohibited harassment may include offensive or derogatory language directed at another person’s religious beliefs or

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; cyberharassment; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

**Sex-Based
Harassment**

As required by law, the District shall follow the procedures below at Response to Sexual Harassment—Title IX upon a report of sex-based harassment, including sexual harassment, gender-based harassment, and dating violence, when such allegations, if proved, would meet the definition of sexual harassment under Title IX. [See FFH(LEGAL)]

**Sexual Harassment
By an Employee**

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
 - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
 - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or other inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

By Others

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, contact, or communications, including electronic communication.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

Gender-Based Harassment

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; cyberharassment; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

**Reporting
Procedures**

Student Report

Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

Employee Report

Any District employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

Definition of District
Officials

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

*Title IX
Coordinator*

Reports of discrimination based on sex, including sexual harassment, gender-based harassment, or dating violence, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]

*ADA /
Section 504
Coordinator*

Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]

Superintendent

The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

**Alternative
Reporting
Procedures**

An individual shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

Timely Reporting

To ensure the District's prompt investigation, reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act.

Notice to Parents

The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.

[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

**Investigation of
Reports Other Than
Title IX**

The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that, if proved, would meet the definition of sexual harassment under Title IX, including sexual harassment, gender-based harassment, and dating violence, see the procedures below at Response to Sexual Harassment—Title IX.

The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.

Initial Assessment

Upon receipt or notice of a report, the District official shall determine whether the allegations, if proved, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation.

If the District official determines that the allegations, if proved, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.

Interim Action

If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

District Investigation	The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation. The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.
Criminal Investigation	If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.
Concluding the Investigation	Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation. The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.
<i>Notification of Outcome</i>	Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.
District Action <i>Prohibited Conduct</i>	If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.
Corrective Action	Examples of corrective action may include a training program for those involved in the report, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

	areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.
<i>Bullying</i>	If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.
<i>Improper Conduct</i>	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.
Appeal	A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.
Response to Sexual Harassment–Title IX	For purposes of the District's response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).
General Response	When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to: • Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint; • Consider the complainant's wishes with respect to supportive measures; and • Explain to the complainant the option and process for filing a formal complaint. The District's response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

Title IX Formal
Complaint Process

If a formal complaint is not filed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and the Student Code of Conduct.

To distinguish the process described below from the District's general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District's "Title IX formal complaint process."

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the District's website. In compliance with Title IX regulations, the District's Title IX formal complaint process shall address the following basic requirements:

1. Equitable treatment of complainants and respondents;
2. An objective evaluation of all relevant evidence;
3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;
4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;
5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;
6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;
7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;
8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a dismissal of a Title IX formal complaint or any allegations therein;
9. A description of the supportive measures available to the complainant and respondent;

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;
11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and
12. Other local procedures as determined by the Superintendent.

Standard of
Evidence

The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.

Retaliation

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation. The definition of prohibited retaliation under this policy also includes retaliation against a student who refuses to participate in any manner in an investigation under Title IX.

Examples

Examples of retaliation may include threats, intimidation, coercion, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim or offers false statements in a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action in accordance with law.

Records Retention

The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records control schedules, but for no less than the minimum amount of time required by law. [See CPC]

[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]

**Access to Policy and
Procedures**

Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

District Advisory Council (DAC) 09/24/2024 Sign in sheet

Name	Campus	Role	Signature
Dr. Jana Rueter - Chair	Admin	Superintendent	<i>Jana Rueter</i>
Dr. Molley Perry Co-Chair	Admin	Deputy Superintendent	<i>Molley Perry</i>
Dr. Stormy Hickman	Admin	Executive Director of T&L	<i>Stormy Hickman</i>
Bridgette Cornelius	Admin	Asst. Superintendent of Student Services	<i>Bridgette Cornelius</i>
Brian Page	Admin	Chief Technology Officer	<i>Brian Page</i>
Jeffri Orosco	Admin	Chief Financial Officer	<i>Jeffri Orosco</i>
Al Rodriguez	Admin	Director of Communications	<i>Al Rodriguez</i>
Sarah Juarez-Farias	Admin	Exec. Director of Human Resources	<i>Sarah Juarez-Farias</i>
Kim Martinec	Admin	Director of Assessment & Accountability	<i>Kim Martinec</i>
Nicole Hohensee	Admin	Director of Curriculum & Instruction	<i>Nicole Hohensee</i>
Kelsey Gipson	Admin	SPED Specialist	<i>Kelsey Gipson</i>
Parents			
Morgan Louvier	EIS & EMS		
Viri De La Cruz	NES		
Valerie Navejas	BTW & EIS		
Megan Howard	EIS & EHS		
Community Members			
Amy Miller			
Mary Penson			<i>Mary Penson</i>
Business Reps.			
Sue Beckwith-Tx Center for Local Foods		adviser	<i>Sue Beckwith</i>
Rafael De La Paz-Family Health Ctr. Center			
Teachers			
Kimberly Rodman	EES	Kindergarten Teacher	<i>Kimberly Rodman</i>
Jason Mullins		Tech - Teacher	<i>Jason Mullins</i>
Lindsey Skelton			
Kristy Clowdus		Teacher - Kinder	<i>Kristy Clowdus</i>
Margarita Almazan		Teacher - 1st	<i>Margarita Almazan</i>
Mindy Torres	NES		
Chris Parker (non-teaching prof.)		Asst. Principal	<i>Chris Parker</i>
Caitlin Culp			
Emily Breihan	BTW		
Austin Pryor			
Sylvester Salinas			
Rachel Wellauer	EIS		
Amanda Sand (non-teaching prof.)		8th Grade Counselor	<i>Amanda Sand</i>
Rebecca Core		teacher	<i>Rebecca Core</i>
Jorge Badillo	EMS	Jorge Badillo - TE	<i>Jorge Badillo</i>
Addisen Densmore			
Gabriela Johnson			
Randy Mathisen	EHS		<i>Randy Mathisen</i>
Eileen O'Connor	PHS		

Byron Mitchell

District Advisory Council

September 24, 2024

- Welcome
- Good things
- Purpose of the Committee
- State Accountability Update
- Scorecard Priorities & Community Based Accountability
 - Priority 1: Student Success
 - Priority 2: Professional Learning & Highly Effective Staff
 - Priority 3: Community Engagement & Partnerships
 - Priority 4: Fiscal and Operational Systems



Every student deserves access to engaging, innovative learning experiences so that they are provided choice and opportunity for their future.

Priority 1: Student Success

1.1 Academic Achievement Growth at All Levels

- 1.1.2 Systematically implement the EISD Teaching & Learning Curriculum Mgt Plan (CMP) across all campuses
- 1.1.3 Enhance and ensure data-driven instruction and progress monitoring
- 1.1.4 Refine and enhance systematic PLC processes to ensure fidelity district-wide
- 1.1.5 Ensure and enhance professional coaching model

1.2 Ensure Special Population Programs are Monitored and Enhanced

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

1.3 Student Readiness

- 1.3.1 Enhance, ensure, and increase student CCMR programs and opportunities
- 1.3.2 Embed compelling purpose and learner profile throughout District initiatives and professional learning opportunities.

1.4 Engaged, Well-Rounded students

- 1.4.1 Promote and increase student involvement and participation in extracurricular programs
- 1.4.2 Increase opportunities for and showcase student voice both in the classroom and beyond
- 1.4.3 Enhance and increase opportunities for students to learn and serve beyond the classroom
- 1.4.4 Increase average daily attendance rates for students across the district

1.5 Student Safety and Well-being

- 1.5.1 Improve student behavior and wellness
- 1.5.2 Utilize student well-being survey results to identify needs and inform activities to support student well-being
- 1.5.3 Sustain and enhance school emergency operation procedures

Priority 2: Professional Learning and Highly Effective Staff

2.1 Recruit High Quality Staff

- 2.1.1 Sustain and enhance district "Grow Your Own" program
- 2.1.2 Create innovative support systems for new-to-profession teachers and new-to-role staff
- 2.1.3 Develop a pay structure that reflects district commitment to high quality staff at all levels

2.2 Growth and Development

- 2.2.1 Build a professional learning calendar/PD plan and support processes for all staff
- 2.2.2 Develop pipeline programs for staff to move to next level of employment/leadership
- 2.2.3 Develop professional learning opportunities based upon feedback and identified needs including culturally and linguistically responsive instruction and the impact of trauma

2.3 Staff Safety and Well-being

- 2.3.1 Create staff wellness program
- 2.3.2 Conduct staff well-being/satisfaction survey
- 2.3.3 Sustain and enhance school emergency operation procedures

2.4 Staff Satisfaction and Engagement

- 2.4.1 Conduct Superintendent and Executive Cabinet Campus/Department Tours to engage and gain feedback
- 2.4.2 Recognize staff at all levels (written and public platforms)
- 2.4.3 Utilize staff well-being/satisfaction survey to identify needs and inform activities to support staff well-being
- 2.4.4 Facilitate District Advisory Council and Superintendent Roundtable
- 2.4.5 Increase annual retention rate

Priority 3: Community Engagement and Partnerships

3.1 Parent Satisfaction and Engagement

- 3.1.1 Enhance website development, social media messaging and parent communication platforms
- 3.1.2 Utilize parent satisfaction survey to identify strengths and respond to needs
- 3.1.3 Develop a listening and action protocol based on survey results
- 3.1.4 Conduct parent information sessions and feedback opportunities presented by Superintendent

3.2 Community Satisfaction and Engagement

- 3.2.1 Continue implementation of the marketing/communication plan to highlight our schools
- 3.2.2 Conduct Community-Based Advisory Council meetings and develop action steps
- 3.2.3 Conduct community information sessions and feedback opportunities by Superintendent

3.3 Partnerships with Business and Other Governmental Agencies

- 3.3.1 Explore and expand School-Business Partners
- 3.3.2 Strengthen processes and protocols with Elgin Education Foundation
- 3.3.3 Strengthen relationships, processes, and protocols with business and governmental partners

Priority 4: Fiscal and Operational Systems

4.1 Ensure Strong Financial Stewardship and Operational Efficiency

- 4.1.1 Align budget to strategic outcomes and needs
- 4.1.2 Ensure financial transparency to stakeholders through websites, publications, monthly financial reports, bond oversight committee meetings, and budget meetings

4.2 Transparent, Systematic Long-Range Facility Planning

- 4.2.1 Utilize Long Range Facility Plan (LRFP) to inform decisions related to district expansion and improvement of facilities
- 4.2.2 Review progress with Executive Cabinet monthly on LRFP projects
- 4.2.3 Conduct quarterly meetings for the bond committee and community
- 4.2.4 Present monthly Board reports to review progress in Bond Construction projects

4.3 Maintain Safe, Secure, and Educationally Innovative Facilities

- 4.3.1 Develop and sustain a preventative maintenance plan for facilities
- 4.3.2 Sustain a Long Range Safety Plan (LRSP) for district and campuses with action steps presented annually to School Board
- 4.3.3 Utilize staff, student, and parent safety surveys in fall and spring to inform needs and specific actions related to safety
- 4.3.4 Facilitate Safety Symposium held in spring; District Safety Council including staff, parents, students, community members
- 4.3.5 Implement plans for future innovative facilities through the Bond Planning Committee
- 4.3.6 Develop and sustain a Long Range Technology Plan (LRTP) for district and campuses with action steps presented annually to School Board