Elgin Independent School District

2026-2027 District Improvement Plan

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Vision

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

Value Statement

In Elgin ISD, we believe that every student deserves access to engaging, innovative learning experiences so that they are provided choice and opportunity for their future.

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Elgin ISD completed its comprehensive needs assessment for 2026–27 using state accountability results, TAPR and PEIMS data, local assessment data, the October 2025 ESSA validations and Program Monitoring Visit (PMV), and feedback from the District Advisory Committee, District Leadership Team, staff, families, and community members. The needs identified below guide the district's use of Title II, Part A funds and are aligned to the Effective District Framework.

Title II, Part A Uses Identified Through the Comprehensive Needs Assessment

- **Culture and Classroom Management (Five Elementary Title I Campuses):** The district identified a need to strengthen positive school culture, student engagement, relationships, and classroom management at the elementary level. The district will continue Capturing Kids' Hearts, a relationship-driven culture and classroom management program the campuses have already implemented, to support consistent relationship-building and a positive campus climate.
- **Accountability Data Training (Eight of Nine Campuses, Not the DAP Campus):** The district identified a need to strengthen administrators' capacity to understand, analyze, and use student performance and accountability data to guide instructional decisions, monitor progress, and develop targeted improvement strategies. Administrators and relevant staff will receive KT Accountability data and accountability training.
- **Literacy Instruction (Elementary Campuses):** The district identified a need to strengthen elementary teachers' knowledge and use of effective, evidence-based literacy instruction to improve reading outcomes. Teachers will receive professional development in evidence-based literacy practices.
- **Assessment Data Training (Elementary Campuses):** The district identified a need to strengthen elementary teachers' use of NWEA MAP Growth data to identify student needs, monitor growth, differentiate instruction, and plan. Teachers will receive professional development on using NWEA MAP data effectively.
- **Leadership Conference (Administrators From the Six Title I Campuses or Their Designees):** The district identified a need to strengthen instructional leadership and campus improvement practices at Title I campuses. Administrators or their designees will attend a professional leadership conference in San Antonio focused on instructional leadership and campus improvement.
- **Parent and Family Engagement Training (ESC Region 13):** Through the Program Monitoring Visit (PMV) process, the district identified a need to strengthen Parent and Family Engagement and meaningful consultation. ESC Region 13 will provide 8 to 10 sessions for staff and campus leaders at Title I campuses on Parent and Family Engagement, meaningful consultation, and family partnerships. The Federal Programs Coordinator coordinates the sessions, and principals then lead Parent and Family Engagement sessions on their campuses so the practices reach families directly.

Framework Alignment Overview

- **Broad Goals:** The six levers, matching EDF Levers 1–6.
- **Performance Objectives:** EDF Essential Actions, which name what the district will do (for example, Essential Action 6.1).
- **Strategies:** EDF Key Practices, which name how the district will do it (for example, Key Practice 6.5.1).
- **Expected Result/Impact:** Success criteria, the district's evidence of implementation.

Demographics

Summary

Elgin ISD is a growing district in Bastrop County with nine campuses. The 2024–25 TAPR reports 5,941 students, and the April 2026 CEP report shows 6,217. Students are 78.2% Hispanic, 10.0% White, 8.6% African American, and 2.7% Two or More Races, with fewer than 1% Asian, American Indian, or Pacific Islander.

Student Groups: Most students qualify for added support. The TAPR reports 80.0% of students as economically disadvantaged, 76.8% at risk, 49.4% emergent bilingual, 14.5% in special education, 10.0% gifted and talented, and 6.1% served under Section 504. The district's student-group counts are not yet reliable. The economically disadvantaged rate fell from 80.0% to 55.9% in one year with no matching change in the student population, and the TAPR reports 45 homeless students while the McKinney-Vento count shows 125.

Attendance, Discipline, and Mobility: Attendance was 91.0%, compared with 93.5% statewide, and 29.6% of students were chronically absent, compared with 19.0% statewide. Disciplinary removals also cost instructional time; by late September 2026, Elgin Intermediate had lost 68 instructional days to removals. In 2023–24, 855 students were mobile.

Graduation and Dropout: The Class of 2024 four-year graduation rate was 90.2%, close to the state rate of 90.7%. The 2023–24 annual dropout rate was 0.4% in grades 7–8 and 2.2% in grades 9–12.

Staff: Elgin ISD teachers are less experienced and turn over faster than teachers statewide. Teachers average 7.8 years of experience, compared with 11.2 statewide, and teacher turnover was 24.9%, compared with 18.8%. Certified bilingual teachers are scarce, and some campuses rely heavily on uncertified teachers, including 59% of teachers at Harvest Ridge.

Stakeholders: Families, staff, students, community members, and business partners help shape the plan through the District Advisory Committee, the District Leadership Team, and the bilingual Improvement Plan Community Feedback form.

Overall, the data show a growing, high-need, largely Hispanic and bilingual student population. The district's main demographic needs are attendance, accurate student-group data, and an experienced, certified teaching staff.

Strengths

- Enrollment is growing, from 5,941 students in 2024–25 to 6,217 in April 2026.
- The four-year graduation rate (90.2%) is close to the state rate (90.7%), and the grade 7–8 dropout rate is 0.4%.
- 45.4% of students in grades 9–12 completed at least one advanced or dual-credit course, close to the state rate of 45.7%.
- Bilingual/ESL, special education, gifted and talented, and Career and Technical Education programs serve 3,032, 861, 596, and 1,484 students.
- Families and community members can give input in English and Spanish.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Students miss too much school. District attendance was 91.0% compared with 93.5% statewide, and chronic absenteeism was 29.6% compared with 19.0% statewide (2024-25 TAPR).	The district has no tiered attendance system. Absences are addressed after they accumulate rather than at the first warning sign, campuses don't receive early-warning attendance data on a set schedule, and family outreach depends on each campus.
2 ★	Student-group data used for accountability and federal funding is unreliable. The district's economically disadvantaged rate fell from 80.0% to 55.9% in one year with no matching change in the student population; the TAPR reports 45 homeless students while the McKinney-Vento end-of-year count shows 125, and more than half of listed migrant students show as withdrawn.	The district has no verification step before submitting to PEIMS. Identification depends on campus-level coding and forms, and under the Community Eligibility Provision, the district no longer collects meal applications, so the district must document economically disadvantaged status another way.
3 ★	Emergent bilingual students (49.4% of enrollment) are not making enough progress in English or in content. Neidig, Elgin Middle, Harvest Ridge, and Trinity Ranch earned 0 of 4 points for English language proficiency, 42% of students taking grade 3 Spanish RLA reached Approaches compared with 61% in English, and 80% of students taking grade 5 Spanish science scored Did Not Meet.	Language development is not planned into Tier 1 instruction on every campus, certified bilingual teachers are scarce, and campuses do not consistently decide which language students test in.

★ = Priority

Student Learning

Summary

Elgin ISD was rated D (66) in 2026 for the fourth consecutive year, with Student Achievement at 65, School Progress at 62, and Closing the Gaps at 68. Of all STAAR tests, 57% reached Approaches, 29% reached Meets, and 8% reached Masters, which trails the state by 19 points at Approaches and 23 at Meets. Meets rates were 33% in reading, 23% in math, 27% in science, and 30% in social studies. Students are also growing more slowly than students statewide. District academic growth was 62 in 2026, compared with a state median of 73. Reading growth has stayed at 54 for four years, compared with 67 statewide, and no elementary campus reaches the state median of 76.

Mathematics: Math is the weakest subject at every level. In 2026, 10% of grade 7 students reached Approaches, compared with 42% in grade 6 and 50% in grades 3 and 4, and 64% of students passed Algebra I. Local data agree: more than half of students in grades 1–12 score below the 41st percentile on the interim math assessment, and all three turnaround campuses missed their math goals.

Writing and Science: About half of students passed English I (51%) and English II (50%). In science, 60% of grade 5 students testing in English, 80% of grade 5 students testing in Spanish, and 58% of grade 8 students scored Did Not Meet.

Early Grades: Too few students leave grade 3 on grade level. In 2026, 39% of grade 3 students reached Meets in reading and 26% in math, with lower rates for Hispanic students (32% and 26%) and economically disadvantaged students (28% and 24%).

Student Groups: The district's Closing the Gaps score rose to 68, but gaps remain uneven by campus. Elgin Middle fell from 78 to 62, and Elgin Middle and Booker T. Washington are identified for targeted support. Emergent bilingual students are not making enough progress: four campuses earned 0 of 4 points for English language proficiency, and 42% of students taking grade 3 Spanish reading reached Approaches, compared with 61% in English. Special education performance remains below targets. Among higher-performing students, 45% of those who scored Masters in 2025 dropped a performance level in 2026.

College, Career, and Military Readiness: 85% of graduates met at least one CCMR indicator, including 83% of Hispanic and 82% of economically disadvantaged graduates.

Supports: Students who do not pass STAAR or an end-of-course exam receive 15 to 30 hours of accelerated instruction under HB 1416. In summer 2027, the district will offer Jump Start math for rising grade 4 students and bilingual summer school for emergent bilingual students. The plan includes proposed HB 3 early literacy, early mathematics, and CCMR goals, with Board adoption planned for February 2027.

Strengths

- Closing the Gaps has improved every year since 2023, from 57 to 68.
- The share of tests at Meets or above rose from 26% to 29%, the highest since 2022, and science gained 7 points at Meets.
- Math growth rose 5 points in 2026, compared with 1 point statewide.
- 85% of graduates met at least one CCMR indicator.
- 45.4% of students in grades 9–12 completed at least one advanced or dual-credit course, close to the state rate of 45.7%.
- Accelerated instruction and summer programs target specific gaps, such as grade 3 to grade 4 math and language development for emergent bilingual students.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Students are not growing enough in a year. District academic growth is 62 compared with a state median of 73; reading growth has been 54 for four years compared with 67 statewide, and no elementary campus reaches the state median of 76.	Tier 1 instruction is inconsistent across classrooms. High-quality instructional materials are implemented and internalized unevenly, and intervention is carrying work that core instruction should do.
2 ★	Mathematics is the weakest subject at every level. In 2026, 10% of grade 7 students reached Approaches in math, compared with 42% in grade 6, 50% in grades 3 and 4, and 64% passing Algebra I. More than half of students in grades 1 to 12 score below the 41st percentile on the interim math assessment, and all three turnaround campuses missed their math goals (EIS 9% Meets against a 20% goal).	Math instruction is not vertically aligned, so students do not secure prerequisite skills before moving on. Common assessments may not match STAAR rigor, and priority campuses have math vacancies and uncertified math teachers.
3 ★	High-performing students are slipping. 45% of students who scored Masters in 2025 dropped a performance level in 2026.	Planning and intervention focus on students below Approaches. Teachers have no "maintain or advance" target for students already at Meets or Masters.
4 ★	Students cannot yet write analytically or demonstrate grade-level science mastery. About half of students passed English I (51%) and English II (50%), and 60% of grade 5 students (English), 80% (Spanish), and 58% of grade 8 students scored Did Not Meet in science.	The district has no vertically aligned success criteria for extended constructed responses, writing is not taught across content areas, and elementary science time and academic vocabulary instruction vary by campus.
5 ★	Too few students leave grade 3 reading and doing math at grade level. In 2026, 39% of grade 3 students reached Meets in reading and 26% in math, with lower rates for Hispanic students (32% and 26%) and economically disadvantaged students (28% and 24%).	PK to grade 2 foundational literacy and numeracy screening and instruction are not standardized across campuses, and kindergarten screening shows gaps in school readiness on entry.

6 ★	Gaps between student groups persist and are uneven by campus. The district's Closing the Gaps score rose to 68, but Elgin Middle fell from 78 to 62, and English language proficiency and special education performance remain below targets.	Teachers and campus leaders don't track student-group progress on a set schedule, and support for emergent bilingual students and students with disabilities depends on each campus.
7 ★	CCMR rates are stable but not rising for every group, and the district's CCMR plan does not yet match updated state expectations. 85% of graduates met a CCMR indicator, compared with 83% of Hispanic and 82% of economically disadvantaged graduates.	The district has no long-term CCMR plan reviewed against the new state criteria, and the district does not track individual students' CCMR status from grade 9.

★ = Priority

District Processes & Programs

Summary

Elgin ISD has the basic systems of an improvement process in place. Campuses hold weekly walkthroughs and PLCs and collect walkthrough, common assessment, and interim assessment data. The district does not yet manage these systems to results: it does not review data against targets on a set schedule with a named owner and a recorded decision, and it does not evaluate its programs for effectiveness.

Curriculum, Instruction, and Professional Learning: High-quality instructional materials are implemented and internalized unevenly, and math is not vertically aligned. Walkthrough feedback does not consistently lead to coaching and teacher growth, the district has no shared definition of a PLC, and staff have asked for role-specific data training. Title II, Part A professional learning and the district's LASO Cycle 4 grants (LIFT and TSS) address these needs.

Staffing and Organization: Recruitment is reactive, so the district hires late and relies on uncertified hires without a plan to certify each one. The leadership structure grew around earlier initiatives instead of the district's current priorities, and campuses receive district requirements through different channels.

Programs for Students: The district offers Bilingual/ESL, special education, dyslexia, gifted and talented, Career and Technical Education, State Compensatory Education, and 21st Century ACE after-school programs. Tier 1 behavior systems are uneven across campuses.

Safety, Technology, and Compliance: Safety training, incident reporting, and threat assessment records are not tracked in one place, and technology readiness for online testing is handled separately by each department. The October 2025 ESSA validations found missing evidence for Title I stakeholder involvement, meaningful consultation, and migrant identification, and district-level consultation was rated Improvement Required. The district is correcting the migrant finding through its Migrant Identification and Recruitment Plan.

Funding: The district blends federal, state, and local funds, including Title I, Part A; Title II, Part A; Title III, Part A; Title IV, Part A (transferred to Title I); LASO; 21st Century ACE; Perkins; IDEA B; and State Compensatory Education. The budget is still built by department instead of from improvement priorities, and recommendations from the 2026 external performance review need owners and timelines.

Strengths

- Every campus holds weekly walkthroughs and PLCs.
- The district collects walkthrough, common assessment, and interim assessment data every week.
- The district offers a full range of programs for students, including Bilingual/ESL, special education, gifted and talented, Career and Technical Education, and after-school programs.
- LASO Cycle 4 grants (LIFT and TSS) and Title II, Part A funds support district improvement and professional learning.
- Students have access to 21 full-time and 2 part-time counselors.

Problem Statements Identifying District Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	The district collects walkthrough, CBA, interim assessment, and PLC data weekly, but it does not review results against targets on a fixed schedule with a named owner and a recorded decision, and it does not evaluate district programs and initiatives for effectiveness.	The district has built systems that monitor data but not systems that manage performance. No fixed routine assigns an owner, compares results to targets, and requires a decision to continue, adjust, or stop.
2 ★	Walkthroughs and PLCs happen weekly, but there is no consistent evidence that feedback leads to coaching, re-observation, and teacher growth, or that every PLC uses student data to plan instruction.	Instructional improvement depends on individual leaders rather than a common process. The district has no shared definition of a PLC, calibration happens only at the campus level, walkthrough look-fors are not tied to CBA data, and the district tracks counts of walkthroughs and PLCs rather than teacher growth.
3 ★	The district's leadership structure is not organized around its improvement priorities. Principals need clarity on who supports them on each priority, and key initiatives such as LIFT are known only to a few district leaders.	Roles and reporting lines grew around earlier initiatives rather than being designed around the Effective Schools Framework and the district's instructional priorities, and the district has no project management process for organizational change.
4 ★	Elgin ISD can't staff every classroom with a certified, experienced teacher. Teacher turnover was 24.9% compared with 18.8% statewide, and teachers average 7.8 years of experience compared with 11.2 statewide (2024-25 TAPR). 59% of Harvest Ridge teachers are uncertified, Booker T. Washington has five non-certified instructors in grades 4 & 5, & certified bilingual teachers are scarce districtwide.	Recruitment is reactive. The district does not project vacancies early, hires late, and relies on uncertified and alternatively certified hires without a structured plan to certify each one.
5 ★	Campuses receive district requirements inconsistently. Information shared at one campus is not always the same at another, and principals receive requirements from several departments through different channels.	The district has no single communication channel or requirements calendar for campuses, and each department communicates on its own schedule.

6 ★	Educators have access to data but do not consistently turn it into instructional decisions. Data is not a weekly priority in every PLC, the district data dashboard is a spreadsheet, and administrators and teachers have asked for training in reading accountability and interim assessment growth data.	The district lacks a common data calendar or protocol for analyzing and acting on data, and data training has been general rather than role-specific.
7 ★	Students lose instructional time to disciplinary removals. By late September 2026, Elgin Intermediate lost 68 instructional days to removals.	Tier 1 behavior systems are implemented unevenly, and campuses remove students before trying Tier 2 behavior supports.
8 ★	District resources are not consistently tied to improvement priorities, and the recommendations from the district's 2026 external performance review need owners, timelines, and regular progress reporting to the Board.	The budget is built by department and line item rather than from the district's improvement priorities, and there is no routine for tracking and reporting progress on external review recommendations.
9 ★	The district can't yet show federal monitors the evidence behind programs. The October 2025 ESSA validations found a lack of evidence for Title I campus stakeholder involvement, district-level consultation, & migrant identification; district-level consultation was rated Improvement Required, & the 2025-26 ESSA Consolidated Compliance Report was out of compliance, which costs at-risk indicator pts.	Federal program requirements have depended on one coordinator and on each principal's follow-through, with no district evidence calendar, no named owner for each requirement, and no routine check that evidence reaches the federal compliance platform, so one campus's missing documentation puts the whole district out of compliance.
10 ★	The district cannot yet show that every required student safety and protection program is in place on every campus. Training rosters, incident reporting with parent notification, and threat assessment team meetings are not tracked in one place, so the district cannot confirm that all required staff are trained or that every campus follows the same procedures.	Safety and protection requirements are spread across several departments and campuses, with no single owner, calendar, or evidence file for each requirement.

11 ★	The district does not have one routine that confirms technology is ready and secure before it is needed. Cybersecurity training and policy requirements, software renewals, and device and network checks for online STAAR, TELPAS, and interim assessments are handled separately, so problems can surface during a testing window or a renewal deadline.	Technology readiness, security, and software decisions are spread across departments, with no shared calendar, named owner, or checklist for each requirement.

★ = Priority

Perceptions

Summary

The district gathers perceptions data from the October 2025 ESSA validations, District Advisory Committee and District Leadership Team meetings, the bilingual Improvement Plan Community Feedback form, and campus family engagement records.

Families and Community: Families do not yet have consistent, meaningful ways to take part in planning. The ESSA validations found that Parent and Family Engagement and meaningful consultation needed attention, and district-level consultation was rated Improvement Required. Each campus's family engagement depends on its principal because the district has no standard family engagement and communication plan.

Staff: Outside of a few district leaders, staff do not know about LIFT or what it means, and social media is shaping perceptions of a possible new reading curriculum. Teacher turnover of 24.9%, compared with 18.8% statewide, points to a need to strengthen staff culture and retention.

Strengths

- Strong community and business partnerships that support students.
- Families and community members can give input in English and Spanish through the Improvement Plan Community Feedback form.
- The District Advisory Committee and District Leadership Team give staff, parents, and community members a voice in planning.
- Established communication with parents, families, staff, students, and community members.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Families do not have consistent, meaningful opportunities to take part in planning and their children's learning. The October 2025 ESSA validations (federal program monitoring) identified Parent and Family Engagement and meaningful consultation as needing attention.	The district has no standardized family engagement and communication plan, so each campus's practice depends on its principal.
2 ★	Staff doesn't share a clear understanding of district priorities. Outside of a few district leaders, staff doesn't know the district is part of LIFT or what it means, and social media is shaping perceptions of a possible new reading curriculum.	The district launches initiatives without a communication plan that tells staff what is changing, why, and what it means for their work.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Students miss too much school. District attendance was 91.0% compared with 93.5% statewide, and chronic absenteeism was 29.6% compared with 19.0% statewide (2024-25 TAPR).	The district has no tiered attendance system. Absences are addressed after they accumulate rather than at the first warning sign, campuses don't receive early-warning attendance data on a set schedule, and family outreach depends on each campus.
2 ★	Emergent bilingual students (49.4% of enrollment) are not making enough progress in English or in content. Neidig, Elgin Middle, Harvest Ridge, and Trinity Ranch earned 0 of 4 points for English language proficiency, 42% of students taking grade 3 Spanish RLA reached Approaches compared with 61% in English, and 80% of students taking grade 5 Spanish science scored Did Not Meet.	Language development is not planned into Tier 1 instruction on every campus, certified bilingual teachers are scarce, and campuses do not consistently decide which language students test in.
3 ★	Student-group data used for accountability and federal funding is unreliable. The district's economically disadvantaged rate fell from 80.0% to 55.9% in one year with no matching change in the student population; the TAPR reports 45 homeless students while the McKinney-Vento end-of-year count shows 125, and more than half of listed migrant students show as withdrawn.	The district has no verification step before submitting to PEIMS. Identification depends on campus-level coding and forms, and under the Community Eligibility Provision, the district no longer collects meal applications, so the district must document economically disadvantaged status another way.
4 ★	Too few students leave grade 3 reading and doing math at grade level. In 2026, 39% of grade 3 students reached Meets in reading and 26% in math, with lower rates for Hispanic students (32% and 26%) and economically disadvantaged students (28% and 24%).	PK to grade 2 foundational literacy and numeracy screening and instruction are not standardized across campuses, and kindergarten screening shows gaps in school readiness on entry.
5 ★	Mathematics is the weakest subject at every level. In 2026, 10% of grade 7 students reached Approaches in math, compared with 42% in grade 6, 50% in grades 3 and 4, and 64% passing Algebra I. More than half of students in grades 1 to 12 score below the 41st percentile on the interim math assessment, and all three turnaround campuses missed their math goals (EIS 9% Meets against a 20% goal).	Math instruction is not vertically aligned, so students do not secure prerequisite skills before moving on. Common assessments may not match STAAR rigor, and priority campuses have math vacancies and uncertified math teachers.

6

Students are not growing enough in a year. District academic growth is 62 compared with a state median of 73; reading growth has been 54 for four years compared with 67 statewide, and no elementary campus reaches the state median of 76.

Tier 1 instruction is inconsistent across classrooms. High-quality instructional materials are implemented and internalized unevenly, and intervention is carrying work that core instruction should do.

7

The district collects walkthrough, CBA, interim assessment, and PLC data weekly, but it does not review results against targets on a fixed schedule with a named owner and a recorded decision, and it does not evaluate district programs and initiatives for effectiveness.

The district has built systems that monitor data but not systems that manage performance. No fixed routine assigns an owner, compares results to targets, and requires a decision to continue, adjust, or stop.

8

Walkthroughs and PLCs happen weekly, but there is no consistent evidence that feedback leads to coaching, re-observation, and teacher growth, or that every PLC uses student data to plan instruction.

Instructional improvement depends on individual leaders rather than a common process. The district has no shared definition of a PLC, calibration happens only at the campus level, walkthrough look-fors are not tied to CBA data, and the district tracks counts of walkthroughs and PLCs rather than teacher growth.

9

The district's leadership structure is not organized around its improvement priorities. Principals need clarity on who supports them on each priority, and key initiatives such as LIFT are known only to a few district leaders.

Roles and reporting lines grew around earlier initiatives rather than being designed around the Effective Schools Framework and the district's instructional priorities, and the district has no project management process for organizational change.

10

Elgin ISD can't staff every classroom with a certified, experienced teacher. Teacher turnover was 24.9% compared with 18.8% statewide, and teachers average 7.8 years of experience compared with 11.2 statewide (2024-25 TAPR). 59% of Harvest Ridge teachers are uncertified, Booker T. Washington has five non-certified instructors in grades 4 & 5, & certified bilingual teachers are scarce districtwide.

Recruitment is reactive. The district does not project vacancies early, hires late, and relies on uncertified and alternatively certified hires without a structured plan to certify each one.

11

Campuses receive district requirements inconsistently. Information shared at one campus is not always the same at another, and principals receive requirements from several departments through different channels.

The district has no single communication channel or requirements calendar for campuses, and each department communicates on its own schedule.

12 ★

Educators have access to data but do not consistently turn it into instructional decisions. Data is not a weekly priority in every PLC, the district data dashboard is a spreadsheet, and administrators and teachers have asked for training in reading accountability and interim assessment growth data.

The district lacks a common data calendar or protocol for analyzing and acting on data, and data training has been general rather than role-specific.

13 ★

District resources are not consistently tied to improvement priorities, and the recommendations from the district's 2026 external performance review need owners, timelines, and regular progress reporting to the Board.

The budget is built by department and line item rather than from the district's improvement priorities, and there is no routine for tracking and reporting progress on external review recommendations.

14 ★

Families do not have consistent, meaningful opportunities to take part in planning and their children's learning. The October 2025 ESSA validations (federal program monitoring) identified Parent and Family Engagement and meaningful consultation as needing attention.

The district has no standardized family engagement and communication plan, so each campus's practice depends on its principal.

15 ★

Staff doesn't share a clear understanding of district priorities. Outside of a few district leaders, staff doesn't know the district is part of LIFT or what it means, and social media is shaping perceptions of a possible new reading curriculum.

The district launches initiatives without a communication plan that tells staff what is changing, why, and what it means for their work.

16 ★

The district can't yet show federal monitors the evidence behind programs. The October 2025 ESSA validations found a lack of evidence for Title I campus stakeholder involvement, district-level consultation, & migrant identification; district-level consultation was rated Improvement Required, & the 2025-26 ESSA Consolidated Compliance Report was out of compliance, which costs at-risk indicator pts.

Federal program requirements have depended on one coordinator and on each principal's follow-through, with no district evidence calendar, no named owner for each requirement, and no routine check that evidence reaches the federal compliance platform, so one campus's missing documentation puts the whole district out of compliance.

17 ★

CCMR rates are stable but not rising for every group, and the district's CCMR plan does not yet match updated state expectations. 85% of graduates met a CCMR indicator, compared with 83% of Hispanic and 82% of economically disadvantaged graduates.

The district has no long-term CCMR plan reviewed against the new state criteria, and the district does not track individual students' CCMR status from grade 9.

18 ★

Gaps between student groups persist and are uneven by campus. The district's Closing the Gaps score rose to 68, but Elgin Middle fell from 78 to 62, and English language proficiency and special education performance remain below targets.

Teachers and campus leaders don't track student-group progress on a set schedule, and support for emergent bilingual students and students with disabilities depends on each campus.

19 ★

High-performing students are slipping. 45% of students who scored Masters in 2025 dropped a performance level in 2026.

Planning and intervention focus on students below Approaches. Teachers have no "maintain or advance" target for students already at Meets or Masters.

20 ★

Students lose instructional time to disciplinary removals. By late September 2026, Elgin Intermediate lost 68 instructional days to removals.

Tier 1 behavior systems are implemented unevenly, and campuses remove students before trying Tier 2 behavior supports.

21 ★

The district cannot yet show that every required student safety and protection program is in place on every campus. Training rosters, incident reporting with parent notification, and threat assessment team meetings are not tracked in one place, so the district cannot confirm that all required staff are trained or that every campus follows the same procedures.

Safety and protection requirements are spread across several departments and campuses, with no single owner, calendar, or evidence file for each requirement.

22 ★

Students cannot yet write analytically or demonstrate grade-level science mastery. About half of students passed English I (51%) and English II (50%), and 60% of grade 5 students (English), 80% (Spanish), and 58% of grade 8 students scored Did Not Meet in science.

The district has no vertically aligned success criteria for extended constructed responses, writing is not taught across content areas, and elementary science time and academic vocabulary instruction vary by campus.

23 ★

The district does not have one routine that confirms technology is ready and secure before it is needed. Cybersecurity training and policy requirements, software renewals, and device and network checks for online STAAR, TELPAS, and interim assessments are handled separately, so problems can surface during a testing window or a renewal deadline.

Technology readiness, security, and software decisions are spread across departments, with no shared calendar, named owner, or checklist for each requirement.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**
- [x] **Results Driven Accountability (RDA)**
- [x] **Community Based Accountability System (CBAS)**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**

- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **SAT and/or ACT assessment data**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Prekindergarten Self-Assessment Tool**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Other PreK - 2nd grade assessment data**
- [x] **Grades that measure student performance based on the TEKS**
- [x] **Texas Success Initiative (TSI) data**
- [x] **Other**

STAAR RELEASED CAMPUS REPORTS 2026

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/ stability**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator,**

- [ ] **explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**
- [x] **Dual-credit and/or college prep course completion data**
- [x] **STEM and/or STEAM data**
- [x] **Pregnancy and related services data**
- [x] **Graduation plan types**
- [x] **Foster Care data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**
- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**

- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Teacher recruitment/retention rates and other data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**
- [x] **Parent and community partnership data**
- [x] **Parent activity evaluations and feedback data**
- [x] **Community service agencies and support services**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Technology and resource allocation data**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**
- [x] **Other**

Long-Range Facilities Plan, Bond Plan, Technology Plan, CTE and CCMR Plans, Effective District Framework Diagnostic

Goals

Goal 1

LEVER 1: PLANNING AND PERFORMANCE MANAGEMENT
The district creates a clear and compelling vision for student success. It develops a strategic road map with key strategies and emphasizes the importance of implementation planning, project management, and continuous performance assessment. The district aims to instill a culture of ongoing improvement throughout the organization.

Performance Objective 1 ☑ High Priority

ESSENTIAL ACTION 1.3: Implementation Planning and Project Management

Plan for and project manage implementation of prioritized district initiatives, beginning with the reorganization of district leadership around campus support. By May 2027, Elgin ISD will complete 100% of reorganization milestones on schedule or re-plan them on the record, every priority initiative (the reorganization, LIFT, the Instructional Framework, HQIM adoption, the district strategy session action plan, and the EDF diagnostic) will have a written implementation plan with milestones and an owner, and at least 90% of principals and affected district staff will report clarity on who supports them on each priority.

Evaluation Data Source: SUCCESS CRITERIA: Reorganization plan and milestone tracker with monthly cabinet review notes; Board-approved organizational chart and job descriptions; updated Staff Responsible fields in the DIP and all CIPs; one-page implementation plan per priority initiative; role-clarity survey (baseline December 2026 and May 2027); continuity checks during the transition.

Strategy 1

KEY PRACTICE 1.3.1: Implementation Planning. Plan the district reorganization as a project. In fall 2026 the district added two Assistant Superintendent of Curriculum and Instruction positions (elementary and secondary), who serve as the District Coordinators of School Improvement and the direct district support for principals. The former Director of Curriculum and Instruction role is now the Director of School Improvement. The organizational chart released on October 20, 2026 places principal supervision, school improvement, and curriculum under the two Assistant Superintendents: the five elementary principals, School Improvement, Bilingual and ESL, Assessment and Accountability, Federal Programs, and Early Childhood report to the Assistant Superintendent of Elementary Curriculum and Instruction, and the four secondary principals, Special Education and MTSS, CCMR and CTE, and the content coordinators report to the Assistant Superintendent of Secondary Curriculum and Instruction. The next step is a transition plan with a timeline, milestones, and owners.

Strategy's Expected Result/Impact: The transition plan and milestone tracker for the October 2026 reorganization are in place by December 18, 2026. 100% of milestones have a named owner and due date, and 100% are completed on time or re-planned on the record at the monthly cabinet review.

Staff Responsible for Monitoring: Deputy Superintendent; Superintendent;

Problem Statements: District Processes & Programs 3

Formative Reviews

No Progress

December	February	April	June

Strategy 2 ☑ Talent Plan

KEY PRACTICE 1.3.2: Project Management. Run each of the district's six priority initiatives from a one-page implementation plan (goal, milestones, owner, dates, and evidence) reviewed at a standing monthly cabinet project review. The six priority initiatives are: (1) the district leadership reorganization around campus support; (2) LIFT, the district's improvement partnership with Engage2Learn, including the BOY, MOY, and EOY performance management step-backs; (3) the Elgin ISD Instructional Framework, including PLCs and observation and feedback; (4) adoption and implementation of high-quality instructional materials (HQIM); (5) the action plan from the October 7, 2026 district strategy session; and (6) the Effective District Framework (EDF) diagnostic and the action plans that come from it. Update Staff Responsible for the DIP and all CIPs within 30 days of any role change.

Strategy's Expected Result/Impact: All six priority initiatives (the reorganization, LIFT, the Instructional Framework, HQIM adoption, the strategy session action plan, and the EDF diagnostic) have a one-page implementation plan by January 2027, and each one is reviewed at every monthly cabinet project review, with milestone status and next steps recorded in the minutes.
100% of affected roles have an updated job description, and Staff Responsible in the DIP and all CIPs is checked at each Plan4Learning review (December, February, and April) so every strategy names a current role.

Staff Responsible for Monitoring: Assistant Supt. of Elementary C & I and Assistant Supt. of Secondary C& I; Superintendent

Problem Statements: District Processes & Programs 3

Formative Reviews

No Progress

December	February	April	June

Strategy 3

KEY PRACTICE 1.3.1: Implementation Planning. Communicate the reorganization and each priority initiative to staff, principals, and families with a written communication plan (what is changing, why it is changing, and how each role is affected), and protect campus support during the transition.

Strategy's Expected Result/Impact: Each communication plan is delivered before its effective date. Role clarity rises from the December baseline to at least 80% in May 2027.
Campus deep dives, observation and feedback every two weeks, and weekly PLCs continue with no missed cycles during the transition. A spring staff survey shows at least 70% of staff can name the district's instructional priorities and explain LIFT.

Staff Responsible for Monitoring: Deputy Superintendent; Superintendent

Problem Statements: District Processes & Programs 3 - Perceptions 2

Formative Reviews

No Progress

December	February	April	June

Performance Objective 1 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
3	The district's leadership structure is not organized around its improvement priorities. Principals need clarity on who supports them on each priority, and key initiatives such as LIFT are known only to a few district leaders.	Roles and reporting lines grew around earlier initiatives rather than being designed around the Effective Schools Framework and the district's instructional priorities, and the district has no project management process for organizational change.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Staff doesn't share a clear understanding of district priorities. Outside of a few district leaders, staff doesn't know the district is part of LIFT or what it means, and social media is shaping perceptions of a possible new reading curriculum.	The district launches initiatives without a communication plan that tells staff what is changing, why, and what it means for their work.

Performance Objective 2 ☑ High Priority

ESSENTIAL ACTION 1.4: Performance Management
Establish clear expectations for evaluating the effectiveness of district programs, initiatives, and campus improvement plans. By June 2027, 100% of campuses and district priority initiatives will be reviewed against common leading and lagging indicators at BOY, MOY, and EOY with every review ending in a recorded decision, and 100% of campus improvement plans (including the Neidig TIP, the three Turnaround Plan Year 2 updates, the three Local Improvement Plans, and the Elgin Middle and Booker T. Washington targeted support plans under ESSA 1111(d)(2)) will complete every formative review in the planning platform with evidence uploaded to the federal compliance platform within 10 school days.

Evaluation Data Source: SUCCESS CRITERIA: Bi-weekly cabinet data set; BOY, MOY (by January 15) and EOY (by April 15) review agendas and decisions; planning platform formative reviews(December, February, April, June summative); federal compliance platform upload log against the 10-day rule; campus deep dive commitment log; TAP milestone monitors and TIP progress evidence; EDF diagnostic evidence file; EOY effectiveness summary for each priority initiative and federally funded program.

Strategy 1 ☑ Results Driven Accountability

KEY PRACTICE 1.4.3: Data Collection. Publish a bi-weekly cabinet data set of leading and lagging

indicators by campus (walkthrough completion, observation-feedback cycles, PLC occurrence, assessment mastery, interim assessment growth to projection, attendance, discipline) and record a decision for every cabinet item.

Strategy's Expected Result/Impact: The data set is published at least two weeks after reported during the school year, with each campus rated red, yellow, or green on each indicator. 100% of cabinet items are logged as Decided, Assigned (owner and date), Deferred (to a named date), or Discontinued.

Staff Responsible for Monitoring: Assistant Superintendents of Elementary and Secondary Curriculum and Instruction; Superintendent

Problem Statements: District Processes & Programs 1

Formative Reviews

No Progress

December	February	April	June

Strategy 2 ☑ Results Driven Accountability

KEY PRACTICE 1.4.4: Performance Management Routines. Monitor every campus improvement plan on one calendar: BOY, MOY, and EOY district performance reviews; quarterly superintendent progress reviews (campus deep dives) of every TAP, TIP, and LIP campus; planning platform formative reviews in December 2026, February 2027, and April 2027 and a June summative; and a monthly evidence check in the federal compliance platform against the 10-day upload rule. Campus Advisory Committees meet at BOY, MOY, and EOY, with a make-up meeting the same week when any stakeholder group has two or fewer attendees.

Strategy's Expected Result/Impact: 100% of campuses have targets set at BOY and reviewed at MOY (by January 15) and EOY (by April 15).
100% of TAP, TIP, and LIP campuses have at least one superintendent progress review per quarter with commitments logged by owner and date.
100% of campus plans complete all four formative reviews with every strategy rated and evidence attached.
100% of strategies rated Some Progress or No Progress have a recorded adjustment (what changes, owner, start date, and the evidence that will show it worked) within 10 school days, and the adjustment is checked at the next review.
The district returns written feedback to each principal within 10 school days of each formative review and summarizes districtwide results for cabinet, the DAC, and the Board.
100% of campus meetings have agendas, signed sign-in sheets, and minutes in the federal compliance platform within 10 school days.

Staff Responsible for Monitoring: Assistant Superintendents of Elementary and Secondary Curriculum and Instruction; Superintendent

Problem Statements: District Processes & Programs 1, 9

Formative Reviews

No Progress

December	February	April	June

Strategy 3

KEY PRACTICE 1.4.1: Initiative Goals and Measurement Plan. Evaluate the effectiveness of each district priority initiative and federally and state-funded program (LIFT, RLA and math RBIS, the Instructional Framework, PLCs, observation and feedback, HQIM adoption, Title I, II, III and IV programs, State Compensatory Education, bilingual/ESL, special education, dyslexia, and gifted and talented services) and decide to continue, modify, or discontinue it.

Strategy's Expected Result/Impact: 100% of priority initiatives and funded programs have a one-page evaluation plan (intended outcome, implementation measure, student outcome measure, decision date) by March 2027.
100% receive a data-based continue, modify, or discontinue decision at EOY that carries into the 2027-28 DIP and the 2027-28 ESSA Consolidated Federal Grant Application.

Staff Responsible for Monitoring: Assistant Superintendents of Elementary and Secondary Curriculum and Instruction; Superintendent

Problem Statements: District Processes & Programs 1, 8

Formative Reviews

No Progress

December	February	April	June

Strategy 4

KEY PRACTICE 1.4.2: Data Setup. Build one district evidence library for the EDF diagnostic and school improvement monitoring: the Lever 4 and Lever 5 artifacts requested by the Superintendent (instructional frameworks, observation tool, professional learning calendar, adopted materials, curriculum implementation monitoring, PLC protocols, coaching trackers, observation dashboard), the TAP milestone monitors, the TIP evidence, and the federal program evidence in the federal compliance platform, each with a named owner.

Strategy's Expected Result/Impact: The evidence library is complete for Levers 4 and 5 and for all six levers before the EDF diagnostic.
100% of EDF artifacts have a named owner and a review date.
The district can produce every item on TEA's Improvement Plan Success Criteria and the ESSA monitoring evidence checklist within one business day of a request.

Staff Responsible for Monitoring: Assistant Superintendents of Elementary and Secondary Curriculum and Instruction; Superintendent

Problem Statements: District Processes & Programs 1, 9

Formative Reviews

No Progress

December	February	April	June

Strategy 5

KEY PRACTICE 1.2.2: Goals. Present the early literacy, early mathematics, and CCMR goals and five-year annual targets to the Board for adoption (TEC 11.185 and 11.186), report progress on

each goal at least once a year in a public Board meeting, post the goals and progress reports on the district website, and give each campus its share of the district targets so CIP objectives roll up to the Board goals.

Strategy's Expected Result/Impact: The Board adopts the HB 3 goals and annual targets by February 2027. The Board reviews progress on all three goals at a public meeting by June 2027, and the goals and progress report are posted on the district website within 30 days of each review. 100% of elementary CIPs include grade 3 reading and math objectives tied to the district targets, and 100% of high school CIPs include a CCMR objective.

Staff Responsible for Monitoring: Assistant Superintendents of Elementary and Secondary Curriculum and Instruction; Superintendent

Problem Statements: Student Learning 5, 7

Formative Reviews

No Progress

December	February	April	June

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
5	Too few students leave grade 3 reading and doing math at grade level. In 2026, 39% of grade 3 students reached Meets in reading and 26% in math, with lower rates for Hispanic students (32% and 26%) and economically disadvantaged students (28% and 24%).	PK to grade 2 foundational literacy and numeracy screening and instruction are not standardized across campuses, and kindergarten screening shows gaps in school readiness on entry.
7	CCMR rates are stable but not rising for every group, and the district's CCMR plan does not yet match updated state expectations. 85% of graduates met a CCMR indicator, compared with 83% of Hispanic and 82% of economically disadvantaged graduates.	The district has no long-term CCMR plan reviewed against the new state criteria, and the district does not track individual students' CCMR status from grade 9.

Performance Objective 2 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	The district collects walkthrough, CBA, interim assessment, and PLC data weekly, but it does not review results against targets on a fixed schedule with a named owner and a recorded decision, and it does not evaluate district programs and initiatives for effectiveness.	The district has built systems that monitor data but not systems that manage performance. No fixed routine assigns an owner, compares results to targets, and requires a decision to continue, adjust, or stop.
8	District resources are not consistently tied to improvement priorities, and the recommendations from the district's 2026 external performance review need owners, timelines, and regular progress reporting to the Board.	The budget is built by department and line item rather than from the district's improvement priorities, and there is no routine for tracking and reporting progress on external review recommendations.
9	The district can't yet show federal monitors the evidence behind programs. The October 2025 ESSA validations found a lack of evidence for Title I campus stakeholder involvement, district-level consultation, & migrant identification; district-level consultation was rated Improvement Required, & the 2025-26 ESSA Consolidated Compliance Report was out of compliance, which costs at-risk indicator pts.	Federal program requirements have depended on one coordinator and on each principal's follow-through, with no district evidence calendar, no named owner for each requirement, and no routine check that evidence reaches the federal compliance platform, so one campus's missing documentation puts the whole district out of compliance.

Performance Objective 3 ☑ High Priority

ESSENTIAL ACTION 1.5: Organizational Foundations for Continuous Improvement

Establish and sustain a district-wide commitment to continuous improvement in culture and key practices, beginning with the planning and decision-making process state and federal law require. By June 2027, the District Advisory Committee will review the DIP at least three times (development, midyear progress, and annual evaluation), 100% of district-level meaningful consultation requirements under Title I will be met and documented, closing the October 2025 ESSA validation finding, and 100% of district and campus leaders will be trained in their role in the district's performance management system.

Evaluation Data Source: SUCCESS CRITERIA: DAC membership roster meeting TEC 11.251 composition; DAC agendas, signed sign-in sheets, and minutes (November 3, 2026; a midyear review; and the annual evaluation by June 2027); Title I meaningful consultation records (parents, teachers, principals, paraprofessionals, community, and private nonprofit schools under ESSA 1117 and 8501); Board approval record (November 16, 2026); role-clarity and training rosters; Protect, Monitor, Adjust, and Stop review notes.

Strategy 1

KEY PRACTICE 1.5.1: Roles. Develop, evaluate, and revise the DIP annually with the District

Advisory Committee as TEC 11.251 and 11.252 require, with the committee's composition (teachers, campus and district staff, parents, business and community members) verified against statute, and name a central owner for district planning and performance management.

Strategy's Expected Result/Impact: The DAC reviews the DIP on November 3, 2026 before Board approval on November 16, 2026, reviews midyear progress by February 2027, and completes the annual evaluation by June 2027. At each meeting the DAC reviews the most recent formative review summary and community input from the bilingual Improvement Plan Community Feedback form, its recommendations are recorded in the minutes, and the district reports back at the next meeting on what changed and why. The 2027-28 DIP is developed with the DAC between April and June 2027, with cabinet review and a principal feedback cycle before anything goes to campuses.

Staff Responsible for Monitoring: Assistant Superintendents of Elementary and Secondary Curriculum and Instruction; Superintendent

Problem Statements: District Processes & Programs 1, 9

Formative Reviews

No Progress

December	February	April	June

Strategy 2

Title I Meaningful Consultation (local strategy under Essential Action 1.5). Conduct and document meaningful consultation on the use of Title I, II, III, and IV funds and the ESSA Consolidated Federal Grant Application with parents, teachers, principals, paraprofessionals, community members, and private nonprofit schools (ESSA 1112, 1116, 1117, and 8501), using the DAC meetings, the spring Title II consultation, and a documented private school consultation, and keep the corrective action for the October 2025 district consultation finding on file.

Strategy's Expected Result/Impact: 100% of required consultations are held and documented (agenda, signed sign-in sheet, minutes, and input received) before the 2027-28 ESSA application is submitted.
The corrective action plan for the 2025 district-level meaningful consultation finding is complete, with evidence in the federal compliance platform, by March 31, 2027.

Staff Responsible for Monitoring: Assistant Superintendents of Elementary and Secondary Curriculum and Instruction; Superintendent

Problem Statements: District Processes & Programs 9 - Perceptions 1

Formative Reviews

No Progress

December	February	April	June

Strategy 3

KEY PRACTICE 1.5.2: Capacity Building. Train district and campus leaders in the Effective District Framework (EDF), the Effective Schools Framework (ESF), Plan4Learning, and their role in the district's performance management routines. Each semester, the district leadership team and each campus hold a priority review that sorts their improvement work into four lists: Protect (working, so its time and resources are guarded), Monitor (on track but watched closely), Adjust

(not getting results and needs a change), and Stop (not worth the time and will end). Campuses complete this review at each Plan4Learning formative review.

Strategy's Expected Result/Impact: 100% of principals complete the federal programs and Plan4Learning sessions (October 22, October 27, and November 5, 2026) and the EDF orientation. By January 2027, the district leadership team names one or two items in each of the four lists and reviews them in March and June 2027.
100% of campuses complete the same review at the December, February, and April formative reviews and the June summative review.

Staff Responsible for Monitoring: Assistant Superintendents of Elementary and Secondary Curriculum and Instruction

Problem Statements: District Processes & Programs 1, 2

Formative Reviews

No Progress

December	February	April	June

Strategy 4

Federal School Improvement Support (local strategy under Essential Action 1.5; ESSA 1112(b)(3)). TEA's 2026 Identification of Schools for Improvement identifies two campuses for targeted support and improvement (TSI), where a student group missed targets in the same three indicators for three consecutive years: Elgin Middle (Hispanic and continuously enrolled students) and Booker T. Washington (Hispanic, economically disadvantaged, emergent bilingual, and continuously enrolled students). Booker T. Washington exited comprehensive support and improvement (CSI) in 2026 due to improved performance. No Elgin ISD campus is identified for CSI or additional targeted support (ATS). The district supports each TSI campus by leading it through a needs assessment for its identified student groups with stakeholders, approving TSI strategies in the campus plan (the Local Improvement Plan within the Elgin Middle CIP, and the Turnaround Plan and CIP at Booker T. Washington) with evidence-based interventions for those groups tied to the indicators TEA's report flags, student performance goals, the resources needed, and the actions the district will take if implementation is not successful, and monitoring the plan in the bi-weekly cabinet data set alongside the TAP and TIP campuses. The Federal and State Programs Coordinator reviews TEA's federal identification list each August and reports the result to the cabinet and the DAC, and any newly identified campus follows the same process within 30 days.

Strategy's Expected Result/Impact: The Elgin Middle and Booker T. Washington plans include district-approved TSI strategies for every identified student group when presented to the Board on November 16, 2026, and are reviewed in the bi-weekly cabinet data set.
Each identified group meets its 2027 target in at least one of the indicators that led to identification. TEA's 2027 federal identification list is reviewed and reported in DAC minutes by September 2027.

Staff Responsible for Monitoring: Assistant Superintendents of Elementary and Secondary Curriculum and Instruction

Problem Statements: Student Learning 6

Formative Reviews

No Progress

December	February	April	June

Strategy 5

Title I Schoolwide and Targeted Assistance Programs (local strategy under Essential Action 1.5; ESSA 1112(b)(5) and (b)(9)). Elgin Elementary, Booker T. Washington, Harvest Ridge, Neidig, Trinity Ranch, and Elgin Intermediate operate Title I, Part A schoolwide programs, which use Title I funds to upgrade the entire educational program so that all students, especially those at risk of not meeting state standards, reach proficiency. Each campus completes an annual comprehensive needs assessment, writes its schoolwide plan into its CIP with the required components (evidence-based strategies, supports for students at risk, professional development, family engagement, and transition activities), develops and reviews the plan with its site-based committee and families, and evaluates it each summer. Elgin ISD has no Title I targeted assistance campuses in 2026-27, so no targeted assistance student selection criteria apply. If a campus operates a targeted assistance program in the future, the district will select eligible students using multiple, educationally related, objective criteria (state assessment results, interim assessment, grades, and teacher referral).

Strategy's Expected Result/Impact: 100% of the six schoolwide CIPs include a comprehensive needs assessment and every schoolwide component when presented to the Board on November 16, 2026. 100% of schoolwide programs complete a summative evaluation by July 2027 and use it to revise the 2027-28 CIP.

Staff Responsible for Monitoring: Assistant Superintendent of Elementary Curriculum and Instruction; Campus Principals

Problem Statements: District Processes & Programs 9

Formative Reviews

No Progress

December	February	April	June

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
6	Gaps between student groups persist and are uneven by campus. The district's Closing the Gaps score rose to 68, but Elgin Middle fell from 78 to 62, and English language proficiency and special education performance remain below targets.	Teachers and campus leaders don't track student-group progress on a set schedule, and support for emergent bilingual students and students with disabilities depends on each campus.

Performance Objective 3 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	The district collects walkthrough, CBA, interim assessment, and PLC data weekly, but it does not review results against targets on a fixed schedule with a named owner and a recorded decision, and it does not evaluate district programs and initiatives for effectiveness.	The district has built systems that monitor data but not systems that manage performance. No fixed routine assigns an owner, compares results to targets, and requires a decision to continue, adjust, or stop.
2	Walkthroughs and PLCs happen weekly, but there is no consistent evidence that feedback leads to coaching, re-observation, and teacher growth, or that every PLC uses student data to plan instruction.	Instructional improvement depends on individual leaders rather than a common process. The district has no shared definition of a PLC, calibration happens only at the campus level, walkthrough look-fors are not tied to CBA data, and the district tracks counts of walkthroughs and PLCs rather than teacher growth.
9	The district can't yet show federal monitors the evidence behind programs. The October 2025 ESSA validations found a lack of evidence for Title I campus stakeholder involvement, district-level consultation, & migrant identification; district-level consultation was rated Improvement Required, & the 2025-26 ESSA Consolidated Compliance Report was out of compliance, which costs at-risk indicator pts.	Federal program requirements have depended on one coordinator and on each principal's follow-through, with no district evidence calendar, no named owner for each requirement, and no routine check that evidence reaches the federal compliance platform, so one campus's missing documentation puts the whole district out of compliance.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Families do not have consistent, meaningful opportunities to take part in planning and their children's learning. The October 2025 ESSA validations (federal program monitoring) identified Parent and Family Engagement and meaningful consultation as needing attention.	The district has no standardized family engagement and communication plan, so each campus's practice depends on its principal.

Goal 2

LEVER 2: TALENT
The district prioritizes effective human resources systems to align and sustain staffing for their desired student experience through intentional recruitment, professional growth, and retention strategies for all staff, for ongoing improvement in meeting student needs.

Performance Objective 1 ☑ High Priority

ESSENTIAL ACTION 2.1: Intentional Roles and Staffing

Align human capital systems to enable sustainable roles intentionally designed to deliver the envisioned student experience. By June 2027, the organizational structure adopted in October 2026, which places principal supervision, school improvement, and curriculum support under the Assistant Superintendents, will be fully implemented with updated job descriptions, 100% of Title I campuses will meet the Parents' Right to Know requirements, and students at Title I and school improvement campuses will not be taught at higher rates than other students by ineffective, out-of-field, inexperienced, or uncertified teachers.

Evaluation Data Source: SUCCESS CRITERIA: Board-approved organizational chart and job descriptions; equitable access report by campus (teacher experience, certification, and out-of-field assignment, ESSA 1112(b)(2)); certification audits (September and January); Right to Know notices and four-week parent notification letters; first-day staffing report for tested grades and subjects at TAP and TIP campuses.

Strategy 1 ☑ Talent Plan

KEY PRACTICE 2.1.2: Organizational Structure and Staffing Patterns. Design the district leadership structure around campus support: the Assistant Superintendents of Elementary and Secondary Curriculum and Instruction serve as District Coordinators of School Improvement and the district's direct support to principals, a structure adopted in the October 20, 2026 organizational chart, which consolidates principal supervision, school improvement, and curriculum under the Assistant Superintendents, with the Director of School Improvement (formerly the Director of Curriculum and Instruction) strengthening improvement systems without adding a layer of campus supervision.

Strategy's Expected Result/Impact: Updated job descriptions for every role affected by the October 2026 organizational chart are approved by February 2027. Every principal can name the one district leader responsible for their support on each priority (survey, May 2027).

Staff Responsible for Monitoring: Executive Director of Human Resources

Problem Statements: District Processes & Programs 3

Formative Reviews

No Progress

December	February	April	June

Strategy 2 ☑ Talent Plan

KEY PRACTICE 2.1.5: Staffing for Greatest Impact. Audit teacher certification and assignment in September and January, send the Parents' Right to Know notice at every Title I campus and the four-week letter for any teacher who is not fully certified in every mode families use (the district communication app, paper, and classroom messaging apps), with Human Resources notifying each principal of every non-certified assignment, give TAP and TIP campuses first access to certified candidates, and review spring equitable access data so that low-income and minority students are not taught disproportionately by ineffective, out-of-field, inexperienced, or uncertified teachers (ESSA 1112(b)(2) and 1112(e)).

Strategy's Expected Result/Impact: 100% of Title I campuses send the Right to Know notice by September 30 each year, and 100% of four-week letters go out within the required window (audited in September and January).
100% of tested-grade and tested-subject positions at TAP and TIP campuses are filled by a certified teacher on the first day of school in 2027-28. The spring equitable access review shows no Title I campus with a higher share of inexperienced or out-of-field teachers than the district average, or a written plan to close the gap.

Staff Responsible for Monitoring: Executive Director of Human Resources; Campus Principals

Problem Statements: District Processes & Programs 4, 9

Formative Reviews

No Progress

December	February	April	June

Strategy 3

KEY PRACTICE 2.1.1: Role Definition. Write role definitions and performance expectations for every instructional support role (instructional coaches, interventionists, Title I tutors, district curriculum staff) that state what each role does in PLCs, observation and feedback, and intervention, and align hiring criteria and appraisal to them.

Strategy's Expected Result/Impact: 100% of instructional support roles have a written role definition by February 2027, and 100% of 2027-28 postings and appraisal tools for those roles reflect them.

Staff Responsible for Monitoring: Executive Director of Human Resources; Assistant Superintendents of Elementary and Secondary Curriculum and Instruction

Problem Statements: District Processes & Programs 2, 3

Formative Reviews

No Progress

December	February	April	June

Performance Objective 1 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
2	Walkthroughs and PLCs happen weekly, but there is no consistent evidence that feedback leads to coaching, re-observation, and teacher growth, or that every PLC uses student data to plan instruction.	Instructional improvement depends on individual leaders rather than a common process. The district has no shared definition of a PLC, calibration happens only at the campus level, walkthrough look-fors are not tied to CBA data, and the district tracks counts of walkthroughs and PLCs rather than teacher growth.
3	The district's leadership structure is not organized around its improvement priorities. Principals need clarity on who supports them on each priority, and key initiatives such as LIFT are known only to a few district leaders.	Roles and reporting lines grew around earlier initiatives rather than being designed around the Effective Schools Framework and the district's instructional priorities, and the district has no project management process for organizational change.
4	Elgin ISD can't staff every classroom with a certified, experienced teacher. Teacher turnover was 24.9% compared with 18.8% statewide, and teachers average 7.8 years of experience compared with 11.2 statewide (2024-25 TAPR). 59% of Harvest Ridge teachers are uncertified, Booker T. Washington has five non-certified instructors in grades 4 & 5, & certified bilingual teachers are scarce districtwide.	Recruitment is reactive. The district does not project vacancies early, hires late, and relies on uncertified and alternatively certified hires without a structured plan to certify each one.
9	The district can't yet show federal monitors the evidence behind programs. The October 2025 ESSA validations found a lack of evidence for Title I campus stakeholder involvement, district-level consultation, & migrant identification; district-level consultation was rated Improvement Required, & the 2025-26 ESSA Consolidated Compliance Report was out of compliance, which costs at-risk indicator pts.	Federal program requirements have depended on one coordinator and on each principal's follow-through, with no district evidence calendar, no named owner for each requirement, and no routine check that evidence reaches the federal compliance platform, so one campus's missing documentation puts the whole district out of compliance.

Performance Objective 2 ☑ High Priority

ESSENTIAL ACTION 2.2: Recruitment and Selection

Intentionally recruit and select educators and school leaders well-prepared to provide high-quality instruction and services to each student. By August 2027, the percentage of teachers fully certified for

their assignment will increase by at least 10 percentage points over the 2025-26 rate, and 100% of tested-grade and tested-subject positions at TAP and TIP campuses will be filled by a certified teacher on the first day of school.

Evaluation Data Source: SUCCESS CRITERIA: PEIMS staff and certification records by campus and area (bilingual/ESL, special education, math, science); first-day vacancy report; posting-to-hire timeline; early-notice survey; job fair hires; certification plans and exam pass rates; Grow Your Own, Elevate Elgin and TeachWorthy completion data; TAPR teacher turnover.

Strategy 1 ☑ Talent Plan

KEY PRACTICE 2.2.1: Staffing Projections. Use short- and long-term data to forecast campus and district staffing needs and set targets to drive and evaluate recruitment and hiring.

Strategy's Expected Result/Impact: An early-notice intent survey runs by late January/ early February 2027, and a 2027-28 vacancy projection by campus and certification area is published by end of February 2027. The district sets hiring targets for each hard-to-fill area and reviews them monthly from March through August.

Staff Responsible for Monitoring: Executive Director of Human Resources and Campus Principals

Problem Statements: District Processes & Programs 4

Formative Reviews

No Progress

December	February	April	June

Strategy 2 ☑ Talent Plan

KEY PRACTICE 2.2.2: Recruiting Systems. Implement proactive recruitment systems that meet district staffing needs, including early notice, early hiring, competitive compensation, a standard interview and reference-check protocol, fall and spring job fairs, relocation support and Teacher Incentive Allotment designation as recruiting messages, a community partner perks guide for Elgin ISD teachers (housing, banking, and local business discounts), and first access to certified candidates in hard-to-fill areas for TAP and TIP campuses.

Strategy's Expected Result/Impact: The interview and reference-check protocol and the community partner perks guide are in use by March 1, 2027. At least 75% of projected 2027-28 teacher vacancies are filled by June 30, 2027. 100% of tested-grade and tested-subject positions at TAP and TIP campuses are filled with a certified teacher by August 1, 2027. Certified bilingual/ESL hires increase by at least 25% over 2026-27 hiring.

Staff Responsible for Monitoring: Chief Financial Officer; Executive Director of Human Resources

Problem Statements: Demographics 3 - District Processes & Programs 4

Formative Reviews

No Progress

December	February	April	June

Strategy 3 ☑ Talent Plan

KEY PRACTICE 2.2.4: Educator Pipelines and Partnerships. Manage educator pipelines and partnerships (community colleges, undergraduate institutions, and educator preparation programs), assess their effectiveness, and give every uncertified teacher a written certification plan with testing support through Elevate Elgin, TeachWorthy, and the Grow Your Own program (LASO grant college partnership), with paraprofessionals selected for Grow Your Own through a written application and screening process.

Strategy's Expected Result/Impact: By December 15, 2026, 100% of uncertified teachers have a written certification plan with exam dates.
At least 75% pass their certification exams by June 30, 2027.
100% of Grow Your Own and Elevate Elgin participants who complete certification are offered a 2027-28 position in the district.

Staff Responsible for Monitoring: Chief Financial Officer; Executive Director of Human Resources

Problem Statements: District Processes & Programs 4

Formative Reviews

No Progress

December	February	April	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	Emergent bilingual students (49.4% of enrollment) are not making enough progress in English or in content. Neidig, Elgin Middle, Harvest Ridge, and Trinity Ranch earned 0 of 4 points for English language proficiency, 42% of students taking grade 3 Spanish RLA reached Approaches compared with 61% in English, and 80% of students taking grade 5 Spanish science scored Did Not Meet.	Language development is not planned into Tier 1 instruction on every campus, certified bilingual teachers are scarce, and campuses do not consistently decide which language students test in.

Performance Objective 2 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
4	Elgin ISD can't staff every classroom with a certified, experienced teacher. Teacher turnover was 24.9% compared with 18.8% statewide, and teachers average 7.8 years of experience compared with 11.2 statewide (2024-25 TAPR). 59% of Harvest Ridge teachers are uncertified, Booker T. Washington has five non-certified instructors in grades 4 & 5, & certified bilingual teachers are scarce districtwide.	Recruitment is reactive. The district does not project vacancies early, hires late, and relies on uncertified and alternatively certified hires without a structured plan to certify each one.

Performance Objective 3 ☑ High Priority

ESSENTIAL ACTION 2.3: Growth and Retention Strategies

Establish systems for educator professional growth and retention informed by evaluation and student outcomes. By June 2027, 100% of professional staff will take part in a year-long professional development plan aligned to the district's instructional priorities (TEC 11.252(a)(3)(F)), 100% of Title II, Part A training will reach the prioritized campuses with at least 90% of targeted staff completing it, every teacher in the first two years of teaching will have an assigned mentor, and the district will set a path to reduce teacher turnover from 24.9% toward the state rate of 18.8%.

Evaluation Data Source: SUCCESS CRITERIA: Year-long professional learning map (published December 2026); Title II training rosters and completion rates by campus; mentor assignments and meeting logs; K-3 teacher professional development records (TEC 11.185); Title II consultation survey and meeting minutes (by April 2027); AP Academy and principal learning attendance; retention and turnover by campus (TAPR and the spring intent survey).

Strategy 1 ☑ Talent Plan

KEY PRACTICE 2.3.3: Educator Pathways. Publish one year-long professional learning map for teachers, coaches, and campus and district leaders, set before each semester begins and built on the district's instructional priorities (RLA and math RBIS, lesson internalization, the Instructional Framework, HQIM implementation, data-driven instruction, and language development for emergent bilingual students), including the targeted K-3 reading and math professional development required when HB 3 early literacy and numeracy goals are not met, and assign a trained mentor to every teacher in the first two years of teaching under a written mentoring scope and sequence, with mentor meetings and professional learning scheduled in protected time on each campus master schedule (Essential Action 6.1) and mentor meeting completion reported by principals on the bi-weekly cabinet data set.

Strategy's Expected Result/Impact: The professional learning map is published by December 2026 and covers 100% of district professional development days and PLC-embedded learning through June 2027.
100% of first- and second-year teachers have a mentor by November 2026 and meet with that mentor at least once a month.
100% of K-3 reading and math teachers complete the targeted professional development by May 2027.

Staff Responsible for Monitoring: Executive Director of Human Resources; Assistant Superintendents of Elementary and Secondary Curriculum and Instruction; Campus Principals

Problem Statements: Student Learning 1, 5 - District Processes & Programs 2, 4

Formative Reviews

No Progress

December	February	April	June

Strategy 2 ☑ Talent Plan

KEY PRACTICE 2.3.3: Educator Pathways. Direct Title II, Part A to the prioritized campuses and roles (relationship-driven culture and classroom management training at the five Title I elementary campuses, foundational literacy K-2 training, interim assessment growth report training, the four-day accountability calibration training for administrators at eight campuses, and the GCA Conference for Title I principals) and consult stakeholders on 2027-28 Title II uses by April 2027.

Strategy's Expected Result/Impact: 100% of Title II-funded training reaches its prioritized campuses, with at least 90% of targeted staff completing it and sign-ins in the federal compliance platform within 10 school days. The spring Title II consultation survey and meeting are complete by April 30, 2027, with minutes on file.

Staff Responsible for Monitoring: Assistant Superintendent of Elementary Curriculum and Instruction; Campus Principals

Problem Statements: District Processes & Programs 6, 9

Funding Sources: 255 - Title II- Part A, $7,500

Formative Reviews

No Progress

December	February	April	June

Strategy 3 ☑ Talent Plan

KEY PRACTICE 2.3.4: Advancement and Retention. Build retention and advancement from performance data: a spring intent-to-return survey with stay conversations for effective teachers at every campus (TAP and TIP campuses first), exit interviews for every departing teacher, staff input on retention and school community through the spring staff survey, an Assistant Principal Academy and monthly principal learning sessions as the leadership pipeline, and use of the Teacher Incentive Allotment and Teacher Retention Allotment to keep effective teachers on the highest-need campuses.

Strategy's Expected Result/Impact: 100% of teachers rated proficient or higher at TAP and TIP campuses, and at least 50% at every other campus, have a documented stay conversation by March 2027.
Teacher turnover for 2026-27 falls at least 3 points below the 24.9% baseline.
At least 80% of Assistant Principal Academy participants are rated ready for a principalship or a stretch assignment by their supervisor in May 2027.

Staff Responsible for Monitoring: Executive Director of Human Resources; Assistant Superintendents of Elementary and Secondary Curriculum and Instruction

Problem Statements: District Processes & Programs 4

Funding Sources: Teacher Incentive Allotment 48.112,

Formative Reviews

No Progress

December	February	April	June

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students are not growing enough in a year. District academic growth is 62 compared with a state median of 73; reading growth has been 54 for four years compared with 67 statewide, and no elementary campus reaches the state median of 76.	Tier 1 instruction is inconsistent across classrooms. High-quality instructional materials are implemented and internalized unevenly, and intervention is carrying work that core instruction should do.
5	Too few students leave grade 3 reading and doing math at grade level. In 2026, 39% of grade 3 students reached Meets in reading and 26% in math, with lower rates for Hispanic students (32% and 26%) and economically disadvantaged students (28% and 24%).	PK to grade 2 foundational literacy and numeracy screening and instruction are not standardized across campuses, and kindergarten screening shows gaps in school readiness on entry.

Performance Objective 3 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
2	Walkthroughs and PLCs happen weekly, but there is no consistent evidence that feedback leads to coaching, re-observation, and teacher growth, or that every PLC uses student data to plan instruction.	Instructional improvement depends on individual leaders rather than a common process. The district has no shared definition of a PLC, calibration happens only at the campus level, walkthrough look-fors are not tied to CBA data, and the district tracks counts of walkthroughs and PLCs rather than teacher growth.

4	Elgin ISD can't staff every classroom with a certified, experienced teacher. Teacher turnover was 24.9% compared with 18.8% statewide, and teachers average 7.8 years of experience compared with 11.2 statewide (2024-25 TAPR). 59% of Harvest Ridge teachers are uncertified, Booker T. Washington has five non-certified instructors in grades 4 & 5, & certified bilingual teachers are scarce districtwide.	Recruitment is reactive. The district does not project vacancies early, hires late, and relies on uncertified and alternatively certified hires without a structured plan to certify each one.
6	Educators have access to data but do not consistently turn it into instructional decisions. Data is not a weekly priority in every PLC, the district data dashboard is a spreadsheet, and administrators and teachers have asked for training in reading accountability and interim assessment growth data.	The district lacks a common data calendar or protocol for analyzing and acting on data, and data training has been general rather than role-specific.
9	The district can't yet show federal monitors the evidence behind programs. The October 2025 ESSA validations found a lack of evidence for Title I campus stakeholder involvement, district-level consultation, & migrant identification; district-level consultation was rated Improvement Required, & the 2025-26 ESSA Consolidated Compliance Report was out of compliance, which costs at-risk indicator pts.	Federal program requirements have depended on one coordinator and on each principal's follow-through, with no district evidence calendar, no named owner for each requirement, and no routine check that evidence reaches the federal compliance platform, so one campus's missing documentation puts the whole district out of compliance.

Goal 3

LEVER 3: INTEGRATED STUDENT SUPPORT SYSTEMS
The district establishes proactive and responsive holistic student supports to provide student supports focusing on a positive school culture by developing, implementing, and monitoring behavior and safety plans, empowering staff to address student needs Pre-K through 12th grade.

Performance Objective 1 ☑ High Priority

ESSENTIAL ACTION 3.1: Framework for a Comprehensive Multi-tiered System of Supports

Establish and communicate an integrated multi-tiered system of supports, aligned to evidence-based prevention and intervention practices, for the academic and non-academic needs of all students, with families as partners. By August 2027, the district Closing the Gaps score will rise from 68 to at least 72, every campus will earn at least 2 of 4 English language proficiency points, 100% of students who did not pass STAAR or EOC in 2026 will receive the accelerated instruction required by HB 1416, and 100% of Title I campuses will meet every ESSA 1116 parent and family engagement requirement with family participation at least 20% above 2025-26.

Evaluation Data Source: SUCCESS CRITERIA: TEA Closing the Gaps domain report by campus and student group; TELPAS progress and English language proficiency component; STAAR and EOC by every federal and state accountability student group (African American, Hispanic, White, American Indian, Asian, Pacific Islander, Two or More Races, economically disadvantaged, emergent bilingual, special education, students with dyslexia, at-risk, continuously and non-continuously enrolled, migrant, homeless, foster care, and military-connected); HB 1416 accelerated instruction logs (hours and tutor ratio); six-week student-group trackers; district and campus parent and family engagement policies and school-parent compacts; annual Title I meeting evidence; family event sign-ins and the spring PFE evaluation; October 2025 ESSA validation follow-up.

Strategy 1 ☑ Results Driven Accountability

KEY PRACTICE 3.1.1: Student Support Teams. Track every student group on every campus with a common tracker reviewed every six weeks by the campus student support team, and schedule HB 1416 accelerated instruction (15 to 30 hours as each student's results require, with no more than four students per tutor) for every student who did not reach Approaches Grade Level, and write an Accelerated Education Plan with the parent for every student who does not pass the same state assessment two or more years in a row.

Strategy's Expected Result/Impact: 100% of campuses review student-group data every six weeks with a named action for each group below target. 100% of students required to receive accelerated instruction are scheduled by October 30, 2026 and complete their required hours by the spring administration. At least 50% of those students reach Approaches or higher in 2027. 100% of students who failed the same assessment two or more years in a row have an Accelerated Education Plan by November 20, 2026.

Staff Responsible for Monitoring: Assistant Superintendents of Elementary and Secondary Curriculum and Instruction; Campus Principals

Problem Statements: Demographics 3 - Student Learning 1, 2, 6

Funding Sources: 211 - Title I-Part A, $79,536

Formative Reviews

No Progress

December	February	April	June

Strategy 2 ☑ Results Driven Accountability

KEY PRACTICE 5.3.5: Collaboration across Staff to Effectively Support Emergent Bilingual Students. Plan language development into Tier 1 for emergent bilingual students (ELPS-aligned objectives, content-based language instruction, structured academic talk), make testing-language decisions by consistent LPAC criteria, continue Bilingual Summer School 2027 with the state-required program for emergent bilingual students entering kindergarten and grade 1 (TEC 29.060) funded by the Bilingual Education Allotment and Title I and Title III funding only the portion that extends beyond it, and notify parents within 30 days of identifying an emergent bilingual student of the program placement, exit criteria, and their right to decline services (ESSA 1112(e)(3)).

Strategy's Expected Result/Impact: ELPS-aligned language objectives are observed in at least 85% of walkthroughs in bilingual and ESL classrooms by March 2027. The percentage of emergent bilingual students advancing at least one TELPAS composite level rises by at least 10 percentage points over 2026. 100% of testing-language decisions follow the district LPAC criteria.

Staff Responsible for Monitoring: Assistant Superintendent of Elementary Curriculum and Instruction; Campus Principals

Problem Statements: Demographics 3 - Student Learning 6

Funding Sources: 211 - Title I-Part A, $6,000, 263 - Title III - Part A , $257,485

Formative Reviews

No Progress

December	February	April	June

Strategy 3 ☑ Results Driven Accountability

KEY PRACTICE 5.3.4: Collaboration across Staff to Effectively Support Students with Disabilities. Establish shared accountability between special education and general education teachers for students with disabilities, including co-planning in PLCs, accommodation fidelity checks, and universal design for learning practices, and act on the district's Results Driven Accountability determination.

Strategy's Expected Result/Impact: Special education teachers attend at least 75% of grade-level or content PLCs. Accommodation fidelity checks show 100% of IEP and 504 accommodations delivered on assessments. The percentage of students receiving special education services reaching Approaches rises by at least 10 percentage points over 2026 in reading and math. Any RDA corrective action or significant disproportionality requirement has a written plan within 30 days of the determination.

Staff Responsible for Monitoring: Assistant Superintendent of Secondary Curriculum and Instruction; Campus Principals

Problem Statements: Student Learning 6

Formative Reviews

No Progress

December	February	April	June

Strategy 4

KEY PRACTICE 3.1.4: Family Engagement. Meet every ESSA 1116 parent and family engagement requirement: a district parent and family engagement policy developed with parents and incorporated into the Title I plan; at each Title I campus a campus policy and school-parent compact developed with a parent-majority meeting and a translation statement; the annual Title I meeting; staff PFE training (October 14, 2026, with a make-up by October 23); ESC Region 13 PFE training for Title I principals; the six-session family Watch Party series (October 8, 20, and 27; November 5 and 17; December 1); the 1% PFE set-aside ($1,570 per Title I campus in 2026-27, with the allocation and its priority to high-need campuses documented in the Title I budget); and a spring evaluation whose results revise the policies and budget.

Strategy's Expected Result/Impact: 100% of Title I campuses have an approved policy and compact and hold the annual meeting by October 30, 2026, with evidence in the federal compliance platform. All October 2025 ESSA validation PFE findings are closed by March 31, 2027. Family participation in engagement events rises at least 20% over 2025-26 attendance, and the spring PFE evaluation is complete by May 2027. Each campus shares the evaluation results, and the changes it will make to its policy, compact, and 2027-28 plan, with families in English and Spanish by June 2027.

Staff Responsible for Monitoring: Assistant Superintendents of Elementary and Secondary Curriculum and Instruction; Campus Principals

Problem Statements: District Processes & Programs 9 - Perceptions 1

Funding Sources: 211 - Title I-Part A, $18,883

Formative Reviews

No Progress

December	February	April	June

Strategy 5

Grade-Level Transitions (local strategy under Essential Action 3.1; ESSA 1112(b)(8) and (b)(10)). Every sending and receiving campus carries out a written transition plan with instructional and social-emotional supports at four milestones. Pre-K to kindergarten: coordinate with Head Start and child care partners on spring kindergarten registration and roundup, transfer CLI Engage and screener data to kindergarten teachers, and hold a family orientation before school starts. Kindergarten to grade 1: hand off end-of-year literacy and numeracy data and intervention plans to grade 1 teachers, and serve emergent bilingual students entering grade 1 through Bilingual Summer School. Grade 5 to grade 6: schedule spring campus visits and counselor meetings for students and families, pass student data, intervention, and support plans to the receiving campus, and hold a sixth grade orientation. Grade 8 to grade 9: complete a personal graduation plan with an endorsement choice for every grade 8 student with a parent, schedule high school counselor visits and course selection aligned to CCMR pathways, and hold a ninth grade orientation.

Strategy's Expected Result/Impact: 100% of campuses publish a transition calendar for their milestone by February 2027. 100% of students entering kindergarten, grade 1, grade 6, and grade 9 in August 2027 have records and intervention data with their receiving teachers before the first day of school. 100% of grade 8 students have a personal graduation plan with an endorsement, signed by a parent, before 2027-28 course selection closes.

Staff Responsible for Monitoring: Assistant Superintendent of Student Services

Problem Statements: Student Learning 5, 7 - Perceptions 1

Formative Reviews

No Progress

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Strategy 6

Gifted and Talented Services and Digital Literacy (local strategy under Essential Action 3.1; ESSA 1112(b)(13)). Identify and serve gifted and talented students in grades K-12 under the Texas State Plan for the Education of Gifted/Talented Students, using Gifted and Talented allotment funds, with teachers who hold the required GT training and services that match each student's area of identification. Teach digital literacy and safe, responsible technology use to students at every grade band, and train teachers to use the district's instructional technology to support Tier 1 instruction.

Strategy's Expected Result/Impact: 100% of identified GT students receive services that meet the state plan, and 100% of teachers serving GT students have current GT training by May 2027. Digital literacy lessons are documented at every grade band by May 2027.

Staff Responsible for Monitoring: Assistant Superintendent of Secondary Curriculum and Instruction; Campus Principals

Problem Statements: Student Learning 3

Funding Sources: Gifted and Talented Adjusted Allotment 48.109,

Formative Reviews

No Progress

December	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	Emergent bilingual students (49.4% of enrollment) are not making enough progress in English or in content. Neidig, Elgin Middle, Harvest Ridge, and Trinity Ranch earned 0 of 4 points for English language proficiency, 42% of students taking grade 3 Spanish RLA reached Approaches compared with 61% in English, and 80% of students taking grade 5 Spanish science scored Did Not Meet.	Language development is not planned into Tier 1 instruction on every campus, certified bilingual teachers are scarce, and campuses do not consistently decide which language students test in.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students are not growing enough in a year. District academic growth is 62 compared with a state median of 73; reading growth has been 54 for four years compared with 67 statewide, and no elementary campus reaches the state median of 76.	Tier 1 instruction is inconsistent across classrooms. High-quality instructional materials are implemented and internalized unevenly, and intervention is carrying work that core instruction should do.
2	Mathematics is the weakest subject at every level. In 2026, 10% of grade 7 students reached Approaches in math, compared with 42% in grade 6, 50% in grades 3 and 4, and 64% passing Algebra I. More than half of students in grades 1 to 12 score below the 41st percentile on the interim math assessment, and all three turnaround campuses missed their math goals (EIS 9% Meets against a 20% goal).	Math instruction is not vertically aligned, so students do not secure prerequisite skills before moving on. Common assessments may not match STAAR rigor, and priority campuses have math vacancies and uncertified math teachers.
3	High-performing students are slipping. 45% of students who scored Masters in 2025 dropped a performance level in 2026.	Planning and intervention focus on students below Approaches. Teachers have no "maintain or advance" target for students already at Meets or Masters.

5	Too few students leave grade 3 reading and doing math at grade level. In 2026, 39% of grade 3 students reached Meets in reading and 26% in math, with lower rates for Hispanic students (32% and 26%) and economically disadvantaged students (28% and 24%).	PK to grade 2 foundational literacy and numeracy screening and instruction are not standardized across campuses, and kindergarten screening shows gaps in school readiness on entry.
6	Gaps between student groups persist and are uneven by campus. The district's Closing the Gaps score rose to 68, but Elgin Middle fell from 78 to 62, and English language proficiency and special education performance remain below targets.	Teachers and campus leaders don't track student-group progress on a set schedule, and support for emergent bilingual students and students with disabilities depends on each campus.
7	CCMR rates are stable but not rising for every group, and the district's CCMR plan does not yet match updated state expectations. 85% of graduates met a CCMR indicator, compared with 83% of Hispanic and 82% of economically disadvantaged graduates.	The district has no long-term CCMR plan reviewed against the new state criteria, and the district does not track individual students' CCMR status from grade 9.

Performance Objective 1 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
9	The district can't yet show federal monitors the evidence behind programs. The October 2025 ESSA validations found a lack of evidence for Title I campus stakeholder involvement, district-level consultation, & migrant identification; district-level consultation was rated Improvement Required, & the 2025-26 ESSA Consolidated Compliance Report was out of compliance, which costs at-risk indicator pts.	Federal program requirements have depended on one coordinator and on each principal's follow-through, with no district evidence calendar, no named owner for each requirement, and no routine check that evidence reaches the federal compliance platform, so one campus's missing documentation puts the whole district out of compliance.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Families do not have consistent, meaningful opportunities to take part in planning and their children's learning. The October 2025 ESSA validations (federal program monitoring) identified Parent and Family Engagement and meaningful consultation as needing attention.	The district has no standardized family engagement and communication plan, so each campus's practice depends on its principal.

Performance Objective 2 ☑ High Priority

ESSENTIAL ACTION 3.2: School-wide Culture, Behavior, and Safety

Establish strong school culture, behavior, and safety systems. By May 2027, instructional days lost to disciplinary removals will decrease by at least 25% from the 2025-26 baseline, with no student group removed at a rate more than 10 percentage points above the district average, and 100% of the safety, prevention, and student protection programs and policies the Education Code requires in the district improvement plan will be implemented and documented.

Evaluation Data Source: SUCCESS CRITERIA: Monthly discipline dashboard (removals, ISS and OSS days, instructional days lost) disaggregated by student group; culture and classroom management program walkthroughs; training completion records (suicide prevention, trauma-informed care, child abuse and trafficking recognition, dating violence, bullying prevention); threat assessment team rosters and logs; Emergency Operations Plan review and drill logs; Safety and Security Committee minutes; SHAC minutes.

Strategy 1 ☑ Results Driven Accountability

KEY PRACTICE 3.2.3: Universal Behavior and Discipline Strategies. Implement a relationship-driven culture and classroom management program (Title II at the five elementary campuses; State Compensatory Education at Elgin Intermediate, Elgin Middle, Phoenix High, and Elgin High) with Tier 2 behavior supports (check-in/check-out, functional behavior assessments, behavior intervention plans) before removal, maintain the district discipline management program and positive behavior interventions and supports required by TEC 37.0013 and 11.252(a)(3)(E), and review discipline data monthly, reported separately for elementary and secondary campuses, with campuses flagged for disproportionality.

Strategy's Expected Result/Impact: Instructional days lost to removals fall at least 25% from the 2025-26 baseline. Any campus more than 10 percentage points above the discipline rate for its level (elementary or secondary), or with a student group more than 10 percentage points above it, receives a district support plan within 30 days. 100% of elementary staff complete relationship-driven culture training (Title II).

Staff Responsible for Monitoring: Assistant Superintendent of Student Services; Campus Principals

Problem Statements: Student Learning 6 - District Processes & Programs 7

Funding Sources: 255 - Title II- Part A, $32,220, State Compensatory Education Allotment (25) 48.104, $49,900

Formative Reviews

No Progress

December	February	April	June

Strategy 2

KEY PRACTICES 3.3.3 and 3.3.4: Threat Assessment; Postvention Services. Implement and document the student safety and protection programs and policies required in the district improvement plan: suicide prevention, mental health promotion, conflict resolution, and violence prevention programs (TEC 11.252(a)(3)(B); Health and Safety Code 161.325); bullying and sexual harassment prevention and the district bullying policy (TEC 37.0832); the Teen Dating Violence Policy under TEC 37.0831 and Policy FFH (LOCAL), including zero tolerance, standard reporting with immediate parent notification, safety planning and protective order protocols, mandatory training for staff at campuses serving grades 6-12, and counseling resources for affected families; the policy for addressing sexual abuse, sex trafficking, and other maltreatment of children, with staff training on warning signs (TEC 11.252(a)(9); 38.0041); the trauma-informed care policy and training (TEC 11.252(a)(10); 38.036); and threat assessment and safe and supportive school teams (TEC 37.115).

Strategy's Expected Result/Impact: 100% of required staff complete suicide prevention, trauma-informed care, child abuse and trafficking recognition, and (at campuses serving grades 6-12) dating violence training by January 2027, with rosters on file. 100% of reported incidents follow the reporting and parent-notification procedure. Every campus has an active threat assessment team that meets at least quarterly, and all policies are posted and reviewed annually.

Staff Responsible for Monitoring: Assistant Superintendent of Student Services; Campus Principals

Problem Statements: District Processes & Programs 7, 10

Formative Reviews

No Progress

December	February	April	June

Strategy 3

KEY PRACTICE 3.2.1: School-wide Culture. Sustain the district Emergency Operations Plan and required drills, hold regular District Safety and Security Committee meetings with staff, parents, students, and community members (TEC 37.108 and 37.109), and run the School Health Advisory Council and coordinated school health program (TEC 28.004 and 38.013). The district transferred its 2026-27 Title IV, Part A allocation ($67,183) to Title I, Part A, so safe and healthy students activities are funded locally. Station at least one armed security officer at each campus during regular school hours (HB 3; TEC 37.0814), and where funding or qualified staff are not available, adopt the Board's good cause exception with an alternative standard documented in the safety plan.

Strategy's Expected Result/Impact: The district reviews and updates the Emergency Operations Plan by January 29, 2027; completes and logs 100% of required drills; holds the Safety and Security Committee at least three times with minutes posted; has an armed officer or a Board-adopted good cause exception with an alternative standard on file for 100% of campuses each semester; and the SHAC meets at least four times and reports to the Board annually.

Staff Responsible for Monitoring: Assistant Superintendent of Student Services; Superintendent

Problem Statements: Demographics 1 - District Processes & Programs 7, 10

Formative Reviews

No Progress

December	February	April	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Students miss too much school. District attendance was 91.0% compared with 93.5% statewide, and chronic absenteeism was 29.6% compared with 19.0% statewide (2024-25 TAPR).	The district has no tiered attendance system. Absences are addressed after they accumulate rather than at the first warning sign, campuses don't receive early-warning attendance data on a set schedule, and family outreach depends on each campus.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
6	Gaps between student groups persist and are uneven by campus. The district's Closing the Gaps score rose to 68, but Elgin Middle fell from 78 to 62, and English language proficiency and special education performance remain below targets.	Teachers and campus leaders don't track student-group progress on a set schedule, and support for emergent bilingual students and students with disabilities depends on each campus.

Performance Objective 2 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
7	Students lose instructional time to disciplinary removals. By late September 2026, Elgin Intermediate lost 68 instructional days to removals.	Tier 1 behavior systems are implemented unevenly, and campuses remove students before trying Tier 2 behavior supports.

10	The district cannot yet show that every required student safety and protection program is in place on every campus. Training rosters, incident reporting with parent notification, and threat assessment team meetings are not tracked in one place, so the district cannot confirm that all required staff are trained or that every campus follows the same procedures.	Safety and protection requirements are spread across several departments and campuses, with no single owner, calendar, or evidence file for each requirement.

Performance Objective 3 ☑ High Priority

ESSENTIAL ACTION 3.3: Interventions and Supports

Establish systems, resources, and training that enable staff to identify student needs and respond to them quickly. By June 2027, district attendance will increase from 91.0% to at least 94%, chronic absenteeism will decrease from 29.6% to 22% or lower, 100% of eligible homeless, migrant, foster, and at-risk students will be identified, coded in PEIMS, and served, and the annual dropout rate for grades 7-12 will not exceed the 2024-25 rate.

Evaluation Data Source: SUCCESS CRITERIA: Monthly attendance and chronic absenteeism by campus and student group; early-warning list (students at 5% and 10% absence); attendance intervention logs; McKinney-Vento, migrant, and foster identification counts reconciled with PEIMS monthly; Migrant Identification and Recruitment Plan and Priority for Service Action Plan (ESC 13 Shared Services); at-risk roster updated each six weeks; State Compensatory Education program evaluation; comprehensive school counseling program plan; dropout and leaver data by campus.

Strategy 1 ☑ Results Driven Accountability

KEY PRACTICE 3.1.1: Student Support Teams. Implement a tiered attendance system: campuses receive an early-warning list every two weeks, contact families at the first unexcused absence, hold an attendance conference at 5% of days missed, and build an intervention plan at 10%, supported by a districtwide attendance campaign with families in English and Spanish.

Strategy's Expected Result/Impact: 100% of campuses receive and act on the biweekly early-warning list. At least 90% of students reaching 10% absence have a documented intervention plan within 10 school days. Every campus sends at least one attendance message per month to families in English and Spanish. Average daily attendance rises from 91.0% to at least 94% and chronic absenteeism falls from 29.6% to 22% or lower by June 2027.

Staff Responsible for Monitoring: Assistant Superintendent of Student Services; Campus Principals

Problem Statements: Demographics 1 - Perceptions 1

Funding Sources: State Compensatory Education Allotment (25) 48.104,

Formative Reviews

No Progress

December	February	April	June

Strategy 2 ☑ Results Driven Accountability

KEY PRACTICE 3.3.2: Special Populations Support. Identify and serve homeless, migrant, foster, and at-risk students: the McKinney-Vento liaison and foster care point of contact reconcile counts with PEIMS monthly and arrange school-of-origin supports and transportation under the district's written transportation procedures developed with DFPS (ESSA 1112(c)(5); McKinney-Vento 722(g)); the Migrant Identification and Recruitment Plan and Priority for Service Action Plan run with ESC 13 Shared Services (Title I, Part C), closing the October 2025 ESSA validation finding on migrant identification by the TEA corrective-action due date; and campuses update the at-risk roster under the state at-risk criteria each six weeks so State Compensatory Education services, including pregnancy-related services, reach every eligible student (TEC 29.081). The roster uses every state at-risk indicator: failing a readiness test in PK-3, failing two or more foundation courses in grades 7-12, grade retention, not passing a state assessment, pregnancy or parenting, DAEP placement, expulsion, parole, probation, deferred prosecution, or conditional release, prior dropout, emergent bilingual status, DFPS custody or referral, homelessness, residential facility placement, incarceration of the student or a parent, enrollment in a dropout recovery program.

Strategy's Expected Result/Impact: Identification counts in PEIMS match program records at every submission. 100% of identified homeless and Priority for Service migrant students have a documented service plan within 30 days of identification. 100% of campuses submit an updated at-risk roster each six weeks, and the State Compensatory Education program evaluation is complete by June 2027.

Staff Responsible for Monitoring: Assistant Superintendent of Student Services; Assistant Superintendent of Elementary Curriculum and Instruction

Problem Statements: Demographics 2 - District Processes & Programs 9

Funding Sources: State Compensatory Education Allotment (25) 48.104, , 211 - Title I-Part A, $12,500

Formative Reviews

No Progress

December	February	April	June

Strategy 3

KEY PRACTICE 3.3.1: Resource Mapping and Referral Pathways. Implement the comprehensive school counseling program (TEC 33.005) and a dropout prevention and recovery plan (TEC 11.252(a)(3)(C)): an early-warning list for grades 7-12 (attendance, behavior, course failure), a credit-recovery and re-engagement plan for every identified student, Phoenix High and ACE after-school programming as recovery options, online credit recovery at Elgin High and Phoenix High, dropout prevention case management and student supports through a community partner at every campus except Phoenix High, and mapped referral pathways to behavioral, mental health, and wellness partners, with postvention procedures for crisis response and re-entry.

Strategy's Expected Result/Impact: 100% of students flagged on the grades 7-12 early-warning list have a documented plan within 15 school days. The grades 7-12 annual dropout rate does not exceed the 2024-25 rate, and the four-year graduation rate for the class of 2027 holds at or above 90%. The counseling program plan and the referral pathway map are published by January 2027.

Staff Responsible for Monitoring: Assistant Superintendent of Student Services; Secondary Principals

Problem Statements: Demographics 1 - Student Learning 7

Funding Sources: State Compensatory Education Allotment (25) 48.104, $297,510

Formative Reviews

No Progress

December	February	April	June

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Students miss too much school. District attendance was 91.0% compared with 93.5% statewide, and chronic absenteeism was 29.6% compared with 19.0% statewide (2024-25 TAPR).	The district has no tiered attendance system. Absences are addressed after they accumulate rather than at the first warning sign, campuses don't receive early-warning attendance data on a set schedule, and family outreach depends on each campus.
2	Student-group data used for accountability and federal funding is unreliable. The district's economically disadvantaged rate fell from 80.0% to 55.9% in one year with no matching change in the student population; the TAPR reports 45 homeless students while the McKinney-Vento end-of-year count shows 125, and more than half of listed migrant students show as withdrawn.	The district has no verification step before submitting to PEIMS. Identification depends on campus-level coding and forms, and under the Community Eligibility Provision, the district no longer collects meal applications, so the district must document economically disadvantaged status another way.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
7	CCMR rates are stable but not rising for every group, and the district's CCMR plan does not yet match updated state expectations. 85% of graduates met a CCMR indicator, compared with 83% of Hispanic and 82% of economically disadvantaged graduates.	The district has no long-term CCMR plan reviewed against the new state criteria, and the district does not track individual students' CCMR status from grade 9.

Performance Objective 3 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
9	The district can't yet show federal monitors the evidence behind programs. The October 2025 ESSA validations found a lack of evidence for Title I campus stakeholder involvement, district-level consultation, & migrant identification; district-level consultation was rated Improvement Required, & the 2025-26 ESSA Consolidated Compliance Report was out of compliance, which costs at-risk indicator pts.	Federal program requirements have depended on one coordinator and on each principal's follow-through, with no district evidence calendar, no named owner for each requirement, and no routine check that evidence reaches the federal compliance platform, so one campus's missing documentation puts the whole district out of compliance.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Families do not have consistent, meaningful opportunities to take part in planning and their children's learning. The October 2025 ESSA validations (federal program monitoring) identified Parent and Family Engagement and meaningful consultation as needing attention.	The district has no standardized family engagement and communication plan, so each campus's practice depends on its principal.

Goal 4

LEVER 4: ACADEMIC EXPERIENCE
The district establishes a framework for strong instruction, including the use of research-based strategies and high-quality instructional materials to support a rigorous student academic experience while ensuring access and resources to prepare students for college, career, or military pathways.

Performance Objective 1

☑ **High Priority** ☑ **HB3 Goal**

ESSENTIAL ACTION 4.1: Research-Based Strategies and Strong Multi-Tiered Instruction (Reading)

Establish and communicate a research-based strategy and approach for strong multi-tiered instruction and support. By August 2027, district reading growth will increase from 54 to at least 58 and district academic growth from 62 to at least 66, on track for the proposed 2029 targets of 62 and 70.

Evaluation Data Source: SUCCESS CRITERIA: TEA School Progress (academic growth) by campus and subject; STAAR RLA by grade; interim reading assessment BOY, MOY, and EOY growth to projection; RLA and math RBIS training completion and walkthrough look-fors; CFA reading mastery.

Strategy 1

☑ **Results Driven Accountability** ☑ **Talent Plan**

KEY PRACTICE 4.1.2: Tier 1 Instructional Strategies and Supports for All Learners. Train every RLA and math teacher and leader in TEA's research-based instructional strategies (RBIS) for reading language arts and mathematics, and monitor implementation with common walkthrough look-fors.

Strategy's Expected Result/Impact: By November 2026, 100% of district and campus leaders are trained; by January 2027, at least 90% of RLA and math teachers are trained. RBIS look-fors are observed in at least 80% of RLA and math walkthroughs by March 2027.

Staff Responsible for Monitoring: Assistant Superintendents of Elementary and Secondary Curriculum and Instruction; Campus Principals

Problem Statements: Student Learning 1

Formative Reviews

No Progress

December	February	April	June

Strategy 2

KEY PRACTICE 4.1.2: Tier 1 Instructional Strategies and Supports for All Learners. Adopt and roll out a district Instructional Framework that defines what strong instruction looks like in every classroom, and use it to guide walkthroughs, coaching, and PLCs.

Strategy's Expected Result/Impact: The Board approves the Instructional Framework by January 2027 and posts it for all stakeholders by January 31, 2027. By February 2027, 100% of campus walkthrough tools and PLC protocols reference it.

Staff Responsible for Monitoring: Assistant Superintendents of Elementary and Secondary Curriculum and Instruction

Problem Statements: Student Learning 1 - Perceptions 2

Formative Reviews

No Progress

December	February	April	June

Strategy 3

KEY PRACTICE 4.1.1: Coherent Multi-tiered System of Supports Design. Set a "maintain or advance" STAAR target for every student based on their 2026 performance level, and plan Tier 1 extension for students at Meets and Masters.

Strategy's Expected Result/Impact: 100% of tested students have an individual target by December 2026. The share of 2026 Meets and Masters students who hold or raise their level in 2027 rises from 55% to at least 70%.

Staff Responsible for Monitoring: Assistant Superintendents of Elementary and Secondary Curriculum and Instruction; Campus Principals

Problem Statements: Student Learning 3

Formative Reviews

No Progress

December	February	April	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students are not growing enough in a year. District academic growth is 62 compared with a state median of 73; reading growth has been 54 for four years compared with 67 statewide, and no elementary campus reaches the state median of 76.	Tier 1 instruction is inconsistent across classrooms. High-quality instructional materials are implemented and internalized unevenly, and intervention is carrying work that core instruction should do.
3	High-performing students are slipping. 45% of students who scored Masters in 2025 dropped a performance level in 2026.	Planning and intervention focus on students below Approaches. Teachers have no "maintain or advance" target for students already at Meets or Masters.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Staff doesn't share a clear understanding of district priorities. Outside of a few district leaders, staff doesn't know the district is part of LIFT or what it means, and social media is shaping perceptions of a possible new reading curriculum.	The district launches initiatives without a communication plan that tells staff what is changing, why, and what it means for their work.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

ESSENTIAL ACTION 4.1: Research-Based Strategies and Strong Multi-Tiered Instruction (Mathematics)

By August 2027, the percentage of students reaching Approaches or higher on STAAR math will increase by at least 10 percentage points in every grade 3 to 8 (grade 7 from 10% to at least 35%), Algebra I passing will rise from 64% to at least 72%, and every turnaround campus will meet its 2027 math goal.

Evaluation Data Source: SUCCESS CRITERIA: STAAR math by grade and campus; Algebra I EOC; interim math assessment growth to projection; CFA math mastery and reteach results; Summer Jump Start pre- and post-assessments.

Strategy 1 ☑ Results Driven Accountability

KEY PRACTICE 4.1.2: Tier 1 Instructional Strategies and Supports for All Learners. Build a K-8 math vertical alignment map of prerequisite skills and use it in PLCs to plan spiraled review and catch gaps before each unit.

Strategy's Expected Result/Impact: Complete the vertical alignment map by December 2026. 100% of math PLCs use it in unit planning by January 2027. interim math assessment growth to projection rises by at least 10 percentage points from the 2025-26 rate by EOY.

Staff Responsible for Monitoring: Assistant Superintendents of Elementary and Secondary Curriculum and Instruction; Campus Principals

Problem Statements: Student Learning 2

Formative Reviews

No Progress

December	February	April	June

Strategy 2 ☑ Results Driven Accountability

KEY PRACTICE 4.1.4: Aligned Assessment System. Calibrate math common formative assessments to STAAR rigor and reteach unmastered standards within 48 hours. Provide Tier 1 and Tier 2 practice through an adaptive math and reading platform at the five Title I elementary campuses ($80,000 Title I).

Strategy's Expected Result/Impact: 100% of grades 3-8 math CFAs are reviewed against STAAR item types by January 2027. At least 90% of unmastered standards have a documented reteach within 48 hours. Students using the adaptive platform at the recommended dosage meet or exceed their interim assessment growth projection at a rate at least 10 percentage points higher than non-users.

Staff Responsible for Monitoring: Assistant Superintendents of Elementary and Secondary Curriculum and Instruction; Campus Principals

Problem Statements: Student Learning 2

Funding Sources: 211 - Title I-Part A, $80,000

Formative Reviews

No Progress

December	February	April	June

Strategy 3

KEY PRACTICE 4.1.3: Coherent Extended Time, Tutoring, Interventions Approach. Provide Summer Jump Start Math (Title I) for rising grade 4 students who need foundational support, and summer acceleration for rising grade 7 and Algebra I students.

Strategy's Expected Result/Impact: At least 80% of enrolled students attend at least 80% of sessions. At least 70% of participants show growth from pre- to post-assessment.

Staff Responsible for Monitoring: Assistant Superintendents of Elementary and Secondary Curriculum and Instruction; Campus Principals

Problem Statements: Student Learning 2

Funding Sources: 211 - Title I-Part A, $6,000

Formative Reviews

No Progress

December	February	April	June

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Mathematics is the weakest subject at every level. In 2026, 10% of grade 7 students reached Approaches in math, compared with 42% in grade 6, 50% in grades 3 and 4, and 64% passing Algebra I. More than half of students in grades 1 to 12 score below the 41st percentile on the interim math assessment, and all three turnaround campuses missed their math goals (EIS 9% Meets against a 20% goal).	Math instruction is not vertically aligned, so students do not secure prerequisite skills before moving on. Common assessments may not match STAAR rigor, and priority campuses have math vacancies and uncertified math teachers.

Performance Objective 3 ☑ High Priority

ESSENTIAL ACTION 4.1: Research-Based Strategies and Strong Multi-Tiered Instruction (Writing and Science)

By August 2027, English I and English II passing rates will rise from 51% and 50% to at least 60%, and the percentage of students scoring Did Not Meet in science will fall by at least 10 percentage points in grade 5 (English 60%, Spanish 80%) and grade 8 (58%).

Evaluation Data Source: SUCCESS CRITERIA: STAAR and EOC extended constructed response scores; English I and II EOC; grade 5 and 8 science STAAR; common writing rubric scores; science CFAs.

Strategy 1

KEY PRACTICE 4.1.4: Aligned Assessment System. Adopt vertically aligned success criteria for extended constructed responses in grades 3-12 and require at least one scored text-based written response per week in every core content area.

Strategy's Expected Result/Impact: Publish success criteria by December 2026. Writing samples scored on the common rubric show at least 15 percentage points more students at proficient from MOY to EOY.

Staff Responsible for Monitoring: Assistant Superintendents of Elementary and Secondary Curriculum and Instruction; Campus Principals

Problem Statements: Student Learning 4

Formative Reviews

No Progress

December	February	April	June

Strategy 2

KEY PRACTICE 4.1.2: Tier 1 Instructional Strategies and Supports for All Learners. Protect

elementary science time in the master schedule, teach academic science vocabulary explicitly in English and Spanish, and give grade 5 and 8 students lab-based practice with STAAR item types.

Strategy's Expected Result/Impact: 100% of elementary master schedules show daily science time by January 2027. Grade 5 and 8 science CFA mastery rises at least 10 points from MOY to EOY.

Staff Responsible for Monitoring: Assistant Superintendents of Elementary and Secondary Curriculum and Instruction; Campus Principals

Problem Statements: Demographics 3 - Student Learning 4

Formative Reviews

No Progress

December	February	April	June

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	Emergent bilingual students (49.4% of enrollment) are not making enough progress in English or in content. Neidig, Elgin Middle, Harvest Ridge, and Trinity Ranch earned 0 of 4 points for English language proficiency, 42% of students taking grade 3 Spanish RLA reached Approaches compared with 61% in English, and 80% of students taking grade 5 Spanish science scored Did Not Meet.	Language development is not planned into Tier 1 instruction on every campus, certified bilingual teachers are scarce, and campuses do not consistently decide which language students test in.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	Students cannot yet write analytically or demonstrate grade-level science mastery. About half of students passed English I (51%) and English II (50%), and 60% of grade 5 students (English), 80% (Spanish), and 58% of grade 8 students scored Did Not Meet in science.	The district has no vertically aligned success criteria for extended constructed responses, writing is not taught across content areas, and elementary science time and academic vocabulary instruction vary by campus.

Performance Objective 4 ☑ High Priority

ESSENTIAL ACTION 4.2: Materials Adoption and Implementation

Establish a materials adoption process with clear implementation expectations, and align key enabling systems. By May 2027, the district will complete a data-based decision on reading materials adoption, and HQIM implementation fidelity will reach at least 85% in observed lessons on every campus.

Evaluation Data Source: SUCCESS CRITERIA: HQIM fidelity walkthrough data; adoption decision record and stakeholder input; product training plan for 2027-28.

Strategy 1

KEY PRACTICE 4.2.5: Implementation Monitoring for Alignment to District Curriculum and Instruction Approach. Monitor HQIM implementation fidelity (scope and sequence, internalization, assessments) through walkthroughs and report it on the cabinet data set.

Strategy's Expected Result/Impact: Collect fidelity data on every campus monthly. Fidelity reaches at least 85% of observed lessons on every campus by May 2027.

Staff Responsible for Monitoring: Assistant Superintendents of Elementary and Secondary Curriculum and Instruction; Campus Principals

Problem Statements: Student Learning 1

Formative Reviews

No Progress

December	February	April	June

Strategy 2

KEY PRACTICE 4.2.1: Systematic Process for Materials Review. Review the reading materials adoption process with the literacy framework and numeracy and literacy screener assessments: committee review from January-March 2027, stakeholder convening in spring, and a Board decision with procurement and a 2027-28 product training plan before summer.

Strategy's Expected Result/Impact: The adoption committee completes its review of reading materials against the literacy framework, and of the K-3 literacy and numeracy screeners against TEA's approved list, by March 31, 2027. The district holds at least one spring stakeholder convening with teachers, campus leaders, and families, and shares a summary of their input with the committee and the Board before the vote. By May 31, 2027, the Board approves the reading materials and screener decisions, purchase orders are submitted, and a 2027-28 training plan with dates for both the materials and the screeners is published. Materials and screeners are in place and initial training is complete before the first day of the 2027-28 school year, so BOY screening can start on schedule.

Staff Responsible for Monitoring: Assistant Superintendents of Elementary and Secondary Curriculum and Instruction

Problem Statements: Student Learning 1, 5 - Perceptions 2

Formative Reviews

No Progress

December	February	April	June

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students are not growing enough in a year. District academic growth is 62 compared with a state median of 73; reading growth has been 54 for four years compared with 67 statewide, and no elementary campus reaches the state median of 76.	Tier 1 instruction is inconsistent across classrooms. High-quality instructional materials are implemented and internalized unevenly, and intervention is carrying work that core instruction should do.
5	Too few students leave grade 3 reading and doing math at grade level. In 2026, 39% of grade 3 students reached Meets in reading and 26% in math, with lower rates for Hispanic students (32% and 26%) and economically disadvantaged students (28% and 24%).	PK to grade 2 foundational literacy and numeracy screening and instruction are not standardized across campuses, and kindergarten screening shows gaps in school readiness on entry.

Performance Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Staff doesn't share a clear understanding of district priorities. Outside of a few district leaders, staff doesn't know the district is part of LIFT or what it means, and social media is shaping perceptions of a possible new reading curriculum.	The district launches initiatives without a communication plan that tells staff what is changing, why, and what it means for their work.

Performance Objective 5 ☑ High Priority ☑ HB3 Goal

ESSENTIAL ACTION 4.1: Early Literacy and Numeracy (PK-3, HB 3)

By June 2027, the percentage of grade 3 students reaching Meets on STAAR reading will increase from 39% to at least 45% and in math from 26% to at least 33%, the 2027 annual targets proposed for Board adoption in the district's new HB 3 Early Childhood Literacy and Mathematics goals, with Hispanic (32% and 26%) and economically disadvantaged (28% and 24%) students reaching their 2027 targets.

Evaluation Data Source: SUCCESS CRITERIA: Grade 3 STAAR reading and math by student group; HB 3 PK-3 checkpoint data; state-approved early literacy and numeracy screeners (BOY, MOY, EOY); dyslexia screeners; CLI Engage PK data.

Strategy 1 ☑ Results Driven Accountability

KEY PRACTICE 3.1.3: Universal Screening. Standardize K-2 foundational literacy and numeracy screening and progress monitoring, with foundational literacy training for reading ($7,940 Title II) and K-2 math screening, and act on results in PLCs.

Strategy's Expected Result/Impact: By December 2026, 100% of K-2 teachers on the five elementary campuses are trained. 100% of K-2 students are screened at BOY, MOY and EOY, and the percentage at benchmark in both reading and math rises by at least 15 percentage points from BOY to EOY.

Staff Responsible for Monitoring: Assistant Superintendent of Elementary Curriculum and Instruction; Campus Principals

Problem Statements: Student Learning 5

Funding Sources: 255 - Title II- Part A, $7,940

Formative Reviews

No Progress

December	February	April	June

Strategy 2

KEY PRACTICE 4.1.5: Early Childhood Strategies. Strengthen PK Tier 1 instruction with supplemental PK curriculum resources ($12,000 Title I and Title II across BTW, NES, HRE, TRE and EES) and coordinate kindergarten transition with Head Start partners through the Grade-Level Transitions strategy under Essential Action 3.1.

Strategy's Expected Result/Impact: 100% of PK3 and PK4 classrooms use the curriculum by November 20, 2026. The percentage of PK4 students on track on CLI Engage rises by at least 20 percentage points from BOY to EOY.

Staff Responsible for Monitoring: Assistant Superintendent of Elementary Curriculum and Instruction; Campus Principals

Problem Statements: Student Learning 5

Funding Sources: 255 - Title II- Part A, $6,000, 211 - Title I-Part A, $6,000

Formative Reviews

No Progress

December	February	April	June

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
5	Too few students leave grade 3 reading and doing math at grade level. In 2026, 39% of grade 3 students reached Meets in reading and 26% in math, with lower rates for Hispanic students (32% and 26%) and economically disadvantaged students (28% and 24%).	PK to grade 2 foundational literacy and numeracy screening and instruction are not standardized across campuses, and kindergarten screening shows gaps in school readiness on entry.

Performance Objective 6 ☑ High Priority ☑ HB3 Goal

ESSENTIAL ACTION 4.3: College, Career and Military Readiness

Provide access to course offerings and graduation pathways that give students the knowledge and skills for college, career, and military readiness. By August 2027, the percentage of graduates meeting at least one CCMR indicator will increase from 85% to at least 88%, the 2027 annual target proposed for Board adoption in the district's new HB 3 CCMR goals, with Hispanic (83%) and economically disadvantaged (82%) graduates closing at least half the gap to all students.

Evaluation Data Source: SUCCESS CRITERIA: CCMR Tracker and Verifier; dual credit and industry-based certification counts; TSIA2 results; four-year plans; CTE Advisory Committee minutes.

Strategy 1 ☑ Results Driven Accountability

KEY PRACTICE 4.3.5: Advising. Track every student's CCMR status from grade 8 and assign each senior without an indicator a counselor-led plan (TSIA2, dual credit, industry-based certification or military readiness).

Strategy's Expected Result/Impact: 100% of seniors without a CCMR indicator have a written plan by December 2026, reviewed every six weeks. At least 60% of them earn an indicator by graduation.

Staff Responsible for Monitoring: Assistant Superintendent of Student Services; Assistant Superintendent of Secondary Curriculum and Instruction

Problem Statements: Student Learning 7

Formative Reviews

No Progress

December	February	April	June

Strategy 2

KEY PRACTICE 4.3.3: Graduation Pathways. Update the long-term CCMR plan to the state's revised CCMR indicators and categories (including the updated industry-based certification list and dual credit, TSIA2, and military readiness criteria) using CTE Advisory Committee input, and publish the 2027-28 course guide on an aligned calendar so staffing decisions are made before spring break.

Strategy's Expected Result/Impact: The updated CCMR plan is approved by January 29, 2027. The 2027-28 course guide is published by February 12, 2027, and 100% of students in grades 9-11 have an approved four-year plan.

Staff Responsible for Monitoring: Assistant Superintendent of Secondary Curriculum and Instruction; High School Administration

Problem Statements: Student Learning 7

Formative Reviews

No Progress

December	February	April	June

Strategy 3

KEY PRACTICE 4.3.4: Career Readiness (HB 8; ESSA 1112(b)(10) and (b)(12)). Coordinate with community college and university partners to expand dual credit, P-TECH, and other debt-free pathways that lead to degrees and credentials of value; track FAFSA or TAFSA completion, or the signed opt-out form, for every senior each month from October (TEC 28.0256); and connect CTE programs of study to local employers through internships, practicums, and industry-based certifications reviewed with the CTE Advisory Committee. Elgin High and Phoenix High write these objectives into their CIPs.

Strategy's Expected Result/Impact: 100% of seniors in the class of 2027 complete the FAFSA, the TAFSA, or the opt-out form before graduation. Dual credit course completions and industry-based certifications earned an increase from the 2025-26 baseline by August 2027. The number of students in a work-based learning experience is reported to the CTE Advisory Committee each semester.

Staff Responsible for Monitoring: Assistant Superintendent of Secondary Curriculum and Instruction; High School Administration

Problem Statements: Student Learning 7

Funding Sources: State Career and Technical 48.106, , Perkins Career and Technical Education ,

Formative Reviews

No Progress

December	February	April	June

Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
7	CCMR rates are stable but not rising for every group, and the district's CCMR plan does not yet match updated state expectations. 85% of graduates met a CCMR indicator, compared with 83% of Hispanic and 82% of economically disadvantaged graduates.	The district has no long-term CCMR plan reviewed against the new state criteria, and the district does not track individual students' CCMR status from grade 9.

Goal 5

LEVER 5: INSTRUCTIONAL LEADERSHIP AND CAPACITY BUILDING
Systems are established to enable instructional leadership development and capacity building for instructional leaders and teachers, including planning, internalization, and effective delivery of instruction. The district ensures foundational practices support data-driven instruction and assessment reflection benefiting all learners.

Performance Objective 1 ☑ High Priority

ESSENTIAL ACTION 5.1: Instructional Leadership and Development of Enabling Conditions

Establish expectations and foundational systems for instructional leadership and development. By January 2027, Elgin ISD will publish its expectations for job-embedded coaching (who coaches whom, how often, with which tool), a year-long development and coaching plan for principals, assistant principals, and instructional coaches, and one weekly channel and one shared calendar for every district requirement to campuses; by May 2027 at least 90% of principals will report that district support and communication are clear and consistent.

Evaluation Data Source: SUCCESS CRITERIA: Published coaching expectations and the shared campus walk calendars; weekly walk and coaching conversation counts per leader (Strive); year-long leader development plan and attendance (principal learning sessions, Assistant Principal Academy, LIFT coaching); weekly principal brief archive and district requirements calendar; principal communication and support survey (December baseline and May 2027).

Strategy 1 ☑ Results Driven Accountability

KEY PRACTICE 5.1.1: Expectations for Job-Embedded Coaching and Capacity Building. Publish and hold to the district's coaching expectations: every campus leader completes at least five classroom walks and five coaching conversations each week; district curriculum staff walk only with the principal or assistant principal, on a shared campus walk calendar, and the team calibrates together with one Strive form per walk; the principal or assistant principal owns the teacher-facing conversation; and the TEA observation tools in Strive (content-agnostic in October, PLC tools from November, and content tools from January) are the common instruments.

Strategy's Expected Result/Impact: 100% of campuses have a shared walk calendar by November 2026. At least 90% of campus leaders meet the weekly expectation each month, reported on the cabinet data set. 100% of district walks are joint walks logged on the campus calendar in collaboration with campus administration.

Staff Responsible for Monitoring: Assistant Superintendents of Elementary and Secondary Curriculum and Instruction; Campus Principals

Problem Statements: District Processes & Programs 2, 5

Formative Reviews

No Progress

December	February	April	June

Strategy 2 ☑ Talent Plan

KEY PRACTICE 5.1.3: Yearlong Development and Coaching Plan. Build a sequenced year-long development and coaching plan for each leadership role: monthly principal learning sessions, LIFT principal coaching and lesson internalization follow-ups, the Assistant Principal Academy, instructional coach PLCs, and the PLC observation and lesson internalization tools, with distributed ownership across the Assistant Superintendents and campus coaches.

Strategy's Expected Result/Impact: The plan is published by December 2026. 100% of principals and assistant principals attend at least 90% of their scheduled sessions. Each principal has a written leadership growth goal reviewed at the MOY and EOY performance reviews.

Staff Responsible for Monitoring: Assistant Superintendents of Elementary and Secondary Curriculum and Instruction

Problem Statements: District Processes & Programs 2, 3

Funding Sources: 429 LASO Cycle 4 25-26 LIFT,

Formative Reviews

No Progress

December	February	April	June

Strategy 3

District Communication Systems (local strategy under Essential Action 5.1). Replace department-by-department emails with one weekly district brief to principals and a shared calendar of every district and program requirement, owned by one office, with vendor and grant communication (LIFT, consultants, ESC 13) filtered by the Assistant Superintendents so campuses receive only what they need to act on.

Strategy's Expected Result/Impact: The weekly brief and requirements calendar launch by December 2026. At least 90% of district requests to principals go through the brief by February 2027. Principal clarity rises from the December baseline to at least 90% in May 2027.

Staff Responsible for Monitoring: Assistant Superintendents of Elementary and Secondary Curriculum and Instruction; Superintendent

Problem Statements: District Processes & Programs 5 - Perceptions 2

Formative Reviews

No Progress

December	February	April	June

Performance Objective 1 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
2	Walkthroughs and PLCs happen weekly, but there is no consistent evidence that feedback leads to coaching, re-observation, and teacher growth, or that every PLC uses student data to plan instruction.	Instructional improvement depends on individual leaders rather than a common process. The district has no shared definition of a PLC, calibration happens only at the campus level, walkthrough look-fors are not tied to CBA data, and the district tracks counts of walkthroughs and PLCs rather than teacher growth.
3	The district's leadership structure is not organized around its improvement priorities. Principals need clarity on who supports them on each priority, and key initiatives such as LIFT are known only to a few district leaders.	Roles and reporting lines grew around earlier initiatives rather than being designed around the Effective Schools Framework and the district's instructional priorities, and the district has no project management process for organizational change.
5	Campuses receive district requirements inconsistently. Information shared at one campus is not always the same at another, and principals receive requirements from several departments through different channels.	The district has no single communication channel or requirements calendar for campuses, and each department communicates on its own schedule.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Staff doesn't share a clear understanding of district priorities. Outside of a few district leaders, staff doesn't know the district is part of LIFT or what it means, and social media is shaping perceptions of a possible new reading curriculum.	The district launches initiatives without a communication plan that tells staff what is changing, why, and what it means for their work.

Performance Objective 2 ☑ High Priority

ESSENTIAL ACTION 5.2: Instructional Planning and Delivery

Establish role-aligned, job-embedded capacity building so instructional leaders and teachers internalize, prepare for, and deliver strong instruction. By May 2027, 100% of teachers at TAP and TIP campuses and 90% of teachers districtwide will receive observation and feedback at least every two weeks with a tracked action step, at least 80% of action steps will be re-observed within two weeks, 100% of campuses will run the district PLC protocol, and at least 90% of teachers will self-report proficiency in lesson internalization.

Evaluation Data Source: SUCCESS CRITERIA: Strive observation and feedback records (action steps assigned, re-observed, mastered); monthly district calibration walk logs; LIFT PLC observation tool scores (monthly); PLC agendas; Title I coach caseloads and time and effort; April teacher internalization self-report; bilingual and ESL walkthrough data (ELPS objectives); CFA reteach results; interim assessment MOY and EOY growth.

Strategy 1 ☑ Results Driven Accountability ☑ Talent Plan

KEY PRACTICE 5.2.5: Observation and Feedback. Close the observation, feedback, and re-observation loop: look-fors tied to CBA data and the Instructional Framework, one action step per observation, re-observation within two weeks, Tier 2 and Tier 3 teachers observed weekly, a district representative on a calibration walk at every campus each month, and Title I-funded instructional coaches running feedback cycles every two weeks with new and uncertified teachers first.

Strategy's Expected Result/Impact: Teachers at TAP and TIP campuses are observed at least every two weeks and Tier 2 and Tier 3 teachers weekly. At least 80% of action steps are re-observed within two weeks and tracked to mastery in Strive. A district representative attends a calibration walk on every campus each month. Title I coach caseloads and time and effort are documented monthly.

Staff Responsible for Monitoring: Assistant Superintendents of Elementary and Secondary Curriculum and Instruction; Campus Principals

Problem Statements: Student Learning 1 - District Processes & Programs 2

Funding Sources: 255 - Title II- Part A, $40,106, 211 - Title I-Part A, $634,668

Formative Reviews

No Progress

December	February	April	June

Strategy 2 ☑ Results Driven Accountability

KEY PRACTICE 5.2.4: Instructional Planning Supports. Implement one data-centered PLC protocol districtwide (CFA data review, reteach plan within 48 hours, lesson internalization with the Lesson Internalization Guide), with a campus leader in every PLC, and monitor it monthly with the LIFT PLC observation tool.

Strategy's Expected Result/Impact: 100% of campuses use the district PLC protocol by December 2026. LIFT PLC observation scores increase from fall to spring on every campus. At least 90% of unmastered standards have a documented reteach within 48 hours. By April 30, 2027, at least 90% of teachers self-report proficiency in lesson internalization.

Staff Responsible for Monitoring: Assistant Superintendents of Elementary and Secondary Curriculum and Instruction; Campus Principals

Problem Statements: Student Learning 1 - District Processes & Programs 2

Funding Sources: 429 LASO Cycle 4 25-26 LIFT,

Formative Reviews

No Progress

December	February	April	June

Strategy 3 ☑ Results Driven Accountability

KEY PRACTICES 5.2.3 and 5.3.4: Instructional Delivery Training; Collaboration across Staff to Effectively Support Students with Disabilities. Provide role-specific training for Tier 1 delivery and supports for special populations: Title III training on ELPS-aligned language objectives, content-based language instruction, and structured academic talk for teachers of emergent bilingual students, and co-teaching and accommodation training for special education and general education teachers, delivered through the year-long professional learning map and followed up in PLCs and walkthroughs. Screen kindergarten and grade 1 students for dyslexia and related disorders as TEC 38.003 requires, and serve identified students through the district dyslexia program, with progress monitored every six weeks.

Strategy's Expected Result/Impact: 100% of teachers of record for emergent bilingual students complete the Title III training by February 2027. ELPS-aligned objectives appear in at least 85% of bilingual and ESL walkthroughs by March 2027. Accommodation fidelity checks show 100% delivery on assessments.

Staff Responsible for Monitoring: Assistant Superintendents of Elementary and Secondary Curriculum and Instruction; Campus Principals

Problem Statements: Demographics 3 - Student Learning 6

Funding Sources: 263 - Title III - Part A , $32,788, Dyslexia Allotment 48.103,

Formative Reviews

No Progress

December	February	April	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	Emergent bilingual students (49.4% of enrollment) are not making enough progress in English or in content. Neidig, Elgin Middle, Harvest Ridge, and Trinity Ranch earned 0 of 4 points for English language proficiency, 42% of students taking grade 3 Spanish RLA reached Approaches compared with 61% in English, and 80% of students taking grade 5 Spanish science scored Did Not Meet.	Language development is not planned into Tier 1 instruction on every campus, certified bilingual teachers are scarce, and campuses do not consistently decide which language students test in.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students are not growing enough in a year. District academic growth is 62 compared with a state median of 73; reading growth has been 54 for four years compared with 67 statewide, and no elementary campus reaches the state median of 76.	Tier 1 instruction is inconsistent across classrooms. High-quality instructional materials are implemented and internalized unevenly, and intervention is carrying work that core instruction should do.
6	Gaps between student groups persist and are uneven by campus. The district's Closing the Gaps score rose to 68, but Elgin Middle fell from 78 to 62, and English language proficiency and special education performance remain below targets.	Teachers and campus leaders don't track student-group progress on a set schedule, and support for emergent bilingual students and students with disabilities depends on each campus.

Performance Objective 2 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
2	Walkthroughs and PLCs happen weekly, but there is no consistent evidence that feedback leads to coaching, re-observation, and teacher growth, or that every PLC uses student data to plan instruction.	Instructional improvement depends on individual leaders rather than a common process. The district has no shared definition of a PLC, calibration happens only at the campus level, walkthrough look-fors are not tied to CBA data, and the district tracks counts of walkthroughs and PLCs rather than teacher growth.

Performance Objective 3 ☑ High Priority

ESSENTIAL ACTION 5.3: Data-Driven Instruction, Assessment Reflection, and Targeted Supports

Establish expectations and foundational systems for using data to support all learners. By May 2027, 100% of campuses will follow one district data calendar and protocol, 100% of administrators and elementary core teachers will complete role-based data training, every student in grades 3-12 will have an individual "maintain or advance" target and an interim assessment growth goal, and 100% of rates used in accountability will be verified before each PEIMS snapshot.

Evaluation Data Source: SUCCESS CRITERIA: District data calendar; PLC data protocol use (LIFT PLC observation tool); accountability calibration training rosters and campus performance trackers; interim assessment training rosters and student goal-setting records; individual student target lists; PEIMS verification checklist sign-offs.

Strategy 1 ☑ Results Driven Accountability

KEY PRACTICE 5.3.1: Data-driven Instruction with Curriculum-embedded Assessments. Publish a

district data calendar (weekly CFA, BOY, MOY, and EOY interim assessments, six-week student-group reviews, campus performance tracker updates after each window) with one protocol that moves from data to action: what students know, what to reteach, who needs what, and how we will know it worked.

Strategy's Expected Result/Impact: The calendar and protocol are published by November 2026. 100% of PLCs show the protocol in agendas by January 2027, and every data meeting ends with a named reteach or support action.

Staff Responsible for Monitoring: Assistant Superintendents of Elementary and Secondary Curriculum and Instruction; Campus Principals

Problem Statements: Student Learning 6 - District Processes & Programs 6

Formative Reviews

No Progress

December	February	April	June

Strategy 2 ☑ Results Driven Accountability ☑ Talent Plan

KEY PRACTICE 5.3.2: Diagnostic and Interim Assessment Reflection and Use Protocols. Provide role-based data training (a four-day accountability calibration training for district and campus administrators at eight campuses, $32,000 from Title II; interim assessment growth report and goal-setting training for elementary core teachers and coaches, $2,300 per elementary campus, Title II), and set an individual "maintain or advance" target for every tested student from their 2026 performance level.

Strategy's Expected Result/Impact: 100% of administrators at the eight campuses complete all four days and maintain a campus performance tracker updated after each assessment window. 100% of elementary core teachers complete interim assessment training, and 100% of students in grades 3-12 have a target and an interim assessment growth goal by MOY. The share of 2026 Meets and Masters students who hold or raise their level in 2027 rises from 55% to at least 70%.

Staff Responsible for Monitoring: Assistant Superintendents of Elementary and Secondary Curriculum and Instruction; Campus Principals

Problem Statements: Student Learning 3 - District Processes & Programs 6

Funding Sources: 255 - Title II- Part A, $43,500

Formative Reviews

No Progress

December	February	April	June

Strategy 3

KEY PRACTICE 1.4.2: Data Setup. Verify every rate used in accountability and federal funding (economically disadvantaged, emergent bilingual, special education, homeless, migrant, foster, at-risk) before each PEIMS snapshot, including documenting economically disadvantaged status under the Community Eligibility Provision, and reconcile program records with PEIMS monthly.

Strategy's Expected Result/Impact: A verification checklist is signed off before 100% of PEIMS submissions. The fall snapshot reconciles the economically disadvantaged rate with source documentation, and no identification rate changes more than 5 points year to year without a documented reason.

Staff Responsible for Monitoring: Deputy Superintendent; Assistant Superintendent of Elementary Curriculum and Instruction

Problem Statements: Demographics 2

Formative Reviews

No Progress

December	February	April	June

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Student-group data used for accountability and federal funding is unreliable. The district's economically disadvantaged rate fell from 80.0% to 55.9% in one year with no matching change in the student population; the TAPR reports 45 homeless students while the McKinney-Vento end-of-year count shows 125, and more than half of listed migrant students show as withdrawn.	The district has no verification step before submitting to PEIMS. Identification depends on campus-level coding and forms, and under the Community Eligibility Provision, the district no longer collects meal applications, so the district must document economically disadvantaged status another way.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	High-performing students are slipping. 45% of students who scored Masters in 2025 dropped a performance level in 2026.	Planning and intervention focus on students below Approaches. Teachers have no "maintain or advance" target for students already at Meets or Masters.
6	Gaps between student groups persist and are uneven by campus. The district's Closing the Gaps score rose to 68, but Elgin Middle fell from 78 to 62, and English language proficiency and special education performance remain below targets.	Teachers and campus leaders don't track student-group progress on a set schedule, and support for emergent bilingual students and students with disabilities depends on each campus.

Performance Objective 3 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
6	Educators have access to data but do not consistently turn it into instructional decisions. Data is not a weekly priority in every PLC, the district data dashboard is a spreadsheet, and administrators and teachers have asked for training in reading accountability and interim assessment growth data.	The district lacks a common data calendar or protocol for analyzing and acting on data, and data training has been general rather than role-specific.

Goal 6

LEVER 6: FINANCE and OPERATIONS
The district strategically aligns resources with their desired student experience, emphasizing safety, security, and operational efficiency. The district empowers parents to ensure access to all school options while prioritizing student support across all systems.

Performance Objective 1 ☑ High Priority

ESSENTIAL ACTION 6.2: Budget and Finance

Strategically plan for and allocate resources in alignment with the envisioned student experience and compliance needs. By June 2027, 100% of Title I, II, III, IV, and State Compensatory Education spending will tie to a DIP or CIP strategy and a needs assessment finding with time and effort on file, every item in the 2026-27 ESSA Consolidated Compliance Report will be met, at least 75% of the priority recommendations from the district's 2026 external performance review will be complete or on schedule, and the district will operate within the Board-adopted budget and keep a Superior FIRST rating.

Evaluation Data Source: SUCCESS CRITERIA: Title I rank-order allocation worksheet verified against the SC5000; the district's written Title I supplement-not-supplant methodology (ESSA 1118(b)(2)); comparability report; time and effort records in the federal compliance platform; 1% PFE set-aside ledger; State Compensatory Education budget, FTE list, and program evaluation (FASRG Module 9); federally funded equipment inventory; ESSA Consolidated Compliance Report; quarterly principal spending reviews; performance review recommendation tracker reported to the Board quarterly; FIRST rating; monthly Board financial reports; budget-to-DIP crosswalk.

Strategy 1 ☑ Results Driven Accountability

KEY PRACTICE 6.2.3: Compliant Budgeting, Accounting, and Financial Practices. Allocate Title I to campuses in rank order by low-income percentage, determined using Community Eligibility Provision data in combination with Census data, with per-pupil amounts based on the low-income counts and poverty measure stated in the allocation worksheet and verified against the SC5000; document the district's written Title I supplement-not-supplant methodology (ESSA 1118(b)(2)) and its comparability review each year; collect federal time and effort documentation for every federally funded employee (2 CFR 200.430) and upload it to the federal compliance platform, and maintain State Compensatory Education staff documentation under FASRG Module 9; reserve the 1% PFE set-aside ($1,570 per Title I campus in 2026-27, with the allocation and its priority to high-need campuses documented in the Title I budget) and the required reservation for services to homeless students (ESSA 1113(c)(3)(A)); inventory federally funded equipment against the CIP; document the State Compensatory Education budget, FTEs, and program evaluation in the DIP; and review spending with each principal quarterly.

Strategy's Expected Result/Impact: 100% of federal allocations match the ESSA application and pass compliance review. Time and effort is on file for 100% of funded staff each reporting period. 100% of campus federal and State Compensatory Education spending ties to a CIP strategy and CNA need at each quarterly review. Every item in the 2026-27 ESSA Consolidated Compliance Report is met and the at-risk indicator points lost in 2025-26 are recovered.

Staff Responsible for Monitoring: Chief Financial Officer; Assistant Superintendent of Elementary Curriculum and Instruction

Problem Statements: District Processes & Programs 8, 9

Formative Reviews

No Progress

December	February	April	June

Strategy 2 ☑ Results Driven Accountability ☑ Talent Plan

KEY PRACTICE 6.2.2: Strategic Budget Allocation. Build the 2027-28 budget from DIP priorities and coordinate federal, state, and local funds (ESSA 1112(a)(1)) against identified needs: Title I and Title II campus allocations as listed in the Plan Notes, $101,000 for instructional salary continuity in the Trinity Ranch after-school program (local funds, moving to Title I if carryover allows), a PK curriculum carry-over reserve, migrant allocations by Priority for Service, and the state allotments with spending requirements (Compensatory Education, Special Education, Bilingual, Early Education, Dyslexia, Gifted and Talented, CCMR Outcomes Bonus, Teacher Incentive and Retention Allotments, School Safety) each mapped to the DIP objective it funds.

Strategy's Expected Result/Impact: 100% of DIP strategies with a cost show a fund source in the planning platform by January 29, 2027. The 2027-28 budget includes a crosswalk showing how each major allocation and every allotment with a spending requirement supports a DIP objective and meets its required spending percentage.

Staff Responsible for Monitoring: Chief Financial Officer; Superintendent

Problem Statements: District Processes & Programs 8

Formative Reviews

No Progress

December	February	April	June

Strategy 3

KEY PRACTICE 6.2.4: Active Revenue and Cost Monitoring and Analysis. Monitor revenue and cost projections through the year, drive 2027-28 campus staffing allocations from the enrollment projection (6,217 students in April 2026; 6,232 in the April 2026 demographic study) each December, and assign an owner, due date, and status to every recommendation from the 2026 external performance review with quarterly progress reports to the Board.

Strategy's Expected Result/Impact: Fall enrollment is within 2% of projection, and 2027-28 campus staffing allocations are set by the first Tuesday in December 2026. 100% of review recommendations have an owner and due date by December 2026, the Board receives progress reports in January, April, and June, and at least 75% of priority recommendations are complete or on schedule by June 2027. The district operates within the Board-adopted budget and maintains a Superior FIRST rating.

Staff Responsible for Monitoring: Chief Financial Officer; Superintendent

Problem Statements: District Processes & Programs 4, 8

Formative Reviews

No Progress

December	February	April	June

Performance Objective 1 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
4	Elgin ISD can't staff every classroom with a certified, experienced teacher. Teacher turnover was 24.9% compared with 18.8% statewide, and teachers average 7.8 years of experience compared with 11.2 statewide (2024-25 TAPR). 59% of Harvest Ridge teachers are uncertified, Booker T. Washington has five non-certified instructors in grades 4 & 5, & certified bilingual teachers are scarce districtwide.	Recruitment is reactive. The district does not project vacancies early, hires late, and relies on uncertified and alternatively certified hires without a structured plan to certify each one.
8	District resources are not consistently tied to improvement priorities, and the recommendations from the district's 2026 external performance review need owners, timelines, and regular progress reporting to the Board.	The budget is built by department and line item rather than from the district's improvement priorities, and there is no routine for tracking and reporting progress on external review recommendations.
9	The district can't yet show federal monitors the evidence behind programs. The October 2025 ESSA validations found a lack of evidence for Title I campus stakeholder involvement, district-level consultation, & migrant identification; district-level consultation was rated Improvement Required, & the 2025-26 ESSA Consolidated Compliance Report was out of compliance, which costs at-risk indicator pts.	Federal program requirements have depended on one coordinator and on each principal's follow-through, with no district evidence calendar, no named owner for each requirement, and no routine check that evidence reaches the federal compliance platform, so one campus's missing documentation puts the whole district out of compliance.

Performance Objective 2 ☑ High Priority

ESSENTIAL ACTION 6.1: Teacher and Student Time

Ensure sufficient time in the calendar year and school day for impactful student experiences and for staff preparation and development. By January 2027, 100% of campus master schedules will show a protected daily intervention and acceleration block, daily elementary science time, weekly PLC time with a campus leader present, and time for HB 1416 accelerated instruction, and by May 2027 instructional time lost to

disciplinary removals, field trips, and testing will be tracked and reduced from the fall baseline.

Evaluation Data Source: SUCCESS CRITERIA: Campus master schedule review (January 2027); PLC and intervention block observation; HB 1416 scheduling logs; instructional time lost report (removals, field trips, assessment days) by campus each semester; 2027-28 instructional calendar adopted with required minutes and professional development days.

Strategy 1

KEY PRACTICE 6.1.2: School Day Master Schedule. Review every campus master schedule against district expectations (protected intervention and acceleration block, daily science in elementary, weekly PLC time with a leader present, HB 1416 time, and bilingual and special education service minutes) and return feedback to each principal.

Strategy's Expected Result/Impact: 100% of master schedules meet the expectations by January 29, 2027, and 100% of 2027-28 master schedules are reviewed and approved before the first day of school.

Staff Responsible for Monitoring: Assistant Superintendents of Elementary and Secondary Curriculum and Instruction; Campus Principals

Problem Statements: Student Learning 1, 2, 4

Formative Reviews

No Progress

December	February	April	June

Strategy 2

KEY PRACTICE 6.1.1: School Year Calendar. Set a fall baseline for instructional time lost to disciplinary removals, field trips and extracurricular travel, and local assessment days, and adopt a 2027-28 instructional calendar that meets required minutes, protects professional development days tied to the year-long professional learning map, and schedules district assessments in the fewest days possible.

Strategy's Expected Result/Impact: The baseline report is published by December 2026, and instructional time lost falls from the fall to the spring semester at every campus. The Board adopts the 2027-28 calendar by February 2027.

Staff Responsible for Monitoring: Deputy Superintendent; Assistant Superintendent of Student Services

Problem Statements: District Processes & Programs 7

Formative Reviews

No Progress

December	February	April	June

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students are not growing enough in a year. District academic growth is 62 compared with a state median of 73; reading growth has been 54 for four years compared with 67 statewide, and no elementary campus reaches the state median of 76.	Tier 1 instruction is inconsistent across classrooms. High-quality instructional materials are implemented and internalized unevenly, and intervention is carrying work that core instruction should do.
2	Mathematics is the weakest subject at every level. In 2026, 10% of grade 7 students reached Approaches in math, compared with 42% in grade 6, 50% in grades 3 and 4, and 64% passing Algebra I. More than half of students in grades 1 to 12 score below the 41st percentile on the interim math assessment, and all three turnaround campuses missed their math goals (EIS 9% Meets against a 20% goal).	Math instruction is not vertically aligned, so students do not secure prerequisite skills before moving on. Common assessments may not match STAAR rigor, and priority campuses have math vacancies and uncertified math teachers.
4	Students cannot yet write analytically or demonstrate grade-level science mastery. About half of students passed English I (51%) and English II (50%), and 60% of grade 5 students (English), 80% (Spanish), and 58% of grade 8 students scored Did Not Meet in science.	The district has no vertically aligned success criteria for extended constructed responses, writing is not taught across content areas, and elementary science time and academic vocabulary instruction vary by campus.

Performance Objective 2 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
7	Students lose instructional time to disciplinary removals. By late September 2026, Elgin Intermediate lost 68 instructional days to removals.	Tier 1 behavior systems are implemented unevenly, and campuses remove students before trying Tier 2 behavior supports.

Performance Objective 3 ☑ High Priority

ESSENTIAL ACTION 6.4: Technology and Data Systems

Strategically plan for and allocate resources that support both academic and non-academic structures and meet data security and protection requirements, including the integration of technology in instructional and administrative programs (TEC 11.252(a)(3)(D)). By May 2027, the district will replace its spreadsheet dashboard with one data system that feeds the bi-weekly cabinet data set and campus performance trackers, 100% of staff will complete required cybersecurity training, and 100% of instructional and administrative software will be inventoried against a DIP objective before renewal.

Evaluation Data Source: SUCCESS CRITERIA: Data system implementation plan and launch date; cabinet data set source log; cybersecurity training completion (TEC 11.175); software inventory and renewal decisions; device and network readiness reports for online testing.

Strategy 1

KEY PRACTICE 6.4.2: Data Systems. Implement one district data system that brings together interim assessment, CFA, STAAR, attendance, discipline, Strive walkthrough, and PEIMS data by campus and student group, feeds the bi-weekly cabinet data set and campus performance trackers, and gives every teacher access to their students' data within the data calendar.

Strategy's Expected Result/Impact: The system is selected by December 2026 and feeds the data set by MOY. 100% of campus performance trackers draw from it by the April formative review, and the spreadsheet dashboard is retired by May 2027.

Staff Responsible for Monitoring: Assistant Superintendents of Elementary and Secondary Curriculum and Instruction; Superintendent

Problem Statements: District Processes & Programs 1, 6

Formative Reviews

No Progress

December	February	April	June

Strategy 2

KEY PRACTICE 6.4.4: Non-curricular Software Systems. Inventory every instructional and administrative software subscription against the DIP objective it supports and its usage data before renewal, complete the annual cybersecurity training and policy requirements (TEC 11.175), and confirm device and network readiness for online STAAR, TELPAS, and interim assessment windows.

Strategy's Expected Result/Impact: 100% of renewals in 2026-27 have a documented usage review and DIP alignment decision. 100% of staff complete cybersecurity training by the state deadline. Every campus passes a readiness check at least two weeks before each online testing window.

Staff Responsible for Monitoring: Deputy Superintendent

Problem Statements: District Processes & Programs 8, 11

Formative Reviews

No Progress

December	February	April	June

Performance Objective 3 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	The district collects walkthrough, CBA, interim assessment, and PLC data weekly, but it does not review results against targets on a fixed schedule with a named owner and a recorded decision, and it does not evaluate district programs and initiatives for effectiveness.	The district has built systems that monitor data but not systems that manage performance. No fixed routine assigns an owner, compares results to targets, and requires a decision to continue, adjust, or stop.
6	Educators have access to data but do not consistently turn it into instructional decisions. Data is not a weekly priority in every PLC, the district data dashboard is a spreadsheet, and administrators and teachers have asked for training in reading accountability and interim assessment growth data.	The district lacks a common data calendar or protocol for analyzing and acting on data, and data training has been general rather than role-specific.
8	District resources are not consistently tied to improvement priorities, and the recommendations from the district's 2026 external performance review need owners, timelines, and regular progress reporting to the Board.	The budget is built by department and line item rather than from the district's improvement priorities, and there is no routine for tracking and reporting progress on external review recommendations.
11	The district does not have one routine that confirms technology is ready and secure before it is needed. Cybersecurity training and policy requirements, software renewals, and device and network checks for online STAAR, TELPAS, and interim assessments are handled separately, so problems can surface during a testing window or a renewal deadline.	Technology readiness, security, and software decisions are spread across departments, with no shared calendar, named owner, or checklist for each requirement.

State Compensatory Education

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $2,976,683.00

Total FTEs Funded by SCE: 28

Brief Description of SCE Services and/or Programs

State Compensatory Education funds accelerated instruction, intervention teachers and paraprofessionals, dropout prevention case management, credit recovery, attendance supports, and the culture and classroom management program for students at risk of dropping out (TEC 29.081). The budget is 199 General Fund, Program Intent Codes 24 and 30, plus the Phoenix High budget coded to Program Intent Code 26.

Personnel for District Improvement Plan

Name	Position	FTE
Alissa Lynn Brock	Teacher Phoenix	1
Ana Carolina Jalomo-Bernal	Clerical Support District	1
Anga Leah McCarus	Professional Support EHS	1
Angie Flowers	Teacher HRE	1
Britnie Michele Kane	Classroom Aide	1
Carldale Johnson	Teacher EHS	1
Christopher Mueller	Teacher EHS	1
Dagmar Beate Hanson	Teacher EES	1
Eileen O'Connor	Teacher Phoenix	1
Emilie Halpin	Paraprofessional EHS	1
Erika Almanza	Paraprofessional BTW	1
Erin Gray Ramirez Tatro	Teacher BTW	1
John Morris Boucher	Teacher Phoenix	1
Joselin Mendez	Paraprofessional NES	1
Julie Marie Espinoza	Paraprofessional Elgin Elem	1
Kristin St Vincent Booth	Professional Support EHS	1
Lauren Brittany Villa	Teacher EMS	1
Maria Mireles	Paraprofessional EMS	1
Mariella Sanchez Kelly	Teacher EIS	1
Mary Calleen Pausewang	Professional Support EHS	1
Morgan Leigh Walsh	Paraprofessional HRE	1
Sara Elizabeth Puckett	Teacher TRE	1
Sara Tate	Paraprofessional Elgin Elem	1

Name	Position	FTE
Savannah Lee Knott	Professional Support District	1
Tara Springer Ubelhor	Professional Support Phoenix	1
Vanessa Jocelyn Lopez-Roman	Paraprofessional TRE	1
Yanixel Picaz Gutierrez	Paraprofessional BTW	1
Zachary Jones	Teacher Phoenix	1

Title I Summary

Title I

Descriptor 1: Student Progress Monitoring and Supports

1.1 Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

Elgin ISD provides a well-rounded program of instruction in reading, mathematics, science, social studies, fine arts, physical education, Career and Technical Education, gifted and talented services, and advanced and dual-credit courses. Campuses teach with high-quality instructional materials and TEKS-aligned scope and sequence, and teachers plan together in weekly PLCs. Bilingual/ESL, special education, dyslexia, and State Compensatory Education services give students who need more support access to the same grade-level program. The six Title I campuses (Elgin Elementary, Booker T. Washington, Harvest Ridge, Neidig, Trinity Ranch, and Elgin Intermediate) operate schoolwide programs that use Title I funds to strengthen the whole instructional program.

1.2 Identifying students who may be at risk for academic failure;

Elgin ISD identifies students at risk of academic failure through universal screening and regular data review. Students in grades K–12 take the NWEA MAP Growth interim assessment at the beginning, middle, and end of the year, students in PK–grade 2 take state-approved early literacy and numeracy screeners, and PK students are assessed with CLI Engage. Kindergarten and grade 1 students are screened for dyslexia as TEC 38.003 requires, and emergent bilingual students' English proficiency is measured each year with TELPAS. Campuses also review STAAR and end-of-course results, common formative assessments, grades, attendance, and discipline. Every six weeks, each campus updates its at-risk roster under the state criteria in TEC 29.081, and PLCs and student support teams use these data to place students in Tier 2 and Tier 3 interventions.

1.3 Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;

Students who need more help receive it through tiered intervention during the school day and through extended learning time. Title I funds instructional coaches at the six Title I campuses and intervention aides at the five Title I elementary campuses, and State Compensatory Education funds intervention teachers and paraprofessionals across the district. The six Title I campuses offer extended-day tutoring. Students who do not pass STAAR or an end-of-course exam receive 15 to 30 hours of small-group accelerated instruction under HB 1416. Summer programs, including Jump Start math for rising grade 4 students and Bilingual Summer School for emergent bilingual students, help close gaps before the next school year.

1.4 Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;

Elgin ISD chooses its strategies from its comprehensive needs assessment and the Effective District Framework. In 2026–27, every reading and math teacher and leader is trained in TEA's research-based instructional strategies, the district is adopting an Instructional Framework that defines strong instruction, and campuses implement high-quality instructional materials with lesson internalization in weekly PLCs. Campus leaders observe and give feedback to teachers every two weeks, supported by Title I and Title II instructional coaches and the LASO Cycle 4 LIFT grant. To improve school conditions, campuses implement a relationship-driven culture and classroom management program and Tier 2 behavior supports, and the district is strengthening attendance supports to reduce chronic absenteeism.

Descriptor 2: Teacher Quality

Elgin ISD reviews teacher certification and assignment each September and January, and Human Resources notifies principals of every teacher who is not fully certified. Title I campuses send the Parents' Right to Know notice by September 30 and a four-week letter whenever a student is taught for four or more consecutive weeks by a teacher who is not certified. Each spring, the district reviews equitable access data to determine whether low-income and minority students are taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. If a Title I campus has a higher share of inexperienced or out-of-field teachers than the district average, the district writes a plan to close the gap. Strategies include giving Turnaround and Targeted Improvement Plan campuses first access to certified candidates, supporting uncertified teachers toward certification, coaching new teachers, and using the Teacher Incentive Allotment to keep effective teachers.

Descriptor 3: School Improvement and Support Activities

TEA's 2026 identification names two Elgin ISD campuses for targeted support and improvement (TSI), Elgin Middle (Hispanic and continuously enrolled students) and Booker T. Washington (Hispanic, economically disadvantaged, emergent bilingual, and continuously enrolled students). No campus is identified for comprehensive support and improvement or additional targeted support. For each TSI campus, the district leads a needs assessment for the identified student groups with stakeholders, approves evidence-based TSI strategies in the campus plan with student performance goals and the resources needed, and states the actions the district will take if the plan is not successful. The Board approves each plan, and the Assistant Superintendents of Curriculum and Instruction, who serve as District Coordinators of School Improvement, monitor it in the bi-weekly cabinet data review and at each formative review (December, February, April, and June), alongside the district's Turnaround and Targeted Improvement Plan campuses. The Federal and State Programs Coordinator reviews TEA's identification list each August, reports it to the cabinet and the District Advisory Committee, and starts the same process within 30 days for any newly identified campus.

Descriptor 4: Measure of Poverty

Elgin ISD ranks its campuses by the percentage of low-income students and allocates Title I, Part A funds in rank order under Section 1113. The measure of poverty is Community Eligibility Provision data combined with Census data, applied the same way to every campus. Per-pupil amounts are based on each campus's low-income count, documented in the Title I allocation worksheet, and verified against the SC5000.

Descriptor 5: Nature of Programs

All six Elgin ISD Title I campuses (Elgin Elementary, Booker T. Washington, Harvest Ridge, Neidig, Trinity Ranch, and Elgin Intermediate) operate schoolwide programs under Section 1114. Each campus completes an annual comprehensive needs assessment, writes its schoolwide plan into its campus improvement plan with the required components (evidence-based strategies, support for students at risk, professional development, family engagement, and transition activities), develops and reviews the plan with its site-based committee and families, and evaluates it each summer. On these campuses, Title I funds instructional coaches, intervention aides, extended-day tutoring, supplemental materials, and family engagement. The district operates no targeted assistance programs in 2026–27 and does not use Title I, Part A funds for children in local institutions for neglected or delinquent children or in community day school programs.

Descriptor 6: Services to Homeless Children and Youth

Elgin ISD's McKinney-Vento liaison identifies students experiencing homelessness through the residency questionnaire completed at enrollment and through referrals from campus staff, and the district enrolls these students immediately, even when records such as proof of residency, immunizations, or prior school records are missing. The liaison reconciles homeless counts with PEIMS each month, arranges transportation to the school of origin when it is in the student's best interest, and makes sure each identified student has a service plan within 30 days. Students experiencing homelessness are eligible for Title I services at every campus and receive help with supplies, fees, and access to tutoring and other programs.

Title I, Part A Reservation: The district reserves $12,500 of Title I, Part A funds for homeless services in 2026–27 ($11,000 for transportation, $1,000 for supplies, and $500 for other needs). The amount is based on the number of students identified the previous year (125 on the McKinney-Vento end-of-year count) and their transportation and other needs, and it serves eligible students at every campus, including non-Title I campuses.

Descriptor 7: Parent and Family Engagement Strategy

Elgin ISD's district Parent and Family Engagement Policy, developed with parents and included in this plan, guides family engagement under Section 1116. Each Title I campus develops a campus policy and school-parent compact with families at a parent-majority meeting, holds an annual Title I meeting, and shares information with families in English and Spanish. To build capacity, staff completed family engagement training on October 14, 2026, ESC Region 13 provides 8 to 10 Parent and Family Engagement sessions for Title I campus leaders and staff, and campuses host a six-session family Watch Party series in fall 2026. Families also give input on the district plan through the District Advisory Committee and the bilingual Improvement Plan Community Feedback form.

Reservation of Funds: Because the district's Title I, Part A allocation is more than $500,000, it reserves at least 1% for parent and family engagement. In 2026–27 the district budgets $18,883: $1,570 for each of the six Title I campuses ($9,420), which is more than the 90% of the 1% reservation that must go to schools, and $9,463 at the district level. Parents help decide how these funds are used.

Evaluation: Each spring, the district and campuses evaluate the policy's content and effectiveness with families, use the results to revise the policies, compacts, and budget, and share the changes with families in English and Spanish by June.

Descriptor 8: Early Childhood Education Programs and Transition Plans

Elgin ISD offers prekindergarten for three- and four-year-olds and coordinates Title I with these classrooms. In 2026–27, Title I and Title II fund supplemental PK curriculum resources at the five elementary campuses ($12,000), the Title I district reservation includes $2,400 for early childhood initiatives, and PK teachers use CLI Engage to monitor each student's progress. The district coordinates with Head Start and local child care partners on spring kindergarten registration and roundup. Before school starts, PK CLI Engage and screener data are transferred to kindergarten teachers, and families attend a kindergarten orientation. At the kindergarten to grade 1 transition, teachers hand off end-of-year literacy and numeracy data and intervention plans, and emergent bilingual students entering grade 1 attend Bilingual Summer School. Each campus publishes its transition calendar by February 2027.

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

Elgin ISD does not operate any Title I, Part A targeted assistance programs under Section 1115. All six Title I campuses operate schoolwide programs under Section 1114, so targeted assistance student selection criteria do not apply in 2026–27. Within the schoolwide programs, campuses use universal screening, interim assessment, and state assessment data in PLCs and student support team meetings to place students in Tier 2 and Tier 3 interventions. If a campus operates a targeted assistance program in the future, the district will select eligible students using multiple, educationally related, objective criteria, including state assessment results, interim assessment results, grades, and teacher referral.

Descriptor 10: Middle to High School/High School to Postsecondary Transitions

10.1 Coordination with institutions of higher education, employers, and other local partners;

Elgin ISD works with community college and university partners to offer dual credit and other pathways that lead to college credit and credentials of value, and with local employers through the CTE Advisory Committee, which reviews CTE programs of study, industry-based certifications, and work-based learning each semester. To support the move from middle school to high school, every grade 8 student completes a personal graduation plan with an endorsement choice with a parent, meets with high school counselors for course selection aligned to CCMR pathways, and attends a ninth grade orientation.

10.2 Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;

Elgin High School and Phoenix High School are expanding student access to dual credit and other debt-free pathways. Counselors track each student's CCMR status beginning in grade 8, help students choose an endorsement and program of study based on their interests and skills, and give every senior without a CCMR indicator a counselor-led plan for TSIA2, dual credit, an industry-based certification, or military readiness, reviewed every six weeks. Counselors also track FAFSA or TAFSA completion, or the signed opt-out form, for every senior each month beginning in October. In 2023–24, 45.4% of students in grades 9–12 completed at least one advanced or dual-credit course.

Descriptor 11: Discipline Disproportionality

Elgin ISD is working to reduce instructional time lost to disciplinary removals and to make sure no student group is removed at a higher rate than others. By late September 2026, Elgin Intermediate alone had lost 68 instructional days to removals, and Tier 1 behavior systems are uneven across campuses.

Data Review: The district reviews discipline data each month by campus and student group, reported separately for elementary and secondary campuses. Any campus more than 10 percentage points above the discipline rate for its level, or with a student group more than 10 percentage points above that rate, receives a district support plan within 30 days.

Prevention and Support: The five elementary Title I campuses implement Capturing Kids' Hearts, a relationship-driven culture and classroom management program funded by Title II, and State Compensatory Education funds the same program at Elgin Intermediate, Elgin Middle, Phoenix High, and Elgin High. Campuses use Tier 2 behavior supports, including check-in/check-out, functional behavior assessments, and behavior intervention plans, before removing a student, and the district maintains the discipline management program and positive behavior interventions and supports required by TEC 37.0013.

Goal: By May 2027, instructional days lost to removals will fall at least 25% from the 2025–26 baseline, with no student group removed at a rate more than 10 percentage points above the district average.

Descriptor 12: Coordination and Integration

12.1 Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;

Elgin High School and Phoenix High School connect academic and CTE content through programs of study that lead to industry-based certifications and dual credit in in-demand occupations. The CTE Advisory Committee reviews programs of study and certifications against the state's updated industry-based certification list, and the district updates its long-term CCMR plan with the committee's input. Perkins ($47,904) and the state CTE allotment support these programs.

12.2 Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit;

CTE programs of study connect students with local employers through internships, practicums, and other work-based learning experiences, reviewed with the CTE Advisory Committee. Students earn course credit for work-based learning completed in a credit-bearing practicum or internship course. The number of students in a work-based learning experience is reported to the CTE Advisory Committee each semester.

Descriptor 13: Other Proposed Uses of Funds

13.1 Assist schools in identifying and serving gifted and talented students;

Elgin ISD identifies and serves gifted and talented students in grades K–12 under the Texas State Plan for the Education of Gifted/Talented Students. Teachers who serve GT students hold the required GT training, and services match each student's area of identification. In 2024–25, the district served 596 students (10.0%) in gifted and talented programs, funded through the Gifted and Talented allotment.

13.2 Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Elgin ISD campuses are served by 5 full-time and 2 part-time librarians (2024–25 TAPR). Libraries support reading and research, and the district teaches digital literacy and safe, responsible technology use to students at every grade band and trains teachers to use instructional technology to support Tier 1 instruction.

Committees

Committees

District Advisory Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
November 3, 2026 @ 4:30 PM	District Training Room	DAC SIGN IN 11-3-26 (1).pdf	District Improvement Committee Minutes November 3 2026 - Google Docs.pdf
October 19, 2026 @ 12:30 PM	ZOOM	DAC MAKEUP OCTOBER 19 2026 INVITE.pdf	--
September 15, 2026 @ 4:30 PM	District Training Room	--	District LEADERSHIP TEAM Meeting 9.15.2026 - Google Docs.pdf
September 15, 2026 @ 4:30 PM	District Training Room	DAC SIGN IN SHEET 9.15.2026.pdf	9-15-26 DAC Presentation - Google Slides.pdf

Members

First Name	Last Name	Position	Committee Role
Dr. Christopher	Bailey	Superintendent	Administrator
Dr. Stormy	Hickman	Deputy Superintendent	Administrator
Dr. Bridgette	Cornelius	Asst Superintendent	Administrator
Dr. Amy	Sharp	Asst Superintendent	Administrator
Dr. Amanda	Hardwick	Asst Superintendent	Administrator
David	Debrock	Executive Director of Technology	Administrator
Clark	Motley	Chief Financial Officer	Administrator
Al	Rodriguez	Executive Director of Communications	Administrator
Dr Leah	Zavala	Executive Director of Human Resources	Administrator
Sarah	Juarez-Farias	Executive Director of Human Resources outgoing	Administrator
Kim	Martinec	Director of Accountability	Administrator
Ricardo	Reyes	Executive Director of Campus Support	Administrator
Nadine	Jasso Pabst	State and Federal Programs	Administrator
Teneisha	Wilson	School Board	Elgin ISD School Board Member

First Name	Last Name	Position	Committee Role
Morgan	Louvier	Parent EIS and EMS	Parent
Meghein	Pekar	Parent HRE	Parent
Lauren	Cannon	Parent EMS	Parent
Malory	Smith	Parent NES	Parent
Cherish	White	Parent HRE	Parent
Maria	Guerrero-Aguirre	Parent BTW	Parent
Mary	Penson	Community Member	Community Member
Maria	Baker	Community Member	HRE Community Member (Brohn Homes)
Courtney	Olson	Business Representative	HRE Business Rep (Brohn Homes)
Marissa	Marciel	EES Staff	Campus EES
Michelle	Hinds	EES Staff	Campus EES
Timothy	Rios	EES Staff	Campus EES
Deja	Pool	NES Staff	Campus NES
Margarita	Almazan	NES Staff	Campus NES
Selena	Cacho	NES Staff	Campus NES
Jorge	Garcia	BTW Staff	Campus BTW
Rachel	Crafts	BTW Staff	Campus BTW
Olivia	Garcia-Flores	BTW Staff	Campus BTW
Taylor	Neel	EIS Staff	Campus EIS
Emma	McDonnell	EIS Staff	Campus EIS
Amberly	Lenderman	EIS Staff	Campus EIS
Amanda	Sand	EMS Staff	Campus EMS
Dr Mezzie "Mia"	Ochoa	EMS Staff	Campus EMS
Liana	Cox	EMS Staff	Campus EMS
Jason	Bourgeois	EHS Staff	Campus EHS
Mark	Ledesma	EHS Staff	Campus EHS
Eileen	O'Connor	PHS Staff	Campus PHS
Zina	Casales	TRE Staff	Campus TRE
Charity	Maldanado	TRE Staff	Campus TRE
Daisy	Hernandez	TRE Staff	Campus TRE
Samantha	Clark	HRE Staff	Campus HRE
Krystal	Howard	HRE Staff	Campus HRE
Yaquelin	Lagunas	HRE staff	Campus HRE
Carlos	Ordonez	BIL Coordinator	Administrator

First Name	Last Name	Position	Committee Role
Tailar	Kravitsky	Administrative Assistant	Paraprofessional

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

211 - Title I-Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1		--	$79,536.00
3	1	2		--	$6,000.00
3	1	4		--	$18,883.00
3	3	2		--	$12,500.00
4	2	2		--	$80,000.00
4	2	3		--	$6,000.00
4	5	2		--	$6,000.00
5	2	1		--	$634,668.00
				Sub-Total	$843,587.00
				Budgeted Fund Source Amount	$879,085.00
				+/- Difference	**$35,498.00**

255 - Title II- Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	3	2		--	$7,500.00
3	2	1		--	$32,220.00
4	5	1		--	$7,940.00
4	5	2		--	$6,000.00
5	2	1		--	$40,106.00
5	3	2		--	$43,500.00
				Sub-Total	$137,266.00
				Budgeted Fund Source Amount	$159,115.00
				+/- Difference	**$21,849.00**

State Career and Technical 48.106

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	6	3		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,428,877.00
				+/- Difference	**$3,428,877.00**

State Bilingual/ESL 48.105

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,410,488.00
				+/- Difference	**$2,410,488.00**

263 - Title III - Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2		--	$257,485.00
5	2	3		--	$32,788.00
				Sub-Total	$290,273.00
				Budgeted Fund Source Amount	$290,273.00
				+/- Difference	$0.00

SCE Prekindergarten 48.101 and 29.153

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$908,708.00
				+/- Difference	**$908,708.00**

Dyslexia Allotment 48.103

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
5	2	3		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$256,058.00
				+/- Difference	**$256,058.00**

CCMR Outcomes Bonus

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$262,000.00
				+/- Difference	**$262,000.00**

Perkins Career and Technical Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	6	3		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$47,904.00
				+/- Difference	**$47,904.00**

Title IV Part A SSAEP

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$67,183.00
				+/- Difference	**$67,183.00**

STATE Special Education Adjusted Allotment 48.102

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$6,079,504.00
				+/- Difference	**$6,079,504.00**

Regular Program Allotment 48.051

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$31,434,538.00
				+/- Difference	**$31,434,538.00**

429 LASO Cycle 4 25-26 LIFT

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
5	1	2		--	$0.00
5	2	2		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$409,000.00
				+/- Difference	**$409,000.00**

429 LASO Cycle 4 26-28 TSS

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$58,400.00
				+/- Difference	**$58,400.00**

ACE - Nita M Lowey 21st Century Cycle 13Yr1

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,757,000.00
				+/- Difference	**$1,757,000.00**

224 IDEA B Formula

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,105,952.00
				+/- Difference	**$1,105,952.00**

225 IDEA B Preschool

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$12,897.00
				+/- Difference	**$12,897.00**

Gifted and Talented Adjusted Allotment 48.109

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	6		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$119,008.00
				+/- Difference	**$119,008.00**

Fast Growth Allotment 48.111

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,195,851.00
				+/- Difference	**$1,195,851.00**

Teacher Incentive Allotment 48.112

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	3	3		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$418,307.00
				+/- Difference	**$418,307.00**

State Compensatory Education Allotment (25) 48.104

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1		--	$49,900.00
3	3	1		--	$0.00
3	3	2		--	$0.00
3	3	3		--	$297,510.00
				Sub-Total	$347,410.00
				Budgeted Fund Source Amount	$5,150,509.00
				+/- Difference	**$4,803,099.00**