Elgin Independent School District

Trinity Ranch Elementary

2026-2027 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Summary

During the 2025–2026 school year, Trinity Ranch Elementary School served approximately 623 students. The student population was predominantly Hispanic, representing 83.3% of students, followed by White students at 9.3%, African American students at 5%, American Indian at 0.3%, and Two or More Races at 2.1 %. Approximately 67.4% of TRE students were identified as economically disadvantaged. Additionally, 60.7% of students were identified as Emergent Bilingual. Approximately 59.1% of students participated in the One-Way Dual Language program or received English as a Second Language services in the general education classroom.

Trinity Ranch Elementary is a Title I schoolwide campus. The campus earned a D (69) in 2026, its first state accountability rating, and is completing a Local Improvement Plan (LIP) for 2026-27. This plan focuses on Closing the Gaps and on growth in math, the two areas that stand between the campus and a C.

Trinity Ranch Elementary provides a variety of programs and services to meet the diverse learning needs of its students. During the 2025–2026 school year, 7.9% of students participated in the Gifted and Talented program, while 20.5% received Special Education services. The campus Special Education program includes Early Childhood Special Education, Life Skills, Resource, and Inclusion services. Additionally, 3.7% of students received dyslexia support, and 1.3% received services through Section 504 plans. The campus also served students experiencing homelessness (2.4%), immigrant students (3.4%), students in foster care (0.2%), migrant students (0.2%), and military-connected students (0.5%). Furthermore, 73.8% of students were identified as at risk.

During the 2025–2026 school year, 5.4% of TRE teachers were considered beginning teachers with 0 years of teaching experience. 54.2 % of teachers had between one and five years of experience. 27.2 % had six to ten years of teaching experience, while 13.1% ranged from 11 to 30+ years of experience. This year, 9 of our core content teachers from PreK-5th have five or fewer years of experience (36%), and a total of 4 teachers are new to a tested grade level.

Regarding educational qualifications, 68% of TRE teachers held a bachelor's degree, while 32% held a master's degree. The campus staff demographic composition was 48.8% White, 43.3% Hispanic, and 7.9% African American.

Enrollment, Ethnicity and Race	2025 - 2026
Total Enrollment	623
Economically Disadvantaged	67.4 %
Special Education	20.5 %
Emergent Bilingual	60.7 %
African American	5%
Hispanic	83.3 %
White	9.3 %
American Indian	0.3 %
Asian	0 %
Pacific Islander	0%
Two or More Races	2.1 %
Attendance Rate	-
Chronic Absenteeism	-

Because Trinity Ranch Elementary is a new campus and the 2025–2026 TAPR report will not be available until December, the campus utilized the TSDS PEIMS Superintendent's Summary Report of Student Attendance to identify the attendance rate for the previous school year. Based on this report, TRE's attendance rate for the 2025–2026 school year was 93.6%.

Strengths

- Trinity Ranch Elementary benefits from a diverse and experienced teaching staff, with about 40.3 % of teachers bringing more than six years of teaching experience.
- Additionally, approximately 60.7% of our student population consists of Emergent Bilingual students. This demographic strength provides an opportunity to enhance and strengthen our Dual Language program and promote biliteracy and academic achievement for all students.
- Students bring diverse linguistic and cultural backgrounds that can enrich classroom learning and strengthen the campus community.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	In 2026, 35% of economically disadvantaged students reached Meets Grade Level or above on STAAR Reading and 18% in Math, compared with 55% and 43% of students who are not economically disadvantaged.	Campus resources, intervention, and enrichment opportunities have not been systematically aligned to ensure that economically disadvantaged students have access to equitable resources, support, and high-quality instruction.
2 ★	Chronic absenteeism limits students' access to instruction. In the first 48 days of 2026-27, 16.5% of Trinity Ranch students (106 of 641) were chronically absent, and the district rate (29.6%) is well above the state rate (19.0%). The campus does not yet track chronic absence by student group.	The campus does not yet have a consistent early-warning system to identify students at the first signs of chronic absence and follow up with their families.
3 ★	Students who are homeless, migrant, in foster care, or at risk under the state's criteria are not always identified and coded at enrollment and each six weeks, so some may not receive the services and supplemental support they qualify for.	Residency and occupational surveys, referrals, and at-risk coding are not tracked on a set schedule with a named owner, and district student-group counts did not match in 2025-26 (the TAPR showed 45 homeless students while the McKinney-Vento count showed 125).

★ = Priority

Student Learning

Summary

Trinity Ranch Elementary received an overall accountability rating of D (69 out of 100) for the 2025–2026 school year. The campus earned a score of 59 in Student Achievement, 71 in School Progress, 71 in Academic Growth, 57 in Relative Performance compared to campuses with similar economically disadvantaged student populations, and 68 in Closing the Gaps. With 67.4% of students identified as economically disadvantaged, these results highlight the need to strengthen instructional practices, accelerate academic growth, and ensure equitable access to high-quality, grade-level instruction for all students.

On 2026 STAAR, 44% of students in grades 3-5 reached Meets Grade Level or above in Reading, 29% in Math, and 18% in Science. Our overall score works out to about 70, but TEA caps a campus at a D when three of its four scores are below 70, and ours were Student Achievement (59), Relative Performance (57), and Closing the Gaps (68). Academic Growth was 71. Raising Closing the Gaps from 68 to at least 70 while keeping Academic Growth above 70 would earn a C. Growth also differed by subject: reading growth earned a C, and math growth earned a D in both grades 4 and 5.

STAAR results for students in grades 3–5 indicate that 58% of students performed at Approaches Grade Level or above across all subjects, 34% performed at Meets Grade Level or above, and 10% achieved Masters Grade Level. Results varied by grade level and subject.

Grade / Subject	Approaches or above	Meets or above	Masters
Grade 3 Reading	61%	36%	16%
Grade 3 Math	55%	26%	8%
Grade 4 Reading	67%	44%	16%
Grade 4 Math	60%	44%	12%
Grade 5 Reading	69%	51%	13%
Grade 5 Math	44%	18%	2%
Grade 5 Science	47%	18%	2%
Overall Grades 3–5	**58%**	**34%**	**10%**

3rd Grade

In third-grade reading, 61% of students reached Approaches, 36% reached Meets, and 16% reached Masters; in mathematics, 55% reached Approaches, 26% reached Meets, and 8% reached Masters.

4th Grade

Fourth-grade students demonstrated higher performance in reading, with 67% reaching Approaches, 44% reaching Meets, and 16% reaching Masters. In fourth-grade mathematics, 60% reached Approaches, 44% reached Meets, and 12% reached Masters.

5th Grade

Fifth-grade reading reflected the strongest Approaches and Meets performance, with 69% reaching Approaches, 51% reaching Meets, and 13% reaching Masters. However, mathematics and science were areas of concern. In mathematics, 44% of students reached Approaches, 18% reached Meets, and only 2% reached Masters. Similarly, science results showed 47% at Approaches, 18% at Meets, and 2% at Masters.

Disaggregated accountability data identified achievement differences among student groups:

Student group	Approaches or above	Meets or above	Masters
African American	72%	33%	3%
Hispanic	54%	31%	9%
White	89%	64%	30%

African American students demonstrated 72% performance at Approaches, exceeding the campus average of 58%; however, only 33% reached Meets, and 3% reached Masters. Hispanic students demonstrated 54% at Approaches, 31% at Meets, and 9% at Masters. White students showed higher performance at all three levels: 89% at Approaches, 64% at Meets, and 30% at Masters. However, these results should be interpreted in consideration of group size.

Fall 26-27 Data

Fall 2026 MAP Growth projections show the campus at 54 in Student Achievement, 70 in Academic Growth, 53 in Relative Performance, and 65 in Closing the Gaps, for a projected overall score of 69. On BOY MAP, 31% of students in grades 3-5 are projected at Meets in Reading and 19% in Math. Three of our four scores are still projected below 70, so Closing the Gaps is where this year's work has to show up.

Student Groups

In 2026, 47% of African American students, 41% of Hispanic students, and 39% of High Focus students reached Meets in Reading,

and 27% of African American students, 26% of Hispanic students, and 25% of High Focus students reached Meets in Math.

Our first CFAs indicate that math performance needs improvement across grades 3–5. The data show that 20.93% of third-grade students, 82.93% of fourth-grade students, and 63.83% of fifth-grade students demonstrated proficiency on the first CFA. These results align with STAAR and MAP data for third and fifth grades, reinforcing the need for consistent, targeted math instruction across all three grade levels. Together, these data highlight the importance of strengthening math instruction, addressing learning gaps, and improving student achievement in mathematics as a key goal for this school year.

English Proficiency

TELPAS

TRE Composite Breakdown by Grade						
Grade	0	1	2	3	4	
K	0	49	11	1	2	
1	0	3	19	14	1	
2	1	20	27	7	0	
3	0	6	27	12	4	
4	1	10	16	23	3	
5	0	2	28	19	2	
	2	90	128	76	12	308 - Total

1- Beginner
2- Intermediate
3- Advanced
4- Advanced High

Approximately 60.7% of Trinity Ranch Elementary students are identified as Emergent Bilingual (EB), making language development a critical component of student learning and academic achievement. TELPAS results provide insight into TRE's Emergent Bilingual students' English language proficiency in listening, speaking, reading, and writing. These results help identify language development needs and guide instructional planning to strengthen academic language proficiency and improve student achievement across content areas. TRE's TELPAS composite data show that, excluding two students with a score of 0, 306 students have reported proficiency levels. Of these, 90 students (29.4%) are at the Beginning level, 128 (41.8%) are at the Intermediate level, 76 (24.8%) are at the Advanced level, and 12 (3.9%) are at the Advanced High level. These results highlight the need to strengthen English language development, particularly for students at the Beginning and Intermediate levels, while supporting students in progressing toward higher levels of English proficiency.

Intervention

Trinity Ranch Elementary currently provides a 45-minute daily intervention block designed to address learning gaps and provide targeted support in Reading and Math. During this time, classroom teachers use data from Common Formative Assessments to identify missed skills and misconceptions within the same week, allowing them to reteach concepts promptly and strengthen foundational skills before moving to new content. The intervention teacher also provides additional support to students receiving special education resource services, Gifted and Talented services, and intervention, based on individual student needs and scheduling.

Additionally, TRE offers extended-day instructional support for fourth- and fifth-grade students whose NWEA BOY assessment results indicate a decline in performance compared to their previous STAAR results. This program is led by teachers with strong instructional expertise in Reading and Math and focuses on addressing learning gaps, reinforcing grade-level standards, and improving student achievement.

TRE is committed to continuous improvement and student success. Teachers receive classroom observations, actionable feedback, and opportunities for professional growth to strengthen instructional practices and improve student outcomes. The campus continues to focus on strengthening Tier 1 instruction, using data to guide instructional decisions, and ensuring that all students make progress toward grade-level expectations.

Strengths

- Trinity Ranch Elementary demonstrated strengths in Reading, particularly in 5th grade, where 69% of students achieved Approaches Grade Level or above, 51% achieved Meets Grade Level or above, and 13% achieved Masters Grade Level.
- 4th grade Reading also showed positive performance, with 67% achieving Approaches or above and 44% achieving Meets.
- Additionally, the campus earned a School Progress score of 71, including an Academic Growth score of 71, indicating opportunities to build on student growth and strengthen achievement across content areas.
- TRE provides a daily 45-minute intervention block to address learning gaps, reteach missed skills, and reinforce foundational knowledge.
- Teachers use Common Formative Assessment results to identify learning gaps and respond within the same week through reteaching and instructional adjustments.
- Extended-day Reading and Math instruction provides additional learning opportunities for selected 3rd, 4th, and 5th grade students based on assessment data.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Fifth-grade STAAR Math and Science results indicate a need to improve student achievement, particularly among African American and Hispanic students. On 2026 STAAR, 18% of fifth graders reached Meets Grade Level or above in Math and 18% in Science, compared with 51% in fifth grade Reading, and 33% of African American and 15% of Hispanic fifth graders reached Meets in Math.	Student performance data is not consistently analyzed to identify learning gaps and guide targeted instruction, and Tier 1 instruction is not consistently implemented to ensure all students receive rigorous, grade-level instruction aligned with standards.
2 ★	In fourth grade, 67% of students achieved Approaches Grade Level or above, and 44% achieved Meets Grade Level or above. In fifth grade, 69% achieved Approaches or above, while 51% achieved Meets or above, indicating that additional support is needed to increase mastery.	Lack of consistency in analyzing Common Formative Assessment data during PLCs and implementing TEKS-aligned reteaching strategies in a timely manner.
3 ★	TELPAS data indicate that 218 of TRE's 306 students with reported composite proficiency levels are at the Beginning or Intermediate levels.	Academic language development strategies and opportunities for students to practice listening, speaking, reading, and writing are not yet consistently embedded across content areas to support Emergent Bilingual students' progression toward higher English proficiency levels.
4 ★	Math growth earned a D in both grades 4 and 5 in 2026, while reading growth earned a C, so math is holding down our Academic Growth and Closing the Gaps scores.	Tier 1 math lessons are not yet consistently internalized and rehearsed in PLCs, and small-group math instruction is not yet planned from CFA data for students at every performance level, including students already at Approaches and Meets.
5 ★	Of the 97 reading and math scores at Meets or Masters in 2025, 16 dropped at least one performance level in 2026, which cost the campus Academic Growth points.	Intervention time and PLC planning focus mostly on students below grade level, and lessons are not yet planned to extend to students already at Meets and Masters, so their progress is not monitored after BOY.

★ = Priority

School Processes & Programs

Summary

Trinity Ranch Elementary established foundational programs and processes during its first year of operation and has maintained and continued to develop these systems into the current school year. Campus efforts are guided by a commitment to high expectations, high-quality instruction, and success for every student, every day. Several established practices support this vision and provide a foundation for continuous improvement.

Professional Learning Communities (PLCs): TRE has established PLCs to promote collaborative planning, analyze student performance, and strengthen instructional practices. Teachers review Common Formative Assessment results, identify missed TEKS and learning gaps, and plan reteaching and instructional adjustments. PLCs also provide opportunities to analyze student work and share effective strategies.

Professional Growth and Instructional Support: Although TRE has many experienced and effective teachers, the campus continues to prioritize professional growth through classroom walkthroughs, actionable feedback, collaborative planning, and professional development. Current learning priorities include strengthening Tier 1 instruction, improving data-driven planning, and increasing academic language development to better support student achievement.

Staff Leadership and Engagement: Campus committees and projects have created opportunities for teachers to take leadership roles, share their expertise, and contribute to school culture and student engagement. Established committees include Attendance, Sunshine, Literacy, STEM, Bilingual, Parent-Family Engagement, PTA, and Announcements. These structures promote shared responsibility and provide opportunities for staff members to contribute to campus initiatives.

Family Engagement: Coffee with the Principal provides families with opportunities to share feedback, ask questions, learn about campus priorities, and develop a stronger understanding of school accountability and instructional goals. These meetings support transparency and strengthen the partnership between the school and its families.

Instruction: Core instruction uses HMH for reading and STEMscopes for math. Grade-level teams meet once a week in PLCs using the four PLC questions, the district's lesson internalization and rehearsal protocol, and district-written common formative assessments (CFAs). Campus administrators observe every teacher at least weekly and give written feedback in Eduphoria Strive. Students take NWEA MAP Growth three times a year, two comprehensive unit assessments (CUAs), and unit assessments. Every student has a 45-minute daily intervention block, and selected third, fourth, and fifth graders attend extended-day reading and math instruction.

Strengths

- Most teachers recognize the value of PLCs and use collaborative planning and data analysis to strengthen instructional practices.
- Teachers have responded positively to classroom walkthroughs and observations, supporting a culture of feedback, reflection, and professional growth.
- TRE continues to expand opportunities for family involvement through its growing partnership with the PTA.
- Campus committees have been well received by staff and provide opportunities for shared leadership and collaboration in supporting campus processes.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Elgin ISD has introduced a new PLC framework that includes lesson internalization and instructional rehearsal. Because this is a new process, teachers are experiencing challenges understanding and implementing the expectations during PLCs.	Teachers need additional clarity, modeling, and guided practice to understand how lesson internalization and rehearsal should be facilitated during PLCs and how these practices translate into stronger instructional delivery and improved student performance.
2 ★	Based on Math CFA data, classrooms led by teachers with five or fewer years of teaching experience had 42% of students performing at the Meets level, compared with 83% in classrooms led by teachers with more than five years of experience.	Coaching, mentoring, and PLC time are not yet differentiated for teachers with five or fewer years of experience or new to a tested grade, so they do not consistently get guided practice internalizing lessons, anticipating misconceptions, and rehearsing before they teach.
3 ★	The campus does not yet keep complete, organized evidence that its Title I schoolwide program meets federal requirements, including stakeholder involvement in the needs assessment and plan, Right to Know notices, parent and family engagement, time and effort, and a clear tie between each Title I and State Compensatory Education expense and a campus plan strategy.	Federal program tasks have not been assigned to named campus staff with a yearly calendar of deadlines, and the October 2025 ESSA validations found missing evidence for Title I campus stakeholder involvement across the district.

★ = Priority

Perceptions

Summary

TRE is building a positive school climate and culture centered on high expectations, high-quality instruction, and success for every student, every day. Staff collaboration is supported through PLCs, classroom walkthroughs, actionable feedback, and campus committees. Most teachers recognize the value of PLCs and use them to strengthen instructional practices, while walkthroughs and observations have been positively received. As TRE continues to develop its systems, ongoing attention is needed to ensure that teachers feel supported in classroom management, new and struggling teachers receive targeted mentoring and coaching, and all staff members feel a strong sense of belonging and shared responsibility for student success.

Family and community partnerships remain an important priority as TRE continues to strengthen relationships with families and expand opportunities for meaningful engagement. Coffee with the Principal provides families with opportunities to share feedback, learn about campus accountability and instructional priorities, and discuss ways to support student success. During one meeting, parents expressed the need for more streamlined communication and requested that information be shared through ClassDojo in addition to social media. In response, campus leaders expanded communication through ClassDojo, creating a more direct, interactive way to share information, engage families, and respond to questions and concerns.

TRE's PTA has also become an intentional partner in supporting campus events and addressing the needs of teachers and students. The PTA demonstrates a strong commitment to the TRE community by collaborating with campus staff, supporting school activities, and providing incentives for students and families to encourage participation and strengthen positive relationships with the school. These efforts contribute to a welcoming school environment and reinforce the importance of a strong home-school partnership in promoting student engagement and achievement.

A total of 16 families completed the Spring 2026 Family Survey. The top three areas of need identified by families were increased community integration, additional resources for parents, and improved communication regarding campus events. These findings highlight opportunities to strengthen family engagement, provide meaningful support for parents, and ensure families receive timely and consistent communication.

Strengths

- Coffee with the Principal, campus events, and the growing PTA partnership provide opportunities for families to share feedback, learn about campus priorities, and support student achievement.
- Staff culture is positive: teachers value PLCs, classroom walkthroughs, and feedback as tools for their own growth.
- Campus committees promote shared leadership, collaboration, and continuous professional growth.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Family participation in campus improvement efforts may be limited, and some families may need guidance on how to support their children's academic progress and learning at home.	The campus has not yet offered family learning sessions at varied times, in English and Spanish, that show families how to support reading and math at home, and we have not asked families which times and formats work for them.
2 ★	Families may have varying levels of access to school communication and opportunities to participate because of work schedules, language needs, transportation, or other barriers.	Campus meetings and events are not yet planned around what families tell us they need, and invitations don't explain how each event connects to their child's learning.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1	Fifth-grade STAAR Math and Science results indicate a need to improve student achievement, particularly among African American and Hispanic students. On 2026 STAAR, 18% of fifth graders reached Meets Grade Level or above in Math and 18% in Science, compared with 51% in fifth grade Reading, and 33% of African American and 15% of Hispanic fifth graders reached Meets in Math.	Student performance data is not consistently analyzed to identify learning gaps and guide targeted instruction, and Tier 1 instruction is not consistently implemented to ensure all students receive rigorous, grade-level instruction aligned with standards.
2	In fourth grade, 67% of students achieved Approaches Grade Level or above, and 44% achieved Meets Grade Level or above. In fifth grade, 69% achieved Approaches or above, while 51% achieved Meets or above, indicating that additional support is needed to increase mastery.	Lack of consistency in analyzing Common Formative Assessment data during PLCs and implementing TEKS-aligned reteaching strategies in a timely manner.
3	TELPAS data indicate that 218 of TRE's 306 students with reported composite proficiency levels are at the Beginning or Intermediate levels.	Academic language development strategies and opportunities for students to practice listening, speaking, reading, and writing are not yet consistently embedded across content areas to support Emergent Bilingual students' progression toward higher English proficiency levels.
4	Math growth earned a D in both grades 4 and 5 in 2026, while reading growth earned a C, so math is holding down our Academic Growth and Closing the Gaps scores.	Tier 1 math lessons are not yet consistently internalized and rehearsed in PLCs, and small-group math instruction is not yet planned from CFA data for students at every performance level, including students already at Approaches and Meets.
5	Of the 97 reading and math scores at Meets or Masters in 2025, 16 dropped at least one performance level in 2026, which cost the campus Academic Growth points.	Intervention time and PLC planning focus mostly on students below grade level, and lessons are not yet planned to extend to students already at Meets and Masters, so their progress is not monitored after BOY.
6	Elgin ISD has introduced a new PLC framework that includes lesson internalization and instructional rehearsal. Because this is a new process, teachers are experiencing challenges understanding and implementing the expectations during PLCs.	Teachers need additional clarity, modeling, and guided practice to understand how lesson internalization and rehearsal should be facilitated during PLCs and how these practices translate into stronger instructional delivery and improved student performance.

7

Based on Math CFA data, classrooms led by teachers with five or fewer years of teaching experience had 42% of students performing at the Meets level, compared with 83% in classrooms led by teachers with more than five years of experience.

Coaching, mentoring, and PLC time are not yet differentiated for teachers with five or fewer years of experience or new to a tested grade, so they do not consistently get guided practice internalizing lessons, anticipating misconceptions, and rehearsing before they teach.

8

In 2026, 35% of economically disadvantaged students reached Meets Grade Level or above on STAAR Reading and 18% in Math, compared with 55% and 43% of students who are not economically disadvantaged.

Campus resources, intervention, and enrichment opportunities have not been systematically aligned to ensure that economically disadvantaged students have access to equitable resources, support, and high-quality instruction.

9

Chronic absenteeism limits students' access to instruction. In the first 48 days of 2026-27, 16.5% of Trinity Ranch students (106 of 641) were chronically absent, and the district rate (29.6%) is well above the state rate (19.0%). The campus does not yet track chronic absence by student group.

The campus does not yet have a consistent early-warning system to identify students at the first signs of chronic absence and follow up with their families.

10

Students who are homeless, migrant, in foster care, or at risk under the state's criteria are not always identified and coded at enrollment and each six weeks, so some may not receive the services and supplemental support they qualify for.

Residency and occupational surveys, referrals, and at-risk coding are not tracked on a set schedule with a named owner, and district student-group counts did not match in 2025-26 (the TAPR showed 45 homeless students while the McKinney-Vento count showed 125).

11

The campus does not yet keep complete, organized evidence that its Title I schoolwide program meets federal requirements, including stakeholder involvement in the needs assessment and plan, Right to Know notices, parent and family engagement, time and effort, and a clear tie between each Title I and State Compensatory Education expense and a campus plan strategy.

Federal program tasks have not been assigned to named campus staff with a yearly calendar of deadlines, and the October 2025 ESSA validations found missing evidence for Title I campus stakeholder involvement across the district.

12

Family participation in campus improvement efforts may be limited, and some families may need guidance on how to support their children's academic progress and learning at home.

The campus has not yet offered family learning sessions at varied times, in English and Spanish, that show families how to support reading and math at home, and we have not asked families which times and formats work for them.

13 ★	Families may have varying levels of access to school communication and opportunities to participate because of work schedules, language needs, transportation, or other barriers.	Campus meetings and events are not yet planned around what families tell us they need, and invitations don't explain how each event connects to their child's learning.

★ = 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] **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] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**

Student Data: Assessments

- [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] **Other PreK - 2nd grade assessment data**

Student Data: Student Groups

- [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] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**

- [x] **STEM and/or STEAM data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**

Employee Data

- [x] **State certified and high quality staff data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**

Goals

Goal 1

LEVER 1:PLANNING AND PERFORMANCE MANAGEMENT THROUGH STRONG LEADERSHIP
The campus aligns its goals and priorities with the district's vision for student success. It develops actionable campus plans that include key strategies and incorporates planning and performance management routines to monitor initiative progress and student achievement.

Performance Objective 1 ☑ High Priority

ESSENTIAL ACTION 1:1 : VISION AND MISSION
Understand the district's vision for student success.
Target: By May 2027, Trinity Ranch will share its LIP goals (Reading Meets 44% to 54%, Math Meets 29% to 39%) with staff and families at the BOY, MOY, and EOY Campus Advisory meetings.

Evaluation Data Source: Agendas and minutes from campus staff meetings and professional development sessions that explicitly show training on the district's vision. Another primary evaluation source is a staff survey or reflection log that directly assesses teachers' and leaders' understanding and alignment with the district's student success goals.

Strategy 1

KEY PRACTICE: 1.1.1: Vision and Mission
Campus messages, policies, and practices reflect the district's mission and vision, demonstrating high expectations and shared responsibility for student success.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: Campus Handbook and formative reviews of Campus Improvement Plan

Staff Responsible for Monitoring: Campus Principal

Problem Statements: School Processes & Programs 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

December	February	April	June

Strategy 2

KEY PRACTICE: 1.1.2: Campus Leadership
Campus leadership ensures alignment to the district's mission and vision by ensuring that all campus messages, policies, and practices consistently reflect and uphold that mission and vision.

Strategy's Expected Result/Impact: SUCCESS CRITERIA:
100% of weekly Campus Leadership Team (CLT) agendas and meeting minutes document routine reviews of campus practices, student data, and performance milestones to ensure strict alignment with ELGIN ISD
100% of campus-wide communications, principal newsletters, and professional development calendars explicitly frame campus initiatives and expectations .
A minimum of 90% alignment is achieved on campus-level policy reviews (e.g., grading, attendance, and student handbooks), verifying that no campus-specific practice dilutes or contradicts district-wide expectations for student success.

Staff Responsible for Monitoring: Principal, Assistant Principal(s), and Campus Instructional Coaches (Campus Leadership Team)

Problem Statements: School Processes & Programs 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

December	February	April	June

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Elgin ISD has introduced a new PLC framework that includes lesson internalization and instructional rehearsal. Because this is a new process, teachers are experiencing challenges understanding and implementing the expectations during PLCs.	Teachers need additional clarity, modeling, and guided practice to understand how lesson internalization and rehearsal should be facilitated during PLCs and how these practices translate into stronger instructional delivery and improved student performance.

Performance Objective 2 ☑ High Priority

ESSENTIAL ACTION: 1.2 CAMPUS IMPROVEMENT PLAN
Develop a Campus Improvement Plan aligned to the district's strategic plan.
Target: By June 2027, Trinity Ranch will review this plan and its LIP at the December, February, and April checkpoints and the June summative, and adjust any strategy rated Some or No Progress within 10 school days.

Evaluation Data Source: 1. Comprehensive Needs Assessment (CNA) Stakeholder Consultation (Minimum of 1 Meeting)

* Dated CNA Meeting Agenda explicitly detailing the collaboration process with stakeholders to analyze campus data and establish plan priorities.
* Dated Stakeholder Roster detailing names and explicit organizational roles (e.g., administrator, teacher, parent, community member, business representative).
* Dated & Signed Attendance Pages (or certified digital sign-in logs) verifying physical or virtual participation.
* Dated Follow-up/Makeup Meeting Documentation (as needed) including agendas, sign-ins, and notes for required stakeholders unable to attend the primary session.
* Detailed Meeting Minutes capturing the discussions, data analysis conclusions, and evidence of meaningful consultation and stakeholder input.
* CNA Presentation Materials (e.g., PowerPoint slides or shared data packets) used to guide stakeholder review.

2. Campus Advisory Meetings for CIP Formative Reviews (Minimum of 3 Meetings)

* Three Distinct Sets of Dated Agendas corresponding to the scheduled quarterly formative review windows, outlining the evaluation of CIP strategy milestones.
* Dated Stakeholder Rosters with Roles for each of the three mandatory review cycles to verify a consistently compliant advisory composition.
* Dated Signature Pages (or verified electronic signatures) for each of the three individual review meetings.
* Quarterly Makeup Meeting Evidence (agendas, sign-ins, minutes) documenting compliance outreach for absent members.
* Three Sets of Detailed Meeting Minutes explicitly recording stakeholder feedback, progress ratings on active strategies, and any approved mid-course plan adjustments.
* Formative Review Presentation Materials (e.g., quarterly milestone reports or PPT presentations) used to inform the advisory committee of current performance data.

Strategy 1

KEY PRACTICE: 1.2.1: Campus Improvement Plan
Campus has a focused improvement plan with clearly defined strategy and priorities, timelines, milestones, metrics, and task owners that directly address the root causes of low performance.

Strategy's Expected Result/Impact: SUCCESS CRITERIA:
100% of required state and federal program documentation--consisting of dated agendas, stakeholder rosters with roles, signature pages, meeting minutes, presentations, and makeup notes for a minimum of one CNA meeting and three Campus Advisory formative review meetings--is fully uploaded and verified in the CRATE.

Staff Responsible for Monitoring: Campus Principal and State and Federal Programs

Problem Statements: Student Learning 1 - School Processes & Programs 3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

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Strategy 2

KEY PRACTICE: 1.2.2: Goals

Campus goals are specific to the campus, focused on improving student outcomes, and directly aligned to the district's multi-year student outcomes.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of campus academic goals are specific, student-focused, and directly mapped to Elgin ISD's multi-year outcome targets within the plan, with formative review logs, student performance data, and special program compliance tracking documents fully uploaded and verified in the CRATE.

Staff Responsible for Monitoring: Campus Principal and State and Federal Programs

Problem Statements: Student Learning 1 - School Processes & Programs 3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

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Strategy 3

KEY PRACTICE: 1.2.3: Strategic Priorities
Campus strategic priorities are specific to the needs of the campus and aligned to the district's strategic priorities, ensuring campus-level actions support the district's vision for student success.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of campus strategic priorities are explicitly justified by data from the Comprehensive Needs Assessment (CNA) and directly mapped to Elgin ISD's strategic priorities within the plan, with evidence of aligned campus action steps, resource allocations, and milestone reviews fully uploaded and verified in the CRATE.

Staff Responsible for Monitoring: Campus Principal and State and Federal Programs

Problem Statements: Student Learning 1 - School Processes & Programs 3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Fifth-grade STAAR Math and Science results indicate a need to improve student achievement, particularly among African American and Hispanic students. On 2026 STAAR, 18% of fifth graders reached Meets Grade Level or above in Math and 18% in Science, compared with 51% in fifth grade Reading, and 33% of African American and 15% of Hispanic fifth graders reached Meets in Math.	Student performance data is not consistently analyzed to identify learning gaps and guide targeted instruction, and Tier 1 instruction is not consistently implemented to ensure all students receive rigorous, grade-level instruction aligned with standards.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	The campus does not yet keep complete, organized evidence that its Title I schoolwide program meets federal requirements, including stakeholder involvement in the needs assessment and plan, Right to Know notices, parent and family engagement, time and effort, and a clear tie between each Title I and State Compensatory Education expense and a campus plan strategy.	Federal program tasks have not been assigned to named campus staff with a yearly calendar of deadlines, and the October 2025 ESSA validations found missing evidence for Title I campus stakeholder involvement across the district.

Performance Objective 3 ☑ High Priority

ESSENTIAL ACTION 1.3: Campus Implementation Planning and Project Management
Plan for and project manage implementation of prioritized district initiatives
Target: By May 2027, Trinity Ranch will complete each LIP action step by its due date, checked at the December, February, and April reviews.

Evaluation Data Source: District project implementation timelines, master calendars, and staff initiative launch logs.

Strategy 1 ☑ Results Driven Accountability

KEY PRACTICE: 1.3.1 Implementation Planning
Campus develops clear implementation plans with roles, responsibilities, timelines, and project management structures, as outlined in their Campus Improvement Plan.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: CRATE documents show 100% completion of implementation plans that list explicit roles, responsibilities, timelines, and tracking structures for all campus initiatives.

Staff Responsible for Monitoring: Campus Principal and State and Federal Programs

Problem Statements: School Processes & Programs 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

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Strategy 2

KEY PRACTICE: 1.3.2 Project Management
Campus establishes and uses project management structures and tools to plan, monitor, and ensure timely, high-quality completion of campus initiatives and accountability for progress.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: CRATE documents show 100% usage of project management logs, monitoring tools, and progress trackers that confirm timely completion of campus initiatives.

Staff Responsible for Monitoring: Campus Principal and State and Federal Programs

Problem Statements: School Processes & Programs 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

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Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Elgin ISD has introduced a new PLC framework that includes lesson internalization and instructional rehearsal. Because this is a new process, teachers are experiencing challenges understanding and implementing the expectations during PLCs.	Teachers need additional clarity, modeling, and guided practice to understand how lesson internalization and rehearsal should be facilitated during PLCs and how these practices translate into stronger instructional delivery and improved student performance.

Performance Objective 4 ☑ High Priority

ESSENTIAL ACTION 1.4: Performance Management of Campus Improvement Plan and Goals(LEVERS)
Establish clear expectations for evaluating the effectiveness of district programs and initiatives to drive continuous improvement

Target: By May 2027, campus leaders will review data after each LIP checkpoint (BOY MAP, CUA 1, MOY MAP, CUA 2) and record changes for any student group below target.

Evaluation Data Source: * Program evaluation reports, federal compliance documentation, and data reviews.

Strategy 1 ☑ Results Driven Accountability

KEY PRACTICE: 1.4.1 Measurement Plan
Campus leaders monitor implementation of improvement plans/goals by reflecting on progress and hold task owners accountable for execution of the work.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of at-risk student groups--including migrant, 504, specialized support, and students who failed STAAR or baseline assessments--have their academic progress monitored through leadership reviews, ensuring timely completion of required interventions.

Staff Responsible for Monitoring: Campus Principal and State and Federal Programs

Problem Statements: Student Learning 4 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

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Strategy 2 ☑ Results Driven Accountability

KEY PRACTICE: 1.4.2 Data Collection
Campus leaders use data systems to collect and analyze data that tracks progress toward campus goals and improvement plan outcomes.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of student growth trackers and data dashboards are updated and reviewed by campus leaders following state, local, and baseline assessments to identify progress trends for at-risk student groups and drive intervention decisions.

Staff Responsible for Monitoring: Campus Principal and State and Federal Programs

Problem Statements: Student Learning 4 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

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Strategy 3 ☑ Results Driven Accountability

KEY PRACTICE: 1.4.3 Data-Driven Decisions
Campus leaders use data to analyze progress, identify barriers, and adjust strategies when milestones and benchmarks are not met to ensure goals are achieved.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of campus action plans show documented adjustments and corrective interventions whenever milestones or benchmarks are missed, ensuring student progress is continuously monitored

Staff Responsible for Monitoring: Campus Principal and State and Federal Programs

Problem Statements: Student Learning 4 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

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Strategy 4 ☑ Results Driven Accountability

KEY PRACTICE: 1.4.4 Performance Management Routines
Campus establishes systems that routinize initiative progress reflection and iteration on implementation tactics as needed.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: CRATE documents show 100% completion of scheduled leadership meetings to analyze student data alongside the Campus Improvement Plan and adjust strategies when benchmarks are missed

Staff Responsible for Monitoring: Campus Principal and State and Federal Programs

Problem Statements: Student Learning 4 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

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Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	Math growth earned a D in both grades 4 and 5 in 2026, while reading growth earned a C, so math is holding down our Academic Growth and Closing the Gaps scores.	Tier 1 math lessons are not yet consistently internalized and rehearsed in PLCs, and small-group math instruction is not yet planned from CFA data for students at every performance level, including students already at Approaches and Meets.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Elgin ISD has introduced a new PLC framework that includes lesson internalization and instructional rehearsal. Because this is a new process, teachers are experiencing challenges understanding and implementing the expectations during PLCs.	Teachers need additional clarity, modeling, and guided practice to understand how lesson internalization and rehearsal should be facilitated during PLCs and how these practices translate into stronger instructional delivery and improved student performance.

Goal 2

LEVER 2: ESSENTIAL ACTIONS AND KEY PRACTICES
Each lever is defined by a set of Essential Actions (EA) and Key Practices (KP) that describe what effective implementation looks like on a campus. Together, these components provide clear guidance for how systems and practices come to life to support strong student outcomes.

Performance Objective 1 ☑ High Priority

ESSENTIAL ACTION 2.1: Intentional Roles and Staffing
Staff are strategically hired and placed to deliver on the envisioned student experience.
Target: By June 2027, Trinity Ranch will meet 100% of Right to Know requirements, and every uncertified teacher will have a written certification plan.

Evaluation Data Source: HR vacancy tracking lists, new hire data, recruitment/retention records, and Grow Your Own enrollment logs--including LASO Grant college partnership participation and new teacher support data--will be evaluated in coordination with the Executive Director of Human Resources, with State and Federal ensuring all matching compliance evidence is placed in the CRATE

Strategy 1

KEY PRACTICE: 2.1.1: Performance Expectation-Setting
Campus sets and reinforces high performance expectations by following district guidance during hiring, onboarding/induction, professional learning, and coaching structures.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of newly hired and onboarded campus staff demonstrate a clear understanding of Elgin ISD performance expectations through their active participation in the LASO grant "Grow Your Own" teacher pipeline and required new-to-role campus coaching structures

Staff Responsible for Monitoring: Campus Principal and State and Federal Programs

Problem Statements: School Processes & Programs 2

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

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Strategy 2

KEY PRACTICE: 2.1.2 Hiring and Evaluation

Campus leadership follows district defined selection criteria and evaluation processes to identify and hire candidates best suited for specific roles

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of newly hired campus personnel are selected and evaluated using district-defined criteria, ensuring all open positions are filled by candidates best suited for their specific roles to support student outcomes

Staff Responsible for Monitoring: Campus Principal and State and Federal Programs

Problem Statements: School Processes & Programs 2

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

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Strategy 3

KEY PRACTICE: 2.1.3: Staffing for Greatest Impact
Campus leaders ensure that the most effective educators are placed in classrooms with higher student support needs.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: * 100% of the campus's most effective educators are strategically assigned to classrooms with higher student support needs to maximize academic intervention and narrow performance gaps for at-risk student populations

Staff Responsible for Monitoring: Campus Principal and State and Federal Programs

Problem Statements: School Processes & Programs 2

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

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Strategy 4

Send the annual Right to Know notice in English and Spanish and answer requests within 10 school days; check teacher certification in September and January and send required four-week notices; and keep a written certification plan, exam date, and coach for every uncertified teacher.

Strategy's Expected Result/Impact: 100% of Right to Know requirements are completed, and 100% of uncertified teachers have a documented certification plan.

Staff Responsible for Monitoring: Principal and State and Federal Programs

Problem Statements: School Processes & Programs 2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Based on Math CFA data, classrooms led by teachers with five or fewer years of teaching experience had 42% of students performing at the Meets level, compared with 83% in classrooms led by teachers with more than five years of experience.	Coaching, mentoring, and PLC time are not yet differentiated for teachers with five or fewer years of experience or new to a tested grade, so they do not consistently get guided practice internalizing lessons, anticipating misconceptions, and rehearsing before they teach.

Performance Objective 2 ☑ High Priority

ESSENTIAL ACTION 2.2: Staff Selection
Intentionally selects educators well-prepared to provide high-quality instruction and services to each student.
Target: By August 2027, Trinity Ranch will fill every open teaching position using the district's screening process and selection criteria.

Evaluation Data Source: T-TESS appraisals, Teacher Incentive Allotment (TIA) designations, leadership development rosters, and staff retention reports--including professional learning feedback surveys and staff growth plans--will be evaluated in coordination with the Executive Director of Human Resources, with State and Federal ensuring all matching compliance evidence is placed in the CRATE

Strategy 1

KEY PRACTICE: 2.2.1: Staffing Projections
Campus uses enrollment trends and program needs to anticipate staffing requirements and collaborates with the district to inform recruitment and hiring decisions.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: Campus enrollment trends and specialized program needs are analyzed annually to accurately forecast staffing requirements and drive proactive, aligned recruitment and hiring decisions before the start of the school year

Staff Responsible for Monitoring: Campus Principal and State and Federal Programs

Problem Statements: School Processes & Programs 2

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

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Strategy 2

KEY PRACTICE: 2.2.2: Selection and Screening
Campus uses district-defined screening processes, tools, and selection criteria to effectively evaluate a candidate's knowledge, skills, and abilities.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of campus candidate evaluations utilize district-defined screening processes, tools, and selection criteria to effectively measure each candidate's knowledge, skills, and abilities for optimal role placement

Staff Responsible for Monitoring: Campus Principal and State and Federal Programs

Problem Statements: School Processes & Programs 2

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

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Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Based on Math CFA data, classrooms led by teachers with five or fewer years of teaching experience had 42% of students performing at the Meets level, compared with 83% in classrooms led by teachers with more than five years of experience.	Coaching, mentoring, and PLC time are not yet differentiated for teachers with five or fewer years of experience or new to a tested grade, so they do not consistently get guided practice internalizing lessons, anticipating misconceptions, and rehearsing before they teach.

Performance Objective 3 ☑ High Priority

ESSENTIAL ACTION 2.3: Growth and Retention Strategies
Systems in place to support teacher professional growth, advancement opportunities, and retention.
Target: By May 2027, every teacher will be observed at least every two weeks and newer teachers weekly, with feedback in Strive within 24 hours, as set in the LIP.

Evaluation Data Source: SUCCESS CRITERIA: Teacher Incentive Allotment (TIA) designations, staff climate and wellness surveys, employee engagement data, staff absenteeism reports, leadership campus visibility logs, annual teacher retention rate tables, campus leadership development rosters, and staff satisfaction surveys will be evaluated by campus administration to track teacher growth and campus retention trends

Strategy 1

KEY PRACTICE: 2.3.1: Appraisal
Campus leadership conducts annual staff appraisals using multiple measures such as competencies and student growth to assess performance.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of campus staff appraisals are completed annually using multiple measures, including T-TESS competencies and student growth data, to accurately assess performance and guide professional development

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

Problem Statements: School Processes & Programs 2

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

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Strategy 2

KEY PRACTICE: 2.3.2 Advancement and Retention
Campus leaders implement advancement and retention strategies aligned to district and campus performance expectations.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: High-performing educators are successfully retained and provided with clear leadership advancement opportunities that align with district and campus performance expectations

Staff Responsible for Monitoring: Campus Principal, Campus Leadership Team, and State and Federal Programs

Problem Statements: School Processes & Programs 2

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

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Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Based on Math CFA data, classrooms led by teachers with five or fewer years of teaching experience had 42% of students performing at the Meets level, compared with 83% in classrooms led by teachers with more than five years of experience.	Coaching, mentoring, and PLC time are not yet differentiated for teachers with five or fewer years of experience or new to a tested grade, so they do not consistently get guided practice internalizing lessons, anticipating misconceptions, and rehearsing before they teach.

Goal 3

LEVER 3: INTEGRATED STUDENT SUPPORT SYSTEMS
The campus establishes proactive and responsive student support systems aligned to the district's MTSS framework, promoting a positive school culture, supports for all students, and family engagement.

Performance Objective 1 ☑ High Priority

ESSENTIAL ACTION 3.1: Multi-tiered System of Supports
Implement the district's integrated multi-tiered system of supports (MTSS) framework aligned to evidence-based prevention and intervention practices to support the academic and non-academic needs of all students, providing guidance on routine progress monitoring and data-driven decision making.
Target: By May 2027, 100% of students flagged at BOY MAP and CUA 1 will have an intervention plan reviewed by the student support team each six weeks.

Evaluation Data Source: SUCCESS CRITERIA: 100% of students identified under the 17 state at-risk criteria--with explicit monitoring for migrant students--are tracked within the district's integrated MTSS framework, with CRATE documents showing regular progress monitoring logs and data-driven intervention plans that verify the consistent use of evidence-based academic and non-academic support practices

Strategy 1 ☑ Results Driven Accountability

KEY PRACTICE: 3.1.1: Student Support Teams
ELGIN ISD sets expectations for implementing student support teams to use data to identify individual student strengths and needs, implementing individualized support strategies, and using a case management system to monitor student progress.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: A written list of student interventions and copies of student support team meeting logs.

Staff Responsible for Monitoring: Campus Principal, Counselors, and Assistant Superintendent of Student Services

Problem Statements: Demographics 1

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2 ☑ Results Driven Accountability

KEY PRACTICE: 3.1.2: Professional Learning Supports

ELGIN ISD provides resources and training to enable staff to implement the comprehensive MTSS framework to address academic support, behavioral health and mental health services and support.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: A completed master professional learning calendar and training attendance rosters verifying all staff are trained in MTSS academic, behavioral, and mental health intervention tiers.

Staff Responsible for Monitoring: Campus Principal, Instructional Coaches, and Assistant Superintendent of Student Services

Problem Statements: Demographics 1

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 3 ☑ Results Driven Accountability

KEY PRACTICE: 3.1.3: Universal Screening
ELGIN ISD provides procedures and training in implementing universal screening processes for academic, mental health and behavior, provides time and support for a multidisciplinary team to analyze data, and reinforces the value of universal screening with staff, students, and families.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: Calendared windows for universal screening are completed district-wide three times per year, with documented multidisciplinary team data logs and family notification templates.

Staff Responsible for Monitoring: Campus Principal, Counselors, and Assistant Superintendent of Student Services

Problem Statements: Demographics 1

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 4 ☑ Results Driven Accountability

KEY PRACTICE: 3.1.4: Family Engagement
ELGIN ISD sets expectations and provides staff training and time to meaningfully engage

parents/caregivers, promote parent/caregiver understanding of student progress and campus expectations, and facilitate a parent/caregiver partnership to support overall student development and success.
Trinity Ranch will hold the annual Title I meeting at least twice at flexible times with Spanish interpretation; develop and distribute the campus parent and family engagement policy and the school-parent compact with parents (parent majority); offer monthly Coffee with the Principal and fall parent workshops; spend the 1% PFE set-aside on activities parents help choose; and evaluate parent and family engagement each spring with a survey and parent focus group. Paid from the campus Title I, Part A 1% parent and family engagement set-aside ($1,447.37).

Strategy's Expected Result/Impact: SUCCESS CRITERIA: Annual meeting agendas, sign-ins, and slides; signed policy and compact distribution records; and spring survey results are in CRATE within 10 school days. Spring 2027 Family Survey responses rise from 16 families to at least 75 families.

Staff Responsible for Monitoring: Principal, Assistant Principal, and Counselor

Problem Statements: Perceptions 1, 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	In 2026, 35% of economically disadvantaged students reached Meets Grade Level or above on STAAR Reading and 18% in Math, compared with 55% and 43% of students who are not economically disadvantaged.	Campus resources, intervention, and enrichment opportunities have not been systematically aligned to ensure that economically disadvantaged students have access to equitable resources, support, and high-quality instruction.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Family participation in campus improvement efforts may be limited, and some families may need guidance on how to support their children's academic progress and learning at home.	The campus has not yet offered family learning sessions at varied times, in English and Spanish, that show families how to support reading and math at home, and we have not asked families which times and formats work for them.

2	Families may have varying levels of access to school communication and opportunities to participate because of work schedules, language needs, transportation, or other barriers.	Campus meetings and events are not yet planned around what families tell us they need, and invitations don't explain how each event connects to their child's learning.

Performance Objective 2 ☑ High Priority

ESSENTIAL ACTION: 3.2 School-wide Culture, Behavior, Safety
Establish strong school culture, behavior, and safety systems.
Target: By May 2027, Trinity Ranch will keep out-of-school suspensions at 0 (0 as of November 3, 2026) and review discipline data by student group each month.

Evaluation Data Source: School counselor referral logs, wrap-around service coordination tracking, and social-emotional wellness metrics are updated weekly to demonstrate that strong school culture, behavior, and safety systems are actively established across the campus

Strategy 1

KEY PRACTICE: 3.2.1: School-wide Culture
Campus-level culture-setting aligned to district-level guiding commitments and vision and supports student readiness to learn.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of campus classrooms and common areas actively reflect school-wide culture systems that align with the Elgin ISD vision, directly supporting student readiness to learn and lowering behavior incidents across all grade levels

Staff Responsible for Monitoring: Campus Principal, Campus Leadership Team, and Counselors

Problem Statements: Demographics 2

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

KEY PRACTICE: 3.2.2: Routines for a Productive Learning Environment
Campus staff follow clear expectations for implementing school-wide and classroom-level procedures, with opportunities to practice, to ensure a safe and productive learning environment.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of campus staff and students consistently execute established school-wide and classroom-level procedures, providing clear opportunities to practice routines that ensure a safe, predictable, and productive learning environment

Staff Responsible for Monitoring: Campus Principal and Assistant Principals

Problem Statements: Demographics 2

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 3 ☑ Results Driven Accountability

KEY PRACTICE:3.2.3: Universal Behavior and Discipline Strategies
Campus leaders establish and communicate clear expectations for prevention, incentives, and consequences that promote positive behavior for all students.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of campus staff and students understand and follow clear expectations for behavior prevention, positive incentives, and consistent consequences that promote a positive school climate for all students

Staff Responsible for Monitoring: Campus Principal, Assistant Principals, and Counselors

Problem Statements: Demographics 2

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Chronic absenteeism limits students' access to instruction. In the first 48 days of 2026-27, 16.5% of Trinity Ranch students (106 of 641) were chronically absent, and the district rate (29.6%) is well above the state rate (19.0%). The campus does not yet track chronic absence by student group.	The campus does not yet have a consistent early-warning system to identify students at the first signs of chronic absence and follow up with their families.

Performance Objective 3 ☑ High Priority

ESSENTIAL ACTION 3.3: Interventions and Supports
Staff identify and respond to needs of all students and provide timely targeted responses to reduce barriers to learning and promote trust, belonging, safety, growth mindset, and self-regulation.
Target: By June 2027, 100% of homeless, migrant, foster care, and at-risk students will be identified, coded in PEIMS, and served.

Evaluation Data Source: 1) 100% of students facing academic or non-academic barriers receive immediate, targeted interventions that improve behavioral outcomes, increase attendance, and promote trust, belonging, safety, growth mindset, and self-regulation across all campus classrooms
2) Parent Family Engagement Opportunities will be offered: Monthly Coffee with the Principal, Parent Workshops (as part of the TITLE I/II corrective action plan) will be offered in FALL 2026
3) Campus academic events

Strategy 1 ☑ Results Driven Accountability

KEY PRACTICE: 3.3.1 Case Management
Campus leaders ensure that a case management system is used to monitor student progress by reviewing academic data, universal screener results, behavior, attendance, student well-being, and access to support, enabling timely and targeted interventions.

Strategy's Expected Result/Impact: SUCCESS CRITERIA:100% of case management data profiles show consistent updates and regular leadership reviews of academic metrics, universal screeners, behavior tracking, and attendance logs to guarantee timely, targeted interventions for struggling students

Staff Responsible for Monitoring: Campus Principal and Campus Leadership Team

Problem Statements: Demographics 2, 3

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2 ☑ Results Driven Accountability

KEY PRACTICE: 3.3.2 Integrated Mental Health and Crisis Response
Campus provides proactive, policy-aligned mental health education for all students and uses evidence-based practices (interventions) to address threat concerns through district-designated crisis teams that conduct structured threat assessments and provide trauma-informed postvention and re-entry support.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of crisis response and mental health protocols follow structured, district-designated threat assessment procedures, resulting in policy-aligned mental health education, trauma-informed postvention, and seamless re-entry support for all affected students

Staff Responsible for Monitoring: Campus Principal and Assistant Superintendent of Student Services

Problem Statements: Demographics 2, 3

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 3 ☑ Results Driven Accountability

KEY PRACTICE:3.3.3: Threat Assessment
ELGIN ISD establishes threat assessment teams integrated into ongoing student support structures, provides aligned staff and student training, communicates the responsibility to report, and establishes mental health crisis response protocols.

Strategy's Expected Result/Impact: * SUCCESS CRITERIA: In accordance with TEC SS 37.0831 and HB 121, Elgin ISD will implement threat assessment protocols that explicitly enforce zero-tolerance standards for bullying, cyberbullying, and dating violence. Success will be verified by completed threat assessment documentation, safety planning logs, immediate parent/guardian notification receipts, and mandatory student/staff safety training logs.

Staff Responsible for Monitoring: Campus Principal and Assistant Superintendent of Student Services

Problem Statements: Demographics 2, 3

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 4

State Compensatory Education (SCE) supplements the regular program for students who meet the state at-risk criteria (TEC 29.081). Trinity Ranch Elementary's 2026-27 SCE budget (fund 199, PIC 30) totals $151,890.60: Communities In Schools case management $36,430; teacher salary $67,180; paraprofessional salary $26,015.44; benefits $22,265.16. SCE-funded positions: Teacher (1.0 FTE) and Paraprofessional (1.0 FTE). Each SCE-funded staff member serves identified at-risk students in reading and math intervention, and their time and effort is documented in CRATE.

Strategy's Expected Result/Impact: At-risk students served by SCE-funded staff raise their reading and math scores from CUA 1 to CUA 2, and SCE time and effort records are complete in CRATE.

Staff Responsible for Monitoring: Principal, Assistant Principal, and Counselor

Problem Statements: Demographics 3

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Chronic absenteeism limits students' access to instruction. In the first 48 days of 2026-27, 16.5% of Trinity Ranch students (106 of 641) were chronically absent, and the district rate (29.6%) is well above the state rate (19.0%). The campus does not yet track chronic absence by student group.	The campus does not yet have a consistent early-warning system to identify students at the first signs of chronic absence and follow up with their families.

3	Students who are homeless, migrant, in foster care, or at risk under the state's criteria are not always identified and coded at enrollment and each six weeks, so some may not receive the services and supplemental support they qualify for.	Residency and occupational surveys, referrals, and at-risk coding are not tracked on a set schedule with a named owner, and district student-group counts did not match in 2025-26 (the TAPR showed 45 homeless students while the McKinney-Vento count showed 125).

Performance Objective 4 ☑ High Priority

By May 2027, 100% of PK-5 students at Trinity Ranch Elementary will receive at least 135 minutes of moderate-to-vigorous physical activity each week through PE and recess, as required by TEC 28.002(l-1). Chronic absenteeism will decrease from 16.5% (the first 48 days of 2026-27, through October 22, 2026) to at most 13.5% by the end of 2026-27, staying below the district target of 22%.

Evaluation Data Source: FitnessGram results, PE and recess schedules, attendance by student group, and School Health Advisory Council (SHAC) input.

Strategy 1

The PE teacher, school nurse, and counselor will review FitnessGram, attendance, and recess data each semester, share the results with the campus improvement committee and the district SHAC, and use the district's coordinated school health program to plan PE lessons, recess routines, and family health activities.

Strategy's Expected Result/Impact: PE and recess schedules show at least 135 minutes of physical activity each week for every PK-5 class, and the percentage of students in the FitnessGram Healthy Fitness Zone rises from the fall to the spring testing window.

Staff Responsible for Monitoring: Principal, PE Teacher, and School Nurse

Problem Statements: Demographics 2

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

The attendance committee will review attendance every two weeks, contact the family of every student who misses 5% of school days, hold an attendance conference with the family by the time a student misses 10% of school days, and connect families with the counselor, nurse, or Communities In Schools for barriers to attendance.

Strategy's Expected Result/Impact: Attendance logs show a family contact for every student who reaches 5% absences within one week. Chronic absenteeism falls each six weeks toward the 2027 target.

Staff Responsible for Monitoring: Principal, Counselor, and Attendance Clerk

Problem Statements: Demographics 2

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Chronic absenteeism limits students' access to instruction. In the first 48 days of 2026-27, 16.5% of Trinity Ranch students (106 of 641) were chronically absent, and the district rate (29.6%) is well above the state rate (19.0%). The campus does not yet track chronic absence by student group.	The campus does not yet have a consistent early-warning system to identify students at the first signs of chronic absence and follow up with their families.

Goal 4

LEVER 4: ACADEMIC EXPERIENCE: HIGH QUALITY INSTRUCTIONAL MATERIALS
The campus implements the district's framework for strong instruction by applying research-based strategies and using high-quality instructional materials and assessments to deliver a rigorous academic experience for all students, ensuring they are supported and prepared for college, career, or military pathways.

Performance Objective 1 ☑ High Priority

ESSENTIAL ACTION 4.1:By the end of the 2026-2027 school year, Trinity Ranch Elementary will increase its Student Achievement accountability score from 59 to at least 65 by strengthening Tier 1 instruction through consistent implementation of high-quality instructional materials, research-based instructional strategies, and ongoing formative assessments.

Evaluation Data Source: CFAs, unit assessments, CUA 1 and CUA 2, MAP Growth BOY, MOY, and EOY, KT Accountability projections, and 2027 STAAR Reading, Math, and Science.

Strategy 1 ☑ Results Driven Accountability

KEY PRACTICE:4.1.3 Coherent Extended Time, Tutoring, Interventions Approach
Campus executes a coherent, research-based approach to extended time, tutoring, and interventions that align with the multi-tiered system of supports outlined by the district.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of extended learning schedules, tutoring rosters, and intervention logs demonstrate a research-based, coordinated approach that aligns with the district's MTSS framework to ensure target student groups achieve documented growth. Aligned student tutoring logs, HB 1416 accelerated instruction trackers, and 2027 Summer School (Bilingual and Jump Start) attendance rosters.

Students in tutoring raise their scores from CUA 1 to CUA 2.

Staff Responsible for Monitoring: Campus Principal, Instructional Coach, and Assistant Principals

Problem Statements: Student Learning 1

Funding Sources: Supplies for extended day 211 - Title I-Part A, $7,000, Extended-day snacks 211 - Title I-Part A, $3,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 2 ☑ Results Driven Accountability

KEY PRACTICE: 4.1.5 Early Childhood Strategies
Campus teams implement the district's early childhood instructional delivery model with fidelity, aligning instruction to Kindergarten Readiness standards and fostering foundational academic and social-emotional development through research-based strategies, while campus leaders monitor effectiveness via classroom observations, student progress data, and family engagement feedback. The current materials are cross-walked to HQIM Texas (CENTER for Collaborative Classrooms) and CLI Screening; TRE will utilize the centralized digital access, small-group lab resources, and specialized units of instruction for PK3 and PK4 across all elementary campuses. Center for the Collaborative Classroom PK3 and PK4 curriculum kits, including talk cards, letter cards, book bundles, math assessment kits, lesson companions, Spanish materials, and STEM labs with licenses for usage, to equip new and existing classrooms by adding curriculum for 2 new classrooms.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of PK3 and PK4 classrooms implement the Center for Collaborative Classrooms materials and small-group lab resources with fidelity, with CLI Engage screening results, observation checklists, and centralized digital access logs showing that instruction aligns to Kindergarten Readiness standards

Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Coach

Problem Statements: Student Learning 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 3

Teachers will internalize every HMH reading and STEMscopes math lesson in PLCs before teaching it, and campus leaders will monitor implementation of high-quality instructional materials through PLC documentation, lesson plans, and student work samples that show data-driven planning and alignment to grade-level standards.

Strategy's Expected Result/Impact: Teachers will use district common formative assessment data, classroom walkthrough feedback, and student work samples to make instructional decisions, strengthen Tier 1 instruction, and ensure alignment with grade-level TEKS and high-quality instructional materials. As a result, instruction will become more targeted, student learning gaps will be addressed through timely reteaching and differentiation, and student achievement will improve across grade levels.

Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Coach

Problem Statements: School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Fifth-grade STAAR Math and Science results indicate a need to improve student achievement, particularly among African American and Hispanic students. On 2026 STAAR, 18% of fifth graders reached Meets Grade Level or above in Math and 18% in Science, compared with 51% in fifth grade Reading, and 33% of African American and 15% of Hispanic fifth graders reached Meets in Math.	Student performance data is not consistently analyzed to identify learning gaps and guide targeted instruction, and Tier 1 instruction is not consistently implemented to ensure all students receive rigorous, grade-level instruction aligned with standards.
2	In fourth grade, 67% of students achieved Approaches Grade Level or above, and 44% achieved Meets Grade Level or above. In fifth grade, 69% achieved Approaches or above, while 51% achieved Meets or above, indicating that additional support is needed to increase mastery.	Lack of consistency in analyzing Common Formative Assessment data during PLCs and implementing TEKS-aligned reteaching strategies in a timely manner.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Elgin ISD has introduced a new PLC framework that includes lesson internalization and instructional rehearsal. Because this is a new process, teachers are experiencing challenges understanding and implementing the expectations during PLCs.	Teachers need additional clarity, modeling, and guided practice to understand how lesson internalization and rehearsal should be facilitated during PLCs and how these practices translate into stronger instructional delivery and improved student performance.

Performance Objective 2 ☑ High Priority

ESSENTIAL ACTION 4.1 By May 2027, Trinity Ranch Elementary's Closing the Gaps score will increase from 68 to at least 70, with Meets in Reading and Math rising for All Students, African American, Hispanic, and High Focus students, as measured in the 2027 state accountability system.

Evaluation Data Source: STAAR Reading and Math results disaggregated by student group, district benchmark, and common formative assessment data.
Student data walls and teacher reflection binders.
TELPAS results for Emergent Bilingual students.
MAP Growth MOY and EOY, CUA 1 and CUA 2, and KT Accountability projections.

Strategy 1

Maintain student data walls by student group. Disaggregate STAAR, benchmark, and formative assessment data to identify achievement gaps by grade level and student group.

Strategy's Expected Result/Impact: Teachers and administrators will identify student groups with the greatest academic needs and use the data to prioritize instructional support and monitor progress.

Staff Responsible for Monitoring: Principal, Instructional Coach, and Assistant Principal

Problem Statements: Demographics 1 - Student Learning 1, 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 2

Implement teacher reflection binders. Document assessment analysis, student learning gaps, instructional adjustments, and progress-monitoring results.

Strategy's Expected Result/Impact: Teachers will make informed instructional decisions and provide targeted support based on individual student needs and identified achievement gaps.

Action steps: Monitor every 9th week period.

Staff Responsible for Monitoring: Principal, Assistant Principals, and Instructional Coach

Problem Statements: Demographics 1 - Student Learning 1, 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 3

Strengthen data-driven PLCs. Grades 2-5 grade-level teams meet every Thursday following a structured PLC schedule and weekly agenda. Grades PreK-1st meet every Tuesday. Teachers come prepared to engage in artifact digs, lesson plan internalization, and instructional rehearsal. Teams analyze the most recent Common Formative Assessment (CFA) data to identify the lowest-performing standards, review student-group performance, analyze priority TEKS, and plan reteaching, differentiated instruction, and enrichment.

Strategy's Expected Result/Impact: Grade-level teams will implement targeted instructional responses to improve Reading and Math performance and reduce achievement gaps among student groups.

Staff Responsible for Monitoring: Campus Principal, Assistant Principal, and Instructional Coach

Problem Statements: Demographics 1 - Student Learning 1, 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 4

KEY PRACTICE: Establish and maintain student data walls.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: Growth in student performance data Updated data walls, assessment results, and instructional response plans.

Staff Responsible for Monitoring: Principal, Instructional Coach, and Assistant Principal

Problem Statements: Demographics 1 - Student Learning 1, 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	In 2026, 35% of economically disadvantaged students reached Meets Grade Level or above on STAAR Reading and 18% in Math, compared with 55% and 43% of students who are not economically disadvantaged.	Campus resources, intervention, and enrichment opportunities have not been systematically aligned to ensure that economically disadvantaged students have access to equitable resources, support, and high-quality instruction.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Fifth-grade STAAR Math and Science results indicate a need to improve student achievement, particularly among African American and Hispanic students. On 2026 STAAR, 18% of fifth graders reached Meets Grade Level or above in Math and 18% in Science, compared with 51% in fifth grade Reading, and 33% of African American and 15% of Hispanic fifth graders reached Meets in Math.	Student performance data is not consistently analyzed to identify learning gaps and guide targeted instruction, and Tier 1 instruction is not consistently implemented to ensure all students receive rigorous, grade-level instruction aligned with standards.
2	In fourth grade, 67% of students achieved Approaches Grade Level or above, and 44% achieved Meets Grade Level or above. In fifth grade, 69% achieved Approaches or above, while 51% achieved Meets or above, indicating that additional support is needed to increase mastery.	Lack of consistency in analyzing Common Formative Assessment data during PLCs and implementing TEKS-aligned reteaching strategies in a timely manner.

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

ESSENTIAL ACTION 4.1: By May 2027, the percentage of students in grades 3-5 scoring Meets Grade Level or above on STAAR Reading will increase from 44% to at least 54%, and Masters Grade Level will increase from 15% to at least 25%. Students receiving special education services will increase from 17% to at least 27% at Meets Grade Level or above on STAAR Reading. Grade 3 students scoring Meets Grade Level or above on STAAR Reading will increase from 35% to at least 41%, supporting the district HB 3 early literacy goal.

Evaluation Data Source: Reading CFAs, unit assessments, CUA 1 and CUA 2, MAP Growth BOY, MOY, and EOY, and 2027 STAAR Reading

Strategy 1

KEY PRACTICE: Actively monitor and review the Meets and Masters droppers lists during PLCs to identify students at risk of dropping performance levels, track individual progress, and implement targeted instructional support to maintain or increase student achievement.

Strategy's Expected Result/Impact: Teachers will regularly monitor students identified on the Meets and Masters droppers lists to ensure students maintain their current performance level or demonstrate growth toward the next performance level. Through intentional small-group instruction, targeted reteaching, and individualized support, students will strengthen grade-level reading skills and increase their ability to demonstrate mastery of assessed standards. Progress will be monitored through Common Formative Assessments (CFAs), classroom performance, and benchmark data to ensure students are on track to meet the campus STAAR Reading goals.

Action Steps: During weekly PLCs, review student progress and identify students who need targeted intervention, reteaching, or enrichment.
Provide timely feedback and adjust instructional strategies based on student progress.
Celebrate student growth and recognize students who maintain Meets/Masters or demonstrate progress toward the next performance level.

Staff Responsible for Monitoring: Principal, Instructional Coach, and 4th and 5th Grade Classroom Teachers

Problem Statements: Student Learning 2, 5

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

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No Progress

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Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	In fourth grade, 67% of students achieved Approaches Grade Level or above, and 44% achieved Meets Grade Level or above. In fifth grade, 69% achieved Approaches or above, while 51% achieved Meets or above, indicating that additional support is needed to increase mastery.	Lack of consistency in analyzing Common Formative Assessment data during PLCs and implementing TEKS-aligned reteaching strategies in a timely manner.

5	Of the 97 reading and math scores at Meets or Masters in 2025, 16 dropped at least one performance level in 2026, which cost the campus Academic Growth points.	Intervention time and PLC planning focus mostly on students below grade level, and lessons are not yet planned to extend to students already at Meets and Masters, so their progress is not monitored after BOY.

Performance Objective 4

☑ High Priority ☑ HB3 Goal

ESSENTIAL ACTION 4.1: By May 2027, the percentage of students in grades 3-5 scoring Meets Grade Level or above on STAAR Math will increase from 29% to at least 39%, and math growth in grades 4 and 5 will improve from a D to at least a C in the 2027 Academic Growth domain. Students receiving special education services will increase from 15% to at least 25% at Meets Grade Level or above on STAAR Mathematics. Grade 3 students scoring Meets Grade Level or above on STAAR Mathematics will increase from 22% to at least 29%, supporting the district HB 3 early mathematics goal.

Evaluation Data Source: Math CFAs, unit assessments, CUA 1 and CUA 2, MAP Growth BOY, MOY, and EOY, and 2027 STAAR Math

Strategy 1

KEY PRACTICE: Beginning in October, the instructional coach will prepare lessons and materials, and classroom teachers will provide after-school math tutoring for students identified from BOY MAP, CFAs, and CUA data, moving students from Did Not Meet to Approaches and from high Approaches to Meets.

Strategy's Expected Result/Impact: During the daily intervention block, teachers will also teach small-group math lessons planned from that week's CFA results. Adult practice: tutoring rosters, attendance, and small-group plans are reviewed in PLCs, with progress checks at the end of November and again from January through March. Student result: tutored students raise their math scores from CUA 1 to CUA 2.

Staff Responsible for Monitoring: Principal, Instructional Coach, and 4th and 5th Grade Math Teachers

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

Funding Sources: Extended-day tutoring, teacher pay 211 - Title I-Part A, $9,989

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 2

KEY PRACTICE: Master teachers will provide reading and writing tutoring from October 1 to November 18 and from February 1 to April 1, focused on short and extended constructed responses and the skills students need to respond to text.

Strategy's Expected Result/Impact: Action steps: tutoring plans and student responses scored with the STAAR rubrics are reviewed in PLCs every two weeks. Student result: the percentage of students scoring 0 on the extended constructed response falls on each CUA and on 2027 STAAR.

Staff Responsible for Monitoring: Principal, Instructional Coach, and Assistant Principal

Problem Statements: Student Learning 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 3

KEY PRACTICE: Tiered Observation, Coaching, and Math Professional Learning for all math teachers.

Strategy's Expected Result/Impact: The principal, assistant principal, and instructional coach will sort teachers into support tiers using observation and student data, observe every teacher at least every two weeks and newer teachers weekly, give written feedback with one action step within 24 hours, and log every observation in Eduphoria Strive. A master teacher or district curriculum staff member will lead math professional learning every other month on Tier 1 instruction, word problems, student discourse, and gaps in prerequisite skills, and PLCs will include lesson rehearsal for teachers new to a tested grade.

Adult practice: Strive shows every teacher observed at least twice a month, with action steps followed up. Student result: walkthrough look-fors (checks for understanding, student discourse, small-group instruction) rise each month.

Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Coach

Problem Statements: School Processes & Programs 1, 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 4

KEY PRACTICE: Growth Targets for Every Performance Level. After BOY MAP and each CUA, teachers will set a growth target for every student in grades 3-5 based on last year's STAAR performance level, and PLCs will plan extension lessons for students at Meets and Masters as well as reteaching for students below.

Strategy's Expected Result/Impact: Teachers will use individual student growth targets to guide instruction, monitor progress, and make data-driven instructional decisions for all students in grades 3-5. A campus-wide growth tracker will provide a clear picture of each student's 2026 STAAR performance level and expected growth target. By reviewing updated data after BOY MAP, CUA 1, MOY MAP, and CUA 2, teachers will identify students needing additional support and provide targeted reteaching, while also planning extension and enrichment opportunities for students performing at Meets and Masters.

A campus growth tracker lists every student's 2026 level and target and is updated after BOY, CUA 1, MOY, and CUA 2. Student result: students who scored Meets or Masters in 2026 hold or raise their level on CUA 2.

Staff Responsible for Monitoring: Principal, Assistant Principals, and Instructional Coach

Problem Statements: Student Learning 4, 5

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

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Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Fifth-grade STAAR Math and Science results indicate a need to improve student achievement, particularly among African American and Hispanic students. On 2026 STAAR, 18% of fifth graders reached Meets Grade Level or above in Math and 18% in Science, compared with 51% in fifth grade Reading, and 33% of African American and 15% of Hispanic fifth graders reached Meets in Math.	Student performance data is not consistently analyzed to identify learning gaps and guide targeted instruction, and Tier 1 instruction is not consistently implemented to ensure all students receive rigorous, grade-level instruction aligned with standards.

2	In fourth grade, 67% of students achieved Approaches Grade Level or above, and 44% achieved Meets Grade Level or above. In fifth grade, 69% achieved Approaches or above, while 51% achieved Meets or above, indicating that additional support is needed to increase mastery.	Lack of consistency in analyzing Common Formative Assessment data during PLCs and implementing TEKS-aligned reteaching strategies in a timely manner.
4	Math growth earned a D in both grades 4 and 5 in 2026, while reading growth earned a C, so math is holding down our Academic Growth and Closing the Gaps scores.	Tier 1 math lessons are not yet consistently internalized and rehearsed in PLCs, and small-group math instruction is not yet planned from CFA data for students at every performance level, including students already at Approaches and Meets.
5	Of the 97 reading and math scores at Meets or Masters in 2025, 16 dropped at least one performance level in 2026, which cost the campus Academic Growth points.	Intervention time and PLC planning focus mostly on students below grade level, and lessons are not yet planned to extend to students already at Meets and Masters, so their progress is not monitored after BOY.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Elgin ISD has introduced a new PLC framework that includes lesson internalization and instructional rehearsal. Because this is a new process, teachers are experiencing challenges understanding and implementing the expectations during PLCs.	Teachers need additional clarity, modeling, and guided practice to understand how lesson internalization and rehearsal should be facilitated during PLCs and how these practices translate into stronger instructional delivery and improved student performance.
2	Based on Math CFA data, classrooms led by teachers with five or fewer years of teaching experience had 42% of students performing at the Meets level, compared with 83% in classrooms led by teachers with more than five years of experience.	Coaching, mentoring, and PLC time are not yet differentiated for teachers with five or fewer years of experience or new to a tested grade, so they do not consistently get guided practice internalizing lessons, anticipating misconceptions, and rehearsing before they teach.

Performance Objective 5 ☑ High Priority

ESSENTIAL ACTION 4.1: By May 2027, the percentage of Emergent Bilingual students who advance at least one TELPAS composite proficiency level will increase from 37% to at least 40%, so the campus earns

English Language Proficiency points in Closing the Gaps.

Evaluation Data Source: 2027 TELPAS, TELPAS holistic rating samples, and MAP Growth Reading.

Strategy 1 ☑ Results Driven Accountability

KEY PRACTICE: The campus will hold two TELPAS Camps to provide targeted instruction and practice in all four language domains: Listening, Speaking, Reading, and Writing. Students will review and analyze their previous TELPAS performance, identify areas of strength and growth, and establish individual goals based on previous TELPAS scores.

Strategy's Expected Result/Impact: Students will develop a stronger understanding of their individual English language proficiency and take ownership of their language development by setting meaningful, measurable goals. Students will demonstrate growth in their TELPAS performance.

Staff Responsible for Monitoring: Principal, Instructional Coach, and Assistant Principal

Problem Statements: Student Learning 3

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 2

KEY PRACTICE: During content planning and after-school professional development sessions, teachers will incorporate listening, speaking, reading, and writing practice into daily lessons in every subject. Staff will develop a stronger understanding of TELPAS expectations through campus-wide practice test navigation and holistic rating training for K-1 teachers. These practices will improve instructional alignment to TELPAS language domains, strengthen teacher capacity to support EB students, and accelerate English language proficiency growth.

Strategy's Expected Result/Impact: Emergent Bilingual students demonstrate measurable growth in English language proficiency, with each student advancing at least one TELPAS composite proficiency level in 2027.
Adult practice: lesson plans and walkthroughs show structured academic conversation and writing in every content area, and holistic rating training is complete by January 29, 2027. Student result: Emergent Bilingual students advance at least one TELPAS composite level in 2027.

Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Coach

Problem Statements: Student Learning 3

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

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Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	TELPAS data indicate that 218 of TRE's 306 students with reported composite proficiency levels are at the Beginning or Intermediate levels.	Academic language development strategies and opportunities for students to practice listening, speaking, reading, and writing are not yet consistently embedded across content areas to support Emergent Bilingual students' progression toward higher English proficiency levels.

Goal 5

LEVER 5: INSTRUCTIONAL LEADERSHIP AND CAPACITY BUILDING
The campus implements systems aligned with the district expectations to build teacher and instructional leader capacity through job-embedded opportunities such as collaborative planning and internalization, observation and feedback cycles, and data analysis protocols.

Performance Objective 1 ☑ High Priority

ESSENTIAL ACTION 5.1:Instructional Leadership
Establish expectations and campus systems for instructional leaders and teachers' coaching and development.
Target: By May 2027, the principal, assistant principals, and instructional coach will each keep a weekly coaching schedule, and the LIP's two-week observation cycle will be logged in Strive.

Evaluation Data Source: Instructional walkthrough logs, weekly coaching feedback entries, professional learning community (PLC) agendas, and teacher growth tracking dashboards will be evaluated by campus and district administration to verify that 100% of campus systems for instructional leaders and teachers' coaching and development are executed with consistency and fidelity

Strategy 1 ☑ Results Driven Accountability

KEY PRACTICE: 5.1.1: KP 5.1.1 Roles and Responsibilities for Distributed Leadership
Campus sets and reinforces high performance expectations by following district guidance during hiring, onboarding/induction, professional learning, and coaching structures.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of campus instructional leaders have defined role descriptions and schedules documenting that they follow district guidance to deliver weekly coaching, onboarding support, and professional learning routines that reinforce high performance expectations

Staff Responsible for Monitoring: Campus Principal, Campus Leadership Team, and Assistant Superintendent of Elementary Curriculum and Instruction

Problem Statements: School Processes & Programs 1, 2

Title I: 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 ☑ Results Driven Accountability

KEY PRACTICE: 5.1.2:Staff Development and Coaching Plan
Campus leadership ensures staff are supported through deliberately scheduled, ongoing, job-embedded coaching and professional development that supports rigorous, high-quality instruction.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of campus master calendars and coaching logs document the consistent execution of deliberately scheduled, weekly, job-embedded observations and professional development sessions that directly support the delivery of rigorous, high-quality instruction

Staff Responsible for Monitoring: Campus Principal, Campus Leadership Team, and Assistant Superintendent of Elementary Curriculum and Instruction

Problem Statements: School Processes & Programs 1, 2

Title I: 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Elgin ISD has introduced a new PLC framework that includes lesson internalization and instructional rehearsal. Because this is a new process, teachers are experiencing challenges understanding and implementing the expectations during PLCs.	Teachers need additional clarity, modeling, and guided practice to understand how lesson internalization and rehearsal should be facilitated during PLCs and how these practices translate into stronger instructional delivery and improved student performance.
2	Based on Math CFA data, classrooms led by teachers with five or fewer years of teaching experience had 42% of students performing at the Meets level, compared with 83% in classrooms led by teachers with more than five years of experience.	Coaching, mentoring, and PLC time are not yet differentiated for teachers with five or fewer years of experience or new to a tested grade, so they do not consistently get guided practice internalizing lessons, anticipating misconceptions, and rehearsing before they teach.

Performance Objective 2 ☑ High Priority

ESSENTIAL ACTION 5.2: Instructional Planning for Effective Classroom Instruction
Provide job-embedded supports for teachers to effectively internalize, prepare for, and deliver instruction in a strong classroom environment.
Target: By May 2027, grade-level PLCs will meet every week (Thursdays for grades 2-5, Tuesdays for PK-1) to internalize HMH and STEMscopes lessons, as set in the LIP.

Evaluation Data Source: 100% of teacher lesson plan submissions contain fully completed lesson internalization guides, with instructional planning minutes and weekly feedback logs verifying that leaders consistently provide job-embedded planning supports before the instruction is delivered in the classroom

Strategy 1 ☑ Results Driven Accountability

KEY PRACTICE:5.2.1: Culture and Routine Systems Training
Campus leadership ensures all teachers and instructional staff receive role aligned training on campus specific culture routines and behavior supports, aligned with district expectations.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: * 100% of campus professional development agendas and training rosters verify that teachers and instructional staff complete role-aligned training on campus-specific culture routines and behavior supports that align with district expectations

Staff Responsible for Monitoring: Campus Principal, Campus Leadership Team, and Assistant Superintendent of Elementary Curriculum and Instruction

Problem Statements: School Processes & Programs 1, 2

Title I: 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 ☑ Results Driven Accountability

KEY PRACTICE: 5.2.2: Curriculum-based Professional Learning
Campus leaders provide additional resources and support for teachers to effectively implement adopted instructional materials

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of reading, math, and science teachers complete curriculum-based professional learning for HMH and STEMscopes, and walkthroughs show the adopted materials in use in at least 90% of observed lessons.

Staff Responsible for Monitoring: Principal, Instructional Coach, and Assistant Superintendent of Elementary Curriculum and Instruction

Problem Statements: School Processes & Programs 1, 2

Title I: 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 3 ☑ Results Driven Accountability

KEY PRACTICE: 5.2.3: Instructional Delivery Training
Campus instructional leaders ensure teachers receive role-specific training focused on strong instruction, classroom management, intervention strategies, and support for special populations.

Strategy's Expected Result/Impact: SUCCESS CRITERIA:* 100% of campus training logs and sign-in sheets verify that teachers receive role-specific training sessions focused on delivering strong instruction, establishing effective classroom management, executing intervention strategies, and providing targeted support for special populations

Staff Responsible for Monitoring: Principal, Instructional Coach, and Assistant Superintendent of Elementary Curriculum and Instruction

Problem Statements: School Processes & Programs 1, 2

Title I: 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 4 ☑ Results Driven Accountability

KEY PRACTICE: 5.2.4: Instructional Planning Supports
Campus leadership supports teachers in internalizing curriculum through structured individual planning time and PLCs.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of campus master schedules and professional learning community (PLC) agendas verify that teachers receive structured individual planning time and collaborative PLC sessions dedicated to internalizing curriculum units and lesson materials with leadership support

Staff Responsible for Monitoring: Campus Principal, Campus Leadership Team, and Assistant Superintendent of Elementary Curriculum and Instruction

Problem Statements: School Processes & Programs 1, 2

Title I: 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 5 ☑ Results Driven Accountability

KEY PRACTICE: 5.2.5: Observation and Feedback
Campus instructional leaders implement observation and feedback cycles with calibration aligned to high-quality instructional material delivery and strong instructional delivery practices, leveraging action step trackers to provide clarity and track progress over time.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of walkthrough forms and observation feedback logs verify that instructional leaders execute consistent observation and feedback cycles calibrated to high-quality instructional materials, providing clear action steps to track teacher progress over time

Staff Responsible for Monitoring: Campus Principal, Campus Leadership Team, and Assistant Superintendent of Elementary Curriculum and Instruction

Problem Statements: School Processes & Programs 1, 2

Title I: 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Elgin ISD has introduced a new PLC framework that includes lesson internalization and instructional rehearsal. Because this is a new process, teachers are experiencing challenges understanding and implementing the expectations during PLCs.	Teachers need additional clarity, modeling, and guided practice to understand how lesson internalization and rehearsal should be facilitated during PLCs and how these practices translate into stronger instructional delivery and improved student performance.
2	Based on Math CFA data, classrooms led by teachers with five or fewer years of teaching experience had 42% of students performing at the Meets level, compared with 83% in classrooms led by teachers with more than five years of experience.	Coaching, mentoring, and PLC time are not yet differentiated for teachers with five or fewer years of experience or new to a tested grade, so they do not consistently get guided practice internalizing lessons, anticipating misconceptions, and rehearsing before they teach.

Performance Objective 3 ☑ High Priority

ESSENTIAL ACTION 5.3: Data-Driven Instruction, Assessment Reflection, and Targeted Supports
Campus utilizes data to support all learners.
Target: By May 2027, grade 3-5 STAAR Meets will rise from 44% to 54% in reading and from 29% to 39% in math (the LIP goals), with PLC data reviews after each CUA.

Evaluation Data Source: PLC data-meeting protocols, student tracking cards, standard-by-standard item analysis reports, and target group intervention rosters will be evaluated by campus and district administration to verify that 100% of teachers use student performance data to drive instruction, reflect on assessments, and provide targeted student interventions.

Strategy 1 ☑ Results Driven Accountability

KEY PRACTICE 5.3.1: Data-Driven Instruction with Curriculum-Embedded Assessments
Campus instructional leaders implement systems for teachers to analyze exit ticket data, review student work, and use formative assessments to identify learning gaps, plan targeted supports, and adjust instruction in alignment with high-quality instructional materials.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of PLC data-meeting artifacts and exit ticket protocols show teachers analyzing student work and formative assessments to adjust instruction, and the percentage of students at Meets Grade Level on CUA 2 is higher than on CUA 1 in reading and math for All Students, African American, Hispanic, and High Focus students.

Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Coach

Problem Statements: Student Learning 4 - School Processes & Programs 1

Title I: 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 ☑ Results Driven Accountability

KEY PRACTICE 5.3.2: Data-Driven Instruction, Assessment Reflection, and Targeted Supports Campus instructional leaders use disaggregated data to monitor student progress, provide evidence-based feedback, and guide teachers--individually and in PLCs--through a consistent process to analyze misconceptions, identify root causes, and plan targeted instructional responses. .

Strategy's Expected Result/Impact: SUCCESS CRITERIA: * 100% of PLC agendas and data-analysis protocols confirm that instructional leaders guide teachers through a consistent process to analyze misconceptions and root causes using disaggregated data, with walkthrough forms verifying that targeted instructional responses and evidence-based feedback are implemented immediately in all classrooms

Staff Responsible for Monitoring: Campus Principal, Campus Leadership Team, and Assistant Superintendent of Elementary Curriculum and Instruction

Problem Statements: Student Learning 4 - School Processes & Programs 1

Title I: 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	Math growth earned a D in both grades 4 and 5 in 2026, while reading growth earned a C, so math is holding down our Academic Growth and Closing the Gaps scores.	Tier 1 math lessons are not yet consistently internalized and rehearsed in PLCs, and small-group math instruction is not yet planned from CFA data for students at every performance level, including students already at Approaches and Meets.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Elgin ISD has introduced a new PLC framework that includes lesson internalization and instructional rehearsal. Because this is a new process, teachers are experiencing challenges understanding and implementing the expectations during PLCs.	Teachers need additional clarity, modeling, and guided practice to understand how lesson internalization and rehearsal should be facilitated during PLCs and how these practices translate into stronger instructional delivery and improved student performance.

Goal 6

LEVER 6: CAMPUS FINANCE and OPERATIONS
The campus maintains strong financial and operational systems aligned with district systems, prioritizing strategic budget allocation to support the envisioned student experience, maximizing instructional time, fostering student-focused enrollment practices, and maintaining a safe and secure learning environment.

Performance Objective 1 ☑ High Priority

ESSENTIAL ACTION 6.1: Teacher and Student Time
Campus ensures there is sufficient time in the school day for impactful student experiences, as well as staff preparation and development.
Target: By May 2027, the master schedule will keep a protected daily intervention block and weekly PLC time for every grade.

Evaluation Data Source: Campus master schedules, teacher duty rosters, PLC meeting calendars, and instructional planning block assignments will be evaluated by campus and district administration to verify that the school day provides sufficient time for impactful student experiences, staff preparation, and ongoing professional development

Strategy 1

KEY PRACTICE 6.1.1 School Day Master Schedule
Campus master schedule optimizes student learning time and is centered on the envisioned student academic experience, including opportunities for enrichment.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of Skyward master schedules show maximized core instructional blocks, designated daily intervention/enrichment periods, and zero structural scheduling conflicts to prove that student learning time is fully optimized around the academic experience

Staff Responsible for Monitoring: Campus Principal, Campus Leadership Team, and Assistant Superintendent of Elementary Curriculum and Instruction

Problem Statements: Student Learning 1

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 6: Campus Finance and Operations

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Fifth-grade STAAR Math and Science results indicate a need to improve student achievement, particularly among African American and Hispanic students. On 2026 STAAR, 18% of fifth graders reached Meets Grade Level or above in Math and 18% in Science, compared with 51% in fifth grade Reading, and 33% of African American and 15% of Hispanic fifth graders reached Meets in Math.	Student performance data is not consistently analyzed to identify learning gaps and guide targeted instruction, and Tier 1 instruction is not consistently implemented to ensure all students receive rigorous, grade-level instruction aligned with standards.

Performance Objective 2 ☑ High Priority

ESSENTIAL ACTION 6.2 Campus Budget
Strategically plans for and allocates resources in alignment with the envisioned student experience.
Target: By June 2027, 100% of Title I ($19,989) and SCE spending will tie to a strategy in this plan, and at least 75% will be spent or obligated by March 31, 2027.

Evaluation Data Source: Campus Comprehensive Needs Assessment (CNA) strategy pages, Skyward ledger tracking reports, and campus-level expenditure logs will be evaluated by campus and district administration to verify that campus-allocated funds and resources are strategically planned for and spent in direct alignment with student learning needs

Strategy 1 ☑ Results Driven Accountability

KEY PRACTICE 6.2.1 Strategic Budget Allocation
Campuses ensure budget decisions are intentionally aligned to the highest-priority needs that support campus goals, enhance the student experience, and improve student outcomes.
Title I, Part A also funds the campus instructional coach ($96,082, salary and benefits), an intervention aide ($29,121), Age of Learning reading and math intervention licenses ($16,000), and Center for the Collaborative Classroom PK kits and book bundles ($6,508). The after-school care program ($101,000, salaries only) is paid from Title I only if carryover funds are available.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of campus-level expenditures and budget allocations match the high-priority strategies outlined in the Campus Comprehensive Needs Assessment (CNA) to verify that funds are intentionally directed toward campus goals, student experience enhancements, and improved student learning outcomes

Staff Responsible for Monitoring: Campus Principal and State and Federal Programs

Problem Statements: School Processes & Programs 3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 6: Campus Finance and Operations

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Strategy 2

KEY PRACTICE 6.2.2 Compliant Budgeting, Accounting, and Financial Practices
Campus maintains sound accounting practices in accordance with statutes and local requirements to support fiscal transparency and responsibility.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of campus ledger tracking files and purchase showing adherence to state and federal guidelines and local Elgin ISD requirements, with zero compliance exceptions on internal reviews to ensure complete fiscal transparency and responsibility

Staff Responsible for Monitoring: Campus Principal and State and Federal Programs

Problem Statements: School Processes & Programs 3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 6: Campus Finance and Operations

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Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	The campus does not yet keep complete, organized evidence that its Title I schoolwide program meets federal requirements, including stakeholder involvement in the needs assessment and plan, Right to Know notices, parent and family engagement, time and effort, and a clear tie between each Title I and State Compensatory Education expense and a campus plan strategy.	Federal program tasks have not been assigned to named campus staff with a yearly calendar of deadlines, and the October 2025 ESSA validations found missing evidence for Title I campus stakeholder involvement across the district.

Performance Objective 3 ☑ High Priority

Essential Action 6.3: Enrollment and Access
A clearly defined process for enrollment and access that aligns with district expectations and established procedures.

Target: By June 2027, 100% of new enrollments will follow the district's registration process, with residency and occupational surveys completed for every enrolling family.

Evaluation Data Source: Skyward student enrollment records, registration timeline logs, and campus attendance data reports will be evaluated by campus and district administration to verify that 100% of student admissions follow the district-defined electronic process and established entry procedures

Strategy 1

KEY PRACTICE 6.3.1 Student-focused Enrollment Systems
Campuses implement enrollment practices that prioritize students and families, ensuring clear and transparent communication of processes to support access and informed decision-making.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of campus enrollment data and communications in Skyward demonstrate that registration procedures, entry requirements, and timelines are communicated transparently to families, resulting in smooth, accessible student onboarding and informed decision-making

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

Problem Statements: Perceptions 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 6: Campus Finance and Operations

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Strategy 2 ✅ Results Driven Accountability

KEY PRACTICE 6.3.2 Student Recruitment and Communication
Campus ensures families receive clear, timely, and accessible information about available programs, clubs, and student opportunities through multiple communication channels (e.g., newsletters, websites, parent portals, and social media) to support engagement and participation.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of campus newsletters, website updates, parent portals, and social media postings demonstrate clear, timely, and multi-channel communication about available programs, clubs, and student opportunities to drive high levels of family engagement and student participation

Staff Responsible for Monitoring: Campus Principal

Problem Statements: Perceptions 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 6: Campus Finance and Operations

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Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Families may have varying levels of access to school communication and opportunities to participate because of work schedules, language needs, transportation, or other barriers.	Campus meetings and events are not yet planned around what families tell us they need, and invitations don't explain how each event connects to their child's learning.

Performance Objective 4 ☑ High Priority

Essential Action 6.4: Campus Operations
Strategically plans and allocates resources in alignment with the envisioned student experience.
Target: By May 2027, Trinity Ranch will complete all required safety drills and monthly facility safety checks, with every finding fixed or reported within 10 school days.

Evaluation Data Source: Skyward master schedules, campus facility usage calendars, duty roster rotations, and operational resource inventory sheets will be evaluated by campus and district administration to verify that campus operational structures and physical resources are strategically planned and allocated in alignment with the envisioned student experience

Strategy 1

KEY PRACTICE: 6.4.1 Secure Facilities
Campus leaders ensure that all facilities meet district security requirements to provide a safe and protected learning environment for students, staff, and visitors.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of campus safety check sheets and facility logs confirm that all building access points, visitor screening systems, and security equipment fully comply with district requirements to provide a secure learning environment

Staff Responsible for Monitoring: Campus Principal and Assistant Superintendent of Student Services

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 6: Campus Finance and Operations

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Funding Summary

Funding Summary

211 - Title I-Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Supplies for extended day	--	$7,000.00
4	1	1	Extended-day snacks	--	$3,000.00
4	4	1	Extended-day tutoring, teacher pay	--	$9,989.00
				Sub-Total	$19,989.00
				Budgeted Fund Source Amount	$19,989.00
				+/- Difference	$0.00