Elgin Independent School District

Elgin High School

2026-2027 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Summary

Elgin High School serves 1,761 students in grades 9-12 and reflects the rich diversity of the Elgin community. The student population is predominantly Hispanic (76.2%), with nearly half of all students (46.5%) identified as Emergent Bilingual learners. The campus serves a diverse range of student needs, including 77.3% of students identified as at-risk, 43.9% who are economically disadvantaged, and 14.9% receiving special education services. Despite these challenges, Elgin High School maintains a balanced gender distribution, a stable student population, and a strong commitment to providing equitable opportunities that prepare every Wildcat for success beyond high school.

Student Group	Count	Percentage
Total Group	1,761	100%
Grade 9	523	29.7%
Grade 10	455	25.8%
Grade 11	382	21.7%
Grade 12	401	22.8%

Ethnic Composition

Elgin High School reflects the rich diversity of the Elgin community. Hispanic students comprise the majority of the student population at 76.2%, followed by White (11.0%) and African American (9.2%) students.

Ethnicity	Count	Percent
Hispanic	1,342	76.2%
White	193	11.0%
African American	162	9.2%
Two or More Races	44	2.5%
Asian	10	0.6%
American Indian	5	0.3%
Pacific Islander	5	0.3%

Student Characteristics and Program Participation

Elgin High School serves a diverse population of learners with varying academic, linguistic, and social-emotional needs. More than three-fourths of students are identified as at-risk, and nearly half are Emergent Bilingual students, emphasizing the importance of targeted interventions and language acquisition supports.

At Risk	1,361	77.3%
Emergent Bilingual (EB/EL)	891	46.5%
Economically Disadvantaged	773	43.9%
Special Education	263	14.9%
Section 504	163	9.3%
Gifted & Talented	156	8.9%
Students with Dyslexia	135	7.7%

At Risk	**1,361**	**77.3%**
Homeless	23	1.3%
Immigrant	38	2.2%
Migrant	13	0.7%

Strengths

Strengths

- Diverse and culturally rich student population.
- Strong linguistic assets, with nearly half of students identified as Emergent Bilingual.
- Lower percentage of economically disadvantaged students than district and state averages.
- Stable student population with mobility and attrition rates below district and state levels.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Nearly half of Elgin High School students (46.5%) are identified as Emergent Bilingual learners, almost double the state average of 23.6%. This creates a need for consistent implementation of language acquisition strategies and sheltered instruction across all content areas.	Need for increased use of language-support strategies in general education classrooms.

★ = Priority

Student Learning

Summary

Student achievement data indicate that Elgin High School students continue to demonstrate strengths in Science and Social Studies while significant opportunities for growth remain in Reading/Language Arts and Mathematics. On the 2026 STAAR assessments, students earned an overall **63% Approaches Grade Level**, **33% Meets Grade Level**, and **6% Masters Grade Level** across all tested subjects. The campus earned a STAAR component score of **34 points**.

STAAR Subject	Approaches+	Meets+	Masters
Reading/Language Arts	52%	31%	2%
Mathematics	47%	9%	1%
Science	86%	44%	13%
Social Studies	87%	51%	19%
Overall	**63%**	**33%**	**6%**

Student Group Performance

Performance data indicate achievement gaps among several student groups. Emergent Bilingual students achieved **54% Approaches**, **23% Meets**, and **3% Masters** across all subjects. Students receiving Special Education services achieved **42% Approaches**, **16% Meets**, and **4% Masters**. Economically disadvantaged students achieved **61% Approaches** and **28% Meets**, compared to **65% Approaches** and **37% Meets** for their non-economically disadvantaged peers.

Additionally, White students outperformed the campus average at all performance levels, while Hispanic students, who comprise the majority of the student population, performed below the campus average in Meets and Masters performance.

Student Group	Approaches Grade Level or Above	Meets Grade Level or Above	Masters Grade Level
All Students	63%	33%	6%
Emergent Bilingual (EB)	54%	23%	3%
Special Education	42%	16%	4%
Economically Disadvantaged	61%	28%	4%

Student Group	Approaches Grade Level or Above	Meets Grade Level or Above	Masters Grade Level
Non-Economically Disadvantaged	65%	37%	8%
White	81%	55%	21%
Hispanic	61%	30%	5%

Strengths

Elgin High School's primary academic strengths are found in Science and Social Studies, where students consistently outperform other tested subjects. Gifted and Talented students demonstrate strong academic achievement across all performance levels, and student mobility and attrition rates remain below district averages, contributing to a stable learning environment. Additionally, the campus's diverse student population and significant multilingual assets provide rich opportunities for collaboration, communication, and culturally responsive learning. These strengths provide a strong foundation upon which the campus can build to improve outcomes in Reading Language Arts and Mathematics.

Strong Science Achievement	Students achieved **86% Approaches**, **44% Meets**, and **13% Masters** in Science, making it one of the highest-performing tested subjects.
Strong Social Studies Achievement	Students achieved **87% Approaches**, **51% Meets**, and **19% Masters** in Social Studies, the strongest performance area on campus.
Gifted and Talented Student Success	GT students achieved **91% Approaches**, **71% Meets**, and **22% Masters** across all subjects, demonstrating strong academic achievement.
Student Stability	Mobility (**14.8%**) and attrition (**16.0%**) rates are below district averages, supporting instructional continuity and relationship building. [Student_In...1 (1).xlsx | Excel]
Science Performance Among Student Groups	Emergent Bilingual students achieved **83% Approaches** in Science, and Special Education students achieved **72% Approaches**, indicating success with instructional supports in this content area.

Strong Science Achievement	Students achieved **86% Approaches**, **44% Meets**, and **13% Masters** in Science, making it one of the highest-performing tested subjects.
College and Career Readiness Foundation	High performance in upper-level Science and Social Studies courses suggests students are developing critical thinking and analytical skills needed for postsecondary success.
Strong School Diversity and Language Assets	With **46.5% Emergent Bilingual students** and a culturally diverse student body, students bring valuable linguistic and cultural strengths that enhance learning experiences.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Student achievement data reveal persistent achievement gaps among Emergent Bilingual, Special Education, and Economically Disadvantaged student groups, particularly in Reading Language Arts and Mathematics. Students demonstrate strengths in Science and Social Studies, but only 33% of assessments met grade-level standards.	Teachers need continued support in implementing rigorous Tier I instruction, targeted interventions, language acquisition strategies, and data-driven differentiation practices to effectively meet the needs of Emergent Bilingual, Special Education, At-Risk, and Economically Disadvantaged students.
2 ★	College, career, and military readiness (CCMR) is not rising for every student group. In the district's most recent CCMR data, 85% of graduates met at least one CCMR indicator, compared with 83% of Hispanic and 82% of economically disadvantaged graduates, and Elgin High graduates make up most of that class.	Each student's CCMR status is not tracked from grade 9, and not every senior without an indicator has a written plan to earn one.

★ = Priority

School Processes & Programs

Summary

Elgin High School has an experienced staff (102.2 classroom teachers, a 17.2 to 1 student-teacher ratio, and nearly half of teachers with more than six years of experience) and established PLC structures. The campus offers a wide range of CTE, fine arts, athletic, and student leadership programs, along with counseling, Communities In Schools, special education, 504, dyslexia, and Emergent Bilingual services. The main process need is consistent, job-embedded coaching and data use in PLCs so that Tier 1 instruction and interventions meet the needs of At-Risk and Emergent Bilingual students in English and Algebra I.

Strengths

Elgin High School benefits from a strong and experienced workforce dedicated to student success. The campus employs 137.2 staff members, including 102.2 classroom teachers, resulting in a favorable student-to-teacher ratio of 17.2:1. Nearly 29% of teachers hold advanced degrees, and almost half of the teaching staff possess more than six years of experience. In addition, the campus provides extensive student supports through counselors, professional support staff, educational aides, and specialized service providers. These staffing strengths, combined with strong performance in Science and Social Studies, established PLC structures, robust extracurricular opportunities, and comprehensive student support services, position Elgin High School to effectively address student needs and advance campus improvement goals.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Teachers need ongoing support through professional learning, coaching, collaboration, and data analysis to consistently implement rigorous instruction and interventions that meet the needs of At-Risk and Emergent Bilingual students.	Teachers need continued support through CTMs, instructional coaching, collaborative planning, and data analysis to consistently implement rigorous, student-centered instruction and interventions that address the diverse academic and behavioral needs of the campus's high At-Risk and Emergent Bilingual populations.

★ = Priority

Perceptions

Summary

Elgin High gathers perception data from Panorama student and teacher surveys, Parent Teacher Association feedback, the Guiding Coalition, community partners such as First National Bank, and staff retention data. Staff report strong relationships with campus leaders and a clear sense of purpose. The lowest favorable ratings on the teacher survey were feedback and coaching (37%), professional learning (40%), school safety (53%), and staff well-being (60%).

Strengths

Teacher survey results indicate that Elgin High School staff members are committed to their work, value their relationships with campus leaders, and view their work as meaningful. Staff reported positive perceptions regarding leadership support, respect, engagement, and overall sense of purpose.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	While staff report positive relationships with campus leadership and a strong commitment to student success, teacher survey data indicate concerns regarding feedback and coaching (37%), professional learning (40%), school safety (53%), and overall staff well-being (60%), suggesting a need to strengthen instructional support systems, PD opportunities, and campus safety initiatives.	Teachers need more consistent feedback, job-embedded coaching, relevant professional learning opportunities, and supportive systems that promote both instructional growth and staff well-being.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Nearly half of Elgin High School students (46.5%) are identified as Emergent Bilingual learners, almost double the state average of 23.6%. This creates a need for consistent implementation of language acquisition strategies and sheltered instruction across all content areas.	Need for increased use of language-support strategies in general education classrooms.
2 ★	Student achievement data reveal persistent achievement gaps among Emergent Bilingual, Special Education, and Economically Disadvantaged student groups, particularly in Reading Language Arts and Mathematics. Students demonstrate strengths in Science and Social Studies, but only 33% of assessments met grade-level standards.	Teachers need continued support in implementing rigorous Tier I instruction, targeted interventions, language acquisition strategies, and data-driven differentiation practices to effectively meet the needs of Emergent Bilingual, Special Education, At-Risk, and Economically Disadvantaged students.
3 ★	College, career, and military readiness (CCMR) is not rising for every student group. In the district's most recent CCMR data, 85% of graduates met at least one CCMR indicator, compared with 83% of Hispanic and 82% of economically disadvantaged graduates, and Elgin High graduates make up most of that class.	Each student's CCMR status is not tracked from grade 9, and not every senior without an indicator has a written plan to earn one.
4 ★	While staff report positive relationships with campus leadership and a strong commitment to student success, teacher survey data indicate concerns regarding feedback and coaching (37%), professional learning (40%), school safety (53%), and overall staff well-being (60%), suggesting a need to strengthen instructional support systems, PD opportunities, and campus safety initiatives.	Teachers need more consistent feedback, job-embedded coaching, relevant professional learning opportunities, and supportive systems that promote both instructional growth and staff well-being.
5 ★	Teachers need ongoing support through professional learning, coaching, collaboration, and data analysis to consistently implement rigorous instruction and interventions that meet the needs of At-Risk and Emergent Bilingual students.	Teachers need continued support through CTMs, instructional coaching, collaborative planning, and data analysis to consistently implement rigorous, student-centered instruction and interventions that address the diverse academic and behavioral needs of the campus's high At-Risk and Emergent Bilingual populations.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**

- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Section 504 data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Enrollment trends**
- [x] **Mobility/stability rate, including longitudinal data**

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, Elgin High will share this plan's goals (all-subjects STAAR Meets from 33% to 40% and CCMR from 85% to at least 88%) 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: Perceptions 1

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: Perceptions 1

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

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	While staff report positive relationships with campus leadership and a strong commitment to student success, teacher survey data indicate concerns regarding feedback and coaching (37%), professional learning (40%), school safety (53%), and overall staff well-being (60%), suggesting a need to strengthen instructional support systems, PD opportunities, and campus safety initiatives.	Teachers need more consistent feedback, job-embedded coaching, relevant professional learning opportunities, and supportive systems that promote both instructional growth and staff well-being.

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, Elgin High will review this plan 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

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

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

Formative Reviews

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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

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

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student achievement data reveal persistent achievement gaps among Emergent Bilingual, Special Education, and Economically Disadvantaged student groups, particularly in Reading Language Arts and Mathematics. Students demonstrate strengths in Science and Social Studies, but only 33% of assessments met grade-level standards.	Teachers need continued support in implementing rigorous Tier I instruction, targeted interventions, language acquisition strategies, and data-driven differentiation practices to effectively meet the needs of Emergent Bilingual, Special Education, At-Risk, and Economically Disadvantaged students.

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, Elgin High will complete each action step in this plan 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

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

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	Teachers need ongoing support through professional learning, coaching, collaboration, and data analysis to consistently implement rigorous instruction and interventions that meet the needs of At-Risk and Emergent Bilingual students.	Teachers need continued support through CTMs, instructional coaching, collaborative planning, and data analysis to consistently implement rigorous, student-centered instruction and interventions that address the diverse academic and behavioral needs of the campus's high At-Risk and Emergent Bilingual populations.

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 district benchmark and EOC data by student group after each benchmark and record changes for any 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 1 - 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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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 1 - 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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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 1 - 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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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 1 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

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

Formative Reviews

December	February	April	June

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student achievement data reveal persistent achievement gaps among Emergent Bilingual, Special Education, and Economically Disadvantaged student groups, particularly in Reading Language Arts and Mathematics. Students demonstrate strengths in Science and Social Studies, but only 33% of assessments met grade-level standards.	Teachers need continued support in implementing rigorous Tier I instruction, targeted interventions, language acquisition strategies, and data-driven differentiation practices to effectively meet the needs of Emergent Bilingual, Special Education, At-Risk, and Economically Disadvantaged students.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Teachers need ongoing support through professional learning, coaching, collaboration, and data analysis to consistently implement rigorous instruction and interventions that meet the needs of At-Risk and Emergent Bilingual students.	Teachers need continued support through CTMs, instructional coaching, collaborative planning, and data analysis to consistently implement rigorous, student-centered instruction and interventions that address the diverse academic and behavioral needs of the campus's high At-Risk and Emergent Bilingual populations.

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 August 2027, Elgin High will place teachers so that its strongest teachers serve the EOC courses with the greatest need, starting with English I, English II, and Algebra I.

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 Executive Director of Human Resources

Problem Statements: School Processes & Programs 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

December	February	April	June

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 Executive Director of Human Resources

Problem Statements: School Processes & Programs 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

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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 Executive Director of Human Resources

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

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 Student Learning

	Problem Statement	Root Cause
1	Student achievement data reveal persistent achievement gaps among Emergent Bilingual, Special Education, and Economically Disadvantaged student groups, particularly in Reading Language Arts and Mathematics. Students demonstrate strengths in Science and Social Studies, but only 33% of assessments met grade-level standards.	Teachers need continued support in implementing rigorous Tier I instruction, targeted interventions, language acquisition strategies, and data-driven differentiation practices to effectively meet the needs of Emergent Bilingual, Special Education, At-Risk, and Economically Disadvantaged students.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Teachers need ongoing support through professional learning, coaching, collaboration, and data analysis to consistently implement rigorous instruction and interventions that meet the needs of At-Risk and Emergent Bilingual students.	Teachers need continued support through CTMs, instructional coaching, collaborative planning, and data analysis to consistently implement rigorous, student-centered instruction and interventions that address the diverse academic and behavioral needs of the campus's high At-Risk and Emergent Bilingual populations.

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, Elgin High 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 Executive Director of Human Resources

Problem Statements: School Processes & Programs 1

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

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

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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 Executive Director of Human Resources

Problem Statements: School Processes & Programs 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

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Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Teachers need ongoing support through professional learning, coaching, collaboration, and data analysis to consistently implement rigorous instruction and interventions that meet the needs of At-Risk and Emergent Bilingual students.	Teachers need continued support through CTMs, instructional coaching, collaborative planning, and data analysis to consistently implement rigorous, student-centered instruction and interventions that address the diverse academic and behavioral needs of the campus's high At-Risk and Emergent Bilingual populations.

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 receive regular walkthrough feedback and coaching, raising the teacher survey's favorable rating for feedback and coaching from 37%.

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 Executive Director of Human Resources

Problem Statements: School Processes & Programs 1 - Perceptions 1

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

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

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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 Executive Director of Human Resources

Problem Statements: Perceptions 1

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

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

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Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Teachers need ongoing support through professional learning, coaching, collaboration, and data analysis to consistently implement rigorous instruction and interventions that meet the needs of At-Risk and Emergent Bilingual students.	Teachers need continued support through CTMs, instructional coaching, collaborative planning, and data analysis to consistently implement rigorous, student-centered instruction and interventions that address the diverse academic and behavioral needs of the campus's high At-Risk and Emergent Bilingual populations.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	While staff report positive relationships with campus leadership and a strong commitment to student success, teacher survey data indicate concerns regarding feedback and coaching (37%), professional learning (40%), school safety (53%), and overall staff well-being (60%), suggesting a need to strengthen instructional support systems, PD opportunities, and campus safety initiatives.	Teachers need more consistent feedback, job-embedded coaching, relevant professional learning opportunities, and supportive systems that promote both instructional growth and staff well-being.

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 below Meets on a prior EOC will be on a Tier 2 or Tier 3 intervention roster with progress checked every three 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 - Student Learning 1

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: School Processes & Programs 1

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: Student Learning 1

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.

Strategy's Expected Result/Impact: * SUCCESS CRITERIA: Provide Opportunities for parent Engagement, involvement and feedback Opportunities due to IMPROVEMENT REQUIRED (Title II) - Meaningful Consultation - district and campuses (Title I) will partner with ESC 13 to provide opportunities for parent involvement with appropriate evidence. Parent Engagement evidenced in Bilingual, CTE/CCMR. Advanced Academics

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

Problem Statements: Demographics 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Nearly half of Elgin High School students (46.5%) are identified as Emergent Bilingual learners, almost double the state average of 23.6%. This creates a need for consistent implementation of language acquisition strategies and sheltered instruction across all content areas.	Need for increased use of language-support strategies in general education classrooms.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student achievement data reveal persistent achievement gaps among Emergent Bilingual, Special Education, and Economically Disadvantaged student groups, particularly in Reading Language Arts and Mathematics. Students demonstrate strengths in Science and Social Studies, but only 33% of assessments met grade-level standards.	Teachers need continued support in implementing rigorous Tier I instruction, targeted interventions, language acquisition strategies, and data-driven differentiation practices to effectively meet the needs of Emergent Bilingual, Special Education, At-Risk, and Economically Disadvantaged students.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Teachers need ongoing support through professional learning, coaching, collaboration, and data analysis to consistently implement rigorous instruction and interventions that meet the needs of At-Risk and Emergent Bilingual students.	Teachers need continued support through CTMs, instructional coaching, collaborative planning, and data analysis to consistently implement rigorous, student-centered instruction and interventions that address the diverse academic and behavioral needs of the campus's high At-Risk and Emergent Bilingual populations.

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, Elgin High will review discipline data by student group each month and raise the teacher survey's favorable rating for school safety from 53%.

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 Teams, and Counselors

Problem Statements: Perceptions 1

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 Principals, Assistant Principals

Problem Statements: Perceptions 1

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:3.2.3: 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 Principals, Assistant Principals, Counselors

Problem Statements: Perceptions 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	While staff report positive relationships with campus leadership and a strong commitment to student success, teacher survey data indicate concerns regarding feedback and coaching (37%), professional learning (40%), school safety (53%), and overall staff well-being (60%), suggesting a need to strengthen instructional support systems, PD opportunities, and campus safety initiatives.	Teachers need more consistent feedback, job-embedded coaching, relevant professional learning opportunities, and supportive systems that promote both instructional growth and staff well-being.

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: 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

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: Student Learning 1

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: Perceptions 1

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: Perceptions 1

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student achievement data reveal persistent achievement gaps among Emergent Bilingual, Special Education, and Economically Disadvantaged student groups, particularly in Reading Language Arts and Mathematics. Students demonstrate strengths in Science and Social Studies, but only 33% of assessments met grade-level standards.	Teachers need continued support in implementing rigorous Tier I instruction, targeted interventions, language acquisition strategies, and data-driven differentiation practices to effectively meet the needs of Emergent Bilingual, Special Education, At-Risk, and Economically Disadvantaged students.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	While staff report positive relationships with campus leadership and a strong commitment to student success, teacher survey data indicate concerns regarding feedback and coaching (37%), professional learning (40%), school safety (53%), and overall staff well-being (60%), suggesting a need to strengthen instructional support systems, PD opportunities, and campus safety initiatives.	Teachers need more consistent feedback, job-embedded coaching, relevant professional learning opportunities, and supportive systems that promote both instructional growth and staff well-being.

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

By May 2027, the percentage of Economically Disadvantaged students meeting grade-level standards on STAAR will increase from 28% to 35%, reducing the achievement gap with Non-Economically Disadvantaged students.

Evaluation Data Source: STAAR End-of-Course (EOC) Assessment Results for Economically Disadvantaged Students.

Strategy 1 ☑ Results Driven Accountability

KEY PRACTICE: 4.1.1: Multi-tiered System of Supports
Campus leaders ensure teachers are supported in delivering strong tier 1, tier 2, and tier 3 academic supports for all students.

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

Problem Statements: Student Learning 1

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: 4.1.2: Tier 1 Instructional Strategies and Supports for All Learners
Campus leadership ensures that all staff understand and implement the district's instructional framework, which is grounded in research-based Tier 1 strategies aligned to core content areas (e.g., math, reading).

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of classroom walkthrough logs and lesson plans show consistent implementation of the district's research-based instructional framework and core content Tier 1 strategies across all classrooms

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

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

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 ☑ 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.

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

Problem Statements: Student Learning 1

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 ☑ Results Driven Accountability

KEY PRACTICE: 4.1.4 Aligned Assessment System
Campus ensures that teachers understand the purpose of assessment and administer assessments aligned with high-quality instructional materials and the district's framework to support strong instruction.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: * 100% of assessment schedules, curriculum alignment documents, and data analysis rubrics demonstrate that administered assessments are fully aligned with the district's high-quality instructional materials and framework to directly inform instruction

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

Problem Statements: Student Learning 1

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	Student achievement data reveal persistent achievement gaps among Emergent Bilingual, Special Education, and Economically Disadvantaged student groups, particularly in Reading Language Arts and Mathematics. Students demonstrate strengths in Science and Social Studies, but only 33% of assessments met grade-level standards.	Teachers need continued support in implementing rigorous Tier I instruction, targeted interventions, language acquisition strategies, and data-driven differentiation practices to effectively meet the needs of Emergent Bilingual, Special Education, At-Risk, and Economically Disadvantaged students.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Teachers need ongoing support through professional learning, coaching, collaboration, and data analysis to consistently implement rigorous instruction and interventions that meet the needs of At-Risk and Emergent Bilingual students.	Teachers need continued support through CTMs, instructional coaching, collaborative planning, and data analysis to consistently implement rigorous, student-centered instruction and interventions that address the diverse academic and behavioral needs of the campus's high At-Risk and Emergent Bilingual populations.

Performance Objective 2 ☑ High Priority

By May 2027, the percentage of Emergent Bilingual students meeting grade-level standards on STAAR will increase from 23% to 30%, reducing the achievement gap between EB students and All Students.

Evaluation Data Source: STAAR EOC Results (EB Student Group)
District Benchmark Assessments
TELPAS Results
Common Formative Assessments (CFAs)

Strategy 1 ☑ Results Driven Accountability

KEY PRACTICE: 4.2.1 Quality Tier 1 Materials Access and Use
Campus leaders ensure teachers have access to and use high-quality instructional materials that fully cover state standards, align to research-based instructional strategies, and meet the needs of all students, including special populations.

Strategy's Expected Result/Impact: * SUCCESS CRITERIA: 100% of teacher lesson plans and classroom observations confirm daily use of district-adopted high-quality instructional materials that fully cover state standards and include documented differentiation strategies for special populations (HB3)

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

Problem Statements: Demographics 1 - Student Learning 1

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: 4.2.2 Implementation Monitoring
Campus follows a consistent routine to monitor the implementation of district-adopted instructional materials, uses internalization guides and instructional planning tools, and campus leaders track adherence to the required scope and sequence and aligned assessments.

Strategy's Expected Result/Impact: * SUCCESS CRITERIA: * 100% of lesson plans and observation logs verify that teachers consistently use internalization guides and instructional planning tools to track exact adherence to the required scope, sequence, and aligned assessments

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

Problem Statements: Demographics 1 - Student Learning 1

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 ☑ Results Driven Accountability

KEY PRACTICE: 4.2.3 Parent Access to Instructional Material
Campus leaders ensure parents have meaningful opportunities to access the curriculum and instructional materials used in classrooms.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of campus curriculum night agendas, digital access logs, and parent communication records show that families are provided regular, meaningful opportunities to review and access the instructional materials used in classrooms;

Title I campus Principals will attend training and host 6 "Watch Parties" for family involvement, to meet requirement of Improvement Required for Meaningful Consultation in collaboration with ESC13. Staff will be trained on October 14 at all elementary campuses (Evidence in Crate)

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

Problem Statements: Demographics 1

TEA Priorities: 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	Nearly half of Elgin High School students (46.5%) are identified as Emergent Bilingual learners, almost double the state average of 23.6%. This creates a need for consistent implementation of language acquisition strategies and sheltered instruction across all content areas.	Need for increased use of language-support strategies in general education classrooms.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student achievement data reveal persistent achievement gaps among Emergent Bilingual, Special Education, and Economically Disadvantaged student groups, particularly in Reading Language Arts and Mathematics. Students demonstrate strengths in Science and Social Studies, but only 33% of assessments met grade-level standards.	Teachers need continued support in implementing rigorous Tier I instruction, targeted interventions, language acquisition strategies, and data-driven differentiation practices to effectively meet the needs of Emergent Bilingual, Special Education, At-Risk, and Economically Disadvantaged students.

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

By May 2027, Mathematics STAAR performance will increase from 47% to 60% Approaches Grade Level and from 9% to 20% Meets Grade Level, as measured by STAAR End-of-Course assessments. By August 2027, at least 88% of Elgin High School graduates will meet at least one college, career, or military readiness (CCMR) indicator, supporting the district HB 3 CCMR goal.

Evaluation Data Source: STAAR Algebra I End-of-Course (EOC) Assessment Results

Strategy 1 ☑ Results Driven Accountability

KEY PRACTICE: 4.3.1 Graduation Pathways
Campuses ensure all students understand available graduation pathways through age-appropriate guidance and have sufficient counseling staff to support all students.

Strategy's Expected Result/Impact: SUCCESS CRITERIA:
Campus master schedules, course enrollment reports, and CCMR pathway tracking logs confirm a measurable increase in advanced and rigorous course completion rates across all secondary campuses from the 2025-2026 baselines, ensuring equitable student access to OnRamps Stats (29), OnRamps Pre-Calculus (59), P-TECH (47), ECHS (332), Associate's Degrees earned (30), non-ECHS Dual Credit (72), and AP courses (610)

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

Problem Statements: Student Learning 2

TEA Priorities: Connect high school to career and college, 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: 4.3.2 Career Readiness
Campuses identify and promote career pathways appropriate for each grade level, connecting students to high-growth, high-demand occupations, and actively pursuing opportunities for career exploration and work-based learning opportunities.

Strategy's Expected Result/Impact: * SUCCESS CRITERIA: * 100% of campus master calendars and event schedules document the execution of campus career fairs, 5th-to-6th grade transition programs, and 8th-to-9th grade transition activities that connect students to career exploration pathways and work-based learning opportunities

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

Problem Statements: Student Learning 2

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

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

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Strategy 3 ☑ Results Driven Accountability

KEY PRACTICE: 4.3.3 Advising
Campuses provide an aligned K-12 advising system within the counseling program to support students in navigating to and through their academic and career pathways to ensure students graduate prepared for postsecondary life.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of student counseling profiles document the execution of an aligned K-12 advising process, with individual graduation plans, career interest inventory results, and grade-level transition checklists (PK t0 Kinder, 5th grade to Intermediate/Middle School, and 8th grade to High School) confirming that every student receives systematic guidance to navigate their academic and career pathways toward postsecondary readiness.

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

Problem Statements: Student Learning 2

TEA Priorities: Connect high school to career and college, Improve low-performing schools

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

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Strategy 4

Algebra I teachers will use the district-adopted materials daily, give a common assessment at the end of each unit, and regroup students who score below Meets for small-group reteaching and HB 1416 accelerated instruction within the same six weeks.

Strategy's Expected Result/Impact: Unit assessment logs show reteaching for every student below Meets, and Algebra I benchmark Meets rates rise from fall to spring toward the 20% target.

Staff Responsible for Monitoring: Campus Principal, Instructional Coaches, and Algebra I Teachers

Problem Statements: Student Learning 1

TEA Priorities: Build a foundation of reading and math

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

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Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student achievement data reveal persistent achievement gaps among Emergent Bilingual, Special Education, and Economically Disadvantaged student groups, particularly in Reading Language Arts and Mathematics. Students demonstrate strengths in Science and Social Studies, but only 33% of assessments met grade-level standards.	Teachers need continued support in implementing rigorous Tier I instruction, targeted interventions, language acquisition strategies, and data-driven differentiation practices to effectively meet the needs of Emergent Bilingual, Special Education, At-Risk, and Economically Disadvantaged students.
2	College, career, and military readiness (CCMR) is not rising for every student group. In the district's most recent CCMR data, 85% of graduates met at least one CCMR indicator, compared with 83% of Hispanic and 82% of economically disadvantaged graduates, and Elgin High graduates make up most of that class.	Each student's CCMR status is not tracked from grade 9, and not every senior without an indicator has a written plan to earn one.

Performance Objective 4 ☑ High Priority

By May 2027, the percentage of students meeting grade-level standards on STAAR across all tested subjects will increase from 33% to 40%, as measured by the annual STAAR assessment. Students receiving special education services will increase from 16% to at least 26% at Meets Grade Level or above across all STAAR End-of-Course assessments.

Evaluation Data Source: STAAR EOC Results, District Benchmarks, Common Formative Assessments (CFAs), and PLC Data Reviews.

Strategy 1 ☑ Results Driven Accountability

Core content PLCs (English I, English II, Algebra I, Biology, and U.S. History) will meet weekly to analyze common formative assessment and district benchmark data by student group (Emergent Bilingual, special education, and economically disadvantaged), plan reteaching and Tier 2 supports, and track every student toward Meets on the spring EOC. Students who did not pass a prior EOC receive HB 1416 accelerated instruction.

Strategy's Expected Result/Impact: PLC agendas and data protocols show weekly analysis by student group. Benchmark Meets rates rise from fall to spring in each EOC course, and special education students move toward the 26% Meets target.

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

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

TEA Priorities: Build a foundation of reading and math

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	Student achievement data reveal persistent achievement gaps among Emergent Bilingual, Special Education, and Economically Disadvantaged student groups, particularly in Reading Language Arts and Mathematics. Students demonstrate strengths in Science and Social Studies, but only 33% of assessments met grade-level standards.	Teachers need continued support in implementing rigorous Tier I instruction, targeted interventions, language acquisition strategies, and data-driven differentiation practices to effectively meet the needs of Emergent Bilingual, Special Education, At-Risk, and Economically Disadvantaged students.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Teachers need ongoing support through professional learning, coaching, collaboration, and data analysis to consistently implement rigorous instruction and interventions that meet the needs of At-Risk and Emergent Bilingual students.	Teachers need continued support through CTMs, instructional coaching, collaborative planning, and data analysis to consistently implement rigorous, student-centered instruction and interventions that address the diverse academic and behavioral needs of the campus's high At-Risk and Emergent Bilingual populations.

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 coaches will each keep a weekly coaching schedule, with walkthrough feedback logged for every teacher.

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 Secondary Curriculum and Instruction

Problem Statements: School Processes & Programs 1 - Perceptions 1

TEA Priorities: 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 Secondary Curriculum and Instruction

Problem Statements: School Processes & Programs 1 - Perceptions 1

TEA Priorities: 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	Teachers need ongoing support through professional learning, coaching, collaboration, and data analysis to consistently implement rigorous instruction and interventions that meet the needs of At-Risk and Emergent Bilingual students.	Teachers need continued support through CTMs, instructional coaching, collaborative planning, and data analysis to consistently implement rigorous, student-centered instruction and interventions that address the diverse academic and behavioral needs of the campus's high At-Risk and Emergent Bilingual populations.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	While staff report positive relationships with campus leadership and a strong commitment to student success, teacher survey data indicate concerns regarding feedback and coaching (37%), professional learning (40%), school safety (53%), and overall staff well-being (60%), suggesting a need to strengthen instructional support systems, PD opportunities, and campus safety initiatives.	Teachers need more consistent feedback, job-embedded coaching, relevant professional learning opportunities, and supportive systems that promote both instructional growth and staff well-being.

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, core content PLCs will meet weekly to internalize lessons and plan reteaching, raising the teacher survey's favorable rating for professional learning from 40%.

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 expectationsrtive of 3.1).

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 Secondary Curriculum and Instruction

Problem Statements: Perceptions 1

TEA Priorities: 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 campus professional learning calendars and resource allocation logs verify that teachers--including Career and Technical Education (CTE) and specialized program staff--receive curriculum-specific training, safety compliance materials, and industry-aligned coaching supports to effectively implement adopted instructional materials with fidelity

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

Problem Statements: School Processes & Programs 1

TEA Priorities: Connect high school to career and college, 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: Campus Principal, Campus Leadership Team, and Assistant Superintendent of Secondary Curriculum and Instruction

Problem Statements: Demographics 1 - School Processes & Programs 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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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 Secondary Curriculum and Instruction

Problem Statements: School Processes & Programs 1

TEA Priorities: 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 Secondary Curriculum and Instruction

Problem Statements: School Processes & Programs 1 - Perceptions 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Nearly half of Elgin High School students (46.5%) are identified as Emergent Bilingual learners, almost double the state average of 23.6%. This creates a need for consistent implementation of language acquisition strategies and sheltered instruction across all content areas.	Need for increased use of language-support strategies in general education classrooms.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Teachers need ongoing support through professional learning, coaching, collaboration, and data analysis to consistently implement rigorous instruction and interventions that meet the needs of At-Risk and Emergent Bilingual students.	Teachers need continued support through CTMs, instructional coaching, collaborative planning, and data analysis to consistently implement rigorous, student-centered instruction and interventions that address the diverse academic and behavioral needs of the campus's high At-Risk and Emergent Bilingual populations.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	While staff report positive relationships with campus leadership and a strong commitment to student success, teacher survey data indicate concerns regarding feedback and coaching (37%), professional learning (40%), school safety (53%), and overall staff well-being (60%), suggesting a need to strengthen instructional support systems, PD opportunities, and campus safety initiatives.	Teachers need more consistent feedback, job-embedded coaching, relevant professional learning opportunities, and supportive systems that promote both instructional growth and staff well-being.

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, all-subjects STAAR EOC Meets will rise from 33% to 40%, and Algebra I Meets from 9% to 20%, with PLC data reviews after each benchmark.

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 campus data-meeting artifacts and exit ticket protocols confirm that teachers systematically analyze student work and formative assessments to adjust instruction, resulting in third-grade student populations (specifically Economically Disadvantaged, Emergent Bilingual, At-Risk, Migrant, and GT) hitting their respective Closing the Gaps targets in Math and Reading by June 2027; additionally, the campus will reduce the "Did Not Meet" rate for African American and Hispanic student groups in Reading, Math, and Writing by 10% by May 2027, and achieve a 10% increase in "Meets" and "Masters" levels for 5th and 8th-grade Science (drawing down the 2025-26 English, Spanish, and EMS baselines), with success validated by individual campus tracking logs, HB 2 Foundational Assessments, dyslexia screeners, and Migrant SSA progress tracking logs maintained within the district compliance repository

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

Problem Statements: Student Learning 1

TEA Priorities: 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 Secondary Curriculum and Instruction

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

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student achievement data reveal persistent achievement gaps among Emergent Bilingual, Special Education, and Economically Disadvantaged student groups, particularly in Reading Language Arts and Mathematics. Students demonstrate strengths in Science and Social Studies, but only 33% of assessments met grade-level standards.	Teachers need continued support in implementing rigorous Tier I instruction, targeted interventions, language acquisition strategies, and data-driven differentiation practices to effectively meet the needs of Emergent Bilingual, Special Education, At-Risk, and Economically Disadvantaged students.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Teachers need ongoing support through professional learning, coaching, collaboration, and data analysis to consistently implement rigorous instruction and interventions that meet the needs of At-Risk and Emergent Bilingual students.	Teachers need continued support through CTMs, instructional coaching, collaborative planning, and data analysis to consistently implement rigorous, student-centered instruction and interventions that address the diverse academic and behavioral needs of the campus's high At-Risk and Emergent Bilingual populations.

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 protected intervention time and weekly common planning time for every EOC course team.

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 Secondary Curriculum and Instruction

Problem Statements: Student Learning 1

ESF Levers: Lever 6: Campus Finance and Operations

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student achievement data reveal persistent achievement gaps among Emergent Bilingual, Special Education, and Economically Disadvantaged student groups, particularly in Reading Language Arts and Mathematics. Students demonstrate strengths in Science and Social Studies, but only 33% of assessments met grade-level standards.	Teachers need continued support in implementing rigorous Tier I instruction, targeted interventions, language acquisition strategies, and data-driven differentiation practices to effectively meet the needs of Emergent Bilingual, Special Education, At-Risk, and Economically Disadvantaged students.

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 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.

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: Student Learning 1

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 1

ESF Levers: Lever 6: Campus Finance and Operations

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student achievement data reveal persistent achievement gaps among Emergent Bilingual, Special Education, and Economically Disadvantaged student groups, particularly in Reading Language Arts and Mathematics. Students demonstrate strengths in Science and Social Studies, but only 33% of assessments met grade-level standards.	Teachers need continued support in implementing rigorous Tier I instruction, targeted interventions, language acquisition strategies, and data-driven differentiation practices to effectively meet the needs of Emergent Bilingual, Special Education, At-Risk, and Economically Disadvantaged students.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Teachers need ongoing support through professional learning, coaching, collaboration, and data analysis to consistently implement rigorous instruction and interventions that meet the needs of At-Risk and Emergent Bilingual students.	Teachers need continued support through CTMs, instructional coaching, collaborative planning, and data analysis to consistently implement rigorous, student-centered instruction and interventions that address the diverse academic and behavioral needs of the campus's high At-Risk and Emergent Bilingual populations.

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 Secondary Curriculum and Instruction

Problem Statements: Demographics 1

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: Demographics 1

ESF Levers: Lever 6: Campus Finance and Operations

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Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Nearly half of Elgin High School students (46.5%) are identified as Emergent Bilingual learners, almost double the state average of 23.6%. This creates a need for consistent implementation of language acquisition strategies and sheltered instruction across all content areas.	Need for increased use of language-support strategies in general education classrooms.

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, Elgin High 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

Problem Statements: Perceptions 1

ESF Levers: Lever 6: Campus Finance and Operations

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Performance Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	While staff report positive relationships with campus leadership and a strong commitment to student success, teacher survey data indicate concerns regarding feedback and coaching (37%), professional learning (40%), school safety (53%), and overall staff well-being (60%), suggesting a need to strengthen instructional support systems, PD opportunities, and campus safety initiatives.	Teachers need more consistent feedback, job-embedded coaching, relevant professional learning opportunities, and supportive systems that promote both instructional growth and staff well-being.