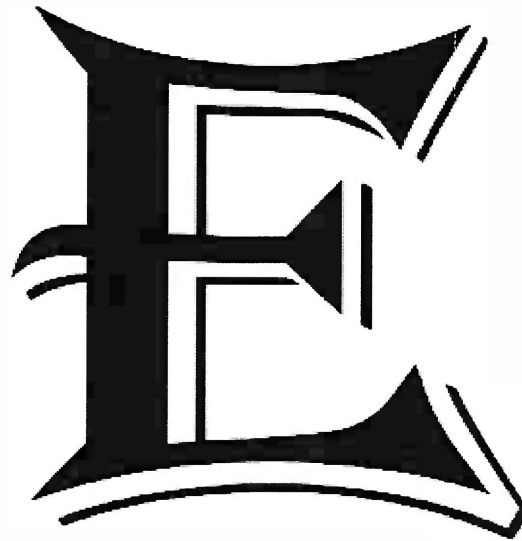


Elgin Independent School District
Elgin Intermediate School
2024-2025 Campus Improvement Plan



Elgin ISD Strategic Plan 2023-2027 - Balanced Score Card				
In Elgin ISD, We Believe: STUDENTS are resilient, diverse and are empowered to succeed and become change-makers. PARENTS, FAMILIES, and COMMUNITY value communication and are active advocates for our students, district, and community. TEACHERS and STAFF MEMBERS are committed to intentional, student-centered growth through positive relationships with students and families to strengthen academic confidence and inspire an ongoing desire to learn. CAMPUS ADMINISTRATORS are motivational leaders who embody strong character, foster a positive and safe environment, and prioritize high expectations for students. THE SUPERINTENDENT and CENTRAL OFFICE STAFF are approachable, intentional, grounded leaders who empower and inspire the endless pursuit of district success. THE BOARD OF TRUSTEES are student-focused and community minded, and are a unified team responsive to our diverse, growing community.				
Mission: Elgin ISD ensures a high-quality education that guarantees a life-changing experience for all. Vision: Elgin ISD Changes Lives Core Values: REACH Respect: Every voice matters Elgin Pride: Our strength comes from embracing our diversity, community and shared history Accountability for All: Shared responsibility for success Collaboration: One Town, One Team, One Family High Expectations: Working hard and having fun				
Priority 1: Student Success Key Questions: ...are students learning the most critical content and skills in each course and/or content area? ...is each student's learning in line with what is most relevant for him or her? ...are we able to determine why students aren't learning when learning doesn't happen and overcome the reason? ...are we focused on richness and depth as opposed to breadth and superficial learning? ...are students learning and practicing the habits of life-long learners? ...do we consistently provide quality work that interests, challenges, and satisfies all learners? ...are students prepared to learn in the face of uncertainty and unforeseen circumstances? ...are students ready for the world when they graduate high school?				
STRATEGIC OBJECTIVES:	KEY STRATEGIC ACTIONS:	KEY CAMPUS ACTIONS:	PROGRESS MEASURES:	LONG TERM OUTCOMES: X to Y by 2027
1.1 Academic Achievement Growth at All Levels	1.1.1 Establish Reading and Math-baseline data 1.1.2 Develop and systematically implement Curriculum Mgt Plan (CMP) (written, taught and assessed alignment) 1.1.3 Enhance and ensure data-driven instruction and progress monitoring. 1.1.4 Refine and enhance systematic PLC processes to ensure fidelity district-wide 1.1.5 Ensure and enhance professional coaching model	-Using summative and formative data to share with all teachers that shows where the students are in their academic progress. This will include STAR and NWEA map data. -IC's will utilize this to ensure that TEKS are aligned with students' needs and students are able to proceed from where they are in their learning continuum. Students will utilize data folders and teachers will analyze the data to inform their instruction. PLC's will occur and all teachers will be involved in PLC meetings along with our IC's and all teachers will use small group instruction on a daily basis. All IC's and administrative team will guide teachers through the instructional coaching model based on where the needs are for the teachers.	-Vertically aligned lessons and measures -NWEA/MAP -Circle Assessments -STAR -Unit Assessments -DRA -MClass	- Percentage of students at or above grade level performance numeracy and literacy will increase by minimum of 10% annually -Percentage of students at or above grade level performance numeracy and literacy will
1.2 Ensure Special Population Programs are Monitored and Enhanced	1.2.1 Enhance and ensure data-driven instruction and progress monitoring.	This will be done through data analysis, data analysis meetings, and the incorporation of data folders into class following the assessments.	-TELPAS -Student exit numbers -IEP Goals	-Percentage of students at or above grade level performance numeracy and literacy will

1.2.2 Monitor and adjust improvement protocols within special programs		Our entire ILT will be involved in differentiation training to ensure differentiation is occurring in all classrooms daily for all special populations including students with IEP's, students with 504 plans, our emergent bilingual students, and students below or above grade level.	1.3.1a College Readiness 1.3.1b Career Readiness 1.3.1c Military Readiness -Industry based Certifications, programs of study, JH awareness and 4-year plans -ASVAB (TEA providing clarification in spring, 2023)	-CCMR indicators (accountability measures)	-Student survey results will reflect an increase in student Learner Profile attributes	1.3.3 Vertically aligned lessons and measures NWEA MAP assessments STAAR Unit Assessments DRA McClass	- Percentage of students at or above grade level performance in numeracy and literacy will increase by minimum of 10% annually	1.3 Student Readiness		1.3.1 Enhance, ensure, and increase student CCMR programs and opportunities Our AP Ibarra, is spearheading this through working with Mr. Block. All students will have access to a variety of resources to actively engage them in the CCMR process including awareness, college and military recognition, along with programming at EHS for certificates that are related to the jobs.	1.3.2 Implement and sustain RFA/CH/Learner Profile alignment and attributes	1.3.3 Ensure systematic processes for strong foundation in numeracy and literacy at all grade levels	1.4 Engaged, Well-Rounded students		1.4.1 Promote involvement in extracurricular programs 1.4.2 Student voice 1.4.3 Enhance opportunities for students to learn and serve beyond the classroom	1.5.1 Student behavior and wellness 1.5.2 Student well-being survey 1.5.3 Sustain and enhance school emergency operation procedures	Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services through MTSS App+ All teachers will be trained in SRP and how to effectively execute drills through using the Raptor App+ CKH components. groups and interventions when concerns are brought to their attention. We will also utilize counselor or will spearhead this through small groups and interventions when concerns are brought to their attention. We will also utilize 1.5.1 Implementation of Behavioral MTSS Framework; 1.5.2 Student survey results 1.5.3 Safety training drills and School Safety Audit results	well-being 1.5 Student Safety and	Priority 2: Professional Learning and Highly Effective Staff Key Questions: To what extent... ...do we recruit effective adults to meet the academic, personal, and social needs of all students? ...do we support and retain effective adults capable of meeting the academic, personal, and social needs of all students? ...does professional learning meet the system mission and goals? ...does the system support professional growth of all staff?	
---	--	---	---	---	---	---	---	------------------------------	--	---	--	---	---	--	---	--	---	---	--	--

2.1 Recruit High Quality Staff	2.1.1 Sustain and enhance district "Grow Your Own" program 2.1.2 Innovative support systems for new to profession teachers and new to role staff 2.1.3 Pay structure reflects district commitment to high quality staff at all levels	Promote the benefits of working in Elgin ISD through communication with all students. Mentoring programs, frequent and appropriate feedback, and new teacher meetings. Continuing to promote the benefits of working in Elgin ISD such as low health care costs, small class sizes, and a supportive environment.	2.1.1 Teachers and staff hired from within our district system; Paraprofessionals enrolled in a teacher prep program; Professional staff participate in the Aspiring Leadership Academy 2.1.2 Mentor program, feedback from new to profession staff, district processes support recruitment and induction 2.1.3 Staff salary scales align to recommendations from TASB salary study with adjustments to meet market value for all staff	-Increased number of staff members who successfully complete a preparatory program (paras to teachers) -Increased number of professional staff participating in the district Aspiring Leadership Academy -Increased number of teachers meet Teacher Incentive Allotment eligibility -Staff salary comparisons to competitive districts aligns with market value for all staff
2.2 Growth and Development	2.2.1 Professional learning calendar/PD plan and support processes for all staff 2.2.2 Develop pipeline programs for staff to move to next level of employment/leadership 2.2.3 Staff opportunities through capacity matrix to determine needs/wants for PD	-We have developed a running calendar for the year, so that teachers are able to plan out their year which is inclusive of pd days. PD will be selected from what our ILT sees, our teachers express needs for, and what we know will move our campus forward. -Using a shared leadership approach where people are invited to the table and voices are heard. Showcasing teachers that are showing growth and progress.	2.2.1 Professional learning calendar/PD plan with implementation evidence for all staff 2.2.2 Partnerships with external organizations for degrees and certifications; evidence of staff numbers 2.2.3 Individual plans for staff members in collaboration with campus and district support (TTESS, TPESS, professional goals and evaluation documents) as well as Teacher Incentive Allotment qualifications	-Increased number of staff participating in district professional learning activities -Increased number of staff earning degrees and certifications -Increased number of teachers who meet Teacher Incentive Allotment eligibility -Increased percentage of teachers and staff indicating success in achieving their professional goals
2.3 Staff Safety and Well-being	2.3.1 Staff wellness program 2.3.2 Staff well-being/satisfaction survey 2.3.3 Sustain and enhance school emergency operation procedures	-Affirmations on a monthly basis. -Faculty member of the week -Wildcat of the week -Surveys will be shared throughout the year and everyone will reflect on it and implement the needs of our teachers.	2.3.1 Implementation of staff wellness program; tracking goals and progress by campus and teams 2.3.2 Staff survey results 2.3.3 Safety training drills and School Safety Audit results	-Increased percentage of staff indicating personal wellness through goal tracking -Staff survey results will reflect an increase in staff well-being attributes -School Safety Audit results will indicate 100% compliance with safety requirements
2.4 Staff Satisfaction and Engagement	2.4.1 Superintendent and Executive Cabinet Campus/Department Tours 2.4.2 Staff recognition opportunities for all levels (written and public platforms) 2.4.3 Staff well-being/satisfaction survey 2.4.4 District Advisory Council and Superintendent Roundtable	-Surveys distributed twice a year. -AP Yenifer Ibarra will spearhead this throughout the year. -We will check on all staff throughout the year through knowing our faculty members and affirming them frequently.	2.4.1 Review of and response to staff feedback, action steps with principals and directors 2.4.2 Evidence of monthly staff recognition by campus and district leadership 2.4.3 Staff survey results and action steps developed through Superintendent Roundtable protocol 2.4.4 Agendas, feedback collection, action steps	-Percentage of staff who indicate satisfaction with district response to feedback will increase -School Board Meeting agendas, campus agendas, district and campus recognition events will indicate increase staff recognition events - Staff survey results will reflect an increase in staff well-being attributes -Agendas, response documents and artifacts will represent an increase in staff voice and feedback acknowledgement leading to action steps

Priority 3: Community Engagement and Partnerships

Key Questions:

To what extent...

...does our system reflect our community's hopes and dreams for the future?

...do we engage and coordinate with other groups with a mission to support children?

...do we have a healthy, reciprocal relationship between community and schools?

3.1 Parent Satisfaction and Engagement	3.1.1 Enhance website development, social media messaging and parent communication platforms 3.1.2 Develop and implement a parent satisfaction survey 3.1.3 Develop a listening and action protocol based on survey results	-Effective communication through frequent posting on Facebook, emails, and other forms of social media. -Reflect on parent survey data to make changes -Celebrating the community and providing feedback Need access to this from the previous year.	3.1.1 Website will be revised to better reflect district image, activities, and responsiveness to customer needs 3.1.2 Parent satisfaction survey in fall and spring 3.1.3 Superintendent will publicize action protocol based on survey results	-Percentage of website visitation will increase; customers will indicate higher satisfaction with website -Parent satisfaction survey will indicate an increase in/maintain high levels of expectations being met by the district from year to year -Superintendent action protocol will reflect follow-through year to year on survey results
3.2 Community Satisfaction and Engagement	3.2.1 Develop and implement a marketing/communication plan to highlight our schools 3.2.2 Community-Based Advisory Council quarterly meetings and action steps 3.2.3 Quarterly forums and feedback opportunities by Superintendent	-Social media updates weekly basis -Inviting the community as partners in education -Using tutors to assist students that are struggling	3.2.1 Marketing/Communication plan is developed; evidence of implementation and follow-through assessed quarterly; EISD magazine distribution 3.2.2 Agendas and attendance documentation; action plans developed and shared with district staff and community 3.2.3 Superintendent community forums scheduled on a quarterly basis; documented attendance and feedback structures	-Review of year-to-year evidence of implementation will show follow-through on action steps; distribution numbers of EISD Magazine -Year-to- year documentation of action plans will indicate evidence of implementation -Community forums will show evidence of involvement and follow-through using the Thought Exchange data analytic platform
3.3 Partnerships with Business and Other Governmental Agencies	3.3.1 Explore and expand School-Business Partners 3.3.2 Strengthen processes and protocols with Elgin Education Foundation 3.3.3 Strengthen relationships, processes, and protocols with business and governmental partners	-Align our CCMR team to work with various businesses and vertical alignment with our middle school and high school. -Work with the EEF to assist our teachers and students in the educational progress. -Partner with the downtown committee to showcase the fine arts programs, library to further develop literacy opportunities. and our FAC/FCC programs to connect the students to opportunities.	3.3.1 Quarterly report to Board on School-Business partnerships 3.3.2 Meetings scheduled monthly; meeting agendas; survey and feedback tool for EEF Board and EISD administration; expansion of EEF Board membership 3.3.3a Meetings scheduled monthly with City of Elgin, Chamber of Commerce; meeting agendas; survey and feedback tool for business and governmental partners	-School Board meeting agendas and minutes -EEF Board membership will reflect increased involvement and attendance -survey results will reflect year-to-year increase in successful projects and satisfaction -increased EEF fundraising -survey results will indicate areas of strength in district and business partnerships -progress on shared goals will reflect successful collaborative projects and partnerships

Priority 4: Fiscal and Operational Systems

Key Questions:

To what extent...

...do our outward facing systems align with the concepts of true educational accountability?

...do our budgeting, operations, discipline, meeting structures and agendas, and personnel practices align with an overall district direction?

...is the board an integral part of our organization capable of supporting the district and advocating for it to the community?

4.1 Ensure Strong Financial Stewardship and Operational Efficiency	4.1.1 Align budget to strategic outcomes and needs 4.1.2 Ensure financial transparency to stakeholders through websites, publications, monthly financial reports, bond oversight committee meetings, and budget meetings	Actively monitor all aspects of budget and making sure we are not overspending on budget line items Work closely with admin assistant and the budget office to ensure money is appropriately spent. -Be aware of the continuation of the bond projects and other projects on campus.	4.1.1 Budget processes will reflect alignment to strategic outcomes and needs; budget calendar; Cabinet meeting agendas; School Board Workshop agendas; School Board meeting agendas and minutes 4.1.2 Website review; publications posted; monthly financial reports; Bond Oversight Committee meeting agendas and minutes; Budget meeting agendas and minutes	-District and campus improvement plans will document alignment to strategic outcomes and needs -Federal program budgets will document alignment to strategic outcomes and needs -Quarterly review of district website will indicate 100% alignment to financial transparency and district strategic outcomes (Executive Cabinet review)
4.2 Transparent, Systematic Long-Range Facility Planning	4.2.1 Develop Long Range Facility Plan (LRFP) 4.2.2 Executive Cabinet monthly review of progress in LRFP projects 4.2.3 Quarterly meetings for the bond committee and community 4.2.4 Monthly Board reports to review progress in LRFP projects	We have three long term projects for our campus for consideration. -Install turf in our courtyard. -New library furniture as what is there is a hodge podge of pieced together tables and chairs. -Remove one wall in the cafeteria to expand our cafeteria. This forced us to clean out all areas and remove excess broken stuff from campus. Be part of the long range facility planning and have input on this process.	4.2.1 LRFP posted on district website 4.2.2 Executive Cabinet meeting agendas and minutes 4.2.3 Bond Committee meeting agendas and minutes 4.2.4 School Board meeting agendas and minutes	-LRFP long term outcomes will reflect project completion
4.3 Maintain Safe, Secure, and Educationally Innovative Facilities	4.3.1 Develop and sustain a preventative maintenance plan for facilities 4.3.2 Develop and sustain a Long Range Safety Plan (LRSP) for district and campuses with action steps presented annually to School Board 4.3.3 Staff, student, and parent safety surveys in fall and spring 4.3.4 Safety Symposium held in spring; District Safety Council established including staff, parents, students, community members 4.3.5 Bond Planning Committee to develop plans for future innovative facilities 4.3.6 Develop and sustain a Long-Range Technology Plan for district and campuses with action steps presented annually to School Board	-Admin assistant will input work orders as they come up. -All door checks will be done weekly. -Ensure the safety of the building is continuously occurring. -Continue to make adjustments when necessary to ensure growth for all. -Ensure a highly organized building to ensure learning occurs daily from bell to bell instruction. -Use an improved system to ensure that our Chromebooks remain undamaged. -We have worked with technology to develop an improved plan to ensure the AUP is enforced.	4.3.1 Preventative maintenance plan posted on district website 4.3.2 LRSP posted on district website; School Board meeting agendas and minutes 4.3.3 Safety survey results in fall and spring 4.3.4 Safety Symposium agenda, documented attendance and feedback structures; DSC meeting agendas, action steps included in LRSP, posted on district website and presented annually to Board 4.3.5 Bond Committee meeting agendas and minutes 4.3.6 LRTP posted on district website; School Board meeting and agendas; Student and teacher survey items on use of innovative instructional technology	- Maintenance and Operations department requests and completion data will indicate project completion -Safety and security audits will reflect increased project completion and compliance to requirements -Safety survey results will indicate increased perception of safe and secure facilities -Increased usage of innovative instructional technology use will be documented through campus walk-throughs and student/teacher surveys