

Eldorado Elementary School

District/Campus Improvement Plan

2022-2023



Legal References


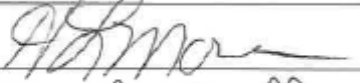
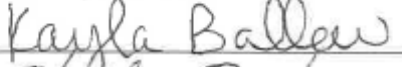
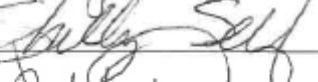


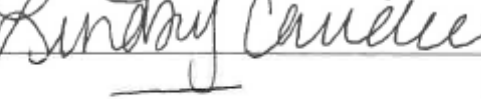
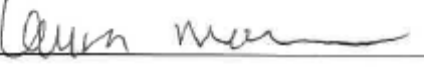

- *Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

Mission Statement

We believe in providing a challenging environment that promotes high expectations through instruction and independent thinking. We pride ourselves in the ability to meet the needs, interests, and abilities of all students by providing a safe and positive learning environment.

District/Campus Improvement Planning and Decision Making Committee

District/Campus Improvement Planning and Decision Making Committee

Name	Position (Parent, Business, Community, Teacher, etc.)	Signature
Michael Rudewick	Principal	
Heather Moreno	Teacher	
Kayla Ballew	Teacher	
Shelly Self	Teacher	
Katy Meador	Teacher	
Courtney Arnold	Spec Education Teacher	
Lindsey Caudle	Elementary Counselor	
Mark McBride	Community	
Laura Mendez	Business	
Kelsey Harris	Parent	
Sharon Spinks	Academic Coordinator	

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL 1:** The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL 2:** The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL 3:** The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL 4:** The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- OBJECTIVE 1:** Parents will be full partners with educators in the education of their children.
- OBJECTIVE 2:** Students will be encouraged and challenged to meet their full educational potential.
- OBJECTIVE 3:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- OBJECTIVE 4:** A well-balanced and appropriate curriculum will be provided to all students.
- OBJECTIVE 5:** Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- OBJECTIVE 6:** Qualified and highly effective personnel will be recruited, developed, and retained.
- OBJECTIVE 7:** The state's students will demonstrate exemplary performance in comparison to national and international standards.
- OBJECTIVE 8:** School campuses will maintain a safe and disciplined environment conducive to student learning.
- OBJECTIVE 9:** Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- OBJECTIVE 10:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA COMMISSIONER'S STRATEGIC PRIORITIES:

1	2	3	4
Recruit, support, retain teachers & principals	Build a foundation of reading and math	Connect high school to career and college	Improve low- performing schools

SCHOOLWIDE CAMPUS ESSA REQUIREMENTS – PARENT & FAMILY ENGAGEMENT

Though these Schoolwide campus Parent & Family Engagement requirements are not necessarily requirements of the CIP, be mindful of the following requirements as you develop your plans:

- ☐ **School Parent & Family Engagement Policy** [ESSA Sec. 1116(b)]:
 - Annual Title I meeting
 - Flexible number of meetings
 - Meaningfully involve parents in planning, review, improvement of programs, including Parent Policy
 - Provide Parents:
 - Timely notification about Title I programs
 - Description and explanation of curriculum and assessments used
 - Upon request, opportunities for regular meetings to participate in decisions related to child
 - Submit dissenting parent comments to LEA if SW plan is not satisfactory to Title I parents
- ☐ **School-Parent Compact** [ESSA Sec. 1116(d)]
 - Describe school's responsibilities to provide effective learning environment
 - Describe ways in which parents will be responsible for supporting student learning
 - Address importance of communication
 - Parent-teacher conferences in elementary (annually, at a minimum)
 - Frequent reports to parents regarding student's progress
 - Reasonable access to staff, volunteer opportunities and observation of classroom activities
 - Ensure two-way, meaningful communication in language family understands (as practicable)
- ☐ **Build Capacity for Involvement** [ESSA Sec. 1116(e)]
 - Provide assistance in understanding academic standards and assessment and how to monitor child's progress
 - Provide materials and training to help parents work with children to improve achievement
 - Educate teachers and relevant staff in value and utility of communicating with parents as equal partners
 - Coordinate/integrate parent involvement programs, as feasible
 - Ensure info related to school/parent programs, meetings, activities are provided in language/format understood
 - Provide other reasonable support for parental involvement activities
- ☐ **Accessibility** [ESSA Sec. 1116(f)]
 - Provide opportunities for informed participation of parents/family, including info and required school reports, in language/format parents understand

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home

State Compensatory Education

This district has written policies and procedures to identify the following:

- Students who are at-risk of dropping out of school under state criteria
- Students who are at-risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.

Total FTEs funded through SCE at this District/Campus: **2.9**

The process we use to identify students at-risk is:

PEIMS Coordinator, 504 director, Special Ed. Instructor, ESL coordinator, Campus counselor, and Campus principal, economically disadvantaged data, I-station data, STAAR data

The process we use to exit students from the SCE program who no longer qualify is:

PEIMS Coordinator, 504 director, Special Ed. Instructor, ESL coordinator, Campus counselor, and Campus principal, economically disadvantaged data, I-station data, STAAR data

Eldorado Elementary School State Compensatory Funds - Title I initiatives.

Title 1 Components for Title I School wide Schools

1. Comprehensive Needs Assessment
2. School wide reform strategies—scientifically research-based strategies
3. Instruction by highly qualified teachers
4. High quality and ongoing professional development for teachers, principals, paraprofessionals and others to enable all children in the school to meet the State's academic standards
5. Strategies to attract high-quality, highly qualified teachers
6. Strategies to increase parental involvement
7. Measures to include teachers in the decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overall program
9. Assisting students experiencing difficulties mastering the proficient and advanced levels of achievement standards
10. Coordination and integration of Federal, State, and local services and programs

State Compensatory Education

STAAR	Math % Met Standard			Reading/ELA % Met Standard			Writing % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2019	2021	2022	2019	2021	2022	2019	2021	2022	2019	2021	2022	2019	2021	2022
Students At-Risk	81%	74%	59%	56%	50%	54%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students Not At-Risk	94%	98%	88%	92%	94%	94%									

	Drop Out Data		Completion Data	
	2020-2021	2021-2022	2020-2021	2020-2021
Students At-Risk	0%	0%	100%	100%
Students Not At-Risk	0%	0%	100%	100%

The comprehensive, intensive, accelerated instruction program at this district/campus **consists of during school time and after/before school tutorials for students at-risk, para-professionals dedicated to math and reading/writing support, the addition of an interventionist, use of software to support identification, remediation, and progress monitoring of RTI to reduce the risk for student STAAR failure and of dropping out of school.**

Upon evaluation of the effectiveness of this program the committee finds that **the program is very successful. The goal is to provide a challenging and meaningful instructional program to close the achievement gap between children at-risk of lagging behind and ultimately dropping out of school and their peers. The committee sees success and continued efforts to improve.**

Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

This schoolwide program will consolidate funds in the following way: **Title I, Part A only** [ESSA Sec. 1114(b)(7)(B)]

Federal	
Program/Funding Source	Amount of Funding
211	\$49,778
289	0
State	
Program/Funding Source	Amount of Funding
199 (Combined with Local)	\$149,091
429	\$700
Local	
Program/Funding Source	Amount of Funding

Goal 1: Academic Achievement Goal: All students will attain **maximum student achievement** through **relevant** and **rigorous** instructional programs.

Objective 1: Extend classroom learning: Challenge and Engage students to demonstrate understanding of classroom learning in new contexts and in real-world applications.

Objective 2: Improve performance gap between EcoDis students and Non-EcoDis students on all state testing measures by 5%.

Summative Evaluation: EcoDis student performance gap will improve by 5%. Student performance increased in all state measures. Enrichment projects and products show student learning and growth.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide Enrichment/Challenge time for all students to engage them in critical thinking, problem solving, and extending classroom learning into new contexts.	2, 3	Principal Dir Academics Enrichment Teacher	Every semester	Local	Enrichment time lesson plans Walk through data	Student products Student performance on STAAR Teacher survey
Provide Poverty training to all staff	2	Principal Dir Academics Campus Poverty Contact(s)	Before first day of school	Local	In-Service Agenda/Sign-In Website and Email tips and resources	EcoDis Performance gap data
Establish a teacher liaison(s) to continue to support teachers in issues associated with Economically Disadvantaged students and their academic, physical, and emotional needs	2	Principal Dir Academics Campus Poverty Contact(s)	Every 6 weeks	Local	Email communications to staff Website resources	Teacher Survey EcoDis Performance gap data

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Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Continue to provide tutorial times for students who are at risk of failure in core subject areas	2	Core subject teachers Principal	Every 6 weeks	Local	Tutorial attendance records	Improved six weeks grades Reduced failure rate EcoDis Performance gap data
Provide flexible, focused small group instruction in Reading and Math (Primetime)	2	Core subject teachers Principal	Every 6 weeks	Title I Funds Local	Lesson plans, walk through data	Improved performance on concept-specific aligned assessment Student success as evidenced by walkthrough documentation EcoDis Performance gap data
Assign paraprofessional and teachers for extra classroom assistance for At-Risk, ESL and SPED students	2, 4	Principal	Every 6 weeks	Title I Funds Special Ed Funds	Schedule Duty roster	Classroom grades Benchmark STAAR Performance

Goal 2: Staff Quality Goal: *Provide ongoing, embedded, relevant **staff development**.*

Objective 1: *All teachers will receive **ongoing, embedded, professional development***

Objective 2: *100% of core academic classes will be taught by appropriately certified teachers and 100% of paraprofessionals with instructional duties will meet ESSA requirements. The LEA will recruit and retain effective teachers.*

Summative Evaluation: *As evidenced by T-TESS and teacher surveys, teachers will gain training and insight into vertical alignment, teaching practice, and successful, practical applications of teaching best practices. 100% of core academic classes will be taught by appropriately certified teachers and 100% of effective staff will be maintained.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
All teachers will observe peers in classroom instruction and discuss and apply elements of instructional best practice.	1	Principal Dir Academics	Review every 6 weeks	Local	Lesson Plans Email scheduling	Teacher survey T-TESS
All teachers will receive in-service training, and ongoing support, in the unique academic, physical, and emotional needs of EcoDis students	1, 2	Principal Dir Academics Campus Poverty Contact(s)	Before first day of school Each 6 weeks	Local	In-Service Agenda/Sign-In Website and Email tips and resources	Teacher Survey EcoDis Performance gap
Continue to ensure that low income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers	1	Principal, Human Resources Dept.	Beginning of each semester	Local	PEIMS data HR records	Low income and minority students are taught by certified teachers

Goal 3: (District/Campus Focus) Curriculum, Instruction, and Assessment Goal: Meet the **diverse needs** of all learners to **engage** students and bring **relevance** to learning.

Objective 1: All teachers will design lessons that **challenge all students**, address diverse **learning styles**, and show relevance to **real-world applications**.

Objective 2: Campus vertical teams in core content areas will ensure that a seamless development of skills is effectively implemented.

Summative Evaluation: Teachers include differentiation strategies as well as real-world applications in lesson design and delivery throughout the year. Vertical and grade level teams meet regularly and include discussions of successful implementation of campus goals.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
All teachers will design lessons that challenge all students , address diverse learning styles , and show relevance to real-world applications .	2	Principal Dir Academics Grade level teams Vertical Team Lead Teachers	December 2022 Evaluated 6 weeks	Local	Lesson Plans Walk through data T-TESS Evaluation	STAAR Performance Measures increase EcoDis Performance gap decrease Student engagement – Teacher survey Behavior referrals decrease
Teachers receive training and in effective differentiation, addressing diverse learning styles, and building relevance in classroom lessons.	1	Principal Dir Academics Grade level teams Vertical Team Lead Teachers	December 2022 Evaluated 6 weeks	Local	In-Service Agenda/Sign-In Sheets Email/Notes form Grade level meetings and Vertical Team meetings Peer observation	STAAR Performance Measures increase EcoDis Performance gap decrease Student engagement – Teacher survey Behavior referrals decrease

Goal 3: (District/Campus Focus) Curriculum, Instruction, and Assessment Goal: Meet the **diverse needs** of all learners to **engage** students and bring **relevance** to learning.

Objective 1: All teachers will design lessons that **challenge all students**, address diverse **learning styles**, and show relevance to **real-world applications**.

Objective 2: Campus vertical teams in core content areas will ensure that a seamless development of skills is effectively implemented.

Summative Evaluation: Teachers include differentiation strategies as well as real-world applications in lesson design and delivery throughout the year. Vertical and grade level teams meet regularly and include discussions of successful implementation of campus goals.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Teachers have time to meet as vertical teams and grade level teams	1, 2	Principal Vertical Team Lead Teachers	Evaluated 6 weeks	Local	Calendar Email communication Sign-in Sheet	Teacher survey Lesson Plans T-TESS
Vertical teams will share ideas, provide a support structure for developing teachers, and will learn content best practices from each other.	1, 2	Principal Vertical Team Lead Teachers	Evaluated 6 weeks	Local	Calendar Email communication Sign-in Sheet	Teacher survey Lesson Plans T-TESS

Goal 4: Parent/Community Engagement Goal: *Parents and Community will be partners in the education of students in Eldorado Elementary School.*

Objective 1: *By May 2022, at least 90% of all students' parents/guardians and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).*

Objective 2: *EES will engage with parents in help in them to support their student's needs*

Summative Evaluation: *School records indicate that at least 90% of students' parents/family members participated in partnership in education opportunities. Documentation of parent classes conducted, classroom volunteer participation increased, parent communication and information availability increased.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide State assessment results to parents in a language they can understand	2, 4	Principal	Within 10 days of receipt of reports	Local	Copy of reports; Conference agenda/sign in sheet	Parents receive reports of assessment results
Provide and advertise a "Parent Classes" where educational and parenting information can be accessed.	2, 4	Counselor, Principal Lead Teachers	Each semester	Title I, State and local funds, PTA funds, Parent Liaison, Web-based resources, Community agencies	Website; Advertisements; Social Media	Parent Survey % Attendance in classes Teacher observations of Parent involvement in Student learning
Parent instructional and informational resources on website , social media	4	Dir Academics Principal	August 2022 Updates On-going through May 2023	Local	Website	Parent Survey, Website access data
Communication – Teachers call each family by the end of the second week of school and communicate positive behaviors.	4	Teachers Principal	September 2022	Local	Teacher documentation/call log	Parent survey Teacher observation

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Objective 1: *By May 2022, at least 90% of all students' parents/guardians and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).*

Objective 2: *EES will engage with parents in help in them to support their student's needs*

Summative Evaluation: *School records indicate that at least 90% of students' parents/family members participated in partnership in education opportunities. Documentation of parent classes conducted, classroom volunteer participation increased, parent communication and information availability increased.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Parent academic/classroom volunteer opportunities communicated and increased	4	Principal Lead Teachers	August 2022 Reviewed 6 Weeks	Local	Email, Social media, sign-in logs	Parent Survey
Parent newsletter shared monthly	4	Dir Academics Counselor	Each Month through May 2023	Local	Website, Social Media	Parent Survey
Host a Kindergarten Orientation to educate parents on the responsibilities and expectation in kindergarten	2, 4	Principal Teachers	August 2022	Local	Website, Advertisements, Calendar	Kindergarten readiness indicators
Conduct parent/teacher conferences	4	Principal Teachers	By November 2022	Local	Website, Advertisements, Calendar	Behavior referrals decreased Class grades improved Parent survey
Conduct a Meet the Teacher Night	4	Principal Teachers	August 2022	Local	Website, Advertisements, Calendar	Parent survey Teacher Survey Behavior referrals decreased

Goal 5: School Culture & Climate: All students in Eldorado Elementary will be educated in learning environments that are safe, drug free, and conducive to learning.

Objective 1: 100% of the staff will provide an environment that is conducive to learning.

Summative Evaluation: Positive learning environment by 100% of staff

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide the District Student Handbook	2	Technology Director, Dir Academics Teachers, Principal	First 3 weeks of school	Local	Internet link Parent signatures of receipt	Reduction in PEIMS discipline referrals
Create a Positive Behavior Support Team	2	Principal Counselor	August 2022 Ongoing to May 2023	Local	In-Service agenda and training materials Email Communication	Reduction in PEIMS discipline referrals
Review and enforce school rules	2	Principal Counselor	Ongoing to May 2023	Local	Email Communication Campus posters	Reduction in PEIMS discipline referrals

Goal 6: (District/Campus Focus) Technology: *Improve teacher and student use of technology to support teaching and learning.*

Objective 1: *Teachers will receive professional development in the effective use of technology in instruction and learning with focus on integration into curriculum.*

Summative Evaluation: Teachers will have training in ways to use technology for student learning and will have access to additional technology resources to support classroom learning with technology.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Teachers receive specific training in technology tools to support classroom products to support learning.	2	Technology Director, Dir Academics Teachers, Principal	August 2022 Ongoing to May 2023	Local	In-Service schedule Sign-in Sheet	Lesson Plans Tech Literacy Tests Walk through Data
Technology tools, resources, and best practices in integration shared and support for classroom projects available	2	Dir Academics Principal	August 2022 Ongoing to May 2023	Local	In-Service agenda and training materials Email Communication Website	Lesson Plans Tech Literacy Tests Walk through Data Teacher Survey

Comprehensive Needs Assessment Summary 2022-2023

Data Sources Reviewed:			
<ul style="list-style-type: none"> Demographic Data - TAPR HQ Teacher report Parent Sign-in Sheets Technology Inventory and Courses Sample Curriculum PEIMS Data 			
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Student Achievement	<p>All Students:</p> <ul style="list-style-type: none"> Use of data to inform decisions and instruction Better than state averages Improvement from grades 3-4 UIL High expectations for all <p>Ethnicity:</p> <ul style="list-style-type: none"> High expectations for all <p>Economically Disadvantaged:</p> <p>Special Program Groups: (Title I, Part A, ELLs, Migrant, GT, CTE, SpEd, etc.)</p> <ul style="list-style-type: none"> GT Pull-Out <p>At-Risk:</p> <ul style="list-style-type: none"> Tutorials 	<p>All Students:</p> <ul style="list-style-type: none"> Writing across content and at every grade level Vertical alignment Teacher communication within campus All students being challenged <p>Economically Disadvantaged: Gaps in performance between EcoDis and Non-EcoDis</p> <p>Special Program Groups: (Title I, Part A, ELLs, Migrant, GT, CTE, SpEd, etc.)</p> <ul style="list-style-type: none"> ELL-Technology Use <p>At-Risk:</p> <ul style="list-style-type: none"> RTI - Primetime 	<ul style="list-style-type: none"> Vertical Alignment Vocabulary alignment Challenge all students Close gaps in EcoDis performance

Comprehensive Needs Assessment Summary 2022-2023

Data Sources Reviewed:			
<ul style="list-style-type: none"> Demographic Data - TAPR HQ Teacher report Parent Sign-in Sheets Technology Inventory and Courses Sample Curriculum PEIMS Data 			
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
School Climate Safe & Healthy Schools	<ul style="list-style-type: none"> 4th grade announcements – Student leadership Good communication Teachers praised and valued Traditions 	<ul style="list-style-type: none"> Rules and procedures consistent Consequences for misbehavior Increasing communication with parents Acknowledging positive behaviors in students who are often in trouble Minimize group punishment 	<ul style="list-style-type: none"> Positive communication with parents
Staff Quality / Professional Development	<ul style="list-style-type: none"> Positive work environment Stay in grade level District of Innovation Involved administration Planning within grade level - Collaboration 	<ul style="list-style-type: none"> Observing and learning from other teachers, in SCISD and at other schools PD aligned to professional and campus goals and needs Stipends Donating days off for emergencies Focused professional development (useful) 	<ul style="list-style-type: none"> Teacher-Teacher observations Focused Staff development to fit needs and goals

Comprehensive Needs Assessment Summary 2022-2023

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Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
College & Career Readiness Graduation/Dropout Reduction	<ul style="list-style-type: none"> Students attend High School College and Career Fair Visitors sharing careers: Police, Fire Dept., EMT Visits to Bank and Courthouse Students attend High School Signing Day 	<ul style="list-style-type: none"> Virtual field trips to see jobs in action and talk to more people in the field. Career dress up day Face-to-Face visits from community people sharing their careers Embed more into curriculum and daily lessons. Increase culture of college and career readiness 	<ul style="list-style-type: none"> Increase exposure with virtual field trips, campus visitors, and lesson links to careers associated with area of study.
Family and Community Involvement	<ul style="list-style-type: none"> Churches/community support – back to school supplies Communication in various formats Bilingual support 	<ul style="list-style-type: none"> Increase number and variety of community organizations partnering with school Parent classes Parent volunteers in classrooms Churches/community support – tutoring program Consistent communication platform for families 	<ul style="list-style-type: none"> Parent classes Increase volunteering opportunities in academic/classroom support

Comprehensive Needs Assessment Summary 2022-2023

Data Sources Reviewed:			
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Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
District/Campus Commitment: Technology	<ul style="list-style-type: none"> Availability and access Available resources (software) Network Filtering 	<ul style="list-style-type: none"> Take advantage of virtual field trips Use technology for students to create more Teacher growth Parent information/education on technology Flyer for summer tech learning Improve student technology skills and typing 	<ul style="list-style-type: none"> More student creations Continued Teacher PD with emphasis on integration into content
Additional Information			