



DISTRICT & CAMPUS IMPROVEMENT PLAN TEMPLATE ALIGNED WITH ESSA

PROVIDED BY EDUCATION SERVICE CENTER, REGION 15

INSTRUCTIONS: Any red text indicates an area for the user to input relevant information. All red text should be edited, formatted to black text, and/or deleted.

TEMPLATE INCLUDES:

- **Condensed** Checklist of requirements for ESSA, Texas Education Code, State Compensatory Education
For a *detailed* checklist, see CNA/DIP/CIP tab in the Region 15 ESSA LiveBinder, or access ESSA/TEC statute.
**Note:* For single campus LEAs, be sure to include all District requirements, as well as all SW Campus requirements in your single improvement plan.
- District/Campus Plan Intro
 - Board Approval
 - Legal References/Mission Statement
 - District/Campus Improvement Planning Committee Roster
 - State Goals and Objectives
 - Texas Commissioner's Strategic Priorities
 - District ESSA Requirements (aside from those requirements embedded as activities in the plan)
 - Schoolwide ESSA Requirements (aside from those requirements embedded as activities in the plan)
 - State Compensatory Education
 - State/Local Criteria
 - Policies, FTEs, Entry/Exit Process
 - Statement regarding Title I Support
 - SCE Data
 - Federal, State, Local Funding Sources
 - List of funding sources and amount
 - Statement of Schoolwide Consolidation option
- CNA
 - Sign-in Sheet
 - Summary of CNA (two choices – delete the template(s) not chosen)
- Improvement Plan Goals, Objectives, Activities

IMPROVEMENT PLAN CHECKLISTS - CONDENSED VERSION

ESSA REQUIREMENTS	
DISTRICT PLANS	CAMPUS PLANS
Monitor student progress [Sec 1112(b)(1)] <ul style="list-style-type: none"> <input type="checkbox"/> Well-rounded program; meet academic needs of ALL students <input type="checkbox"/> Identify students at-risk of academic failure <input type="checkbox"/> Additional academic assistance to students in need <input type="checkbox"/> Strategies to strengthen academics and improve student learning 	Development:
	Develop during 1-year period [Sec 1114(b)(1)]
	Develop with relevant stakeholders [Sec 1114(b)(2)]
Equity Plan [Sec 1112(b)(2)]	Monitor & revise as long as SW program is implemented [Sec. 1114(b)(3)]
School Support & Improvement [Sec 1118(b)(3)] (Focus/Priority)	Available to LEA, parents, public - language/format [Sec. 1114(b)(4)]
Poverty Criteria [Sec 1112(b)(4)]	Coordinate/Integrate resources [Sec. 1114(b)(5)]
Targeted & Schoolwide Programs [Sec 1112(b)(5)]	Based on CNA [Sec. 1114(b)(6)]
Homeless Students [Sec 1112(b)(6)]	Content: [Sec. 1114(b)(7)(A-B)]
Parent & Family Engagement [Sec 1112(b)(7)]	Opportunities for all children to meet State standards
Early Childhood Education [Sec 1112(b)(8)]	Methods/Instructional strategies that: <ul style="list-style-type: none"> <input type="checkbox"/> Strengthen academic program <input type="checkbox"/> Increase amount/quality of learning time, and <input type="checkbox"/> Provide enriched/accelerated curriculum
Identify Targeted Participants [Sec 1112(b)(9)] (<i>only LEAs with Targeted campuses</i>)	
Transitions to High School & Post-Secondary Educ. [Sec 1112(b)(10)] <ul style="list-style-type: none"> <input type="checkbox"/> Coordinate with higher ed, employers, local partners <input type="checkbox"/> Early college HS, dual/concurrent enrollment or career counseling 	
Discipline [Sec 1112(b)(11)]	Address needs of all children, <i>in particular those at-risk</i>
Coordination with Career/Technical Education [Sec 1112(b)(12)] <ul style="list-style-type: none"> <input type="checkbox"/> Experiential learning; promote in-demand occupational skills <input type="checkbox"/> Work-based learning opportunities 	Consolidation: Specify which programs are consolidated
Other [Sec 1112(b)(13)]	



TEXAS EDUCATION CODE (TEC) REQUIREMENTS

DISTRICT PLANS Developed, evaluated, and revised annually [TEC 11.252]	CAMPUS PLANS Developed, evaluated, and revised annually [TEC 11.253]																														
Purpose: Improvement of student performance for all student groups [TEC 11.252]	Purpose: Improvement of student performance for all student groups [TEC 11.253]																														
Goals: [TEC 11.251] At a minimum, support State goals and objectives under Chapter 4	Goals: [TEC 11.251] At a minimum, support State goals and objectives under Chapter 4																														
Provisions for: [TEC 11.252] (through lens of State Accountability System) Comprehensive Needs Assessment (not an inclusive list) <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> At-Risk</td> <td><input type="checkbox"/> Title I-A</td> <td><input type="checkbox"/> Attendance</td> </tr> <tr> <td><input type="checkbox"/> Bilingual/EL</td> <td><input type="checkbox"/> Migrant</td> <td><input type="checkbox"/> Graduation Rates</td> </tr> <tr> <td><input type="checkbox"/> GT</td> <td><input type="checkbox"/> Ethnicity</td> <td><input type="checkbox"/> Staff</td> </tr> <tr> <td><input type="checkbox"/> CTE</td> <td><input type="checkbox"/> Gender</td> <td><input type="checkbox"/> Failure Rates</td> </tr> <tr> <td><input type="checkbox"/> SpEd</td> <td><input type="checkbox"/> Eco. Dis.</td> <td><input type="checkbox"/> Drop-out Rates</td> </tr> </table> *Include Roster/Sign-in Sheets and summary from CNA	<input type="checkbox"/> At-Risk	<input type="checkbox"/> Title I-A	<input type="checkbox"/> Attendance	<input type="checkbox"/> Bilingual/EL	<input type="checkbox"/> Migrant	<input type="checkbox"/> Graduation Rates	<input type="checkbox"/> GT	<input type="checkbox"/> Ethnicity	<input type="checkbox"/> Staff	<input type="checkbox"/> CTE	<input type="checkbox"/> Gender	<input type="checkbox"/> Failure Rates	<input type="checkbox"/> SpEd	<input type="checkbox"/> Eco. Dis.	<input type="checkbox"/> Drop-out Rates	Provisions for: [TEC 11.253] (through lens of State Accountability System) Assessing needs of all student groups (not an inclusive list) <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> At-Risk</td> <td><input type="checkbox"/> Title I-A</td> <td><input type="checkbox"/> Attendance</td> </tr> <tr> <td><input type="checkbox"/> Bilingual/EL</td> <td><input type="checkbox"/> Migrant</td> <td><input type="checkbox"/> Graduation Rates</td> </tr> <tr> <td><input type="checkbox"/> GT</td> <td><input type="checkbox"/> Ethnicity</td> <td><input type="checkbox"/> Staff</td> </tr> <tr> <td><input type="checkbox"/> CTE</td> <td><input type="checkbox"/> Gender</td> <td><input type="checkbox"/> Failure Rates</td> </tr> <tr> <td><input type="checkbox"/> SpEd</td> <td><input type="checkbox"/> Eco. Dis.</td> <td><input type="checkbox"/> Drop-out Rates</td> </tr> </table> *Include Roster/Sign-in Sheets and summary from CNA	<input type="checkbox"/> At-Risk	<input type="checkbox"/> Title I-A	<input type="checkbox"/> Attendance	<input type="checkbox"/> Bilingual/EL	<input type="checkbox"/> Migrant	<input type="checkbox"/> Graduation Rates	<input type="checkbox"/> GT	<input type="checkbox"/> Ethnicity	<input type="checkbox"/> Staff	<input type="checkbox"/> CTE	<input type="checkbox"/> Gender	<input type="checkbox"/> Failure Rates	<input type="checkbox"/> SpEd	<input type="checkbox"/> Eco. Dis.	<input type="checkbox"/> Drop-out Rates
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TEC REQUIREMENTS: DISTRICT PLANS, CON'T	TEC REQUIREMENTS: CAMPUS PLANS, CON'T
Resources Needed (funding source) [TEC 11.252]	Resources Needed (funding source) [TEC 11.253]
Staff Responsible: to ensure strategies are accomplished [TEC 11.252]	Staff Responsible: for accomplishing each strategy [TEC 11.253]
Timeline: for monitoring activities [TEC 11.252]	Timeline: for reaching goals [TEC 11.253]
Formative Assessment: to determine if strategies are working [TEC 11.252]	Formative Assessment: measure progress toward objectives [TEC 11.253]
Public Meeting: Hold at least 1 public meeting on district performance and performance objectives [TEC 11.252]	Public Meeting: Hold at least 1 public meeting on campus performance and performance objectives [TEC 11.253]
Other: [TEC 11.252] At least every 2 years the district shall evaluate the effectiveness of the committee, policies, and procedures, staff development	Other: [TEC 11.253] The campus committee must be involved in decisions for: <ul style="list-style-type: none"> <input type="checkbox"/> Planning <input type="checkbox"/> Budgeting <input type="checkbox"/> Curriculum <input type="checkbox"/> Staffing Patterns <input type="checkbox"/> Staff Development <input type="checkbox"/> School Organization
	Campus committee must approve the campus staff development needs [TEC 11.253]

STATE COMPENSATORY EDUCATION REQUIREMENTS [MODULE 9 OF FASRG]		
Program Description: Include in DIP/CIP *DIP/CIP is the primary record supporting SCE*	Funds: Total amount of SCE allocated for resources/staff	Policies/Procedures: <ul style="list-style-type: none"> <input type="checkbox"/> ID At-Risk (State Criteria) <input type="checkbox"/> ID At-Risk (Local Criteria) <input type="checkbox"/> Entry Process <input type="checkbox"/> Exit Process <input type="checkbox"/> 110% Methodology <input type="checkbox"/> Cost of regular program in relation to per pupil or instr staff per pupil ratio
Board Approval: Annually to ensure mutually supportive & meets goals	Amounts: Approximate dollar amounts for activities/strategies	
CNA: Address SCE and identify strengths/weaknesses in plans	FTEs: Identify supplemental FTEs for personnel (district & campus)	
Strategies: Specific strategies aligned with CNA	Measurable Objectives: Identify performance objectives for academic improvement	Formative & Summative Evaluation - Describe evaluation of strategies
Local Criteria: State local at-risk criteria in DIP, if applicable	Monitoring Timelines: Specific schedule for data collection	Annual Evaluation: Compare at-risk to non at-risk (assessments/completion)

Eldorado Middle School Campus Improvement Plan 2018-2019

Date of School Board Approval



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)*

EMS Mission Statement

Eldorado Middle School is building a better world, one student at a time, realizing that if children cannot learn the way we teach them, then we will teach them the way they learn. Eldorado Middle School teaches excellence by promoting an interest in learning, self-responsibility, service to school and community and mutual respect to inspire every student to be a productive member of society.

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, TEA is expecting to see evidence of the following activities in 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: 2.36

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

Students' placement as "At-Risk" to be served with SCE funds is based on state eligibility criteria and is organized by the campus principal and the district's PEIMS coordinator. Student status as At-Risk is then monitored by the PEIMS coordinator, campus counselor, and campus principal every six weeks.

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

At the beginning of the school year, review of each student's folder by campus personnel, including counselor, principal and other office staff, evaluating each At-Risk criteria set forth in the PEIMS Data Standard. Students meeting none of these criteria are exited, and then re-evaluated by District PEIMS Coordinator each six weeks.

Eldorado Middle School State Compensatory Funds - Title I initiatives.

Title 1 Components for Title I Schoolwide 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		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Students At-Risk	80	59	77	52	32	55	29	*	45	49	53	79	32	*	19
Students Not At-Risk	99	97	97	96	89	92	95	90	93	98	93	95	74	91	65

	Drop Out Data		Completion Data	
	2015-2016	2016-2017	2015-2016	2016-2017
Students At-Risk	0%	0%	100%	100%
Students Not At-Risk	0%	0%	100%	100%

The comprehensive, intensive, accelerated instruction program at this campus consists of tutorials for all students offered during school time and after/before school, para-professionals dedicated to math and reading/writing support, purchase of Edmentum software to support identification, remediation, and progress monitoring of RTI to reduce the risk for student STAAR failure and of dropping out of school, as well as an accelerated Math program.

Upon evaluation of the effectiveness of this program the committee finds that the program sets a strong foundation in research based, data driven practices. The goal is to provide a multi-tiered, challenging, meaningful instructional program in order to maximize every student's performance and to close the achievement gap between children at-risk and their peers. EMS has implemented tutorial

opportunities within and outside of the school day, an embedded RTI program, increased parent training and involvement, and currently see a 0% drop out rate for our At-Risk students.

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
Fund 211/ (salaries) Paraprofessionals	\$38,053
State	
Program/Funding Source	Amount of Funding
Fund 199/Total of State/Local	\$161,608
Local	
Program/Funding Source	Amount of Funding
Fund 199:	
Teachers MS Compensatory	\$92,441
Aides MS Compensatory	\$16,037
FICA MS Compensatory	\$1,442
Insurance MS Compensatory	\$11,002
TRS STAT MIN MS Compensatory	\$2,633
FUND 211:	
Support Personnel	\$25,118
FICA	\$352
Insurance	\$9,996
TRS STAT Min	\$2,587



Comprehensive Needs Assessment Attendees

Date(s): April 26, 2018

Name	Position	Signature
Suzanne Esparza	SPED Teacher	<i>*See back page for sign-in sheet</i>
Stephanie Wheeler	Teacher	
Lacy Ragsdale	Teacher	
Debby Griffin	Teacher	
Lavonne Espinosa	Teacher	
Lillian Hester	Teacher	
Jennifer Porter	Teacher	
Monica Soto	Parent	
Delia Herrera	Community Member	
Angela Reddish	Business Member	
Abby Ramos	Teacher	
Rosa Lozano	Para-Professional	
Emma Narvaez	Parent	
Sharon Spinks	District Staff/Teacher	
Ezra Walling	Principal	

Comprehensive Needs Assessment Summary (May 2018) 2018-2019

Data Sources Reviewed:			
<ul style="list-style-type: none"> <li style="width: 33%;">• STAAR Results <li style="width: 33%;">• Curriculum Resources <li style="width: 33%;">• SPED/ELL Demographics <li style="width: 33%;">• Highly Qualified Teacher <li style="width: 33%;">• Campus Demographic Makeup <li style="width: 33%;">• TAPR <li style="width: 33%;">• Student Survey <li style="width: 33%;">• Technology Inventory 			
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?
Demographics	<ul style="list-style-type: none"> • Bilingual Staff, ELL Technology Support • Tutorials & RTI Time within the day • Supplies available for EcoDis student needs 	<ul style="list-style-type: none"> • Family/Community volunteer involvement for assistance in school • Cultural and Poverty awareness training for staff 	<ul style="list-style-type: none"> • Community outreach to improve resource closet • Poverty PD for staff
Student Achievement	<p>All Students: Improved performance to level of and beyond performance of state and region.</p> <p>Ethnicity:</p> <p>Economically Disadvantaged:</p> <p>Gender:</p> <p>Special Program Groups: (Title I, Part A, ELLs, Migrant, GT, CTE, SpEd, etc.) Accelerated Math option grades 6-8 At-Risk: Good at getting students to "Approaches Grade Level"</p>	<p>All Students: Increased percentage of students performing at Meets and Masters Grade Level on all STAAR tests</p> <p>Ethnicity:</p> <p>Economically Disadvantaged:</p> <p>Gender:</p> <p>Special Program Groups: (Title I, Part A, ELLs, Migrant, GT, CTE, SpEd, etc.) More accelerated course options At-Risk: Improved RTI process</p>	<ul style="list-style-type: none"> • Increase percentage of students reaching Meets and Masters Grade Level designations on STAAR tests. • Improve RTI process • More accelerated options

Comprehensive Needs Assessment Summary (May 2018)

2018-2019

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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?
School Culture and Climate	<ul style="list-style-type: none"> • Campus is safe/Students feel safe • Students feel respected • Teachers have high expectations of students • Students believe that teachers are committed to teaching • Students feel that they are all treated equally 	<ul style="list-style-type: none"> • Address bullying, disrespectful, unhealthy relationships • Help students bond and build a sense of team • Project based learning 	<ul style="list-style-type: none"> • Embed social/emotional/character based learning experiences grades 5-8
Staff Quality / Professional Development	<ul style="list-style-type: none"> • Mentoring program for new teachers • Retention as a result of good culture and leadership 	<ul style="list-style-type: none"> • Encourage “Grow your Own” program to recruit teachers • Teacher pay/incentive increase • PD opportunities beyond ESC 15 	<ul style="list-style-type: none"> • Meaningful PD opportunities supported financially • Seek out and encourage “Grow your Own” approach to staffing
Curriculum, Instruction, Assessment	<ul style="list-style-type: none"> • Set curriculum (YAG, Units, Vertical Alignment) • Daily Objectives expected to guide each day/lesson • Student Planners • Benchmarks and Eduphoria Aware for data driven evaluation • T-TESS System for teacher growth and support 	<ul style="list-style-type: none"> • Performance Assessments • Increase consistent use of planners • PBL Professional Development • Hands-on learning opportunities 	<ul style="list-style-type: none"> • Project Based Learning PD • Varied forms of Assessment PD (Performance Based)

Comprehensive Needs Assessment Summary (May 2018) 2018-2019

Data Sources Reviewed:			
<ul style="list-style-type: none"> <li style="width: 33%;"><ul style="list-style-type: none">• STAAR Results• Highly Qualified Teacher• Student Survey <li style="width: 33%;"><ul style="list-style-type: none">• Curriculum Resources• Campus Demographic Makeup• Technology Inventory <li style="width: 33%;"><ul style="list-style-type: none">• SPED/ELL Demographics• TAPR• 			
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?
Family and Community Involvement	<ul style="list-style-type: none"> • Grade level Remind App • Parent Portal – Grades • Teacher Webpages 	<ul style="list-style-type: none"> • Community/Learning Showcase Night • Parent Bootcamp 	<ul style="list-style-type: none"> • Community event – Learning Showcase • Improved layout and flow of Parent Night to better inform Parents
School Context and Organization	<ul style="list-style-type: none"> • Teachers are involved in campus decisions and policies • Students, Parents, and Community have a positive perception of the school 		
Technology	<ul style="list-style-type: none"> • Tech Apps classes 7th/8th • Digital Citizenship taught and promoted • Online Tools and Resources used effectively 	<ul style="list-style-type: none"> • Teacher PD • More Chromebooks, iPads • Consistent Digital Citizenship reminders • More reminders and tips of online tools/resources 	<ul style="list-style-type: none"> • Teacher PD in instructional technology
Additional Information			

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

Objective 1: By May, 2019, the percentage of all students who attain **Expected Growth and Accelerated Growth** in their Progress Measures will increase by 5%.

Objective 2: By May 2019, the percentage of EMS students who attain **Meets and Masters** performance levels on the state test will increase by at least 5% on all state tests

Objective 3: By May 2019, the **gap between performance**, in all state tests, of Economically Disadvantaged students and Non Economically Disadvantaged students will decrease by 5% from the previous year.

Summative Evaluation: All students improve **Expected Growth and Accelerated Growth Progress and Meets and Masters** level designations by at least 5%. The performance gap between EcoDis and Non-EcoDis in all performance measures will decrease by 5% or more.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide tutorial times for all students in core subject areas	2	Core subject teachers Principal	Evaluated Every 6 weeks May 2019		Tutorial attendance records	Improved six weeks grades Reduced failure rate
Provide flexible, focused small group instruction Reading and Math with identified RTI Tier groupings	2	Core subject teachers Principal	Evaluated Every 6 weeks May 2019	Title 1	Lesson plans, walk through data, Edmentum reports, RTI forms	Improved performance on concept-specific aligned assessments Student success as evidenced by walkthrough documentation

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Summative Evaluation: All students improve **Expected Growth and Accelerated Growth Progress and Meets and Masters** level designations by at least 5%. The performance gap between EcoDis and Non-EcoDis in all performance measures will decrease by 5% or more.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Consistently implement strategies, expectations, and classroom practices that foster higher level of academic rigor .	2	Core subject teachers Principal Dir. Academics	Evaluated every 6 weeks May 2019	Local	Lesson plans, walk through data, informal observation	Improved performance on concept-specific aligned assessments Student Survey T-TESS Student success as evidenced by walkthrough documentation
Lessons in Student Skills for Academic Success	3	Teachers Principal Dir. Academics	Evaluated each semester May 2019	Local	Lesson Plans, Walk through data, student planners	Student surveys, passing/failure data

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Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Teachers attend training to implement Accelerated course options in ELA, Science, and Social Studies	2	Teachers Principal Dir. Academics	Summer 2018 Fall 2019	Local	ESC Records, T-TESS, Course listings	High school readiness for advanced classes, AP Test Scores, ACT/SAT Scores Increase % Masters state tests
Give benchmark assessments two times per year to monitor student attainment of TEKS/SE and analyze data to inform instruction	2	Principal Teachers Dir Academics	Evaluate every semester May 2019	Local	Eduphoria Data Lesson Plans Calendar	Walkthrough observations Improved STAAR Performance and student progress measures

Goal 2: Staff Quality Goal: EMS Teachers will receive on-going, embedded professional development opportunities to learn from and/or train other teachers, to grow professional skills, and to more closely align campus practices and expectations to achieve common goals.

Objective 1: All EMS teachers will have opportunities to learn from each other, capitalizing on teacher strengths and building campus capacity and teacher skills.

Objective 2: EMS teachers will have opportunities to take on leadership roles on the campus.

Summative Evaluation: All EMS staff will conduct classroom observation(s) and participate in in-house, on-going PD as a trainer and/or a learner.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide substitutes or cover classes to allow time for teachers to observe other teachers in the classroom.	1	Principal Teachers Dir Academics	Reviewed Quarterly May 2019	Local?	Substitute records, lesson plans, email communication/scheduling,	Teacher survey Walkthrough data – observing new practice T-TESS
Teacher leaders will receive training in Poverty awareness and will train other teachers, provide resources, become a leader in poverty support at the campus, providing additional resources and ideas throughout the year.	1	Principal Teacher Leaders Dir Academics	Summer 2018 New Info Every 6 weeks May 2019	Local	Lesson Plans, website, Email communication, Website, Equity Plan	Student Survey, Teacher Survey, Parent Survey T-TESS Goals Resource Closet Usage
Vertical alignment team meetings conducted during in-service and each semester, allowing teachers to address any gaps, reinforce needs, and share strategies and ideas.	1, 2	Principal Teacher Leaders Dir Academics	Review each Semester May 2019		Substitute records, lesson plans, email communication/scheduling,	Teacher survey State achievement scores and other assessment tools Walkthrough data – observing new practice T-TESS

Goal 2: Staff Quality Goal: EMS Teachers will receive on-going, embedded professional development opportunities to learn from and/or train other teachers, to grow professional skills, and to more closely align campus practices and expectations to achieve common goals.

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Summative Evaluation: All EMS staff will conduct classroom observation(s) and participate in in-house, on-going PD as a trainer and/or a learner.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
As possible, provide opportunities for staff to attend professional development workshops and/or conferences	1	Principal Dir Academics	On-Going May 2019	Local	Registration/Certificates Financial documentation	T-TESS Lesson Plans Walkthrough Data Assessment Performance Data

Goal 3: School Climate/Safe & Healthy School Goal: All students will have training and opportunities to apply their learning in character development and social/emotional needs

Objective 1: By May, 2019 all EMS students will participate in character development lessons and in healthy relationships training. Discipline referrals will decrease.

Summative Evaluation: There is a reduction in discipline referrals.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Conduct lesson in drug and alcohol awareness through Grades 5-6	3	Principal	May 2019		Calendar Lesson Plans	Student Survey
Health class elective for grade 7	3	Teacher Counselor Principal	May 2019		Course schedule Lesson Plans	Student Survey, Class Survey

Goal 3: School Climate/Safe & Healthy School Goal: *All students will have training and opportunities to apply their learning in character development and social/emotional needs*

Objective 1: *By May, 2019 all EMS students will participate in character development lessons and in healthy relationships training. Discipline referrals will decrease.*

Summative Evaluation: *There is a reduction in discipline referrals.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Embedded lessons in character, healthy relationships, and digital citizenship in technology applications class in grade 8.	3	Tecaher Principal Dir Academics	Evaluate Every 6 Weeks May 2019	Local	Course curriculum Lesson Plans Walkthrough Observation	Student surveys
Provide EMS Student Handbook which includes expectations of behavior and campus rules	2, 3	Technology Director, Teachers, Principal	First 3 weeks of school	Local	Internet link Parent signatures of receipt	Reduction in PEIMS discipline referrals

Goal 4: Parent/Community Engagement Goal: *Parents and Community will be partners in the education of students at EMS.*

Objective 1: *By May 2019, 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) and will sign the School-Parent Compact.*

Objective 2: *Increase parent education and communication*

Summative Evaluation: *School records indicate that at least 90% of students' parents/family members participated in partnership in education opportunities.*

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
Beginning of school Parent Night to welcome parents and share information for new school year	2, 4	Teachers Principal	Week before school starts	Local	Calendar	Parent survey
Provide and advertise a "Parent Bootcamp" where educational and parenting information can be shared.	2, 4	Teachers Principal Dir Academics	1 st six weeks	Title I, State and local funds, PTA funds	Website, Social Media posts, flyers, calendar	Documentation of usage of resources shared
School-Parent compact signed and understood by all parents. School Parent policy included in EMS Handbook.	2, 4	Principal Dir Academics	Within first three weeks	Local	Handbook online, documented signed compacts	Parent survey, parent activity and level of involvement
Host award assemblies celebrating student achievement, inviting parents and community	2, 3	Principal Teachers	Each Semester	Local	Calendar, Website, Social Media	Parent Survey
Provide ongoing information via website and social media		Principal Dir Academics Dir Technology Office Staff	On-Going	Local	Website, Social Media	Parent Survey

Goal 4: Parent/Community Engagement Goal: *Parents and Community will be partners in the education of students at EMS.*

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Objective 2: *Increase parent education and communication*

Summative Evaluation: *School records indicate that at least 90% of students' parents/family members participated in partnership in education opportunities.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Conduct parent meetings to discuss high school transition, higher education opportunities, and the need for making informed curriculum choices as students register for high school	2	Principal Counselor	May 2019	Local	Calendar, Website, Social Media announcements	Parent Survey, Counselor observations, Endorsements Plan success

Goal 5: *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 and will implement one technology based project per semester.*

Summative Evaluation: *Teachers and students will use technology in teaching and learning and will complete one technology project per semester.*

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 and learning.	2	Technology Director, Dir Academics Teachers, Principal	August 2018	Local	In-Service schedule Sign-in Sheet	Lesson Plans Tech Literacy Tests Walk through Data
Technology tools and resources shared and support for classroom projects available	2	Dir Academics Principal	August 2018 Ongoing to May 2019	Local	In-Service agenda and training materials Email Communication Website	Lesson Plans Tech Literacy Tests Walk through Data Teacher Survey
Courses in Technology Applications in 7 th and 8 th grade will provide students with specific training in the use of technology and projects using technology.	2	Dir of Academics Principal Dir Technology	May 2019	Local	Course listing Schedule Lesson Plans	Student Survey Tech Literacy Test
Complete at least 1 technology project per semester that allows students to create a product that demonstrates or constructs learning.	2	Dir of Academics Principal Dir Technology	May 2019	Local	Lesson Plans Walkthrough Data	Student Survey Tech Literacy Test STAAR Test Performance T-TESS

SIGN-IN SHEET	
Project: CNA Meeting	Meeting Date: 4.26.2018
Facilitator: Sharon Spinks/Era Walling	
Name	Name
Suzanne Esparza	
Stephanie Wheeler	
Katy Ragsdale	
Debby Griffin	
Larome Espinosa	
Rosa Lopez	
Leticia Rea	
Gemmye Porter	
Monica Soto	
Helia Herrera	
Angela Edwards	
Ally Rama	
Emma Narvaez	
Sharon Spinks	
Era Walling	

