

**Eldorado Middle School**  
**District/Campus Improvement Plan**  
**2019-2020**

**August 8, 2019**

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**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)*

## 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.**

\*Note: ESSA statute requires parents s be involved in the development of the CIP. Ensure that **at least 2** parents are meaningfully engaged in the process

## Campus Improvement Planning and Decision Making Committee

Name	Position <small>(Parent, Business, Community, Teacher, etc.)</small>	Signature
Suzanne Esparza	SPED/ELL/504 Teacher	<i>(See last two pages of plan)</i>
Sharon Spinks	Teacher/District Staff	
Lyndi O'Neil	Teacher/Counselor	
Lacy Ragsdale	Teacher	
Gail Stevens	Teacher	
Rosa Lozano	Support Staff	
Lillian Hester	Teacher	
Jennifer Porter	Teacher	
Sandra Pina	Community Member	
George Estrada	Business Member/Parent	
Abby Ramos	Teacher	
Emma Navarez	Parent	
Ezra Walling	Principal	

## 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: **2.36**

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 each school year, a review of each student's folder by campus personnel, including counselor, principal, and other office staff, evaluating each At-Risk criteria set forth in PEIMS Data Standard. Previously At-Risk students meeting none of the 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 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		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Students At-Risk	59	77	72	32	55	56	*	45	44	53	79	63	*	19	40
Students Not At-Risk	99	97	98	89	92	99	90	93	87	98	93	94	74	91	92

	Drop Out Data		Completion Data	
	2016-2017	2017-2018	2016-2017	2017-2018
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, 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.

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 dropping out of school and their peers. EMS has implemented multiple 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 school wide 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
<b>Fund 199:</b>	
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
<b>FUND 211:</b>	
Support Personnel	\$25,118
FICA	\$352
Insurance	\$9,996
TRS STAT Min	\$2,587

**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 <b>tutorial</b> times for students who are at risk of failure in core subject areas	2	Core subject teachers Principal	Evaluated Every 3 weeks  May 2020		Tutorial attendance records	Improved six weeks grades  Reduced failure rate
Provide flexible, focused small group instruction Reading and Math with identified <b>RTI</b> Tier groupings, building a foundation in reading and math.	2	Core subject teachers Principal	Evaluated Every 6 weeks  May 2020	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 <b>level of academic rigor</b> and student practice.	2	Core subject teachers Principal Dir. Academics	Evaluated every 6 weeks  May 2020		Lesson plans, walk through data,	Improved performance on concept-specific aligned assessments  Student Survey  Student success as evidenced by walkthrough documentation
Lessons in <b>Student Skills for Academic Success</b> , ongoing focus on college readiness and preparation for High School transition.	3	Teachers Principal Dir. Academics	Evaluated each semester May 2020	Local	Lesson Plans, Walk through data, student planners	Student surveys, passing/failure data

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**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
Give <b>benchmark assessments</b> two times a year to monitor student attainment of TEKS/SE and analyze data to inform instruction	2	Teachers Principal Dir. Academics	Evaluated each semester May 2020	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 <b>teachers to observe other teachers</b> in the classroom.	1	Principal Teachers Dir Academics	May 2020	Local	Substitute records, lesson plans, email communication/scheduling,	Teacher survey  Walkthrough data – observing new practice
Two teacher leaders, trained in <b>Poverty awareness</b> and will train other teachers, provide resources, continue to be a leader in poverty support at the campus, providing additional resources and ideas throughout the year.	1	Principal Teacher Leaders Dir Academics	May 2020	Local	Lesson Plans, website, email communication, Equity Plan	Student survey,
<b>Vertical alignment</b> 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	May 2020	Local	Substitute records, lesson plans, email communication/scheduling,	Teacher survey  State achievement scores and other assessment tools  Walkthrough data – observing new practice

**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
As possible, provide opportunities for staff to attend professional development workshops and/or conferences	1	Principal Dir of Academics	On-going, May 2020	Local	Registration, Certificates, CPE hours, 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 class meetings at the beginning of the year with the purpose of disseminating information with regard to current rules and regulations including consequence for inappropriate actions	1, 4	Principal, Counselor	First grading period Monitor: end of each grading period	Local	Calendar	Reduction in PEIMS and discipline referrals
Conduct lesson in drug and alcohol awareness through Grades 5-6	3	Principal Counselor	May 2020	Local	Calendar Lesson Plans	Student Survey Discipline referrals
Health class Grade 7, Healthy Relationships and Digital Citizenship through Tech Apps class in grade 8.	3	Teacher Principal Counselor	May 2020	Local	Calendar Lesson Plans	Student Survey Discipline Referrals
Embed lessons in character throughout school year using planners to set character focus for each week, emphasize in classes, through announcements, with student service organizations, and social media communications.	3	Teachers Principal Counselor Dir of Academics	Evaluate every six weeks May 2020	Local	Social media posts Walkthrough data Lesson plans	Student Survey Discipline Referrals
Provide all students and parents the EMS Student Handbook which includes expectations of behavior and campus rules	3	Principal Campus Secretary	First three weeks of school	Local	Website Back to school packets	Reduction in PEIMS discipline referrals



**Goal 4: College & Career/Graduation/Dropout Reduction Goal:** *All students at EMS will be prepared for success in high school, with a graduation plan in place before leaving middle school, and having taken a College and Careers class.*

**Objective 1:** *Maintain 0% drop out rate and students have graduation plan in place before leaving middle school.*

**Summative Evaluation:** *0% drop out rate and counselor documentation of high school graduation plans*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
All 8 <sup>th</sup> grade students will take a <b>College and Career Class</b> , exposing them to options available to them post-secondary and preparing them for high school transition.	2, 3, 4	Teacher Principal Dir of Academics	May 2020	Local	Master Schedule Student Schedules Student graduation plans	Number of advanced courses taken in high school CTE strands and certificates increased
Freshman "Fish Camp" for incoming 9 <sup>th</sup> graders in the summer to prepare for transition to high school. 4 <sup>th</sup> Grade "Boot Camp" for incoming 4 <sup>th</sup> grade to prepare them for success in middle school.	2, 3	Principal Counselor	August 2020	Local	Calendar Communications	Student Survey Student success in first six weeks Lowered discipline referrals for freshman class
Study skills embedded in classroom rigor and within tutorials time for 7 <sup>th</sup> /8 <sup>th</sup> grade	2, 3	Teachers Principal Dir of Academics	Ongoing May 2020	Local	Lesson plans	Student grades

**Goal 5: 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.*

**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
Provide and advertise a "Parent Bootcamp" where educational and parenting information can be accessed.	2, 4	Teachers Principal Dir Academics	1 <sup>st</sup> 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		Handbook online, documented signed compacts	Parent survey, parent activity and level of involvement
Beginning of school Parent Night to welcome parents and share information for new school year	2, 4	Teachers Principal	Week before school starts	Title I, State and local funds, PTA funds	Calendar	Parent survey
Host award assemblies celebrating student achievement, inviting parents and community.	2, 3	Teachers Principal	Each Semester	Local	Calendar, website, social media	Parent Survey
Provide ongoing information via website and social media	2, 3	Principal Dir of Academics Dir of Technology Office Staff	On-Going	Local	Website, social media	Parent survey

**Goal 5: 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.*

**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 meeting to discuss high school transition and elementary to middle transition.	2	Principal Teachers Counselor	Beginning and End of School year May 2020	Local	Calendar, website, social media	Parent survey, counselor observations, Endorsement Plan success.

**Goal: Technology Integration Goal:** *Improve teacher and student use of technology to improve 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	May 2020	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	May 2020	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 7th and 8th grade will provide students with specific training in the use of technology and projects using technology.	2	Dir of Academics Principal Dir Technology	May 2020	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	Teachers Dir of Academics Principal Dir Technology	May 2020	Local	Lesson Plans Walkthrough Data	Student Survey Tech Literacy Test STAAR Test Performance T-TESS

# Comprehensive Needs Assessment Summary (April 2019) 2019-2020

Data Sources Reviewed:			
<ul style="list-style-type: none"> <li style="width: 33%;"><ul style="list-style-type: none"><li>• STAAR Results</li><li>• Highly Qualified Teacher</li><li>• Student Survey</li></ul></li> <li style="width: 33%;"><ul style="list-style-type: none"><li>• Curriculum Resources</li><li>• Campus Demographic Makeup</li><li>• Technology Inventory</li></ul></li> <li style="width: 33%;"><ul style="list-style-type: none"><li>• SPED/ELL Demographics</li><li>• TAPR</li></ul></li> </ul>			
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?
<b>Student Achievement</b>	<p>All Students: Improved performance to level of and beyond performance of state and region.</p> <p>Ethnicity:</p> <p>Economically Disadvantaged: Poverty training helps teachers and families</p> <p>Gender:</p> <p>Special Program Groups: (Title I, Part A, ELLs, Migrant, GT, CTE, SpEd, etc.) Accelerated Math option grades 6-8</p> <p>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: Close the gap in performance</p> <p>Gender:</p> <p>Special Program Groups: (Title I, Part A, ELLs, Migrant, GT, CTE, SpEd, etc.) More accelerated course options</p> <p>At-Risk: Improved RTI process</p>	<ul style="list-style-type: none"> <li>• Increase percentage of students reaching Meets and Masters Grade Level designations on STAAR tests.</li> <li>• Improve RTI process</li> <li>• More accelerated options</li> </ul>

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Data Sources Reviewed:			
<ul style="list-style-type: none"> <li style="width: 33%;"><ul style="list-style-type: none"><li>• STAAR Results</li><li>• Highly Qualified Teacher</li><li>• Student Survey</li></ul></li> <li style="width: 33%;"><ul style="list-style-type: none"><li>• Curriculum Resources</li><li>• Campus Demographic Makeup</li><li>• Technology Inventory</li></ul></li> <li style="width: 33%;"><ul style="list-style-type: none"><li>• SPED/ELL Demographics</li><li>• TAPR</li></ul></li> </ul>			
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?
<b>School Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Campus is safe/Students feel safe</li> <li>• Students feel respected</li> <li>• Teachers have high expectations of students</li> <li>• Students believe that teachers are committed to teaching</li> <li>• Students feel that they are all treated equally</li> </ul>	<ul style="list-style-type: none"> <li>• Address bullying, disrespectful, unhealthy relationships</li> <li>• Help students bond and build a sense of team</li> <li>• Project based learning</li> </ul>	<ul style="list-style-type: none"> <li>• Embed social/emotional/character based learning experiences grades 5-8</li> </ul>
<b>Staff Quality / Professional Development</b>	<ul style="list-style-type: none"> <li>• Mentoring program for new teachers</li> <li>• Retention as a result of good culture and leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage “Grow your Own” program to recruit teachers</li> <li>• Teacher pay/incentive increase</li> <li>• PD opportunities beyond ESC 15</li> </ul>	<ul style="list-style-type: none"> <li>• Meaningful PD opportunities supported financially</li> <li>• Seek out and encourage “Grow your Own”</li> </ul>
<b>College and Career Readiness/Graduation/ Dropout Reduction</b>	<ul style="list-style-type: none"> <li>• 100% Graduation rate</li> <li>• High level of expectation and rigor</li> <li>• College and Career Class</li> <li>• Emphasis on responsibility, study skills, and character</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities for high school credit and advanced classes</li> </ul>	<ul style="list-style-type: none"> <li>• Study Skills/How to be a student</li> <li>• Character</li> <li>• HS Transition and information</li> </ul>

# Comprehensive Needs Assessment Summary (April 2019) 2019-2020

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

SIGN-IN SHEET		
<b>Project:</b> 2019-2020 Campus Improvement Plan	<b>Meeting Date:</b> May 1, 2019	
<b>Facilitator:</b> Ezra Walling		
Name:	Vote	
Lyndi O'Neil	LO (circled) Yes	No
Sharon Spinks	SS (circled) Yes	No
Suzie Esparza	SE (circled) Yes	No
Stephanie Sullivan	SS (circled) Yes	No
Gail Stevens	GS (circled) Yes	No
Lacy Ragsdale	LR (circled) Yes	No
Sandra Pina	SP (circled) Yes	No
Lillian Hester	LH (circled) Yes	No
Jennifer Porter	JP (circled) Yes	No
Abby Ramos	AR (circled) Yes	No
Aisha Martin	AM (circled) Yes	No
Emma Narvaez	EN (circled) Yes	No
George Estrada	GE (circled) Yes	No
Ezra Walling	EW (circled) Yes	No
Rosa Lozano	RL (circled) Yes	No



SIGN-IN SHEET	
<b>Project:</b> Campus Needs Assessment Meeting	<b>Meeting Date:</b> April 10, 2019
<b>Facilitator:</b> Ezra Walling	

Name	Name
Larry Kaufman	
E. Espinoza	
George Estrada	
J. Deaff	
Emma Narvaez	
Ezra Walling	
Phil Stevens	
Sullivan	
Sandra Pina	
Lyndi Onil	
Porter	