

# EDGEWOOD INTERMEDIATE

## Campus Improvement Plan

### 2024/2027

*Edgewood By Choice*



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# EDGEWOOD INTERMEDIATE

## **Mission**

*The Mission of Edgewood ISD, the heart of the community, is to equip all learners for a life of success through caring, engaging, and collaborative instruction in a variety of programs along with competitive extracurricular opportunities that motivate and transform each student to reach his/her full potential to become highly productive citizens.*

## **Vision**

*Edgewood By Choice-Leaders in student success strengthened by hometown values*

*Goal 1: Excellence for all students*

*Goal 2: Students prepared for life beyond Edgewood ISD*

*Goal 3: Positive relationships between students, staff, parents, and community*

### Nondiscrimination Notice

EDGEWOOD INTERMEDIATE does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

## EDGEWOOD INTERMEDIATE Site Base

| Name              | Position                     |
|-------------------|------------------------------|
| Bass, Jennifer    | Classroom Teacher            |
| Erwin, Lindsay    | Special Education Teacher    |
| Wilcoxson, Stormy | Parent                       |
| Williams, Lindsay | Community/Business Owner     |
| Fulwood, Emily    | Principal                    |
| Easley, Terri     | Director of Special Programs |

# EDGEWOOD INTERMEDIATE

**Goal 1.** (Excellence for all Students) Excellence for all Students

**Objective 1.** (Growth Mindset-Students) Growth Mindset-Students

| Activity/Strategy                                                                                                                                                                                                                                                                                                                                                                                                                               | Person(s) Responsible | Timeline             | Resources                                                  | Evaluation |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|----------------------|------------------------------------------------------------|------------|
| 1. Intermediate School Parent Orientation - discussion of the beginning of the year MAP Growth data and individualized student growth goals, grade level content syllabus, grade level and campus expectations, and a parent question and answer session. (Title I SW Elements: 3.1) (Target Group: 3rd,4th,5th)                                                                                                                                | All Staff             | August-October       |                                                            |            |
| 2. Bulldog Academy - using the middle of the year MAP data, students were invited to join the Bulldog Academy for an after-school program focused on instructional gaps and helping students meet progress timelines to master their grade-level TEKS. Students who are in jeopardy of not fulfilling their 90% attendance requirement are also invited to make up time for lost instruction. (Title I SW Elements: 2.6) (Target Group: AtRisk) | Principal , Teachers  | January - May        | (L)Local Fund - \$11,793,<br>(S)State Compensatory Program |            |
| 3. UIL - all students were encouraged to participate. Students are given information about the events and then sign up to try out for the team of their choice. Once the teams are set, students practice on their own and meet as a team and with their coach to polish their knowledge. The cumulative UIL event comprises teams from other districts. (Title I SW Elements: 1.1) (Target Group: All)                                         | Principal , Teachers  | September - December | (L)Local Fund - \$2,700                                    |            |
| 4. WIN (What I Need) daily intervention time is designed to address the academic needs of all students. It focuses on individual areas of weakness and provides targeted support during dedicated intervention time, allowing students to receive personalized instruction. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2)                                                                                        | All Staff             | August - May         | (L)Local Fund , (S)State Compensatory Program              |            |
| 5. Create individualized social, emotional, and academic growth plans for every student. All                                                                                                                                                                                                                                                                                                                                                    | Principal , Teachers  | August - May         | (L)Local Fund , (S)State Compensatory Program              |            |

# EDGEWOOD INTERMEDIATE

**Goal 1.** (Excellence for all Students) Excellence for all Students

**Objective 1.** (Growth Mindset-Students) Growth Mindset-Students

| Activity/Strategy                                                                                                                                                                                      | Person(s) Responsible | Timeline     | Resources                                     | Evaluation |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|--------------|-----------------------------------------------|------------|
| students will create academic growth goals and social/emotional growth goals. (Title I SW Elements: 1.1,2.6) (Target Group: All)                                                                       |                       |              |                                               |            |
| 6. Discipline management plan that focuses on the PBIS (Positive Behaviors and Interventions and Supports approach along with Capturing Kid's Heart (Title I SW Elements: 1.1,2.6) (Target Group: All) | All Staff             | August - May | (F)Title I, Part A - \$2,829                  |            |
| 7. A campus-wide daily schedule that includes an intervention time for all students with a specific focus on individual areas of academic weakness. (Title I SW Elements: 1.1,2.1) (Target Group: All) | All Staff             | August-May   | (L)Local Fund , (S)State Compensatory Program |            |

# EDGEWOOD INTERMEDIATE

**Goal 1.** (Excellence for all Students) Excellence for all Students

**Objective 2.** (Growth Mindset-Counseling and Mental Health) Growth Mindset-Counseling and Mental Health

| Activity/Strategy                                                                                                                                                                                                       | Person(s) Responsible                                                 | Timeline     | Resources     | Evaluation |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|--------------|---------------|------------|
| 1. Promote a safe and drug-free school through Red Ribbon Week activities and ongoing discussions. (Title I SW Elements: 1.1,2.4) (Target Group: All)                                                                   | All Staff                                                             | October      | (L)Local Fund |            |
| 2. Promote a safe and drug-free school through Red Ribbon Week activities, and 5th-grade students attend an Anti-Vaping presentation. (Title I SW Elements: 1.1) (Target Group: 5th)                                    | Mental Health Counselor, Principal , School Counselor PK-12, Teachers | October      | (L)Local Fund |            |
| 3. Guidance Program: Monthly guidance lessons by our guidance counselors. (Title I SW Elements: 1.1) (Target Group: All)                                                                                                | Mental Health Counselor, School Counselor PK-12                       | August - May | (L)Local Fund |            |
| 4. The Play-it Safe Program, presented by the guidance counselors, focuses on abuse awareness and prevention. It uses age-appropriate materials to educate the students. (Title I SW Elements: 1.1) (Target Group: All) | Mental Health Counselor, School Counselor PK-12                       | March - May  |               |            |

# EDGEWOOD INTERMEDIATE

**Goal 1.** (Excellence for all Students) Excellence for all Students

**Objective 3.** (Growth Mindset-Teacher Professional Development) Growth Mindset-Teacher Professional Development

| Activity/Strategy                                                                                                                                                                                                                                                                                                                                                                                                                                       | Person(s) Responsible                                                                                                                 | Timeline      | Resources                                    | Evaluation |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------------------------------|------------|
| 1. Professional Development-curriculum alignment, data, scope & sequence, and technology. (Title I SW Elements: 2.2,2.5,3.2) (Target Group: All)                                                                                                                                                                                                                                                                                                        | Assistant Superintendent, Instructional Technology Coordinator, Principal , Teachers                                                  | August - July | (F)Title II, Part A - \$1,800, (L)Local Fund |            |
| 2. Professional Development-Instructional Strategies during PLC (Title I SW Elements: 1.1,2.5) (Target Group: All)                                                                                                                                                                                                                                                                                                                                      | Assistant Superintendent, Principal , Teachers                                                                                        | August - May  | (L)Local Fund                                |            |
| 3. Behavior Threat Assessment Team-School Safety Center (Title I SW Elements: 2.6) (Target Group: All)                                                                                                                                                                                                                                                                                                                                                  | Assistant Superintendent, Chief of Police, Mental Health Counselor, Principal , School Counselor PK-12, Special Ed Teachers, Teachers | August - May  | (L)Local Fund                                |            |
| 4. DVA Rubric 8.05-9 specific professional development/student-centered training- Participation in professional development activities that include: (1) Region 7 Youth Mental Health First Aid; (2) ACE's Training; (3) Region 7 Substance Abuse Prevention and Intervention; (4) Region 7 Suicide Prevention, Intervention, and Postvention; and (5) Region 7 Grief Informed/Trauma Informed Care. (Title I SW Elements: 1.1,2.6) (Target Group: All) | All Staff                                                                                                                             | August - July | (L)Local Fund - \$525                        |            |
| 5. Participate in staff development on drug prevention, violence prevention, CPR, AED, first aid, Stop the Bleed, CPI, and campus safety. (Title I SW Elements: 2.6) (Target Group: All)                                                                                                                                                                                                                                                                | All Staff                                                                                                                             | August - July | (L)Local Fund - \$525                        |            |

# EDGEWOOD INTERMEDIATE

**Goal 1.** (Excellence for all Students) Excellence for all Students

**Objective 4.** (Growth Mindset- Curriculum Alignment-Instructional Strategies) Growth Mindset- Curriculum Alignment-Instructional Strategies

| Activity/Strategy                                                                                                                                                                                                                                                                                 | Person(s) Responsible                                                                           | Timeline      | Resources                                               | Evaluation |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|---------------|---------------------------------------------------------|------------|
| 1. Provide opportunities for planning, alignment of instruction, and data discussions between the general and special education teachers. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: SPED)                                                                                                 | Assistant Superintendent, Principal , Special Ed Teachers, Teachers                             | August - July | (L)Local Fund                                           |            |
| 2. Curriculum Alignment for RLA, Math, Science, and Social Studies-Vertical Team Meetings (Title I SW Elements: 1.1,2.5) (Target Group: All)                                                                                                                                                      | Assistant Superintendent, Instructional Technology Coordinator, Principal , Teachers            | August - July | (L)Local Fund , (S)State Compensatory Program           |            |
| 3. Cross-Curriculum Team Meetings/Grade Level Meeting (Title I SW Elements: 1.1,2.1,2.2,2.5) (Target Group: All)                                                                                                                                                                                  | Principal , Teachers                                                                            | August - May  | (L)Local Fund                                           |            |
| 4. Alignment of Instructional Strategies (Title I SW Elements: 1.1,2.5) (Target Group: All)                                                                                                                                                                                                       | Assistant Superintendent, Special Programs Administrator, Teachers                              | August - July | (L)Local Fund , (S)State Compensatory Program           |            |
| 5. Integration of Technology: Technology Applications TEKS - Once a week, students participate in a technology/library rotation that allows for hands-on learning of technology skills, which can then be utilized in other academic settings. (Title I SW Elements: 1.1,2.5) (Target Group: All) | Instructional Aide, Instructional Technology Coordinator, Teachers                              | August - May  | (L)Local Fund - \$1,010                                 |            |
| 6. Accelerated Instruction-HB4545-HB1416 - summer school opportunities, as well as dedicated time during the instructional day. (Title I SW Elements: 1.1,2.6) (Target Group: AtRisk)                                                                                                             | Assistant Superintendent, Principal , Teachers , Title I Intervention Teacher                   | August - June | (L)Local Fund , (S)State Compensatory Program           |            |
| 7. WIN time - focused on curriculum alignment, MAP growth data, enrichment, and remedial instruction. (Title I SW Elements: 1.1,2.1,2.2,2.5,2.6) (Target Group: All)                                                                                                                              | Dyslexia Teacher, ESL Teacher , GT Teacher, Principal , Teachers , Title I Intervention Teacher | August - May  | (L)Local Fund - \$16,378, (S)State Compensatory Program |            |

# EDGEWOOD INTERMEDIATE

**Goal 1.** (Excellence for all Students) Excellence for all Students

**Objective 5.** (Growth Mindset-Curriculum Alignment-Programs) Growth Mindset-Curriculum Alignment-Programs

| Activity/Strategy                                                                                                                        | Person(s) Responsible                                                                                            | Timeline    | Resources                                            | Evaluation |
|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-------------|------------------------------------------------------|------------|
| 1. Provide Gifted and Talented services to identified students through a pull-out program. (Title I SW Elements: 1.1) (Target Group: GT) | GT Teacher, Principal                                                                                            | August-May  | (L)Local Fund                                        |            |
| 2. Curriculum Alignment for Special Programs-SPED (Title I SW Elements: 1.1,2.6) (Target Group: SPED)                                    | Assistant Superintendent, Principal , Special Ed Teachers, Special Programs Administrator                        | August-July | (L)Local Fund - \$4,700                              |            |
| 3. Curriculum Alignment for Special Programs-Dyslexia/Dysgraphia (Title I SW Elements: 1.1,2.5,2.6) (Target Group: SPED,Dys,504)         | Assistant Superintendent, Dyslexia Teacher, Principal , Special Ed Teachers, Special Programs Administrator      | August-July | (L)Local Fund                                        |            |
| 4. Curriculum Alignment for Special Programs-504 (Title I SW Elements: 1.1,2.5,2.6) (Target Group: 504)                                  | Assistant Superintendent, Principal , Special Programs Administrator, Teachers                                   | August-July | (L)Local Fund                                        |            |
| 5. Curriculum Alignment for Special Programs-EB (Title I SW Elements: 1.1,2.5,2.6) (Target Group: ESL,EB)                                | Assistant Superintendent, ESL Teacher , Principal , Special Programs Administrator, Title I Intervention Teacher | August-July | (L)Local Fund - \$385, (S)State Compensatory Program |            |
| 6. Curriculum Alignment for Special Programs-At-Risk (Title I SW Elements: 1.1,2.5,2.6) (Target Group: AtRisk)                           | Assistant Superintendent, Principal , Teachers , Title I Intervention Teacher                                    | August-July | (L)Local Fund , (S)State Compensatory Program        |            |
| 7. Curriculum Alignment for Special Programs-MTSS (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All)                                 | Assistant Superintendent, Principal , Special Programs Administrator, Teachers , Title I Intervention Teacher    | August-July | (L)Local Fund , (S)State Compensatory Program        |            |

# EDGEWOOD INTERMEDIATE

**Goal 1.** (Excellence for all Students) Excellence for all Students

**Objective 6.** (Growth Mindset- Curriculum Alignment-Assessments) Growth Mindset- Curriculum Alignment-Assessments

| Activity/Strategy                                                                                                                                                                                                    | Person(s) Responsible                                                                                                              | Timeline    | Resources                                     | Evaluation |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------------------------------------------|------------|
| 1. Assessments-STAAR/STAAR ALT 2 (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All)                                                                                                                              | Assistant Superintendent, Principal , Special Programs Administrator, Teachers                                                     | August-July | (L)Local Fund                                 |            |
| 2. Assessments-TELPAS/TELPAS ALT (Title I SW Elements: 1.1,2.6) (Target Group: ESL,EB)                                                                                                                               | Assistant Superintendent, District Testing Coordinator, ESL Teacher , Special Programs Administrator, Title I Intervention Teacher | August-July | (L)Local Fund                                 |            |
| 3. Assessment-Student Growth with TIA (Title I SW Elements: 1.1) (Target Group: All)                                                                                                                                 | Assistant Superintendent, Principal , TIA Coordinator                                                                              | August-July | (L)Local Fund - \$5,780                       |            |
| 4. Assessments- Campus-Based Student Growth Measures to monitor progress throughout the units of instruction to guide real-time response to student learning. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) | Principal , Teachers                                                                                                               | August-July | (L)Local Fund , (S)State Compensatory Program |            |

# EDGEWOOD INTERMEDIATE

**Goal 2.** (Students Prepared for Life Beyond Edgewood ISD) Students Prepared for Life Beyond Edgewood ISD

**Objective 1.** (College and Career Ready) College and Career Ready-Academic Advisor

| Activity/Strategy                                                                                                                                                                                                                                                                                                                               | Person(s) Responsible                    | Timeline     | Resources     | Evaluation |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|--------------|---------------|------------|
| 1. Utilize the college and career readiness standards in daily instruction. (Title I SW Elements: 1.1,2.1) (Target Group: All)                                                                                                                                                                                                                  | All Staff                                | August-July  | (L)Local Fund |            |
| 2. Career exploration through the AgiLife extension program, Ag in the Classroom. (Title I SW Elements: 1.1,2.1) (Target Group: All)                                                                                                                                                                                                            | All Staff                                | August - May | (L)Local Fund |            |
| 3. Students participate in BizWorld, a program that teaches them about entrepreneurship and business through hands-on, project-based learning. The program aims to empower them with financial literacy and 21st-century skills. (Title I SW Elements: 1.1,2.1) (Target Group: 5th)                                                             | Instructional Aide, Principal , Teachers | August - May | (L)Local Fund |            |
| 4. Students participate in Biz-World, an interdisciplinary, project-based program that allows students to start and run their own companies, learning about entrepreneurship, business, and finance while reinforcing math, social studies, language arts, and economics (Title I SW Elements: 1.1,2.1) (Target Group: 4th)                     | Instructional Aide, Principal , Teachers | August - May | (L)Local Fund |            |
| 5. Students participate in the Biz World, a program, which is designed to teach elementary school students about entrepreneurship, business, and finance through hands-on learning. Students create and run their own companies, reinforcing math, social studies, and language arts skills. (Title I SW Elements: 1.1,2.1) (Target Group: 3rd) | Instructional Aide, Principal , Teachers | August - May | (L)Local Fund |            |

# EDGEWOOD INTERMEDIATE

**Goal 2.** (Students Prepared for Life Beyond Edgewood ISD) Students Prepared for Life Beyond Edgewood ISD

**Objective 2.** (College and Career Ready-Technology) College and Career Ready-Technology

| Activity/Strategy                                                                                                                                                                              | Person(s) Responsible                                                                                                         | Timeline      | Resources               | Evaluation |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|---------------|-------------------------|------------|
| 1. Library Technology time-technology TEKS are implemented during cross-curricular activities each week during the students' library times. (Title I SW Elements: 1.1,2.5) (Target Group: All) | Instructional Aide, Instructional Technology Coordinator, Principal , Teachers                                                | August-July   | (L)Local Fund           |            |
| 2. Access to technology resources (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All)                                                                                                       | Assistant Superintendent, Director of Technology & Communications, Instructional Technology Coordinator, Principal            | August-July   | (L)Local Fund           |            |
| 3. Technology-Instructional Programs (Title I SW Elements: 1.1) (Target Group: All)                                                                                                            | Assistant Superintendent, Director of Technology & Communications, Instructional Technology Coordinator, Principal , Teachers | August-July   | (L)Local Fund           |            |
| 4. Cybersecurity-Teachers/students (Title I SW Elements: 2.1) (Target Group: All)                                                                                                              | All Staff                                                                                                                     | August-July   | (L)Local Fund - \$1,133 |            |
| 5. Technology-Professional Development (programs, software, hardware, etc.) (Title I SW Elements: 1.1,2.1) (Target Group: All)                                                                 | Assistant Superintendent, Director of Technology & Communications, Principal , Teachers                                       | August - July | (L)Local Fund           |            |

# EDGEWOOD INTERMEDIATE

**Goal 2.** (Students Prepared for Life Beyond Edgewood ISD) Students Prepared for Life Beyond Edgewood ISD

**Objective 3.** (Soft Skills) Soft Skills

| Activity/Strategy                                                                                                                        | Person(s) Responsible | Timeline    | Resources     | Evaluation |
|------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------|---------------|------------|
| 1. Students can earn a Bulldog Brag by being responsible, respectful, safe, and kind. (Title I SW Elements: 1.1,2.1) (Target Group: All) | All Staff             | August-July | (L)Local Fund |            |

# EDGEWOOD INTERMEDIATE

**Goal 3.** (Positive Relationships Between Students, Staff, Parents, and Community) Positive Relationships Between Students, Staff, Parents, and Community

**Objective 1.** (Strong Community-Communications and Public Relations) Strong Community-Communications and Public Relations

| Activity/Strategy                                                                                                                                                                                                                                                                   | Person(s) Responsible | Timeline     | Resources | Evaluation |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|--------------|-----------|------------|
| 1. Class Dojo is a platform that enables communication and engagement with students and families, and also includes a classroom management tool to promote positive behaviors in the classroom and throughout the campus. (Title I SW Elements: 1.1,2.1,3.1)<br>(Target Group: All) | All Staff             | August-July  |           |            |
| 2. Classroom newsletters are sent home every two weeks to communicate lessons and units being taught, upcoming events, and important dates. (Title I SW Elements: 2.1,2.3,3.1)<br>(Target Group: All)                                                                               | Principal , Teachers  | August - May |           |            |

# EDGEWOOD INTERMEDIATE

**Goal 3.** (Positive Relationships Between Students, Staff, Parents, and Community) Positive Relationships Between Students, Staff, Parents, and Community

**Objective 2.** (Strong Community-Safety) Strong Community-Safety

| Activity/Strategy                                                                                                                                 | Person(s) Responsible                       | Timeline    | Resources | Evaluation |
|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|-------------|-----------|------------|
| 1. Campus Responsive Teams include-CPR, First Aid, Stop the Bleed, CPI, Threat Assessment,SSST (Title I SW Elements: 1.1,2.1) (Target Group: All) | All Staff                                   | August-July |           |            |
| 2. Emergency Operations Plans (Title I SW Elements: 1.1) (Target Group: All)                                                                      | Chief of Police, Principal , Superintendent | August-July |           |            |

# EDGEWOOD INTERMEDIATE

**Goal 3.** (Positive Relationships Between Students, Staff, Parents, and Community) Positive Relationships Between Students, Staff, Parents, and Community

**Objective 3.** (Relationships-Student Voice) Relationships-Student Voice

| Activity/Strategy                                                                                                                                                                                                 | Person(s) Responsible                                                                         | Timeline    | Resources     | Evaluation |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-------------|---------------|------------|
| 1. Campus parent/student surveys to address the social-emotional needs of our students and parents. (Title I SW Elements: 1.1,2.1,2.2,3.1) (Target Group: All)                                                    | Assistant Superintendent, Director of Technology & Communications, Principal , Superintendent | August-July |               |            |
| 2. Promote character education and good-decision making through programs and initiatives such as Bulldog Brag, Bulldog Resets, PBIS, and Capturing Kids' Heart (Title I SW Elements: 1.1,2.1) (Target Group: All) | All Staff                                                                                     | August-July | (L)Local Fund |            |
| 3. Teacher survey (Title I SW Elements: 1.1,2.1) (Target Group: All)                                                                                                                                              | Assistant Superintendent, Principal , Superintendent                                          | August-July |               |            |

# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

Enrollment has remained steady over the past 3 years from around 200-206. Teacher to student ratio currently is on average 18 to 1. Demographics are listed below:

Eco. Dis. 52%At-Risk 23%SPED 16%504 9%Dys. 9%ESL 4%GT 8%

### Demographics Weaknesses

Areas of weakness show students who are identified as economically disadvantaged tend to perform at a lower standard than non-economically disadvantaged students on state assessments.

### Demographics Needs

There is a need to ensure that all students of all demographics and special populations show academic growth on district and state assessments.

### Demographics Summary

Awareness of special population and economically disadvantaged students is an area of focus for the campus which shows a need to provide extra support during Intervention and after school tutorials.

## Student Achievement

### Student Achievement Strengths

In order to ensure awareness of students academic needs, data Dig meetings are used to disaggregate data from STAAR, MAP, benchmarks, formative assessments, and unit assessments. Being aware of individual student performance and planning lessons to fit the strengths and weakness of all students. Data Dig days after assessments give teachers the opportunity to look at individual student data and make a plan for small group instruction, Interventions, and after school academies. Over the last year, students have shown a steady rate of growth in our MAP data from assessment to assessment.

# Comprehensive Needs Assessment

## Student Achievement Strengths (Continued)

Intervention time is provided daily to meet the needs of students in their area of need. Students were placed in intervention groups with other students with corresponding strengths and weaknesses. The MAP growth from BOY to MOY shows that specific intervention groups is helping our students to grow in their reading and math skills. Students identified as low achievement in MAP are making their projected growth goals.

## Student Achievement Weaknesses

An area of concern is our GT and high achievement students not meeting their projected growth measures on MAP and STAAR.

## Student Achievement Needs

Intervention and tutoring needs to focus on all students from low academic to high academics in order to show academic growth for all students.

## Student Achievement Summary

Systems in place to disaggregate data are effective in identifying areas of strengths and weaknesses. Next steps are to ensure that all staff focus on growth for all students through purposeful lesson planning and intervention planning using data results.

# School Culture and Climate

## School Culture and Climate Strengths

Past staff surveys show mostly a positive climate for the campus.

## School Culture and Climate Weaknesses

Areas of concern are in communication between staff and parents. There is a need for appropriate lines of communication in various ways.

# Comprehensive Needs Assessment

## School Culture and Climate Needs

There is a need for more school culture and climate surveys for both students and teachers in order to determine overall climate of the campus.

## School Culture and Climate Summary

For the most part, staff feel the campus has a positive climate, but there is a need to gather more information from students and parents.

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Strengths

All teachers are considered highly qualified. All paraprofessionals have completed some post-secondary coursework or they have attended the Paraprofessional Institute offered by Region 7.

### Staff Quality, Recruitment and Retention Weaknesses

There is a not an effective teacher or staff mentor program.

### Staff Quality, Recruitment and Retention Needs

There is a need for a teacher and staff mentor program.

### Staff Quality, Recruitment and Retention Summary

All staff are highly qualified and receive professional development. There is a need for a teacher and staff mentor program in order to improve the quality of the staff and for retention.

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment

### Curriculum, Instruction and Assessment Strengths

Data analysis from STAAR, MAP, and formative and unit assessments are used to inform and drive instruction to meet the strengths and weaknesses of all students. Special programs meetings (ARD, 504, LPAC, and RTI) are used to evaluate assessment decisions and discuss individual student progress.

Developing and growing our RTI process has been a focus. Intervention times and strategies are constantly evaluated to ensure that all students are receiving the services they need. RTI meetings held each grading period and after assessments allows the opportunity to address student progress and make a plan for specific intervention with the Title I teacher or other support personnel. Students who are not successful in mastering their objectives for each grading period receive specific, targeted intervention in a small group setting outside of the classroom.

Through the use of formative assessments that target specific standards, student performance is evaluated at intervals small enough to make instructional adjustments. MAP assessments are also used in instructional decision making.

### Curriculum, Instruction and Assessment Weaknesses

Data from STAAR and MAP assessments show that students are making adequate progress on student achievement, but not enough progress to meet yearly growth goals. Data also shows that we have a significant number of students who are meeting their achievement goals, but not hitting their projected growth measures. This drop in growth is hitting our high achieving and GT students at a higher rate than other student populations.

### Curriculum, Instruction and Assessment Needs

There is a need for professional development that addresses how to align instructional strategies and activities with student needs and expectations for learning.

### Curriculum, Instruction and Assessment Summary

Overall, student achievement is consistent, but there is a need for focus on growth for all students in all demographic areas and special populations. There is a need for professional development for staff in order to use data to direct instruction to ensure growth for all.

# Comprehensive Needs Assessment

## Family and Community Involvement

### Family and Community Involvement Strengths

The campus improvement committee consists of parents as well as of members of the community. In order to meet the needs of our ESL students, the campus has a a paraprofessional who speaks Spanish and is our main communication between teachers and parents who speak Spanish.

Through a partnership with Edgewood Community Connections we have Go-Bags Weekend program, school supply closet, and support for providing water and snacks during state testing days.

### Family and Community Involvement Weaknesses

The campus has very few activities and programs that involve parents getting involved in their child's academic progress.

### Family and Community Involvement Needs

There is a need to increase and strengthen family and community involvement.

### Family and Community Involvement Summary

Overall, the campus has very limited involvement with parents and community. There is a need to find ways to increase these partnerships.

## School Context and Organization

### School Context and Organization Strengths

Scheduling is created in an way to increase large blocks of uninterrupted instructional time. The schedule includes a daily intervention time for all students. Student data on MAP shows that intervention time is having a positive effect on students growth.

Teachers are given the flexibility to set up their own pacing calendar following campus expectations for assessments each grading period. Teachers create their own

# Comprehensive Needs Assessment

## School Context and Organization Strengths (Continued)

assessments using TEKS Resource using data from data dig meetings.

## School Context and Organization Weaknesses

Schedules are constantly being adjusted to ensure instruction time is takes top priority.

## School Context and Organization Needs

There is a need for survey of students, teachers, and parents in order to provide input.

## School Context and Organization Summary

Instruction drives the schedule and allows ways to maximize instruction time. There is a need to continually adjust the schedule and for input from all stakeholders.

# Technology

## Technology Strengths

Currently, the campus is one to one with chromebooks. Students are assigned a chromebook that they use all day long in each class. We also have an iPad cart in the library that can be checked out by the teachers. Each classroom has a smartboard and a document camera.

The district has provided a variety of professional development in technology instructional use through Google classroom, hyperdocs, EduPuzzle, screencastify, and FlipGrid.

Teachers have access to a variety of technology programs such as, Education Galaxy in Math, Reading, Writing, and Science; Freckle Math, Social Studies Weekly, StemScopes in science, BrainPop, StoryWorks, Scholastic Super Science, prodigy, AR reading, and many others. Assessments are also given online such as the MAP assessment which is given beginning, middle, and end of year.

## Technology Weaknesses

# Comprehensive Needs Assessment

Potential barriers to technology use include the issues with wifi signal due to building construction, the need to ensure teachers are supported in implementing technology in their instruction, and supporting students in their technology use.

## Technology Needs

There is a need for continued professional development in order to support teachers and staff with the use of technology programs and how to use technology to aid instruction for online learning.

## Technology Summary

Overall, the campus is fortunate to have a one to one situation with chromebooks to students. Professional development has also been a focus of the district. But, there is a need to continue supporting teachers as they implement technology in their instruction and prepare rigorous, academic lesson for online learning.

# Comprehensive Needs Assessment Data Sources

Disaggregated STAAR Data  
District Policies  
Highly Qualified Staff  
Multi-Year Trends  
Parent Participation  
Parental Involvement Policy  
PEIMS Reports  
Special Programs Evaluations  
Special Student Populations  
Staff Development  
Staff/Parents/Community/ Business members involved w/SBDM  
Standardized Tests  
Summary of Student Progress (not taking STAAR)  
Survey and Interviews of Students/Staff/Parents