

**DeSoto Independent School District**  
**East Middle School**  
**2018-2019 Campus Improvement Plan**

**Accountability Rating: Met Standard**

**Distinction Designations:**  
Top 25 Percent: Comparative Academic Growth



# Mission Statement

The mission of DeSoto East Middle School is to achieve academic and social excellence through knowledge, respect, and responsibility.

## Core Beliefs

Knowledge

Respect

Responsibility

# Table of Contents

Comprehensive Needs Assessment .....	4
Needs Assessment Overview .....	4
Demographics .....	6
Student Achievement .....	7
Staff Quality, Recruitment, and Retention .....	9
Curriculum, Instruction, and Assessment .....	10
School Context and Organization .....	11
Technology .....	12
Comprehensive Needs Assessment Data Documentation .....	13
Goals .....	15
Goal 1: Increase Student Achievement .....	15
Goal 2: Improve the quality of instruction .....	22
Goal 3: Maintain a positive, orderly and safe learning climate .....	25
Goal 4: Build partnership with parents, community, local colleges and universities .....	29
Goal 5: Create a technology enriched school that transforms the delivery of instruction and prepares students for the competitive workplace .....	31
Goal 6: Improve the hiring and retention of quality teachers .....	32
Goal 7: Improve effective communication for district and campus information, programs and events .....	32
Goal 8: Improve financial stability of district .....	32
Comprehensive Support Strategies .....	33
Title I Schoolwide Elements .....	34
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA) .....	34
1.1: Comprehensive Needs Assessment .....	34
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP) .....	34
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE) .....	34

# Comprehensive Needs Assessment

## Needs Assessment Overview

The campus is in need of several technology items, educational software to promote student practice and whiteboards in several classrooms.

There is still a need to increase parental and community involvement and the refinement of parent communication.

There is always a need for more campus professional development.

The campus is in need of instructional materials that will address question banks, supplemental resources for all content areas,

Students need more opportunities to get involved in extracurricular activities and a wider variety of choices, academic as well as non-academic.

The Science Department has identified the need to do more interdisciplinary work to help students see the connection between ideas in various content areas. Teachers also felt there was a need for professional development within the department. Class sizes last year, especially in the seventh grade were very large so there is a need for reduced class sizes for lab safety. Another need the science department noted was the need to do weekly labs so the students get the hands-on experiences to solidify the concepts.

The Math department made great strides last year but realizes there is room for improvement. Their data analysis showed a need to implement in class, small group interventions to assist struggling students immediately. They also saw a need for math computer software to supplement materials already used in the classroom. Professional development in the area of differentiation and hands-on learning was another area.

The English Language Arts department expressed a need for the vertical alignment of TEKS and materials. The etymology of words is a school-wide need to enhance the vocabulary of our students. Reading incentives to encourage students to read more for pleasure is important as well. There is a need for decreasing the number of students in a given classroom. Also, we must block scheduling of the ELAR classes to prevent wasted class time and large class sizes.

The Social Studies Department expressed a need for common planning time for all social studies teachers.

Along with the needs assessment, the campus wrote goals. They are listed below.

Campus-Wide Goal- By the end of the school year, East students will be able to score 70% and above in all content areas.

Math -By the end of school year, the EMS students will have achieved 80% at approaching, 40% at meets levels, and 25% at mastery levels.

ELAR-By the end of the school year, students will have achieved 70% at approaching level, 30% at meets level, and 15% at mastery level on all ELAR/Writing STAAR test

Science-By the end of the school year, the students of East Middle School will have achieved 70% at approaching level, 50% at meets level, and 30% at mastery level on 8th Grade STAAR.

Social Studies-By the end of the school year, students will have achieved 80% at approaching level, 40% at meets level, and 25% at mastery level on the 8th grade Social Studies STAAR test.

# Demographics

## Demographics Summary

Background:

### Demographics

Overall	575
African American	477
Hispanic	75
Asian	2
White	10
Two or More Races	11
ECD	509
SPED	62
504	36
LEP	25

# Student Achievement

## Student Achievement Summary

East Middle School has earned the distinction designation of Top 25%: Comparative Academic Growth.

## Student Achievement Strengths

Subject	2016	2017	2018
6th Reading		56	46
6th Math			45
7th Reading		64	64
7th Math			49
7th Writing			61
8th Math			
8th Reading		84	81
8th Science		67	57
8th Social Studies		32	46

Algebra I	100	100
English I		

8th English I

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** There is a need to increase student performance in all grade levels for reading. **Root Cause:** Low performance in reading.

**Problem Statement 2:** There is a need to increase student performance in 7th grade writing. **Root Cause:** Low performance in writing.



# **Staff Quality, Recruitment, and Retention**

## **Staff Quality, Recruitment, and Retention Summary**

East Middle School Currently has vacancies for English Language Arts Teachers. Currently, the positions are being filled with long term subs.

## **Staff Quality, Recruitment, and Retention Strengths**

East Middle School will continue to actively seek new talent and individuals who can add to the success of the campus. There is very high turnover each year due to administration changes.

## **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** East Middle School will need more experienced teachers in all content areas to address good first instruction.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

East Middle School currently uses Instructional planning documents in addition to various supplemental resources for curriculum. Assessments are written by district content supervisors to ensure that teaching, assessment, and the curriculum are all aligned. Supplemental STAAR Resources include Measuring UP, Mentoring Minds, Sirius Math and the use of the state adopted textbook materials.

## Curriculum, Instruction, and Assessment Strengths

1. Teachers have instructional Planning guides and are meeting frequently during their planning and Professional Learning Communities to ensure that they teach to the depth and rigor of the various student expectations.
2. Teachers utilize pacing calendars to keep up with the scope and sequence of content areas.
3. Teachers are supported by the instructional campus coordinator, interventionist, and the A2E2 master teachers to ensure that teaching, instruction, and assessment are aligned with the teks. District and Campus Instructional Leadership Team support teachers to ensure that engaged, student-centered instruction is taking place in all classrooms.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** More question banks are needed to create common assessments and teacher made tests aligned to the new teks and STAAR standards.

**Problem Statement 2:** More supplemental resources for social studies and science are especially needed.

**Problem Statement 3:** A separate scope and sequence with the use of additional supplemental resources is needed for all pre-ap classes to ensure the differentiation for higher performing students.

**Problem Statement 4:** A separate scope and sequence with the use of additional supplemental resources is needed for all SPED/Resource classes to ensure the differentiation for students who perform at slower rates.

# School Context and Organization

## School Context and Organization Summary

The campus has a principal, two assistant principals, an instructional coordinator, a counselor, and two interventionists. There are approximately 60 faculty members (50 teachers and 10 paraprofessionals/other). This doesn't include custodians and cafeteria workers.

## School Context and Organization Strengths

There are various levels of support for the teachers to aid with instructional needs. There are several district professional development workshops to support content teachers with learning the pedagogy presented by district content supervisors. In addition, the instructional campus coordinator, A2E2 master teachers, and interventionist help teachers by supporting them on pedagogical techniques to enhance classroom instruction.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** East Middle School Teachers are in need of classroom management district and campus professional development.

**Problem Statement 2:** East Middle School Core Teachers are in need of half day planning sessions during the nine week period to address instructional needs and strategies to promote student achievement.

# Technology

## Technology Summary

Technology is improving at East Middle School, but more technology is needed so that all teachers can integrate 21st-century skills with learning every day in the classroom and to engage and increase student Performance. A one to one ratio of Chromebooks is desired (class sets for all teachers). East has approximately 10 computer carts with at least 25 computers available in each cart.

## Technology Strengths

All East teachers have district-issued laptops.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** A class set o chromebooks or laptops is needed for each core class.

**Problem Statement 2:** Core Classrooms are in need of working classroom projectors/boxlights.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Violence and/or violence prevention records

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

### **Parent/Community Data**

- Parent Involvement Rate
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

## Goal 1: Increase Student Achievement

**Performance Objective 1:** 7% increase in all student groups in Reading

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 4 1) Tutorials for low performing students	All content teachers and administration	Increased student achievement on various assessments.				
<b>Funding Sources:</b> 211 - Title I - 20000.00						
<b>Critical Success Factors</b> CSF 1 CSF 2 2) Progress Checks	All professional staff	Increased student achievement				
<b>Critical Success Factors</b> CSF 1 CSF 2 3) Portfolios	Content teachers	Portfolios are present in the classes and current.				

**Goal 1:** Increase Student Achievement

**Performance Objective 2:** 7% increase in all student groups in Math

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 4 1) Tutorials for low performing students	All content teachers and administration <b>Funding Sources:</b> 211 - Title I - 20000.00	Increased student achievement on various assessments.				
<b>Critical Success Factors</b> CSF 1 CSF 2 2) Progress Checks	All professional staff	Increased student achievement				
<b>Critical Success Factors</b> CSF 1 CSF 2 3) Portfolios	Content teachers	Portfolios are present in the classes and current.				







**Goal 1: Increase Student Achievement**

**Performance Objective 3: 7% increase in all student groups in Writing**

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

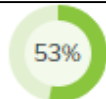


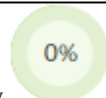

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 4 1) Tutorials for low performing students	All content teachers and administration <b>Funding Sources:</b> 211 - Title I - 20000.00	Increased student achievement on various assessments.				
<b>Critical Success Factors</b> CSF 1 CSF 2 2) Progress Checks	All professional staff	Increased student achievement				
<b>Critical Success Factors</b> CSF 1 CSF 2 3) Portfolios	Content Teachers	Portfolios are present in the classes and current.				
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools <b>Critical Success Factors</b> CSF 1 CSF 2 4) Ensure that all ELARW teachers are utilizing Mentoring Minds	ELARW Teachers	Increased student achievement in writing and reading				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished                 </div> <div style="text-align: center;">  = Continue/Modify                 </div> <div style="text-align: center;">  = No Progress                 </div> <div style="text-align: center;">  = Discontinue                 </div> </div>						

**Goal 1: Increase Student Achievement**

**Performance Objective 4: 7% increase in all student groups in Science**

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**



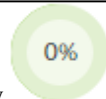

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 4 1) Tutorials for low performing students	All content teachers and administration	Increased student achievement on various assessments.				
<b>Funding Sources:</b> 211 - Title I - 20000.00						
<b>Critical Success Factors</b> CSF 1 CSF 2 2) Progress Checks	All professional staff	Increased student achievement				
<b>Critical Success Factors</b> CSF 1 CSF 2 3) Portfolios	Content teachers	Portfolios are present in the classes and current.				
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 4) Utilize Sirius Education to address low performing TEKS	Content Teachers	Increase student achievement.  This tool will aid content area teachers in explaining STAAR concepts.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

**Goal 1: Increase Student Achievement**

**Performance Objective 5: 7% increase in all student groups in Social Studies**

**Evaluation Data Source(s) 5:**

**Summative Evaluation 5:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 4 1) Tutorials for low performing students	All content teachers and administration	Increased student achievement on various assessments.				
<b>Funding Sources:</b> 211 - Title I - 20000.00						
<b>Critical Success Factors</b> CSF 1 CSF 2 2) Progress Checks	All professional staff	Increased student achievement				
<b>Critical Success Factors</b> CSF 1 CSF 2 3) Portfolios	Content Teachers	Portfolios are present in the classes and current.				
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools <b>Critical Success Factors</b> CSF 1 CSF 2 4) Teachers will utilize Sirius Education	Content Area Teachers	Increased Student achievement.				
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools <b>Critical Success Factors</b> CSF 1 CSF 2 5) Teachers will Utilize Measuring Up Live to promote student practice	8th grade Social Studies teachers	Increased student achievement in social studies				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						


**Goal 1: Increase Student Achievement**

**Performance Objective 6: Increase in SPED and ESL scores across grade levels and subjects**


**Evaluation Data Source(s) 6:**

**Summative Evaluation 6:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 4 1) Tutorials for low performing students	All content teachers and administration	Increased student achievement on various assessments.				
<b>Critical Success Factors</b> CSF 1 CSF 2 2) Progress Checks	All professional staff	Increased student achievement				
<b>Critical Success Factors</b> CSF 1 CSF 2 3) Portfolios	Content Teachers	Portfolios are present in the classes and current.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**Goal 1:** Increase Student Achievement

**Performance Objective 7:** Student achievement will increase by at least 5% in all STAAR tested areas.

**Evaluation Data Source(s) 7:**

**Summative Evaluation 7:**





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Use Motivation Series from Mentoring Minds to prepare students for STAAR tests</p>	<p>All STAAR tested subject teachers &amp; administration</p> <p><b>Funding Sources:</b> 211 - Title I - 20282.20</p>	Increase in STAAR performance				
<p>2) Ensure that staff and students have all necessary instructional supplies.</p>	<p>Administration and department chairs</p> <p><b>Funding Sources:</b> 211 - Title I - 2013.15</p>	Supplies readily available.				
<p><b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Improve low-performing schools <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>3) Update Data Room with magnetic boards, sticky notes and student and teacher names for data tracking.</p>	<p>All instructional staff</p>	Data room stays current and specific to individual students				

# Goal 2: Improve the quality of instruction

Performance Objective 1: Provide professional development for staff

Evaluation Data Source(s) 1:

Summative Evaluation 1:

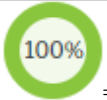

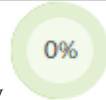

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p><b>TEA Priorities</b>                      Improve low-performing schools                      Build a foundation of reading and math</p> <p><b>Critical Success Factors</b>                      CSF 1 CSF 7</p> <p>1) Higher order thinking, metacognitive, &amp; close reading strategies for Reading teachers</p>	Administration and Reading teachers	PD occurs and strategies implemented in the classes				
<p>  = Accomplished                        = Continue/Modify                        = No Progress                        = Discontinue                 </p>						

**Goal 2:** Improve the quality of instruction

**Performance Objective 2:** Departmental visions with measurable components

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 1) Create visions for each department	Department chairs	Visions completed and posted on campus				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

**Goal 2:** Improve the quality of instruction

**Performance Objective 3:** Dis-aggregate student assessment data

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 2 1) Keep and maintain a campus data room	Instructional coordinator and core teachers <b>Funding Sources:</b> 211 - Title I - 592.22	increased student achievement				



# Goal 3: Maintain a positive, orderly and safe learning climate

Performance Objective 1: Positive rewards for academics and behavior

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 6  1) Eagle Time	All staff	Students earning Eagle Time				

**Goal 3:** Maintain a positive, orderly and safe learning climate

**Performance Objective 2:** Build staff culture and campus climate

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

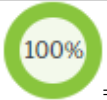

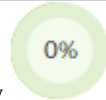

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Additional Radios for staff to increase monitoring and security	Administration	Communication on campus				
<b>Funding Sources:</b> 211 - Title I - 2000.00						

**Goal 3:** Maintain a positive, orderly and safe learning climate

**Performance Objective 3:** Administrative professional development

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<b>Critical Success Factors</b> CSF 3 1) Attend Personnel Law Conference	Principal	Conference attendance				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

**Goal 3:** Maintain a positive, orderly and safe learning climate

**Performance Objective 4:** Create a sense of responsibility in students and track attendance

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 1) School Conductor software and kiosk	Attendance Clerk and Admin <b>Funding Sources:</b> 211 - Title I - 500.00	Fewer student tardies				

# Goal 4: Build partnership with parents, community, local colleges and universities

**Performance Objective 1:** Invite parents and stakeholders to campus events

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

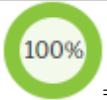

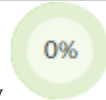

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<b>Critical Success Factors</b> CSF 5 1) Goals night and community cookout	All staff	Successful parent turn out				
<b>Funding Sources:</b> 199 - Local - 350.00						
<b>Critical Success Factors</b> CSF 5 2) Grandparents' Day	Counselors	Successful grandparent turn out				
<b>Funding Sources:</b> 199 - Local - 60.00						
<b>Critical Success Factors</b> CSF 5 3) Fall Festival	All staff	Fall festival occurs and community involvement.				
<b>Critical Success Factors</b> CSF 5 4) Muffins for Mom	Counselors	Event occurs				
<b>Funding Sources:</b> 211 - Title I - 250.00						
<b>Critical Success Factors</b> CSF 5 5) Family Carnival Night-Math,ELAR,Science, Social Studies Night	Content area teachers and administrators	Family Carnival Night occurs with parent and student participation				
<b>Funding Sources:</b> 211 - Title I - 600.00						

**Goal 4:** Build partnership with parents, community, local colleges and universities

**Performance Objective 2:** Students participate in UIL activities

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<b>Critical Success Factors</b> CSF 6 1) Choir performs in UIL choir competition						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

# Goal 5: Create a technology enriched school that transforms the delivery of instruction and prepares students for the competitive workplace

Performance Objective 1: Install / Update technology in classrooms

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 1) Install and maintain classroom Boxlights						
<b>Funding Sources:</b> 211 - Title I - 295.00						
<b>Critical Success Factors</b> CSF 1 2) Purchase Chromebooks for computer based programs	Media Specialist and teachers	Chromebooks on campus				
<b>Funding Sources:</b> 211 - Title I - 9410.00						
<b>Critical Success Factors</b> CSF 1 3) Purchase new document cameras and projectors	Media Specialist and teachers	New document cameras				
<b>Funding Sources:</b> 211 - Title I - 4211.46						

**Goal 6: Improve the hiring and retention of quality teachers**

**Goal 7: Improve effective communication for district and campus information, programs and events**

**Goal 8: Improve financial stability of district**



# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	7	3	Update Data Room with magnetic boards, sticky notes and student and teacher names for data tracking.

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

Description of how we are using the CNA goes here

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**