

EDGEWOOD INTERMEDIATE

Campus Improvement Plan

2021/2023

Edgewood By Choice



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Date Reviewed:

DMAC Solutions ®

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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
Steinbach, Kriscinda	Intervention Specialist
Bass, Jennifer	Classroom Teacher
Erwin, Lindsay	Special Education Teacher
Cassell, Kelli	Principal
Smith, Diana	Classroom Teacher
Simmons, Lance	Parent
Williams, Lindsay	Community/Business Owner

EDGEWOOD INTERMEDIATE

Goal 1. By the end of the 2020-2021 school year, all Edgewood Intermediate students will be provided opportunities to achieve their full academic potential.

Objective 1. At least 90% of students will score as well as or better than the 6-th percentile as indicated by MAP projected growth measure for third, fourth, and fifth grade students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. STAAR data, reading fluency testing, MAP assessment, formative assessments, and benchmark assessments will be disaggregated to determine areas of weakness for each student. A targeted instruction time for every student will be provided daily through intervention. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 1.2,4,4.1,5,5.3,5.4)</p>	<p>Principal , Teachers , Title I Teacher</p>	<p>August - May</p>		<p>Formative - DMAC reports, grades from each grading period, formative assessments, benchmarks, MAP assessments, fluency assessments, state accountability reports</p>
<p>2. Provide professional development for differentiated instruction, small group instruction, collaborative learning, curriculum alignment, and online instruction (which includes StemScopes, Whoo's Reading, Brain Pop, FlipGrid, Screencastify, Flocabulary, Prodigy, Freckle, Khan Academy, iXL, EdPuzzle, Zoom, Social Studies Weekly, Google classrooms, getepic.com, and Google applications with hyperdocs) in core subjects. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6,3.2) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 1,4,5)</p>	<p>Director of Student Services , Instructional Technology Coordinator, Principal , Special Ed Teachers, Teachers</p>	<p>August -May</p>		<p>Summative - Professional development sign-in sheets, walkthroughs, and teacher evaluations</p>
<p>3. Increase the use of technology in instruction as well as individual student use through StemScopes, Brain Pop, FlipGrid, Screencastify, Flocabulary, Prodigy, Freckle, Khan Academy, iXL, EdPuzzle, Zoom, Social Studies Weekly, Google classrooms, getepic.com, Super Science, and Google applications with hyperdocs. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 1,2,4,5)</p>	<p>Instructional Aide, Instructional Technology Coordinator, Teachers , Title I Teacher</p>	<p>August - May</p>		<p>Formative - Usage reports from IXL; Lesson plan hyperdocs, Walkthroughs, Teacher observations</p>
<p>4. 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:</p>	<p>Instructional Aide, Principal , Teachers , Title I Teacher</p>	<p>August -May</p>	<p>(L)Local Fund</p>	<p>Summative - Formative assessments, benchmark assessments, and MAP assessments to target instruction</p>

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1.1,2.2,2.4,2.5,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 2) (ESF: 5)				and monitor goal progress in Math and Reading
5. Provide Rtl services to students not mastering objectives as identified in previous year STAAR assessments, formative assessments, unit assessments, benchmarks, and MAP assessments with small group instruction for specific reteach and data tracking to increase mastery of identified objectives. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 5)	Principal , Teachers , Title I Teacher	August - June	(F)Title I, Part A , (L)Local Funds	Summative - DMAC reports, grades from each grading period, formative assessments, benchmarks, MAP assessment, and state accountability (STAAR, TELPAS)
6. Provide the opportunity for accelerated instruction in Math, Reading, and Science for all students as after-school tutoring. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6,3.2) (Target Group: All) (Strategic Priorities: 2) (ESF: 5)	Instructional Aide, Principal , Special Ed Teachers, Teachers , Title I Teacher	January - May	(S)State Compensatory Program - \$5,000	Summative - Participation counts, grades, MAP, STAAR

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Goal 1. By the end of the 2020-2021 school year, all Edgewood Intermediate students will be provided opportunities to achieve their full academic potential.

Objective 2. Students receiving special education services will master at least 80% of their goals and objectives on their individual education plans and make adequately yearly progress as measured by STAAR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide opportunities for planning, alignment of instruction, and data discussions between the general education teachers and the special education teachers. (Title I SW Elements: 2.2,2.4,2.5,2.6) (Target Group: SPED) (Strategic Priorities: 1,2) (ESF: 5)	Principal , Special Ed Teachers, Teachers	August - May	(L)Local Fund	Summative - Professional development sign in sheets, Data Dig agendas and notes, lesson plan hyperdocs
2. Progress monitoring with the MAP assessment, formative assessments, IXL, and benchmarks to check for understanding and guide instruction to meet the needs of the students. (Title I SW Elements: 2.2,2.3,2.5) (Target Group: SPED) (Strategic Priorities: 2) (ESF: 5)	Principal , Special Ed Teachers, Teachers	August - May		Summative - Mastery of IEP goals, reports from IXL, MAP assessment, formative assessments, benchmarks, STAAR
3. Students will be given opportunities to select and use supplemental aids and manipulatives as a resource in the classroom and on testing. (Title I SW Elements: 2.5,2.6) (Target Group: SPED) (Strategic Priorities: 2) (ESF: 5)	Principal , Special Ed Teachers, Teachers	August - May	(L)Local Fund	Summative - IEP, individual student resource notebooks
4. Use of technology to reinforce learning objectives with StemScopes, Brain Pop, FlipGrid, Screencastify, Flocabulary, Prodigy, Khan Academy, iXL, EdPuzzle, Zoom, Social Studies Weekly, Google classrooms, getepic.com, and Google applications with hyperdocs. (Target Group: SPED) (Strategic Priorities: 2)	Principal , Special Ed Teachers, Teachers	August - May		Formative - Usage reports from Freckle Math, AR Reading, and Education Galaxy; lesson plan hyperdocs

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Goal 1. By the end of the 2020-2021 school year, all Edgewood Intermediate students will be provided opportunities to achieve their full academic potential.

Objective 3. Special programs will be provided to address the needs of all students as appropriate to the student's individual needs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Professional development training on using differentiated instruction, small group instruction, collaboration, and online instruction. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 5)	Director of Student Services , Instructional Technology Coordinator, Principal , Special Ed Teachers	AUGUST - MAY		Summative - Professional development sign-in sheets, walkthroughs, teacher observations
2. Through differentiation and small group instruction teachers will become familiar with individual student needs and explore a variety of ways to meet each student's need including the use of supplemental aids and manipulatives to support student learning. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 5)	Instructional Aide, Principal , Special Ed Teachers, Teachers , Title I Teacher	AUGUST - MAY	(L)Local Fund	Summative - Lesson plan hyperdocs, Rtl/MTSS meetings, Intervention logs, formative assessments, grades
3. Documentation through Rtl will be used to monitor students who are identified to be at risk of not making adequate yearly progress. (Title I SW Elements: 1.1,2.2,2.4,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 5)	Instructional Aide, Principal , Teachers , Title I Teacher	AUGUST- MAY		Summative - Rtl Meeting Minutes, formative assessments, grades, benchmarks, MAP assessment, teacher documentation
4. Provide identified At-Risk students with appropriate instruction in targeted areas using methods and strategies that are based on scientific research such as ixL, (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: AtRisk) (Strategic Priorities: 2) (ESF: 5)	Instructional Aide, Principal , Teachers , Title I Teacher	August - May		Summative - Usage reports from ixl results from formative assessments and benchmarks
5. Provide identified dyslexic students with appropriate instruction and curriculum: Scottish Rite Take Flight or Reading by Design. (Title I SW Elements: 2.2,2.4,2.5) (Target Group: Dys) (Strategic Priorities: 1,2) (ESF: 5)	Principal , Teachers	August - May		Summative - Progress through program, MAP, formative assessments, grades, benchmarks
6. English Language Learners will receive instruction from teachers who have their ESL supplemental certification. (Title I SW	ESL Teacher , Principal , Teachers	August - May		Summative - Lesson hyperdoc plans, LPAC minutes

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Objective 3. Special programs will be provided to address the needs of all students as appropriate to the student's individual needs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Elements: 2.2,2.4,2.5) (Target Group: ESL,EB) (Strategic Priorities: 1,2) (ESF: 5)				
7. Provide Gifted and Talented services to identified students through a pull out program. (Title I SW Elements: 2.2,2.4,2.5) (Target Group: GT) (Strategic Priorities: 1,2) (ESF: 5)	G/T Coordinator , Principal	August - May		Summative - Number of students participating in the GT program.

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Goal 2. By the end of the 2020-2021 school year Edgewood Intermediate will strive to increase the overall attendance rate from 96.4% to 97%.

Objective 1. Edgewood Intermediate will maintain an average daily attendance rate of 97%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Complete compulsory attendance letters at the end of each grading period. (Title I SW: 1,6) (Title I TA: 1,2,4,7) (Target Group: All) (CSFs: 1,4)	Principal	October -May	(L)Local Fund	Summative - Letters mailed home to parents at the end of each grading period.
2. Students with chronic absences will be monitored on a weekly basis. (Title I SW: 1,6) (Title I TA: 1,2,4,7) (Target Group: All) (CSFs: 1,4)	Campus Administrative Secretary , Principal , Teachers	August -May	(L)Local Fund	Summative - Periodic attendance reports
3. Parents will be contacted when students are absent for three consecutive days. (Title I SW: 1,6) (Title I TA: 1,2,4,7) (Target Group: All) (CSFs: 1,4)	Campus Administrative Secretary , Principal , Teachers	August -May	(L)Local Fund	Summative - Daily and weekly attendance records

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Goal 3. By the end of 2020-2021 Edgewood Intermediate will promote a safe, secure, and orderly school environment by providing programs and resources which ensure appropriate physical, behavioral, and emotional development.

Objective 1. Increased involvement in programs and special events

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Promote character education and good decision making through programs and initiatives such as: P.A.W.S., Bulldog Pride (Behavior Management Plan), Bulldog Success Awards, Positive Behavior Referrals. Students will have opportunities to make and receive positive calls home, enter drawings for good behavior, and participate in Bulldog Behavior Bashes. (Title I SW: 1,6,9,10) (Title I SW Elements: 1.1,2.2,2.6,3.2) (Title I TA: 1,2,3,4,6) (Target Group: All) (CSFs: 1,4,5,6) (ESF: 3)	Principal , Teachers , Title I Teacher	August -May	(L)Local Fund	Summative - Decrease in discipline referrals
2. Promote a safe and drug free school through Red Ribbon week activities and ongoing discussions. (Title I SW: 1,9,10) (Title I SW Elements: 1.1,2.2,2.6,3.2) (Title I TA: 2,3,4,6,7) (Target Group: All) (CSFs: 6) (ESF: 3)	Principal , Teachers	October -May		Summative - Increased student awareness of appropriate reaction and response to harmful situation and number of students participating in activities.
3. Emphasize emergency operations plan and update all emergency posters using the campus safety committee as well as with the E.I.S.D. Police Department. (Title I SW: 1,4,9) (Title I SW Elements: 1.1,2.2,2.3) (Title I TA: 6) (Target Group: All) (Strategic Priorities: 1) (CSFs: 6,7) (ESF: 3)	All Staff, Principal	August -May	(L)Local Fund	Formative - Training sign-in sheets, emergency operations plan posted in each room, emergency drill calendar
4. Emphasize training and awareness among students, staff, parents, and community regarding Bullying Prevention and Cyberbullying Prevention. Participation in STOP-IT Training for all staff. (Title I SW: 1,4,6,9) (Title I SW Elements: 1.1,2.1,2.2,2.3,3.1) (Title I TA: 2,3,4,6,7) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,3,4,5,6) (ESF: 3)	All Staff, Campus Counselor , Instructional Technology Coordinator, Principal	August -May		Formative - Training sign-in sheets, parent/community information opportunities, lesson plans
5. Participate in staff development on	Campus Counselor , Principal ,	August -May		Summative - Training sign-in

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Goal 3. By the end of 2020-2021 Edgewood Intermediate will promote a safe, secure, and orderly school environment by providing programs and resources which ensure appropriate physical, behavioral, and emotional development.

Objective 1. Increased involvement in programs and special events

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
prevention of drug use, violence prevention, CPR, AED training, first aide, Stop the Bleed, CPI, and campus safety. (Title I SW: 1,4,9) (Title I SW Elements: 1.1,2.1,2.2,2.6) (Title I TA: 4,6) (Target Group: All) (Strategic Priorities: 1) (CSFs: 3,6)	School Nurse			sheets

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Goal 4. By the end of the 2020-2021 school year Edgewood Intermediate will promote the social, emotional, and academic growth of the students by increasing the number of opportunities for parent and community involvement.

Objective 1. Provide various opportunities for parents and community members to play an active role in the school

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Promote opportunities to increase parental involvement: PTO, SBDM, Parent Conferences, Meet the Teacher, Student Performances, Field Day, Awards assemblies, Book Fair, etc. (Title I SW: 1,6,10) (Title I SW Elements: 2.1,2.2,2.3,3.1,3.2) (Title I TA: 7) (Target Group: All) (CSFs: 1,5,6) (ESF: 3)	All Staff, Campus Improvement Team, Principal	August -May	(L)Local Fund	Summative - Sign-in sheets, attendance records
2. Increase parent communication through a variety of ways: District website, Facebook, Parent Portal in gradebook, Parent/Teacher conferences, emails, Google classroom, and Remind. (Title I SW: 1,6) (Title I SW Elements: 1.1,2.1,2.2,2.3,3.1,3.2) (Title I TA: 1,7) (Target Group: All) (CSFs: 1,5,6) (ESF: 3)	Principal , Teachers	August -May	(L)Local Fund	Summative - Teacher documentation, number and frequency of newsletters

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Goal 4. By the end of the 2020-2021 school year Edgewood Intermediate will promote the social, emotional, and academic growth of the students by increasing the number of opportunities for parent and community involvement.

Objective 2. (Mental Health Counselor) The district added a mental health counselor.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Address the social-emotional needs of our students and parents (Target Group: All) (ESF: 1,1.1,2,2.1,3,3.1,3.2,3.3,3.4)		2021-2023	(F)ESSER III - \$10,164, (F)IDEA - B - \$4,506	03/28/23 - Pending (S)

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Goal 5. All students will be taught by a Highly Qualified Staff.

Objective 1. EISD Staff will be 100% Highly Qualified.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. High quality staff development will be provided to facilitate the implementation of instructional strategies that focus on improving the achievement of all students including special program students, campus planning, content conferences, and technology instruction. (Title I SW Elements: 1.1,2.2,2.4,2.5,3.2) (Title I TA: 1,2,3,4,5,6) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,3,7)	Director of Student Services , Instructional Technology Coordinator, Principal , Superintendent	August-July	(F)Title I, Part A , (L)Local Funds	Summative - Sign-in sheets, Region 7 staff development records, conference certificates
2. Establish and refine teacher mentor system. (Title I SW Elements: 2.2,3.2) (Title I TA: 6) (Target Group: All) (Strategic Priorities: 1) (CSFs: 3,7)	Director of Student Services , Principal	August-May	(L)Local Funds	Summative - Completed mentor activity paperwork

Resources

Resource	Source
No rows defined.	

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