

ELYSIAN FIELDS MIDDLE

Campus Improvement Plan 2023/2024

Excellence Through Teamwork



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Date Reviewed:

DMAC Solutions ®

Page 1 of 26

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Legal References

Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)

Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)

ELYSIAN FIELDS MIDDLE

Mission

Elysian Fields Middle School is committed to providing a safe environment for all students to achieve to the best of their ability. Students, staff, and the community will work together to help every child to discover and reach their greatest potential.

Vision

Preparing, students today for success tomorrow.

Nondiscrimination Notice

ELYSIAN FIELDS MIDDLE 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.

ELYSIAN FIELDS MIDDLE Site Base

Name	Position
Dillon, Melinda	Teacher
Shows, Melissa	Paraprofessional
Weaver, Keri	Teacher
Shows, Ritchie	Parent
Roquemore, Ola	Parent
Lovaasen, Ronald	Community
Michel, Seth	Business
Woodley, Dusty	Business
Paige, Roger	Teacher
Bryant, John	Teacher
Michel, Brooke	Administrator
Lovaasen, Martha	Administrator
Peeples, Darrin	Community
Long, Michael	Parent

The State of Texas Public Education Mission and Academic Goals

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Goals

GOAL 1: The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL 2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL 3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL 4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

The State of Texas Public Education Objectives

OBJECTIVE 1: Parents will be full partners with educators in the education of their children.

OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.

OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.

OBJECTIVE 5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.

OBJECTIVE 6: Qualified and highly effective personnel will be recruited, developed, and retained.

OBJECTIVE 7: The state's students will demonstrate exemplary performance in comparison to national and international standards.

OBJECTIVE 8: School campuses will maintain a safe and disciplined environment conducive to student learning.

OBJECTIVE 9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

OBJECTIVE 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home
14. Has been incarcerated or has a parent who has been incarcerated during the lifetime of the student.

State Compensatory Education

This district has written policies and procedures to identify the following:

- Students who are at-risk of dropping out of school under state criteria
- Students who are at-risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.

Total FTEs funded through SCE at this District/Campus:

Teachers: 16

Paraprofessionals: 3

Administrators: 1

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

Elysian Fields Middle School uses the State of Texas Student Eligibility Criteria for identifying students who are at-risk.

The process we use to exit students from the SCE program who no longer qualify is: Elysian Fields Middle School exits students from the SCE program who no longer qualify or meet one of the 14 requirement criteria used for identifying students who are at-risk. Many students are exited by meeting the 110% rule on STAAR Tests, ESL students who meet the criteria and are exited from the program by the LPAC committee or students who are no longer in custody or care of DPRS.

ELYSIAN FIELDS MIDDLE

Goal 1. (Goal 1) Elysian Fields Middle School will maintain a highly qualified staff and research based, state approved curriculum in order to provide all students with the highest quality educational experience.

Objective 1. (Objective 1) 100% of core academic classes will be taught by certified teachers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Host a local Job Fair (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Curriculum Director, Middle School Principal, Superintendent	Annually	(L)Local Funds	Criteria: Criteria: 100% Qualified Personnel 03/23/23 - On Track
2. Reach out to local universities to participate in student training programs. (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Curriculum Director, Middle School Principal	June 2023-2024		Criteria: Hosting at least 1 student educator during the school year from local teacher preparation programs. 03/23/23 - Some Progress
3. Train and utilize veteran teachers to mentor and support new teaching staff. (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Core Subject Teachers, Curriculum Director, Principal(s)	August 2023-2024		Criteria: Criteria: Implementation of New Teacher Mentorship Program 03/23/23 - On Track
4. Provide new teaching staff the necessary support and training to demonstrate proficiency in the area for which they were hired. (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Core Subject Teachers, Curriculum Director, Middle School Principal	August 2023 - August 2024		Criteria: Training certificates, sign in sheets 03/23/23 - On Track

ELYSIAN FIELDS MIDDLE

Goal 1. (Goal 1) Elysian Fields Middle School will maintain a highly qualified staff and research based, state approved curriculum in order to provide all students with the highest quality educational experience.

Objective 2. (Objective 2) 100% of paraprofessionals with instructional aide duties will meet State and or Special Education training requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Newly hired paraprofessionals will receive the necessary support and training to demonstrate proficiency in the area for which they were hired. (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Curriculum Director, Middle School Principal	August 2023 - July 2024		Criteria: Criterial: 100% HQ Paraprofessionals on Staff 03/23/23 - On Track 03/23/23 - Completed

ELYSIAN FIELDS MIDDLE

Goal 1. (Goal 1) Elysian Fields Middle School will maintain a highly qualified staff and research based, state approved curriculum in order to provide all students with the highest quality educational experience.

Objective 3. (Objective 3) EFMS will provide quality, state approved curriculum and support materials to be used to teach the TEKS.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All grade level and subject area TEKS will be taught with research based instructional design and delivery. (Target Group: All) (Strategic Priorities: 2)	Counselor(s), Curriculum Director, Principal(s), Superintendent, Teachers	August 2023 - May 2024		Criteria: Criteria: Documentation of materials and strategies taught in lesson plans, graded activities, etc. 03/23/23 - On Track

ELYSIAN FIELDS MIDDLE

Goal 2. (Goal 2) All students in Elysian Fields Middle School will be educated in learning environments that are safe, drug free, and conducive to learning.

Objective 1. (Objective 1) The number of referrals to ISS and OSS will be reduced by 5% by May of 2024.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement restorative practices to encourage and promote change in the patterns of student behavior. (Target Group: All) (Strategic Priorities: 2)	Assistant Principal(s), Middle School Principal, Teachers	June 2023 - August 2024		Criteria: Criteria: Reduced number of referrals, ISS and OSS incidents by 5% by May 2024. 03/23/23 - Significant Progress
2. Staff will build relationships with students outside of the classroom by attending extra curricular events, visiting with students during lunch and break times, etc. (Target Group: All) (Strategic Priorities: 2,4)	Principal(s), Teachers	August 2023 - 2024		Criteria: Criteria: Documentation in T-TESS 03/23/23 - Significant Progress
3. Serious behavior violations will be dealt with swiftly and consistently. All stakeholders will be involved / notified of the incident and measures taken. (Target Group: All) (Strategic Priorities: 2,4)	Principal(s), Teachers	August 2023 - May 2024		Criteria: Criteria: Documentation of behavior incidents via referrals, ASCENDER, etc. 03/23/23 - On Track
4. Athletic director and coaches will be utilized as mentors and behavior reinforcement for student athletes. (Target Group: All) (Strategic Priorities: 2,4)	Athletic Director, Principal(s), Teachers	August 2023 - June 2024		Criteria: Reduced number of office referrals, ISS and OSS 03/23/23 - On Track

ELYSIAN FIELDS MIDDLE

Goal 2. (Goal 2) All students in Elysian Fields Middle School will be educated in learning environments that are safe, drug free, and conducive to learning.

Objective 2. (Objective 2) All students will receive anti-bullying instruction and be given clear knowledge of available resources and ways to report bullying incidents.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A form will be provided on the school web page to allow individuals to anonymously report bullying and other acts of concern. (Target Group: All) (Strategic Priorities: 4)	Director of Technology, Principal(s), Superintendent, Technology staff	August 2022 - May 2023		Criteria: Criteria: Bullying and discipline forms, counseling records 03/23/23 - On Track
2. Staff and students will be provided with positive, encouraging speakers and programs to guide in character building and conflict resolution. (Target Group: All) (Strategic Priorities: 4)	Counselor(s), Principal(s), Superintendent	August 2023 - may 2024		Criteria: Criteria: Programs and student/staff feedback regarding programs 03/23/23 - On Track
3. Include anti-bullying, conflict resolution, communication skills, etc. ina transition program for incoming 6th grade students. (Target Group: 6th) (Strategic Priorities: 2,4)	Counselor(s), Principal(s), Teachers	August 2023 - May 2024		Criteria: Criteria: Documentation of agenda, sign in sheets and activities conducted to transition incoming sixth grade students to middle school. 03/23/23 - On Track

ELYSIAN FIELDS MIDDLE

Goal 3. (Goal 3) Elysian Fields Middle School will provide a quality instructional program to meet the needs of all students, increase academic achievement for all students while closing the achievement gap between students in special populations.

Objective 1. (Objective 1) The number of students achieving Meets and Masters levels on STAAR will increase by 3% by May 2024.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize advisory for enrichment and reteaching, including flexible, focused small group instruction, HB 4545 required accelerated instruction and additional STAAR prep as needed. (Target Group: All) (Strategic Priorities: 2)	Counselor(s), Principal(s), Teachers	August 2023 - May 2024		Criteria: Criteria: Improved six weeks grades, improved performance on local benchmarks and state assessments 03/23/23 - On Track
2. Utilize unit assessments and benchmarks in the core content areas to assess students' learning, disaggregate data and target learning needs. (Target Group: All) (Strategic Priorities: 2)	Counselor(s), Curriculum Director, Principal(s), Teachers	Once per six weeks		Criteria: Criteria: Increased scores on local and state assessments with all students showing progress. 03/23/23 - On Track
3. Tutoring will be offered to all students in the spring semester to be held either before or after school in both reading and math. (Target Group: All) (Strategic Priorities: 2)	Principal(s), Teachers	January 2024 - April 2024		Criteria: Criteria: Improved six weeks grades, reduced failure rate 03/23/23 - On Track
4. Summer school will be provided to students who are determined to need accelerated instruction to strengthen skills in reading and math. (Target Group: All) (Strategic Priorities: 2)	Counselor(s), Curriculum Director, Principal(s), Superintendent, Teachers	June 2024		Criteria: Improved six weeks grades, improved benchmark and STAAR scores, reduced failure rate 03/23/23 - On Track

ELYSIAN FIELDS MIDDLE

Goal 3. (Goal 3) Elysian Fields Middle School will provide a quality instructional program to meet the needs of all students, increase academic achievement for all students while closing the achievement gap between students in special populations.

Objective 2. (Objective 2) Students across subjects, grade levels and all populations will reach 70% of their targets.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students served through MTSS, 504 and special educations will be monitored to ensure that they receiving the accommodations and modifications needed to be successful. (Target Group: SPED,AtRisk,Dys,504) (Strategic Priorities: 2)	Counselor(s), Dyslexia specialist, Principal(s), Special Ed Diagnostician, Special Ed Teachers, Teachers	August 2023 - May 2024		Criteria: Criteria: Improved six weeks grades, reduced failure rate 03/23/23 - On Track
2. Students will visually track their own achievement progress. (Target Group: All) (Strategic Priorities: 2)	Counselor(s), Principal(s), Teachers	August 2023 - August 2024		Criteria: Improved grades on tests, benchmarks and STAAR 03/23/23 - Some Progress
3. Provide a credit recovery program and/or accelerated instruction for students at risk of failure / dropout. (Target Group: AtRisk) (Strategic Priorities: 2,3,4)	Curriculum Director, Principal(s)	May - August 2024		Criteria: Successful completion of course work for credit recovery, successful completion of district provided accelerated instruction. 03/23/23 - Some Progress

ELYSIAN FIELDS MIDDLE

Goal 4. (Goal 4) Elysian Fields Middle School will support the mental health and overall well being of each student.

Objective 1. (Objective 1) Provide students with resources and guidance to support and meet their social and emotional needs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implementation of social and emotional learning with availability for all campus learners. (Target Group: All) (Strategic Priorities: 2)	Counselor(s), Curriculum Director, Principal(s), Superintendent, Teachers	August 2023 - May 2024		Criteria: Documentation of students receiving CIS services, counselor visits and the ESTEEM curriculum 03/23/23 - Significant Progress
2. Provide training for staff on social emotional learning, safety and crisis management. (Target Group: All) (Strategic Priorities: 2)	Counselor(s), Curriculum Director, Principal(s), Superintendent, Teachers	August 2023 - May 2024		Criteria: Training verification logs and the crisis management plan 03/23/23 - Significant Progress
3. Add the services of Communities in Schools (Target Group: All) (Strategic Priorities: 2,4)	Principal(s), Superintendent	September 2023 - May 2024		Criteria: Documentation of the javascript: __doPostBack('ctl00\$C PH1\$btnSave','') support and action of the site based CIS personnel 03/23/23 - On Track
4. Provide speakers and information to staff and students regarding suicide prevention, conflict resolution, crisis management and bullying prevention. (Target Group: All) (Strategic Priorities: 2)	Principal(s), Superintendent	August 2023- May 2024		Criteria: Documentation of events and surveys to monitor the effectiveness of events 03/23/23 - Significant Progress

ELYSIAN FIELDS MIDDLE

Goal 5. (Goal 5) Students and parents of Elysian Fields Middle School will be informed, welcomed and valued as a part of our campus community. We will strive to build positive relationships between staff, students, parents and community members.

Objective 1. (Objective 1) At least 90% of all students' parents/guardians/family members will participate in at least one school sponsored activity for/with their child(ren) by May 2024.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide parents a copy of the parent/school compact at Parent Night and the Family and Parent Engagement Policy. (Target Group: All) (Strategic Priorities: 2,4)	Principal(s)	August 2023		Criteria: Signed documents 03/23/23 - On Track
2. Meet the Teacher Night for grades 7 & 8 (Target Group: 7th ,8th) (Strategic Priorities: 2,4)	Counselor(s), Principal(s), Teachers	August 2023		Criteria: Sign in sheets documenting attendance 03/23/23 - On Track
3. Expand sixth grade orientation to give students and parents more opportunities to get to know the staff, the routines and processes at the middle school. (Target Group: 6th) (Strategic Priorities: 2,4)	Counselor(s), Principal(s), Teachers	August 2023		Criteria: Sign in sheets to document attendance 03/23/23 - Some Progress
4. Implement 9th grade orientatin process by collaborating with HS administration and counselors to improve the transition process from middle school to high school. (Target Group: 8th,9th) (Strategic Priorities: 2,4)	High School Principal, Principal(s), Teachers	August 2023		Criteria: Evidence of Implementation: Remind 101, social media sites, smoother 9th grade transition 03/23/23 - Some Progress

ELYSIAN FIELDS MIDDLE

Goal 5. (Goal 5) Students and parents of Elysian Fields Middle School will be informed, welcomed and valued as a part of our campus community. We will strive to build positive relationships between staff, students, parents and community members.

Objective 2. (Objective 2) By May 2024, provide more opportunities for staff, students, parents and community members to come together in a positive environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Host community wide "Hocus Pocus Movie Night" Event (Target Group: All) (Strategic Priorities: 4)	Principal(s), Teachers	Fall 2023		Criteria: Feedback from those attending the event 03/23/23 - Completed
2. Host community wide "talent show" during the spring semester. (Target Group: All) (Strategic Priorities: 4)	Principal(s), Teachers	April 2024		Criteria: Feedback for those attending the event 03/23/23 - No Progress

Consider including required ESSA/TEC activities:

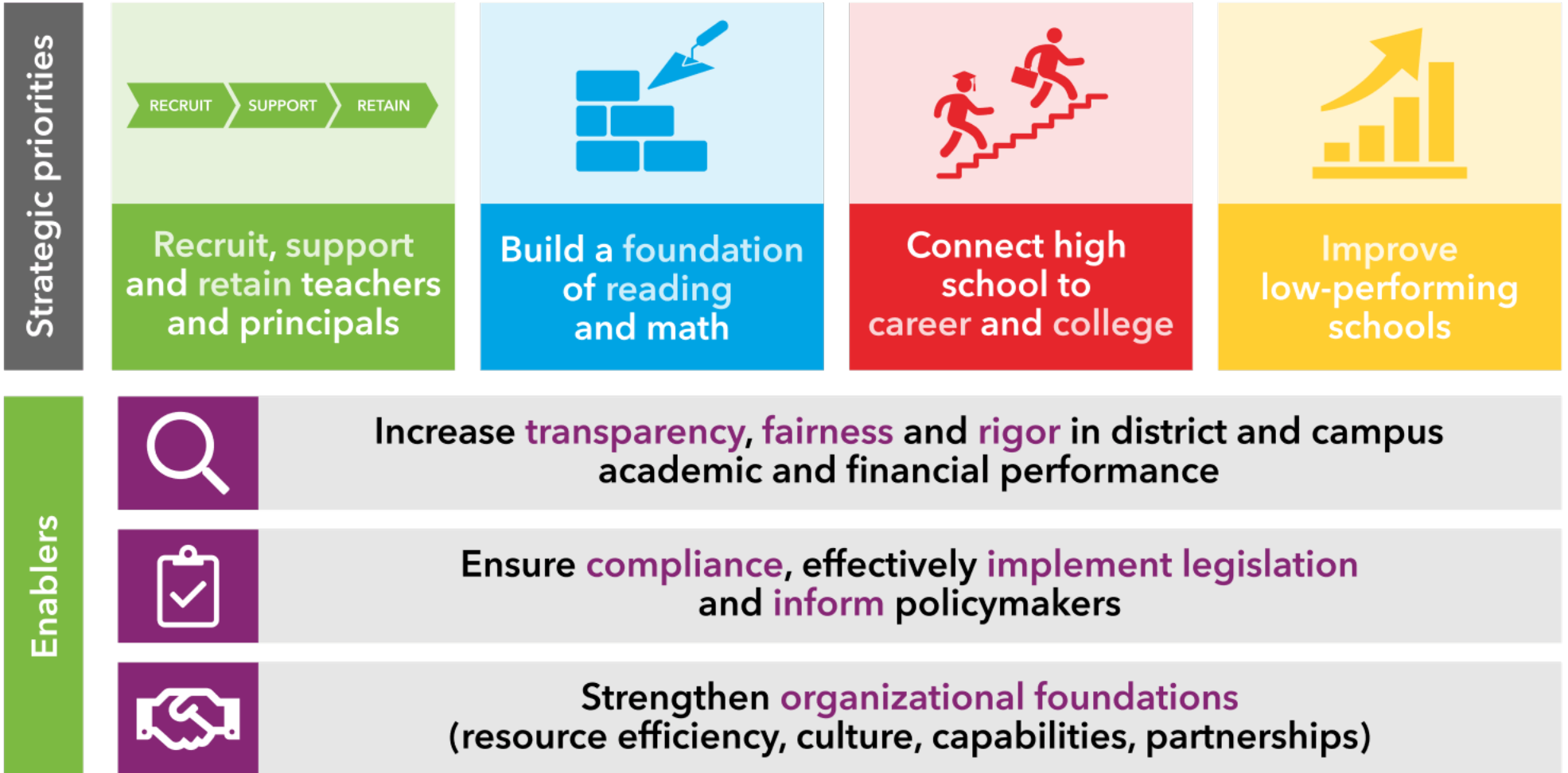
ESSA: Implement effective parent/family engagement

ESSA: Parent Policy, School-Parent Compact, Building Capacity

TEC: Parental Involvement

Commissioner's Priority: Could address all four priorities depending on the CNA

Every child, prepared for success in college, a career or the military.



**adapted from TEA Strategic Plan - <https://tea.texas.gov>*

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Special Education students are progressing such that they are able to be exited or mainstreamed into regular classes.
SES students perform well on state assessments.

Demographics Weaknesses

In GT, we are underrepresented by minorities.
Our overall enrollment has decreased.
The number of SED students has increased.

Demographics Needs

We also need to educate teachers and parents of minority students better on the process of GT identification.
Increase programs offered to encourage growth in enrollment.
Implement programs and procedures to assist SED students and families.

Student Achievement

Student Achievement Strengths

All students are making progress in all subjects above state average levels.
Most low SES students are achieving at the same level as their peers.
In math, males and females are performing at about the same levels.
All students are making progress at their personal ability levels.

Comprehensive Needs Assessment

Student Achievement Weaknesses

African American students are not achieving as well as their peers in math and science.
Preparing students for the new and unknown structure of the ELAR STAAR.
8th grade STAAR history scores

Student Achievement Needs

Focus more on interventions offered to African American students in order to help them succeed in the areas of Math and Science.
Offer more staff development opportunities to teachers on new ELAR requirements and constructed response teaching strategies.

School Culture and Climate

School Culture and Climate Strengths

We are reaching established goals for our school.
Students and staff feel safe at school.
Effective classroom management techniques are being utilized by teachers.
The physical environment of our school is a source of pride for our staff and students.

School Culture and Climate Weaknesses

We have identified the need to improve the areas of communication and parent involvement.
Increase school / community involvement opportunities
Lack of consistent administration support and communication
Lack of consistent communication between school and parents/guardians

Comprehensive Needs Assessment

School Culture and Climate Needs

Communicate more frequently between administrators, counselor, and staff members.
Staff will utilize Remind 101 to communicate with parents and guardians
Establish opportunities for school, family community involvement.
Provide support, communication and consistency for the students and staff.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

All teachers are certified and have demonstrated proficiency in the subject area(s) they teach.
Paraprofessionals have met proficiency qualifications (associate's degree or higher and/ or rigorous standards set by administration).
High STAAR scores reflect the high quality of staff.
Staff members are given opportunities to receive professional development in the area(s) that they teach.
We have a high teacher retention rate and an extremely low turnover rate.

Staff Quality, Recruitment and Retention Weaknesses

The statewide teacher shortage makes filling positions with certified teachers difficult.

Staff Quality, Recruitment and Retention Needs

Assign new teachers a designated mentor and assign specific times for the mentor/ mentee to meet throughout the year.
Plan for staff development activities so that few teachers are out at a time.
Encourage teachers to come back and share what they've learned at staff development with their peers when all are not able to attend.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Textbooks and online curriculum are aligned with state standards.
Regular benchmark testing/screening of all students takes place to assess for areas of student strength/weakness.
Instruction is designed to cover all levels of thinking skills, with emphasis placed on higher-end skills.
Students in MTSS are given interventions specific to their individual needs.
State assessment results are analyzed and used to address areas of student strength and weakness.

Curriculum, Instruction and Assessment Weaknesses

Vertical alignment / planning at the campus level
Vertical alignment / planning at the district level

Curriculum, Instruction and Assessment Needs

Plan for times during staff development days for vertical teaming meetings between different campuses.
Pass on noted areas of weakness in individual students when they move to a different campus (even when they are not identified as 504 or Sp.Ed.)

Family and Community Involvement

Family and Community Involvement Strengths

Local churches and organizations donate school supplies and adopt needy families during the holidays.
Meet the Teacher and 6th Grade Orientation are held at the beginning of the school year.
Athletic events, Band and Art shows and the G/T Showcase are held throughout the school year.

Comprehensive Needs Assessment

Family and Community Involvement Strengths (Continued)

A PTO was formed during the 2022-23 school year to encourage parent involvement.

Family and Community Involvement Weaknesses

Overall communication between school and community.

Though there are designated community/ parent members on the SBDM committee, these persons often do not attend meetings.

More parent training opportunities are needed.

More mentoring programs are needed, particularly with our lower SES and At Risk students.

Parents and community members are often not aware or involved in programs and the day to day happenings on campus.

Data collection is needed to determine updates needing to be made to our family and community involvement and to provide feedback on the public's overall assessment of the middle school campus.

Family and Community Involvement Needs

Plan meetings or announcements at least yearly to inform parents of the purpose, goals, and structure of all special programs.

Work with our PTO to establish a mentoring program.

Purchase educational literature for parents and make available in a central location.

Seek out local and area people and entities who can provide relevant training for parents, on topics such as helping with homework, balancing work and family, Autism, ADHD, etc.

Establish a survey to post on the school website to poll parents and community members.

Host a community wide event once in the fall semester and once in the spring semester.

School Context and Organization

School Context and Organization Strengths

School administration allows each campus to plan and schedule on their own based on individual school and student needs.

Comprehensive Needs Assessment

School Context and Organization Strengths (Continued)

Teachers are involved in decision-making committees at the campus and district levels.
High expectations for teachers and students are held.

School Context and Organization Weaknesses

MTSS teams need to be organized to allow for transition to new campuses and continued intervention.
Campus decision-making teams need to invite and involve parent participation.

School Context and Organization Needs

Educate all campuses about the MTSS process and pass MTSS plans to the receiving campus when students are promoted to the next campus.
Get parents and community members more involved in campus SBDM meetings.
Poll staff and parents on the opinions of the school calendar.

Technology

Technology Strengths

Many forms of technology are available and utilized daily by staff and students alike.
All students are taught basic keyboarding and processing skills through regular computer lab classes. Older students and G/T students are exposed to more complex computer applications such as PowerPoint and Google Doc.
Training is available and completed both on-campus and at Region VII for teachers to learn to use new forms of technology as it becomes available.

Technology Weaknesses

Comprehensive Needs Assessment

A very small percentage of veteran teachers struggle with using technology (understanding and using it).

There is a need for earlier introduction of keyboarding skills to students.

An inventory of all campus technological equipment needs to be made and a replacement schedule established to ensure that we maintain the highest quality of product possible.

Inventory is needed of current software and programs in use as well as an evaluation of the effectiveness.

Technology Needs

Identify those in need of additional assistance with technology and arrange for further training.

Keep in constant communication with district technology staff in order to make them aware of technology needs and concerns so that they can be addressed in a timely manner.

Work with district IT staff to establish a replacement plan for equipment.

Create a plan to inventory and evaluate current software and programs being used.