

# Early Middle School



## Campus Improvement Plan 2019-2020

Chad Burleson, Principal  
Wes Beck, Superintendent  
Reca Godfrey, Chief Academic Officer

**November 18, 2019**

Date of School Board Approval

# **Early Independent School District**

## **Vision**

Early ISD students are equipped, encouraged, and engaged to their full potential in achieving their personal, academic, and individual definition of success.

## **Mission Statement**

Our mission for Early ISD is to provide a safe, secure environment for individual growth and development of the whole child and to prepare our students socially, emotionally and academically to meet the demands of today's ever-changing world.

## **Core Values**

At Early ISD we value:

- Portraying of a positive school climate throughout the district where visitors feel welcome.
- Modeling of high ethical standards by employees working together as a team to educate students.
- Preparing EISD students to be life-long learners that are responsible and possess strong work ethics.
- Promoting positive, productive, and professional relationships between staff, students, and parents.
- Educating students with challenging, relevant, and quality instruction.
- Hiring highly qualified staff members that are well trained and hold students to high expectations.

# Campus Improvement Planning and Decision-Making Committee

## 10-14-2019

Name	Position (Parent, Business, Community, Teacher, etc.)	Signature
Rebecca Browder	Teacher Aide	On File
Rosie Chavez	Teacher	On File
Marie Algieri	Library Aide	On File
Crystal Sheffield	Teacher Aide	On File
Charla Garcia	Band Director	On File
Lonnie Hines	Teacher	On File
Randall Case	Teacher	On File
Kendi Skelton	Teacher	On File
Sally Davis	Teacher	On File
Tami Hull	Teacher	On File
Jordan Webster	Teacher	On File
Frank Ritter	Teacher	On File
Kim Horton	Counselor	On File
Chad Burleson	Principal	On File
Brian Callaway	Dean of Students	On File
Joe Baucom	Parent	On File

## THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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

### THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL 1:** The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL 2:** The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL 3:** The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL 4:** The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

### THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- OBJECTIVE 1:** Parents will be full partners with educators in the education of their children.
- OBJECTIVE 2:** Students will be encouraged and challenged to meet their full educational potential.
- OBJECTIVE 3:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- OBJECTIVE 4:** A well-balanced and appropriate curriculum will be provided to all students.
- OBJECTIVE 5:** Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- OBJECTIVE 6:** Qualified and highly effective personnel will be recruited, developed, and retained.
- OBJECTIVE 7:** The state's students will demonstrate exemplary performance in comparison to national and international standards.
- OBJECTIVE 8:** School campuses will maintain a safe and disciplined environment conducive to student learning.
- OBJECTIVE 9:** Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- OBJECTIVE 10:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

### TEA COMMISSIONER'S STRATEGIC PRIORITIES:

1	2	3	4
Recruit, support, retain teachers & principals	Build a foundation of reading and math	Connect high school to career and college	Improve low- performing schools

# 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 or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.

# 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 SEC funds allotted to this campus: **\$594,886**

Total FTEs funded through SCE at this District: **6.72**

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

**Counselors, principals, and teachers collaborate in reviewing the 14 state criteria for SCE services at the beginning of the school year, when students enroll, and if situations change for specific students. The students who meet any of the 14 state criteria qualify for assistance and are provided assistance through tutorials, additional technology options, individual and small group interventions, and other programming options that meet the needs of the students.**

The process we use to exit students from the SCE program who no longer qualify is:

**Exiting procedures for the SCE program depend upon the specific criteria under which the student qualified for SCE assistance.**

# State Compensatory Education

STAAR	Math % Met Standard			Reading % Met Standard			Writing % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
<b>Grade 6</b>															
<b>At-Risk</b>	76	96	81	63	67	32									
<b>Not At-Risk</b>	95	98	100	91	92	90									
<b>Grade 7</b>															
<b>At-Risk</b>	59	78	77	74	65	74	77	74	58						
<b>Not At-Risk</b>	96	92	100	100	95	100	96	98	100						
<b>Grade 8</b>															
<b>At-Risk</b>	63	79	77	77	82	73				69	81	73	32	47	32
<b>Not At-Risk</b>	100	97	98	100	98	100				100	98	96	95	84	84

	Drop Out Data		Attendance Rate	
	2017-2018	2016-2017	2017-2018	2016-2017
Students At-Risk	0%	0%	96.6%	96.9%
Students Not At-Risk	0%	0%		

**The comprehensive, intensive, accelerated instruction program at this campus consist** of the following opportunities based on each student's needs: structured tutorials before-school, after-school and during the school day, an aide to assist with supplemental instruction which may include technology-based instruction, progress monitoring, teachers provide targeted help for at-risk students based on the needs shown by the assessment data reports, analysis of other assessments, and current classroom performance. Teachers use research-based instructional strategies to tutor students. The goals are that students will meet the standards on the state assessments, pass their current grade level, and ultimately graduate from high school and pursue a successful career.

**Upon evaluation of the effectiveness of this program, the committee finds that with approximately 44%** of the student population designated at-risk based on the 14 state criteria, the educational needs of these students must be specifically addressed, especially in **Writing, Social Studies and Reading**. Since many of the special education students may also qualify as at-risk based on the 14 state criteria, additional supplemental assistance and supports must be provided. The disaggregated data for each individual student will be the foundation of the supplemental assistance that each at-risk student receives. Periodic progress monitoring data will assist the teachers and instructional aides with their instructional decisions for these students.

Teachers will teach all TEKS, including technology TEKS, during the school year incorporating research-based instructional designs and delivery.

- All tested state assessment objectives will be taught before scheduled state assessment testing dates.
- Structured tutoring will be offered daily to re-teach concepts not mastered by students.
- Teachers will differentiate instructional approaches with students having difficulties.
- Teachers who administered the state assessments will access disaggregated EDUPHORIA Aware reports for their subject areas.
- Disaggregated data will be used to plan instructional design and delivery.
- Emphasis will focus on improvement in all core subject classes.
- District staff development will continue to focus on analyzing and organizing assessment results.
- The core-curriculum area teachers will continue to develop and refine their scope and sequence.
- District-wide benchmarks/formative assessments (including technology formative assessments) will be administered to all students.
- Teachers will continue to research successful strategies to assist lower achieving students and student groups so that they will be successful learners and will be motivated by success to complete high school. Efforts will continue to be made to engage all families.
- A technology focus group will continue to develop a plan for increasing the district's technology infrastructure and staying current with new technological developments that are intended to improve our students' performance and motivation to complete high school. The group will also research technology formative assessments that are available for K-12.



## Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

This schoolwide program will consolidate funds in the following way: **Title I, Part A only** [ESSA Sec. 1114(b)(7)(B)]

Federal	
Program/Funding Source	Amount of Funding
Title 1, Part A	\$184,513
Title 2, Part A	
Part IV, Part 4	
State	
Program/Funding Source	Amount of Funding
State Compensatory Education	\$134,597
Special Education	\$214,775
Bilingual/ESL Program	
Gifted and Talented	
Dyslexia	\$61,001
Local	
Program/Funding Source	Amount of Funding

## Comprehensive Needs Assessment Attendees

Date(s): August 14, 2019

Name	Position (Parent, Business, Community, Teacher, etc.)	Signature
Kim Horton	Counselor	On File
Chad Burleson	Principal	On File
Brian Callaway	Dean of Students	On File
Joe Baucom	Parent	On File
Randall Case	Teacher	On File
Kendi Skelton	Teacher	On File
Sally Davis	Teacher	On File
Tami Hull	Teacher	On File
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Marie Algieri	Library Aide	On File
Crystal Sheffield	Teacher Aide	On File
Charla Garcia	Band Director	On File
Lonnie Hines	Teacher	On File

# Comprehensive Needs Assessment Summary 2019-2020

## Section 1 – Campus Profile

Early Middle School employs over 40 staff members and educates approximately 275 students. Early Middle School sets high standards and expectations in academics for its students. According to the 2018-2019 TAPR, the student ethnicity distribution is 67% White, 25% Hispanic, 3.4% African-American, 0.7% Asian, and 4% two or more races. Approximately 56% of the student population is classified as economically disadvantaged, 7% receive special education services, and 44% of the students are considered At-Risk. The campus has over a 30% student transfer population, and a 12% Mobility Rate.

## Section 2 – Data Reviewed

Data sources examined included items such as STAAR scores, 2019 Accountability Rating Data, TAPR (2017-2018), TELPAS, promotion/retention rates, discipline referrals and consequences, parent involvement activities, parent surveys, attendance rate, intervention success rates, professional development and in-service agendas, highly qualified teacher/paraprofessional percentages, Student Handbook and Code of Conduct, Campus Schedule, Accountability Summary, Title 1 Parent Survey and Title 1 Meeting Agenda, Transfer student data, Parent Involvement Policy, Parent and Family Engagement, At-Risk Student Data

## Section 3 – Findings/Conclusions

The campus has a low student to teacher ratio. All paraprofessionals are High Qualified. The campus was rated “Met Standard,” received a B rating and earned 3 out of 7 possible distinctions on the Accountability Ratings. The campus provides a scheduled tutorial time during the school day for all students. The entire staff participated in various professional development activities during the two weeks prior to the school year. Attendance rate for the campus is above 96% and Dropout rate is 0%. Parent perception of the campus seems positive according to the 2019 Parent Survey.

## Section 4 – Strengths

### Students:

- Low retention rates, 0% Dropout, and over 96% Attendance Rate
- High rate of transfer students coming into campus (over 30%)
- High rate of passing all State test (Approaches)
- Career Investigation in multiple classes
- Provide recognition for student success with awards and assemblies.

### Parents/Community:

- Survey shows parents feel teachers are caring and encouraging
- Parent/Student Orientation night before school starts
- 8<sup>th</sup> Grade student/parent High School Orientation in spring
- Various ways to communicate to parents/community
- Parents feel well informed about school activities

### Staff:

- Experienced teachers (Average years of experience = 13.2 years)
- 4 Teachers on campus with special education certification
- 96% Certified in teaching field, 86% teacher retention rate
- Small class sizes (Low teacher-student ratio)
- Staff raises and \$100 for school supplies
- Use of TEKS Resource System to align scope and sequence
- Creation of a campus hospitality committee

### Facilities:

- Staff members participating in District Guardian Program
- Bullying addressed during Red Ribbon Week
- Honor Society and Student Council promote positive behaviors
- Student Social Media assembly with Law Enforcement
- Staff meeting with local Law Enforcement

## **Section 5 – Weaknesses**

### Students:

- Need to increase rate of Meets and Masters on state tests
- Low rates on 8<sup>th</sup> grade Social Studies and 6<sup>th</sup> grade Reading state tests.
- At-Risk Students low passing rates on State Assessments
- Meets or Above Reading percentages low for white students for three straight years.
- Low Closing the Gaps and Academic Growth scores on Accountability Rating

### Staff:

- Only 3 ESL certified teachers on campus
- No incentive to further education and/or training
- Few teachers with Masters or additional certifications
- Recognition and rewarding staff members

### Parents/Community:

- Poor number of responses to school survey
- Only 51% say we are “parent friendly.”
- Parent involvement decreases in middle school

### Facilities:

- Small anti-bullying and suicide prevention program
- Advanced courses only in math
- Lack of ESL resources

## **Section 6 – Identified Needs to Address**

- Focus on ways of increasing the “Meets” and “Masters” levels on the State Assessment Test
- Improve Closing the Gaps and Student Growth on state assessments.
- Improve scores on the 8<sup>th</sup> grade Social Studies STAAR Test and on the 6<sup>th</sup> grade Reading STAAR Test
- Improve overall scores of At-risk students on all STAAR Test
- Increase the number of parents/community members involvement at school activities and responses on surveys
- Provide targeted staff training
- Increase number of staff members with ESL certification
- Find ways to recognize, support and retain staff members
- Improve the Anti-bullying and Suicide Prevention programs on the campus

**Goal 1: Academic Achievement Goal:** Early Middle School will provide relevant and rigorous instructional programs enabling all student groups to demonstrate academic growth and success.

**Objective 1:** By May 2020, student performance at “Meets” and “Masters” grade level will increase for all students on all state tests.

**Objective 2:** Campus ratings in Student Growth and Closing the Gaps will increase.

**Summative Evaluation:** The results from the Spring STAAR Test will show an increase to 90% Approaches, 60% Meets and 30% Masters on all state assessments.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Tutorial period during the school day for students who are at risk of failure in core subject areas and closing educational gaps. After school tutorials 4 days a week from 3:30 – 4:00. Continue use of intervention and enrichment classes to help struggling students.	2	Core subject teachers Principal Counselor	Every 3 weeks	State Compensatory Funds	Tutorial attendance records Student Schedules RTI records Teacher Reports	Improved six weeks grades Reduced failure rate Improved State test scores Reduced summer school enrollment RTI and Special Education Referrals
Disaggregate student assessment data to focus on upper level as well as lower level students.	2	Teachers, Principal Counselor Dean of Students	Every 3 Weeks	Eduphoria Program Staff Trainings STAAR and Benchmark DATA	Lesson Plans RTI STAAR data Student Group data	Improved performance on STAAR Close educational performance gap Improved student growth
Curriculum infused with technology including the use of Smartboards, Kindles, Chromebooks and the Freckle online program.	2	CAO, Teachers, Principal	Weekly		Lesson Plans Walkthroughs and Observations Curriculum Notebook	Improved grades and reduced failure rate Improved STAAR scores Educational Closing the Gaps and Student growth scores improved
Curriculum scope and sequence aligned with TEKS in all subject areas using the TEKS Resource System	2	Chief Academic Officer (CAO) Principal Teachers	In-service Days Every 6 Weeks	TEKS Resource System – Region 15	Curriculum YAG and IFD Teacher created unit tests Teacher lesson plans	Improved scores on STAAR Improved six weeks grades

**Goal 2: Staff Quality Goal:** Early Middle School will recruit, support, and retain highly effective teachers whose standards expect students to perform at high levels.

**Objective 1:** Early Middle School staff will be provided with relevant professional development opportunities.

**Objective 2:** Early Middle School will seek ways to recognize, support and encourage all staff members.

**Summative Evaluation:** 100% of classes will be taught by appropriately certified teachers, and 100% of effective staff will be retained for the next school year.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Campus Hospitality Committee to help recognize and honor staff members.	1	Principal Staff Members	Each six weeks	Local Funds	Staff activities and luncheons	Improved moral and support for staff and staff retention
Ensure that all students are taught by highly qualified teachers teaching in their certified field(s).	1 & 2	Principal, CAO, Human Resource Dept.	Beginning of each semester		PEIMS data HR records PR1500	Certified teachers teaching all students, including low income, minority and at-risk students.
Teachers and paraprofessionals will have the opportunity to participate in scientifically based training targeted to their area of instruction and according to the campus needs assessment.	1 & 2	CAO, Principal	Beginning of school year and staff development days		Staff Development and In-service Records and agendas	Improved teacher training and confidence Improved lessons
Teachers will be provided with as much time as possible to research and plan effective and quality lessons during the school day.	1 & 2	Superintendent CAO Principals	Daily during conference periods		Class Schedules	New and improved instruction methods Teacher Surveys
Opportunities to collaborate and learn new ideas from other teachers	1 & 2	Administrators Teachers	Each Six Weeks		Class Schedules Lesson Plans Faculty Meetings	Improved lessons and methods
District provides practices that promote positive school culture.	1	Administration School Board	On Going		Wellness and Team building activities Staff recognition at Board Meetings and dinner	Surveys and Teacher input

**Goal 3: School Climate/Safe & Healthy School Goal:** Early Middle School will provide a safe and disciplined learning environment for all students and staff.

**Objective:** Maintain a safe and disciplined environment conducive to student learning by reducing the number of incidents involving misbehavior, bullying and violence.

**Summative Evaluation:** By May 2020, there will be a 20% reduction in incidents involving discipline or violence.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Conduct assembly to disseminate information with regard to current rules and regulations including consequences for bullying, harassment, and social media safety.	1	Principal Dean of Students Counselor	1 <sup>st</sup> Week of school and Monitor throughout year		Assembly agenda Campus Calendar	Reduction in discipline referrals
Provide counseling options and assistance for student victims of violence, bullying, harassment, abuse and suicide prevention.		Administrators Counselor Teachers	As needed		Counselor Records	
Campus staff and students will participate in scheduled emergency drills including fire, tornado, evacuation and lock-downs. Community first responders will be included as much as possible.		Principals Teachers	Monthly		Emergency Drill Schedule	Improved efficiency of drills
Staff training in recognition and prevention of harassment, bullying suicide and child abuse.	1	CAO Principal Counselor	In-service training before and during school		Staff training records	Improved recognition and prevention of incidents documented in referrals
Staff members participating in the district Guardian Program		Superintendent Principals Teachers Staff	Daily	Professional Training	Board Minutes	
Campus staff will ensure that the campus buildings and facilities are well maintained, safe and beneficial to learning.	1	Superintendent Principals Teachers Staff	Daily		Entrance doors locked. Use of cameras Staff monitors hallways and grounds Safety Assessments	Safety Inspections Surveys

**Goal 4: College & Career/Graduation/Dropout Reduction Goal:** Early Middle School will provide a rigorous curriculum and encouraging school environment that engages students and prepares them for success in high school.

**Objective 1:** Maintain a low dropout rate and high attendance and completion rates.

**Objective 2:** Increase student participation in campus activities.

**Summative Evaluation:** By May 2020, maintain a dropout rate of less than 1%, and attendance and completion rates over 96%,

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
High school counselor meets with students to explain the pathways available to students in high school.	3	HS Counselor MS Counselor Principal	April/May		Student schedules	Students improved understanding of the high school pathways available
Focus on progress of upper level students as well as lower level students.	2 & 3	Principals Teachers	End of each grading period		Monitor student progress. Advanced math classes. Use of TEKS Resource System.	Improved student six week grades and STAAR scores
Career education taught in 8 <sup>th</sup> grade Technology class and other 6 <sup>th</sup> grade and 7 <sup>th</sup> grade classes.	3	Principal Counselor Technology Teacher	April/May		Lesson Plans	Students better prepared for determining the appropriate high school pathway
Provide credit recovery opportunity for students at-risk of failure and/or with attendance issues after school and during the summer.	2 & 3	Principal, Teacher	End of each semester		Attendance Records Program enrollment list	Successful completing of course work to recover credit.
Provide various activities to increase student involvement in school.	3	Principal Teacher	Each month		Student organization's rosters (fine arts, athletics, robotics, student council, etc.)	Increase number of students participating. Improved grades and attendance to remain active in organizations.



**Goal 5: Parent/Community Engagement Goal:** Early Middle School will maintain a connection between home, community and school by engaging families in students' daily learning and development.

**Objective 1:** Early Middle School will offer opportunities for parents, the community and the school to work together to further student success.

**Objective 2:** Early Middle School will provide communication using various means.

**Summative Evaluation:** School surveys will show that 90% of parents will respond stating they are satisfied with the way that Early Middle School keeps them informed and involved in their student's education.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Title 1 survey conducted each year to gain information on parent/community perception of the campus.	4	CAO Principals	Spring Semester		Results of survey	More participation on survey Improvement in low areas of survey
Update campus webpages with information and events. Use School Messenger to send out phone messages.		Principals Teachers Technology Aide Counselor	At least once a month and as needed		Records of messages being sent out and updates to webpages	Improved communication
Maintain and update an Early Middle School Facebook page		Principal Teacher	Weekly		Records post on Facebook page	Improved communication and involvement in school activities
Involve parents and community members in various committees and organizations.		Principal Counselor	Each semester		Attendance records of committees and organizations	Increased parent involvement
Progress Reports and Report Cards sent home every 3 and 6 weeks.	2	Teachers Principals	Every 3 and 6 weeks		Records of grade reports Update on Facebook page	Improved grades and parent involvement
Student groups and organizations involved in community service projects.		Administration Sponsors Teachers	Each month		Food and Coat drives. Litter pickup Child care and tutoring.	Increase student activity in the community.
Increase activities that open the doors of the school to the community (Open House, pep rallies, award ceremonies, art show, athletic games, music concerts, etc.)		Principal Counselor Teachers	Each Six Weeks		Attendance and sign in sheets Flyers of activities	Increased parent/community involvement Improved survey responses