

Early Independent School District
Early Middle School
2021-2022 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Early Middle School is a 6th-8th grade Title 1 campus that employs over 40 staff members and educates approximately 285 students. According to the 2020-2021 TAPR, the student ethnicity is 69% White, 26% Hispanic, less than 1% African-American, 3% Asian, and 2% two or more races. Approximately 43% of the student population is classified as economically disadvantaged, 8% receive special education services, and 41% of the students are considered At-Risk. The campus has approximately 30% student transfer population, 2% classified as homeless, and a 13% mobility rate.

Demographics Strengths

Early Middle School has a low student-to-teacher ratio. The attendance rate is over 98% and the dropout rate is 0%. The average years of experience for EMS teachers are 16.6 years with 44% having over 20 years of experience. EMS was last rated as "Met Standard" and received a high B rating. EMS earned multiple distinctions on the Accountability Ratings. The campus provides a scheduled tutorial time during the school day for all students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Early Middle School currently has below 50% of the teachers with an ESL certification. **Root Cause:** With a growing ESL population, each core teacher needs to be ESL certified so that we can begin the switch to a content-based ESL program.

Student Learning

Student Learning Summary

Early Middle School has performed very well on recent state assessments. EMS 8th grade Social Studies scores have significantly improved from previous years. 6th grade Reading scores improved, but the Master and Meets scores are still low. Writing scores were lower. All the 8th grade scores were high.

Student Learning Strengths

Most of the scores on the state assessment were above state and region scores for each subject and grade level.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Improve writing skills by focusing on writing in all classes. **Root Cause:** Writing skills and scores have been low for a few years.

School Processes & Programs

School Processes & Programs Summary

All math classes utilize a weekly math skill builder assignment that focuses on math skills. This allows the teacher to focus on application questions in the classroom and not have to reteach math skills from previous lessons and grades. All math classes are using the same resources to teach the math TEKS.

Campus technology has been improved. Wireless access points have been upgraded and increased throughout the campus. Each student has their own Chromebook, and each classroom has a Newline smart tv.

School Processes & Programs Strengths

6th-grade and 8th-grade math scores improved in the Meets and Masters categories.

Classroom lessons and instruction have become more engaging and interactive with the improvements in technology

All core classes are taught by certified and highly qualified teachers. All paraprofessionals are certified.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Find and improve ways to recruit, support, and retain highly effective teachers and staff. **Root Cause:** Staff survey shows a need to improve ways of recognizing and rewarding staff members. Last year EMS had a 30% teacher turnover (7 out of 23) rate.

Perceptions

Perceptions Summary

EMS has over 97% attendance rate and 0% dropout rate.

The campus has added classes to help introduce students to career exploration (Teen Leadership and Longhorn Academy). EMS has an advanced math class in all 3 grades. GT students are serviced through a GT class period.

All students have a tutorial period built into their schedule to get homework help and for reteaching.

Perceptions Strengths

With the introduction of advanced math classes and math skill builders, math scores have improved in multiple areas in most grades.

By separating the GT class from the reading class, students are better exposed to critical thinking lessons and projects.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Increase the opportunities for students to learn about high school classes and future career options in their classes. **Root Cause:** Students have not been exposed to career explorations in their core classes very often.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading 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 between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data

- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- 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: Early Middle School will continue to deliver a high quality rigorous education to all students.

Performance Objective 1: Improve seventh-grade math scores by 10% in all three categories (Approaches, Meets, and Masters).

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Benchmarks and STAAR data.

Goal 1: Early Middle School will continue to deliver a high quality rigorous education to all students.

Performance Objective 2: 85% of all students will meet their growth measure on Reading and Math STAAR.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Benchmarks and STAAR results

Goal 2: Early Middle School will recruit, support, and retain teachers that understand the importance of all types of student engagement, rigorous and relevant learning environments, and the significance of connecting with students to foster a desire to learn.

Performance Objective 1: Early Middle School staff will be provided professional development relevant to the needs of the district and campuses.

Targeted or ESF High Priority

Evaluation Data Sources: Needs assessment, district administration, campus administration

Goal 2: Early Middle School will recruit, support, and retain teachers that understand the importance of all types of student engagement, rigorous and relevant learning environments, and the significance of connecting with students to foster a desire to learn.

Performance Objective 2: Early Middle School will provide an opportunity for teachers to collaborate and plan.

Targeted or ESF High Priority

Evaluation Data Sources: Needs assessment

Goal 3: Early Middle School will continue to improve the systems and devices which are used to communicate with parents, students, and staff.

Performance Objective 1: Early Middle School news and events will be made available to parents and the community through new and up-to-date platforms.

Targeted or ESF High Priority

Evaluation Data Sources: Needs assessment

Goal 3: Early Middle School will continue to improve the systems and devices which are used to communicate with parents, students, and staff.

Performance Objective 2: Early Middle School will integrate technology throughout the campus to benefit all students and staff.

Targeted or ESF High Priority

Evaluation Data Sources: Needs assessment

Goal 3: Early Middle School will continue to improve the systems and devices which are used to communicate with parents, students, and staff.

Performance Objective 3: 85% of EMS parents will be registered and actively using Parent Square by the end of the '21/'22 school year.

Targeted or ESF High Priority

Evaluation Data Sources: Parent square reports

Goal 4: Early Middle School will prepare all students for success in high school, college, and/or a career.

Performance Objective 1: 100% of students will receive guidance and enrichment to build social and emotional life skills that will help them be successful in and out of school.

Evaluation Data Sources: Campus records, Schedules

Goal 4: Early Middle School will prepare all students for success in high school, college, and/or a career.

Performance Objective 2: Increase opportunities by 50% for students to be involved and exposed to aptitude and career investigation starting in 7th grade.

Evaluation Data Sources: Local records, Schedules and testing data

Goal 4: Early Middle School will prepare all students for success in high school, college, and/or a career.

Performance Objective 3: EMS will have a 98% attendance rate and maintain a low dropout rate.

Evaluation Data Sources: PEIMS reports

Goal 5: Early Middle School will fully integrate technology and develop innovative learning environments and facilities for the purpose of high student engagement, safety, and academic success.

Performance Objective 1: Early ISD provides the "Stop It" App on the district website. The "Spot It" App is a free anonymous reporting App that can be used to report any type of incident.

Targeted or ESF High Priority

Evaluation Data Sources: Senate Bill 9 Requirement

Goal 5: Early Middle School will fully integrate technology and develop innovative learning environments and facilities for the purpose of high student engagement, safety, and academic success.

Performance Objective 2: 100% of students will receive Cyber Security training by the beginning of the 2022-2023 school year.

Evaluation Data Sources: Locally kept records, Schedules

Addendums