Lindale Independent School District

E.J. Moss Intermediate School

2023-2024 Campus Improvement Plan

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Comprehensive Needs Assessment

Revised/Approved: June 29, 2023

Demographics

Demographics Summary

EJ Moss Intermediate grade 4-6 enrollment of 981 students.

4th grade enrollment 324 students. 5th grade enrollment 335 students. 6th grade enrollment 322students.

General education class sizes range from 17 to 28.

Special education class sizes range from 5 to 11.

30 ESL students will be monitored through TELPAS.

493 Females

488 Males

American Indian- .20%

Asian- 1.12%

Black/AA- 5.50%

White - 68.30%

Two-or-more- 6.01%

Demographics Strengths

Our grade levels are very close in size, which allows us to have average class sizes in all grade levels.

According to STAAR last year, we were able to meet the targets for each of our subpopulations. We currently have an attendance rate of 95.49%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our attendance rate in our sub populations are the lowest each six weeks. **Root Cause:** Having the relationships with the parents and having their trust about their child being at school daily is extremely important.

Student Achievement

Student Achievement Summary

Domian1: Student Achievement: 92%

Domain 2: School Progress: 86%

- Part A:Academic Growth-86%

- Part B: Relative Performance 91%

Domain 3: Closing the Gaps: 100%

In 2021-2022 school year EJ Moss received an A rating.

Reading STAAR scores:

4th grade: 91% approaches, 70% meets, 41% masters

5th grade: 92% approaches, 75% meets, 50% masters

6th grade: 84% approaches, 65% meets, 47% masters

Math STAAR scores:

4th grade: 87% approaches, 63% meets, 38% masters

5th grade: 93% approaches, 71% meets, 44% masters

6th grade: 87% approaches, 63% meets, 39% masters

Science STAAR scores:

5th grade: 89% approaches, 66% meets, 41% masters

Out of 2,068 test taken at EJM 2021-22

- 1,873 (approaches)

-1,442 (meets)

-912 (masters)

Student Achievement Strengths

We increased our percentages in 16 areas throughout all tested subjects. Teachers were intentional on using their instruction time to meet the needs of individual/ small groups of students.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Keeping up the data increases on 2022-2023 STAAR testing in all subjects.   **Root Cause:** Change in testing format (on-line) and question types.

School Culture and Climate

School Culture and Climate Summary

Overall as a campus we have set high expectations and provide a lot of support in all areas (academics and behaviorally).   There were few reports of bullying this year. We added more safety protocols for staff and students to follow to ensure we have a safe building.

We have incentives that help motivate our students (academics and behaviorally) We provide a celebration at the end of each semester for the students that have been leaders with their behaviors and work ethic.

Administrators, teachers, others feel a need to update the building. They would like to see the leaks fixed, tiles replaced and an overall improving of the building and campus.

We would like to start providing

* Parent Nights

* End of the Year awards assembly

* Celebrate successes more throughout the year

* Positive office referrals

School Culture and Climate Strengths

*safety

*absence of gangs, drugs, weapons

*student expectations

*school climate

*excellent learing environment

*high expectations

*support given to staff with discipline

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: The overall condition of the two buildings. The plumbing has been a huge issue this year with all the restrooms in the building. When repaired, the fix doesn't last long before having to report the issue again.   **Root Cause:** The age of the two campuses.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Student achievement data reflects teachers strong instructional strategies. Additionally, the mentorship program with new teachers has helped new teachers feel supported able to have success in the first few years of teaching. The staff and teacher are experienced with most of the staff having more than 10 years of experience all the way to some having up to

Staff Quality, Recruitment, and Retention Strengths

EJM has had few openings over the past couple of years. Many times the openings are a result of growth.

Our low turnover rate is one of our greatest strengths. In addition, most of our staff members have a great level of experience which also serves as a strength.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The number of students that our resource teachers are serving is continuing to increase yearly.   **Root Cause:** Number of students qualifying for Special Ed Services.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teacher lesson plans, grade level scope and sequence, and common assessment, and curriculum are all aligned to the TEKS. Grade level teams use common formative assessments to drive instruction. Data from STAAR, DMAC, AR Star , and formal and informal classroom data are used to drive instruction and plan interventions. Common assessments will include STAAR formatted items and STAAR released data when available. Common assessment data is used to identify student who need enrichment and support. All areas of curriculum, instruction, and assessment include collaboration with groups and partners, digital learning, critical thinking and problem solving. Curriculum lead evaluate curriculum each year based on TEKS. Teams collaborate to deliver the curriculum to all students in order to meet the needs of all learners and assess effectiveness through the use of DMAC.

Curriculum, Instruction, and Assessment Strengths

Students have access to ipads daily due to 1:1 ratio. The PLC process is strong and is used to monitor student progress and growth and adjusting curriculum pacing and scope and sequence as necessary. We have increased our rigor expectations and students have risen to the challenge. Through the instructional leaders, curriculum is vertically aligned.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Vertical alignment is a challenge due to grade levels not having the opportunity to meet and plan with other grade levels of the same content area. This would help fill in gaps and also discuss the needs of each grade level and what each grade levels needs to ensure that their students are able to do prior to next grade level. **Root Cause:** Not having common planning times nor having set times throughout the year to meet as vertical teams.

Parent and Community Engagement

Parent and Community Engagement Summary

EJM promotes the involvement of families and communities throughout the school year. Parents are encouraged to volunteer at events throughout the school year. We encourage parents to participate in class parties, field day events, and eating lunch with their child. .Parents are also encouraged to be an active part of their child's education by coming to events like Meet the Teacher and Parent Conference Night. We also have a family night for families to come and shop at our book fair. Fifth and sixth grade families are encouraged to help participate in fundraisers to help raise money for SkyRanch and the band. Community members are welcome to come to board meetings and are involved in the Campus Improvement Committee.

We has have a very involved PTP. This group of ladies will do something monthly for our teachers/staff to show appreciation.

Parent and Community Engagement Strengths

EJM has strong communication with parents through newsletters. facebook, emails, REMIND 101. Parents receive monthly emails that keep them informed of up coming events.Parents are encouraged to be involved through our PTP program, lunch visitors, and book fair. Our PTP is very active and supportive.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: We need to show the great things that are happening at EJM to all parents. We need to plan grade level parent nights to allow the parents to come learn and engage with our teachers and their child. **Root Cause:** We stopped all parents coming in during COVID and we just haven't made it a priority to open our building back up to families for large events.

School Context and Organization

School Context and Organization Summary

Overall, the campus is safe and orderly with clear and consistent expectations. The budgetary priorities are determined by the campus goals and needs assessment.

School Context and Organization Strengths

School operations decisions are made after consulting and getting input from staff leaders. The campus is a safe and orderly school with high expectations and accountability. Disciplinary policies are the same across the campus and followed through with consistency among staff. Classroom needs are prioritized and met with the budget

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: We need teachers/aides greeting students as they enter each classroom. This would include first thing in the morning when the bell rings and at each class switch. **Root Cause:** Teachers get busy finishing previous class or getting ready for the day.

Technology

Technology Summary

The network available through the district meet our needs. We are able to communicate throughout the district and from class to class. When there is a problem, it is addressed quickly. We have the resources needed to be successful with all forms of technology in the classroom.

Some staff report that they are "not as proficient as the need to be" in the realm of technology. Teachers expressed a desire to have more time with new and updated devices to feel more comfortable. Though there are many innovative trainings offered throughout the summer, teachers expressed a desire to have some more basic trainings available to them. However, we are very well supported by our technology contact. The district is making great strides by passing out more classroom ipads to be used in the classroom. Teachers said that they used their ipads, apple TVs, computers, and projectors several times daily.

Technology Strengths

Our district technology department is quick to respond to troubleshooting needs. Our students are 1:1 ipads.

Problem Statements Identifying Technology Needs

Problem Statement 1: Technology was created to be a supplemental tool to help students obtain goals and mastery of TEKS. However, it has turned into more of a primary source of instruction. **Root Cause:** All curriculum is on the iPad and we do not have hard copies of resources through our textbook adoptions.

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
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Goals

Revised/Approved: October 9, 2023

Goal 1: All students are provided the opportunities and guidance to prepare them for college/career.

Performance Objective 1: Improve student learning and progress in meeting grade level student expectations through a variety of programs and strategies.

> **Evaluation Data Sources:** All students will show growth through each 6 weeks period and by the end of the instructional year. Evidence considered for growth will be ongoing review of data from subject level common assessments, student expectation tutorial data, benchmarks, digital programs, TELPAS, and STAAR.

> **Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Collaboration among subject leaders and their PLTs to develop common assessments. Subject Leaders will input assessments or coordinator with campus counselor to input assessments in DMAC. Assessments will be answered utilizing digital answer documents. This will allow for immediate score feedback and more timely analysis of SE data. All assignments will be TEKS aligned to STAAR readiness and/supporting standards.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will use STAAR level questions to develop and administer regular common assessments every 4-6 weeks according to academic units of study. Teachers will identify students and specific SE's that require further instruction in AIM, enrichment, whole class instruction, and/or small group. Growth spreadsheets will be used to record student progress and overall growth towards end of year goals **Staff Responsible for Monitoring:** Principal. Others involved are: assistant principals, counselors, and lead teachers. Teachers will compile and regularly update student data in a "growth expectation" spreadsheet . **Funding Sources:** Resources for assessment items - General Fund	100%	100%	100%	100%
Strategy 2 Details	Reviews			
Strategy 2: At-Risk students will attend receive instructional supports in Enrichment sessions with a certified teacher and AIM intervention periods each day.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improvement in grades on daily grades and common assessments throughout the school year. Students progress in performance standard goals per STAAR accountability standards. **Staff Responsible for Monitoring:** Principals, Teachers, Counselors, Intervention teachers **Funding Sources:** Mentoring Minds, Study Island, Think Through Math, iStation - Title I	100%	100%	100%	100%

Strategy 3 Details	Reviews			
Strategy 3: Provide Differentiated Instruction/Activities to meet the needs of all students	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Student engagement and success will increase, resulting in a higher level of success among all students on daily work, common assessments, and STAAR. **Staff Responsible for Monitoring:** Principals Teachers **Funding Sources:** iPads, Staff Development and Training, Campus supplies, PLT planning - General Fund, - SCE, - Title I	60%	80%	100%	100%

Strategy 4 Details	Reviews			
Strategy 4: 6th Grade Students-University Interscholastic League competitions (UIL)	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students who participate in UIL events will have an increase in their progress in all academic classes and the arts. **Staff Responsible for Monitoring:** Principals Teachers **Funding Sources:** UIL materials and staff members to coach - General Fund	100%	100%	100%	100%

Strategy 5 Details	Reviews			
Strategy 5: MTA and Take Flight Programs for Dyslexia	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students who are identified with dyslexia improve in overall progress in all areas through analysis of daily grades, common assessments, and STAAR. Improved performance on assessments within the MTA program as well as advancement from one kit to the next, eventually graduating the program. **Staff Responsible for Monitoring:** Dyslexia Teachers, Curriculum Director, Principals, Counselors **Funding Sources:** MTA Program, MTA Certified Teachers - SCE, Master Schedule planning to dedicate staff to the MTA program - General Fund	100%	100%	100%	100%

Strategy 6 Details	Reviews			
Strategy 6:	**Formative**			**Summative**
Promote special education students who demonstrate consistent success to a regular education classroom	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The percentage of Special Education students in the General Education setting for Reading and Math will increase. **Staff Responsible for Monitoring:** Special Education staff, Diagnosticians, Principals, General Education Teachers, Special Education Teachers, Counselors **Funding Sources:** Staff Development Differentiated Instruction - General Fund, - SCE, - IDEA B	100%	100%	100%	100%

Strategy 7 Details	Reviews			
Strategy 7: Participation in Region 7 Robotics /Mock Model UN/Innovative Inventions for GT students in 4th, 5th and 6th	**Formative**			**Summative**
Grades.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased confidence and cultural awareness among GT students. **Staff Responsible for Monitoring:** Curriculum Director, GT teacher, Principals **Funding Sources:** Materials and Supplies, Staff to facilitate - General Fund		100%	100%	100%

Strategy 8 Details	Reviews			
Strategy 8: Participation in the East Texas State Fair Academic Rodeo	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students who participate in contests will work together as a team, compete	**Nov**	**Jan**	**Mar**	**June**
against students from other schools, and will have a higher level of awareness of opportunities outside of our campus to learn and grow as a student. Students in grades 6 and above who place have the opportunity to apply for scholarships to continue their education after high school. **Staff Responsible for Monitoring:** Teachers, Principals **Funding Sources:** Materials, staff, transportation - General Fund		100%	100%	100%

Strategy 9 Details	Reviews			
Strategy 9: Provide advanced classes in Math for identified students in both 5th and 6th Grade.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students in advanced Math classes will be successful in the advanced track	**Nov**	**Jan**	**Mar**	**June**
classes through 8th grade. 6th grade-Advanced Math, 7th grade-Pre-Algebra, 8th grade Algebra I **Staff Responsible for Monitoring:** Principals, Counselors, Teachers **Funding Sources:** Teachers, DMAC - General Fund	100%	100%	100%	100%

Strategy 10 Details	Reviews			
Strategy 10: Data Meetings to be scheduled immediately after assessment and to be facilitated by subject level leads using TEKScore instructional reports: Performance Summary, Item Analysis, 110% Performance Summary, SE Performance, and SE Tutorial	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will instruct and assess in a standards aligned curriculum plan with timely assessments that are centered on responding to student needs. Teachers will share strategies, resources, and materials according to how students performed on specific SEs **Staff Responsible for Monitoring:** Principals, Lead Teachers, counselor **Funding Sources:** Staff, Instructional Materials - Title I, - SCE	60%	85%	100%	→

Strategy 11 Details	Reviews			
Strategy 11: 4th-6th Grade Science Intervention/Enrichment In Technology Applications. Students have time to enhance their learning in science class by the use of digital applications: Stemscopes, Educations Galaxy, and Generation Genius.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved TEKS mastery through use of digital applications: Stemscopes, Educations Galaxy, and Generation Genius. Students will show 80% Mastery of specified skills before progressing to the next skill in Education Galaxy assignments. Students will show growth in designed SCience skills on common assessments and benchmarks. **Staff Responsible for Monitoring:** Principals, Teachers, Science Curriculum lead	70%	85%	100%	100%

Strategy 12 Details	Reviews			
Strategy 12: 5th Grade Students Sky Ranch Outdoor Education	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 5th grade students will have a greater understanding of science concepts as they observe these in the natural world **Staff Responsible for Monitoring:** Principals, Teachers, **Funding Sources:** - General Fund			100%	100%

Strategy 13 Details	Reviews			
Strategy 13: At risk learners will receive ALT (Accelerated Learning Time) throughout the year to reach the required 30 hours.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improvement in grades on daily grades and common assessments throughout the school year. Students progress in performance standard goals per STAAR accountability standards. **Staff Responsible for Monitoring:** Classroom teacher, special teachers, intervention teachers and administration. **Funding Sources:** - Title I, - SCE	70%	80%	100%	100%

Strategy 14 Details	Reviews			
Strategy 14: Students that receive reading and math instruction in the resource classes will have the opportunity to use the programs (Moby Max and IXL).	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: These programs will give specific data on each student and their strengths and weaknesses. **Staff Responsible for Monitoring:** Special Education teachers **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Funding Sources:** - General Fund, - IDEA B	100%	100%	100%	→

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 1: All students are provided the opportunities and guidance to prepare them for college/career.

Performance Objective 2: A variety of programs and procedures will be implemented to monitor and promote our student and teacher attendance rates.

    Evaluation Data Sources: The attendance rates of students through Skyward and teachers through Frontline (aesop).

    Summative Evaluation: Met Objective
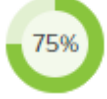
Strategy 1 Details	Reviews			

Strategy 1: All students with perfect attendance each six weeks will receive a 15 soar award ticket to be used in our campus store.
     Strategy's Expected Result/Impact: The student attendance rate will stay the same or improve from the previous school year.
     Staff Responsible for Monitoring: Principals, Office Staff, Teachers
	Formative			**Summative**

	Nov	Jan	Mar	June
	100%	100%	100%	100%

Strategy 2 Details	Reviews			

Strategy 2: Truancy prevention measures are in place to communicate with parents at different intervals of absences and also communicate the district truancy policies and guidelines.
     Strategy's Expected Result/Impact: Decrease in number of students who have repetitive absences of 5, 10, 15, and 20 days.
     Staff Responsible for Monitoring: Principals, Counselors, Office Staff,
	Formative			**Summative**

	Nov	Jan	Mar	June
	70%	80%	100%	→

Strategy 3 Details	Reviews			

Strategy 3: Teachers with perfect attendance during the six weeks receive a jeans pass.
     Strategy's Expected Result/Impact: Teacher attendance rate will increase from previous year, resulting in high levels of instruction and greater student success.
     Staff Responsible for Monitoring: Principals, Office Staff
	Formative			**Summative**

	Nov	Jan	Mar	June
	100%	100%	100%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: All students are provided the opportunities and guidance to prepare them for college/career.

Performance Objective 3: Improve performance of struggling students through the continuation of pull out intervention teachers, small group enrichment, and a Learning Lab for content mastery.

> **Evaluation Data Sources:** Students will show growth through common assessments, six weeks grades, and state testing.

> **Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Continue to effectively utilize pull out intervention teachers	**Formative**			**Summative**
Strategy's Expected Result/Impact: Growth in student progress on common assessments, report cards, and state assessments **Staff Responsible for Monitoring:** Principal, APs, Gen. Ed teacher, and intervention teachers **Funding Sources:** - Title I	**Nov**	**Jan**	**Mar**	**June**
	100%	100%	100%	100%

Strategy 2 Details	Reviews			
Strategy 2: Implement Learning Lab paraprofessionals to work in a content mastery capacity.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Aid in facilitating small group, oral testing, and assistance on daily work. **Staff Responsible for Monitoring:** Principal, APs, and Classroom teachers **Funding Sources:** - Title I	**Nov**	**Jan**	**Mar**	**June**
	70%	80%	100%	100%

Strategy 3 Details	Reviews			
Strategy 3: All core, resource, and intervention teachers will incorporate short answer, open ended responses, and multiple answer responses to help prepare students for the reading, math, and science STAAR.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will work on preparing short answer responses during all core subjects multiple times each six weeks. This will help the teachers work with students on creating short answers to help them when taking the STAAR test. **Staff Responsible for Monitoring:** Classroom teacher, intervention teachers, resource teachers, and principals.	**Nov**	**Jan**	**Mar**	**June**
	55%	75%	100%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: All campuses will promote nurturing, safe, and secure environments for all students, staff, and parents.

Performance Objective 1: E.J. Moss Intermediate will promote a healthy, safe, and secure environment for all students, staff, and parents through character education, establishing routines, security measures, and programs to educate all members of the campus to help create a positive learning community.
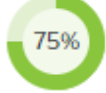
   Evaluation Data Sources: Students, staff, and parents have experienced little to no incidents that would put their safety and security at risk.

   Summative Evaluation: Met Objective

Strategy 1 Details		Reviews			
Strategy 1: Regularly practice safety drills in the event of bad weather, fire, lockdown, or evacuation.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Each safety drill will be recorded on the campus calendar as they are practiced. An overall confidence among staff and students of how to respond during an emergency on campus will be evident. **Staff Responsible for Monitoring:** Principals, LISD Police Office on campus		**Nov**	**Jan**	**Mar**	**June**
		50%	70%	100%	100%
Funding Sources: Staff, materials with safety instructions, - General Fund					

Strategy 2 Details		Reviews			
Strategy 2: Character Education/Guidance Lessons		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will interact with others positively learning the strategies below to implement into their lives today and for the future. Character traits/growth mindset lesson and Leader in Me Habits, **Staff Responsible for Monitoring:** Principals, Counselors, support staff		**Nov**	**Jan**	**Mar**	**June**
		65%	80%	100%	→
Funding Sources: Instructional Materials, scheduling of classes - General Fund, - Campus Activity Fund					

Strategy 3 Details		Reviews			
Strategy 3: The Junior League of Tyler Girl Power Summit-6th Grade girls		**Formative**			**Summative**
Strategy's Expected Result/Impact: Girls in the 6th grade will have higher self-confidence and will make positive, healthy choices. **Staff Responsible for Monitoring:** Principals, Counselor		**Nov**	**Jan**	**Mar**	**June**
			100%	100%	100%
Funding Sources: Staff, Transportation - General Fund					

Strategy 4 Details	Reviews			

Strategy 4: Create and encourage cooperative relationships with students and their families through positive communication and encouragement during phone calls, emails, and conferences. Smore newsletters from teachers and principal to communicate school events, dates, and instructional units of study. Also, the teachers use Class DoJo and Remind 101 to communicate with families.
    Strategy's Expected Result/Impact: Student grades and test performance will increase and parents will have a positive relationship with the school staff. Positive feedback on district feedback survey.
    Staff Responsible for Monitoring: Teachers, Principals, Counselors
 	
    Funding Sources: - General Fund, - Title I
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	100%	100%	100%	100%

Strategy 5 Details	Reviews			

Strategy 5:
Drug/ Alcohol Survey
    Strategy's Expected Result/Impact: Students will share observations in completing the survey. This will give our district an idea of what students' concerns and experiences have been.
    Staff Responsible for Monitoring: LISD Director of Federal Programs
Principals
Teachers
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
			100%	100%

Strategy 6 Details	Reviews			

Strategy 6:
School Safety Action Team will evaluate safety concerns on campus on a regular basis.
    Strategy's Expected Result/Impact: There will be a decrease in office referrals, bullying incidents, and injuries.
    Staff Responsible for Monitoring: Principals, Safety Action Team Leader
 	
    Funding Sources: Repairs and changes as needed - General Fund
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	100%	100%	100%	100%

Strategy 7 Details	Reviews			

Strategy 7: Red Ribbon awareness videos and emailed information to teachers to discuss with students about right/wrong choices. EJM will have one guest speaker to come in and discuss unhealthy choices such as drinking, drugs, vapes, etc.
    Strategy's Expected Result/Impact: There will be an increased awareness of positive choices and negative results of drug use.
    Staff Responsible for Monitoring: Principals, Counselors, Teachers
 	
    Funding Sources: Red Ribbon Week Materials - General Fund, - ESSER III
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	100%	100%	100%	100%

Strategy 8 Details	Reviews			
Strategy 8: Security Door Lock System on all doors around the campus.	**Formative**			**Summative**
Strategy's Expected Result/Impact: There will be no incidents of individuals entering the building with intentions of causing harm. **Staff Responsible for Monitoring:** Deputy Superintendent, Maintenance Department, Principals, Office Staff, Counselor, teachers and LISD Police Officers **Funding Sources:** Security Lock Installation, Maintenance staff to manage system - General Fund	**Nov** 100%	**Jan** 100%	**Mar** 100%	**June** 100%

Strategy 9 Details	Reviews			
Strategy 9: Neptune Navigate Digital Citizenship Program (6th grade only)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students participate in comprehensive online modules that teach kids how to be smart and stay safe in the digital world. This comprehensive program is designed specifically for schools. The students will learn from a series of short videos, followed by interactive knowledge checks. Course topics include: digital citizenship, cyberbullying, digital footprint, social media, media literacy, privacy, and tech laws. **Staff Responsible for Monitoring:** Staff will provide monthly lesson times for students to participate in online modules through science/social studies teachers.	**Nov** 100%	**Jan** 100%	**Mar** 100%	**June** 100%

Strategy 10 Details	Reviews			
Strategy 10: Students will have more opportunities to earn and spend their "Soar Awards" throughout the six weeks with a choice menu to choose a number of different incentives.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Positive behavior from the students. Also, they get a chance to spend throughout the six weeks. They will work towards different opportunities that interest them. **Staff Responsible for Monitoring:** Teachers and Counselor	**Nov** 100%	**Jan** 100%	**Mar** 100%	**June** 100%

Strategy 11 Details	Reviews			
Strategy 11: Provide Junior Achievement curriculum to 6th grade classes.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers have the opportunity to work with the curriculum that the Junior Achievement provides over budgets, communities, laws, etc. **Staff Responsible for Monitoring:** Principal, counselors, teachers	**Nov** 100%	**Jan** 100%	**Mar** 100%	**June** 100%

Strategy 12 Details	Reviews			
Strategy 12: Each student will have a "Minute" meeting with our school counselors in the Fall and Spring semester.	**Formative**			**Summative**
Strategy's Expected Result/Impact: This allows students to have another person on campus that they can go to at anytime if they need someone to talk to or visit. **Staff Responsible for Monitoring:** Counselors	**Nov** 75%	**Jan** 85%	**Mar** 100%	**June** →

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 3: Align professional development to meet the needs of all students and staff.

Performance Objective 1: Staff will participate in staff development activities that will provide opportunities to learn and implement effective instructional practices. Staff members will also learn innovative methods utilizing technology to meet student needs in the classroom.

 Evaluation Data Sources: Students create and display products that represent their learning on a regular basis. Daily and common assessments will show an increase in student learning.

 Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Canvas digital learning platform to provide digital lessons. PLC plan and create daily digital lesson modules.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students have access to lesson supports and assignments at home. Improve school/home connections and student access to learning outside the school day.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principals, Curriculum Director **Funding Sources:** Conference Fee, Travel expenses - General Fund	100%	100%	100%	→

Strategy 2 Details	Reviews			
Strategy 2: Professional Learning Communities Teaching with Technology	**Formative**			**Summative**
Strategy's Expected Result/Impact: Aligned, consistent curriculum and instruction utilizing technology across each grade level and subject area.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Curriculum Director Principals **Funding Sources:** Scheduled sessions - General Fund, - SCE	100%	100%	100%	100%

Strategy 3 Details	Reviews			
Strategy 3: Differentiated Instruction to address Specific Student Groups Dyslexia and ADD/ADHD Emotional and Learning Disabilities including Autism	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will have the skills necessary to meet the needs of students with educational challenges. **Staff Responsible for Monitoring:** Curriculum Director Principals **Funding Sources:** Professional Development Sessions - General Fund	70%	75%	100%	100%

Strategy 4 Details	Reviews			
Strategy 4: ESL Endorsement for all Reading/Language Arts Teachers Grades 4-6	Formative			Summative
Strategy's Expected Result/Impact: All ELA teachers will obtain the ESL endorsement resulting in a higher ability to meet the needs of English Language Learners in the regular classroom. **Staff Responsible for Monitoring:** Curriculum Director Principals Teachers **Funding Sources:** Certification Exam Payment - Title III	Nov 90%	Jan 90%	Mar 95%	June →

Strategy 5 Details	Reviews			
Strategy 5: Provide ESL pull out intervention daily at all ESL students during their AIM time.	Formative			Summative
Strategy's Expected Result/Impact: Students have the opportunity to work on ESL strategies in a small group of students. These students will also work on TELPAS strategies. **Staff Responsible for Monitoring:** ESL intervention teacher, counselors, principals **Funding Sources:** - ESSER III	Nov 100%	Jan 100%	Mar 100%	June 100%

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 4: Develop and expand innovative community and parental partnerships.

Performance Objective 1: Plan and provide opportunities to promote parental involvement.

    Evaluation Data Sources: Parents are informed and involved at a high level in their child's education.

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Beginning of year Orientation/Meet the Teacher/Schedule pick-up	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parents have necessary campus and classroom information to help their child begin the school year successfully. **Staff Responsible for Monitoring:** Principals **Funding Sources:** - General Fund	**Nov**	**Jan**	**Mar**	**June**
	100%	100%	100%	→

Strategy 2 Details	Reviews			
Strategy 2: 5th Grade Outdoor Education Program (Sky Ranch)	**Formative**			**Summative**
Strategy's Expected Result/Impact: All students will successfully participate in the Outdoor Education Program and at least one parent per 10 students will participate. **Staff Responsible for Monitoring:** Principals Teachers **Funding Sources:** Outdoor Education fee - General Fund - $40,000	**Nov**	**Jan**	**Mar**	**June**
			100%	100%

Strategy 3 Details	Reviews			
Strategy 3: E.J. Moss Parent Teacher Partnership Organization	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parents will be well-informed of and involved in assisting with and supporting all additional campus activities. **Staff Responsible for Monitoring:** Principals	**Nov**	**Jan**	**Mar**	**June**
	100%	100%	100%	100%

Strategy 4 Details	Reviews			
Strategy 4: School website, School Messenger, Campus Newsletters/Calendars, Parent emails from each PLT	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will arrive to school each day prepared for any special events, testing, or assignments. Also, parents will be well-informed of expectations for the students and opportunities to be involved at the campus. **Staff Responsible for Monitoring:** Principals, Teachers, Technology Staff, Office Staff **Funding Sources:** - General Fund, - Campus Activity Fund	100%	100%	100%	100%

Strategy 5 Details	Reviews			
Strategy 5: Grandparents' Week (Complimentary picture provided of grandparents and student)	**Formative**			**Summative**
Strategy's Expected Result/Impact: At least 25% of students will have a grandparent or special friend visit the school and eat lunch with them during the week.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principals Counselors **Funding Sources:** Purchase of pictures - Campus Activity Fund	100%	100%	100%	100%

Strategy 6 Details	Reviews			
Strategy 6: Archery and Outdoor clubs offered after school for our sixth grade students .	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students have the opportunity to learn new skills in the outdoor environment. **Staff Responsible for Monitoring:** Teachers, principals, counselors, support staff	**Nov**	**Jan**	**Mar**	**June**
ESF Levers: Lever 3: Positive School Culture	75%	85%	100%	100%

Strategy 7 Details	Reviews			
Strategy 7: Offer three Family Nights during the year (Reading, Math, Science) and all grades will participate.	Formative			Summative
Strategy's Expected Result/Impact: Allowing parents to come to the campus to learn from their children. Also, giving the parents an opportunity to come to campus to see the learning environment that EJM offers daily to their children. **Staff Responsible for Monitoring:** Teachers, principals, counselors, support staff **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** - General Fund, - Title I	Nov	Jan	Mar	June
			N/A	→

Strategy 8 Details	Reviews			
Strategy 8: Provide a Field Day for grades (4th and 5th) and a Track Meet for grade (6th) by the end of the year.	Formative			Summative
Strategy's Expected Result/Impact: All students will have the chance to participate in team building activities and individual activities to help celebrate the year. **Staff Responsible for Monitoring:** PE teachers/aides, teachers, principals, support staff	Nov	Jan	Mar	June
			100%	→

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 5: Create and support a non-traditional learning environment to foster inquiry, creativity, and innovation utilizing technology resources.

Performance Objective 1: The success of all students will increase as a result of technology integration into instruction and student projects.

    Evaluation Data Sources: Student proficiency in technology will increase as measured by the use of a variety of applications designed to increase student growth.

    Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: iPads for enrichment in Math, Reading, and Science.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students in Intervention class who utilize iPads will increase their success on common assessments and STAAR.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, Principals **Funding Sources:** - SCE, - General Fund, - Title I	100%	100%	100%	100%

Strategy 2 Details	Reviews			
Strategy 2: Renaissance Learning,Imagine Math, Discovery Education, Brain Pop, Study Island, Study Island , Stemscope, and Imagine Reading additional programs in reading intervention program and ESL program.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will access programs progress measures to evaluate students success on learning objectives and progress. Student progress will be assessed through the use these digital resources resources and correlate academics achievement in their classroom applications. **Staff Responsible for Monitoring:** Teachers, Principals, Technology Staff, Curriculum Directors	100%	100%	100%	100%

Strategy 3 Details	Reviews			
Strategy 3: Increase technology integration in instructional strategies and student projects with At-Risk student population	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased At-Risk student growth in academic areas	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Special Education Teachers, Teachers, Principals, Technology Staff **Funding Sources:** - SCE, - ESSER III	75%	80%	100%	100%

    0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Plan Notes

May 3, 2023 Campus Action Team implemented the Comprehensive Needs Assessment process campus-wide to begin data collection for development of Campus Improvement Plan for 2023-2024.

May 30, 2023 Campus Action Team discussed/ created problem statements and root causes in the Comprehensive Needs Assessment.

May 30, 2023 Campus Action Team viewed and discussed/revised/added to the Campus Improvement Plan for the upcoming 2023-2024 school year.

More dates will added for the 2023-2024 school year (we will have at least 4 meetings throughout the year to discuss how the Campus Improvement Plan is working and what we will need to change/adjust/delete.)

Campus Funding Summary

			Campus Activity Fund		
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			$0.00
4	1	4			$0.00
4	1	5	Purchase of pictures		$0.00
				Sub-Total	$0.00
			General Fund		
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Resources for assessment items		$0.00
1	1	3	iPads, Staff Development and Training, Campus supplies, PLT planning		$0.00
1	1	4	UIL materials and staff members to coach		$0.00
1	1	5	Master Schedule planning to dedicate staff to the MTA program		$0.00
1	1	6	Staff Development Differentiated Instruction		$0.00
1	1	7	Materials and Supplies, Staff to facilitate		$0.00
1	1	8	Materials, staff, transportation		$0.00
1	1	9	Teachers, DMAC		$0.00
1	1	12			$0.00
1	1	14			$0.00
2	1	1	Staff, materials with safety instructions,		$0.00
2	1	2	Instructional Materials, scheduling of classes		$0.00
2	1	3	Staff, Transportation		$0.00
2	1	4			$0.00
2	1	6	Repairs and changes as needed		$0.00
2	1	7	Red Ribbon Week Materials		$0.00
2	1	8	Security Lock Installation, Maintenance staff to manage system		$0.00
3	1	1	Conference Fee, Travel expenses		$0.00
3	1	2	Scheduled sessions		$0.00
3	1	3	Professional Development Sessions		$0.00

General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	1			$0.00
4	1	2	Outdoor Education fee		$40,000.00
4	1	4			$0.00
4	1	7			$0.00
5	1	1			$0.00
				Sub-Total	$40,000.00
SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$0.00
1	1	5	MTA Program, MTA Certified Teachers		$0.00
1	1	6			$0.00
1	1	10			$0.00
1	1	13			$0.00
3	1	2			$0.00
5	1	1			$0.00
5	1	3			$0.00
				Sub-Total	$0.00
IDEA B					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6			$0.00
1	1	14			$0.00
				Sub-Total	$0.00
Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Mentoring Minds, Study Island, Think Through Math, iStation		$0.00
1	1	3			$0.00
1	1	10	Staff, Instructional Materials		$0.00
1	1	13			$0.00
1	3	1			$0.00
1	3	2			$0.00

Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	4			$0.00
4	1	7			$0.00
5	1	1			$0.00
				Sub-Total	$0.00
Title III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	4	Certification Exam Payment		$0.00
				Sub-Total	$0.00
ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	7			$0.00
3	1	5			$0.00
5	1	3			$0.00
				Sub-Total	$0.00