

Edge Middle School

Campus Improvement Plan

2024/2025

One Tribe One Vibe



Carl Fietze
620 FM 1138
9728436600
carl.fietze@communityisd.org

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DMAC Solutions ®

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Mission Statement

In partnership with an engaged community, we will create an uncompromising commitment to excellence by empowering learners in the Brave Nation where success is celebrated and everyone is valued.

Vision

Edge Middle School will inspire students, staff and the community to believe, lead, unite and excel.

Core Beliefs

We believe that **success** is non-negotiable.
We provide a **safe** and **caring** learning environment.
We make **decisions** driven by data.
We invest positive **relationships**.
We value **trust** and expect **honesty**.
We are **transparent** and embrace **accountability**.

Traits of a Brave

Generous
Passionate
Humble
Wise

Edge Middle School Site Base

Name	Position
No rows defined.	

Comprehensive Needs Assessment

Demographics

Demographics Strengths

- Diversity of the campus
- Learning environments promote inclusion
- Culturally responsive community

Demographics Weaknesses

Problem Statement 1: A growing ESL population and their progress with learning a new language.

Root Cause 1: CISD is a strong school district that attracts education minded parents that move their children in from foreign countries. STAAR is not mindful of how long it takes to master a new language.

Problem Statement 2: There is a need to increase the academic achievement of all students at the "meets" and "masters" performance levels.

Root Cause 2: We have had a 20% increase in enrollment. This has caused Edge Middle School to have to address and find gaps in learning from students who were not in CISD the previous school year.

Problem Statement 3: There is a need to increase the academic achievement of all students performance on STAAR math exams.

Root Cause 3: We have had a 20% increase in enrollment and the state raised the cut scores for approaches, meets, and masters for the STAAR exams. This has caused Edge Middle School to have to address and find gaps in learning from students who were not in CISD the previous school year.

Problem Statement 4: There is a disparity in STAAR achievement between students who are receiving special education services, EL, low income, in foster care, or homeless and their peers.

Root Cause 4: Need to increase the quality of Tier I instruction in the classroom.

Demographics Needs

- Professional development for teachers on instructional strategies to help serve our growing ESL population and their progress with learning a new language.
- Professional development for teachers on ways to meet the needs of our growing special education population.

Demographics Summary

Comprehensive Needs Assessment

Demographics Summary (Continued)

LeLand Edge Middle School is in Community ISD. Community ISD is a semi-rural district with 5 elementary schools, 2 middle school, and 1 high school. In the 2023-24 school year, Edge Middle School had a total enrollment was 943. In 2023-24, the student population was 72.6% White, 39.1% Hispanic, 18.77% African American, 24.28% multi-racial, 0.01% Asian, and 0.001% American Indian/Pacific Islander. Females made up 50.15% of the students and males represented 49.85%. Our economically disadvantaged percentage was 49.7%. Our English Learner (EL) population consisted of 216 learners that made up 22.9% of our campus. Our 77 gifted and talented learners constituted 8.17% of our population. We had 124 learners that qualified for special education services, which represented 13.15% of our population. There were 121 learners with 504 accommodations, which was 12.83% of the total enrollment.

The enrollment numbers for the 2024 - 2025 school is projected to be 650 students. This is due to opening of Community Trails Middle School. EMS will open with a student population of 44.7% Hispanic, 35% White, 12% Black, 5% multiracial, and 3% American Indian.

Student Achievement

Student Achievement Data Sources

Texas Academic Performance Report (TAPR) data

Student Achievement Strengths

- 4% increase for masters in 6th grade ELAR
- 3% increase for masters in 8th grade ELAR
- 18% increase for masters in Algebra I

Student Achievement Weaknesses

- We saw a decrease in most Math STAAR Scores due to new cut scores.

Student Achievement Needs

Comprehensive Needs Assessment

- There needs to be a stronger focus on high quality Tier I instruction and intervention
- Edge Campus needs to increase the rigor of instruction given to students.

Student Achievement Summary

Edge Middle School has students that have a high capacity to learn but Edge Middle School needs to do begin to give instruction at a deeper level to ensure student remember content

School Culture and Climate

School Culture and Climate Strengths

- Circle of Champions
- Back to School Bash
- Recognize staff and students by celebrating successes great and small
High expectations for all and continue to develop a results-driven learning environment
- Staff Retention and change in culture from years prior
- Climate survey data from teachers, students, and parents

School Culture and Climate Weaknesses

- Based on teacher survey results we see a need for students to treat each other with more respect
- Based on Edge survey data students need to act in a better manner to allow for learning while in class

School Culture and Climate Needs

- Edge Middle School needs to promote Circle of Champions more to incentive great behavior by utilizing a PBIS systems.
- Structured BraveTime to provide SEL lessons on how students should treat each other

Comprehensive Needs Assessment

School Culture and Climate Summary

Edge Middle School strives to build a culture that is positive and where all stakeholders are valued. We continue to empower our students with not only the latest technology as 21st century learners, but also positive character traits to be good citizens in our community. Edge Middle School continues to host multiple opportunities throughout the school year to promote a welcoming partnership between Edge Middle School, students, and community members.

Edge Middle School staff are committed to the students we teach. We are dedicated to providing quality instruction to all students. The teachers and staff are committed to serving the community from which the students come from.

Edge Middle School continues to focus on our Circle Of Champions. The Circle of Champions focuses on positive behavior in which students and faculty are provided the opportunity to interact across grade levels and campuses.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

- Teachers meet in PLCs on a weekly basis to discuss instructional strategies, data, and need of the students.
- The use of multiple effective resources to enhance employment opportunities in CISD
- Hiring high quality and effective teachers and staff members
- Quality staff input when making decisions among various committees
- Quality staff development and continuing education opportunities offered throughout the year that is effective, timely, and research based
- Competitive compensation plans with surrounding districts to retain teachers
- CISD is moving to a 4 day work week to bring in attract a higher quality of staff

Staff Quality, Recruitment and Retention Weaknesses

Community ISD is located close to the DFW area. This allows for teachers to find a school district that can be closer to home or a school district that has a more competitive pay scale

Staff Quality, Recruitment and Retention Needs

Edge Middle School need to continue to strive to making every teacher feel valued and heard at school. Teachers who feel a connection to the campus are more willing to stay.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary

Edge Middle School staff retention from the 2023-2024 to current school year is skewed with the opening of the second middle school and half the staff moving over to the new building. Edge Middle School needs to establish and maintain a high retention in-order to increase the quality of its teachers

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

- Instructional Coach on campus to work with teachers to promote effective practices
 - Edge Classroom Expectations established for walkthroughs to increase rigor, align curriculum, and share best practices
 - Instructional Walk-Throughs by administrative appraisers and instructional coaches for targeted timely feedback
- District approved online curriculum, TEKS Resource System, and aligned supplemental resources

Curriculum, Instruction and Assessment Weaknesses

Problem Statement 3: There is a need to increase the academic achievement of all students performance on STAAR math exams.

Root Cause 3: We have had a 20% increase in enrollment and the state raised the cut scores for approaches, meets, and masters for the STAAR exams. This has caused Edge Middle School to have to address and find gaps in learning from students who were not in CISD the previous school year.

Curriculum, Instruction and Assessment Needs

Edge Middle School needs to offer better Tier I instruction for all students. EMS also needs to increase the rigor of content being taught

Curriculum, Instruction and Assessment Summary

The Curriculum and Instruction Department is under the direction of the Assistant Superintendent of C & I. The department works to establish and refine effective tools for teachers to use along with the TEKS Resource System curriculum to motivate and actively engage all students. The team consists of Instructional Specialist for Math & Science, English Language Arts & Social Studies, Instructional Technology, Bilingual/ESL Coordinator, the District Librarian/Textbook Coordinator, and Campus Instructional Coaches. The Curriculum and Instruction Department helps to facilitate Professional Development over the summer and throughout the school year to continually increase teacher performance and drive student instruction.

Comprehensive Needs Assessment

Family and Community Involvement

Family and Community Involvement Strengths

- Staff members collaborate, partner, and communicate with parents through phone calls, conferences , e-mail, website, and informative meetings in a language best understood by parents. Facebook and twitter have been incorporated into our communication process with parents.
- Edge Middle School ensures that materials and handouts distributed to parents are in a language and format that parents understand
- Host a variety of events to encourage parents to participate in their child's education and build a sense of partnership between school staff and parents. (Freedom Fest, Game Nights, Midyear Madness, Back to School Bash, etc..)
- District partners with community members and organizations to provide for families and student needs
- Edge Middle School maintains a website in English and Spanish to provide information to our community. Edge Middle School maintains social media outlets in order to communicate vital information

Family and Community Involvement Weaknesses

As students grade levels increase, parent involvement and participation often decreases. Edge MS has experienced a decline in parent participation in mandatory informational meetings.

Family and Community Involvement Needs

Mandatory informational meetings for parents need to be paired with other events and activities to increase parent and community involvement.

Family and Community Involvement Summary

There are many forms of parent involvement within Edge Middle School. The district has some very active parent groups including the PTO. Edge Middle School strives to be able to keep everyone informed and has been able to collaborate with PTO and volunteers.

School Context and Organization

School Context and Organization Strengths

Comprehensive Needs Assessment

Student Resource Officer on Campus
Effectively monitored attendance
Community input and voice valued
Food Service Department displays a high level of support to campus needs
Built in staff development days at for parent conferences, staff development, team planning, and data disaggregation.

School Context and Organization Weaknesses

Problem Statement 2: There is a need to increase the academic achievement of all students at the "meets" and "masters" performance levels.

Root Cause 2: Need to increase the quality of Tier 1 instruction in the classroom.

Problem Statement 2 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Demographics- District Context and Organization

School Context and Organization Needs

- Edge Middle School needs to become more effective in it's BraveTime to help reach students who are not understanding material
- Edge Middle School needs to improve in its PLC process so teachers can help prevent student misunderstandings

School Context and Organization Summary

Edge Middle School leaders, teachers, and support staff work together to ensure that all students are provided with a safe, student-centered learning environment that is conducive to learning. The collaboration between Edge Middle School and community stakeholders further ensures that our students have the resources and necessary support to achieve their personal goals.

Technology

Technology Strengths

- Parents of Edge Middle School students can access their child's grades and attendance information on the Internet by using the Skyward.
- The Educational Technology Specialist works with instructional coach and teachers to offer various trainings that help teachers use technology in the classrooms effectively
- Increased infrastructure for bandwidth to support 1 to 1 Chromebooks

Comprehensive Needs Assessment

Technology Strengths (Continued)

- Instructional Technology Specialist and Instructional Coach implement specific timely effective technology activities in the lesson planning process

Other

Priority Problem Statements

Problem Statement 1: A growing ESL population and their progress with learning a new language.

Root Cause 1: CISD is a strong school district that attracts education minded parents that move their children in from foreign countries. STAAR is not mindful of how long it takes to master a new language..

Problem Statement 1 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 2: There is a need to increase the academic achievement of all students at the "meets" and "masters" performance levels.

Root Cause 2: We have had a 20% increase in enrollment. This has caused Edge Middle School to have to address and find gaps in learning from students who were not in CISD the previous school year.

Root Cause 2: Need to increase the quality of Tier 1 instruction in the classroom.

Problem Statement 2 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Demographics- District Context and Organization

Problem Statement 3: A growing special education population underperforming on STAAR and unit assessments

Root Cause 3: We have had an increase of special education students since 2023-2024 school year and a state wide shortage of Special Education teachers.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: There is a disparity in STAAR achievement between students who are receiving special education services, EL, low income, in foster care, or homeless and their peers.

Root Cause 4: Need to increase the quality of Tier I instruction in the classroom.

Problem Statement 4 Areas: Student Achievement - Staff Quality, Recruitment, and Retention

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Edge Middle School

Goal 1. The campus will provide aligned, rigorous lessons with instructional and technological programs preparing students to close learning gaps and meet all educational standards.

Objective 1. Implement effective Professional Learning Community "PLC" time weekly by grade level/department to discuss data and monitor progress of each student. Strategy's Expected Result/Impact: Increased student achievement and increased collaboration between special education and general education teachers. Weekly Notes for PLC meetings, Attendance Rosters of PLC meetings

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Core teachers will meet weekly with their PLCs to monitor and discussion the progress of all students. Strategy's Expected Result/Impact: An increase in student achievement on iReady testing, district benchmarks, and STAAR. (Title I SW Elements: 2.2,2.4,2.6) (Target Group: 6th,7th ,8th) (Strategic Priorities: 1,2,4) (ESF: 1,1.2,4,5,5.1,5.2,5.3)</p>	<p>All Core Teachers, Assistant Principals, Department Heads, Instructional Coaches, Leadership Team, Principals</p>	<p>August to May</p>		<p>Criteria: Different assessments data</p>
<p>2. Teachers will use STAAR, iReady, District Assessments, and benchmark data to provide in-class tier 1 instruction to help close the achievement gap for all students. Strategy's Expected Result/Impact: All sub-populations will make 6% growth increase in the targeted indicator score. (Title I SW Elements: 2.4) (Target Group: All,6th,7th ,8th)</p>	<p>Assistant Principals, Associate Principal, Department Heads, Instructional Coaches, Leadership Team, Principals</p>	<p>August to May</p>		<p>Criteria: Assessment results</p>
<p>3. EMS Intructional Coach will spend 90% of of her work day working with teachers to improve Tier I instruction. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 2,2.1,4,4.1,5,5.1,5.2,5.3)</p>	<p>Administrative Team, Instructional Coaches</p>	<p>August to May</p>	<p>(F)Title I - \$32,859.67</p>	<p>Criteria: STAAR data, iReady data, time and effort documentation</p>

Edge Middle School

- Goal 1.** The campus will provide aligned, rigorous lessons with instructional and technological programs preparing students to close learning gaps and meet all educational standards.
- Objective 2.** The Edge Middle School ELAR Department will increase STAAR scores on their respected exams by 5 % on Approaching Grade Level, 3 % on meets grade level, and 2 % on masters grade level for 6th, 7th, and 8th grade 2025 STAAR tested exams. Evaluation Data Sources: Benchmarks, District assessments, iReady testing

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. EMS will focus on critical thinking and analytical processing TEKS in each core subject to increase scores. Strategy's Expected Result/Impact: Increased STAAR scores. (Target Group: 6th,7th ,8th) (Strategic Priorities: 2,4) (ESF: 4,5)</p>	<p>All Staff, All teachers, Assistant Principals, Associate Principal, Instructional Coaches, Principals, Staff</p>	<p>August to May</p>		<p>Criteria: Assessment results</p>
<p>2. All ELAR teachers will use differentiated instruction and remediation. Result/Impact: Overall increase in ELAR and Writing student scores on unit tests and STAAR. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: 6th,7th ,8th) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.1,5.3)</p>	<p>Assistant Principals, Associate Principal, ELAR Dept Head, ELAR Teacher, Principals, SPED Teachers</p>	<p>August to May</p>		<p>Criteria: Assessment results</p>
<p>3. Teachers will differentiate for EB, SPED, and other subpopulations specifically designed for students' academic needs in the classrooms and plan lessons accordingly during weekly PLCs. Strategy's Expected Result/Impact: Increase in SPED and EB ELAR and Writing student scores on summative assessments and STAAR. (Title I SW Elements: 2.4,2.5) (Target Group: 6th,7th ,8th) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.2,5.3)</p>	<p>Assistant Principals, Associate Principal, ELAR Teacher, ELAR Team Leader, Instructional Coaches, Principals, SPED Teachers</p>	<p>August to May</p>		<p>Criteria: Assessment results</p>
<p>4. All ELAR teachers will administer iReady test and district assessments. Data will be used for remediation, intervention, and reteaching purposes to continue closing academic gaps. Strategy's Expected Result/Impact: Increase understanding of student progress, ability to create more targeted remediation/acceleration, and increase ELAR and Writing student scores on summative assessments and STAAR. (Title I SW Elements: 2.6) (Target Group: 6th,7th</p>	<p>Assistant Principals, Associate Principal, ELAR Dept Head, ELAR Teacher, Instructional Coaches, Principals, SPED Teachers</p>	<p>August to May</p>		<p>Criteria: Assessment results</p>

Edge Middle School

Goal 1. The campus will provide aligned, rigorous lessons with instructional and technological programs preparing students to close learning gaps and meet all educational standards.

Objective 2. The Edge Middle School ELAR Department will increase STAAR scores on their respected exams by 5 % on Approaching Grade Level, 3 % on meets grade level, and 2 % on masters grade level for 6th, 7th, and 8th grade 2025 STAAR tested exams. Evaluation Data Sources: Benchmarks, District assessments, iReady testing

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
,8th) (Strategic Priorities: 4) (ESF: 4,5,5.3)				

Edge Middle School

Goal 1. The campus will provide aligned, rigorous lessons with instructional and technological programs preparing students to close learning gaps and meet all educational standards.

Objective 3. The Edge Middle School Math Department will increase STAAR scores on their respected exams by 5 % on Approaching Grade Level, 3 % on meets grade level, and 2 % on masters grade level for 6th, 7th, and 8th grade 2025 STAAR tested exams. Evaluation Data Sources: Benchmarks, District assessments, iReady testing

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. All Mathematics teachers will administer iReady tests and district assessments. Data will be used for remediation, acceleration, and reteaching purposes to continue closing academic gaps.</p> <p>Strategy's Expected Result/Impact: Increase in Mathematics student scores on unit exams and STAAR. (Title I SW Elements: 2.4,2.5) (Target Group: 6th,7th ,8th) (ESF: 4,4.1)</p>	<p>Assistant Principals, Dean of Instruction, Math Teachers, Math Team Leader, Principals, SPED Teachers</p>	<p>August to May</p>		<p>Criteria: Assessment results</p>
<p>2. Math Teachers will use Stations Remediation/Acceleration to target specific SE's with students who are not meeting the meets cut off for the TEK</p> <p>Strategy's Expected Result/Impact: Close the gap on low SE standards performance on district assessments and STAAR and increase meets and master levels. (Title I SW Elements: 2.4,2.6) (Target Group: 6th,7th ,8th)</p>	<p>Assistant Principals, Associate Principal, Instructional Coaches, Math Teachers, Math Team Leader, Principals, SPED Teachers</p>	<p>August to May</p>		<p>Criteria: Assessment results</p>
<p>3. Math teachers will use iReady online learning resource for students to support critical thinking and analytical processing.</p> <p>Strategy's Expected Result/Impact: Increase in approaches level. Students will meet their growth target score. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: 6th,7th ,8th) (ESF: 4,4.1,5,5.1,5.3)</p>	<p>Assistant Principals, Associate Principal, District GT Coordinator, Instructional Coaches, Math Teachers, Principals, SPED Teachers</p>	<p>August to May</p>		<p>Criteria: Assessment results</p>
<p>4. All Math teachers will administer iReady test and district assessments. Data will be used for remediation, intervention, and reteaching purposes to continue closing academic gaps.</p> <p>Strategy's Expected Result/Impact: Increase understanding of student progress, ability to create more targeted remediation/acceleration, and increase Math student scores on</p>	<p>Associate Principal, Instructional Coaches, Principals, Staff</p>	<p>August to May</p>		<p>Criteria: Assessment results</p>

Edge Middle School

Goal 1. The campus will provide aligned, rigorous lessons with instructional and technological programs preparing students to close learning gaps and meet all educational standards.

Objective 3. The Edge Middle School Math Department will increase STAAR scores on their respected exams by 5 % on Approaching Grade Level, 3 % on meets grade level, and 2 % on masters grade level for 6th, 7th, and 8th grade 2025 STAAR tested exams. Evaluation Data Sources: Benchmarks, District assessments, iReady testing

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
summative assessments and STAAR. (Target Group: 6th,7th ,8th) (Strategic Priorities: 4) (ESF: 4.1,5,5.3)				

Edge Middle School

Goal 1. The campus will provide aligned, rigorous lessons with instructional and technological programs preparing students to close learning gaps and meet all educational standards.

Objective 4. The Edge Middle School Science Department will increase STAAR scores on their respected exams by 5 % on Approaching Grade Level, 3 % on meets grade level, and 2 % on masters grade level for 8th grade 2025 STAAR tested exams. Evaluation Data Sources: Benchmarks, District assessments, iReady testing

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Science Teachers will provide a rigorous and engaging learning environment that promotes mastery of Science objectives through student-centered lessons, including labs.</p> <p>Strategy's Expected Result/Impact: Increase in Science student scores on Unit Exams and STAAR. Overall increase in STEM interest through dynamic lessons. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: 6th,7th ,8th) (ESF: 4,4.1,5,5.3)</p>	<p>Assistant Principals, Principals, Science Teachers, Science Team Leaders, SPED Teachers</p>	<p>August to May</p>		<p>Criteria: Assessment results</p>
<p>2. All Science teachers will administer district assessments. Data will be used for remediation, acceleration and reteaching purposes to continue closing academic gaps.</p> <p>Strategy's Expected Result/Impact: Increase in Science student scores on district assessments, benchmarks, and STAAR. (Title I SW Elements: 2.4,2.5) (Target Group: 6th,7th ,8th) (ESF: 4,4.1,5,5.3)</p>	<p>Assistant Principals, Associate Principal, Instructional Coaches, Principals, Science Teachers, Science Team Leaders, SPED Teachers</p>	<p>August to May</p>		<p>Criteria: Assessment results</p>

Edge Middle School

- Goal 1.** The campus will provide aligned, rigorous lessons with instructional and technological programs preparing students to close learning gaps and meet all educational standards.
- Objective 5.** The Edge Middle School Social Studies Department will increase STAAR scores on their respected exams by 5 % on Approaching Grade Level, 3 % on meets grade level, and 2 % on masters grade level for 8th grade 2025 STAAR tested exams. Evaluation Data Sources: Benchmarks, District assessments, iReady testing

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. All Social Studies teachers will administer district assessments. Data will be used for remediation, acceleration and reteaching purposes to continue closing academic gaps. Strategy's Expected Result/Impact: Increase in Social Studies student scores on district assessments, benchmarks and STAAR. (Title I SW Elements: 2.4,2.5) (Target Group: 6th,7th ,8th) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.3)</p>	<p>Assistant Principals, Associate Principal, Instructional Coaches, Principals, Social Studies Teachers, Social Studies Team Leader, SPED Teachers</p>	<p>August to May</p>		<p>Criteria: Assessment results</p>
<p>2. Social Studies Teachers will use Stations Remediation/Acceleration to target specific SE's with students who are failing to show mastery in class or need to maintain mastery. Strategy's Expected Result/Impact: Increase on SE performance at every level on district assessments, benchmarks and STAAR. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: 6th,7th ,8th) (ESF: 4,4.1,5,5.3)</p>	<p>Assistant Principals, Associate Principal, Principals, Social Studies Teachers, SPED Teachers</p>	<p>August to May</p>		<p>Criteria: Assessment results</p>

Edge Middle School

Goal 1. The campus will provide aligned, rigorous lessons with instructional and technological programs preparing students to close learning gaps and meet all educational standards.

Objective 6. Edge Middle School Administration and CISD Curriculum & Instruction Department will provide teachers professional development on understanding their teks, how to use their process standards, and instructional strategies for student academic conversation in order to close learning gaps from COVID.HB3 Goal Evaluation Data Sources: iReady, STAAR, Teacher Surveys, District Assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monthly PD at Staff Meetings on the third Wednesday of the Month. PD based on needs of teachers Strategy's Expected Result/Impact: Increased understanding of TEKS, how to have students use critical thinking and analytical processing, EL Strategies, Best Practices. (Title I SW Elements: 2.2,2.4,2.5) (Target Group: 6th,7th ,8th) (Strategic Priorities: 1) (ESF: 2,2.1,5,5.1,5.2)	Associate Principal, Curriculum and Instruction, Instructional Coaches, Principals	August to May		Criteria: T-TESS evaluations, walkthrough data, assessment results

Edge Middle School

Goal 2. The campus shall recruit, hire, train, and retain highly effective staff.

Objective 1. Edge Middle School will have at least a 75% staff retention rate by June 2025. Evaluation Data Sources: HR exit interviews and campus satisfaction surveys

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. First-year teachers will meet monthly with quality mentor teachers and administration to help build the capacity and efficacy of new teachers Strategy's Expected Result/Impact: High retention rate, increased teaching performance in the classroom (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1,3,3.1)</p>	<p>Assistant Principals, Associate Principal, Instructional Coaches, Mentor teachers, Principals</p>	<p>August to May</p>		<p>Criteria: TTESS evaluation data, Walk through data, End of Year staff retention rate</p>
<p>2. Ensure that professional development opportunities are focused on positively impacting student achievement. New teacher Cadre, Teacher mentor, Lunch n Learns, outside conferences. Strategy's Expected Result/Impact: High retention rate, increased teaching performance in the classroom visible in summative assessments and STAAR scores. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 2,2.1,3,3.1,5,5.1,5.2,5.3,5.4)</p>	<p>Assistant Principals, Associate Principal, Curriculum and Instruction, Leadership Team, Principals</p>	<p>August to May</p>	<p>(F)Title I - \$2,500</p>	<p>Criteria: End of year assessment data, TTESS summative data, Walk through data</p>
<p>3. Ensure that staff members are recognized on a regular basis and that all stakeholders are held to a high standard through activities including, but not limited to, Teacher of the Month, Themed Awards, Teacher and Paraprofessional Of the Year Awards. Strategy's Expected Result/Impact: 1. Implementation: Regular recognition of staff members through a variety of outlets such as Facebook, webpage, and other media outlets. 2. Impact: High retention rate. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1,3,3.1,3.2)</p>	<p>Assistant Principals, Associate Principal, Leadership Team, Principals</p>	<p>August to May</p>		<p>Criteria: Campus staff retention rate, End of year assessment data, EOY staff survey data</p>
<p>4. Edge Middle School leadership team shall attend local job fairs to recruit and hire high quality teachers.</p>	<p>Administration, Administrative Team, Assistant Principals, Associate Principal, Campus</p>	<p>Spring 2024</p>		<p>Criteria: Number of teachers hired from local job fairs, TTESS summative data</p>

Edge Middle School

Goal 2. The campus shall recruit, hire, train, and retain highly effective staff.

Objective 1. Edge Middle School will have at least a 75% staff retention rate by June 2025. Evaluation Data Sources: HR exit interviews and campus satisfaction surveys

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Strategy's Expected Result/Impact: Increased teaching performance in the classroom (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	Administration, Campus Principals, Campus Principals & Assistant Principals, Campus Teacher Lead, Classroom Teachers, Department Chairs, Department Heads			
5. Provide opportunities for new and struggling teachers to observe mentor teachers with targeted skilled lessons and student achievement success. Strategy's Expected Result/Impact: District Assessment Data, Professional Development, Staff Survey, and NIET Observation Goals (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 5,5.1,5.2)	Campus Principals & Assistant Principals, Instructional Coaches, Mentor teachers	August to May		Criteria: End of year assessment results, TTESS data, Walk through data, Staff survey data

Edge Middle School

Goal 3. The campus will maintain a safe and orderly environment.

Objective 1. Edge Middle School will establish procedures to ensure a safe and orderly environment and decrease student removal from the instructional setting. Evaluation Data Sources: ISS, OSS, DAEP, JJAEP placement data as well as Skyward Data

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Continue to enforce policies and procedures consistently and fairly in regards to expectations. Strategy's Expected Result/Impact: 1. Implementation: Discipline Management Plan, Character Education 2. Impact: Decrease in disciplinary placements from year-to-year. 3. Implementation Continued implementation and improvement of P.B.I.S. strategies in classrooms, hallways, and high traffic areas. 4. Impact: Decrease in problems such as tardies, absences, and discipline problems in class will decrease. (Title I SW Elements: 2.6) (Target Group: 6th,7th ,8th)</p>	<p>Assistant Principals, Associate Principal, Counselors, Leadership Team, Principals, Teachers</p>	<p>August to May</p>		<p>Criteria: Referral data</p>
<p>2. Educate students and staff on drug awareness through Red Ribbon Week, visits by the School Resource Officer, and other programs. Strategy's Expected Result/Impact: 1. Implementation: Red Ribbon Week Activities, Drug Awareness Activities. 2. Impact: Decrease in drug related offenses. (Target Group: 6th,7th ,8th) (ESF: 3)</p>	<p>Assistant Principals, Counselors, Dean of Instruction, Principals, School Resource Officer</p>	<p>August to May</p>		<p>Criteria: Referral data, feedback from counselors</p>
<p>3. Students and staff members will regularly be recognized for quality/outstanding work. Strategy's Expected Result/Impact: 1. Implementation: Teacher and Para of the Year Awards, Academic Gold Days 2. Impact: Decrease in staff turnover, increase in student academic performance, and a decrease in disciplinary referrals. (Target Group: 6th,7th ,8th) (Strategic Priorities: 1) (ESF: 3)</p>	<p>Assistant Principals, Associate Principal, Counselors, Principals, PTO Liason/Receptionist</p>	<p>August to May</p>		<p>Criteria: Teacher Survey, Teacher retention</p>
<p>4. Students will actively participate in the Weekly SEL lessons. Strategy's Expected</p>	<p>Assistant Principals, Associate Principal, Counselors, Principals</p>	<p>August to May</p>		<p>Criteria: Referral data</p>

Edge Middle School

Goal 3. The campus will maintain a safe and orderly environment.

Objective 1. Edge Middle School will establish procedures to ensure a safe and orderly environment and decrease student removal from the instructional setting. Evaluation Data Sources: ISS, OSS, DAEP, JJAEP placement data as well as Skyward Data

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Result/Impact: 1. Implementation: Each week the EMS Counselors will provide a SEL lesson. 2. Impact: Decrease in student disciplinary referrals, increase in student achievement. (Title I SW Elements: 2.6) (Target Group: 6th,7th ,8th) (Strategic Priorities: 4) (ESF: 3,3.3)				

Edge Middle School

Goal 4. Parents and members of the community will have meaningful opportunities to participate in the educational processes of Edge Middle School.

Objective 1. Edge Middle School will host a variety of events throughout the school year to promote parents and families to be involved in their child's education. Evaluation Data Sources: Sign in Sheets, Volunteer Opportunities

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Edge Middle School shall continue an active and growing PTO. Strategy's Expected Result/Impact: 1. Implementation: PTO Meetings and Activities. 2. Impact: Increase in the number of persons involved in PTO and school activities. (Title I SW Elements: 2.1,3.1,3.2) (Target Group: All,6th,7th ,8th) (ESF: 3,3.4)</p>	Assistant Principals, Associate Principal, Principals, PTO Liason/Receptionist	August to May		Criteria: Beginning, Middle, and End of Year parent surveys; Parent sign-in sheets at campus events
<p>2. Edge Middle School shall host events to educate parents and community members on a variety of educational topics. Strategy's Expected Result/Impact: 1. Implementation: Educational topics and sign-in sheets. 2. Impact: Increase in the number of persons involved. (Title I SW Elements: 3.1,3.2) (Target Group: All,6th,7th ,8th) (ESF: 3,3.4)</p>	Assistant Principals, Dean of Instruction, Instructional Coaches, Leadership Team, Principals, PTO Liason/Receptionist	August to May		Criteria: Beginning, Middle, and End of Year parent surveys; Parent sign-in sheets at campus events
<p>3. Edge Middle School shall host a variety of additional parental and community involvement opportunities including but not limited to the Back to School Bash, Orientation Event, Band and Choir Concerts, Academic Gold Days, Family Night and athletic events. Strategy's Expected Result/Impact: 1. Implementation: Flyers and emails for upcoming events. 2. Impact: Increase in the number of parents and community members involved in Edge Middle School. 2. Consistent attendance to Family Night Events (Title I SW Elements: 2.1,2.3,2.4,3.1,3.2) (Target Group: All,6th,7th ,8th) (Strategic Priorities: 1,2,4) (ESF: 3,3.1,3.2,3.3,3.4)</p>	Assistant Principals, Associate Principal, Counselors, Leadership Team, Principals, PTO Representatives, Teachers	August to May		Criteria: Beginning, Middle, and End of Year parent surveys; Parent sign-in sheets at campus events
<p>4. Edge Middle School shall translate all communication sent to parents.</p>	Assistant Principals, Associate Principal, Counselors,	August to May		Criteria: Beginning, Middle, and End of Year parent surveys;

Edge Middle School

Goal 4. Parents and members of the community will have meaningful opportunities to participate in the educational processes of Edge Middle School.

Objective 1. Edge Middle School will host a variety of events throughout the school year to promote parents and families to be involved in their child's education. Evaluation Data Sources: Sign in Sheets, Volunteer Opportunities

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Strategy's Expected Result/Impact: Impact: Our Hispanic parents will be better connected to the school and have a better understanding of their child's learning. (Title I SW Elements: 2.5,2.6,3.1,3.2) (Target Group: H,BI,ESL,EB,6th,7th ,8th) (ESF: 3,3.4)	Leadership Team, Principals, Teachers			Parent sign-in sheets at campus events

Edge Middle School

Goal 5. The campus shall exhibit excellence in financial and facility planning, management and stewardship.

Objective 1. Edge Middle School will utilize financial resources allotted to maximize student growth and performance; academically, socially and emotionally.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All campus budgeted instructional monies shall be used to positively impact student achievement. Strategy's Expected Result/Impact: Appropriate use of budget funds (Title I SW Elements: 1.1,2.2,2.3) (Target Group: All) (ESF: 1)	Campus Principals, Chief Financial Officer	August to May		Criteria: Skyward budget ledger, End of year Assessment results
2. 60% of the allotted budget spent by the end of January 2025. Strategy's Expected Result/Impact: Appropriate use of budget funds (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (ESF: 4,5)	Campus Principals, Chief Financial Officer	August to May		Criteria: Skyward ledger, End of year assessment results

Edge Middle School

Goal 6. The District shall establish systems and processes to evaluate organizational effectiveness and customer satisfaction.

Objective 1. Edge Middle School will achieve a satisfaction rate of at least 85%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus administrators and Department Heads will develop a parent survey to assess organizational effectiveness and customer satisfaction. Strategy's End Result/Impact: A positive experience for all parents when visiting the campus. (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All) (ESF: 1,3)	Campus Administration, Department Heads	August to May		Criteria: Beginning, Middle and End of year survey results

Schoolwide and Targeted Assistance Title I Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Edge Middle School serves approximately 650 students from 6th-8th grade for the 2024-2025 school year. EMS serves the communities of Josephine, Lavon, Copeville and Nevada. Our student enrollment is projected to continue growing over the next several years. Because of the additional funding we receive as a Title I campus, we are able better serve the students with the most educational needs. The Comprehensive Needs Assessment (CNA) identified specific gaps between the current performance of our students and the expectation of where we want our students to be. Data obtained from the needs assessment provided the foundation for the goals of the Campus Improvement Plan. Campus strengths and weaknesses are both identified and addressed through the Comprehensive Needs Assessment and the Campus Improvement Plan.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our CIP was developed with the intention of being a "living document" utilized to guide our committee and decisions made. Our Campus Improvement Plan began with our Comprehensive Needs Assessment. It was thoroughly reviewed in order to update our existing School-wide Program. Our Title I committee found, through the CNA, the priority focus areas and linked those to the CIP's implementation. Academic information about all students on campus, including economically disadvantaged students, students from all ethnic groups, students with disabilities, limited English proficient students, homeless, and migrant students helped the committee to identify which areas continue to be areas of strengths and needs and which areas have changed. Many data sources were utilized and documented through the CNA as resources for the School-wide Program Plan. The committee carefully analyzed each component. Administrators, teachers, support staff, parent, and a community member were invited to the development of the plan. There were a couple of members who did not attend.

2.2: Regular monitoring and revision

Many adjustments and improvements have been made to the Campus Improvement Plan based on campus/student needs. The decisions for the campus in regards to Title I are made by the Campus Title I Committee. The Campus Title I Committee meets several times throughout the year. Our primary goal is to ensure that all students, particularly those who are low achieving, demonstrate proficient and advanced levels of achievement on state academic achievement standards as well as meet or exceed expected progress for the year.

2.3: Available to parents and community in an understandable format and language

The CIP is available at all times either through the front office or campus district website. The format is easy to read and understand.

2.4: Opportunities for all children to meet State standards

The strategies the campus is implementing in order to address school-wide reform are based on research-based best practices. The details of how the campus implements school-wide reform are addressed in the Comprehensive Needs Assessment and Campus Improvement Plan. The campus improvement plan intentionally targets professional development strategies to ensure that teaching staff, as well as others who support learning, are prepared to address the needs of all learners. The campus instructional staff understands the strong connection between a teacher's instructional strategies and student success. The specific strategies are addressed in the Campus Improvement Plan.

2.5: Increased learning time and well-rounded education

The campus incorporates a data-driven instructional process that relies on standardized or statewide testing, as well as classroom and informal assessment tools, and provides staff with professional development to assist them in using, generating, and evaluating a variety of data forms. The data is analyzed frequently throughout the year to ensure instructional time is utilized efficiently and effectively. The details of how addressing strategies to include teachers in the decision-making process regarding the use of academic assessments contributes to a successful school-wide plan are addressed in the Comprehensive Needs Assessment and Campus Improvement Plan.

2.6: Address needs of all students, particularly at-risk

The school-wide plan includes activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement will be provided with timely intervention. This will include measures to ensure that a student's difficulties are identified on a timely basis in order to provide sufficient information on which to base effective assistance.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The campus has identified multiple, meaningful parental involvement strategies in which to engage all parents in supporting student learning that occurs in the home and at school. The details of how addressing strategies to increase parental involvement contributes to a successful school-wide plan are addressed in the Comprehensive Needs Assessment and Campus Improvement Plan. Parent information is distributed in multiple formats and through multiple channels. Meet the Teacher Night, PTO meetings, academic nights with good parent attendance are utilized to inform parents of the benefits/details of being a Title 1 campus.

3.2: Offer flexible number of parent involvement meetings

The campus has identified multiple, meaningful parental involvement strategies in which to engage all parents in supporting student learning that occurs in the home and at school. The details of how addressing strategies to increase parental involvement contributes to a successful school-wide plan are addressed in the Comprehensive Needs Assessment and Campus Improvement Plan.