



**Excelsior Independent School District
District/Campus Improvement Plan
2023-2024**

**December 11, 2023
Date of School Board Approval**

Legal References

- *Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

Mission Statement

It is the mission of the Excelsior Independent School District to empower our school community to develop lifelong learners through excellence in education in a safe environment.

Motto:

Excellence in Education.

Grade Span:

PK-8

Enrollment:

80

Accountability Ratings: (2021-2022)

C

Distinction Designations:

Academic Achievement in English/Language Arts

Academic Achievement in Mathematics

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

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

TEA COMMISSIONER'S STRATEGIC PRIORITIES:

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

DISTRICT ESSA REQUIREMENTS

Equity Plan [ESSA Sec. 1112(b)(2)]: As a public school all students at EISD are taught by highly-effective 100% certified teachers and/or highly qualified.

Poverty Criteria [Sec. 1112(b)(4)]:

Excelsior ISD determines Title I eligibility and rank/serve order through the number of children eligible for free and reduced-price lunches.

Schoolwide Programs [Sec. 1112(b)(5)]: We currently do not have any students that are from foster homes, group homes, homeless shelters, or community day programs. Eligible students are identified through the enrollment process. Should any such students enter our school, we would convene an RTI meeting early in the school year to provide the best possible environment for the child. The district counselor is the liaison for homeless students to ensure that homeless students have full and equal opportunity to enroll and succeed at EISD.

Homeless Students [Sec. 1111(g)(1)(B)] - Ensuring that Title I Part A funds are reserved in adequate amounts, and used appropriately to meet the needs of homeless students, will be a key strategy to closing achievement gaps.

SCHOOLWIDE CAMPUS ESSA REQUIREMENTS – PARENT & FAMILY ENGAGEMENT

• School Parent & Family Engagement Policy [ESSA Sec. 1116(b)]:

- Annual Title I meeting
- Flexible number of meetings
- Meaningfully involve parents in planning, review, improvement of programs, including Parent Policy
- Provide Parents:
 - Timely notification about Title I programs
 - Description and explanation of curriculum and assessments used
 - Upon request, opportunities for regular meetings to participate in decisions related to child
 - Submit dissenting parent comments to LEA if SW plan is not satisfactory to Title I parents

• School-Parent Compact [ESSA Sec. 1116(d)]:

- Describe school's responsibilities to provide effective learning environment
- Describe ways in which parents will be responsible for supporting student learning - Homework folders, signed report cards, meet the teacher
- Address importance of communication -
 - Parent-teacher conferences in elementary (annually, at a minimum)
 - Frequent reports to parents regarding student's progress
 - Reasonable access to staff, volunteer opportunities and observation of classroom activities
 - Ensure two-way, meaningful communication in language family understands (as practicable)

• Build Capacity for Involvement [ESSA Sec. 1116(e)]:

- Provide assistance in understanding academic standards and assessment and how to monitor child's progress
- Provide materials and training to help parents work with children to improve achievement
- Educate teachers and relevant staff in value and utility of communicating with parents as equal partners
- Coordinate/integrate parent involvement programs, as feasible
- Ensure info related to school/parent programs, meetings, activities are provided in language/format understood
- Provide other reasonable support for parental involvement activities

• Accessibility [ESSA Sec. 1116(f)]:

- Provide opportunities for informed participation of parents/family, including info and required school reports, in language/format parents understand

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument.
4. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
5. Is pregnant or is a parent.
6. Has been placed in an DAEP during the preceding or current school year.
7. Has been expelled during the preceding or current school year.
8. Is currently on parole, probation, deferred prosecution, or other conditional release.
9. Was previously reported through PEIMS to have dropped out of school.
10. Is the student an Emergent Bilingual?
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS.
12. Is homeless.
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home
14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.
15. Enrolled in a Designated Dropout Recovery School, under TEC. 39.0548

State Compensatory Education

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

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

Total FTEs funded through SCE at this District/Campus:4

The process we use to identify students at-risk is: [https://pol.tasb.org/Policy/Download/926?filename=EHBC\(LEGAL\).pdf](https://pol.tasb.org/Policy/Download/926?filename=EHBC(LEGAL).pdf)
EHBC(LEGAL)-P

The process we use to exit students from the SCE program who no longer qualify is: Students may exit At-Risk program on an individual basis or when desired goal or outcome is satisfied by a committee of stakeholders.

Federal, State and Local Funding Sources









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

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

| | Federal |
|------------------------------|-------------------------------|
| Program/Funding Source | Amount of Funding |
| | 23-24 |
| Title I, Part A | 36,089 |
| Title II, Part A | 4,398 |
| SRSA | 8,577 |
| Title IV-A | 10,000 |
| | Total of Grant Funding |
| ESSER II | 111,321 |
| ESSER III | 250,092 |
| Safety and Security Grant | 200,000 |
| | |
| Program/Funding Source | State |
| | Amount of Funding |
| | 23-24 |
| State Compensatory Education | 81,004 |
| Bilingual/ESL | 5,236 |
| Early Childhood Allotment | 20,944 |
| Dyslexia | 6,160 |
| | |
| | |
| | |

Comprehensive Needs Assessment Attendees

Date(s): October 16, 2023

| Name | Position (Parent, Business, Community, Teacher) | Signature |
|----------------|---|---|
| Johnny Lewis | Superintendent |  |
| Roni Waller | Principal |  |
| Mary May | Special Education Coordinator |  |
| Candyce Wagnon | RTI/504/ELL/Dyslexia |  |
| Angie Gillis | Teacher |  |
| Chloe Rogers | Teacher |  |
| Jordan Ford | Safety/Security |  |
| Terre Noble | Business Manager |  |

| | | |
|------------------|--------------------------|-------------------------|
| Peggy Watlington | Business Representative | <i>Peggy Watlington</i> |
| Sonya Sears | Community Representative | <i>Sonya Sears</i> |
| Shannon Choate | Community Representative | <i>Shannon Choate</i> |
| Eliseo Garcia | Parent Representative | <i>Eliseo Garcia</i> |
| Angela Lee | Parent Representative | <i>Angela Lee</i> |

Comprehensive Needs Assessment Summary – 2023-2024

Data Sources Reviewed: 2022-2023 STAAR Data from DMAC

| Area Reviewed | Summary of Strengths <i>What were the identified strengths?</i> | Summary of Needs <i>What were the identified needs?</i> | Priorities <i>What are the priorities for the campus, including how federal and state program funds will be used?</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|--|----------|-----|-----------------|-----|-------------|------|-------|-----|-----|-----|-----|----|------|-----|--|------------------|-----|----------|----|-----------------|-----|-------------|-----|-------|-----|-----|-----|-----|----|------|----|------------------|-----|----------|----|-----------------|-----|-------------|----|-------|-----|-----|-----|-----|----|------|----|---|
| Student Achievement By Demographics | <p>All Students Approaches Grade Level: 65% 72% (3-8 STAAR 22-2023)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>African American</td><td style="text-align: center;">---</td></tr> <tr><td>Hispanic</td><td style="text-align: center;">29%</td></tr> <tr><td>Native American</td><td style="text-align: center;">---</td></tr> <tr><td>Two Or More</td><td style="text-align: center;">100%</td></tr> <tr><td>White</td><td style="text-align: center;">75%</td></tr> <tr><td>ECD</td><td style="text-align: center;">62%</td></tr> <tr><td>ELL</td><td style="text-align: center;">0%</td></tr> <tr><td>SPED</td><td style="text-align: center;">40%</td></tr> </table> | African American | --- | Hispanic | 29% | Native American | --- | Two Or More | 100% | White | 75% | ECD | 62% | ELL | 0% | SPED | 40% | <p>All Students Meets Grade Level: 31% 35% (3-8 STAAR 22-2023)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>African American</td><td style="text-align: center;">---</td></tr> <tr><td>Hispanic</td><td style="text-align: center;">0%</td></tr> <tr><td>Native American</td><td style="text-align: center;">---</td></tr> <tr><td>Two Or More</td><td style="text-align: center;">33%</td></tr> <tr><td>White</td><td style="text-align: center;">38%</td></tr> <tr><td>ECD</td><td style="text-align: center;">28%</td></tr> <tr><td>ELL</td><td style="text-align: center;">0%</td></tr> <tr><td>SPED</td><td style="text-align: center;">7%</td></tr> </table> <p>All Students Masters Grade Level: 16% 19% (3-8 STAAR 2022-23)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>African American</td><td style="text-align: center;">---</td></tr> <tr><td>Hispanic</td><td style="text-align: center;">0%</td></tr> <tr><td>Native American</td><td style="text-align: center;">---</td></tr> <tr><td>Two or More</td><td style="text-align: center;">0%</td></tr> <tr><td>White</td><td style="text-align: center;">21%</td></tr> <tr><td>ECD</td><td style="text-align: center;">19%</td></tr> <tr><td>ELL</td><td style="text-align: center;">0%</td></tr> <tr><td>SPED</td><td style="text-align: center;">0%</td></tr> </table> | African American | --- | Hispanic | 0% | Native American | --- | Two Or More | 33% | White | 38% | ECD | 28% | ELL | 0% | SPED | 7% | African American | --- | Hispanic | 0% | Native American | --- | Two or More | 0% | White | 21% | ECD | 19% | ELL | 0% | SPED | 0% | <p>EISD will continue to provide aligned current and relevant instruction through the aligned TEKS and assessed to provide effective tutorial and enrichment activities to ALL students who need and require them provided through Accelerated Learning time.</p> <p>Classroom assessments, formal and informal, will continue to be utilized in order to drive instruction for tutorial and enrichment activities.</p> <p>90% EISD students will obtain one year's growth in all subjects.</p> <p>Weekly communication to/from core subject teachers provided by RTI/504/ELL/SPED coordinators regarding student concerns.</p> <p>Disaggregate STAAR data for all ELL students and students in special education and focus on objectives and goals not meeting minimum expectations.</p> |
| African American | --- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | 29% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Native American | --- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Two Or More | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White | 75% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ECD | 62% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ELL | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SPED | 40% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| African American | --- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Native American | --- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Two Or More | 33% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White | 38% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ECD | 28% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ELL | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SPED | 7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| African American | --- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Native American | --- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Two or More | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White | 21% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ECD | 19% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ELL | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SPED | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Area Reviewed | Summary of Strengths What were the identified strengths? | Summary of Needs What were the identified needs? | Priorities What are the priorities for the campus, including how federal and state program funds will be used? |
|--|--|---|---|
| <p>School Culture and Climate</p> | <p>Communication (Remind, Messenger, Email, website, notes home to parents, telephone calls)</p> <p>Discipline is fair, consistent and administered appropriately (according to the Code of Conduct found in the Student Handbook).</p> <p>Discipline is documented in Ascender,</p> <p>Safe Environment: security cameras, appropriate emergency drills/plan of action,</p> <p>staff monitoring at designated areas morning and afternoon,</p> <p>7:1 Student/Teacher Ratio,</p> <p>Student Handbook,</p> <p>Employee Handbook,</p> <p>Human Trafficking Training,</p> <p>Trauma Informed Training,</p> <p>Behavioral Threat Assessment Training,</p> <p>70% implementation of security/surveillance cameras, Rhino Locks</p> <p>All school personnel trained in the Standard Response Protocol, CPR, Stop the Bleed</p> <p>Accelerated Learning time for student intervention per House Bill 1416 (all students)</p> | <p>Positive Reward System for Students</p> <p>An activity to recognize students every 6 weeks nominated as being "Good Citizens" and "Student of the Month", etc.</p> <p>Procedure for anonymous reporting for dating violence, bullying, and other relevant information.</p> <p>Increase student attendance???</p> <p>Decrease the dropout rate to below the state standard of 1% or less.</p> <p>Policy addressing procedures on reporting and notifying parents on dating violence and availability of age-appropriate educational materials and resources for students.</p> <p>Implement guidance lessons for all students to include bullying, suicide prevention,</p> <p>Provide students with mental health counseling</p> | <p>Implement a system/activity that recognizes students for their good citizenship and positive behaviors.</p> <p>Implement a program to encourage students to report anonymously for incidents such as dating violence, bullying, and campus wide incidents.</p> <p>EISD will offer attendance incentives to students (currently \$10 per six weeks, possibly look into more incentives.)</p> <p>EISD will create a policy and procedures plan for identifying, implementing, and providing resources for victims of dating violence and their parents.</p> <p>EISD will create a policy and procedures plan for educating students and parents on identifying, reporting and providing resources on bullying prevention.</p> <p>Begin scheduling and implementing guidance lessons for all students.</p> <p>Partner with and utilize Texas Child Health Access through Telemedicine (T-CHAT, Virtual Counselors) partnering with UT Health Staff Celebrations</p> |

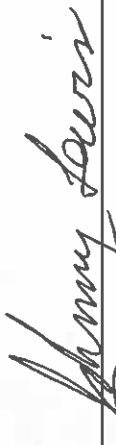





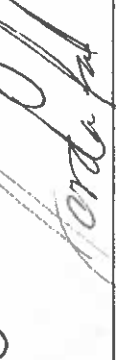

| Area Reviewed | Summary of Strengths What were the identified strengths? | Summary of Needs What were the identified needs? | Priorities What are the priorities for the campus, including how federal and state program funds will be used? |
|---|--|--|--|
| Staff Quality / Professional Development | <p>EISD staff have access to year-long professional development opportunities from Region 7 Service Center in Kilgore to receive current training on latest instructional results-based instruction, MTSS, ESL, TELPAS, STAAR, PK-3 Reading Academy, CPI training, CPR and First Aid Certification, Safety and Security training, Behavioral Threat Assessment Team, Standard Response Protocol (all staff), Stop the Bleed, mental health and technology training.</p> | <p>EISD staff needs to continue receiving professional development through the local service and other professional development presenters through the area of rigor and relevance, G/T, ESL strategies, teacher incentive allotment (T.I.A.).</p> <p>Recruiting full-time high-quality teachers</p> <p>Teacher incentives</p> <p>Not enough time during the day for collaboration with other teachers</p> <p>Scheduling conflicts</p> | <p>EISD will continue its e-agreements with the local service center and other providers to provide professional development on rigor and relevance, DMAC, core subjects, MTSS, ESL, T.I.A., and mental health and wellness.</p> <p>Incentives (DOI, bonuses, appreciation activities), end of 6 weeks planning time</p> |
| Curriculum, Instruction, Assessment | <p>EISD utilizes TEKS Resource System, StemScopes, Get More Math, Heggerty, Saxon Phonics, iXL, iStation, CommonLit, Prodigy, Reading Eggs, Read Works, Nasa.gov, Florida Center for Reading Research, Reading by Design, Discovery Education, Studies Weekly, Houghton Mifflin Harcourt and McGrawHill textbooks.</p> <p>PreK and Kindergarten - CLI Engage assessment, K-8 NWEA Map (Math, Reading, Science), 1st & 2nd - TPRI</p> <p>Majority of staff very experienced</p> | <p>EISD staff will continue receiving professional development through the local service center on DMAC, NWEA, TEKS Resource System, ESL strategies, G/T, MTSS, and STAAR.</p> <p>Implementing Career and College opportunities</p> <p>G/T program</p> <p>Few electives</p> <p>Curriculum alignment</p> <p>STEM fair</p> | <p>R.T.I. (Response to Intervention) implementation and disaggregating data to drive intervention and instruction.</p> <p>EISD staff will continue to administer NWEA assessments and also receive training on NWEA and STAAR.</p> <p>Each six weeks EISD staff will monitor ESL, 504 and SPED students' progress to ensure they are making positive gains in their academics.</p> <p>EISD will monitor progress every 4-6 weeks of all students to ensure students are making proper growth.</p> <p>Implement the G/T program and instruction</p> |

| | | | |
|--|--|--|--|
| | | | <p>Seek out career and college opportunities for all students</p> <p>Short term elective programs</p> |
| <p>Area Reviewed</p> <p>Family and Community Involvement</p> | <p>Summary of Strengths What were the identified strengths?</p> <p>Meet the Teacher Social Media Campaign (Facebook, Remind) Halloween Carnival, Christmas Music Program, Spring Music Program, Shelby County Poultry Festival, Christmas parties Weekly Behavior Folder for Lower Elementary Breakfast with Parents/Grandparents Thanksgiving Lunch in Cafeteria PTO Santa Workshop Field Day DIP Meeting Six Weeks Awards Ceremony Book fair Community use of facilities Open campus for lunch, parties, etc.</p> | <p>Summary of Needs What were the identified needs?</p> <p>Provide more volunteer opportunities for parents.</p> <p>Provide special events for families (Open House, Movie night)</p> <p>Provide opportunities for community members to support our staff (luncheons).</p> <p>Academic nights to encourage parents to support students in their learning.</p> <p>Continue to partner with local organizations to support EISD students and staff.</p> <p>Providing communication in the parent's native language and educating parents on how to utilize the current resources.</p> <p>Ensure all resources are provided digitally so they can be uploaded on our district website.</p> | <p>Priorities What are the priorities for the campus, including how federal and state program funds will be used?</p> <p>EISD will make an effort to increase volunteer opportunities for parents.</p> <p>Incorporate special events for families into our calendar</p> <p>Partner with EISD P.T.O. and community members to incorporate activities to support our staff (luncheons, etc.).</p> <p>Incorporate academic nights into our calendar (math/reading/science).</p> <p>Develop and continue partnerships with local organizations to obtain services to support EISD students and staff.</p> <p>EISD will make an effort to provide communication from teachers and district in the parent's native language and educate parents on how to access the current resources.</p> |

| Area Reviewed | Summary of Strengths What were the identified strengths? | Summary of Needs What were the identified needs? | Priorities What are the priorities for the campus, including how federal and state program funds will be used? |
|--|---|---|---|
| School Context and Organization | <p>Regularly scheduled faculty meetings during scheduled staff development days (as needed).</p> <p>Utilization of Google Forms to allow teacher input on programs and resources. (DIP, surveys)</p> <p>Scheduled once a 6-week planning/professional development half day.</p> <p>Open door policy</p> <p>Participation in Center ISD DAEP.</p> <p>Participation in Nacogdoches County SPED Co-op.</p> | <p>Continue to provide resources and needs to the teachers as requested.</p> <p>Embedded planning time for teachers to collaborate</p> | <p>EISD will ensure that teachers and staff have the materials needed to be successful in their classrooms.</p> <p>Schedule planned times for teacher collaboration</p> |
| Technology | <p>Classrooms have Smartboards, Elmos</p> <p>Software Programs: NWEA Map, EduSmart Science, Istation, Stemscopes, Discovery Education, iXL, AR, DMAC, Ascender, TEKS Resource, calculators, Xerox copiers, 1:1 student computers, Single Sign-On Platform (Clever)</p> <p>Raptor, Walkie Talkies</p> | <p>Need newer, updated devices in some areas</p> <p>Video/projector capabilities in the gym for programs</p> <p>Updated ethernet wiring</p> <p>Updated phone system</p> | <p>Newer teacher and student devices where needed</p> <p>Purchase new phone system</p> |

| Area Reviewed | Summary of Strengths What were the identified strengths? | Summary of Needs What were the identified needs? | Priorities What are the priorities for the campus, including how federal and state program funds will be used? |
|----------------------|---|---|--|
| Facilities | <p>EISD currently has Emergency lighting which will last approximately 15-30 minutes depending on usage.</p> <p>Generators (1 for the refrigerator, freezer)</p> <p>Key Fab on exterior doors of main building</p> <p>Safety Film on exterior windows and administration office</p> <p>8 foot fencing around 75% of the campus.</p> <p>Currently have 18 surveillance cameras</p> | <p>New lock on Gym Doors</p> <p>Updated lighting in gym</p> <p>Accessibility ramp onto stage</p> <p>Updated Phone system</p> <p>Increased lighting in parking lot and on campus</p> <p>Reinforce locks on cafeteria doors</p> <p>Digital sign for School</p> <p>To reinforce safety film with safety tint to reduce visibility and promote safety in administration office.</p> <p>Add additional 8-10 surveillance cameras in areas that are not currently covered to promote safety and purchase a larger monitor to display all cameras.</p> | <p>Accessibility ramp in the gym onto the stage</p> <p>Install and complete 8 foot fencing around the additional 25% of the campus to ensure safety of students and staff.</p> <p>Install safety tint in the administration office and cafeteria</p> <p>Purchase additional surveillance cameras and larger monitor.</p> |

District/Campus Improvement Planning and Decision-Making Committee

| Name | Position (Parent, Business, Community, Teacher) | Signature |
|----------------|---|---|
| Johnny Lewis | Superintendent |  |
| Roni Waller | Principal |  |
| Mary May | Special Education Coordinator |  |
| Candyce Wagnon | RTI/504/Dyslexia |  |
| Angie Gillis | Teacher |  |
| Chloe Rogers | Teacher |  |
| Jordan Ford | Safety/Security |  |
| Terre Noble | Business Manager |  |

| | | |
|------------------|--------------------------|-------------------------|
| Peggy Watlington | Business Representative | <i>Peggy Watlington</i> |
| Sonya Sears | Community Representative | <i>Sonya Sears</i> |
| Shannon Choate | Community Representative | <i>Shannon Choate</i> |
| Eliseo Garcia | Parent Representative | <i>Eliseo Garcia</i> |
| Angela Lee | Parent Representative | <i>Angela Lee</i> |

Goal 1: By September 2024, 90% of all students will attain a minimum of one year's growth in all subjects taught, based on the Beginning Of Year assessment data.

Objective 1: By August 2024, there will be a 3% increase in all STAAR student achievement data for the district.

Summative Evaluation: There will be a 3% increase from all STAAR student achievement data for the district. Not only improving approaches level, but meets and masters level, too.

| Activity/Strategy | Priority # | Person(s) Responsible | Timeline | Resources (Local funds, State, SCE, Title) | Evidence of Implementation | Evidence of Impact |
|--|------------|---|-----------------|--|---|---|
| 1.1 Provide tutorial times for all students who are at risk of failure in core subject areas. | 2,4 | Core subject teachers Principal | Every 3 weeks | SCE | Tutorial attendance records | Improved six weeks grade; Reduced failure rate |
| 1.2 Provide flexible, focused small group instruction (Accelerated Learning) in ELAR, math, science, and social studies utilizing STAAR data, NWEA Map, and classroom assessment data. | 2,4 | Core subject teachers Principal instructional aides, Special Population teachers | Every 3 weeks | Local SCE | Lesson plans, walk through data, classroom data log | Improved performance on concept-specific aligned assessment |
| 1.3 All students will have access to highly engaging lessons that are aligned to the rigor of the TEKS every day. | 2,4 | Teachers, Principals | Weekly | Local | Lesson Plans, walk-through data | Improved performance in state accountability data |
| 1.4 Struggling students placed in RTI through the use of multiple programs to enhance learning to address closing the gaps in instruction. | 2, 4 | Core subject teachers, principal, RTI teachers, SPED teachers, instructional aides | Every 4-6 Weeks | Title 1, SCE | Progress Monitoring Assessments, attendance logs | Increased six weeks grade, Increased student growth data |
| 1.5 Weekly communication to/from core subject teachers provided by RTI/504/SPED coordinators regarding student concerns. | 2,4 | RTI, 504, SPED Coordinators Principals | Weekly | Local | Communication logs | Increased student progress |

Goal 2: All students in Excelsior ISD will be educated in learning environments that are safe, drug free, and conducive to learning.
Objective 1: By May 2024, the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use, will be reduced by 25% as measured by PEIMS and number of discipline referrals.
Objective 2: By May 2024, the student attendance rate will improve from 94% to 97%.
Objective 3: By May 2024, a dropout rate of less than 1% for all students.
Summative Evaluation: PEIMS-TSDS data will be reviewed to determine if the improvement goal rate was met.

| Activity/Strategy | Priority # | Person(s) Responsible | Timeline | Resources (Local funds, State, SCE, Title) | Evidence of Implementation | Evidence of Impact |
|--|------------|--|----------------------------|--|---|--|
| 2.1 Conduct assembly with the purpose of disseminating information with regard to current rules and regulations including consequences for bullying, violence including dating violence, harassment, alcohol and drug use. | 1, 4 | Principal, Nurse, School Resource Officer | Throughout the school year | Local | Agenda Campus Calendar Partner with local entities to provide services for students in need. guidance lessons Policies and procedures developed | Reduction in PEIMS and discipline referrals Developed awareness of bullying, violence, including dating violence, harassment, alcohol and drug use. |
| 2.2 District will implement and utilize a program providing resources for victims and their parents to anonymously report incidents of dating violence, bullying, and campus-wide incidents. | 1,4 | Superintendent, Principal, School Resource Officer | May 2024 | Local | District Policy and program that addresses anonymous reporting for bullying, dating violence, and other campus occurrences. | Developed awareness of policy, procedures, educational materials and resources relating to dating violence. |
| 2.3 Partner with local entities to provide services to students in need including mental health. | 1,4 | Principal, Nurse | Throughout the school year | Community agency | Referrals | Students in need will receive needed services. |
| 2.4 Develop a comprehensive counseling plan to include positive reinforcements for behaviors. | 1,4 | Principal, Nurse, Teachers | Throughout the school year | Local | Scheduled guidance lessons | Reduction in discipline referrals |
| 2.5 Implement student incentive activities for attendance and positive behaviors | 1,4 | Principal Teachers | Every 6 weeks | Local | Agendas, nominations | Increased positive behaviors and student attendance |
| 2.6 Phone and written communication (depending on number of absences) | 1,2,3,4 | Principal PEIMS Clerk | Throughout the year | Local | Communication Logs, Written notifications | Student attendance will improve. |

| | | | | | | |
|---|---------|---|---------------------|-------|--|--|
| 2.7 School Resource Officer assistance with high absence cases and partners with district principal to enforce attendance policies. | 1,2,3,4 | School Resource Officer Principal PEIMS | Throughout the year | Local | Communication Logs, Written notifications | Student attendance will improve. |
| 2.8 Provide credit recovery program and/or acceleration program for students at-risk for failure/dropout | 1,2,3,4 | Principal Teachers | End of semester | SCE | Attendance records graduation records | Successful completion of coursework |
| 2.9 Utilize counseling services to improve the mental, emotional, and social health of students. | 1,2,3,4 | Principal, Nurse | Throughout the year | SCE | Counseling log | Dropout rate will decrease |
| 2.10 Provide a health education curriculum that focuses on the personal (mental, physical, emotional) and social aspects of health. | 1,4 | Principal, Nurse, Teachers | Throughout the year | Local | Calendar, Curriculum, School Health Advisory Council Agendas | Student's academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle. |

Goal 3: In Excelsior ISD 100% of core academic classes will be taught by appropriately certified teachers and/or Highly Qualified and 100% effective staff will be maintained and retained.

Objective 1: 100% of core academic classes will be taught by appropriately certified teachers and or Highly Qualified and 100% of paraprofessionals with instructional duties will meet ESSA (Every Student Succeeds Act) requirements. Excelsior ISD will recruit and retain effective teachers.

Summative Evaluation: 100% of core academic classes will be taught by appropriately certified and or Highly Qualified teachers and 100% of effective staff will be maintained.

| Activity/Strategy | Priority # | Person(s) Responsible | Timeline | Resources (Local funds, State, SCE, Title) | Evidence of Implementation | Evidence of Impact |
|---|------------|----------------------------------|---------------------|--|---|---|
| 3.1 Provide access to staff development as provided by Region 7 Service Center Professional Development E-Agreement. | 1,2,4 | Principal, Human Resources Dept. | Throughout the year | Title I, Local | Certificates, Sign-In Sheets | All Paraprofessionals will meet ESSA requirements. |
| 3.2 Provide professional development for English Language Proficiency Standards and Sheltered Instruction. | 1,2,4 | Principal, ESL Staff | May 2024 | Bilingual, ESL | Certificates, Sign-In Sheets | Knowledge and skills of English as a Second Language strategies and implementation |
| 3.3 Provide prospective employees with EISD's mission at job fairs and promote the district via website and social media. | 1,4 | Principal | May 2024 | Local | Social Media Analysis Job Fair at SFASU | EISD will receive multiple interest in job openings as they become vacant. |
| 3.4 Continuously follow up with non-certified area teachers to ensure they are working towards certification. | 1 | Principals | May 2024 | Local | Communication logs | Non-certified teachers will be enrolled in iteachTEXAS, Texas Teachers of Tomorrow, District of Innovation local certification. |
| 3.5 Work with Region 7 to establish TIA (Teacher Incentive Allotment) which will help recruit and retain high quality teachers. | 1 | Principal | May 2024 | TIA | Recognized teachers will receive TIA funds based on level | Excelsior will recruit high level teachers and retain top level teachers. |
| 3.6 Provide professional development to Special Education teachers to support writing of goals and objectives for student's PLAAFPs | 1,2,4 | Principal, SPED Coordinator, | May 2024 | State | Certificates | Special Education students will have appropriate educational goals and objectives. |

Goal 4: EISD will utilize curriculum and assessments for instruction to maximize individual student learning potential.

Objective 1: By May 2024, all students will receive targeted instruction tailored to their needs.

Summative Evaluation: Identified students will make 10% growth in targeted skills based on program assessments.

| Activity/Strategy | Priority # | Person(s) Responsible | Timeline | Resources (Local funds, State, SCE, Title) | Evidence of Implementation | Evidence of Impact |
|---|------------|------------------------------------|----------------------------|--|---|--|
| 4.1 Utilize NWEA Map testing to identify areas of need for identified students | 2, 3, 4 | Principal, Testing Coord. Teachers | End of each semester | SCE, Title I, ESSER III | NWEA Map reports show all students have been assessed. | Students show growth in identified areas. |
| 4.2 Utilize Accelerated Learning time to provide remedial and enrichment lessons and projects for identified students in secondary grades. | 2 | Teachers | Monthly | SCE | Lessons and projects completed in Accelerated Learning time | All students are challenged and able to reach potential |
| 4.3 Ensure student participation in moderate to vigorous physical activity in PE classes utilizing activities such as FitnessGram, scheduled PE classes, and field day. | 4 | Principal Nurse Teachers | Throughout the school year | State | Scheduled PE times | Increased student health due to FitnessGram scores. |
| 4.4 Continue to build Professional Development time into the calendar without extending the teachers year and coordinate with Region 7 to conduct Professional Development on site. | 2 | Principal | When available | Community agency, Region 7 | Calendar shows Professional Development/work day at the end of each grading period. | Teachers utilize concepts learned in Professional Development in lessons or when working with small groups or special populations. |
| 4.5 Continue to increase implementing lessons, guest presentations, and career interest inventories for college and career at all levels. | 3,4 | Principal Nurse | Throughout the school year | Local | Calendar of events and sign in sheets. | Students have a better understanding of their career and college interests. |

Goal 5: Parents and Community will be partners in the education of students in Excelsior ISD.

Objective 1: By May 2024, EISD will collect data to measure parents/guardians and/or family members participation in school sponsored events for/with their child(ren).

Summative Evaluation: EISD will obtain school records to measure parents/guardians and/or family members participation in school sponsored events for/with their child(ren).

| Activity/Strategy | Priority # | Person(s) Responsible | Timeline | Resources (Local funds, State, SCE, Title) | Evidence of Implementation | Evidence of Impact |
|---|------------|---------------------------------|----------------------------|--|--|--|
| 5.1 Provide more volunteer opportunities for parents through the school year. | 4 | Principal | Throughout the school year | Local | Social Media posts Parent Letters Sign in Sheets | More parents are involved and active in school wide activities. |
| 5.2 The district will provide parent communication in the parent's native language. | 2,4 | Principal Teachers | Throughout the school year | Bilingual, ESL, State | Social Media posts Parent Letters Remind | Parents have a greater understanding of educational opportunities for their child(ren). |
| 5.3 Student/Parent Compact | 1,2,3,4 | Principal Parent Teachers | Beginning of the year | Local | Signed Student/Parent Compact | Improved student support in their education. |
| 5.4 Build relations with school families while encouraging them to attend various ceremonies throughout the year. (Awards Day, Music program, field day, Academic Nights, Thanksgiving Lunch) | 1,2,4 | Principal, Teachers | Throughout the school year | Local, Title I | Parental involvement and attendance will increase. Media coverage Sign-In Sheets | Parents and community members will support students in their education. |
| 5.5 Schedule parent teacher conferences to discuss children's strengths and weaknesses. | 1,2,4 | Principal, Teacher | May 2024 | Local | Communication Logs Sign-In Sheets | Student academic achievement will improve as a result of increased parent and community involvement. |

Goal 6: Technology will be utilized to increase the effectiveness of student learning, instructional management, staff development, and administration.

Objective 1: EISD will provide student and staff training on current technology.

Summative Evaluation: Students and staff will utilize technology to complete to maximize student learning.

| Activity/Strategy | Priority # | Person(s) Responsible | Timeline | Resources (Local funds, State, SCE, Title) | Evidence of Implementation | Evidence of Impact |
|--|------------|---------------------------------|----------|---|---|--|
| 6.1 Utilize current/extra pc's/Chromebooks for instruction and assessment. | 1,2,3,4 | Technology Director, Principals | Annually | Title IV, Local Fund, State, SCE, ESSER III | Students and staff will have access to technology devices. | 1:1 technology devices for all students and staff. |
| 6.2 Students and staff will be trained in all current technology | 1,2,3,4 | Technology Director, Principal | Annually | Title IV, Local Fund, State, SCE, ESSER III | Students and staff will be familiar with current technology and how it works. | Students and staff will be knowledgeable of current technology resources. |
| 6.3 Teachers will use the internet as a means of differentiating instruction for both enrichment and remedial instructional activities. | 2,4 | Technology Director Teachers | Weekly | Local | Observations | Increase in student achievement |
| 6.4 Evaluation of technology program at least once a year to determine effectiveness and to ensure that teachers and students are utilizing the program with the frequency and purpose intended. | 2,4 | Technology Director, Principal | Annually | Local | Surveys, Observations | All staff and students are using technology appropriately and efficiently. |

Commonly Occurring Acronyms

- **CCMR** - College, Career, Military, Readiness
- **DAEP** - District Alternative Education Program
- **DIP** - District Improvement Plan
- **DPRS** - Department of Protective and Regulatory Services
- **DRA** - Developmental Reading Assessment
- **ECD** - Economically Disadvantaged
- **ELL** - English Language Learners
- **ELPS** - English Language Proficiency Standards
- **ESL** - English as a Second Language
- **ESSA** - Every Student Succeeds Act
- **ESSER** - Elementary and Secondary School Emergency Relief
- **FTE** - Full Time Equivalent
- **G/T** - Gifted and Talented
- **LEA** - Local Education Agency
- **MTSS** - Multi-Tiered System of Support
- **PD** - Professional Development
- **PEIMS** - Public Education Information Management System
- **RTI** - Response to Intervention
- **SCE** - State Compensatory Education
- **SPED** - Special Education
- **SRSA** - Small Rural Schools Act
- **SW** - School Wide
- **TEC** - Texas Education Code
- **TIA** - Teacher Incentive Allotment
- **TPRI** - Texas Primary Reading Inventory