Fort Worth Independent School District

006 Eastern Hills High School

2022-2023 Campus Improvement Plan
Mission Statement

Eastern Hills High School prepares future leaders for success in the 21st century by engaging students in rigorous and relevant learning opportunities that promote academic, physical, and emotional growth. In partnership with parents and families, we provide a safe haven where everyone is valued, respected, and fully committed to preparing students for college and career readiness.

Core Values

Belief
Purpose
Growth Mindset
Accountability
Teamwork

Vision

Our vision is to prepare and motivate our students for a rapidly changing world by instilling critical thinking skills, a global perspective, and respect for core values of belief, purpose, growth mindset, accountability, and teamwork.
# Table of Contents

Comprehensive Needs Assessment ............................................. 4  
  Demographics .................................................................. 4  
  Student Learning .............................................................. 5  
  School Processes & Programs .............................................. 10  
  Perceptions ...................................................................... 11  
Priority Problem Statements ...................................................... 12  
Comprehensive Needs Assessment Data Documentation ............... 13  
District Goals ..................................................................... 15  
  District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024. .................................................. 16  
  District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024. ............................................... 21  
  District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024. ................................................................. 23  
  District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment. .............................................. 27  
  District Goal 5: Decrease the number of in and out of school suspensions for African American students from 43% to 20% by May 2023. .............................................. 30  
Campus Funding Summary .......................................................... 31
Comprehensive Needs Assessment

Revised/Approved: July 25, 2022

Demographics

Demographics Summary

Eastern Hills High School is a diverse Title-One campus that serves a total of 1205 students in grades 9-12th. The campus was built in 1959 and is located in the historic area of East Fort Worth, Texas.

Based on 2022 data, our student population is 57% African American, 32% percent Hispanic, 5% percent White and 2% percent Asian American. Our campus serves the following identified students: 93% of our students as economically disadvantage, 18% are coded as English Learners, and 14% receive special education services. All Eastern Hills students receive free lunch through the C.E.P Program.

The campus mobility rate is approximately 34% percent, and our daily average attendance falls between 89% and 92%.

Our campus invested stakeholders include district leadership, community partners, parents, school staff and our students. To ensure that all stakeholders have a voice, the use of surveys concerning individual needs, input, and feedback regarding school processes are regularly conducted.

The campus special programs highlight the Cyber Security Program of Choice, Post-Secondary dual enrollment programs such as On Ramps through UT Austin and Dual Credit through Tarrant County College.

Since the pandemic, we have experienced a higher turnover rate. Currently, we have 13 new teachers with 7 vacancies that we are eagerly attempting to fill.

Demographics Strengths

Student demographics strengths:

- Freshman On-Track Team installed Fall 2021 where students will be tracked by their behavior, attendance, and grades to ensure all 9th grade students earn at least 6 credits by the end of the year.
- Each grade level has an assistant principal and counselor to promote continuity for each grade level over a 4-year span.
- The campus has a 25:1 teacher to student ratio and our attendance rate continues to improve by approximately five percent each year.
• Campus wide use of Restorative Practices has helped to improve student relationships and minimize discipline issues.
• Monthly celebrations that highlights culture, academics, and attendance to promote a sense of belonging and ownership learning experiences.

Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Demographics: Staff Quality There is a lack of fidelity and consistency across contents when implementing grade level Tier 1 instruction using Culturally Responsive strategies to ensure student achievement. **Root Cause:** Instructional Leadership Team has provided limited professional learning on how to deliver culturally responsive Tier 1 instruction to our diverse population of learners.

**Problem Statement 2:** Student Achievement: Based on the Academic Academic Status data, our English students did improve in the Meets category with a score of 26% (2022) compared to 21% (2021); however, we were still underperforming the state standard by 18%. **Root Cause:** Instructional Leadership Team has provided limited feedback and monitoring for grade level instruction in all content areas.
Student Learning

Student Learning Summary

Currently, our overall school rating is a "D." During the 2018-19 school year, our students achieved significant gains in one year, moving the overall accountability score from a 56 to a 64. That was a nine point gain in one calendar year. Then in the Fall 2019, our retesters earned double digit gains during the Fall STAAR administration in each tested content, but then COVID happened. Although we struggled over the past two years with increasing our domain scores to meet the state standards, we did increase our overall achievement score from a "64" to a "68."

Texas Education Agency
2022 Accountability Ratings Overall Summary
EASTERN HILLS H S (220905006) - FORT WORTH ISD - TARRANT COUNTY

Accountability Rating Summary

<table>
<thead>
<tr>
<th>Component</th>
<th>Component Score</th>
<th>Scaled Score</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>68</td>
<td></td>
<td>Not Rated: Senate Bill 1365</td>
</tr>
<tr>
<td>Student Achievement</td>
<td>61</td>
<td></td>
<td>Not Rated: Senate Bill 1365</td>
</tr>
<tr>
<td>STAAR Performance</td>
<td>28</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td>College, Career and Military Readiness</td>
<td>41</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>80.1</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>School Progress</td>
<td>69</td>
<td></td>
<td>Not Rated: Senate Bill 1365</td>
</tr>
<tr>
<td>Academic Growth</td>
<td>47</td>
<td>55</td>
<td>Not Rated: Senate Bill 1365</td>
</tr>
<tr>
<td>STAAR Performance</td>
<td>Reading</td>
<td>Mathematics</td>
<td>Science</td>
</tr>
<tr>
<td>-------------------------</td>
<td>---------</td>
<td>-------------</td>
<td>---------</td>
</tr>
<tr>
<td>Total Tests</td>
<td>775</td>
<td>432</td>
<td>373</td>
</tr>
<tr>
<td>Approaches GL or Above</td>
<td>382</td>
<td>164</td>
<td>246</td>
</tr>
<tr>
<td>Masters GL or Above</td>
<td>204</td>
<td>41</td>
<td>94</td>
</tr>
<tr>
<td>Total Percentage Points</td>
<td>18</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

Component Score: 28

Relative Performance (Eco Dis: 93.2%) 35 69 Not Rated: Senate Bill 1365
Closing the Gaps 19 65 Not Rated: Senate Bill 1365
### Data Table

#### Texas Education Agency
2022 STAAR Performance
EASTERN HILLS H S (220905006) - FORT WORTH ISD - TARRANT COUNTY

<table>
<thead>
<tr>
<th>All Subjects</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Econ Disadv</th>
<th>EB/EL (Current)</th>
<th>EB/EL (Current &amp; Monitored)</th>
<th>Special Ed (Current)</th>
<th>Special Ed (Former)</th>
<th>Continuously Enrolled</th>
<th>Non-Continuously Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Percent of Tests</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At Approaches Gl. Standard or Above</td>
<td>55%</td>
<td>51%</td>
<td>58%</td>
<td>77%</td>
<td>-</td>
<td>65%</td>
<td>*</td>
<td>72%</td>
<td>54%</td>
<td>49%</td>
<td>50%</td>
<td>42%</td>
<td>43%</td>
</tr>
<tr>
<td>At Meets GL Standard or Above</td>
<td>25%</td>
<td>19%</td>
<td>28%</td>
<td>52%</td>
<td>-</td>
<td>55%</td>
<td>*</td>
<td>47%</td>
<td>24%</td>
<td>17%</td>
<td>18%</td>
<td>25%</td>
<td>17%</td>
</tr>
<tr>
<td>At Masters GL, Standard</td>
<td>4%</td>
<td>3%</td>
<td>5%</td>
<td>18%</td>
<td>-</td>
<td>15%</td>
<td>*</td>
<td>0%</td>
<td>4%</td>
<td>2%</td>
<td>2%</td>
<td>7%</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Number of Tests</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At Approaches Gl. Standard or Above</td>
<td>1,814</td>
<td>485</td>
<td>442</td>
<td>34</td>
<td>-</td>
<td>**</td>
<td>34</td>
<td>915</td>
<td>229</td>
<td>242</td>
<td>111</td>
<td>13</td>
<td>644</td>
</tr>
<tr>
<td>At Meets GL Standard or Above</td>
<td>455</td>
<td>184</td>
<td>212</td>
<td>23</td>
<td>-</td>
<td>**</td>
<td>22</td>
<td>402</td>
<td>75</td>
<td>88</td>
<td>68</td>
<td>5</td>
<td>279</td>
</tr>
<tr>
<td>At Masters GL, Standard</td>
<td>81</td>
<td>30</td>
<td>39</td>
<td>8</td>
<td>-</td>
<td>**</td>
<td>0</td>
<td>69</td>
<td>9</td>
<td>11</td>
<td>18</td>
<td>3</td>
<td>44</td>
</tr>
<tr>
<td>Total Tests</td>
<td>1,449</td>
<td>956</td>
<td>766</td>
<td>44</td>
<td>-</td>
<td>**</td>
<td>47</td>
<td>1,710</td>
<td>465</td>
<td>482</td>
<td>264</td>
<td>30</td>
<td>1,159</td>
</tr>
<tr>
<td><strong>Participation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% participation 2020-21</td>
<td>91%</td>
<td>92%</td>
<td>91%</td>
<td>88%</td>
<td>-</td>
<td>89%</td>
<td>*</td>
<td>87%</td>
<td>92%</td>
<td>92%</td>
<td>93%</td>
<td>94%</td>
<td>100%</td>
</tr>
<tr>
<td>% participation 2021-22</td>
<td>96%</td>
<td>97%</td>
<td>96%</td>
<td>97%</td>
<td>-</td>
<td>95%</td>
<td>*</td>
<td>92%</td>
<td>97%</td>
<td>99%</td>
<td>99%</td>
<td>98%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>ELA/Reading</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At Approaches Gl. Standard or Above</td>
<td>49%</td>
<td>45%</td>
<td>53%</td>
<td>67%</td>
<td>-</td>
<td>56%</td>
<td>-</td>
<td>68%</td>
<td>49%</td>
<td>45%</td>
<td>47%</td>
<td>35%</td>
<td>33%</td>
</tr>
<tr>
<td>At Meets GL Standard or Above</td>
<td>25%</td>
<td>22%</td>
<td>29%</td>
<td>47%</td>
<td>-</td>
<td>56%</td>
<td>-</td>
<td>55%</td>
<td>26%</td>
<td>17%</td>
<td>19%</td>
<td>24%</td>
<td>15%</td>
</tr>
<tr>
<td>At Masters GL, Standard</td>
<td>2%</td>
<td>3%</td>
<td>1%</td>
<td>7%</td>
<td>-</td>
<td>22%</td>
<td>-</td>
<td>0%</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
<td>8%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Number of Tests</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At Approaches Gl. Standard or Above</td>
<td>382</td>
<td>182</td>
<td>160</td>
<td>10</td>
<td>-</td>
<td>5</td>
<td>-</td>
<td>15</td>
<td>349</td>
<td>92</td>
<td>96</td>
<td>39</td>
<td>3</td>
</tr>
<tr>
<td>At Meets GL Standard or Above</td>
<td>204</td>
<td>87</td>
<td>92</td>
<td>7</td>
<td>-</td>
<td>5</td>
<td>-</td>
<td>12</td>
<td>183</td>
<td>35</td>
<td>38</td>
<td>27</td>
<td>2</td>
</tr>
<tr>
<td>At Masters GL, Standard</td>
<td>18</td>
<td>11</td>
<td>4</td>
<td>1</td>
<td>-</td>
<td>2</td>
<td>-</td>
<td>0</td>
<td>15</td>
<td>1</td>
<td>1</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>Total Tests</td>
<td>775</td>
<td>403</td>
<td>319</td>
<td>15</td>
<td>-</td>
<td>9</td>
<td>-</td>
<td>22</td>
<td>717</td>
<td>203</td>
<td>210</td>
<td>111</td>
<td>13</td>
</tr>
<tr>
<td><strong>Participation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% participation 2020-21</td>
<td>93%</td>
<td>93%</td>
<td>94%</td>
<td>91%</td>
<td>-</td>
<td>100%</td>
<td>-</td>
<td>100%</td>
<td>94%</td>
<td>94%</td>
<td>95%</td>
<td>95%</td>
<td>100%</td>
</tr>
<tr>
<td>% participation 2021-22</td>
<td>97%</td>
<td>97%</td>
<td>98%</td>
<td>100%</td>
<td>-</td>
<td>100%</td>
<td>-</td>
<td>93%</td>
<td>98%</td>
<td>100%</td>
<td>98%</td>
<td>99%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At Approaches Gl. Standard or Above</td>
<td>38%</td>
<td>33%</td>
<td>40%</td>
<td>71%</td>
<td>-</td>
<td>*</td>
<td>-</td>
<td>75%</td>
<td>36%</td>
<td>33%</td>
<td>33%</td>
<td>33%</td>
<td>33%</td>
</tr>
<tr>
<td>At Meets GL Standard or Above</td>
<td>9%</td>
<td>7%</td>
<td>11%</td>
<td>43%</td>
<td>-</td>
<td>*</td>
<td>-</td>
<td>8%</td>
<td>9%</td>
<td>6%</td>
<td>7%</td>
<td>31%</td>
<td>17%</td>
</tr>
<tr>
<td>At Masters GL, Standard</td>
<td>2%</td>
<td>2%</td>
<td>3%</td>
<td>0%</td>
<td>-</td>
<td>*</td>
<td>-</td>
<td>0%</td>
<td>2%</td>
<td>2%</td>
<td>3%</td>
<td>3%</td>
<td>17%</td>
</tr>
<tr>
<td><strong>Number of Tests</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At Approaches Gl. Standard or Above</td>
<td>164</td>
<td>76</td>
<td>71</td>
<td>**</td>
<td>-</td>
<td>*</td>
<td>-</td>
<td>9</td>
<td>142</td>
<td>33</td>
<td>35</td>
<td>21</td>
<td>2</td>
</tr>
<tr>
<td>At Meets GL Standard or Above</td>
<td>41</td>
<td>17</td>
<td>19</td>
<td>**</td>
<td>-</td>
<td>*</td>
<td>-</td>
<td>1</td>
<td>37</td>
<td>6</td>
<td>7</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>At Masters GL, Standard</td>
<td>0</td>
<td>4</td>
<td>5</td>
<td>**</td>
<td>-</td>
<td>*</td>
<td>-</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Released August 2022

T.E.A. | School Programs | Assessment and Reporting | Performance Reporting

---

006 Eastern Hills High School
EASTERN HILLS H S (220905006) - FORT WORTH ISD - TARRANT COUNTY

Generated by Plan4Learning.com

Texas Education Agency
2022 STAAR Performance
EASTERN HILLS H S (220905006) - FORT WORTH ISD - TARRANT COUNTY

8 of 34

Campus #220905006
October 17, 2022 3:23 PM
Student Learning Strengths

- 31% of our African American students received their College, Career, and Military Readiness measure at or above the state standard.
- 45% of our Hispanic students received their College, Career, and Military Readiness measure at or above the state standard.
- 39% of our Economically Disadvantaged students received their College, Career, and Military Readiness measure at or above the state standard.
- 33%/36% of TELPAS students improved their listening, speaking, writing, and reading.
English I & English II students increased overall academic score by 13%(40-53%) in one academic year.
Social Studies students increased overall academic score by 12%(69-81%) in one academic year.

Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Student Achievement: There is an overall need to improve student STAAR performance indicators in Algebra 1, English I, and English II from Approaches to Meets category. Based on recent STAAR data for first-time testers, 7% of the students achieved Meets for Algebra I, 30% for English I, and 34% English II. **Root Cause:** There is a lack of fidelity and consistency across contents when implementing the tenets of the lesson structure and the instructional framework as basis to provide grade-level instruction.

**Problem Statement 2:** Student Achievement: There is an overall need to increase TELPAS performance for all EL students. Based on the most recent STAAR data, only 33% of the EL students met the performance measure in the Closing the Gaps Domain. **Root Cause:** ILT has not been consistent in providing professional learning to increase school wide practices regarding key essential elements in the areas of listening, speaking, writing, and reading.
School Processes & Programs

School Processes & Programs Summary

Eastern Hills High School currently offers several Program of Choice programs: Legal Services and Cyber Security. We also offer advanced academic courses such as Dual Credit, On Ramps and AP classes. All content teachers engage in weekly PLCs that focuses on lesson planning and analyzing data. Instructional Leadership Team meets weekly to discuss evidence of weekly focus and walkthrough feedback to teachers to calibrate and determine next action steps. Assistant principals are responsible for tracking behavior, attendance, grades, technology distribution to make informed decisions about students staying on track each year. College & Career Readiness Coach host awareness sessions for students and parents to discuss post-secondary readiness opportunities. ILT will provide professional learning monthly tailored to school processes and programs to improve the quality of Tier 1 instruction for all students.

School Processes & Programs Strengths

Freshman Success Team will track behavior, attendance and grades for all 9th grade students to ensure students earn at least six credits by the end of the year. New Teacher Academy for first year teachers and teachers new to Eastern Hills High School. Post Secondary Success Team will analyze students CCMR completions and develop action steps to ensure students earn a CCMR measure by the end of their senior year. Attendance and Credit recovery is offered daily for students who are not on track due to loss of credits or excessive absences. Monthly ACT/SAT test opportunities for 11th and 12th graders. After school tutoring is offered in-person and virtually for targeted tiered students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): School Processes & Programs: 46% of our twelfth grade students are not on track to receive their College, Career, and Military Readiness measure. Root Cause: The Post-Secondary Readiness stakeholders have not been intentional in prioritizing dedicated time to collaborate and make decisions that specifically impact college, career, and/or military readiness for all students.

Problem Statement 2: Building relationships with various levels of teachers and students is a continual process. There is a need for the SST committee to use various data and vertical alignment documents to identify needs, determine action steps and resources needed to address students academic and behavioral needs. Root Cause: Last year, there was a lack of a strategic system to provide a deeper understanding of various academic and behavioral needs for all learners while implementing a common set of values and expectations as a school.
Perceptions

Perceptions Summary

Eastern Hills High School serves a very diverse and transient population. Last year, EHHS installed new core values to enhance culture and climate for the entire school community. We will continue to embed all core values in academics and social emotional needs to create a culturally responsive environment in school wide routines, procedures and systems. High expectations need to be systematically and explicitly communicated to all stakeholders to ensure student success is the norm rather than the exception. Development and use of campus-based culture/climate surveys will be analyzed to ensure key indicators are developed, sustained, and maintained.

Perceptions Strengths

Despite our Accountability Rating of "D", our school community continues to graduate at least 95% of the 12th grade class annually. Each year more and more students are earning their CCMR measure which creates multiple pathways for post-secondary readiness whether it is college, career, or military readiness. Grade level, core, and CCMR teams track student progress using a data tracker to determine strengths and weaknesses. It is through constant analyzing of multiple measures of data(STAAR, Benchmark, MAP, CCMR, etc.) that strengthens the overall systems and processes that contributes to continues student achievement even there us constant growth in key areas year after year.

This year, we are more intentional with addressing all students' social and emotional needs. Each SST member has identified a caseload of students that are monitored weekly, and campus/local resources are provided so students can experience a positive learning environment daily. Students have an opportunity to engage individually and/or in a small group setting to learn skills on how to function appropriately when they are faced with challenges academically, socially, and behaviorally.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Perceptions: The data from the Panorama Survey shows that 66% of the student body are disengaged from the learning environment. Root Cause: Campus needs a narrowed professional learning focus that will support teachers in creating a culturally responsive environment, especially in terms of their academic, social-emotional, and organizational needs.

Problem Statement 2: The data from the Panorama Survey shows that 32% of students struggle to become acclimated to the school environment and do not feel they are valued members of the school community. Root Cause: Campus lacks system to effectively address and provide diverse opportunities for all students to be meaningfully involved, learn and recognized.
Priority Problem Statements

**Problem Statement 1**: Demographics: Staff Quality There is a lack of fidelity and consistency across contents when implementing grade level Tier 1 instruction using Culturally Responsive strategies to ensure student achievement.

**Root Cause 1**: Instructional Leadership Team has provided limited professional learning on how to deliver culturally responsive Tier 1 instruction to our diverse population of learners.

**Problem Statement 1 Areas**: Demographics

**Problem Statement 2**: Student Achievement: There is an overall need to improve student STAAR performance indicators in Algebra 1, English I, and English II from Approaches to Meets category. Based on recent STAAR data for first-time testers, 7% of the students achieved Meets for Algebra I, 30% for English I, and 34% English II.

**Root Cause 2**: There is a lack of fidelity and consistency across contents when implementing the tenets of the lesson structure and the instructional framework as basis to provide grade-level instruction.

**Problem Statement 2 Areas**: Student Learning

**Problem Statement 3**: School Processes & Programs: 46% of our twelfth grade students are not on track to receive their College, Career, and Military Readiness measure.

**Root Cause 3**: The Post-Secondary Readiness stakeholders have not been intentional in prioritizing dedicated time to collaborate and make decisions that specifically impact college, career, and/or military readiness for all students.

**Problem Statement 3 Areas**: School Processes & Programs

**Problem Statement 4**: Perceptions: The data from the Panorama Survey shows that 66% of the student body are disengaged from the learning environment.

**Root Cause 4**: Campus needs a narrowed professional learning focus that will support teachers in creating a culturally responsive environment, especially in terms of their academic, social-emotional, and organizational needs.

**Problem Statement 4 Areas**: Perceptions
Comprehensive Needs Assessment Data Documentation

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

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

**Accountability Data**
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

**Student Data: Assessments**
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT

**Student Data: Student Groups**
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data
District Goals
Revised/Approved: July 25, 2022

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 1: Increase the percentage of first time testers who score at Meets or above on STAAR English I from 24% to 35% by May 2023.
Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 19% to 25% by May 2023.

High Priority
Evaluation Data Sources: On-Track Data Tracker, Benchmark Data, Exit Tickets

Strategy 1: Improve the quality and alignment of Tier 1 (FWISD Instructional Framework) instruction for all students through developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

Strategy's Expected Result/Impact: ILT will lead Planning and Data PLCs to collaborate and plan TIER instructional delivery, analyze assessment data, and build in scaffolds/differentiated lessons for all students.

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:
2.4 - TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Learning 1

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Step 1</strong>: Administrators will develop and implement a weekly administrative calendar that includes PLCs. ILT will provide bi-weekly feedback with next actions steps on the PLC process and effective Tier 1 instructional strategies.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td>Intended Audience: Core Teachers</td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Date(s) / Timeframe</strong>: August 2022-May 2023</td>
<td></td>
</tr>
<tr>
<td><strong>Provider / Presenter / Person Responsible</strong>: Instructional Leadership Team</td>
<td></td>
</tr>
</tbody>
</table>
### Action Step 2 Details

**Action Step 2**: Core teachers will participate in Content PLCs to develop grade level lessons that will improve Tier 1 instruction for all students. Teachers will submit all documents in electronic PLC Binder before lesson implementation.

- **Intended Audience**: Core Teachers
- **Date(s) / Timeframe**: August 2022 - May 2023
- **Provider / Presenter / Person Responsible**: ILT, Teachers
- **Delivery Method**: Bi-Weekly

- **Funding Sources**: K-12 Summit Resources - Title I (211) - 211-11-6396-04N-006-30-510-000000-23F10 - $15,000, Bilingual Education Resources - BEA (199 PIC 25) - 199-11-6399-001-006-25-243-000000 - $1,768

### Strategy 2: Improve the quality of Tier 1 instruction for all tested content areas teaching all students at grade level initially, and then provide scaffolding opportunities for students that do not master high leverage readiness and supporting standards. Use STAAR Readiness resources that will directly impact student's CCMR measure.

**Strategy's Expected Result/Impact**: By June 2023, all tested content teachers will utilize Content level PLCs to collaborate and plan Tier 1 instructional delivery.

By June 2023, core teachers will utilize common planning PLCs to develop cross-curricular lessons that are aligned with high leverage standards, use data to track common assessments, and provide opportunities to work with small groups to address social-emotional needs to ensure students meet the criteria to stay on track.

- **Staff Responsible for Monitoring**: Principal, APs, Instructional Coaches

- **Title I**: 2.4, 2.5
- **TEA Priorities**: Improve low-performing schools
- **ESF Levers**: Lever 5: Effective Instruction

**Problem Statements**: Student Learning 1

<table>
<thead>
<tr>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov</td>
<td>Jan</td>
</tr>
</tbody>
</table>

### Action Step 1 Details

**Action Step 1**: Core teachers will participate in Content PLCs to develop grade level lessons that will improve Tier 1 instruction for all students. Teachers will submit all documents in electronic PLC Binder before lesson implementation.

- **Intended Audience**: Teachers, Instructional Leadership Team
- **Date(s) / Timeframe**: August 2022 - May 2023
- **Provider / Presenter / Person Responsible**: Principal, APs, Instructional Coaches
- **Delivery Method**: Bi-Weekly
### Action Step 2 Details

**Action Step 2**: Teachers will participate in Content FLEX Opportunities to become familiar with new curriculum resources to effectively implement Tier 1 instruction.

- **Intended Audience**: Teachers
- **Date(s) / Timeframe**: August 2022 - December 2022
- **Provider / Presenter / Person Responsible**: District/Campus Leadership Team

### Action Step 3 Details

**Action Step 3**: Hire a data analyst who will disaggregate data and organize campus, district and state assessments.

- **Intended Audience**: All STAAR Content Teachers
- **Date(s) / Timeframe**: August 2022
- **Provider / Presenter / Person Responsible**: Principal

**Funding Sources**: Data Analyst - Title I (211) - 211-13-6119-04N-006-30-510-000000-23F10 - $79,000

### Action Step 4 Details

**Action Step 4**: Zero and Ninth Hour tutorials for all students to close the achievement gap, provide transportation and snacks

- **Intended Audience**: Core Teachers, Tier 1-3 students
- **Date(s) / Timeframe**: August 2022-2023
- **Provider / Presenter / Person Responsible**: Instructional Leadership
  - **Collaborating Departments**: Content Departments/Instructional Leadership Team
  - **Delivery Method**: In Person

**Funding Sources**: Assessment Data - Title I (211) - 211-11-6116-04N-006-30-510-000000-23F10 - $10,000

### Action Step 5 Details

**Action Step 5**: Conduct a book study with Instructional Leadership Team on Culturally Responsive Teaching and the Brain.

- **Intended Audience**: All Teachers
- **Date(s) / Timeframe**: August 2022 - December 2022
- **Provider / Presenter / Person Responsible**: District Curriculum Specialists/Instructional Leadership Team
  - **Collaborating Departments**: District/Campus
  - **Delivery Method**: In Person

**Funding Sources**: Culturally Responsive Resources - Title I (211) - 211-13-6329-04N-006-30-510-000000-23F10 - $5,000
### Action Step 6 Details

<table>
<thead>
<tr>
<th>Intended Audience</th>
<th>Instructional Leadership Team/Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date(s) / Timeframe</td>
<td>August 2022 - May 2023</td>
</tr>
<tr>
<td>Provider / Presenter / Person Responsible</td>
<td>Department Chairs</td>
</tr>
<tr>
<td>Funding Sources</td>
<td>Supplies and Materials - Title I (211) - 211-11-6329-04N-006-30-510-000000-23F10 - $5,000, Technology - Title I (211) - 211-11-6396-04N-006-30-510-000000-23F10 - $10,000, All in Learning - Title I (211) - 211-11-6396-04N-006-30-510-000000-23F10 - $6,000</td>
</tr>
</tbody>
</table>

### Reviews

<table>
<thead>
<tr>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov</td>
<td>Jan</td>
</tr>
</tbody>
</table>

### School Performance Objective 1 Problem Statements:

#### Student Learning

**Problem Statement 1**: Student Achievement: There is an overall need to improve student STAAR performance indicators in Algebra I, English I, and English II from Approaches to Meets category. Based on recent STAAR data for first-time testers, 7% of the students achieved Meets for Algebra I, 30% for English I, and 34% English II. **Root Cause**: There is a lack of fidelity and consistency across contents when implementing the tenets of the lesson structure and the instructional framework as basis to provide grade-level instruction.
**District Goal 1:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

**School Performance Objective 2:** Increase the percentage of first time testers who score at Meets or above on STAAR English II from 30% to 40% by May 2023. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 23% to 30% by May 2023.

**High Priority**

**Evaluation Data Sources:** Benchmark Data, Exit Tickets

**Strategy 1:** Administrators will develop and implement a weekly administrative calendar that includes PLCs. ILT will provide bi-weekly feedback with next actions steps on the PLC process and effective Tier 1 instructional strategies.

**Strategy's Expected Result/Impact:** ILT will lead Planning and Data PLCs to collaborate and plan TIER instructional delivery, analyze assessment data, and build in scaffolds/differentiated lessons for all students.

**Staff Responsible for Monitoring:** Instructional Leadership Team

**Title I:**

- **2.4**
  - **TEA Priorities:**
    - Improve low-performing schools
  - **ESF Levers:**
    - Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Step 1: ILT will create an instructional calendar that will include walkthroughs, learning walks, and Planning and Data PLCs.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Intended Audience:</strong> Instructional Leadership Team/Team Leaders</td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Date(s) / Timeframe:</strong> August 2022 - May 2023</td>
<td></td>
</tr>
<tr>
<td><strong>Provider / Presenter / Person Responsible:</strong> Principal</td>
<td></td>
</tr>
<tr>
<td><strong>Delivery Method:</strong> Weekly/Bi-Weekly</td>
<td></td>
</tr>
</tbody>
</table>
### Action Step 2 Details

**Action Step 2:** ILT will develop a professional learning calendar to provide training and support for effective use of high-quality instructional resources & materials.

- **Intended Audience:** All Teachers
- **Date(s) / Timeframe:** August 2022-May 2023
- **Provider / Presenter / Person Responsible:** Instructional Leadership Team/Team Leaders
- **Collaborating Departments:** All Departments
- **Delivery Method:** Virtual & In-person

**Funding Sources:** Materials and Supply Resources for Teachers - Title I (211) - 211-11-6399-04N-006-30-510-000000-23F10 - $10,000

### Reviews

<table>
<thead>
<tr>
<th></th>
<th>Nov</th>
<th>Jan</th>
<th>Mar</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summative</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### School Performance Objective 2 Problem Statements:

**Problem Statement 1:** Student Achievement: There is an overall need to improve student STAAR performance indicators in Algebra I, English I, and English II from Approaches to Meets category. Based on recent STAAR data for first-time testers, 7% of the students achieved Meets for Algebra I, 30% for English I, and 34% English II. **Root Cause:** There is a lack of fidelity and consistency across contents when implementing the tenets of the lesson structure and the instructional framework as basis to provide grade-level instruction.
**District Goal 2:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

**School Performance Objective 1:** Increase the percentage of first time testers who score at Meets or above on STAAR Algebra I from 4% to 30% by May 2023. And the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 3% to 30% by May 2023.

  - **High Priority**
  - **Evaluation Data Sources:** Benchmark Data, Exit Tickets

**Strategy 1:** Develop the capacity of Algebra 1 Teachers to implement FWISD Math Framework through targeted professional development in critical thinking, problem solving applications and used of district approved resources to maximize student learning and instruction.

  - **Strategy's Expected Result/Impact:** Performance Objectives met
  - **Staff Responsible for Monitoring:** Campus/District Coaches

**Title I:**
2.4, 2.5, 2.6
- **TEA Priorities:**
  Improve low-performing schools
- **ESF Levers:**
  Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1
**Action Step 1 Details**

**Action Step 1:** Create common PLC period and provide professional learning for all Algebra 1 teacher on incorporating and utilizing the FWISD PLC Framework to help build teacher's capacity. Capacity building in PLCs will focus on teachers working collaboratively through intentional, regular and ongoing processes to enhance grade level instructional practices.

<table>
<thead>
<tr>
<th>Intended Audience:</th>
<th>Algebra 1 Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date(s) / Timeframe:</td>
<td>August 2022- May 2023</td>
</tr>
<tr>
<td>Provider / Presenter / Person Responsible:</td>
<td>Instructional Leadership Team/District Content Coaches</td>
</tr>
<tr>
<td>Collaborating Departments:</td>
<td>Math Department</td>
</tr>
<tr>
<td>Delivery Method:</td>
<td>In-person</td>
</tr>
</tbody>
</table>

**Funding Sources:**
- Hire Title 1 Math Teacher - Title I (211) - 211-11-6119-04N-006-30-510-000000-23F10 - $58,000
- Professional Learning for Admin - Title I (211) - 211-23-6411-04N-006-30-510-000000-23F10 - $10,000
- Cultural Responsive Library Resources and Materials - Title I (211) - 211-12-6329-04N-006-30-510-000000-23F10 - $5,000
- Professional Learning for Teachers - Title I (211) - 211-13-6411-04N-006-30-510-000000-23F10 - $10,000
- Tutoring Snacks for 9th Hour - Title I (211) - 211-11-6499-04N-006-30-510-000000-23F10 - $10,000
- Contracted services for At-Risk students - Title I (211) - 211-32-6299-04N-006-30-510-000000-23F10 - $5,000
- Transportation for 9th Hour - Title I (211) - 211-11-6412-04N-006-30-510-000000-23F10 - $16,000

**School Performance Objective 1 Problem Statements:**

<table>
<thead>
<tr>
<th>Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Statement 1:</strong> Student Achievement: There is an overall need to improve student STAAR performance indicators in Algebra I, English I, and English II from Approaches to Meets category. Based on recent STAAR data for first-time testers, 7% of the students achieved Meets for Algebra I, 30% for English I, and 34% English II. <strong>Root Cause:</strong> There is a lack of fidelity and consistency across contents when implementing the tenets of the lesson structure and the instructional framework as basis to provide grade-level instruction.</td>
</tr>
</tbody>
</table>
District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 1: Increase the percentage of Grade 12 students attaining at least one CCMR indicator from 34% to 70% by May 2023. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 23% to 500% by May 2023.

High Priority

Evaluation Data Sources: CCMR Data Tracker, FASFA Report, CTE Certifications

Strategy 1: Focus on the development of a post-secondary committee and provide professional learning in the areas of student goal setting, monitoring and tracking student progress.

Strategy's Expected Result/Impact: By May 2023, 70% of our annual graduates will obtain at least 1 CCMR measure.

By May 2023, 90% of all CCMR teachers will deliver effective Tier 1 instruction that is aligned with College Board or any other Advanced Academics curriculum to ensure that 70% of all annual graduates obtain at least 1 CCMR indicator.

Staff Responsible for Monitoring: Principal, Assistant Principals, Post-Secondary Specialist, CCMR Teachers.

Title I:
2.4, 2.6
- TEA Priorities:
Connect high school to career and college, Improve low-performing schools
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: School Processes & Programs

---

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Step 1:</strong> By August 31, develop a system/cycle of observation and feedback advanced academic/CTE courses aligned to College Board and CTE certification requirements with PSS coordinator, counselors and ILT, and share with staff by mid September.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Intended Audience:</strong> CTE/Advance Academic Teachers</td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Date(s) / Timeframe:</strong> August 2022 - September 2022</td>
<td></td>
</tr>
<tr>
<td><strong>Provider / Presenter / Person Responsible:</strong> Principal/Lead Counselor/PSS Coordinator</td>
<td></td>
</tr>
<tr>
<td><strong>Collaborating Departments:</strong> Dual Credit/CTE</td>
<td></td>
</tr>
<tr>
<td><strong>Delivery Method:</strong> In Person</td>
<td></td>
</tr>
</tbody>
</table>

- No Progress
- Accomplished
- Continue/Modify
- Discontinue

006 Eastern Hills High School
Generated by Plan4Learning.com

24 of 34

Campus #220905006
October 17, 2022 3:23 PM
School Performance Objective 1 Problem Statements:

<table>
<thead>
<tr>
<th>School Processes &amp; Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Statement 1</strong>: School Processes &amp; Programs: 46% of our twelfth grade students are not on track to receive their College, Career, and Military Readiness measure. <strong>Root Cause</strong>: The Post-Secondary Readiness stakeholders have not been intentional in prioritizing dedicated time to collaborate and make decisions that specifically impact college, career, and/or military readiness for all students.</td>
</tr>
</tbody>
</table>
District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 2: Increase the percentage of Grade 9 students "On Track" from 73% to 90% by May 2023. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 23% to 60% by May 2023.

  High Priority
  
  Evaluation Data Sources: On-Track Data Tracker, Benchmark Data, Exit Tickets

Strategy 1: Develop roles and responsibilities of the 9th Grade Success Team that captures the practices and policies consistent with district goals.

Strategy's Expected Result/Impact: Teachers will learn how to execute roles and responsibilities with fidelity to assist with tracking and monitoring student's behavior, attendance, and grades

Staff Responsible for Monitoring: Freshman Success Coach, Freshman AP, Freshman Counselor, Behavior Interventionist, Stay In School Coordinator

Title I: 2.4, 2.5, 2.6, 4.2
- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Step 1:</strong> Freshman Success Coach and Instructional Leadership Team will develop a B.A.G Support System to meet the needs of all incoming 9th graders.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Intended Audience:</strong> Freshman Success Team</td>
<td></td>
</tr>
<tr>
<td><strong>Date(s) / Timeframe:</strong> August 2022 - October 2022</td>
<td></td>
</tr>
<tr>
<td><strong>Provider / Presenter / Person Responsible:</strong> Freshman Success Coach/Instructional Leadership Team</td>
<td></td>
</tr>
<tr>
<td><strong>Collaborating Departments:</strong> Core Contents/Attendance/Counseling</td>
<td></td>
</tr>
<tr>
<td><strong>Delivery Method:</strong> In Person</td>
<td></td>
</tr>
</tbody>
</table>

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

School Performance Objective 2 Problem Statements:
### Student Learning

**Problem Statement 1:** Student Achievement: There is an overall need to improve student STAAR performance indicators in Algebra 1, English I, and English II from Approaches to Meets category. Based on recent STAAR data for first-time testers, 7% of the students achieved Meets for Algebra I, 30% for English I, and 34% English II. **Root Cause:** There is a lack of fidelity and consistency across contents when implementing the tenets of the lesson structure and the instructional framework as basis to provide grade-level instruction.

### School Processes & Programs

**Problem Statement 1:** School Processes & Programs: 46% of our twelfth grade students are not on track to receive their College, Career, and Military Readiness measure. **Root Cause:** The Post-Secondary Readiness stakeholders have not been intentional in prioritizing dedicated time to collaborate and make decisions that specifically impact college, career, and/or military readiness for all students.

### Perceptions

**Problem Statement 1:** Perceptions: The data from the Panorama Survey shows that 66% of the student body are disengaged from the learning environment. **Root Cause:** Campus needs a narrowed professional learning focus that will support teachers in creating a culturally responsive environment, especially in terms of their academic, social-emotional, and organizational needs.
**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 1:** Increase positive response by students to the learning environment on the Panorama SEL Survey from 56% to 75% by May 2023.

- **High Priority**
- **Evaluation Data Sources:** Panorama Survey

**Strategy 1:** ILT will develop a plan to increase the number of students who participate in district and campus level surveys.

**Strategy's Expected Result/Impact:** By May 2023, increase students' sense of belonging by engaging in meaningful work centered around our Mission, Vision and 5 Core Values: Belief, Purpose, Accountability, Growth Mindset, and Team Work.

**Staff Responsible for Monitoring:** ILT, Counselors, Stay In School Coordinator, Intervention Specialist

**Title I:**
2.6, 4.1
- **TEA Priorities:**
  Connect high school to career and college
- **ESF Levers:**
  Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

**Problem Statements:** Perceptions 1

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intended Audience:</strong> Teachers &amp; Students</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Date(s) / Timeframe:</strong> August 2022 - October 2022</td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Provider / Presenter / Person Responsible:</strong> Freshman Success Team Leaders</td>
<td><strong>Collaborating Departments:</strong> Content Teachers/Counselors</td>
</tr>
<tr>
<td><strong>Delivery Method:</strong> In Person</td>
<td></td>
</tr>
</tbody>
</table>
## Action Step 2 Details

**Action Step 2:** Hire a Family Engagement Specialist to increase parental and community involvement.

- **Intended Audience:** Parents, Guardians, and community members.
- **Date(s) / Timeframe:** August 2022 - June 2023
- **Provider / Presenter / Person Responsible:** Instructional Leadership Team & Family Engagement Specialist
- **Collaborating Departments:** Whole school community
- **Delivery Method:** Monthly engagement events to sustain academic and social emotional needs for families, faculty and staff.

**Funding Sources:** Family Engagement Specialist - Title I (211) - 211-61-6129-04L-006-30-510-000000-23F10 - $28,110

### Reviews

<table>
<thead>
<tr>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov</td>
<td>Jan</td>
</tr>
</tbody>
</table>

School Performance Objective 1 Problem Statements:

### Perceptions

**Problem Statement 1:** Perceptions: The data from the Panorama Survey shows that 66% of the student body are disengaged from the learning environment. **Root Cause:** Campus needs a narrowed professional learning focus that will support teachers in creating a culturally responsive environment, especially in terms of their academic, social-emotional, and organizational needs.
District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 2: Decrease the number and percentage of students who are chronically absent from 20% to 10% by May 2023.
**District Goal 5:** Decrease the number of in and out of school suspensions for African American students from 43% to 20% by May 2023.
## Campus Funding Summary

### Title I (211)

<table>
<thead>
<tr>
<th>District Goal</th>
<th>School Performance Objective</th>
<th>Strategy</th>
<th>Action Step</th>
<th>Resources Needed</th>
<th>Description</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>1</td>
<td>1</td>
<td>K-12 Summit Resources</td>
<td>Technology for instructional use</td>
<td>211-11-6396-04N-006-30-510-000000-23F10</td>
<td>$15,000.00</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>1</td>
<td>2</td>
<td>Data Analyst</td>
<td>Data Analyst</td>
<td>211-13-6119-04N-006-30-510-000000-23F10</td>
<td>$79,000.00</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>1</td>
<td>2</td>
<td>Assessment Data</td>
<td>Extra duty pay for tutoring after hours (Teacher)</td>
<td>211-11-6116-04N-006-30-510-000000-23F10</td>
<td>$10,000.00</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>1</td>
<td>2</td>
<td>Culturally Responsive Resources</td>
<td>Reading materials for professional development</td>
<td>211-13-6329-04N-006-30-510-000000-23F10</td>
<td>$5,000.00</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>1</td>
<td>2</td>
<td>Supplies and Materials</td>
<td>Reading materials for classroom use</td>
<td>211-11-6329-04N-006-30-510-000000-23F10</td>
<td>$5,000.00</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>1</td>
<td>2</td>
<td>Technology</td>
<td>Technology for instructional use</td>
<td>211-11-6396-04N-006-30-510-000000-23F10</td>
<td>$10,000.00</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>1</td>
<td>2</td>
<td>All in Learning</td>
<td>Technology for instructional use</td>
<td>211-11-6396-04N-006-30-510-000000-23F10</td>
<td>$6,000.00</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>2</td>
<td>1</td>
<td>Materials and Supply Resources for Teachers</td>
<td>Supplies and materials for instructional use</td>
<td>211-11-6399-04N-006-30-510-000000-23F10</td>
<td>$10,000.00</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>1</td>
<td>1</td>
<td>Professional Learning for Teachers</td>
<td>Travel for Teachers and Data Analysts (PD)</td>
<td>211-13-6411-04N-006-30-510-000000-23F10</td>
<td>$10,000.00</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>1</td>
<td>1</td>
<td>Cultural Responsive Library Resources and Materials</td>
<td>Reading materials for library use</td>
<td>211-12-6329-04N-006-30-510-000000-23F10</td>
<td>$5,000.00</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>1</td>
<td>1</td>
<td>Hire Title 1 Math Teacher</td>
<td>Title I Teacher</td>
<td>211-11-6119-04N-006-30-510-000000-23F10</td>
<td>$58,000.00</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>1</td>
<td>1</td>
<td>Tutoring Snacks for 9th Hour</td>
<td>Snacks or incentives for students</td>
<td>211-11-6499-04N-006-30-510-000000-23F10</td>
<td>$10,000.00</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>1</td>
<td>1</td>
<td>Transportation for 9th Hour</td>
<td>Transportation costs for students</td>
<td>211-11-6412-04N-006-30-510-000000-23F10</td>
<td>$16,000.00</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>1</td>
<td>1</td>
<td>Contracted services for At-Risk students</td>
<td>Contracted student support services</td>
<td>211-32-6299-04N-006-30-510-000000-23F10</td>
<td>$5,000.00</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>1</td>
<td>1</td>
<td>Professional Learning for Admin</td>
<td>Travel for Principal and Assistant Principal (PD)</td>
<td>211-23-6411-04N-006-30-510-000000-23F10</td>
<td>$10,000.00</td>
</tr>
</tbody>
</table>
### Title I (211)

<table>
<thead>
<tr>
<th>District Goal</th>
<th>School Performance Objective</th>
<th>Strategy</th>
<th>Action Step</th>
<th>Resources Needed</th>
<th>Description</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>Ron Clark Academy Curriculum Resources</td>
<td>Supplies and materials for instructional use</td>
<td>211-11-6399-04N-006-30-510-000000-23F10</td>
<td>$25,000.00</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>Family Engagement Specialist</td>
<td>Family Engagement Specialist</td>
<td>211-61-6129-04L-006-30-510-000000-23F10</td>
<td>$28,110.00</td>
</tr>
</tbody>
</table>

**Sub-Total** $307,110.00

**Budgeted Fund Source Amount** $307,110.00

**/+/- Difference** $0.00

### SCE (199 PIC 24)

<table>
<thead>
<tr>
<th>District Goal</th>
<th>School Performance Objective</th>
<th>Strategy</th>
<th>Action Step</th>
<th>Resources Needed</th>
<th>Description</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td>Supplies and materials for instructional use</td>
<td>199-11-6399-001-006-24-243-000000-24F10</td>
<td>$16,048.00</td>
</tr>
</tbody>
</table>

**Sub-Total** $16,048.00

**Budgeted Fund Source Amount** $16,048.00

**/+/- Difference** $0.00

### Parent Engagement

<table>
<thead>
<tr>
<th>District Goal</th>
<th>School Performance Objective</th>
<th>Strategy</th>
<th>Action Step</th>
<th>Resources Needed</th>
<th>Description</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>Parent Engagement Night</td>
<td>Supplies and materials for parental involvement</td>
<td>211-61-6399-04L-006-30-510-000000-23F10</td>
<td>$5,112.00</td>
</tr>
</tbody>
</table>

**Sub-Total** $5,112.00

**Budgeted Fund Source Amount** $5,112.00

**/+/- Difference** $0.00

### BEA (199 PIC 25)

<table>
<thead>
<tr>
<th>District Goal</th>
<th>School Performance Objective</th>
<th>Strategy</th>
<th>Action Step</th>
<th>Resources Needed</th>
<th>Description</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>Bilingual Education Resources</td>
<td>Supplies and materials for instructional use</td>
<td>199-11-6399-001-006-25-243-000000</td>
<td>$1,768.00</td>
</tr>
</tbody>
</table>

**Sub-Total** $1,768.00
<table>
<thead>
<tr>
<th>District Goal</th>
<th>School Performance Objective</th>
<th>Strategy</th>
<th>Action Step</th>
<th>Resources Needed</th>
<th>Description</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Budgeted Fund Source Amount</td>
<td>$1,768.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>+/- Difference</td>
<td>$0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Grand Total Budgeted</td>
<td>$330,038.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Grand Total Spent</td>
<td>$330,038.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>+/- Difference</td>
<td>$0.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>