

Fort Worth Independent School District

006 Eastern Hills High School

2021-2022 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.

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Comprehensive Needs Assessment

Revised/Approved: October 5, 2021

Demographics

Demographics Summary

Eastern Hills High School is a diverse Title-One campus that serves a total of 1173 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 2019 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: 92% of our students as economically disadvantage, 13% are coded as English Learners, and 12% 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 90% 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 than usual. Currently, we have 19 new teachers with 11 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.
- All students receive free lunch through the C.E.P. Program.

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.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Demographics--Staff Quality There is a lack of fidelity and consistency across contents when implementing the tenets of the lesson structure and the instructional framework as a basis to ensure student achievement. **Root Cause:** Campus leadership feedback system needs refining in order to support a consistent method by which teachers are supported in using the lesson structure and instructional framework.

Problem Statement 2: School Culture and Climate: There is a need for increased opportunities of participation in community service, home visits and activities among faculty and staff to improve trust and a sense of community. **Root Cause:** The campus has not been intentional about including all stakeholders as think partners when creating school-based events.

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 is 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. Eastern Hills High School was on the right track for improving overall rating to a "C" for sure.

Due to only 10% of our overall population receiving face-to-face instruction, we had some setbacks with the last STAAR Assessment for Spring 2021. (Please see results below) Although we have experienced a high teacher turnover rate, it is evident that there are some strong instructional systems in place at Eastern Hills High School. Now that students have returned to in-person instruction, it is pertinent that we return to implementation of Tier 1 instruction in every classroom across the campus.

Texas Education Agency 2021 STAAR Performance EASTERN HILLS H S (220905006) - FORT WORTH ISD

Calculation Report

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	631	319		270	223	1,443	
Approaches GL or Above	248	77		162	153	640	44%
Meets GL or Above	131	20		60	89	300	21%
Masters GL	12	5		4	24	45	3%
Total Percentage Points							68%
Component Score							23

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Co
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	44%	36%	52%	76%	-	71%	*	69%	43%	37%	44%	28%	31%	45%	
At Meets GL Standard or Above	21%	15%	25%	49%	-	43%	*	47%	20%	14%	18%	17%	0%	21%	
At Masters GL Standard	3%	1%	5%	15%	-	7%	*	6%	3%	1%	2%	8%	0%	3%	
Number of Tests															
At Approaches GL Standard or Above	640	292	283	31	-	**	*	22	587	105	146	60	4	413	
At Meets GL Standard or Above	300	121	136	20	-	**	*	15	271	39	59	37	0	193	
At Masters GL Standard	45	11	25	6	-	**	*	2	40	2	7	17	0	31	
Total Tests	1,443	812	542	41	-	**	*	32	1,358	284	334	218	13	924	
Participation															
% participation 2018-19	99%	99%	100%	99%	*	100%	100%	100%	99%	99%	100%	99%	100%	99%	
% participation 2020-21	91%	92%	91%	88%	-	89%	*	87%	92%	92%	93%	94%	100%	92%	
ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	39%	31%	47%	67%	-	60%	-	75%	38%	32%	40%	19%	17%	39%	
At Meets GL Standard or Above	21%	16%	24%	50%	-	20%	-	50%	20%	12%	18%	14%	0%	20%	
At Masters GL Standard	2%	1%	3%	11%	-	0%	-	0%	2%	1%	1%	8%	0%	2%	
Number of Tests															
At Approaches GL Standard or Above	248	111	113	12	-	3	-	9	224	41	61	20	1	160	
At Meets GL Standard or Above	131	57	58	9	-	1	-	6	117	16	27	15	0	83	
At Masters GL Standard	12	3	7	2	-	0	-	0	11	1	2	9	0	10	
Total Tests	631	357	239	18	-	5	-	12	589	129	151	108	6	407	
Participation															
% participation 2018-19	99%	99%	100%	98%	*	100%	*	100%	99%	99%	100%	99%	100%	99%	
% participation 2020-21	93%	93%	94%	91%	-	100%	-	100%	94%	94%	95%	96%	100%	94%	

Mathematics

Percent of Tests

Percent of Tests														
At Approaches GL Standard or Above	24%	15%	36%	80%	-	*	-	25%	23%	17%	17%	20%	*	26%
At Meets GL Standard or Above	6%	3%	12%	20%	-	*	-	0%	6%	2%	2%	11%	*	7%
At Masters GL Standard	2%	1%	3%	0%	-	*	-	0%	2%	0%	0%	7%	*	3%
Number of Tests														
At Approaches GL Standard or Above	77	28	41	**	-	*	-	2	71	9	10	11	*	51
At Meets GL Standard or Above	20	5	13	**	-	*	-	0	19	1	1	6	*	14
At Masters GL Standard	5	2	3	**	-	*	-	0	5	0	0	4	*	5
Total Tests	319	189	113	**	-	*	-	8	303	53	60	56	*	200
Participation														
% participation 2018-19	99%	100%	99%	100%	*	100%	*	100%	99%	98%	99%	99%	*	100%
% participation 2020-21	90%	91%	89%	86%	-	100%	-	80%	91%	90%	90%	91%	*	91%

Science														
Percent of Tests														
At Approaches GL Standard or Above	60%	51%	70%	89%	-	-	-	80%	59%	58%	65%	58%	*	57%
At Meets GL Standard or Above	22%	15%	28%	56%	-	-	-	60%	20%	23%	24%	26%	*	21%
At Masters GL Standard	1%	1%	2%	11%	-	-	-	0%	1%	0%	0%	11%	*	2%
Number of Tests														
At Approaches GL Standard or Above	162	79	71	8	-	-	-	4	151	33	44	11	*	93
At Meets GL Standard or Above	60	23	29	5	-	-	-	3	52	13	16	5	*	34
At Masters GL Standard	4	1	2	1	-	-	-	0	3	0	0	2	*	3
Total Tests	270	154	102	9	-	-	-	5	258	57	68	19	*	163
Participation														
% participation 2018-19	99%	99%	100%	100%	*	*	*	100%	99%	100%	100%	99%	*	100%
% participation 2020-21	90%	91%	90%	91%	-	*	-	86%	90%	93%	94%	92%	*	91%
Social Studies														
Percent of Tests														
At Approaches GL Standard or Above	69%	66%	66%	78%	-	100%	*	100%	68%	49%	56%	51%	*	71%
At Meets GL Standard or Above	40%	32%	41%	56%	-	80%	*	86%	40%	20%	27%	31%	*	40%
At Masters GL Standard	11%	4%	15%	33%	-	20%	*	29%	10%	2%	9%	6%	*	8%
Number of Tests														
At Approaches GL Standard or Above	153	74	58	7	-	**	*	7	141	22	31	18	*	109
At Meets GL Standard or Above	89	36	36	5	-	**	*	6	83	9	15	11	*	62

At Masters GL Standard	24	5	13	3	-	**	*	2	21	1	5	2	*	13
Total Tests	223	112	88	9	-	**	*	7	208	45	55	35	*	154
Participation														
% participation 2018-19	100%	99%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	-	99%
% participation 2020-21	89%	90%	89%	83%	-	100%	*	78%	90%	87%	88%	92%	*	90%

**Texas Education Agency
2021 College, Career, and Military Readiness
EASTERN HILLS H S (220905006) - FORT WORTH ISD**

Calculation Table

	Annual Graduates	
	Count Credit	Percent
Total		
Total graduates	212	
Total credit for CCMR criteria	73	34%

Data Table

	Annual Graduates	
	Count Credit	Percent
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both ELA/Reading and Mathematics	28	13%
TSI Criteria - ELA/Reading		
Met TSI criteria for at least one indicator in ELA/Reading	131	62%
Met TSI assessment criteria	34	16%
Met ACT criteria	2	1%
Met SAT criteria	37	18%
Earned credit for a college prep course	91	43%

TSI Criteria - Mathematics		
Met TSI criteria for at least one indicator in Mathematics	36	17%
Met TSI assessment criteria	25	12%
Met ACT criteria	2	1%
Met SAT criteria	14	7%
Earned credit for a college prep course	4	2%
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	20	9%
Dual Course Credits		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	22	10%
Industry-Based Certifications		
Earned an industry-based certification from approved list	28	13%
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	-	-
Associate Degree		
Earned an associate degree while in high school	0	0%
OnRamps Dual Enrollment Course		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	24	11%
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	4	2%
Special Ed with Advanced Degree Plan		
Identified as receiving special education services and earned an advanced degree plan	4	2%
U.S. Armed Forces*		
Enlisted in the U.S. Armed Forces	N/A	N/A

Student Learning Strengths

21% of all students met the Meets Grade Level in all subjects with a 91% participation rate

21% of all students met the Meets Grade Level in ELAR with a 93% participation rate

22% of all students met the Meets Grade Level in all subjects with a 90% participation rate

40% of all students met the Meets Grade Level in all subjects with a 89% participation rate

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 54% of the 12th grade class are not on track to receive a CCMR measure for the 21-22 SY. **Root Cause:** The Post-Secondary Readiness stakeholders have not been intentional in prioritizing dedicated time to collaborate and make decisions.

Problem Statement 2: School Culture and Climate: There is a need for increased opportunities of participation in community service, home visits and activities among faculty and staff to improve trust and a sense of community. **Root Cause:** The campus has not been intentional about including all stakeholders as think partners when creating school-based events.

Problem Statement 3 (Prioritized): Student Achievement: There is an overall need o 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, 3% of the students achieved Meets for Algebra I, 23% for English I, and 24% 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

School Processes & Programs Summary

Eastern Hills High School currently offers several Program of Choice programs: Public Safety, 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: 9th grade students have struggled with becoming acclimated to high expectations in relation in both their academic and social emotional needs. **Root Cause:** The school has not prioritized the academic, social emotional, and organizational needs of incoming 9th grade students when considering scheduling drivers.

Problem Statement 2: School Culture and Climate: There is a need for increased opportunities of participation in community service, home visits and activities among faculty and staff to improve trust and a sense of community. **Root Cause:** The campus has not been intentional about including all stakeholders as think partners when creating school-based events.

Problem Statement 3 (Prioritized): Programs & Processes 54% of our annual graduates are not on track to obtain at least one CCMR measure. There is a need to increase the percentage of students on track to earn at least one CCMR Measure prior to graduation. **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

Perceptions Summary

Over the past two years, there has not been an explicit campus vision and mission statement unifying or guiding campus practices. The leadership team nor the staff have internalized the school's vision, mission, values, and goals in a systematic way; therefore, school wide routines, procedures and systems are not consistently reinforced or implemented as it relates to school culture. 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 are needed to ensure key indicators are developed, sustained, and maintained.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: School Culture and Climate: There is a need for increased opportunities of participation in community service, home visits and activities among faculty and staff to improve trust and a sense of community. **Root Cause:** The campus has not been intentional about including all stakeholders as think partners when creating school-based events.

Problem Statement 2 (Prioritized): Perceptions 42% of students struggle to become acclimated to the school environment and do not feel they are valued members of the school community; hence, only 34% are fully engaged and invested in class. **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.

Priority Problem Statements

Problem Statement 1: Student Achievement: There is an overall need o 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, 3% of the students achieved Meets for Algebra I, 23% for English I, and 24% English II.

Root Cause 1: 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 1 Areas: Student Learning

Problem Statement 2: Demographics--Staff Quality There is a lack of fidelity and consistency across contents when implementing the tenets of the lesson structure and the instructional framework as a basis to ensure student achievement.

Root Cause 2: Campus leadership feedback system needs refining in order to support a consistent method by which teachers are supported in using the lesson structure and instructional framework.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Programs & Processes 54% of our annual graduates are not on track to obtain at least one CCMR measure. There is a need to increase the percentage of students on track to earn at least one CCMR Measure prior to graduation.

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 42% of students struggle to become acclimated to the school environment and do not feel they are valued members of the school community; hence, only 34% are fully engaged and invested in class.

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

- HB3 CCMR goals

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- TTESS data
- T-PESS data

Goals

Revised/Approved: October 5, 2021

Goal 1: Early Literacy

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.

Performance Objective 1: Increase the percentage of first time testers who score at Meets or above on STAAR English I from 34% to 44% by May 2022.

Increase the percentage of African American students that is most marginalized by instruction on our campus (gender, race, program, other) from 27% to 37% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: Benchmarks, Common Assessments, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: 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.</p> <p>Strategy's Expected Result/Impact: By June 2022, all tested content teachers will utilize Content level PLCs to collaborate and plan Tier 1 instructional delivery.</p> <p>By June 2022, all 9th Grade Success Team 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.</p> <p>Staff Responsible for Monitoring: Principal, APs, Instructional Coaches</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Purchase student incentives for perfect attendance, A-B honor roll, certification completions, etc. - Title I (211) - 211-11-6499-04N-006-30-510-000000-22F10 - \$10,000, Data Analyst - Title I (211) - 211-13-6119-04N-006-30-510-000000-22F10 - \$74,979, Purchase instructional supplies/technology for SPED students. - SCE (199 PIC 24) - 199-11-6399-001-006-24-243-000000- - \$2,500, Summit K12 (ELL students to earn a passing score on TELPAS assessment); IXL (Provide remediation, reinforcement of mathematical skills and reteaching); Lead4Ward Field Guides for all core content (instructional resource for lesson planning and assessment - Title I (211) - 211-11-6396-04N-006-30-510-000000-22F10 - \$7,000, Instructional Framework Binders, STAAR Readiness Resources, lead4Ward resources - Title I (211) - 211-13-6399-04N-006-30-510-000000-22F10 - \$10,000, Instructional Framework Binders, STAAR Readiness Resources, lead4Ward resources - Title I (211) - 211-11-6116-0PD-006-30-510-000000-22F10 - \$20,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Implement professional learning to develop the capacity of teachers in planning standard aligned assessments and instructions, executing explicit instruction, and reflecting on student progress/mastery through data analysis using established Tier 1 instruction. Strategy's Expected Result/Impact: By June 2022, all tested content teachers will utilize Content level PLCs to collaborate and plan Tier 1 instructional delivery. By June 2022, all 9th Grade Success Team 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 Comprehensive Support Strategy - Targeted Support Strategy Problem Statements: Student Learning 3 Funding Sources: Contracted PD for 9th Grade Success Team - Title I (211) - 211-13-6299-04N-006-30-510-000000-22F10 - \$15,000, Purchase technology resources and equipment for teachers and students. - Title I (211) - 211-11-6396-04N-006-30-510-000000-22F10 - \$5,000, Extra Duty Pay for Teachers - Title I (211) - 211-11-6116-04N-006-30-510-000000-22F10 - \$10,000, Zero and Ninth Hour tutorials for all students to close the achievement gap, provide transportation and healthy snacks - Title I (211) - 211-11-6412-04N-006-30-510-000000-22F10 - \$10,000		Formative			Summative
		Nov	Jan	Mar	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: Student Achievement: There is an overall need o 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, 3% of the students achieved Meets for Algebra I, 23% for English I, and 24% 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.

Goal 1: Early Literacy

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.





Performance Objective 2: Increase the percentage of first time testers who score at Meets or above on STAAR English II from 34% to 44% by May 2022.

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 28% to 38% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: Benchmarks, Common Assessments, STAAR

Strategy 1 Details		Reviews			
Strategy 1: 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 2022, all tested content teachers will utilize Content level PLCs to collaborate and plan Tier 1 instructional delivery. By June 2022, all 9th Grade Success Team 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 TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy Problem Statements: Student Learning 3		Formative			Summative
		Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: Student Achievement: There is an overall need o 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, 3% of the students achieved Meets for Algebra I, 23% for English I, and 24% 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.





Goal 2: Early Math

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.

Performance Objective 1: Increase the percentage of African American students that is most marginalized by instruction on our campus (gender, race, program, other) from 24% to 50% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: District Benchmark, Common Assessments

Strategy 1 Details	Reviews			
Strategy 1: Improve the quality of Tier 1 instruction for all content areas by implementing professional learning that will increase teacher capacity in planning standard aligned instruction and assessments, while executing explicit instruction, and reflecting on student progress/mastery through data analysis to impact overall student achievement. Strategy's Expected Result/Impact: By June 2022, all tested content teachers will utilize content level PLCs to collaborate and plan Tier 1 instructional delivery. Staff Responsible for Monitoring: Principal, APs, Instructional Coaches ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy Problem Statements: Student Learning 3	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: Student Achievement: There is an overall need o 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, 3% of the students achieved Meets for Algebra I, 23% for English I, and 24% 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.

Goal 2: Early Math

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.

Performance Objective 2: Increase the percentage of first time testers who score at Meets or above on STAAR Algebra I from 44% to 54% by May 2022.

Increase the percentage of African American students who score Meets on STAAR Algebra on our campus from 41% to 50% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: Benchmarks, Common Assessments, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the quality of Tier 1 instruction for all content areas by implementing professional learning that will increase teacher capacity in planning standard aligned instruction and assessments, while executing explicit instruction, and reflecting on student progress/mastery through data analysis to impact overall student achievement.</p> <p>Strategy's Expected Result/Impact: By June 2022, all tested content teachers will utilize Content level PLCs to collaborate and plan Tier 1 instructional delivery.</p> <p>By June 2022, all 9th Grade Success Team 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.</p> <p>Staff Responsible for Monitoring: Principal, APs, Instructional Coaches</p> <p>ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Purchase resources, supplies and equipment for all content areas that will support economically disadvantaged students. - Title I (211) - 211-11-6399-04N-006-30-510-000000-22F10 - \$26,691, Hire a Title 1 Resource Teacher - Title I (211) - 211-11-6119-04N-006-30-510-000000-22F10 - \$58,000, Contracted Professional Development - SCE (199 PIC 24) - 199-11-6299-001-006-24-243-000000- - \$8,625, Purchase technology resources and equipment for teachers and students. - Title I (211) - 211-11-6396-04N-006-30-510-000000-22F10 - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 3: Student Achievement: There is an overall need o 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, 3% of the students achieved Meets for Algebra I, 23% for English I, and 24% 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.





Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Performance Objective 1: Increase the percentage of Grade 12 students attaining at least one CCMR indicator from 26% to 40% by May 2022.

Increase the percentage of African American students on our campus from 15% to 30% by May 2022.

Evaluation Data Sources: CCMR Tracking Tool, TSI/DC/OnRamps/AP/ACT/SAT/FASFA Progress Monitoring

Strategy 1 Details		Reviews			
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 2022, 70% of our annual graduates will obtain at least 1 CCMR measure. By May 2022, 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. By May 2022, 90% of lessons observed will be aligned to College Board and/or Advanced Academics Curriculum. Staff Responsible for Monitoring: Principal, Assistant Principals, Post-Secondary Specialist, CCMR Teachers. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy - Targeted Support Strategy Problem Statements: School Processes & Programs 3 Funding Sources: College Career Readiness Coach, Counselors, and all stakeholders will collaborate to host FAFSA Night to improve the completion of FAFSA applications - Title I (211) - 211-61-6399-04L-006-30-510-000000-22F10 - \$5,000, Hire Family Communication Specialist - Title I (211) - 211-61-6119-04L-006-30-510-000000-22F10 - \$22,000, Purchase copier paper, pens, staples, stapler, chart paper, highlighter and other supplies and materials for parental involvement events - Title I (211) - 211-61-6399-04L-006-30-510-000000-22F10 - \$8,000, College, Career & Military Readiness materials - Title I (211) - 211-11-6399-04N-006-30-510-000000-22F10 - \$10,000, Purchase materials and supplies for parent nights. - Title I (211) - 211-61-6399-04L-006-30-510-000000-22F10 - \$9,000, Technology for Counselors - Title I (211) - 211-31-6396-04N-006-30-510-000000-22F10 - \$5,000		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
				 Discontinue	

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 3: Programs & Processes 54% of our annual graduates are not on track to obtain at least one CCMR measure. There is a need to increase the percentage of students on track to earn at least one CCMR Measure prior to graduation. **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.

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Performance Objective 2: By May 2022, we will increase the percentage of Grade 9 students "On Track" from 50% to 85%.

Evaluation Data Sources: B.A.G Tracker, PLC documents, Lead4Ward & Driven By Data resources

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: 9th Grade Success Team will implement the tenets of the Freshman Success Institute by engaging in collaborative action planning, analyze data to inform instruction and support students while exploring how to move beyond mitigating course failure to improving course performance.</p> <p>Strategy's Expected Result/Impact: By June 2022, all tested content teachers will utilize Content level PLCs to collaborate and plan Tier 1 instructional delivery.</p> <p>By June 2022, all 9th Grade Success Team 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.</p> <p>Staff Responsible for Monitoring: Principal, APs, Instructional Coaches, 9th Grade Teachers, Counselors, Stay-In-School Coordinator, Intervention Specialist</p> <p>ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy</p> <p>Problem Statements: Student Learning 3</p>				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 3: Student Achievement: There is an overall need o 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, 3% of the students achieved Meets for Algebra I, 23% for English I, and 24% English II.</p> <p>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.</p>

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Performance Objective 3: Increase the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from 60% to 75% by May 2022.

Evaluation Data Sources: B.A.G Tracker, PLC documents, Lead4Ward & Driven By Data resources

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: 9th Grade Success Team will implement the tenets of the Freshman Success Institute by engaging in collaborative action planning, analyze data to inform instruction and support students while exploring how to move beyond mitigating course failure to improving course performance.</p> <p>Strategy's Expected Result/Impact: By June 2022, all tested content teachers will utilize Content level PLCs to collaborate and plan Tier 1 instructional delivery.</p> <p>By June 2022, all 9th Grade Success Team 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.</p> <p>Staff Responsible for Monitoring: Principal, APs, Instructional Coaches, 9th Grade Teachers, Counselors, Stay-In-School Coordinator, Intervention Specialist</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 3</p>				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 3: Student Achievement: There is an overall need o 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, 3% of the students achieved Meets for Algebra I, 23% for English I, and 24% English II.</p> <p>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.</p>





Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Performance Objective 4: Increase the percentage of Grade 11 and 12 students who meet SAT or ACT criteria for CCMR from 25% to 35% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: CCMR Data Tracker

Strategy 1 Details	Reviews			
Strategy 1: ILT will collaborate with counselors, post-secondary specialist, college and career readiness coach to conduct quarterly tracking and reporting of all CCMR indicators. Strategy's Expected Result/Impact: Team will analyze enrollment in college prep courses, ACT/SAT, Dual Credit, TSI, and CTE certifications. Staff Responsible for Monitoring: ILT, Counselors, Post-Secondary Specialist, College & Career Readiness Coach TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy Problem Statements: School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 3: Programs & Processes 54% of our annual graduates are not on track to obtain at least one CCMR measure. There is a need to increase the percentage of students on track to earn at least one CCMR Measure prior to graduation. 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.





Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 1: Decrease the number and percentage of students who are chronically absent from 20% to 10% by May 2022.

Evaluation Data Sources: Attendance Tracker, SART Resources

Strategy 1 Details		Reviews			
Strategy 1: Provide PD on implementing a culturally responsive learning environment to improve Tier 1 instructional practices and develop an incentive program that will reward students for perfect attendance each six weeks as well as for students who improve their attendance each six weeks. Strategy's Expected Result/Impact: It will increase the overall attendance by 5% and improve academics by ensuring students are in attendance and fully engaged during face-to-face instruction. Staff Responsible for Monitoring: ILT, Counselors, Stay In School Coordinator, Intervention Specialist, Attendance Clerk, Data Clerk TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy Problem Statements: Student Learning 3		Formative			Summative
		Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: Student Achievement: There is an overall need o 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, 3% of the students achieved Meets for Algebra I, 23% for English I, and 24% 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.

Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 2: Increase positive response by students to the learning environment on the Panorama SEL Survey from 13% to 50% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: Panorama SEL Survey, Campus-based Fall/Spring Survey

Strategy 1 Details		Reviews			
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 2022, 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 ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy Problem Statements: Perceptions 2		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Perceptions 42% of students struggle to become acclimated to the school environment and do not feel they are valued members of the school community; hence, only 34% are fully engaged and invested in class. 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.





Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 3: Decrease the number of in and out of school suspensions for African American students from 43% to 20% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: PBIS, RTI Supports

Strategy 1 Details		Reviews			
Strategy 1: ILT will provide professional on how to implement PBIS strategies while understanding how to track and monitor RTI supports. Strategy's Expected Result/Impact: Students social emotional needs will be met on a larger scale which will lead to a more engaged student in the academic environment. Staff Responsible for Monitoring: ILT, Counselors, Intervention Specialist, Stay In School Coordinator ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy Problem Statements: School Processes & Programs 3		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
				 Discontinue	

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 3: Programs & Processes 54% of our annual graduates are not on track to obtain at least one CCMR measure. There is a need to increase the percentage of students on track to earn at least one CCMR Measure prior to graduation. 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.





Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 4: Increase the positive perception of parents on Engagement on the district's Parent Survey from 5% to 30% by May 2022.

Evaluation Data Sources: Panorama SEL Survey

Strategy 1 Details	Reviews			
Strategy 1: Parent Communication Specialist will host monthly meetings to engage parents and community stakeholders. Strategy's Expected Result/Impact: Parents will feel better connected to the school because their voices will be heard and they will have a heightened awareness on school events and the current status of student achievement. Staff Responsible for Monitoring: ILT, Parent Communication Specialist, Counselors TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy Problem Statements: Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 2: Perceptions 42% of students struggle to become acclimated to the school environment and do not feel they are valued members of the school community; hence, only 34% are fully engaged and invested in class. 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.

Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	1	Purchase student incentives for perfect attendance, A-B honor roll, certification completions, etc.	Snacks or incentives for students	211-11-6499-04N-006-30-510-000000-22F10	\$10,000.00
1	1	1	Data Analyst	Data Analyst	211-13-6119-04N-006-30-510-000000-22F10	\$74,979.00
1	1	1	Summit K12 (ELL students to earn a passing score on TELPAS assessment); IXL (Provide remediation, reinforcement of mathematical skills and reteaching); Lead4Ward Field Guides for all core content (instructional resource for lesson planning and assessment)	Technology for instructional use	211-11-6396-04N-006-30-510-000000-22F10	\$7,000.00
1	1	1	Instructional Framework Binders, STAAR Readiness Resources, lead4Ward resources	Supplies and materials for professional development	211-13-6399-04N-006-30-510-000000-22F10	\$10,000.00
1	1	1	Instructional Framework Binders, STAAR Readiness Resources, lead4Ward resources	Extra duty pay for PD after hours	211-11-6116-0PD-006-30-510-000000-22F10	\$20,000.00
1	1	2	Contracted PD for 9th Grade Success Team	Contracted professional development	211-13-6299-04N-006-30-510-000000-22F10	\$15,000.00
1	1	2	Purchase technology resources and equipment for teachers and students.	Technology for instructional use	211-11-6396-04N-006-30-510-000000-22F10	\$5,000.00
1	1	2	Extra Duty Pay for Teachers	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-006-30-510-000000-22F10	\$10,000.00
1	1	2	Zero and Ninth Hour tutorials for all students to close the achievement gap, provide transportation and healthy snacks	Transportation costs for students	211-11-6412-04N-006-30-510-000000-22F10	\$10,000.00
2	2	1	Purchase resources, supplies and equipment for all content areas that will support economically disadvantaged students.	Supplies and materials for instructional use	211-11-6399-04N-006-30-510-000000-22F10	\$26,691.00
2	2	1	Hire a Title 1 Resource Teacher	Title I Teacher	211-11-6119-04N-006-30-510-000000-22F10	\$58,000.00
2	2	1	Purchase technology resources and equipment for teachers and students.	Technology for instructional use	211-11-6396-04N-006-30-510-000000-22F10	\$10,000.00
3	1	1	College Career Readiness Coach, Counselors, and all stakeholders will collaborate to host FAFSA Night to improve the completion of FAFSA applications	Supplies and materials for parental involvement	211-61-6399-04L-006-30-510-000000-22F10	\$5,000.00

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
3	1	1	Hire Family Communication Specialist	Family and Community Outreach Specialist (HS Only)	211-61-6119-04L-006-30-510-000000-22F10	\$22,000.00
3	1	1	Purchase copier paper, pens, staples, stapler, chart paper, highlighter and other supplies and materials for parental involvement events	Supplies and materials for parental involvement	211-61-6399-04L-006-30-510-000000-22F10	\$8,000.00
3	1	1	College, Career & Military Readiness materials	Supplies and materials for instructional use	211-11-6399-04N-006-30-510-000000-22F10	\$10,000.00
3	1	1	Purchase materials and supplies for parent nights.	Supplies and materials for parental involvement	211-61-6399-04L-006-30-510-000000-22F10	\$9,000.00
3	1	1	Technology for Counselors	Technology for counselor	211-31-6396-04N-006-30-510-000000-22F10	\$5,000.00
Sub-Total						\$315,670.00
Budgeted Fund Source Amount						\$315,670.00
+/- Difference						\$0.00
SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	1	Purchase instructional supplies/technology for SPED students.	Supplies and materials for instructional use	199-11-6399-001-006-24-243-000000-	\$2,500.00
2	2	1	Contracted Professional Development	Contracted instructional services	199-11-6299-001-006-24-243-000000-	\$8,625.00
Sub-Total						\$11,125.00
Budgeted Fund Source Amount						\$11,125.00
+/- Difference						\$0.00
Grand Total						\$326,795.00