



# DISTRICT & CAMPUS IMPROVEMENT PLAN TEMPLATE ALIGNED WITH ESSA

PROVIDED BY EDUCATION SERVICE CENTER, REGION 15

**INSTRUCTIONS:** Any red text indicates an area for the user to input relevant information. All red text should be edited, formatted to black text, and/or deleted.

## **TEMPLATE INCLUDES:**

- *\*Condensed\** Checklist of requirements for ESSA, Texas Education Code, State Compensatory Education  
For a *detailed* checklist, see CNA/DIP/CIP tab in the Region 15 ESSA LiveBinder, or access ESSA/TEC statute.  
*\*Note:* For single campus LEAs, be sure to include all District requirements, as well as all SW Campus requirements in your single improvement plan.
- District/Campus Plan Intro
  - Board Approval
  - Legal References/Mission Statement
  - District/Campus Improvement Planning Committee Roster
  - State Goals and Objectives
  - Texas Commissioner's Strategic Priorities
  - District ESSA Requirements (aside from those requirements embedded as activities in the plan)
  - Schoolwide ESSA Requirements (aside from those requirements embedded as activities in the plan)
  - State Compensatory Education
    - State/Local Criteria
    - Policies, FTEs, Entry/Exit Process
    - Statement regarding Title I Support
    - SCE Data
  - Federal, State, Local Funding Sources
    - List of funding sources and amount
    - Statement of Schoolwide Consolidation option
- CNA
  - Sign-in Sheet
  - Summary of CNA (two choices – delete the template(s) not chosen)
- Improvement Plan Goals, Objectives, Activities

# IMPROVEMENT PLAN CHECKLISTS - CONDENSED VERSION

ESSA REQUIREMENTS	
DISTRICT PLANS	CAMPUS PLANS
<b>Monitor student progress</b> [Sec 1112(b)(1)] <ul style="list-style-type: none"> <li><input type="checkbox"/> Well-rounded program; meet academic needs of ALL students</li> <li><input type="checkbox"/> Identify students at-risk of academic failure</li> <li><input type="checkbox"/> Additional academic assistance to students in need</li> <li><input type="checkbox"/> Strategies to strengthen academics and improve student learning</li> </ul>	<b>Development:</b>
	Develop during 1-year period [Sec 1114(b)(1)]
	Develop with relevant stakeholders [Sec 1114(b)(2)]
Equity Plan [Sec 1112(b)(2)]	Monitor & revise as long as SW program is implemented [Sec. 1114(b)(3)]
School Support & Improvement [Sec 1118(b)(3)] (Focus/Priority)	Available to LEA, parents, public - language/format [Sec. 1114(b)(4)]
Poverty Criteria [Sec 1112(b)(4)]	Coordinate/Integrate resources [Sec. 1114(b)(5)]
Targeted & Schoolwide Programs [Sec 1112(b)(5)]	Based on CNA [Sec. 1114(b)(6)]
Homeless Students [Sec 1112(b)(6)]	<b>Content:</b> [Sec. 1114(b)(7)(A-B)]
Parent & Family Engagement [Sec 1112(b)(7)]	Opportunities for <u>all</u> children to meet State standards
Early Childhood Education [Sec 1112(b)(8)]	<b>Methods/Instructional strategies</b> that: <ul style="list-style-type: none"> <li><input type="checkbox"/> Strengthen academic program</li> <li><input type="checkbox"/> Increase amount/quality of learning time, and</li> <li><input type="checkbox"/> Provide enriched/accelerated curriculum</li> </ul>
Identify Targeted Participants [Sec 1112(b)(9)] (only LEAs with Targeted campuses)	
Transitions to High School & Post-Secondary Educ. [Sec 1112(b)(10)] <ul style="list-style-type: none"> <li><input type="checkbox"/> Coordinate with higher ed, employers, local partners</li> <li><input type="checkbox"/> Early college HS, dual/concurrent enrollment or career counseling</li> </ul>	<b>Address needs of <u>all</u> children, in particular those at-risk</b>
Discipline [Sec 1112(b)(11)]	<b>Consolidation:</b> Specify which programs are consolidated
Coordination with Career/Technical Education [Sec 1112(b)(12)] <ul style="list-style-type: none"> <li><input type="checkbox"/> Experiential learning; promote in-demand occupational skills</li> <li><input type="checkbox"/> Work-based learning opportunities</li> </ul>	
Other [Sec 1112(b)(13)]	



## TEXAS EDUCATION CODE (TEC) REQUIREMENTS

DISTRICT PLANS Developed, evaluated, and revised annually [TEC 11.252]	CAMPUS PLANS Developed, evaluated, and revised annually [TEC 11.253]																														
<b>Purpose:</b> Improvement of student performance for all student groups [TEC 11.252]	<b>Purpose:</b> Improvement of student performance for all student groups [TEC 11.253]																														
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TEC REQUIREMENTS: DISTRICT PLANS, CON'T	TEC REQUIREMENTS: CAMPUS PLANS, CON'T
<b>Resources Needed</b> (funding source) [TEC 11.252]	<b>Resources Needed</b> (funding source) [TEC 11.253]
<b>Staff Responsible:</b> to ensure strategies are accomplished [TEC 11.252]	<b>Staff Responsible:</b> for accomplishing each strategy [TEC 11.253]
<b>Timeline:</b> for monitoring activities [TEC 11.252]	<b>Timeline:</b> for reaching goals [TEC 11.253]
<b>Formative Assessment:</b> to determine if strategies are working [TEC 11.252]	<b>Formative Assessment:</b> measure progress toward objectives [TEC 11.253]
<b>Public Meeting:</b> Hold at least 1 public meeting on district performance and performance objectives [TEC 11.252]	<b>Public Meeting:</b> Hold at least 1 public meeting on campus performance and performance objectives [TEC 11.253]
<b>Other:</b> [TEC 11.252] At least every 2 years the district shall evaluate the effectiveness of the committee, policies, and procedures, staff development	<b>Other:</b> [TEC 11.253] The campus committee must be involved in decisions for: <ul style="list-style-type: none"> <li><input type="checkbox"/> Planning</li> <li><input type="checkbox"/> Budgeting</li> <li><input type="checkbox"/> Curriculum</li> <li><input type="checkbox"/> Staffing Patterns</li> <li><input type="checkbox"/> Staff Development</li> <li><input type="checkbox"/> School Organization</li> </ul>
	Campus committee must approve the campus staff development needs [TEC 11.253]

STATE COMPENSATORY EDUCATION REQUIREMENTS [MODULE 9 OF FASRG]		
<b>Program Description:</b> Include in DIP/CIP *DIP/CIP is the primary record supporting SCE*	<b>Funds:</b> Total amount of SCE allocated for resources/staff	<b>Policies/Procedures:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> ID At-Risk (State Criteria)</li> <li><input type="checkbox"/> ID At-Risk (Local Criteria)</li> <li><input type="checkbox"/> Entry Process</li> <li><input type="checkbox"/> Exit Process</li> <li><input type="checkbox"/> 110% Methodology</li> <li><input type="checkbox"/> Cost of regular program in relation to per pupil or instr staff per pupil ratio</li> </ul>
<b>Board Approval:</b> Annually to ensure mutually supportive & meets goals	<b>Amounts:</b> Approximate dollar amounts for activities/strategies	
<b>CNA:</b> Address SCE and identify strengths/weaknesses in plans	<b>FTEs:</b> Identify supplemental FTEs for personnel (district & campus)	
<b>Strategies:</b> Specific strategies aligned with CNA	<b>Measurable Objectives:</b> Identify performance objectives for academic improvement	<b>Formative &amp; Summative Evaluation</b> - Describe evaluation of strategies
<b>Local Criteria:</b> State local at-risk criteria in DIP, if applicable	<b>Monitoring Timelines:</b> Specific schedule for data collection	<b>Annual Evaluation:</b> Compare at-risk to non at-risk (assessments/completion)

# Eldorado High School Campus Improvement Plan 2018-2019

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**Date of School Board Approval**



## Legal References

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

## Mission Statement

The staff of Eldorado High School believes that ALL students can learn. We believe that our school's purpose is to educate all students to high levels of academic performance while fostering positive growth in social/emotional behaviors and attitudes. We accept the responsibility to teach all students.

## THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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

### THE STATE OF TEXAS PUBLIC EDUCATION GOALS

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

### THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

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

### TEA COMMISSIONER'S STRATEGIC PRIORITIES:

1 Recruit, support, retain teachers & principals	2 Build a foundation of reading and math	3 Connect high school to career and college	4 Improve low- performing schools
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## SCHOOLWIDE CAMPUS ESSA REQUIREMENTS – PARENT & FAMILY ENGAGEMENT

Though these Schoolwide campus Parent & Family Engagement requirements are not necessarily requirements of the CIP, TEA is expecting to see evidence of the following activities in your plans:

- **School Parent & Family Engagement Policy** [ESSA Sec. 1116(b)]:
  - Annual Title I meeting
  - Flexible number of meetings
  - Meaningfully involve parents in planning, review, improvement of programs, including Parent Policy
  - Provide Parents:
    - Timely notification about Title I programs
    - Description and explanation of curriculum and assessments used
    - Upon request, opportunities for regular meetings to participate in decisions related to child
    - Submit dissenting parent comments to LEA if SW plan is not satisfactory to Title I parents
- **School-Parent Compact** [ESSA Sec. 1116(d)]
  - Describe school's responsibilities to provide effective learning environment
  - Describe ways in which parents will be responsible for supporting student learning
  - Address importance of communication
    - Parent-teacher conferences in elementary (annually, at a minimum)
    - Frequent reports to parents regarding student's progress
    - Reasonable access to staff, volunteer opportunities and observation of classroom activities
    - Ensure two-way, meaningful communication in language family understands (as practicable)
- **Build Capacity for Involvement** [ESSA Sec. 1116(e)]
  - Provide assistance in understanding academic standards and assessment and how to monitor child's progress
  - Provide materials and training to help parents work with children to improve achievement
  - Educate teachers and relevant staff in value and utility of communicating with parents as equal partners
  - Coordinate/integrate parent involvement programs, as feasible
  - Ensure info related to school/parent programs, meetings, activities are provided in language/format understood
  - Provide other reasonable support for parental involvement activities
- **Accessibility** [ESSA Sec. 1116(f)]
  - Provide opportunities for informed participation of parents/family, including info and required school reports, in language/format parents understand



# State Compensatory Education

## State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

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

# State Compensatory Education

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

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

Total FTEs funded through SCE at this District/Campus: **4 - \$209,439**

The process we use to identify students at-risk is:

Students' placement as "At-Risk" to be served with SCE funds is based on state eligibility criteria and is organized by the campus principal and the district's PEIMS coordinator. Student status as At-Risk is then monitored by the PEIMS coordinator, campus counselor, and campus principal every six weeks.

The process we use to exit students from the SCE program who no longer qualify is:

At the beginning of the school year, review of each student's folder by campus personnel, including counselor, principal and other office staff, evaluating each At-Risk criteria set forth in the PEIMS Data Standard. Students meeting none of these criteria are exited, and then re-evaluated by District PEIMS Coordinator each six weeks.

## ***Eldorado High School State Compensatory Funds - Title I initiatives.***

### **Title 1 Components for Title I Schoolwide Schools**

1. Comprehensive Needs Assessment
2. School wide reform strategies—scientifically research-based strategies
3. Instruction by highly qualified teachers
4. High quality and ongoing professional development for teachers, principals, paraprofessionals and others to enable all children in the school to meet the State's academic standards
5. Strategies to attract high-quality, highly qualified teachers
6. Strategies to increase parental involvement
7. Measures to include teachers in the decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overall program
9. Assisting students experiencing difficulties mastering the proficient and advanced levels of achievement standards
10. Coordination and integration of Federal, State, and local services and programs

## State Compensatory Education

STAAR	Algebra I % Met Standard			English I % Met Standard			English II % Met Standard			Biology % Met Standard			US History % Met Standard		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Students At-Risk	60	68	62	16	33	18	38	29	43	61	83	---	80	81	100
Students Not At-Risk	100	93	95	93	64	95	89	82	91	100	100	100	96	95	100

	Drop Out Data		Completion Data	
	2015-2016	2016-2017	2015-2016	2016-2017
Students At-Risk	0	1 (LEP)	100%	100%
Students Not At-Risk	0	0	100%	100%

**The comprehensive, intensive, accelerated instruction program at this district/campus** consists of BEST tutorial periods for students at risk of failing, teacher availability for tutorials before and after school for make-up work and additional instruction and support, EOC scheduled in class time for remediation, AP/Honors courses, robust CTE offerings, Edgenuity credit recovery and acceleration options, Dual Credit opportunities.

**Upon evaluation of the effectiveness of this program the committee finds that** the process is successful. We have 0% drop-out rate, increasing performance in state tests, and robust support for students to pursue post-graduation goals of college and career.

## Federal, State and Local Funding Sources

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

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

Federal	
Program/Funding Source	Amount of Funding
<b>Title 2:</b>	
211	\$122,182
270	\$25,203
289	\$3,876
State	
Program/Funding Source	Amount of Funding
410	\$106,608
Local	
Program/Funding Source	Amount of Funding
287	\$10,000
429	\$700

## Comprehensive Needs Assessment Attendees

Date(s):

Name	Position <small>(Parent, Business, Community, Teacher, etc.)</small>	Signature
Mason Vaughan	Community Member	<i>*See back page for sign-in sheet</i>
Ashley Moore	Business	
Michelle Mynatt	Parent	
Celene Hernandez	Parent	
Hilary Choate	Teacher	
Leah Gonzalez	Teacher	
Lindsey Parker	Teacher	
Luann Shipman	Teacher	
Diana McGee	Teacher	
Bridget Chancellor	ELL/Teacher	
Chris Castleman	SPED/Teacher	
Lyndi O'Neil	Counselor	
Sharon Spinks	District/Teacher	
Perry Graves	Principal	

# Comprehensive Needs Assessment Summary (May 3, 2018) 2018-2019

Data Sources Reviewed:			
<ul style="list-style-type: none"> <li style="width: 33%;">• TAPR</li> <li style="width: 33%;">• STAAR/EOC</li> <li style="width: 33%;">• Teacher/Student Surveys</li> <li style="width: 33%;">• Technology Inventory</li> <li style="width: 33%;">• Demographic Data - PEIMS</li> <li style="width: 33%;">• Sample Curriculum</li> <li style="width: 33%;">• Technology Courses</li> <li style="width: 33%;">• Campus Report Card</li> <li style="width: 33%;">•</li> </ul>			
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
<b>Demographics</b>	<ul style="list-style-type: none"> <li>• Breakfast</li> <li>• Student Involvement</li> <li>• BEST</li> <li>• Community Partnerships</li> <li>• Teachers Know of Student Needs – Taking care in small school</li> </ul>	<ul style="list-style-type: none"> <li>• Improved communication</li> <li>• Inform teachers of student status – Access to EcoDis and Welfare program</li> <li>• Computer checkout</li> <li>• Student guidance and counseling to choose good path</li> <li>• Minority aides for translation</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Computer Check-out</li> <li>• Resource Closet</li> <li>• Communication</li> </ul>

<p style="text-align: center;"><b>Student Achievement</b></p>	<p>All Students: US History, Algebra, Biology</p> <ul style="list-style-type: none"> <li>• Meeting minimums</li> <li>• Teacher support</li> <li>• Organization and time</li> <li>• Tutorials</li> <li>•</li> </ul> <p>Ethnicity:</p> <p>Economically Disadvantaged:</p> <p>Gender:</p> <p>Special Program Groups: (Title I, Part A, ELLs, Migrant, GT, CTE, SpEd, etc.)</p> <p>At-Risk:</p>	<p>All Students: Eng I, II below state average</p> <ul style="list-style-type: none"> <li>• Consistency in English Dept</li> <li>• Improve writing in all classes</li> <li>• Ensure students know importance of all subjects</li> <li>• Attainable goals</li> <li>• Study Skills</li> <li>• Collaboration</li> <li>• Monitoring grades more closely</li> <li>• Department meetings/Vertical alignment</li> <li>• How can Non-Content teachers support content teachers</li> <li>• Promote student responsibility</li> <li>• Access to grades of Eagle Families for help in monitoring</li> <li>• Promote student responsibility</li> </ul> <p>Ethnicity:</p> <p>Economically Disadvantaged: Gap between EcoDis and Non-EcoDis in performance</p> <p>Gender:</p> <p>Special Program Groups: (Title I, Part A, ELLs, Migrant, GT, CTE, SpEd, etc.)</p> <p>At-Risk:</p>	<ul style="list-style-type: none"> <li>• Eng I, II Improvement</li> <li>• Student skills</li> <li>• Non-content teachers supporting content teachers</li> </ul>
<p style="text-align: center;"><b>School Culture and Climate</b></p>	<ul style="list-style-type: none"> <li>• Students know teachers care and will help them</li> <li>• Students feel safe</li> <li>• Students feel respected</li> <li>• Clear rules and consequences</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent expectations</li> <li>• Obtain and value student input</li> <li>• Equal discipline</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent with school rules</li> </ul>



# Comprehensive Needs Assessment Summary (May 3, 2018) 2018-2019

<b>Data Sources Reviewed:</b>			
<ul style="list-style-type: none"> <li style="width: 33%;"><ul style="list-style-type: none"><li>• TAPR</li><li>• Technology Inventory</li><li>• Technology Courses</li></ul></li> <li style="width: 33%;"><ul style="list-style-type: none"><li>• STAAR/EOC</li><li>• Demographic Data - PEIMS</li><li>• Campus Report Card</li></ul></li> <li style="width: 33%;"><ul style="list-style-type: none"><li>• Teacher/Student Surveys</li><li>• Sample Curriculum</li><li>•</li></ul></li> </ul>			
<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
	<ul style="list-style-type: none"> <li>• Students believe teachers have high expectations</li> <li>• Students feel encouraged</li> <li>• No bullying</li> </ul>		
<b>Staff Quality / Professional Development</b>	<ul style="list-style-type: none"> <li>• Newspaper, Region 15, other websites</li> <li>• Continue to cultivate freedom of teaching style</li> <li>• Small class size</li> <li>• Good atmosphere and good kids</li> </ul>	<ul style="list-style-type: none"> <li>• Offer above state base salary</li> <li>• Available and affordable housing</li> <li>• Job fairs</li> <li>• Mentorsip program</li> <li>• New Teacher Orientation</li> <li>• Recruit minority staff</li> <li>• Recruit qualified</li> </ul>	<ul style="list-style-type: none"> <li>• Mentorship program</li> <li>• Recruit and hire minority staff</li> </ul>
<b>Curriculum, Instruction, Assessment</b>	<ul style="list-style-type: none"> <li>• Local benchmarks</li> <li>• Lesson plans</li> <li>• Offer Advanced classes</li> <li>• Offer varied classes</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent level of rigor, benchmarks, lesson plans, etc. across campus</li> <li>• Vary classes electives year to year</li> <li>• Vertical and horizontal teaming</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent Raise the Bar</li> </ul>

# Comprehensive Needs Assessment Summary (May 3, 2018) 2018-2019

<b>Data Sources Reviewed:</b>			
<ul style="list-style-type: none"> <li style="width: 33%;"><ul style="list-style-type: none"><li>• TAPR</li><li>• Technology Inventory</li><li>• Technology Courses</li></ul></li> <li style="width: 33%;"><ul style="list-style-type: none"><li>• STAAR/EOC</li><li>• Demographic Data - PEIMS</li><li>• Campus Report Card</li></ul></li> <li style="width: 33%;"><ul style="list-style-type: none"><li>• Teacher/Student Surveys</li><li>• Sample Curriculum</li><li>•</li></ul></li> </ul>			
<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
<b>Family and Community Involvement</b>	<ul style="list-style-type: none"> <li>• Report card/Progress report</li> <li>• Parent Portal</li> <li>• Facebook</li> <li>• Remind App</li> <li>• Parent/Teacher Day</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities for students to showcase work</li> <li>• Website training (teacher)</li> <li>• Parent's using Parent Portal Training</li> <li>• Increased Communication</li> <li>• Student/Parent Freshman Orientation</li> <li>• Encourage Teachers to personally contact Parents</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher/Parent Communication</li> <li>• Teacher website</li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>• Turn in work online</li> <li>• Accessibility</li> <li>• Variety of classes involving technology</li> <li>• Interactive instruction</li> <li>• iCEV Programs</li> <li>• Integrating technology into school projects</li> </ul>	<ul style="list-style-type: none"> <li>• Limited Internet at home limits EcoDis students</li> <li>• Chromebooks limitations</li> <li>• Strengthen K-8 Tech Apps</li> <li>• Core specific computer programs</li> <li>• Resources aligned to content</li> <li>• Teacher Technology Training</li> <li>• Apps for student calendar/Campus Calendar</li> <li>• Training</li> <li>• Check out for computer laptops</li> <li>• After hour lab access/Internet access</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Technology training</li> <li>• Computer checkout program</li> </ul>

# Comprehensive Needs Assessment Summary (May 3, 2018) 2018-2019

<b>Data Sources Reviewed:</b>			
<ul style="list-style-type: none"> <li>• TAPR</li> <li>• Technology Inventory</li> <li>• Technology Courses</li> <li>• STAAR/EOC</li> <li>• Demographic Data - PEIMS</li> <li>• Campus Report Card</li> <li>• Teacher/Student Surveys</li> <li>• Sample Curriculum</li> <li>•</li> </ul>			
<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
<b>Additional Information</b>	<b>Need for cross district/campuses coordination and collaboration</b>		

**Goal 1: Academic Achievement Goal:** All students will attain maximum student achievement through relevant and rigorous instructional programs.

**Objective 1:** By May 2019, student study and management skills will be into all classroom instruction.

**Objective 2:** By May 2019, reading, writing, math skills will be supported across content areas and in elective classrooms.

**Objective 3:** By May, 2019, the percentage of all students who attain **Expected Growth and Accelerated Growth** in their Progress Measures for Eng I, Eng II, and Alg I will increase by 10%.

**Objective 4:** By May 2019, the percentage of EMS students who attain **Meets and Masters** performance levels on the state test for Eng I, Eng II, and Alg I will increase by at least 10% on all state tests

**Summative Evaluation:** Success of student study skills implementation evaluated through grade reporting data, and in student/teacher surveys. The addition of cross curricular inclusion of Math and English skills as well as increased level of rigor will be reflected in meeting 10% Progress Measure growth and Meets and Masters growth in identified EOC tests.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Consistently implement strategies, expectations, and classroom practices that foster higher <b>level of academic rigor and a focus on relevance.</b>	2	Teachers Principal Dir. Academics	Evaluated every 6 weeks  May 2019	Local	Lesson plans, walk through data, informal observation	Improved performance on concept-specific aligned assessments  Student Survey, Vertical Team/Grade Level team meeting notes, Teacher observations  T-TESS  Student success as evidenced by walkthrough documentation
Embed lessons in <b>Student Skills for Academic Success</b> in all classrooms.	3	Teachers Principal Dir. Academics	Evaluated each semester May 2019	Local	Lesson Plans, Walk through data, student planners	Student surveys, passing/failure data

**Goal 1: Academic Achievement Goal:** All students will attain maximum student achievement through relevant and rigorous instructional programs.

**Objective 1:** By May 2019, student study and management skills will be into all classroom instruction.

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**Summative Evaluation:** Success of student study skills implementation evaluated through grade reporting data, and in student/teacher surveys. The addition of cross curricular inclusion of Math and English skills as well as increased level of rigor will be reflected in meeting 10% Progress Measure growth and Meets and Masters growth in identified EOC tests.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide flexible, focused small group instruction in Reading and Math ( <b>EOC Remediation classes</b> )	2	Core subject teachers Principal	Every 6 weeks	Title I Funds Local	Lesson plans, walk through data	Improved performance on EOC tests  Student success as evidenced by walkthrough documentation  EcoDis Performance gap data
Provide tutorial times for students who are at risk of failure in core subject areas ( <b>BEST</b> )	2	Core subject teachers Principal	Weekly	Local	Tutorial attendance records	Improved six weeks grades  Reduced failure rate
Continue to provide, and expand, student options in <b>Advanced Academics (AP/Honors/Dual Credit), CTE, and College and Career</b> exploration and support.	2, 3	Principal Dir Academics Counselor Teachers	May 2019	Local	Course catalog, meeting notes planning course options, counselor calendar/notes	AP Test scores, Professional Certificates, NCRC tests, College attendance and success

**Goal 2: Staff Quality Goal:** EHS Teachers have opportunities for embedded, on-going professional development opportunities to grow their professional skills and constantly improve their craft.

**Objective 1:** Establish formal mentor program for the support and coaching of new and developing teachers.

**Objective 2:** Provide resources, support, and encouragement in the professional growth and development of teachers.

**Summative Evaluation:** All teachers will be supported in their professional growth needs as evidenced in T-TESS, in the Teacher survey, and in implementation of effective and engaging classroom practices.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Establish <b>mentorship program</b> with clear goals and process to support developing teachers.	1	Principal Dir Academics	August 2018 Six week review May 2019	Local	Lesson plans, calendar, email communication, documents establishing expectations	Teacher survey, T-TESS, Walkthrough data, Mentor teacher observations
As possible, provide opportunities for staff to receive <b>professional development</b> workshops, in-house vertical teaming, and/or state conferences	1	Principal Dir Academics	On-Going May 2019	Local	Registration/Certificates Financial documentation	T-TESS Lesson Plans Walkthrough Data Assessment Performance Data
Conduct comprehensive <b>new teacher orientation</b> to establish procedures and systems and to initiate on-going support of instructional staff.	1	Principal Dir Academics District Staff	August 2018	Local	Calendar, email, Agenda, Sign-in sheet	Teacher survey, Mentor/Principal observations
Advanced Placement Institute training opportunity to teachers (includes stipend).	1	Principal Dir Academics	Summer 2018 Summer 2019	Rural Advanced Academics Grant	AP courses, Lesson Plans	AP Test Scores, SAT/ACT Scores, Meets and Masters EOC level

**Goal 3: Demographics Goal:** *Close the performance gap and meet the diverse needs of Economically Disadvantaged students..*

**Objective 1:** *Provide Professional Development for teachers in the needs of students of poverty.*

**Objective 2:** *By May, 2019, the performance gap between of Eco Dis students and Non Eco Dis Students will be decreased by 10%.*

**Objective 3:** *Address physical needs of EcoDis students.*

**Summative Evaluation:** *EcoDis students have resources and technology available to support their personal needs and to support their learning. Teachers have expanded understanding of the needs of students of poverty and implement strategies to support them in the classroom. As a result, the gap in EcoDis performance will narrow by at least 10%.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Teacher leaders will receive training in <b>Poverty awareness</b> and will train other teachers, provide resources, become a leader in poverty support at the campus, providing additional resources and ideas throughout the year.	1	Principal Teacher Leaders Dir Academics	Summer 2018 New Info Every 6 weeks May 2019	Local	Lesson Plans, website, Email communication, Website, Equity Plan	Student Survey, Teacher Survey, Parent Survey  T-TESS Goals  Resource Closet Usage
<b>Student resource closet</b> will be available to students through the counselor's office.	1	Principal Counselor Teachers Dir Academics	May 2019	Local	Closet inventory records, Counselor records, Communication (email)	Student survey, Teacher observations, Counselor observations
<b>Student laptop checkout</b> available for any student in need of the technology to support their success in school.	1	Dir Technology Principal Dir Academics SCISD Librarian	May 2019	Local	Check out reports/records	Student survey, teacher observations, Librarian observation

**Goal 4: Technology Goal:**

**Objective 1:** *Teachers will receive on-going training, resources, and support in the effective integration of technology in teaching and learning and will be encouraged to implement strategies and resources in lessons to impact student learning.*

**Summative Evaluation:** *Teachers have the training and content specific resources, along with technology tools, in order to implement lessons that effectively involve technology.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
<b>Technology Professional Development</b> designed to show how technology can be integrated into every content area and support student professional skills while supporting content learning.	1, 3	Principal Dir Academics Dir Technology	August 2018 In-Service On-going six weeks May 2019	Local	In-service Agenda, Sign-in sheet, Online training materials, calendar	Teacher lesson plans, T-TESS, Walkthrough data, Student survey
<b>Instructional Technology Resources</b> website providing technology tips, tools, strategies, and resources aligned to content areas available on SCISD website.	1, 3	Dir Academics Dir Technology	Website active Summer 2018 Updates every six weeks	Local	SCISD Website Instructional Resources page, email communication	Teacher survey, student survey, T-TESS, Walkthrough data
One teacher from every campus attend <b>TCEA</b> conference and share resources with campus colleagues.	1, 3	Principal Dir Academics Dir Technology	February 2019	Local	Registration, financial documentation, workshop certificates	Teacher survey, Lesson Plans, T-TESS, Walkthrough data



**Goal 5: Parent/Community Engagement Goal:** Implement effective parent/family/community engagement practices to ensure that *parents and community will be partners in the education of students.*

**Objective 1:** *By May 2019, at least 90% of all students' parents/guardians and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).*

**Objective 2:** *All teachers will consistently communicate with parents/families of all students.*

**Objective 3:** *Maintain multiple formats and consistent communication with parents /families*

**Summative Evaluation:** *School records indicate that at least 90% of students' parents/family members participated in partnership in education opportunities. Teacher communication platforms and campus events show consistent and effective communication with parents/families.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide State assessment results to parents in a language they can understand	2, 4	Principal	Within 10 days of receipt of reports 2018, 2019		Copy of reports; Conference agenda/sign in sheet	Parents receive reports of assessment results
Conduct and advertise an “EHS Open House” where educational and parenting information can be shared.	2, 4	Counselor, Principal	September 2019	Local	Website; Advertisements, Calendar, Sign-in sheets	Parent Survey, Teacher observations
Teacher websites, campus websites, and other communication tools are current and used consistently to disperse information and communicate effectively with parents/family/community.	4	Dir Technology Principal Teachers Dir Academics	August 2018- May 2019 Evaluated weekly	Local	Website, social media	Parent surveys, teacher/principal observations
Communicate to parents/families the <b>Parent Policy</b> and Parent/School compact.	2, 4	Principal Dir Academics Counselor	August 2018 Available online throughout year	Local	Student Handbook, Signed compacts	Parent Survey, Teacher/principal observations

**Goal 5: Parent/Community Engagement Goal:** Implement effective parent/family/community engagement practices to ensure that *parents and community will be partners in the education of students.*

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**Summative Evaluation:** *School records indicate that at least 90% of students' parents/family members participated in partnership in education opportunities. Teacher communication platforms and campus events show consistent and effective communication with parents/families.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Conduct <b>parent meetings</b> to discuss high school transition to post-secondary, higher education opportunities, and the need for making informed curriculum choices.	2, 4	Principal Counselor	May 2019	Local	Calendar, Website, Social Media announcements	Parent Survey, Counselor observations, Endorsements Plan success

## SIGN-IN SHEET

Project: *Campus Improvement*

Meeting Date:

Facilitator: *Perry Graves/Sharon Spinks*

*Thursday, May 3, 2018*

Name	Name
<i>Lindsay Patten</i>	
<i>Budget/Chancellor</i>	
<i>Ryndi O'Neil</i>	
<i>Ashley Moore</i>	
<i>Jim Little</i>	
<i>Ceban Diaz</i>	
<i>Michelle Mynatt</i>	
<i>J. Shipman</i>	
<i>L. Gonzalez</i>	
<i>Diana McFee</i>	
<i>Perry Graves</i>	
<i>M. Choate</i>	