# Eldorado High School
# Campus Improvement Plan
# SY 2022-2023

# 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.

# District/Campus Improvement Planning and Decision Making Committee

| Name | Position (Parent, Business, Community, Teacher, etc.) | Signature |
|---|---|---|
| Kim Griffin | Parent | *See back page for sign-in sheet* |
| Teresa Baker Shirley | Community | |
| Vanessa Covarrubiaz | Parent | |
| Celene Hernandez | Parent | |
| Hilary Choate | Teacher | |
| Leah Lively | 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 | |
| Perry Graves | Principal | |

# THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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

## THE STATE OF TEXAS PUBLIC EDUCATION GOALS

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

## THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

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

## TEA COMMISSIONER'S STRATEGIC PRIORITIES:

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

# SCHOOLWIDE CAMPUS ESSA REQUIREMENTS – PARENT & FAMILY ENGAGEMENT

Though these Schoolwide campus Parent & Family Engagement requirements are not necessarily requirements of the CIP, be mindful of the following requirements as you develop your plans:

☐ **School Parent & Family Engagement Policy** *[ESSA Sec. 1116(b)]*:
  - o Annual Title I meeting
  - o Flexible number of meetings
  - o Meaningfully involve parents in planning, review, improvement of programs, including Parent Policy
  - o 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)]*
  - o Describe school's responsibilities to provide effective learning environment
  - o Describe ways in which parents will be responsible for supporting student learning
  - o 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)]*
  - o Provide assistance in understanding academic standards and assessment and how to monitor child's progress
  - o Provide materials and training to help parents work with children to improve achievement
  - o Educate teachers and relevant staff in value and utility of communicating with parents as equal partners
  - o Coordinate/integrate parent involvement programs, as feasible
  - o Ensure info related to school/parent programs, meetings, activities are provided in language/format understood
  - o Provide other reasonable support for parental involvement activities

☐ **Accessibility** *[ESSA Sec. 1116(f)]*
  - o 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

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# 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 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2019 | 2021 | 2022 | 2019 | 2021 | 2022 | 2019 | 2021 | 2022 | 2019 | 2021 | 2022 | 2019 | 2021 | 2022 |
| Students At-Risk | 68 | 62 | 87 | 33 | 18 | 48 | 29 | 43 | 36 | 81 | 100 | 77 | 81 | 100 | 92 |
| Students Not At-Risk | 93 | 95 | 100 | 64 | 95 | 100 | 82 | 91 | 84 | 100 | 100 | 100 | 95 | 100 | 100 |

| | Drop Out Data | | Completion Data | |
|---|---|---|---|---|
| | 2019-2020 | 2020-2021 | 2019-2020 | 2020-2021 |
| **Students At-Risk** | 0 | 0 | 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** |
| 211 | $37,431 |
| 270 | $0 |
| 289 | $0 |
| **State** | |
| **Program/Funding Source** | **Amount of Funding** |
| 410 | $76,591 |
| | |
| | |
| **Local** | |
| **Program/Funding Source** | **Amount of Funding** |
| | |
| 429 | $600 |
| | |

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

**<u>Objective 1:</u>** *By May 2023, student study and management skills will be embedded into all classroom instruction.*

**<u>Objective 2:</u>** *By May 2023, reading, writing, math skills will be supported across content areas and in elective classrooms.*

**<u>Objective 3:</u>** *By May, 2023, 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%.*

**<u>Objective 4:</u>** *By May 2022, the percentage of EHS 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*

**<u>Summative Evaluation:</u>** *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 **level of academic rigor and a focus on relevance**. | 2 | Teachers Principal Dir. Academics | Evaluated every 6 weeks  May 2023 | 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 |

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

**Objective 1:** *By May 2023, student study and management skills will be embedded 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 |
|---|---|---|---|---|---|---|
| Embed lessons in **Student Skills for Academic Success** in all classrooms. | 3 | Teachers Principal Dir. Academics | Evaluated each semester May 2023 | Local | Lesson Plans, Walk through data, student planners | Student surveys, passing/failure data |
| Provide flexible, focused small group instruction in Reading and Math **(EOC Remediation classes)** | 2 | Core subect teachers Principal | Every 6 weeks | Title I Funds Local | Lesson plans, walk through data | Improved performance on EOC tests<br><br>Student success as evidenced by walkthrough documentation<br><br>EcoDis Performance gap data |
| Provide tutorial times for students who are at risk of failure in core subject areas **(BEST)** | 2 | Core subject teachers Principal | Weekly | Local | Tutorial attendance records | Improved six weeks grades<br><br>Reduced failure rate |

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

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**<u>Summative Evaluation:</u>** *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 |
|---|---|---|---|---|---|---|
| Continue to provide, and expand, student options in **Advanced Academics (AP/Honors/Dual Credit), CTE, and College and Career** exploration and support. | 2, 3 | Principal Dir Academics Counselor Teachers | May 2023 | 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 **mentorship program** with clear goals and process to support developing teachers. | 1 | Principal Dir Academics | August 2022 Six week review May 2023 | 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 **professional development** workshops, in-house vertical teaming, and/or state conferences | 1 | Principal Dir Academics | On-Going May 2023 | Local | Registration/Certificates Financial documentation | T-TESS Lesson Plans Walkthrough Data Assessment Performance Data |
| Conduct comprehensive **new teacher orientation** to establish procedures and systems and to initiate on-going support of instructional staff. | 1 | Principal Dir Academics District Staff | August 2023 | 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 2022 Summer 2023 | Rural Advanced Academics Grant | AP courses, Lesson Plans | AP Test Scores, SAT/ACT Scores, Meets and Masters EOC level |

**Goal 3:  College & Career/Graduation/Dropout Reduction Goal** *All EHS students in will graduate from high school*
**Objective 1:** *Continued Dropout rate of 0% for all students and all student groups will be maintained.  Continued individualized support for developing and achieving a post-high school plan.*
**Summative Evaluation:** *Continued 100% Graduation rate and 100% post-graduation plan for College, Career, or Military*

| Activity/Strategy | Priority # | Person(s) Responsible | Timeline | Resources *(Local funds, State, SCE, Title)* | Evidence of Implementation | Evidence of Impact |
|---|---|---|---|---|---|---|
| Continue to provide credit recovery program and/or acceleration program for students at-risk for failure/dropout | 2, 3, 4 | Principal, Designated teachers | End of each semester | Title 1 | Attendance records for program | Successful completion of course work to recover credits |
| Bi-annual College and Career Fair | 2,3,4 | Dir Academics Committee Counselor Principal | Bi-yearly | Local | Promotional materials, speaker list, newspaper coverage | Student survey, presenter survey |
| Signing Day | 2,3,4 | Principal Counselor Teachers Involved | Yearly | Local | Promotional materials, speaker list, newspaper coverage | Student survey |
| Military recruiters available on campus for interested students to meet | 2,3,4 | Principal Counselor | Scheduling in early fall, completed by May 20223 | | Email communication, student interview list | Student survey, number of students choosing military option post-graduation |
| Embedded study skills within courses, especially advanced academics courses. | 2,3,4 | Dir Academics Counselor Principal | September 2022-May 2023 | Local | Lesson plans, website resources | Student survey, student college success |
| | | | | | | |
| | | | | | | |

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**Goal 4: Parent/Community Engagement Goal:** Implement effective parent/family/community engagement practices to ensure that p*arents and community will be partners in the education of students.*

**Objective 1:** *By May 2023, 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 2022, 2023 | | 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 2022 | 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 2022-May 2023 | Local | Website, social media | Parent surveys, teacher/principal observations |
| Communicate to parents/families the **Parent Policy** and Parent/School compact. | 2, 4 | Principal Dir Academics Counselor | August 2022 Available online throughout year | Local | Student Handbook, Signed compacts | Parent Survey, Teacher/principal observations |

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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 **parent meetings** to discuss high school transition to post-secondary, higher education opportunities, and the need for making informed curriculum choices. | 2, 4 | Principal Counselor | May 2023 | Local | Calendar, Website, Social Media announcements | Parent Survey, Counselor observations, Endorsements Plan success |

## Goal 5: 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 |
|---|---|---|---|---|---|---|
| **Technology Professional Development** 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 2022 In-Service On-going six weeks May 2023 | Local | In-service Agenda, Sign-in sheet, Online training materials, calendar | Teacher lesson plans, T-TESS, Walkthrough data, Student survey |
| **Instructional Technology Resources** 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 2022 | Local | SCISD Website Instructional Resources page, email communication | Teacher survey, student survey, T-TESS, Walkthrough data |
| One teacher from every campus attend **TCEA** conference and share resources with campus colleagues. | 1, 3 | Principal Dir Academics Dir Technology | February 2023 | Local | Registration, financial documentation, workshop certificates | Teacher survey, Lesson Plans, T-TESS, Walkthrough data |

**Goal 6: Demographics/EcoDis 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, 2023, 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 **Poverty awareness** 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 2022 New Info Every semester May 2023 | Local | Lesson Plans, website, Email communication, Website, Equity Plan | Student Survey, Teacher Survey, Parent Survey T-TESS Goals Resource Closet Usage |
| **Student resource closet** will be available to students through the counselor's office. | 1 | Principal Counselor Teachers Dir Academics | May 2023 | Local | Closet inventory records, Counselor records, Communication (email) | Student survey, Teacher observations, Counselor observations |
| **Student laptop checkout** available for any student in need of the technology to support their success in school. | 1 | Dir Technology Principal Dir Academics SCISD Librarian | May 2023 | Local | Check out reports/records | Student survey, teacher observations, Librarian observation |

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# Comprehensive Needs Assessment Summary
# 2022-2023

| Data Sources Reviewed: | | | |
|---|---|---|---|
| • TAPR<br>• Technology Inventory<br>• Technology Courses | • Demographic Data - PEIMS<br>• Campus Report Card | | • Teacher/Student Surveys<br>• Sample Curriculum |
| **Area Reviewed** | **Summary of Strengths**<br>What were the identified strengths? | **Summary of Needs**<br>What were the identified needs? | **Priorities**<br>What are the priorities for the campus, including how federal and state program funds will be used? |
| **Student Achievement** | **All Students: US History, Algebra, Biology**<br>• Meeting minimums<br>• Teacher support<br>• Organization and time<br>• Tutorials<br>**College Readiness tests (SAT/ACT/TSI)**<br><br>**EOC Prep**<br><br>**Eng I, II, III, IV Collaboration and alignment** | **All Students:**<br>• Study Skills<br>• Monitoring grades more closely<br>• Promote student responsibility<br>• Promote student responsibility<br>•<br>**Increase percentages in Meets and Masters on all EOCs** | • **Student skills (Life skills, study skills)** |

# Comprehensive Needs Assessment Summary
# 2022-2023

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|---|---|---|---|
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| Area Reviewed | Summary of Strengths <br> What were the identified strengths? | Summary of Needs <br> What were the identified needs? | Priorities <br> What are the priorities for the campus, including how federal and state program funds will be used? |
|---|---|---|---|
| School Culture and Climate | • Students know teachers care and will help them <br> • Students feel safe <br> • Students feel respected <br> • Clear rules and consequences <br> • Students believe teachers have high expectations <br> • Students feel encouraged <br> • No bullying <br> • Resources for mental health | • Obtain and value student input <br> • Equal discipline <br> • Counselor support – Testing Coordinator <br> • Mental Health <br> • Training for all staff and students | • Consistent with school rules |
| Staff Quality / Professional Development | • Recruitment: Newspaper, Region 15, other websites <br> • Continue to cultivate of teaching style <br> • Small class size <br> • Good atmosphere and good kids <br> • Offer above state base salary <br> • New Teacher Orientation | • Available and affordable housing <br> • Job fairs <br> • Mentorship program <br> • Recruit minority staff <br> • Recruit qualified staff <br> • Promoting our school and community | • Mentorship program <br> • Recruit and hire minority staff |

# Comprehensive Needs Assessment Summary
## 2022-2023

| Data Sources Reviewed: | | |
|---|---|---|
| • TAPR<br>• Technology Inventory<br>• Technology Courses | • Demographic Data - PEIMS<br>• Campus Report Card | • Teacher/Student Surveys<br>• Sample Curriculum |

| Area Reviewed | Summary of Strengths<br>What were the identified strengths? | Summary of Needs<br>What were the identified needs? | Priorities<br>What are the priorities for the campus, including how federal and state program funds will be used? |
|---|---|---|---|
| College, Career, & Military Readiness | • 100% Graduation rate<br>• College and Career Fair<br>• Decision Day<br>• Teachers embedding in curriculum and in discussions<br>• Increased Certifications and variety of CTE courses<br>• Transition Fair (for students with disabilities)<br>• Military available on campus. ASVAB on campus.<br>• Local testing (ACT/SAT/TSI) and prep on campus<br>• Taking students to campuses and ASU fair<br>• Availability of AP and Dual Credit opportunities<br>• 8th Grade CTE Tour | • ACT/SAT practice embedded in classes<br>• Increased trips to campuses<br>• Life Skills<br>• Study Skills<br>• Personal wellness-Mental Health<br>• College/Trade School tour for kids in need<br>• TSI Prep (Continued) | • ACT/SAT Practice<br>• Personal Wellness<br>• Life Skills<br>• College/Trade School tour for kids in need |

# Comprehensive Needs Assessment Summary
## 2022-2023

| Data Sources Reviewed: | | | |
|---|---|---|---|
| • TAPR <br> • Technology Inventory <br> • Technology Courses | • Demographic Data - PEIMS <br> • Campus Report Card | • Teacher/Student Surveys <br> • Sample Curriculum | |

| Area Reviewed | Summary of Strengths <br> What were the identified strengths? | Summary of Needs <br> What were the identified needs? | Priorities <br> What are the priorities for the campus, including how federal and state program funds will be used? |
|---|---|---|---|
| Family and Community Involvement | • Report card/Progress report <br> • Parent Portal <br> • Facebook <br> • Parent/Teacher Day | • Opportunities for students to showcase work and promote school <br> • Website training (teacher) <br> • Parent's using Parent Portal Training <br> • Increased Communication <br> • Student/Parent Freshman Orientation <br> • Encourage Teachers to personally contact Parents <br> • Updated calendar | • Teacher/Parent Communication <br> • Teacher websites |

*SCISD Eldorado High School CIP   2022-2023*

*Template Developed by*

## Comprehensive Needs Assessment Attendees

| Name | Signature |
| --- | --- |
| Mason Vaughan | |
| Ashley Moore | *Ashley Moore* |
| Michelle Mynatt | *Michelle Mynatts* |
| Celene Hernandez | |
| Hilary Choate | *Hilary Choate* |
| Leah Lively | |
| Lindsey Parker | |
| Luann Shipman | *L. Shipman* |
| Diana McGee | *Diana McGee* |
| Chris Castleman | *Chris Castleman* |
| Lyndi O'Neil | *Lyndi O'Neil* |
| Sharon Spinks | *Sharon Spinks* |
| Perry Graves | *Perry Graves* |
| Bridget Chancellor | |

*Template Developed by*