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Comprehensive Needs Assessment

Revised/Approved: September 20, 2023

Demographics Summary

Since the pandemic, we have experienced a higher turnover rate. Currently, we have 7 new teachers and several vacancies that feverishly attempting to fill by the beginning of 2023-24 academic year.

Demographics Strengths

Student demographics strengths:

- Freshman On-Track Team installed Fall 2021 where students will continue to 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. Last school year, 68% of our Freshmen were on track. Currently, 82% of Freshmen are on track to earn at least 6 academic creditst o. matriculate to Sophomore year.
- Each grade level has an assistant principal and counselor to promote continuity for each grade level over a 4-year span.
  The campus has a 20:1 teacher to student ratio and our attendance rate continues to improve by

Student Learning Summary

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

Student Learning Strengths

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

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student Achievement There is an overall need to improve student STAAR performance indicators in Algebra 1, English I, and English II from

School Processes & Programs Summary

Eastern Hills High School currently offers several Program of Choice programs: Legal Services and Cyber Security. We also offer advanced academic courses such as Dual Credit, On Ramps and AP classes. All content teachers engage in weekly PLCs that focuses on lesson planning and analyzing data. Instructional Leadership Team meets weekly to discuss evidence of weekly focus and walkthrough feedback to teachers to calibrate and determine next action steps. Assistant principals are responsible for

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

Perceptions Summary

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

Perceptions Strengths

We currently have an Accountability Rating of "Unrated. Our school community continues to graduate at least 95% of the 12th grade class annually. Each year more and more students are earning their CCMR

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Due to COVID, not all demographics are achieving at grade level academically and/or behaviorally. **Root Cause:** Almost half of the students display academic gaps between years 2020-2022, as demonstrated from our pyramid middle schools.

Problem Statement 2 (Prioritized): Less than 40% of parents/guardians attend schoolwide functions. **Root Cause:** We have been without a Family Engagement Specialist for the past two years. There is a need for the new Family Engagement Specialist to install a PTA/PTO to increase parental involvement for parent meetings and extracurricular events.

Priority Problem Statements

Problem Statement 1: There is a need to provide multiple academic experiences of Tier 1 instructional methods to improve overall Domain 1, Domain 2, & Domain 3 accountability

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
  Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

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

District Goals

Revised/Approved: July 13, 2023

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.

Increase the percentage of first time testers who score at Meets or above on STAAR English I from 19% to 30% by May 2024.

Increase the percentage of Hispanic students who are most marginalized by instruction on our campus from 41% to 50% by May 2024.

High Priority

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

Improve the quality and alignment of Tier 1 (FWISD Instructional Framework) instruction for all students especially our Special Education students through developing systems that explicitly monitor, adjust, and check for understanding with embedded differentiated and multicultural strategies at a rigorous level during the instructional process.

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

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Core teachers will participate in Content PLCs to develop grade level lessons and intentional strategies to support our Special Education students that will improve Tier 1 instruction for all students. Teachers will submit all documents in electronic PLC Binder before lesson implementation. Non-core teachers will develop lesson plans via department meetings and submit common/unit assessments via Google Doc Tracking Sheet. **Intended Audience:** All Teachers **Provider / Presenter / Person Responsible:** Instructional Leadership Team, PLC Leaders, Department Chairs **Date(s) / Timeframe:** August 2023 - May 2024 (Implementation to Completion) **Collaborating Departments:** All Teachers **Delivery Method:** Face-to-Face CANVAS Google Classroom Professional Learning Communities Zero/Ninth Hour Tutorials **Funding Sources:** Supplies and Materials - Title I (211) - 211-11-6399-04N-006-30-510-000000-24F10 - $9,671.45, Resources and Training to support Special Education - SPED (199 PIC 23) - - $16,147				

Action Step 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2: Teachers will attend professional learning out-of-district and/or out-of-state to enhance instructional outcomes for all students. **Intended Audience:** Content Teachers/Instructional Leadership Team **Provider / Presenter / Person Responsible:** Professional Learning Instructors/Facilitators **Date(s) / Timeframe:** August 2023-May 2024 **Collaborating Departments:** All Content Teachers/Instructional Leadership Team **Delivery Method:** Online Face-to-Face **Funding Sources:** Professional Learning Registration/Fees - Title I (211) - 211-13-6411-04N-006-30-510-000000-24F10 - $10,000, Professional Learning Registration/Fees - Title I (211) - 211-23-6411-04N-006-30-510-000000-24F10 - $7,000, Professional Learning Registration/Fees - Title I (211) - 211-31-6411-04N-006-30-510-000000-24F10 - $5,000, Professional Learning Registration/Fees - Title I (211) - 211-13-6119-04N-006-30-510-000000-24F10 - $3,000				

Action Step 3 Details	Reviews			
Action Step 3: Snacks tutorial/testing	Formative			Summative
Intended Audience: High School Students	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Family Communication Specialist				
Date(s) / Timeframe: 2023-2024 School year				
Collaborating Departments: none				
Delivery Method: none				
Funding Sources: Snacks or incentive for students - Title I (211) - 211-11-6499-04N-006-30-510-000000-24F10 - $5,000				

Action Step 4 Details	Reviews			
Action Step 4: Supplies for Testing Coordinator	Formative			Summative
Intended Audience: Testing Coordinator	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Testing Coordinator				
Date(s) / Timeframe: 2023-2024 School Year				
Collaborating Departments: None				
Delivery Method: None				
Funding Sources: Supplies for Testing Coordinator - Title I (211) - 211-11-6399-04N-006-30-510-000000-24F10 - $1,000				

Action Step 5 Details	Reviews			
Action Step 5: Administrators will develop and implement a weekly administrative calendar that includes PLCs. ILT will provide bi-weekly feedback with next actions steps on the PLC process and effective Tier 1 instructional strategies.	Formative			Summative
Intended Audience: Core Teachers	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Instructional Leadership Team				
Date(s) / Timeframe: August 2023-May 2024				

Action Step 6 Details	Reviews
Action Step 6: Purchase of Audio equipment for various student events; ie. six weeks celebrations, Math/Science nights, etc., throughout the year. **Intended Audience:** 9-12 Grade Students **Provider / Presenter / Person Responsible:** Instructional Leadership Team	

Problem Statement 1: There is a need to provide multiple academic experiences of Tier 1 instructional methods to improve overall Domain 1, Domain 2, & Domain 3 accountability scores. **Root Cause**: There is a lack of consistency in Tier 1 instructional planning, delivery, assessments, and re-teaching for various learning styles.
Problem Statement 1: Student Achievement There is an overall need to improve student STAAR performance indicators in Algebra 1, English I, and English II from Approaches to Meets category. Based on recent STAAR data for first-time testers, 7% of the students achieved Meets for Algebra I, 30% for English I, and 34% English II. **Root Cause**: There is a lack of fidelity and consistency across contents when implementing the tenets of the lesson structure and the instructional framework as basis to provide grade-level instruction.

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.

Increase the percentage of first time testers who score at Meets or above on STAAR English II from 35% to 45% by May 2024.

Increase the percentage of African American students which is most marginalized by instruction on our campus from 27% to 40% by May 2024.

High Priority

Evaluation Data Sources: Benchmark Data, Common/Unit Assessments, Exit Tickets

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

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

Progress Monitoring: Campus/District Assessments will be constructed and monitored using Google Doc Data Tracking Tool bi-weekly and celebrated each six weeks.

Staff Responsible for Monitoring: Instructional Leadership Team, Instructional Coach, English Teachers

Title I:
2.4
-

Action Step 1 Details	Reviews
Action Step 1:	

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

Action Step 1 Details	Reviews
Action Step 1: Hire a Title 1 Resource Teacher and Data Analyst **Intended Audience:** All Students **Provider / Presenter / Person Responsible:** Administrators **Date(s) / Timeframe:** August 2023-2024 **Collaborating Departments:** Math **Delivery Method:** Face-to-Face CANVAS Google Classroom Professional Learning Communities Zero/Ninth Hour Tutorials **Funding Sources:** Title 1 Math Teacher - Title I (211) - 211-11-6119-04N-006-30-510-000000-24F10 - $69,598,	

Date(s) / Timeframe: August 2023-May 2024
Collaborating Departments: All contents/CTE/Electives
Delivery Method: Face-to-Face
CANVAS
Google Classroom
Professional Learning Communities
Zero/Ninth Hour Tutorials

Funding Sources: Purchase Supplies for Professional Learning - Title I (211) - 211-13-6399-04N-006-30-510-000000-24F10 - $5,000

No Progress Accomplished

) X P

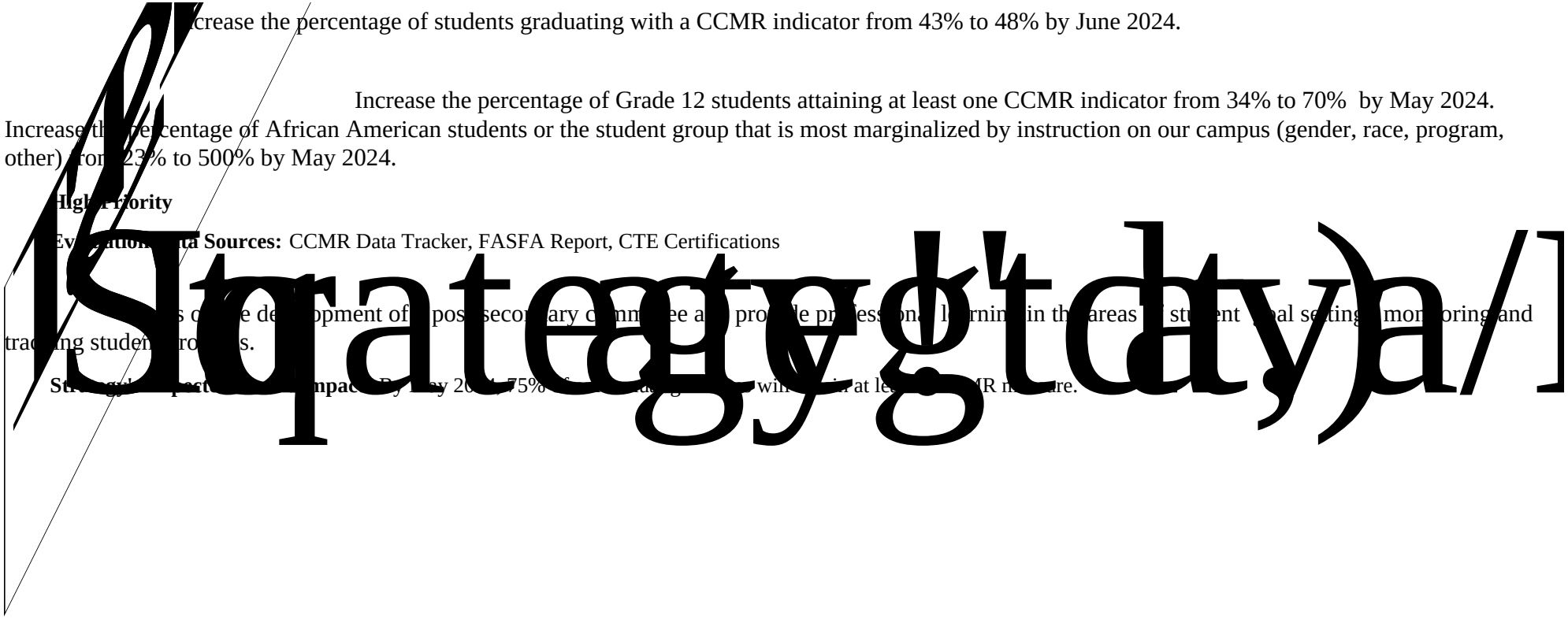
) X P

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

Increase the percentage of Grade 12 students attaining at least one CCMR indicator from 34% to 70% by May 2024. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 23% to 500% by May 2024.

High Priority

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



[illegible] is 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 Impact Impact: By May 2024, 75% of [illegible] will [illegible] at least [illegible] CCMR measure.

Action Step 2 Details	Reviews
Action Step 2:	

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

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

High Priority

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

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

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

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

Title I:
2.4, 2.6, 4.2
- **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: Student Learning 1 - Perceptions 1

Action Step 1 Details	Reviews
Action Step 1: Freshman Success Coach and Instructional Leadership Team will develop a B.A.G Support System to meet the needs of all incoming 9th graders. **Intended Audience:**	

Iatexc @Pioee am% *

Problem Statement 1: Student Achievement There is an overall need to improve student STAAR performance indicators in Algebra 1, English I, and English II from Approaches to Meets category. Based on recent STAAR data for first-time testers, 7% of the students achieved Meets for Algebra I, 30% for English I, and 34% English II. **Root Cause**: There is a lack of fidelity and consistency across contents when implementing the tenets of the lesson structure and the instructional framework as basis to provide grade-level instruction.
Problem Statement 1: Due to COVID, not all demographics are achieving at grade level academically and/or behaviorally. **Root Cause**: Almost half of the students display academic gaps between years 2020-2022, as demonstrated from our pyramid middle schools.

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

Increase positive response by students to the learning environment on the Panorama SEL Survey from 56% to 75% by May 2023.

High Priority

Evaluation Data Sources: Panorama Survey

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

Strategy's Expected Result/Impact:

Action Step 2 Details	Reviews

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

Decrease the number and percentage of students who are chronically absent from 20% to 10% by May 2023.

Utilize certain staff members to identify students that have are developing a habit of having several absences prior to it becoming chronic.

Strategy's Expected Result/Impact: A decrease number of students with chronic absences due to a team pulling absences by weekly to monitor student attendance.

Staff Responsible for Monitoring: Assistant Principal, Freshman Success Coach, Teachers

Title I:
2.6
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 3: Positive School Culture

Problem Statements: Perceptions 1

Action Step 1 Details	

Problem Statement 1: Due to COVID, not all demographics are achieving at grade level academically and/or behaviorally. **Root Cause**: Almost half of the students display academic gaps between years 2020-2022, as demonstrated from our pyramid middle schools.

Campus Funding Summary

Parent Engagement

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1	Materials and supplies for family/community events	Supplies and materials for parental involvement	211-61-6399-04L-006-30-510-000000-24F10	$7,044.00
						Sub-Total	$7,044.00
						Budgeted Fund Source Amount	$7,044.00
						+/- Difference	$0.00

Gifted & Talented (199 PIC 21)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	supplies and resources	GENERAL SUPPLIES		$1,387.00
						Sub-Total	$1,387.00
						Budgeted Fund Source Amount	$1,387.00
						+/- Difference	$0.00

CTE (199 PIC 22)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	Travel for Teachers for Professional Development	TRAVEL - EMPLOYEE ONLY		$9,602.00
3	1	1	1	Supplies and Materials	GENERAL SUPPLIES		$7,000.00
3	1	1	1	CTE software, technology	TECHNOLOGY < $5000		$15,000.00
						Sub-Total	$31,602.00
						Budgeted Fund Source Amount	$31,602.00

SPED (199 PIC 23)							
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
						+/- Difference	$0.00
						Grand Total Budgeted	$401,729.45
						Grand Total Spent	$401,729.45
						+/- Difference	$0.00