

Socorro Independent School District
Eastlake High School
2016-2017 Campus Improvement Plan



Mission Statement

Improve student performance and enhance teaching and learning for all learners. Mission Statement: Eastlake High School exists to provide opportunities to maximize our children's academic, artistic, athletic and social skills in a global society.

Vision

Tomorrow's Leaders Learning Today

District Leadership Team

Gilbert Martinez, Principal
Jennifer Avila, Assistant Principal
Dr. Kim Baxter, Assistant Principal
Alfredo Gomez, Assistant Principal
Edgar Ponce, Assistant Principal

Dr. Jose Espinoza -- Superintendent
Gary Gandara -- Board President
Paul Guerra -- Board Vice-President
Cynthia Ann Najera -- Board Secretary
Hector F. Gonzalez -- Board Trustee
Michael Anthony Najera -- Board Trustee
Antonio "Tony" Ayoub -- Board Trustee
Angelica Rodriguez -- Board Trustee

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Eastlake is a growing school in a neighborhood that is comprised of well-established homes, newly built homes, and "colonias." The community is somewhat isolated from the rest of the city, giving it a unique character and personality. The enrollment for Eastlake has increased by about 150 students (from 1743 to almost 2000) in three years. About 92% of our students are Hispanic, and about 70% receive free or reduced lunch.

TOTAL	Female	Male	At-Risk	Economically Disadvantaged	GT	LEP	Career/Tech							
1947	930	47.8%	1017	52.2%	714	36.7%	1362	70.0%	147	7.6%	239	12.3%	1759	90.3%
	Freshmen	Sophomores	Juniors	Seniors	ESL	Migrant	Special Ed							
	555	28.5%	518	26.6%	446	22.9%	428	22.0%	224	11.5%	8	0.4%	111	5.7%

Demographics Strengths

Our mobility rate for 2013-14 (the most recent data available) is 13.6%, which is below the district average of 15% and State average of 16.9%. That said, Eastlake is a growing community, with new houses being built and offered for sale on a regular basis. Some of the mobility – about 100 students – is due to the large military base in El Paso. The rest of the mobility is due to usual students moving between campuses.

Our identified migrant population is very small – only about six students. Additionally, these students tend to do well in their classes. We monitor their grades, and district tutors are available to help these students address any academic concerns. Since there are not large apartment complexes in our attendance area, this is an area of low concern.

Almost 98% of our students graduate on the recommended high school program, with just 2% graduating on the minimum plan. The 2% is comprised of students who are in our special education unit, with cognitive difficulties that make access to the general curriculum and success on the state testing not possible. With the elimination of the modified state test, we have worked to move students in to co-taught general education classes instead of modified resource classes. As a result, the numbers of students who graduate on the minimum plan will continue to decrease over time.

For the Class of 2014, our dropout rate was only 1%, compared with 2.2% for the state and 1.4% for the district. For the class of 2015, we anticipate our dropout rate to remain consistent.

The number of at risk students for failing courses dropped from around 400 students last year to 234 for the 2015-16 school year. Teachers are intervening sooner, and are willing to work with students to hold them accountable for passing grades. We have a few students who are identified as homeless, who have been to the DAEP, and who are parents. We use just the federal codes; however, we have done some work to incorporate other factors (discipline frequency, attendance) to identify students who will likely need additional support to be successful.

Fewer than 6% of our students are identified as needing special education services, and another 2% qualified under Section 504. With the exception of the students in the self-contained units, most students need minimal accommodations, and we are working to move those students to more inclusive general education settings. Our English Language Learner (ELL) population is about 11%. These students are a mix of newcomers, and students who have been in U.S. schools for several years.

The average percent present at Eastlake hovers between 95% and 96% for the year. This is higher than the district average for high school of 95%. Freshmen have the best attendance, and seniors have the worst. Students had an average of 4.6 unexcused and 2.7 excused absences for the year. Our attendance rate had dropped from 95.8% in 2012-13 to 94.9% in 2013-14; this is likely because 2013-14 was the first senior class.

Our teaching staff is an educated one, with about one third of them having a master's degree (compared to 32% at the district level, and 23% at the state level). They have a wide range of experience, with half having less than six years of experience, and half having six or more. The combination of experience allows for constructive conversations, as well as stability and innovation. The ethnicity of the teachers is a relatively close match to that of the students in the percentage of Hispanic and African American teachers. 73% of our teachers and 81% of our students identify as Hispanic, and about 2% each of our teachers and students identify as African American.

Demographics Needs

About 70% of our students receive either free or reduced lunch, meaning that they face some degree of poverty. Eastlake students generally come from one of four areas: typical "middle class" homes, larger homes near the golf course, and two "colonia" areas where the houses are usually hand-built, and where several families often live in the same house. While students blend together at the high school fairly well, there are still some pockets of friction between the different groups.

The City of Horizon is split between two school districts, with Eastlake HS being in one district, and the other high school being in another district. We frequently see students transfer between the two when students believe it is in their best interest. These are typically students who have gotten in trouble at one campus, and feel that they will get a fresh start at another. Because the campuses are close, travel is not a barrier.

Out of almost 2000 students, 712 are identified as being in situations where they are at risk to not graduate from high school. The largest number (490) is because they have failed at least one state exam. Those students may have an additional factor as well. The other two largest groups are students who failed courses and students who are LEP. 234 students failed two or more core classes during the prior year, and 226 students are Limited English Proficient.

Attendance is generally stable throughout the year, with the exception of testing days; non-tested students have much lower attendance rates on those days than usual – 92% compared to the usual 96%. We brought food trucks to just outside the campus on these days later in the spring, to incentivize students to

stay on campus with some success.

Our number of students per teacher is 19.6, higher than the district average of 18.2 and state average of 15.2.

Student Achievement

Student Achievement Summary

Eastlake generally continues to grow with respect to student achievement. There are areas of strength, and areas where growth is still needed. The passing rate increased, and most of our scores held steady.

	2015 Percent Met	2015 Advanced	2016 Percent Met	2016 Advanced	Percent Met Change	Advanced Change
Algebra I	76.4%	9.5%	82.7%	14.8%	6.3%	5.3%
Biology	91.6%	15.5%	88.7%	13.8%	-2.9%	-1.6%
English I	60.4%	2.8%	60.9%	5.4%	0.5%	2.6%
English II	61.7%	1.5%	59.2%	1.7%	-2.6%	0.2%
US History	90.4%	17.0%	90.5%	23.0%	0.1%	6.0%

Student Achievement Strengths

Algebra 1 had an increase in both the passing rate (from 81% to almost 87%) and percent scored since spring 2013. There was also an increase in the passing rate for LEP and special education students, with between 70 and 80% of both populations meeting standard. There was also an increase in the English II passing rate for special education students from 0% to 7%. In biology, there was an increase in the percent score since spring 2013 from 87% to 92%, although there was a drop from a 96.3% passing rate in 2015. Finally, in U.S. History there was an increase in the passing rate (90.4% to 90.5%), and in advance measures (17% to 23%) from spring of 2015 to 2016, and an increase across all special populations.

Our practices related to placement of special education students are strong. The campus now has just one administrator in charge of special education and Section 504. This has allowed for consistency in decision-making between ARD committees. As a result, the decisions that are being made are based in data, and student needs. This same administrator is in charge of Section 504, and so the relationship between the two programs has been much smoother, with a more accurate identification of students who need to be formally assessed.

The LPAC committee has also made strides in consistency. The administrator in charge of this program, along with a teacher team, has completely reviewed the documentation for every LEP student in order to determine accuracy and appropriateness of placement. With this data, we anticipate that members of this population will be better served in the coming school year.

In reviewing instructional practices from the campus, it was determined that Eastlake does well at minimizing classroom interruptions and disruptions. In addition, the teachers as part of the committee believed that the Eastlake Mandatory Tutoring (EMT) program, as well as End of Course preparation blitzes and intersession programs were effective ways of working to remediate students with weaknesses in their knowledge base.

The 2014 average SAT score was 1302, compared to 1291 at the district level. The average ACT score was 19.1, compared to 18.8 at the district.

For the class of 2014, almost 65% of our students took at least one advanced level course, focusing in the areas of math, English Language Arts, and social studies. In reviewing the 2015 AP exam results for all subjects, 28% of students met criteria for college credit, as opposed to just 11% the previous year. Most of this increase can be attributed to math and science. We are still waiting for scores from May, 2016.

The failure rate at Eastlake has decreased between 2014-15 and 2015-16. There are still a few teachers with high rates over 10%, but most are well below that mark.

Student Achievement Needs

In Algebra 1, there was a slight decrease in advance measure rate (17% to 16.5%) between spring of 2015 and spring of 2016. Both English I and English II dropped overall in their passing rates between 2015 and 2016.

In an analysis of possible factors for the lack of growth, the committee stated that there is a continued need for support of ELL and special education students. In addition, interventions for struggling students should be creative, personal, and research based. The committee also discussed that teachers may not know what rigor looks like in the classroom, and how to plan for it. There was also discussion of the growing gap between students who are successful on the test and students who are not. Other factors might include a low level of vertical alignment between middle school and high school, as well as between courses at the high school level.

In reviewing data from students who are not successful, the general consensus is that we need individualized plans for each student that includes both academic and social-emotional support. We have plans to compile different types of data – testing history, course completion, attendance, and discipline – to identify students who need a type individuated plan, as well as mentors for those students. We will begin to work with them during the first month of school to accelerate instruction to close gaps, so that they're able to graduate high school with their age cohort and on the recommended plan.

Additionally, our advanced measure is not growing in all areas as we believe it should. As noted in our summative evaluation from 2015-16, we are looking to improve our vertical alignment structures to ensure that all students have the skills necessary to be successful in advanced coursework.

With respect to system safeguards, we failed in the areas of LEP and special education math and reading. However, our special education population showed strong gains across the board, and we anticipate our coteach strategies to be even stronger next year. The district has invested in training that is being rolled out in June of 2016; general education and special education specialists will have stronger tools to use when working with students and with each other.

While the SAT and ACT rates area slightly above district averages, they are well below state averages. We have included college and career readiness courses, specifically Princeton Review, into the master schedule. However, there is not a systemic way to track these students, and to ensure that all students take this course at the correct point in their high school career.

The greatest percentage of failures is with freshmen. 661 out of 8720 total grades (7.5%) were below 70 for the 9th grade students. The percentages decrease to 5% at 10th grade, 3% at 11th grade, and just 1.6% at 12th grade. As a campus, we need to review procedures for freshmen induction to ensure that

freshmen earn all their credits to be sophomores; this greatly increases the likelihood that they will graduate on time.

Review of classroom walk-through data reveals that there are weaknesses across content areas and teachers in the areas of student engagement in learning, teacher intervention and redirection of inappropriate behavior, and teacher managing time effectively. Possible causes for this focus around the idea that teaching for student engagement is more time consuming, and that traditional lecture is a more comfortable format for teachers. In order to address this concern, increased professional development in engagement strategies as well as increased planning time with other teachers both are needed.

School Culture and Climate

School Culture and Climate Summary

As Eastlake is only six years, the culture and climate is still evolving. Because of the unique characteristics of the community, we must work hard to blend the various demographic groups into a cohesive unit. There is a tremendous amount of pride in the school and community, as evidenced by the fact that the City of Horizon has its own mayor, Christmas parades, police force, and civic organizations. Despite being very close to the large city of El Paso, it has some characteristics that make it different.

School Culture and Climate Strengths

The Olweus lessons were completely designed by a student committee this year. We met once per nine weeks to write and schedule the lessons for the next nine weeks. The students informally reported that they preferred these lessons, and that they found them relevant.

Discipline incidents have dropped significantly in the past three years, from 1112 incidents in 2013-14 to just 612 in 2015-16. This has occurred, despite our increasing enrollment. While a few students have multiple referrals, the vast majority (80%) have just one or two each, with those incidents typically being for minor offenses such as excessive tardies or misbehavior in class. The more serious offenses of “behavior punishable as a felony,” alcohol, and knives, were small, at just two each.

Eastlake has a robust Emergency Operations Plan, and had several practice drills throughout the year. The types of drills included fire, evacuation, shelter-in-place, reverse evacuation, and lock down. The students were generally compliant about their drills. In addition to campus drills, we did well with respect to intruder drills. The staff at Eastlake now regularly questions anyone without a visitor badge, and walks him or her back to the office if needed. Our security team worked well this year in monitoring both students and non-staff adults inside the building.

School Culture and Climate Needs

Eastlake students take a survey regarding bullying practices on campus every fall as part of the Olweus anti-bullying program. With this year’s survey, students reported that most of the bullying happens to 10th grade boys, mostly in the classroom without the teacher present. While the lessons were well designed, not all teachers implemented them with fidelity. Some students asked for administration to check on particular teachers because the lessons were not done at all, or were done for compliance only. We began with a plan of individual student facilitators for each class, but again, consistency was an issue. It seems that many teachers do not value the lessons, or see their benefit to students.

Freshmen have by far the largest number of referrals, at almost 40%. Seniors have the lowest percentage of referrals, at just 14%. We have four students – two freshmen and two juniors; three females and one male – with more than 10 referrals each. We currently have very little in the way of orientation for freshmen in the way of discipline, and generally do not target students who will be at risk for getting in trouble coming from the middle schools.

The greatest category of referrals was for “being insubordinate.” The second category is for “tardiness or unexcused absences.” We will need to reevaluate our culture as we begin the year to address both concerns with students. We also had 21 incidents of “possessed...a controlled substance,” most of which were for marijuana possession. We will look for ways to target students who are known to use illegal drugs, in order to help them learn alternative ways of coping with any issues they might have.

Despite the practice, consistency of action was not at 100%. In the event of a real emergency, we might not be able to know if all students were present. Teachers do not consistently take roll, and there is not a system in place to notify a central person if students are missing, or if a teacher has students that do not belong to his or her class.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The faculty at Eastlake is evenly split between teachers with fewer than five years of experience, and teachers with more than five years. This allows for great teamwork, where energetic, new ideas are blended with proven strategies. Students are able to learn from all different types of teachers. As a campus, we are heavily invested in teacher training, and in growing the faculty along with the school.

Staff Quality, Recruitment, and Retention Strengths

All of the teachers at Eastlake High School are highly qualified. We do everything possible to ensure that teachers are providing instruction in an area where they feel qualified. We invest heavily in training, especially in the CTE engineering and biomedical courses, so that teachers are well prepared to deliver high quality, high interest lessons.

Professional development has been centered on rigor, relevance, and relationships for the past few years. We have brought speakers to campus, and have invested in training to allow teachers to both make connections with their students and teach them using real-world, high quality strategies. Teachers have requested training specific to their content areas, and so this will be one of the focus areas for the new year.

A core cadre of teachers attended co-teach training at the district level in June, 2016. Both general education and special education teachers spent the day learning about strategies that work, both for helping students and for building a teacher partnership that benefits students. This training fits well with our improved co-teach model, and we have an additional book that we will use to conduct a book study with these teachers to reinforce the concepts already learned.

Staff Quality, Recruitment, and Retention Needs

Our support systems for new teachers are mostly informal. We do assign teacher mentors to any teacher new to the building. However, there is not a formalized system of meetings, orientation, or trainings to integrate them into the Eastlake family and its norms. This is an area of need in the 2016-17 school year.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

As reflected in our assessment data, Eastlake is a campus with a tremendous amount of potential. Structures for teamwork and planning were implemented during the 2015-16 school, and will be strengthened in the coming year.

Curriculum, Instruction, and Assessment Strengths

Teachers follow either the TRS, or a scope and sequence created by district teachers and instructional leaders. Both are aligned with the TEKS, and incorporate the ELPS and CCRS to some degree. Teachers in most departments keep to the appropriate pacing, and are able to adequately teach the TEKS throughout the course of the year.

We are working towards vertical and horizontal alignment. While not where it should be, great strides were made this year in content teams working together. For example, the English department worked as a team to develop a set of resources for English I and English II to ensure consistent, high quality lessons for all students. We also hold weekly grade level meetings, where teachers can discuss student concerns. While we have not embarked on cross-curricular projects, it would be a natural next step.

Assessments are created either by the district, or by campus teachers. Data is disaggregated every three weeks to determine gaps in student learning and needs for remediation. Teachers meet at least weekly to discuss and plan.

Curriculum, Instruction, and Assessment Needs

Rigor across the curriculum is an area where we are working, but have not yet met our goals. Despite training for teachers in highly effective questioning strategies and other methods to design and deliver rigorous lessons, most teachers do not consistently use these strategies. Instruction at Eastlake is much more teacher-led than we would like. Through focused staff development and the implementation of T-TESS, we have plans to increase the amount of academic talk and thinking done by students in a wide range of courses.

Lesson plans do not consistently capture the most essential elements of the ELPS and CCRS. Teachers are aware of what they are, but with a relatively young faculty, not all teachers are certain about how to effectively incorporate the principles into lessons. Individualized and differentiated instruction – for all students – is an area of need that will be addressed in the coming year.

Vertical alignment, especially in the advanced coursework area, is still an area of need. We have not worked substantially with the middle school campuses, and do not consistently coordinate with each other to build the skills that students need to be successful in advanced courses. AVID has been in effect at

Eastlake for several years, but the skills and strategies taught within the program are not implemented campus-wide.

While formal assessments are used effectively, the data shows gaps in how 'on the spot' formative assessments are used. We are using the Fundamental Five classroom practices, and plan to work on frequent, small group, purposeful talk as a method for evaluating how well students are learning as they go through the lesson.

Family and Community Involvement

Family and Community Involvement Summary

Because of the unique characteristic of the City of Horizon, Eastlake parents have unique characteristics as well. For the parents who have lived in the community for several years, there is a sense of pride that the city is apart from El Paso, and there is a strong feeling of "taking care of one's own" that has translated somewhat to action at Eastlake. As the campus continues to grow, there will be opportunities to strengthen this partnership, and to tap into the natural pride parents feel for their community and school.

Family and Community Involvement Strengths

Eastlake has a small group of dedicated, involved parents. They were able to implement the "Falcon Force," a group of parents dedicated to helping supervise at sporting events and other extracurricular activities where extra coverage is helpful. While few parents were involved, it was a beginning. We also started an advisory group comprised just of parents of students in special education. This group met with the principal three or four times throughout the year, and provided valuable input about the needs of their particular students, needs of students in special education, and needs of students in general.

Communication goes out to parents in a variety of ways. The website is somewhat helpful, and call outs, including text messages, are also utilized. The outside marquee also has information. In some instances, individual groups have asked local businesses to post flyers about events on campus, raising awareness. One success that we can note is our online student registration, as of June 22, 2016, about 75% of our parents had successfully completed the online registration process; as this is the first year to require online registration, this is a strong start.

Family and Community Involvement Needs

Being a large high school, we have relatively small percentage of involved parents. We are investigating methods to bring a wider cross-section of parents to campus on a more regular basis. Parents report that they like receiving text messages from the call out system; this might be an effective way to get information out to the community.

Expectations from several staff members is that parents will contact the teacher if there is a problem. While a few make proactive calls to students before they struggle, most wait until a student is failing, and even then, they ask the student to call the parent instead of speaking to them directly. Additionally, not all teachers keep their web pages and gradebooks up to date on a weekly basis; if parents are seeking information, it is vital that it is available to them.

School Context and Organization

School Context and Organization Summary

The story of Eastlake is the story of growth. As a new campus, we are working to create and implement procedures and structures that will allow us to be a 21st century school, and will give our students the skills needed to compete in the 21st century marketplace.

School Context and Organization Strengths

The goals of the district are based in five essential directions: school safety, college and career readiness, highly qualified teachers, parental and community involvement, and accountability for all. These five goals encompass almost everything that we do in schools, and serve as a filter and structure under which the specific objectives are organized.

Eastlake is a new school, and a beautiful one. Students and staff feel safe here, and the statement “I like working here” received high marks from teachers on the most recent climate survey. Most teachers also felt that the administrative team was positive and supportive. The building is sorted mostly by grade level, making it easier for students to navigate the large facility. Special education classes are spread out in different parts of the building. Administration has “satellite offices,” which allows them to work in the center of where students are instead of just in the main office away from classrooms.

Teachers in both content areas and grade levels meet generally once weekly before school. The grade level meeting allows teachers to discuss students in common. The next step would be to create interdisciplinary units where students can create and notice connections between different content areas.

The master schedule is developed in collaboration with the teachers. The highest priorities are the students at both ends of the academic spectrum – those taking advanced courses and those needing special education courses. The schedule was built with their needs considered first. Department chairs had direct input into which teachers taught which subjects, and both student and teacher needs were considered. Common planning time for teachers in the same department was prioritized, and special education teachers in a content area shared the same conference period as their general education counterparts.

The counseling department is new, and most members are still learning the requirements of the State of Texas and the new House Bill 5. We are slowly incorporating student long-term plans into the courses they choose to take. As the feeder middle schools across the district increase their understanding, students also come to us with better knowledge of what career options they might have, as well as what they need to do now to reach their goals.

School Context and Organization Needs

As a campus, we do not have a written, comprehensive strategic plan. Most teachers are familiar with what we are trying to achieve, but it is not organized in a consistently coherent way. Because of this, the day to day operations of the campus sometimes interfere with the higher ambitions for student learning and

achievement that we might have.

Based on the climate survey data, teachers report that the response to discipline is inconsistent and not as effective as teachers would like. Tardiness to class is also a complaint of many teachers. While we have attempted to address both with new systems, a discipline committee comprised of teachers and administrators might be a good avenue for a positive discussion about the needs of the campus, and how to respond to them.

In the area of school organization, the committee believed that the current structure of an eight period day, with teachers teaching seven of those periods, left a minimum amount of time for effective collaboration with other teachers. Since the expectation exists that teachers plan together, they are left with a choice between using their one (brief) planning period, or meeting before or after school. The consensus was also that the focus of the planning and intervention times was End of Course testing.

There were several days when there were not sufficient substitutes to cover all needed classes. As a result, either assistant principals were asked to cover the classes, or department chairs and/or co-teacher special education teachers were asked to fill in the gaps. As a result, the work typically done by these individuals was left undone, and the instructional day was less productive for students. We have had conversations with the district human resources department, and they are attempting to reconcile the situation.

Technology

Technology Summary

We assessed both student and teacher needs for our technology plan. We evaluated the professional development needs of teachers, in regard to specific technical skills as well as best practices for educational technology integration. We used three primary methods of assessment. First, we used the STAR chart to determine teacher progress toward the goals established in the LRPT. Second, we developed an online survey that asked teachers about specific instructional hardware, common software, and information literacy skills. Finally, we performed informal interviews with random teachers. These interviews were designed to elicit candid responses from teachers about their familiarity with instructional technology and their willingness to adapt to changing technology trends.

We assessed students in two ways. First we used an online survey that all freshmen and were required to complete in their English classes. This survey asked questions about their technology use outside of school, how they would like to see technology used in their classes, and how they view their teachers' proficiency with educational technology. Second, we used an informal interview process similar to the one we used with teachers. In these interviews, students were asked questions that required them to reflect on the development of their technology skills and how they should best improve them.

Both the student and teacher primary goals were taken from the LRPT as they align with the Campus Improvement Plan. Secondary goals were developed using the ISTE NETS for students and teachers, the AASL's Standards for the 21st Century Learner, Mel Levine's Cognitive Backpack, and the College and Career Readiness Standards.

Technology Strengths

Student goals focus around the use of information and communication technologies to collaborate, construct knowledge and provide solutions to real-world problems, using research-based strategies in all subject areas, and communicating effectively in a variety of formats for diverse audiences. Educator goals are based in developing new learning environments where technology is a flexible tool and learning is collaborative, interactive and customized. We are also working to ensure integration of appropriate technology throughout curriculum and instruction.

Teachers typically use currently use technology in the following ways: 45% of teachers report that they let students use their personal technology devices at least 1-3 times a week. 64% of teachers state that their interactive lessons using the IWB and ActivInspire are either "Effective" or "Very Effective." From the student perspective, 1312 students (84%) stated that teachers use IWBs to get them actively engaged in lesson. Across the content areas, the IWB, document cameras, PowerPoint, Prezi, Kahoot, Schoology and Edmodo, search engines for research, YouTube and Khan Academy content videos, textbooks, and teacher web pages were all technologies used by a wide range of teachers.

Technology Needs

Despite teachers using technology on a regular basis, few have a truly integrated plan for instruction that includes technology. We are planning to pilot flipped classrooms with a few groups of students, and for the teachers in the pilot classrooms to serve as mentors as we move the initiative forward. We have also suggested offering a “plan of study” for teachers to prepare themselves to better use technology and to provide teachers with the opportunity to become more proficient with a variety of technologies.

EHS is reducing barriers to teacher use through communication, incentives, and training. EHS is reducing barriers to student use through providing laptops to the magnet program and students in special programs, as well as emphasizing FLIPPED instruction to teachers that will encourage and require additional student use of technology.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.

- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement 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

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 1: For the 2016-17 school year, the number of bullying-related incidents reported via discipline referral at Eastlake High School will decrease from 20 to 10.

Evaluation Data Source(s) 1: Bullying incidents

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 6</p> <p>1) Implement Connecting with Kids and the Olweus Bullying Prevention Program through use of the program materials, resources and surveys, and student created weekly lessons.</p>	10	Olweus Administrator	Olweus lessons as monitored weekly			
Funding Sources: 199 - General - 0.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 2: For the 2016 - 17 school year, all EOP drills will meet the required timelines for frequency and duration.

Evaluation Data Source(s) 2: Drill logs

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 6</p> <p>1) Various safety drills will be conducted every two weeks.</p>	1	EOP Administrator	Log of EOP drills			
Funding Sources: 199 - General - 0.00						
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 1: By Spring 2017, 100% of students at Eastlake High School will have access to skills and resources, such as technology and reading materials to complete research based projects in content areas, and communication skills, to successfully compete in a global economy.

Evaluation Data Source(s) 1: Lesson plans of teachers that show technology integration & utilization of resources

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 4</p> <p>1) Provide GT students with technology in order to complete projects/assignments as part of differentiation of curriculum/lessons for GT students</p>	1, 10	GT Coordinator	Extended projects as completed by GT students			
Funding Sources: 199 - General: Gifted and Talented - 22500.00						
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>2) The English Department will increase the number of class sets of novels for their students and add additional reading selections and materials in the library. The books will be grade-level appropriate, correlate to the TEKS and the curriculum, meeting the needs of ESL, SPED, and other special populations.</p>	8, 9	English Department Administrator & Library Media Specialist	EOC results for English I and English II			
Funding Sources: 211 - Title I, Part A - 47500.00						
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Provide appropriate technology, to include computers, printers, IWBs, TI Inspire calculators and other technology, for student use.</p>	1, 9	Library Media Specialist	Lesson plans indicating technology integration			
Funding Sources: 211 - Title I, Part A - 32944.00						
<p>Critical Success Factors CSF 4</p> <p>4) Provide laptop computers for a one-to-one initiative for students in the SATA magnet program.</p>	2	SATA Coordinator	Lesson plans demonstrating integration of technology use by students in daily instruction			
Funding Sources: 211 - Title I, Part A - 179920.00						

State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 5) student leadership classes will use reading resources to understand the political and socioeconomic development of America.	1, 10	School Activities Sponsor and DC US history teacher	Lesson plans and student artifacts to show student understanding of political and socioeconomic standards in america			
	Funding Sources: 211 - Title I, Part A - 100.00					
Critical Success Factors CSF 1 6) EHS library will provide reading materials that support curricular and student interests.	1	EHS library staff	Collection Development lists and circulation reports.			
	Funding Sources: 211 - Title I, Part A - 44000.00					

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 2: The number of Advanced Placement (AP) tests taken will increase from 554 to 625, and the percentage of students earning at least a 3 will increase from 20.4% to 28% for May, 2017.

Evaluation Data Source(s) 2: AP Results & Test Participation

Summative Evaluation 2:









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 7</p> <p>1) All teachers teaching AP courses will have attended APSI training.</p>	1, 3	Advanced Academics administrator	APSI Training			
Funding Sources: 199 - General - 5000.00						
<p>Critical Success Factors CSF 1</p> <p>2) At least 85% of students enrolled in Advanced Placement courses will take the exam</p>	10	Advanced Academics Administrator	Percentage of students enrolled in Advanced Placement courses who take the exam			
Funding Sources: 199 - General Fund: High School Allotment - 30000.00						
<p>Critical Success Factors CSF 1</p> <p>3) Provide textbooks for students Advanced Placement (AP) courses.</p>		Advanced Academics Administrator	Percentage of students earning college credit via AP exams			
Funding Sources: 211 - Title I, Part A - 25000.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 3: At the end of the 2016-17 school year, 100% of Eastlake graduates will be prepared to be successful on college level work.

Evaluation Data Source(s) 3: College readiness levels of graduates

Summative Evaluation 3:










Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 2 CSF 3</p> <p>1) Create a CCRS Plan Committee to develop a Strategic Graduation plan to ensure that students graduate with a minimum of 15 college credit hours.</p>	2, 8	Head counselor	CCRS plans			
Funding Sources: 199 - General - 0.00						
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Teachers will attend training to receive strategies from AVID to improve student academic performance by 10% in freshman state assessment and sophomore college readiness standards.</p>	2, 4	AVID Coordinator	Teacher lesson plans with AVID strategies			
Funding Sources: 211 - Title I, Part A - 40000.00						
<p>Critical Success Factors CSF 1</p> <p>3) Provide Princeton Ready review, review sessions, and mock tests to increase ACT/SAT scores.</p>		Advanced Academics Administrator	SAT/ACT Scores			
Funding Sources: 199 - General - 0.00						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 4: By Spring, 2017, Eastlake students will meet the following passing rates on EOC exams [English 1 &2: 70%; Algebra 1: 88%; Biology: 95%; US History: 95%]

Evaluation Data Source(s) 4: EOC Scores

Summative Evaluation 4:











Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Use multiple strategies in all content areas to include Kagan strategies, technology, team teaching, SIOP, student portfolios, and student presentations to increase performance of all students, specifically ELL, Special Education, Hispanic and Economically Disadvantaged students, on EOC assessments.</p>	2, 9	Administration	EOC Results			
Funding Sources: 199 - General - 0.00						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Provide targeted assistance for Tier II and III to increase passing rates in all content areas through Plato, Read 180, Lexia, College Board materials, EOC consumable resources, dyslexia reading apps, and other research-based resources.</p>	2, 9	Administration	EOC Results & Course Pass Rates			
Funding Sources: 211 - Title I, Part A - 25000.00						
<p>Critical Success Factors CSF 1 CSF 6</p> <p>3) Provide snacks for every student who attends intersession, Saturday school, and summer school intervention to help ensure student productivity and stay motivated through their lessons.</p>	2, 9	Administration	EOC Results & Course Pass Rates			
Funding Sources: 211 - Title I, Part A - 5000.00						
<p>Critical Success Factors CSF 1 CSF 6</p> <p>4) Provide appropriate testing materials and snacks during state testing for students</p>	1	Testing Administrator	EOC Results			
Funding Sources: 211 - Title I, Part A - 17000.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 5: Students in all subgroups at Eastlake High School will meet district, state, and federal accountability standards as measured by reports by the end of the 2016-17 school year. [English 1 & 2: 70%; Algebra 1: 88%; Biology: 95%; US History: 95%]

Evaluation Data Source(s) 5: EOC

Summative Evaluation 5:







Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 1) Provide tutorials and intersession opportunities to all students to include at-risk, ELL, Special Education, Economically Disadvantaged and Hispanics.	2, 3	Administration	EOC Results			
Funding Sources: 211 - Title I, Part A - 18362.00, 199 - General Fund: SCE - 50000.00						
Critical Success Factors CSF 1 2) Provide research-based instructional materials (Gateways to Biology) aligned to biology scope & sequence to improve biology EOC pass rates for all students and all measured sub populations.	9	Science department chair	Biology EOC scores			
Funding Sources: 211 - Title I, Part A - 1224.00						
Critical Success Factors CSF 1 3) Provide materials (teacher-created and dictionaries) based on proven research aligned to English I & II scope & sequence to improve English I & II EOC pass rates for all students and all measured student populations.	1, 3	ELA department chair; ELA administrator	English I & II scores			
Funding Sources: 211 - Title I, Part A - 5824.05						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 6: Special Education sub-populations will meet 100% of system safeguard targets for 2016-17. [English 1 &2: 50%; Algebra 1: 88%; Biology: 80%; US History: 95%]

Evaluation Data Source(s) 6: EOC pass rates for special education students

Summative Evaluation 6:








Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>1) Provide supplemental resources, equipment and materials for instruction and/or intervention in the entire core curriculum for special education students.</p>	2, 9, 10	Special Education Administrator	EOC Results			
<p>Funding Sources: 199 - General Fund : Special Education - 16541.00</p>						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 7: English Language Learner (ELL) sub-populations will meet 100% of system safeguard targets for 2016-17. [English 1 & 2: 50%; Algebra 1: 80%; Biology: 80%; US History: 95%]

Evaluation Data Source(s) 7: EOC pass rates for ELL students

Summative Evaluation 7:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 1) Provide targeted assistance for all ELL students to increase student passing rates in all content areas through the use of technology to include, but not limited to, iPad, tablets, laptops, with various apps.	9, 10	ELL Administrator	Technology use logs by ESL teachers			
Funding Sources: 211 - Title I, Part A - 17175.00						
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 7 2) Provide training and support of the English Language Proficiency Standards (ELPS) to all content teachers to increase overall student passing rates for ELL's served, denials and exited students.	4	ELL Administrator	EOC Results			
Funding Sources: 211 - Title I, Part A - 1500.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						






Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 1: During the 16-17 school year, 100% of teachers will integrate research-based, high quality instructional practices into their lessons.

Evaluation Data Source(s) 1: Teacher lesson plans showing rigor and instructional practices

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 4 CSF 7</p> <p>1) Provide training from the National Math Science Institute (NMSI), Rigor, Relevance, & Relationships training, Fundamental Five training, and Kagan training in order to attract and retain highly qualified teachers.</p>	1, 2, 4, 5	Principal	Teacher lesson plans, Advanced level performance on EOC			
Funding Sources: 199 - General - 10494.00						
<p>Critical Success Factors CSF 3</p> <p>2) Content lead teachers, department chairs, and curriculum coach's will have the opportunity to attend leadership professional development to enhance their own pedagogy and skills in developing students and teachers.</p>	2, 3	Principal	Agendas from content and team meetings			
Funding Sources: 199 - General - 2500.00						
<p>Critical Success Factors CSF 7</p> <p>3) Provide opportunities for 100% of the PLTW teachers to attend training in one of the following areas: computer science, engineering, biomedical, and computer technology.</p>	3, 4	CTE Administrator	Lesson plans showing alignment to PLTW curriculum			
Funding Sources: 199 - General - 0.00						
<p>4) Provide professional development related to instruction via the Regional Service Center</p>	2, 4	Principal	Teacher lesson plans			
Funding Sources: 211 - Title I, Part A - 5000.00						
<p>Critical Success Factors CSF 1 CSF 7</p> <p>5) Provide content-specific training in US History to address identified learning gaps of all student groups, including economically disadvantaged, special education, ELLs, and Hispanic students.</p>	2	Social studies administrator; social studies department chair	Teacher lesson plans for student interventions			
Funding Sources: 211 - Title I, Part A - 500.00						







 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 2: During the 16-17 school year, teachers will receive training with respect to school climate, and social and emotional learning of students.

Evaluation Data Source(s) 2: Decrease in the number of discipline referrals by teachers from 612 to 485.

Summative Evaluation 2:










Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 7</p> <p>1) Contract with outside speakers and staff developers to provide training in research-based, high quality instructional practices and on the impact of positive relationship building and campus climate.</p>	1, 3, 4	Principal	Teacher lesson plans			
Funding Sources: 211 - Title I, Part A - 52500.00						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 1: During the 2016-17 school year, the parent liaison will ensure 80% of parents will visit Eastlake HS at least two times.

Evaluation Data Source(s) 1: Sign in sheets for parent events

Summative Evaluation 1:







Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 5</p> <p>1) Fund a Title I Parent Liaison to build capacity, sustainability and increase student academic performance.</p>	6	Parent Involvement Administrator	Activity log of parent liaison			
Funding Sources: 211 - Title I, Part A - 20000.00						
<p>Critical Success Factors CSF 5</p> <p>2) Provide support via technology, refreshments for parent meetings, classes, and parent night and supplies and materials for parental involvement training, workshops, classes and seminars.</p>	6	Parent Involvement Administrator & Parent Liaison	Sign in sheets for events			
Funding Sources: 211 - Title I, Part A - 1800.00						
<p>Critical Success Factors CSF 5</p> <p>3) Purchase and implement scientifically research-based programs, materials, books, and other resources in support of Parent Liaison activities meant to increase campus parental involvement.</p>	6	Parent Involvement Administrator & Parent Liaison	Lesson plans for parent trainings			
Funding Sources: 211 - Title I, Part A - 1674.00						
<p>Critical Success Factors CSF 5</p> <p>4) Provide opportunities for parent liaison, parents and students to engage in cooperative and competitive activities through training and conferences such as the father/son conference, the mother/daughter conference, and other training opportunities.</p>	6	Parent Involvement Administrator	Records of parent training and conferences			
Funding Sources: 211 - Title I, Part A - 1017.00						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 2: By the end of the 2016-17 school year, Communities in Schools (CIS) will provide social, emotional, and material supports to families so that 100% of students may receive maximum benefit from instruction.

Evaluation Data Source(s) 2: Logs of students who needed and received support from outside agencies.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 5</p> <p>1) Provide two Communities In Schools (CIS) coordinators who will mediate for families between the campus and outside agencies</p>	10	Counseling Administrator	Logs of CIS activities			
Funding Sources: 211 - Title I, Part A - 70000.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						






Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 1: By Spring 2017, EHS will implement and monitor programs and/or services to decrease the at-risk rate from 37% to 30%.

Evaluation Data Source(s) 1: At-risk rates

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide direct, targeted assistance for students identified as at risk of dropping out of school via two instructional coaches in the areas of language arts, mathematics, science, and social studies.	2, 3	Principal	At risk percentages; EOC scores			
Funding Sources: 199 - General Fund: SCE - 94097.10						
Critical Success Factors CSF 1	2, 9	Administration	EOC Results & course pass rates			
2) Provide direct, targeted assistance, supplemental support, and intervention for students identified as at risk of dropping out of school via At-Risk Aides, Bilingual Aides, & Library Aides.	Funding Sources: 199 - General Fund: SCE - 15524.67					
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1	3, 9	At Risk Administrator	At risk rates			
3) Provide direct, targeted assistance to students identified as at risk for dropping out of school via two and one-half intervention teachers.	Funding Sources: 199 - General Fund: SCE - 126380.82					
Critical Success Factors CSF 1 CSF 5 CSF 6	1, 3, 6	Administration	Eduphoria Logs			
4) Teachers and instructional will document academic interventions, to include Eastlake mandatory tutoring and intersession intervention sessions (EMT), in Eduphoria at least every three weeks for students who are failing.	Funding Sources: 199 - General - 0.00					
5) Improve direct instruction via a class size reduction teacher	2	At Risk Administrator	At risk rates			
Funding Sources: 199 - General Fund: SCE - 46309.99						








 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 2: The attendance rate for the 16-17 school year will increase from 95.5% to 97%.

Evaluation Data Source(s) 2: Attendance rates

Summative Evaluation 2:






Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 4 1) Monthly meetings of attendance committee to monitor students at risk of losing credit due to low attendance.	1	Attendance Committee Administrator	Attendance rate; percentage of students losing credit due to low attendance.			
	Funding Sources: 199 - General - 0.00					
2) Coordinate with CIS personnel to work to remedy circumstances that cause students to be absent, to include conferencing, home visits, and community supports.	6, 10	Attendance Administrator	Attendance rate; percentage of students losing credit due to low attendance			
	Funding Sources: 199 - General - 0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 3: Improper leavers from the 2015-16 school year will be reduced from 45 to 20.

Evaluation Data Source(s) 3: Number of improper leavers

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 5</p> <p>1) Participate in Walk for Success, as well as campus outreach activities, to properly document leavers, and to provide incentives for improper leavers to return to school.</p>		Leaver Administrator	Number of leavers from 2015-16 school year	✓	✓	✓
Funding Sources: 199 - General - 0.00						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

State System Safeguard Strategies

Goal	Objective	Strategy	Description
2	1	2	The English Department will increase the number of class sets of novels for their students and add additional reading selections and materials in the library. The books will be grade-level appropriate, correlate to the TEKS and the curriculum, meeting the needs of ESL, SPED, and other special populations.
2	1	5	student leadership classes will use reading resources to understand the political and socioeconomic development of America.
2	5	1	Provide tutorials and intersession opportunities to all students to include at-risk, ELL, Special Education, Economically Disadvantaged and Hispanics.
2	6	1	Provide supplemental resources, equipment and materials for instruction and/or intervention in the entire core curriculum for special education students.
2	7	1	Provide targeted assistance for all ELL students to increase student passing rates in all content areas through the use of technology to include, but not limited to, iPad, tablets, laptops, with various apps.
2	7	2	Provide training and support of the English Language Proficiency Standards (ELPS) to all content teachers to increase overall student passing rates for ELL's served, denials and exited students.
5	1	3	Provide direct, targeted assistance to students identified as at risk for dropping out of school via two and one-half intervention teachers.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
2	1	2	The English Department will increase the number of class sets of novels for their students and add additional reading selections and materials in the library. The books will be grade-level appropriate, correlate to the TEKS and the curriculum, meeting the needs of ESL, SPED, and other special populations.
2	1	5	student leadership classes will use reading resources to understand the political and socioeconomic development of America.
2	5	1	Provide tutorials and intersession opportunities to all students to include at-risk, ELL, Special Education, Economically Disadvantaged and Hispanics.
2	6	1	Provide supplemental resources, equipment and materials for instruction and/or intervention in the entire core curriculum for special education students.
2	7	1	Provide targeted assistance for all ELL students to increase student passing rates in all content areas through the use of technology to include, but not limited to, iPad, tablets, laptops, with various apps.
2	7	2	Provide training and support of the English Language Proficiency Standards (ELPS) to all content teachers to increase overall student passing rates for ELL's served, denials and exited students.
5	1	3	Provide direct, targeted assistance to students identified as at risk for dropping out of school via two and one-half intervention teachers.

State Compensatory

Budget for Eastlake High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
1991100830000006129	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$266,787.90
1991200830000006129	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$15,524.67
	6100 Subtotal:	\$282,312.57

Personnel for Eastlake High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alfredo Gomez	Instructional Coach	Instruction	1
Andrea Webb	Intervention Teacher	Instruction	1
AracelyAlvirde	Intervention Teacher	ESL	0.75
Bianca Veloz	Class Size Reduction Teacher	Instruction	1
Blanca Schuler	At Risk Aide	Instruction	0.5
Laura Loera	At Risk Aide	Instruction	0.5
Philip Hash	Instructional Coach	Instruction	1

Title I

1: Comprehensive Needs Assessment

A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in section 1111(b)(1).

2: Schoolwide Reform Strategies

Provide opportunities for all children to meet the state's satisfactory and advanced levels of student academic achievement described in section 1111(b)(1)(D). Use effective methods and instructional strategies that are based on scientifically-based research; include strategies to address the needs of all children in the school; address how the school will determine if such needs have been met; and are consistent with, and are designed to implement, the state and local improvement plans, if any.

3: Instruction by highly qualified professional teachers

Instruction by highly qualified teachers must be provided to all students. The ESEA requires that all teachers of core academic subjects and instructional paraprofessionals in a school wide program meet the qualifications required to be highly qualified.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

In accordance with section 1119 and subsection (a) (4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

5: Strategies to attract highly qualified teachers

A school wide plan must describe the strategies it will use to attract and retain highly qualified teachers. Students in these schools have a special need for excellent teachers.

6: Strategies to increase parental involvement

Strategies to increase parental involvement in accordance with section 1118, such as family literary services.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Activities to ensure that students who experience difficulty mastering the satisfactory or advanced levels of academic achievement standards required by section 1111(b) (1) Shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10: Coordination and integration of federal, state and local services and programs

Activities to ensure coordination and integration of federal, state and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, Vocational and Technical education, and job training.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angelo Arriaga	Class Size Reduction Teacher	Instruction	1
Dolores Sanchez	CIS Coordinator	CIS	1
Lori Sanchez	Parent Liaison	Parents	1
Martha Campos	CIS Coordinator	CIS	1

School Improvement and Operational Team

Committee Role	Name	Position
Administrator	Gilbert Martinez	Principal
Administrator	Dr. Kim	Assistant Principal
Administrator	Edgar Ponce	Assistant Principal
Classroom Teacher	Verna De	Social Studies Teacher
Classroom Teacher	Diana Gomez-Arredondo	Math Teacher
Classroom Teacher	Brittany Hamilton	English Teacher/GT Coordinator
Classroom Teacher	Isaiah Williams	English Teacher
Non-classroom Professional	Alfredo Gomez	Instructional Coach
Non-classroom Professional	Philip Hash	Instructional Coach
Non-classroom Professional	Ross Teller	Librarian

Campus Funding Summary

199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Funds		\$0.00
1	2	1			\$0.00
2	2	1	Staff development		\$5,000.00
2	3	1	General Funds		\$0.00
2	3	3	General Funds		\$0.00
2	4	1	General Funds		\$0.00
3	1	1	Staff Development Funds		\$10,494.00
3	1	2	Pay for leadership training		\$2,500.00
3	1	3	General Funds		\$0.00
5	1	4	General Funds		\$0.00
5	2	1			\$0.00
5	2	2			\$0.00
5	3	1			\$0.00
Sub-Total					\$17,994.00
199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	5	1	Extgra Duty Pay		\$50,000.00
5	1	1	Salary for Instructional Coaches		\$94,097.10
5	1	2	Salary for aides		\$15,524.67
5	1	3	Teacher Salary		\$126,380.82
5	1	5	Salary		\$46,309.99
Sub-Total					\$332,312.58
199 - General Fund: High School Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

2	2	2	Exam Fees		\$30,000.00
Sub-Total					\$30,000.00
199 - General Fund : Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	6	1	Materials		\$16,541.00
Sub-Total					\$16,541.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Class sets of novels		\$47,500.00
2	1	3	Technology		\$32,944.00
2	1	4	Laptop Computers		\$179,920.00
2	1	5			\$100.00
2	1	6			\$44,000.00
2	2	3	Textbooks		\$25,000.00
2	3	2	Travel Costs & AVID Program Fee		\$40,000.00
2	4	2	Instructional Resources		\$25,000.00
2	4	3	Snacks		\$5,000.00
2	4	4	Testing materials		\$17,000.00
2	5	1	Extra Duty Pay		\$18,362.00
2	5	2	Instructional Planning Materials		\$1,224.00
2	5	3			\$5,824.05
2	7	1	iPads, tablets, laptops, apps		\$17,175.00
2	7	2	Substitutes		\$1,500.00
3	1	4	Contract funds		\$5,000.00
3	1	5	Substitutes		\$500.00
3	2	1	Contracted services		\$52,500.00
4	1	1	FTE of Parent Liaison		\$20,000.00
4	1	2	Refreshments, technology, workshop materials		\$1,800.00

4	1	3	Materials for training		\$1,674.00
4	1	4	Registration fees & travel costs		\$1,017.00
4	2	1	Hiring of CIS coordinators		\$70,000.00
Sub-Total					\$613,040.05
199 - General: Gifted and Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	GT Funds		\$22,500.00
Sub-Total					\$22,500.00
Grand Total					\$1,032,387.63