

Houston Independent School District

301 Eastwood Academy

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Postsecondary Readiness



Mission Statement

The Eastwood Academy family empowers students to achieve college and career readiness and become globally-minded citizens.

Vision

Our passionate staff provides rigorous academic standards, personalized instruction, a supportive climate, and opportunities for leadership and personal development, guiding students to ultimately strive to make themselves more competitive in a global environment.

Value Statement

Eastwood's Core Values were developed collaboratively with all faculty and staff. Each value was agreed upon unanimously.

- Practice perseverance
- Exhibit integrity
- Take care of yourself and others

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Comprehensive Needs Assessment

Revised/Approved: September 14, 2022

Demographics

Demographics Summary

Eastwood Academy High School is a speciality school of choice within HISD. We provide a multidisciplinary, fully integrated high school curriculum, enrolling approximately 391 students in grades 9 through 12. Eastwood Academy provides an accelerated, challenging, college-preparatory curriculum. The school is accredited by the Texas Education Agency. Our goal is to have all of our students enroll in a 4-year higher education institution of their choice. We celebrate and take great pride in our 100% graduation rate, our 100% acceptance rate into institutions of higher education, and our family-oriented culture. Eastwood Academy is one of only eleven high schools in the district that has received an Exemplary TEA Accountability Campus Rating. In 2011 and again in 2017, we were named a National Blue Ribbon School of Excellence. We earned all seven distinctions from TEA for the 2018-2019 and 2019-2020 school years, and five distinctions for the 2021-2022 school year.

Student Body:

Eastwood Academy is a school of choice within HISD. None of our students are zoned to Eastwood, however they choose Eastwood for its reputation of academic excellence in a family-oriented atmosphere.

Eastwood's ethnic makeup:

African American: 1%

Asian 2%

Caucasian 1%

Latino/Hispanic 95%

Other 1%

74.3% of Eastwood students are eligible for free/reduced lunch.

Curriculum:

Our academic program is organized on an alternating block schedule. The student course load is 8 half-credit courses per semester to earn up to 8 credits per year. Students take eight 90-minute classes with block classes meeting every other day. Advanced Placement courses are offered in Biology, Calculus (AB and BC), Chemistry, English Language, English Literature, Environmental Science, European History, Government and Politics, Human Geography, Macroeconomics, Physics, Psychology, Seminar, Spanish Language, Spanish Literature, Statistics, Computer Science, Computer Science Principles, Art History, Studio Art, U.S. History, and World History. AP is an open-enrollment program. Some courses are only offered every other year. In addition to a strong AP program, we offer our upperclassmen the opportunity for Dual Credit courses in the following subjects: Composition 1301, Composition 1302, Math 1314 and Math 1325, Chemistry.

Pathways:

Students at Eastwood Academy choose one of two pathways to pursue. These pathways are Video Game Programming and Engineering. Our Video Game Programming students graduate high school with several industry certifications and our Engineering students graduate with an OSHA 30 certificate.

Post High School Placement:

__% matriculated in 4-year higher education institutions

__% matriculated in 2-year higher education institutions

__% selected work, military service, or technical institutions.

Demographics Strengths

The majority of Eastwood Academy HS students are Latinos from low-income families that reside in the East End of Houston. Despite the challenges imposed by home circumstance and what statistics might try to predict about the academic achievement of our students, we celebrate over 95% pass rates on STAAR EOCs each year. Additionally the campus has earned all seven distinctions during the previous three years of accountability ratings, and five distinctions this past year.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: Due to the COVID-19 Pandemic, the Eastwood community, as other communities has struggled to get back into the swing of in person learning and the rigor and requirements of in person learning. **Root Cause:** Lack of structure for students and the ability to learn from home with less pressure and expectations.

Student Learning

Student Learning Summary

Students at Eastwood Academy experienced learning gaps in the content areas of Math and English. STAAR results for the 2021-2022 demonstrate students are grasping the concepts but support is needed to provide students with the educational opportunity to increase scores. Lesson will be aligned and instructional delivery will be planned to target specific skills.

Values	English I	2017 English I	2018 English I	2019 English I	2021 English I	2022 English I
Average of Did not Meet		0	2	5	8	3
Average of Approaches		100	98	95	92	98
Average of Meets		90	89	92	77	89
Average of Masters		19	22	21	19	31

Values	English II	2017 English II	2018 English II	2019 English II	2021 English II	2022 English II
Average of Did not Meet		4	2	2	3	3
Average of Approaches		96	98	98	97	97
Average of Meets		87	93	91	96	71
Average of Masters		6	10	20	20	26

Values	Algebra I	2017 Algebra I	2018 Algebra I	2019 Algebra I	2021 Algebra I	2022 Algebra I
Average of Did not Meet		0	0	2	17	7
Average of Approaches		100	100	98	83	93
Average of Meets		98	97	93	40	76
Average of Masters		82	84	76	11	47

Values	Biology	2017 Biology	2018 Biology	2019 Biology	2021 Biology	2022 Biology
Average of Did not Meet		1	0	1	1	2
Average of Approaches		99	100	99	99	98
Average of Meets		87	85	88	80	66
Average of Masters		18	24	37	34	37

Values	US History	2017 US History	2018 US History	2019 US History	2021 US History	2022 US History
Average of Did not Meet		0	0	0	1	0
Average of Approaches		100	100	100	99	100

	2017	2018	2019	2021	2022
Average of Meets	95	98	100	92	98
Average of Masters	62	93	95	71	83

Student Learning Strengths

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: Increase our students performing at the Meets and Masters level for Algebra I, English I/II, and Biology **Root Cause:** Due to virtual learning during the pandemic, there has been a significant gap in learning.

School Processes & Programs

School Processes & Programs Summary

Career Pathways provides teachers with instructional support. Career Pathways is a program designed to grow potential teacher leaders. Eastwood's career pathways supports this year are Canvas Champion.

Eastwood Academy also has two Teacher Specialist that will support teachers with curriculum and instruction.

School Processes & Programs Strengths

This year Teacher Specialists and the Career Pathway Canvas Champion will work together to support teachers with instruction. Teacher Specialist will sit in every grade level PLC and work one on one with PLC leads to support teacher instructional needs .

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: Lack of teacher specialist working with teachers to improve instructional practices. **Root Cause:** Inconsistency in instructional practices and follow through from Eastwood's administrative team.

Perceptions

Perceptions Summary

Eastwood Academy follows all district and school expectations by meeting with teachers during pre-service, faculty meetings, and PLC to discuss pertinent information and details of policies. All staff members receive a copy of the handbooks that are used as reference throughout the school year.

SEL liaison and wraparound specialist work together and send out school climate surveys to parents and students three times a year. Results are shared with the school administration. All results are shared with the school community via coffee with the principal, parent nights, and monthly Boxer Bulletin.

Perceptions Strengths

Eastwood Academy will be consistent with the following -

- communicating all district and school policies with all stakeholders.
- offering support to students and parents when needed
- continued communication of important school related information via the Boxer Bulletin, Coffee with the Principal, and other parent meetings.
- community outreach

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: Lack of consistent communication to the community. **Root Cause:** New school administration.

Priority Problems of Practice

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 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

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
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- 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
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- 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
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Board Goals

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: By the end of the school year, students will improve Lexile scores by a minimum of 2 grade levels which will improve performance on STAAR and exams within the humanities department.

Strategic Priorities:





Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Eastwood Academy High School aims to increase the percentage of students achieving Masters level performance on the STAAR English I and English II exams from 28% in 2022 to 40% in 2023.

Evaluation Data Sources: Renaissance 360, Benchmark Assessments





HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Provide Tier II and Tier III interventions as part of the regularly scheduled school day. Strategy's Expected Result/Impact: students will receive the interventions needed to catch up to their appropriate grade level performance as demonstrated on district and state assessments. Staff Responsible for Monitoring: English I and English II Teachers Teacher Specialists Principal Action Steps: Administer Renaissance 360 BOY to identify Tier II and Tier II students in Reading. Set a action plan for Interventions during Advocacy and after school. Provide interventions during after school tutorials. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Implement daily choice reading with all 9th and 10th grade students. Strategy's Expected Result/Impact: Students will be exposed to more words per day, increasing vocabulary and fluency. Staff Responsible for Monitoring: All 9th and 10th grade advocacy teachers. Teacher Specialists Principal Action Steps: Host 9th and 10th grade students meetings to discuss expectations for advocacy. Outline expectations in Grade Level plc meetings for reading during advocacy. Notify parents of the expectations. Begin implementation of silent reading during advocacy. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: The percentage of students in AP Literature, AP Language, AP World History, AP Government, AP Economics, and AP Human Geography earning a score of 3 or higher will increase by 10%

Evaluation Data Sources: Teacher-generated assessments, released writing prompts, AP Classroom assessments, and mock AP exams.

Strategy 1 Details	Reviews			
Strategy 1: Implement Saturday AP writing workshops for all AP students. Strategy's Expected Result/Impact: Students will learn and implement appropriate writing techniques/strategies aligned to the expectations of the AP exam. Staff Responsible for Monitoring: All AP humanities teachers Action Steps: Administer diagnostic assessment to determine student's entry level knowledge. Evaluate the data and determine appropriate level of instructional rigor and/or interventions. Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: Eastwood Academy High School aims to increase the percentage of students mastering the Algebra I STAAR exam from 47% in 2022 to 60% in 2023.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: Increase the percentage of students achieving "at/above benchmark" on the Renaissance 360 assessments from 71% at BOY to 95% MOY.

Evaluation Data Sources: Renaissance 360 BOY Screener

Snapshot assessment data

Teacher-created formative assessments

Renaissance 360 MOY assessment

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Provide Tier II and Tier III interventions as part of the regularly scheduled school day. Strategy's Expected Result/Impact: students will receive the interventions needed to catch up to their appropriate grade level performance as demonstrated on district and state assessments. Staff Responsible for Monitoring: Algebra I teacher Teacher Specialists Principal Action Steps: Administer Renaissance 360 BOY to identify Tier II and Tier II students in Math. Set a action plan for Interventions during Advocacy and after school. Provide interventions during after school tutorials. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 2: Eastwood Academy High school aims to increase the average SAT math score by 50 points.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Increase the percentage of students earning 530 or higher from 65% to 85% on the Math School Day SAT.





Evaluation Data Sources: School Day SAT March 2022

PSAT October 2022

School Day SAT October 2022

Practice assessments in Khan Academy

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Have all 10th and 11th grade students participate in PSAT/SAT prep through Khan Academy during Advocacy and track usage. Strategy's Expected Result/Impact: Students will learn and implement appropriate PSAT/SAT test taking techniques/strategies aligned to the expectations of the SAT. Staff Responsible for Monitoring: 10th and 11th grade teachers Teacher Specialists Principal Action Steps: Have all students log on to Khan Academy Administer initial Khan Academy assessment to determine student's entry level knowledge. Evaluate the data and determine appropriate level of instructional rigor and/or interventions. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 1: Eastwood Academy High school aims to increase the percentage of students meeting criterion score on an AP exam from 34% to 85%.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: 100% of AP teachers will use AP Classroom as a means to set goals and track student performance on AP exam student expectations.





Evaluation Data Sources: AP Classroom assessments

Written DBQ assessments

Teacher-created summative and formative assessment data

Mock AP exam results.

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Implement AP writing workshops for all AP students. Strategy's Expected Result/Impact: Students will demonstrate exemplary writing skills when responding to AP level writing prompts on the AP mock exams. Staff Responsible for Monitoring: AP Teachers Teacher Specialists Principal Action Steps: administer diagnostic assessments in all AP courses to determine students' entry level performance. Track student data using AP Classroom each six weeks. Meet with AP teachers to discuss students data and implement necessary interventions. Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 2: Eastwood Academy High School aims to increase the average SAT Math score from 538 to 550 by 2022.





Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: 100% of Junior and Senior students will use Khan Academy for SAT preparation.

Evaluation Data Sources: Khan Academy usage reports

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Have all 10th and 11th grade students participate in PSAT/SAT prep through Khan Academy during Advocacy and track usage. Strategy's Expected Result/Impact: Students will learn and implement appropriate PSAT/SAT test taking techniques/strategies aligned to the expectations of the SAT Staff Responsible for Monitoring: 10th and 11th grade teachers Teacher Specialists Principal Action Steps: Have all students log on to Khan Academy Administer initial Khan Academy assessment to determine student's entry level knowledge. Evaluate the data and determine appropriate level of instructional rigor and/or interventions. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.

Goal 1: Eastwood Academy aims to increase the percentage of students receiving special education services achieving a passing score on the STAAR EOC English assessment from 50% in Spring of 2022 to 100% in Spring of 2023.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach





Measurable Objective 1: Increase the number of students receiving special education services achieving at/above benchmark on the Ren360 BOY from 0 to 4 at MOY by January 2023.

Evaluation Data Sources: Renaissance 360 BOY results

Snapshot and DLA assessments

Renaissance 360 MOY results

HB3 Board Goal





Strategy 1 Details	Reviews			
<p>Strategy 1: All students qualifying for Tier II and Tier III interventions will be double-blocked in a Reading Intervention class.</p> <p>Strategy's Expected Result/Impact: All students receiving special education services will achieve "at/above benchmark" performance on assessments leading up to STAAR EOC.</p> <p>Staff Responsible for Monitoring: English I and II teachers Reading Interventionist Teacher Specialists Principal</p> <p>Action Steps: Administer the Ren360 BOY screener Identify appropriate students Schedule students into double-blocked Reading course Monitor student progress through Ren360</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE

Measurable Objective 1: Eastwood Academy aims to increase the end-of-year average daily attendance from 96.3% in 2021-2022 to 97.5% in 2022-2023.

Evaluation Data Sources: HISD connect Annual Attendance Report





Strategy 1 Details		Reviews			
Strategy 1: Meet weekly as an attendance committee to determine which families require attendance interventions or additional supports. Strategy's Expected Result/Impact: The number of students with excessive absences with decrease. Staff Responsible for Monitoring: Principal Teacher Specialists Wraparound Specialist Counselor Attendance clerk Action Steps: Schedule recurring weekly meeting for all member of the Leadership Team. Run weekly reports for students with excessive unexcused absences. Title I: 2.4, 2.5, 2.6		Formative			Summative
		Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

Measurable Objective 1: Eastwood Academy aims to maintain the number of Out-of-school suspensions from 0 in 2021-2022 to 0 in 2022-2023.

Evaluation Data Sources: HISD Connect Discipline Reports





Strategy 1 Details	Reviews			
Strategy 1: Implement restorative practices in response to behavior infractions. Strategy's Expected Result/Impact: Address the root cause of symptomatic behaviors to the extent that students demonstrate a change in behavioral patterns. Staff Responsible for Monitoring: Principal Counselor Action Steps: Implement guidance lessons during Wednesday Advocacy to teach students skills such as healthy boundaries, self-awareness, and other social emotional topics that address the root causes of behavioral concerns. Title I: 2.4	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

Measurable Objective 1: Eastwood Academy aims to increase the number of health and wellness check-ins by 60%

Evaluation Data Sources: Student Assistance Form (SAF) reports
Counselor visitation logs and purple data
Nurse visitation logs

Strategy 1 Details		Reviews			
Strategy 1: Promote SAF and Wraparound Services to the entire campus along with training and information about services to parents and the community. Strategy's Expected Result/Impact: Increase the number of SAFs entered for students that need support for health and wellness concerns. Staff Responsible for Monitoring: Principal Administrators Wraparound Specialist Campus Nurse Action Steps: Post flyers and links to the SAF for parents, teachers, and students as well as promote SAF during meetings with parents, teachers, and students. Title I: 2.5, 2.6		Formative			Summative
		Nov	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					





Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Measurable Objective 1: Eastwood Academy aims to increase the percentage of students meeting academic achievement standards from 33% to 100% in English Language Arts

Evaluation Data Sources: English I and II STAAR EOC
District level assessment data
Ren 360 MOY and EOY Data

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Schedule students strategically to allow for double blocked Reading courses with ELA. Strategy's Expected Result/Impact: Students receiving Special Education services will demonstrate academic improvement in English Language Arts. Staff Responsible for Monitoring: Principal Teacher Specialists English I Teacher English II Teacher Reading Teacher Special Education Case Manager Action Steps: Schedule all serviced students into double-blocked Reading class as well as in Advocacy with a Reading teacher for additional support. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
		<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.





Measurable Objective 1: Eastwood Academy aims to increase the percentage of students labeled Gifted and Talented from 54% to 64%.

Evaluation Data Sources: HISD Connect GT Report

Strategy 1 Details	Reviews			
Strategy 1: Host GT informational meeting for parents to promote the testing options for all families. Strategy's Expected Result/Impact: More parents will opt to have their children tested for Gifted and Talented designations. Staff Responsible for Monitoring: GT Coordinator Teacher Specialist Action Steps: Schedule the GT informational meeting as part of other parent involvement meetings. Title I: 2.5, 4.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Measurable Objective 2: Eastwood Academy aims to increase the percentage of students moving up one level in TELPAS from ___% in 2021-2022 to ___% in 2022-2023.

Evaluation Data Sources: TELPAS scores





Strategy 1 Details		Reviews			
Strategy 1: Emerging bilingual (EB) students will be strategically scheduled in an Advocacy with an ESL certified teacher that will work with students using ESL strategies and Summit K-12 to practice and prepare for TELPAS. Strategy's Expected Result/Impact: Students receiving these supports will demonstrate growth on TELPAS. Staff Responsible for Monitoring: ESL Teacher Teacher Specialist LPAC Coordinator Principal Action Steps: Schedule all EB students in Advocacy with ESL certified teacher and have all EB student enrolled in Summit K-12. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Measurable Objective 1: Eastwood aims to increase parental and community involvement by 25% based on the number of logged hours in the Volunteers in Public Schools system.

Evaluation Data Sources: Raptor/VIPS log in system
Parent sign-in sheets for meeting/workshops

Strategy 1 Details	Reviews			
Strategy 1: Offer meeting options during the day and evenings to accommodate parents' schedules. Strategy's Expected Result/Impact: Increased attendance at scheduled school meetings. Staff Responsible for Monitoring: Principal Parent & Community Liaison Counselor Wrap Around Specialist Action Steps: Pre-schedule parent meetings with morning and afternoon options. Title I: 4.1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Involve parents in all community and parental policy making endeavors throughout the year. Strategy's Expected Result/Impact: Increased parental and community buy-in/ownership with campus expectations and values. Staff Responsible for Monitoring: Principal Parent and Community Liaison Action Steps: Invite SDMC members and PTO leaders to leadership meetings on a monthly basis. Title I: 4.1	Formative			Summative
	Nov	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

Measurable Objective 1: Immunization Monitoring, data entry, and state reporting requirements will be completed by a certified school nurse on or before October 28, 2022.

Evaluation Data Sources: Immunization data entry and state reporting for all students will be completed by the school nurse.

Measurable Objective 2: Spinal Screening will be completed by a certified school nurse on or before February 1, 2023.

Evaluation Data Sources: Data collected by the school nurse.

Measurable Objective 3: Medication administration, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the 2022-2023 school year.

Evaluation Data Sources: Documentation by the school nurse

Measurable Objective 4: AED (Automated External Defibrillator) Monthly maintenance checks will be conducted for all AEDs and an annual report submitted to Health and Medical Services.

Evaluation Data Sources: Monthly maintenance check logs

Board Goal 5: N/A - Additional Campus Goals

Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

State Compensatory

Budget for 301 Eastwood Academy

Total SCE Funds: \$19,107.68

Total FTEs Funded by SCE: 0.1

Brief Description of SCE Services and/or Programs

State Compensatory Education funds are utilized to provide at-risk students with access to resources for staying on track with deadlines, studying habits, interventions/enrichment, and organization skills. Writing workshops on Saturdays and after school tutorials are supported through State Comp Ed.

Personnel for 301 Eastwood Academy

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Jessica Elise Fleming	Tchr, Science	0.1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals and the Executive Summary for the next school year. The components of the campus needs assessment include the following: establishment of a school wide planning team, clarification of the campus vision with a focus on reform, preparation of the school profile, identification of data sources and analysis of the data. More specifically, Eastwood aims to increase the number of students scoring at the Masters level performance on State assessments, increase the number of students scoring a 3 or higher on Advanced Placement exams, and to increase the average PSAT/SAT score by at least 50 points.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community, as well as individuals who will carry out the plan, including teachers, principals, and other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders are involved with the development of this plan in the following ways.

Teacher groups were asked to create department level goals for their summative assessments (STAAR EOC, AP exams, etc). These goals were then taken to department leaders and further discussion was had with the administrative team. After academic goals were established, the campus principal presented to the SDMC consisting of two parents, two teachers, two community members, and campus-based staff for discussion, revision, and approval. Afterwards, the draft was presented to the Eastwood Academy staff for a vote.

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At Eastwood Academy, regular monitoring of the implementation strategies and students' progress includes:

- Bi-weekly discussions with grade level PLCs related to student data.
- Data talks between teachers and administrators every six weeks to analyze student performance levels aligned with the SIP.
- Formal coaching and appraisals
- Monthly parent meetings to discuss the state of the campus which include data spotlights.

2.3: Available to parents and community in an understandable format and language

The SIP is available to parents in the following locations:

- School Website
- Binder in front of building

The SIP is also made available to parents by:

- Email
- Hard copy in the front of the building
- Monthly newsletter

We provide the SIP to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies:

- HB4545 supplemental instruction
- Accelerated learning committees
- Advocacy interventions by grade level
- Double-blocked Math and Reading
- Reading Intervention
- Saturday writing workshop for AP students
- SAT boot camp
- Rigorous, high-quality instruction in every classroom
- Bell-to-bell instruction
- Saturday MOCK STAAR with feedback

2.5: Increased learning time and well-rounded education

Strategies used to increase learning time and a well-rounded education for our students include:

- Interventions embedded into the Master Schedule
- Extended school day for Tier II and Tier III students
- Planning and organizational skills explicitly taught for all 9th grade students
- Multiple electives offered to supplement core subjects
- Writing across the curriculum
- SEL practices embedded into school culture and classroom instructional practices

2.6: Address needs of all students, particularly at-risk

Our campus focuses on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging academic standards at advanced or proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Proficient Tier I explicit instruction taking place in all content areas: quality instruction that meets the needs of all students while providing opportunities for students to implement higher-level thinking skills.
- Bi-weekly data talks with teachers
- Small group instruction based on student data needs: targeted interventions during advocacy, reading intervention block, and extended day instruction.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The Title 1 plan and SIP are evaluated annually through the SDMC.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:

- Parent: Annette Martinez
- Parent: Susan Green
- Principal: Ana Aguilar
- Teacher Specialist: Charles Kaspari
- Teacher Specialist: Dixie Morales
- Teacher: Christopher Williams
- Teacher: Celeste Conflitti

The Parent and Family Engagement Policy was distributed in multiple ways:

- Campus Website
- Hard copy to all students
- Boxer Bulletin (newsletter via email)

The languages in which the PFE was distributed include:

- English
- Spanish

4.2: Offer flexible number of parent involvement meetings

Eastwood Academy aims to increase the quality of parent involvement on campus by engaging with the department of Family and Community Engagement. We plan to offer five parent workshops throughout the school year.

- Back to Basics
- Setting Limits
- A Parent Lens: Parent Teacher Conferences
- Coping with Daily Stress and Frustrations

Additionally, our parents will have the opportunity to provide feedback to the campus by participating in walkthrough observations of classrooms on campus.

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

- Meeting #1- September 13th
- Meeting #1 Alt- September 14th
- Meeting #2- December 8th
- Meeting #2 Alt- December 9th
- Meeting #3- February 9
- Meeting #3 Alt- February 10th
- Meeting #4- April 13th
- Meeting #4 Alt- April 14th

5. Targeted Assistance Schools Only

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Celeste Conflitti	CTE Teacher	Title I Coordinator	0

Addendums

2022-2023

Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance

The 3-Elements Campus Improvement Plan (CIP) is specific to your campus. You can obtain the information needed to complete the CIP questions from a variety of sources, including campus administrators/staff and HISD's External Funding Department.

Campus Name _____

Campus Number _____

SPECIAL REVENUE FUNDING GOALS

GOAL AREA: Title I, Part A – 3 Required Elements of Schoolwide Planning – Campus Compliance

NOTE: As a Schoolwide Title I, Part A campus, ESSA Requires the completion of the sections below (campus compliance).

1. Comprehensive Needs Assessment: The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire Campus that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging state academic standards and any other factors as determined by the Local Educational Agency (LEA).

- Briefly summarize your campus's needs as identified in your Comprehensive Needs Assessment. Include a list of the data sources used and a description of the CNA process the campus followed.
- Indicate the programs and resources that are being purchased out of Title I funds.
- Indicate the date(s) the CNA was developed or the date(s) the CNA was reviewed or revised.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

2. **Campus Improvement Plan Requirement (CIP) Schoolwide Plan Development:** The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other campus leaders, paraprofessionals present in the campus, and other stakeholders. Campus-specific, schoolwide reform strategies will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

- List at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students, particularly the needs of those students who are at risk of not meeting the challenging State academic standards to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests .

1. _____
2. _____
3. _____
4. _____

A. Indicate the locations where the CIP is made available. Examples: campus, post office, student handbook, parent meetings, campus website, etc.

B. Indicate **how** you communicated to parents the location of the CIP.
Examples: Campus Messenger, parent meetings, campus newsletters, etc.

C. Indicate the languages in which the CIP was made available.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

- 3. Parent and Family Engagement:** Campuses **shall** jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that **shall** describe the means for carrying out the following requirements:

Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the campus.

Identify at least four (4) strategies specific to your campus to increase Parent and Family Engagement activities.

1. _____
2. _____
3. _____
4. _____

- A. List the individuals, including roles (parents, teacher, admin, etc.) who assisted with the development of the PFE Policy.

- B. Indicate how the Parent and Family Engagement Policy was distributed.

- C. Indicate specific languages in which the PFE Policy was distributed.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

Title I Parent Meetings

Indicate the dates and times of the four required Title I Parent Meetings (each meeting must be offered twice to accommodate parents - eight meetings total).

1	Meeting #1:	Alternate Meeting:
2	Meeting #2:	Alternate Meeting:
3	Meeting #3:	Alternate Meeting:
4	Meeting #4:	Alternate Meeting:

Capital Outlay Requested (Y/N)?

If yes, please list the items below. If no, indicate "N/A."

Please note: All capital outlay requests must receive approval from TEA prior to purchase.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued



ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS

Below is the list of allowable and unallowable Title I positions.

NOTE: All allowable positions must be paid 100% with Title I funds as **split-funded Title I positions are not allowable.**

ALLOWABLE TITLE I POSITIONS	JOB CODES	UNALLOWABLE TITLE I POSITIONS
Parent Engagement Rep	10M – 30002898 11M – 30002899 12M – 30002900 Hrly – 30002897	Coach (Literacy, Play-It- Smart Academic)
Tutor, Sr. Academic (Hourly)	30002430 30002492 (Title I only)	Lecturer (Hourly)
Tutor, Sr. Academic	30002421	Librarian
Counselor (must have rationale that shows duties are supplemental to the regular school program)	10M – 30001702 11M – 30001703 12M – 30001704	Nurse
Counselor (Hourly)	30003148 30003401 (Title I only)	Student Information Representative (SIR)
Social Worker (must have rationale that shows duties are supplemental to the regular school program)	10M – 30003450 11M – 30003451 12M – 30003452 Hrly – 30003446	
Licensed Specialist in School Psychology (LSSP), Title I	11M – 30009677 12M – 30009676	
Coach, Graduation	30002537	
Instructional Specialist	11M – 30002414 12M – 30002415 Hrly – 30002416	
Teacher, AVID	30000629	
Teacher Specialist	10M – 30000082 11M – 30000770 12M – 30001147	
Teacher Development Specialist	11M – 30003814 12M – 30003813 Hrly – 30003816	
Teacher, Intervention (Hourly) All grade levels - [General]	30003397	
Teacher, Intervention (Hourly) All grade levels - [Math]	30003398	Teacher, Lead
Teacher, Intervention (Hourly) All grade levels - [Reading]	30003399	Teacher, Multi-grade
Teacher, Intervention (Hourly) All grade levels - [Science]	30003400	Teacher Assistant (allowable at Early Childhood Centers only)
Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record)	30001698	
Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record)	30001699	
Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record)	30001700	
Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record)	30001701	
Teacher, Coach	30008512	
*Teacher, Class-Size, Kinder	30001366	
*Teacher, Class-Size, K-ESL	30001376	
*Teacher, Class-Size, K-Bilingual	30001377	
*Teacher, Class-Size, ESL	30000553	
*Teacher, Class-Size, Bilingual	30001374	
*Teacher, Class-Size Reduction [General] All grade levels	30001705	

*Before hiring a CSR teacher, schools must first meet the State's standards for pupil-teacher ratio (i.e., K-4 = 22:1; for all other grades, a school must maintain an average of not less than 20:1 based on average daily attendance). After meeting the State's standards, you may apply for a CSR teacher to meet the District's recommended standards (i.e., K-4 – 20:1; grade 5– 26:1; grades 6-8 - 28:1 or class load of 168 students; grades 9-12 – 30:1 or class load of 180 students).

Rev. 01/13/2022

Be sure to indicate Title I positions on the campus CIP Personnel Chart.

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

Indicate “Yes” or “No” below if your campus’s Title I funds will be utilized to fund the following items:

ITEM	YES	NO
In-State Travel	<input type="checkbox"/>	<input type="checkbox"/>
Out-of-State Travel	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development	<input type="checkbox"/>	<input type="checkbox"/>
Field Lessons	<input type="checkbox"/>	<input type="checkbox"/>
Contracted Services	<input type="checkbox"/>	<input type="checkbox"/>
Tutoring	<input type="checkbox"/>	<input type="checkbox"/>
Materials and Supplies	<input type="checkbox"/>	<input type="checkbox"/>
Capital Outlay	<input type="checkbox"/>	<input type="checkbox"/>
Title I Positions	<input type="checkbox"/>	<input type="checkbox"/>
