

Northwest Independent School District
Eaton High School
2018-2019 Campus Improvement Plan



Value Statement

Kids come first.

Continuous learning is essential to prepare for college and career opportunities.

Each student's success is the shared responsibility of students, families, schools, and communities.

Learning is influenced by environment.

Northwest ISD Vision

Northwest ISD empowers
learners and leaders to positively impact the world.

Northwest ISD Mission

Northwest ISD, in collaboration with
students, families, communities, and global partners,
will engage in a culture of learning
that prepares all students to confidently navigate their future.

V.R. Eaton High School

Our mission at Eaton High School is to empower all Eagles to soar as confident, knowledgeable contributors within their communities by establishing a supportive and innovative environment that provides personally challenging learning experiences.

At Eaton, we . . .

Cultivate meaningful and supportive relationships, putting others before self and embracing diversity.

Take responsibility for personal success, expect excellence in every endeavor, and strive to reach our full potential through dedication, perseverance, and hard work.

Respect our school, community, and selves.

Prepare every student to compete in the global workforce by providing a safe, challenging, and relevant learning environment to create limitless opportunities.

Develop responsible global citizens in an environment of personal and shared accountability by taking ownership of our actions and the way we represent our campus.

Build character upon mutual trust and authenticity.

Maintain high standards for future-focused learners through collaboration and continuous growth.

Comprehensive Needs Assessment

Demographics

Demographics Summary

- White, Non-Hispanic- 65.3%
- Hispanic- 18.4%
- African American- 9.6%
- Asian- 2.9%
- Pacific Islander- 0.4%
- American Indian- 0.7%
- Two or More Races- 2.7%
- Growing rural to suburban area. Fast growth
- About 2100 to 2432 students from 2011-18 to 2018-19
- ELL-- 60 Active & 40 monitored, about 4%
- Sped 8%
- 504 is able about 9%
- GT 9%
- Economically Disadvantaged 16%

Demographics Strengths

- Adapting to growth
- Teachers connect with all demographics
- Teachers want to be inclusive in their instruction (providing supports to ELL, 504, sped, GT)
- Recognize the need to address diversity
- Parent involvement
- Community is growing
- Addition of middle school has increased community cohesion
- District is preparing for the growth
- Community has high expectations to service all students and individual needs

Problem Statements Identifying Demographics Needs

Problem Statement 1: accommodations. Students in the 504, Sped, EL student groups are underperforming on EOC tests in comparison to their peers. However, these students are passing their classes. **Root Cause:** Accommodations used in classroom do not always match the accommodations available on the test. (Ex. Read all. Vs Passages not read on test) Lack of independent reading activities

Student Academic Achievement

Student Academic Achievement Summary

1. Formative, Summative, and Diagnostic How are our students doing?

- 1 National Merit Scholar Semifinalist
 - 15 AP Scholars
 - 5 AP Scholars with Honors
 - 16 AP Scholars with Distinctions
 - 16,054.75 Student Volunteer Hours Approved
 - 286 Active Student Volunteers
-
- In May 2018, 716 9th-11th graders took AP Exams
 - A total of 1305 exams were taken in 22 subjects
 - 49% of the AP Exams received scores of 3 or higher
 - 405 of all AP students received at least a 3 or higher on one or more AP exams

EOC Masters Scores 2018-19

Test	Current Masters
ELA 1	14%
ELA 2	10%
Alg 1	21%
Biology	41%
US History	54%

STAAR	2017-2018
English I	80%
English II	84%
Math	87%
Social Studies	96%
Science	97%

SAT Scores

Approximately 88% (532 students) of the Class of 2019 took the SAT®

Mean Total Score	1013	Met Both Benchmarks	33%
Mean Math	511	Met Math Benchmark	34%
Mean English/Reading Writing	502	Met ERW Benchmark	65%

- 1783 students 9-11 were promoted to next grade level. 104 students were not promoted to next grade level. Only 10 of those students utilized summer school and are now promoted.
- 202 students did not pass an EOC test and will need to test in December. Of those 202 students, 77% of them had accommodations for testing, which means these students are our Sped, 504, ELL and RtI students.
- 66 students denied credit for 1st semester due to attendance and 9 students did not make up the attendance hours. 45 students denied credit for second semester and 42 students still have not made up time.
- 265 took a Dual credit class. 182 received a C or higher. 44 students received Fs and 39 students received a D in the course.
- EOC Masters 651 tests taken were at the master level. 2705 EOC tests given. = 24% of tests overall meet mastered level.
- 3-5 AP Scores 652 students (50% of the exams taken were a 3 or higher).

Student Academic Achievement Strengths

1. Student Academic Strengths

We are an open enrollment campus and still achieving the national average.

Many of our students are taking multiple exams.

STAAR scores went up from last year.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Problem Statement identifying Student Academic Achievement Needs STAAR master's level should be higher. 23% of students without accommodations did not pass STAAR. The campus as a whole is struggling with close reading. There's a struggle with keeping subpop students in higher-level classes. **Root Cause:** Parents struggle with supporting high academic achievement. There's a lack of knowledge. Lexile levels are low which affects all subjects. Students are burned out on schoolwork and reading before they get to high school.

School Processes & Programs

School Processes & Programs Summary

- 1578/2204 (Fall of last year were in at least 1 activity at EHS) 717 out of 2204 were in at least 2 activities at EHS.
- Advisory
- Eagle Time
- Cycle Recovery
- Teacher tutorials outside of school hours
- Different levels of classes to support needs of students:
 - AP / Dual Credit / On-Ramps / GT /Applied / Inclusion / SOAR / SEAC
- Teacher mentor / buddy program
- Go Center - College recruitment
- Counselor one on one meeting with seniors about college and career plans
- PLC / Dept. groups to support students

School Processes & Programs Strengths

- Interview committee made up of a combination of teachers and administrators
- Teacher opportunity for growth - aspiring principals, district teams, leadership within the building
- Diverse teacher strengths for PD opportunities

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Differentiation opportunities for students at different educational needs Reading programs that target lower level students Math programs to support lower level students

Perceptions

Perceptions Summary

1. Kids first
2. Safe and fluid environment
3. Excellence in relationships and leadership

Perceptions Strengths

1. Elite
2. Facilities appear as modern and cutting edge
3. Students should excel with resources

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Unattainable expectations Not sensitive to needs of diverse student populations We do not meet the needs or hold high enough expectations for the middle 40% of students **Root Cause:** Need better communication with greater educational community Need more activities to connect school with community not related to extracurricular events (parent education, parent/student/staff discussion panel) Need to increase recruitment for parental involvement (i.e. Eagle Watch program) Lack of programs that foster citizenship among students, staff, and community

Comprehensive Needs Assessment Data Documentation

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

Goals

Revised/Approved: May 29, 2018

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 1: Build capacity and self-efficacy of students through ongoing learning opportunities that focus on growth mindset strategies.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) ADVISORY: Develop, utilize, and conduct meaningful campus-wide advisory lessons that focus on character education: leadership, relationships, & citizenship as well as growth mind set.	Admin over Advisory	-CharacterStrong Advisory Curriculum & Lesson Plans				
	Advisory Committee	-Regular Meetings of Campus Advisory Committee -Staff PD with focus on importance of Advisory -Structure of Advisory plans, including Advisory Buddies				
Problem Statements: Perceptions 1						

2) GOAL SETTING, ACADEMIC PLANNING, & REFLECTION: Utilize goal setting/activities, progress, and four year plans to monitoring activities, initiated by by teacher, counselor, and/or student to promote growth and academic distinctions.	Dept. Chairs & Team Leads	-Intentional Lesson Planning				
	Admin Team	-Advisory Participation				
	Counselors	-RTi Documentation				
	Student Support Facilitator	-ET PSAT Prep participation and student scores				
		-PSAT Scores				
		-SAT Scores				
		-ACT Scores				
		-CTE Certification				
		-College Acceptances				
		-Scholarships				
		-Cords				

Problem Statements: Student Academic Achievement 1

3) SCHOOL +2: Increase student involvement so that all students are participating in two activities that connect them to Eaton	Admin Team	-Advertisement extra-curricular activities, including clubs through:				
	Counselors	Flight Camp				
	Student Support Facilitator	8th grade tours				
		EGLE TV				
	Dept. Chairs & Team Leads	Advisory				
		Webpage				
		Social Media & Posters				
	Coaches	-Teacher commitment to ask students to join events				
	Club Advisors	-Student Council promotion of volunteer activities and events				
		-Eaton Speaks				

Problem Statements: Perceptions 1

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Performance Objective 1 Problem Statements:





Student Academic Achievement
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Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 2: Build capacity and collective efficacy of teachers through ongoing professional learning communities (PLCs) & learning opportunities to meet the needs of each student.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) PLCs TASKS: Focus on 1) understand standards and curriculum 2) create common assessments 3) respond to data 4) raise level of rigor, relevance, and engagement.	PLC Team Leads	-PLC Agendas & PLC Folders				
	Dept. Chairs	-Department & Team Lead Meetings				
	Admin over Dept.	-PLC Lead Training				
Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1						
2) INTENTIONAL PLANNING: Use data to specifically look at student groups and design learning activities and interventions to address the most pressing needs of 504, SpEd, ELL, and GT students.	PLC Team Leads	-Lesson planning with Rigor, Relevance, Learning Engagement Rubrics and/or sentence stems				
	Dept. Chairs	-Utilization of support staff				
	Admin over Dept.	-EOC Intervention Plans				
		-RtI Process				
3) SLO: Create SLO and track teacher strategies and student progress.	PLC Team Leads	SLO PD				
	Dept. Chairs	PLCs				
	Admin over Dept.	T-TESS Process				
		Lesson Design				
Problem Statements: Demographics 1						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 2 Problem Statements:





Demographics
Problem Statement 1: accommodations. Students in the 504, Sped, EL student groups are underperforming on EOC tests in comparison to their peers. However, these students are passing their classes. Root Cause 1: Accommodations used in classroom do not always match the accommodations available on the test. (Ex. Read all. Vs Passages not read on test) Lack of independent reading activities
Student Academic Achievement
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School Processes & Programs
Problem Statement 1: Differentiation opportunities for students at different educational needs Reading programs that target lower level students Math programs to support lower level students

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 3: Place an increased emphasis on literacy across all grade levels and content areas.

Evaluation Data Source(s) 3: English EOC 1 & English 2 - Passing level
Achieve 3000 Scores for our Special Education Students

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) PROFESSIONAL DEVELOPMENT: Expand teacher knowledge of literacy and strategies to increase student learning.	PLC Team Leads	PLCs				
	Dept. Chairs	Department & Team Lead Meetings				
	Admin Team	Walk-through form with 2-way dialogue between teacher and administrator. Instructional Rounds Professional Development: Dept. meetings, weekly e-mails, PD sessions.				
Problem Statements: School Processes & Programs 1						
2) LITERACY FOCUS: Develop and implement a specific literacy focus and strategies to increase literacy within each department.	PLC Team Leads	Lesson plans with intentional planning				
	Dept. Chairs	Department & Team Lead Meetings, presentation of literacy focus and updates				
	Admin Team	Walk-through form with 2-way dialogue between teacher and administrator				
Problem Statements: Student Academic Achievement 1						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 3 Problem Statements:

Student Academic Achievement

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School Processes & Programs

Problem Statement 1: Differentiation opportunities for students at different educational needs Reading programs that target lower level students Math programs to support lower level students

Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

Performance Objective 1: Develop collective efficacy and a culture of unity through shared leadership.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) HIRING: Partner with Administrators, Department Heads, and District Support to hire the most effective teachers.	Admin Team	-Interview process				
	Dept. Heads	-Reference checks				
2) COLLABORATION: Foster communication and collaboration between departments and programs to develop capacity of the team.	PLC Team Leads	-Eagle Command Meetings				
	Dept. Chairs	-Counselor Meetings -Department Head Meetings -Dept./Team Lead Meetings				
	Admin over Dept.	-PLCs -Faculty Meetings -Tech Bytes -Sped PD				
3) SUPPORT: Provide resources to expand teacher knowledge, support for the utilization of NISD initiatives, including technology, FLEX Space, Workshop Model, Learning Targets, etc., and encouragement for continued success.	PLC Team Leads	-PLCs				
	Dept. Chairs	-Faculty Meetings PD -Tech Bytes -Sped PD				
	Admin over Dept.	-Mentor Program -Flipped training videos				
	Counselors	-Educational articles in weekly e-mail -Teacher of the month -Teacher appreciations (Counselors, PTSA, etc.)				
Problem Statements: Demographics 1						

Performance Objective 1 Problem Statements:

Demographics

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Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 1: Focus on communication that fosters growth mindset and a partnership with all stakeholders.

Evaluation Data Source(s) 1: Volunteer records, Parent Attendance at Events, Teacher Conference Logs, Student Attendance at Interventions

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) INTERVENTIONS: Increase utilization of intervention programs, including tutorials, Late Night Library, Cycle Recovery, and Eagle Time, AP Workshops	Admin Team	-Advertisement of interventions				
	Counselors	-Master tutorial list				
	Dept. Chairs & PLC Leads	-Cycle Recovery Support Teacher & completion data				
	Student Support Facilitator	-Testing center usage				
	Support Staff	-Eagle Time Attendance in Core Academics and/or AP Student Sessions.				
Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1						
2) PARENT CONTACT: Teachers systematically contact parents/guardians regarding students' academic and social/emotional growth and offer intervention strategies.	All teachers	-Communication Up-to-date gradebook Emails Phone Calls Conferences Collaborative, collegial conversations that enhance student learning and welfare -Interventions: Late Night Library Tutorials Eagle Time AP Support Sessions Testing Center Cycle Recovery				

3) EDUCATIONAL OPPORTUNITIES: Increase parent informational programs and participation in these programs, including PTSA, Coffee with Counselors, Open House Break-out Sessions, Conference Nights, etc.	Admin Team Counselors Dept. Chairs & PLC Leads Student Support Facilitator Support Staff	-Advertisement of educational opportunities for parents -Increased attendance at programs -Increased offering of programs				
4) VOLUNTEERS: Create relationships with community stakeholders.	All staff	Guest speakers Volunteers Donations Participation in EHS Events: Meet the Eagles, Flight Camp, Academies, etc				
						

Performance Objective 1 Problem Statements:

Demographics	
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