

Early Independent School District
Early High School
2021-2022 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Early High School is a 3A school in a semi-rural small-town community. Early High School is a 9th-12th grade campus that employs ___ staff members and educates approximately 357 students. According to the 2020-2021 TAPR, the student ethnicity is 66% White, 27% Hispanic, 4% Two or More Races, and 3% African American. Approximately 37% of the student population is classified as economically disadvantaged, 7% receive special education services, and 38% of the students are considered At-Risk.

The school faculty consists of 34 teachers, 3 educational aides, one counselor, an Assistant Principal, and a principal. Faculty ethnicity consists of 90% White, 6% Hispanic, and 4% American Indian. Females are the majority with 60% and males represent 40% of the faculty population. Eight teachers hold a master's degree. The faculty consists of many veteran teachers including 6% with over 30 years experience, 24% with over 20 years experience, 30% with 11-20 years experience, 21% with 6-10 years, and only 9% with 1-5 years experience. The leadership opportunities given to teachers consist of the department chair, mentor, or administration.

Demographics Strengths

Early High School has an attendance rate of 99.3% and a 0% dropout rate. Both White and Hispanic students exceeded the state rate in English 1, English 2, Algebra 1, and US History.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The lowest rate on STAAR tests (7%) is the Biology masters grade level for Hispanics. The state level for Hispanics is 22% **Root Cause:** A large majority of students, especially Hispanics, are not engaged during the lesson

Student Learning

Student Learning Summary

Early High School takes pride in students' attitudes, accomplishments, and motivation to be successful. This drive takes the students to heights other schools would love to see. Students scored high on state assessments.

Student Learning Strengths

Both White and Hispanic students exceeded the state rate in English 1, English 2, Algebra 1, and US History for approaches, meets, and masters. The campus average SAT and ACT score is above the State average. 80% of AP students receive college credit.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The problem entails that the school needs improvement in helping students reach the "at masters" grade level in Biology. This level indicates that students are prepared for the following course and will require little to no academic intervention. Reaching this level also implies that students are more likely to be successful in their post-secondary endeavors. **Root Cause:** A large majority of students, especially Hispanics, are not engaged during the lesson

School Processes & Programs

School Processes & Programs Summary

Early High School offers math and English tutorials during lunch. Lunch make-up time is provided for students who have missing assignments. The school also implemented a school-wide tutorial period. Campus technology has evolved to include Chromebooks for all students.

School Processes & Programs Strengths

The extra tutoring has shown to be effective. Every tested subject improved from 2019 on the approaches grade level. English 1 and English 2 improved in all three categories (approaches, meets, and masters). Algebra 1 improved in approaches and masters but dropped from 71% to 68% in meets. Biology improved in approaches but dropped in both meets and masters. The masters was 16% which was well below the state average of 22%. US History went down in approaches from 99% to 97% but improved in meets and masters with 51% of students mastering the test.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students are not improving in Biology meets and masters. **Root Cause:** Extra tutorials are not offered for Biology.

Perceptions

Perceptions Summary

A very solid faculty and staff work diligently to improve themselves as professionals and as mentors even in these trying times. The core value of service continues to be at the forefront of the school's agenda.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Goals

Goal 1: Early High School will continue to deliver a high quality rigorous education to all students.

Performance Objective 1: Improve the number of students who hit meets and masters on the Biology End-of-Course.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Benchmarks and STAAR data

Goal 1: Early High School will continue to deliver a high quality rigorous education to all students.

Performance Objective 2: Improve to 100% of graduating students meeting the CCMR requirements.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Data collected by HS staff.

Goal 1: Early High School will continue to deliver a high quality rigorous education to all students.

Performance Objective 3: 85 % of 4th and 5th graders will meet their growth measure on Reading and Math STAAR.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Benchmarks and STAAR results

Goal 2: Early High School will recruit, support, and retain teachers that understand the importance of all types of student engagement, rigorous and relevant learning environments, and the significance of connecting with students to foster a desire to learn.

Performance Objective 1: Administration will reach out to all universities and attend all regional job fairs.

Targeted or ESF High Priority

Evaluation Data Sources: Lack of applicants due to teacher shortage.

Goal 2: Early High School will recruit, support, and retain teachers that understand the importance of all types of student engagement, rigorous and relevant learning environments, and the significance of connecting with students to foster a desire to learn.

Performance Objective 2: EISD staff will be provided professional development relevant to the needs of the district and campuses.

Targeted or ESF High Priority

Evaluation Data Sources: Needs assessment, district administration, campus administration

Goal 2: Early High School will recruit, support, and retain teachers that understand the importance of all types of student engagement, rigorous and relevant learning environments, and the significance of connecting with students to foster a desire to learn.

Performance Objective 3: Early High School will provide an opportunity for teachers to collaborate and plan.

Targeted or ESF High Priority

Evaluation Data Sources: Needs assessment

Goal 3: Early High School will continue to improve the systems and devices which are used to communicate with parents, students, and staff.

Performance Objective 1: Early High School news and events will be made available to parents and community through new and up to date platforms.

Targeted or ESF High Priority

Evaluation Data Sources: Needs assessment

Goal 3: Early High School will continue to improve the systems and devices which are used to communicate with parents, students, and staff.

Performance Objective 2: Early High School will integrate technology throughout the campus to benefit all students and staff.

Targeted or ESF High Priority

Evaluation Data Sources: Needs assessment

Goal 3: Early High School will continue to improve the systems and devices which are used to communicate with parents, students, and staff.

Performance Objective 3: 85% of EISD parents will be registered and actively using Parent Square by the end of the '21/'22 school year.

Targeted or ESF High Priority

Evaluation Data Sources: Parent square reports

Goal 4: Early High School will prepare all students for success in college and/or a career.

Performance Objective 1: 100% of students will receive guidance and enrichment to build social and emotional life skills that will help them be successful in and out of school.

Evaluation Data Sources: Campus records, Schedules

Goal 4: Early High School will prepare all students for success in college and/or a career.

Performance Objective 2: Increase opportunities by 50% for students to be involved and exposed to aptitude and career investigation

Evaluation Data Sources: Local records, Schedules and testing data

Goal 4: Early High School will prepare all students for success in college and/or a career.

Performance Objective 3: Early High School will have a 98% attendance rate for the campus.

Evaluation Data Sources: PEIMS reports

Goal 5: Early High School will fully integrate technology and develop innovative learning environments and facilities for the purpose of high student engagement, safety, and academic success.

Performance Objective 1: Early High School provides the "Stop It" App on the district website and through an app. The "Spot It" App is a free anonymous reporting App that can be used to report any type of incident.

Targeted or ESF High Priority

Evaluation Data Sources: Senate Bill 9 Requirement

Goal 5: Early High School will fully integrate technology and develop innovative learning environments and facilities for the purpose of high student engagement, safety, and academic success.

Performance Objective 2: 100% of students in grades 9-12 will receive Cyber Security training by the beginning of the 2022-2023 school year.

Evaluation Data Sources: Locally kept records, Schedules

Addendums