

Elgin Independent School District
Phoenix High School
2021-2022 Campus Improvement Plan



Vision

Elgin ISD changes lives.

Mission

EISD ensures a high-quality education that guarantees a life-changing experience for all.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

98% of students are At-Risk and 87% of students are Economically Disadvantaged. The student population consists of 71% Hispanic, 3% African American, 23% White, and 3% Two or More Races. 35% of students are ELLs. 22% of our student population are either parents or are receiving pregnancy related services.

Demographics Strengths

With a small enrollment, at-risk students are able to receive one-on-one instruction daily and as needed. 3 teachers are currently ESL certified.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The need for intentional instructional strategies to provide targeted instruction to our diverse student population. **Root Cause:** An increasing proportion of students are English Language Learners who are also at-risk.

Student Achievement

Student Achievement Summary

STAAR EOC 2019

English I and II Combined: 49% Approaches

Biology: 80% Approaches

US History: 50% Approaches

Algebra I: 79% Approaches

The CCMR Component score for 2019 was 90.

Not rated in 2020.

Student Achievement Strengths

Teacher-led daily PLC's and faculty meetings are data driven and focused on students working to successfully complete coursework in Edgenuity as well as EOC preparation. Student incentives for attendance, course completion and/or advancing a grade level.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): While EOC scores increase on 3 of the required assessments, we continually have lower performances on the English I and English II EOC's.

Root Cause: Providing sheltered strategies and targeted instruction for ELLs

School Culture and Climate

School Culture and Climate Summary

Daily attendance is challenging. Most students chose to remain virtual all of the 2020-21 school year. Beginning in the 2021-22 school year, we will focus on more communication with parents in an effort to increase attendance.

School Culture and Climate Strengths

Teachers lead PLC meetings with a focus on student data.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Empowering teachers and building on their strengths to create a collaborative culture and positive climate. **Root Cause:** Lack of trust and collaboration.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

PHS has 4 core content teachers, 3 returning and 1 new to the district. DAEP has 1 new certified and experienced teacher who is working to obtain certification in SPED.

Staff Quality, Recruitment, and Retention Strengths

1 teacher has zero experience. 2 teachers have 5 or less years teaching experience. 2 teachers have 10-20 years teaching experience.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Building a positive, collaborative school environment for staff and students. **Root Cause:** Retaining teachers with experience in an alternative setting.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

All coursework for graduation is completed through Edgenuity which is 100% aligned to the TEKS. Edgenuity is an online, self-paced curriculum. Teachers continue to plan using the Instructional Planning Anchor Chart (IPAC) for EOC prep courses to supplement student learning as well as prepare students for EOC's according to our accelerated learning plan. Teachers also provide one on one instructional support for all students. "Benchmark" assessments are used as data points to determine spiral reviews for re-testers. EOC prep weeks in December and spring testing.

Curriculum, Instruction, and Assessment Strengths

Our curriculum is online and self-paced. The online platform also allows students to complete courses in a time-frame that meets their needs in their path towards graduation. Accelerated learning mini-lessons are planned according to a modified YAG and individual student data.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Students need targeted, individualized instruction, in addition to the core curriculum, for EOC's. **Root Cause:** Most students have many unsuccessful attempts to pass EOC's before attending PHS.

Parent and Community Engagement

Parent and Community Engagement Summary

Plan and hold CAC meetings so that all stakeholders have a voice in campus decisions that affect the learning environment and success for all at-risk students. Many of our students are parents themselves and/or are 18 and older. Beginning in the 2021-22 school year, PHS has scheduled an "open house" for parents and family members to meet teachers. Parent Teacher conferences will be scheduled in the fall and spring during staff development dates in October and February. Edgenuity progress reports and session logs will be mailed home every 6 weeks.

Parent and Community Engagement Strengths

Some of our students are parents and have personal value in their education. These students are goal-oriented and focused on not only graduation, but in better lives for their families.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Our parents and students need to feel ownership and pride in our school community. **Root Cause:** Build strong relationships within our school community.

School Context and Organization

School Context and Organization Summary

Weekly meetings between Principal, Counselor, and Registrar to ensure that counseling services and resources are being provided to at-risk students and also to monitor and adjust courses for all students. Plan and hold CAC meetings so that all stakeholders have a voice in campus decisions that affect the learning environment and success for all at-risk students. New DAEP has experience working in a disciplinary setting as well as with SPED students.

School Context and Organization Strengths

Small, collaborative team. Each teacher has content area strengths and experiences that helps provide support for our struggling learners.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Students and staff, holistically as a team, working towards greater academic success. **Root Cause:** Some stakeholders may feel disenfranchised with school and generally lack value in education.

Technology

Technology Summary

100% of students have a chromebook. Students without access to internet at home are provided internet hotspots so that they can still access the curriculum remotely.

Technology Strengths

One to one chromebooks and availability of internet hotspots allow students the ability to continue progress in courses on and off campus.

Problem Statements Identifying Technology Needs

Problem Statement 1: Students still need targeted interventions provided by in-person instruction. **Root Cause:** Some students are not successfully completing courses without direct instruction from an in-person teacher.

Priority Problem Statements

Problem Statement 3: The need for intentional instructional strategies to provide targeted instruction to our diverse student population.

Root Cause 3: An increasing proportion of students are English Language Learners who are also at-risk.

Problem Statement 3 Areas: Demographics

Problem Statement 1: While EOC scores increase on 3 of the required assessments, we continually have lower performances on the English I and English II EOC's.

Root Cause 1: Providing sheltered strategies and targeted instruction for ELLs

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Students need targeted, individualized instruction, in addition to the core curriculum, for EOC's.

Root Cause 2: Most students have many unsuccessful attempts to pass EOC's before attending PHS.

Problem Statement 2 Areas: Curriculum, Instruction, and Assessment

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
- Performance Objectives with summative review (prior year)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Effective Schools Framework data

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
- Postsecondary college, career or military-ready graduates
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Student surveys and/or other feedback
- School safety data

Employee 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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data










Goals





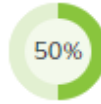





Goal 1: Phoenix High School/DAEP will increase its student achievement performance in the areas of literacy and numeracy.

Performance Objective 1: The percent of Phoenix High School students reaching "Meets Grade Level" standard on English I EOC will increase from 6% to 52% by 2024.

Evaluation Data Sources: Implementation of playbook strategies as observed in regular walkthroughs and observations.

Campus Administration review district assessment data over identified power TEKS to determine any necessary adjustments for reaching the performance objective.

Strategy 1 Details	Reviews			
Strategy 1: EOC prep courses and week-long intensive "bootcamp" prior to testing week in December and in the spring. Strategy's Expected Result/Impact: Increased percentages on EOC scores. Staff Responsible for Monitoring: Principal and Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Continue the use of the Instructional Planning Anchor Chart(IPAC) that sets the lesson planning expectations for teachers. Strategy's Expected Result/Impact: Effective Instructional plans Staff Responsible for Monitoring: Principal ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Campus prinipal and teachers meet on a weekly basis to promote teacher capacity in all content areas. Strategy's Expected Result/Impact: Effective quality instruction increasing student achievement. Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				










Strategy 4 Details	Reviews			
Strategy 4: Curriculum and interim assessments aligned to TEKS to provide data for targeted EOC preparation. Strategy's Expected Result/Impact: Effective curriculum and instruction; increased 2022 STAAR scores. Staff Responsible for Monitoring: principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Campus instructional leaders will track and display progress towards goals on individual academic goals, course completion, effort and attendance. ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 1: Phoenix High School/DAEP will increase its student achievement performance in the areas of literacy and numeracy.

Performance Objective 2: The percent of Phoenix High School students reaching "Meets Grade Level" standard on English II EOC will increase from 13% to 52% by 2024.

Evaluation Data Sources: Implementation of playbook strategies as observed in regular walkthroughs and observations.

Campus Administration review district assessment data over identified power TEKS to determine any necessary adjustments for reaching the performance objective.

Strategy 1 Details	Reviews			
Strategy 1: EOC prep courses and week-long intensive "bootcamp" prior to testing week in December and in the spring. Strategy's Expected Result/Impact: Increased percentages on EOC scores. Staff Responsible for Monitoring: Principal and Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum - Comprehensive Support Strategy	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Continue the use of the Instructional Planning Anchor Chart(IPAC) that sets the lesson planning expectations for teachers. Strategy's Expected Result/Impact: Effective Instructional plans Staff Responsible for Monitoring: Principal ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Campus principal and teachers meet on a weekly basis to promote teacher capacity in all content areas. Strategy's Expected Result/Impact: Effective quality instruction increasing student achievement. Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
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Strategy 4 Details	Reviews			
Strategy 4: Campus instructional leaders will track and display progress towards goals on individual academic goals, course completion, effort and attendance. ESF Levers: Lever 5: Effective Instruction	Formative			Summative
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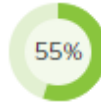


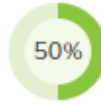





Goal 1: Phoenix High School/DAEP will increase its student achievement performance in the areas of literacy and numeracy.

Performance Objective 3: The percent of Phoenix High School students reaching "Meets Grade Level" standard on Algebra I EOC will increase from 0% to 47% by 2024.

Evaluation Data Sources: Implementation of playbook strategies as observed in regular walkthroughs and observations.

Campus Administration review district assessment data over identified power TEKS to determine any necessary adjustments for reaching the performance objective.

Strategy 1 Details	Reviews			
Strategy 1: EOC prep courses and week-long intensive "bootcamp" prior to testing week in December and in the spring. Strategy's Expected Result/Impact: Increase percentages on EOC scores. Staff Responsible for Monitoring: Principal and Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Continue the use of the Instructional Planning Anchor Chart(IPAC) that sets the lesson planning expectations for teachers. Strategy's Expected Result/Impact: Effective Instructional plans Staff Responsible for Monitoring: Principal ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Campus principal and teachers meet on a weekly basis to promote teacher capacity in all content areas. Strategy's Expected Result/Impact: Effective quality instruction increasing student achievement. Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Curriculum and interim assessments aligned to TEKS to provide data for targeted EOC preparation. Strategy's Expected Result/Impact: Effective curriculum and instruction; increased 2022 STAAR scores. Staff Responsible for Monitoring: principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Campus instructional leaders will track and display progress towards goals on individual academic goals, course completion, effort and attendance. ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Phoenix High School/DAEP will increase its student achievement performance in the areas of literacy and numeracy.

Performance Objective 4: Elgin ISD economically disadvantaged and emergent bilingual students will reach Closing the Gap targets by 2024.

Math Economically Disadvantaged:

0% to 36% by 2024

Math Emergent Bilingual:

4% to 40% by 2024

Reading Economically Disadvantaged:

0% to 33% by 2024







Reading Emergent Bilingual:













0% to 29% by 2024














HB3 Goal

Evaluation Data Sources: Implementation of playbook strategies as observed in regular walkthroughs and observations.

Campus Administration review district assessment data over identified power TEKS to determine any necessary adjustments for reaching the performance objective.

Strategy 1 Details	Reviews			
Strategy 1: Continue the use of the Instructional Planning Anchor Chart (IPAC) that sets the lesson planning expectations for teachers. Strategy's Expected Result/Impact: Effective Instructional plans.. Staff Responsible for Monitoring: Principal ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Campus principal and teachers meet on a weekly basis to promote teacher capacity in all content areas. Strategy's Expected Result/Impact: Effective quality instruction increasing student achievement Staff Responsible for Monitoring: Asst. Supt. for C&I TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 3 Details	Reviews			
Strategy 3: PHS students continue taking the TSI assessments regularly, taking PSAT and SAT Strategy's Expected Result/Impact: Equivalent secondary student assessments. Staff Responsible for Monitoring: Asst. Supt. C & I	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Increase PHS student graduation rate. Strategy's Expected Result/Impact: Increased percentage of students graduating with college/career ready skills. Staff Responsible for Monitoring: Principal; Asst, Supt. C & S/I TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: Technology supplies - 199 - General Fund: State Compensatory Education - \$1,000, Technology Equipment - 199 - General Fund: State Compensatory Education - \$5,500, Instructional supplies - 199 - General Fund: State Compensatory Education - \$2,750, Substitute teachers - 199 - General Fund: State Compensatory Education - \$714, Substitute instructional support staff - 199 - General Fund: State Compensatory Education - \$1,530, Teachers/Other Professional Personnel - 199 - General Fund: State Compensatory Education - \$408,312	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Curriculum and interim assessments aligned to TEKS to provide data for targeted EOC preparation. Strategy's Expected Result/Impact: Effective curriculum and instruction; increased 2020 STAAR scores Staff Responsible for Monitoring: Asst. Supt. of C/I TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Continue the use of the Instructional Planning Anchor Chart(IPAC) that sets the lesson planning expectations for teachers. Strategy's Expected Result/Impact: Effective Instructional plans Staff Responsible for Monitoring: Principal ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 7 Details	Reviews			
Strategy 7: Campus prinipal and teachers meet on a weekly basis to promote teacher capacity in all content areas. Strategy's Expected Result/Impact: Effective quality instruction increasing student achievement. Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: Curriculum and interim assessments aligned to TEKS to provide data for targeted EOC preparation. Strategy's Expected Result/Impact: Effective curriculum and instruction; increased 2022 STAAR scores. Staff Responsible for Monitoring: principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: Campus instructional leaders will track and display progress towards goals on individual academic goals, course completion, effort and attendance. ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 2: Phoenix High School/DAEP will increase teacher and administrator retention rates.

Performance Objective 1: Job satisfaction of staff at the campus and district levels will improve, as measured by district communication processes and climate surveys.











Evaluation Data Sources: Survey Data

Strategy 1 Details	Reviews			
Strategy 1: District-wide "listening tours" conducted by the Superintendent each semester provide an opportunity for all staff to provide real-time feedback to district leaders. Strategy's Expected Result/Impact: Increased job satisfaction of staff at the campus and district levels. Staff Responsible for Monitoring: Superintendent TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Promote and utilize "REACH the E" as the district's primary communication platform. Strategy's Expected Result/Impact: Increased job satisfaction of staff at the campus and district levels. Staff Responsible for Monitoring: Executive Cabinet and Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 2: Phoenix High School/DAEP will increase teacher and administrator retention rates.

Performance Objective 2: Cultural Competency of staff increases such that they are able to successfully REACH and teach students of diverse backgrounds and experiences.

Evaluation Data Sources: School Quality Survey







Strategy 1 Details	Reviews			
Strategy 1: Continue to implement activities at the campus and district level to build cultural competency of teachers and staff in relation to the students served in EISD. Activities will occur on a quarterly basis, at a minimum. Strategy's Expected Result/Impact: Increase in teacher and administrator retention rates. Staff Responsible for Monitoring: Asst. Supt. for Academics/SI; Principal TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Expand the campus leadership teams' knowledge and expertise in the area of cultural competency each summer to provide opportunities for growth. Strategy's Expected Result/Impact: Increase in teacher and administrator retention rates. Staff Responsible for Monitoring: Asst. Supt. for Academics/SI TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Create student leadership opportunities by involving students in the planning of cultural competency activities at the campus level. Strategy's Expected Result/Impact: Increase in teacher and administrator retention rates. Staff Responsible for Monitoring: Asst. Supt. Academics/SI; Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 2: Phoenix High School/DAEP will increase teacher and administrator retention rates.

Performance Objective 3: Perceptions of staff related to consistent behavioral interventions and classroom support will improve, as measured by qualitative and/or survey data.

Targeted or ESF High Priority

Evaluation Data Sources: Qualitative and/or survey data.

Strategy 1 Details	Reviews			
Strategy 1: Administer and analyze survey data annually to measure improvement as it relates to perceptions of behavioral interventions and classroom support, to include support from campus administrators. Strategy's Expected Result/Impact: Increase in teacher and administrator retention rates. Staff Responsible for Monitoring: Dept. Supt. / Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Campus and District leaders continue to monitor and adjust the implementation of the Ground Works handbooks to ensure consistent behavioral interventions and classroom supports are provided. Strategy's Expected Result/Impact: Increase in teacher and administrator retention rates. Staff Responsible for Monitoring: Dept. Supt./Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Campus practices and policies demonstrate high expectations and shared ownership for student success that results in a positive life changing experience for students and staff. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				







Strategy 4 Details	Reviews			
Strategy 4: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining set behavioral expectations and establishing routines and procedures that maximize instructional time. ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
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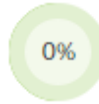






Goal 3: Phoenix High School/DAEP will increase the percentage of graduating seniors that are College, Career, and/or Military Ready (CCMR).

Performance Objective 1: The percentage of Elgin ISD economically disadvantaged and emergent bilingual students meeting CCMR reaching Closing the Gap targets will increase from 52% to 72% by 2024.

HB3 Goal

Evaluation Data Sources: Implementation of the hard and soft skills documented in lesson plans and observed in walkthroughs and observations.
Campus administration reviews CCMR data tracker.

Strategy 1 Details	Reviews			
Strategy 1: Update and continuously implement a tracking mechanism to identify students who are College Career and Military Ready (CCMR). Strategy's Expected Result/Impact: Increase percentage of graduating seniors that are CCMR. Staff Responsible for Monitoring: Asst. Supt. Academics/SI; Principal; Counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement a K-12 focus on the Elgin Graduate Profile by aligning the age appropriate hard and soft skills needed to achieve college, career and military readiness with daily lesson plans. Strategy's Expected Result/Impact: The percentage of students directly enrolling in post-secondary programs and/or the military will increase. Staff Responsible for Monitoring: Asst. Supt. of C & S/I TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Ensure counselors continuously receive up-to-date information regarding career programs of study. Strategy's Expected Result/Impact: The percentage of students directly enrolling in post-secondary programs and/or the military will increase. Staff Responsible for Monitoring: Asst. Supt. Academics & SI/Director of CCR and Director of Program Support and Guidance TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
				







Strategy 4 Details	Reviews			
Strategy 4: PHS students will take the TSI, PSAT and SAT assessments regularly. Strategy's Expected Result/Impact: equivalent secondary student assessments Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Increase PHS student graduation rate. Strategy's Expected Result/Impact: Increased percentage of students graduating with college/career ready skills. Staff Responsible for Monitoring: Principal TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: Technology supplies - 199 - General Fund: State Compensatory Education - \$1,000, Technology Equipment - 199 - General Fund: State Compensatory Education - \$5,500, Instructional supplies - 199 - General Fund: State Compensatory Education - \$2,750, Substitute teachers - 199 - General Fund: State Compensatory Education - \$714, Substitute instructional support staff - 199 - General Fund: State Compensatory Education - \$1,530, Teachers/Other Professional Personnel - 199 - General Fund: State Compensatory Education - \$408,312	Formative			Summative
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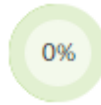

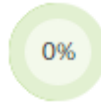




Goal 3: Phoenix High School/DAEP will increase the percentage of graduating seniors that are College, Career, and/or Military Ready (CCMR).

Performance Objective 2: The percentage of Elgin ISD students that are College, Career, and/or Military Ready (CCMR) will increase from 72% to 82% by 2024.

HB3 Goal

Evaluation Data Sources: Implementation of the hard and soft skills documented in lesson plans and observed in walkthroughs and observations.
Campus administration reviews CCMR data tracker.







Strategy 1 Details	Reviews			
Strategy 1: Partner with Workforce Solutions to hire and provide a Workforce Specialist to support workforce efforts. (i.e. internships, mentors, career surveys, etc.) Strategy's Expected Result/Impact: Increase the percentage of graduating seniors that are CCMR. Staff Responsible for Monitoring: Dir. CCR; Principal TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Increase business and industry partnerships to increase student access to work-based learning opportunities. Strategy's Expected Result/Impact: Increase the percentage of graduating seniors that are CCMR. Staff Responsible for Monitoring: Dir. CCR; Principal TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Seek grant opportunities to build infrastructure for desired/selected Programs of Study. Strategy's Expected Result/Impact: Increase the percentage of graduating seniors that are CCMR. Staff Responsible for Monitoring: Dir. CCR; Principal TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Increase PHS student graduation rate. Strategy's Expected Result/Impact: Increased percentage of students graduating with college/career ready skills. Staff Responsible for Monitoring: Principal TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: Technology supplies - 199 - General Fund: State Compensatory Education - \$1,000, Technology Equipment - 199 - General Fund: State Compensatory Education - \$5,500, Instructional supplies - 199 - General Fund: State Compensatory Education - \$2,750, Substitute teachers - 199 - General Fund: State Compensatory Education - \$714, Substitute instructional support staff - 199 - General Fund: State Compensatory Education - \$1,530, Teachers/Other Professional Personnel - 199 - General Fund: State Compensatory Education - \$408,312	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: PHS students will take the TSI, PSAT and SAT assessments regularly. Strategy's Expected Result/Impact: equivalent secondary student assessments Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Phoenix High School/DAEP will ensure consistent enforcement of safety and behavioral expectations for students and staff.

Performance Objective 1: Positive perceptions of school safety, as measured by qualitative and/or survey data from stakeholders, will increase.


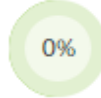






Evaluation Data Sources: Qualitative and/or survey data

Strategy 1 Details	Reviews			
Strategy 1: Parent/student and staff survey in the spring. Strategy's Expected Result/Impact: Determine if implemented safety measures are effective and make adjustments based on feedback. Staff Responsible for Monitoring: Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Phoenix High School/DAEP will ensure consistent enforcement of safety and behavioral expectations for students and staff.

Performance Objective 2: Positive perceptions of student behavior, as measured by qualitative and/or survey data from stakeholders, will increase.

Evaluation Data Sources: Qualitative and/or survey data.

Strategy 1 Details	Reviews			
Strategy 1: Parent/student and staff survey in the spring. Strategy's Expected Result/Impact: Determine the effectiveness of safety measures and if they have a positive affect on student behavior. Staff Responsible for Monitoring: Principal and staff ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining set behavioral expectations and establishing routines and procedures that maximize instructional time. ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Phoenix High School

Total SCE Funds:

Total FTEs Funded by SCE: 7

Brief Description of SCE Services and/or Programs

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Personnel for Phoenix High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
A. Kennedy	Teacher	1
A. Woehl	Admin Assistant	1
J. Webster	Teacher	1
M. Russell	Teacher	1
M. Ruthven	Principal	1
R. Castillo	Teacher	1
T. Ubelhor	Counselor	1

Campus Funding Summary

199 - General Fund: State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	4	Technology supplies		\$1,000.00
1	4	4	Technology Equipment		\$5,500.00
1	4	4	Instructional supplies		\$2,750.00
1	4	4	Substitute teachers		\$714.00
1	4	4	Substitute instructional support staff		\$1,530.00
1	4	4	Teachers/Other Professional Personnel		\$408,312.00
3	1	5	Technology Equipment		\$5,500.00
3	1	5	Instructional supplies		\$2,750.00
3	1	5	Substitute instructional support staff		\$1,530.00
3	1	5	Substitute teachers		\$714.00
3	1	5	Technology supplies		\$1,000.00
3	1	5	Teachers/Other Professional Personnel		\$408,312.00
3	2	4	Technology Equipment		\$5,500.00
3	2	4	Instructional supplies		\$2,750.00
3	2	4	Substitute instructional support staff		\$1,530.00
3	2	4	Substitute teachers		\$714.00
3	2	4	Technology supplies		\$1,000.00
3	2	4	Teachers/Other Professional Personnel		\$408,312.00
Sub-Total					\$1,259,418.00
Budgeted Fund Source Amount					\$437,480.00
+/- Difference					-\$821,938.00
Grand Total Budgeted					\$437,480.00
Grand Total Spent					\$1,259,418.00
+/- Difference					-\$821,938.00