Fort Worth Independent School District

006 Eastern Hills High School

2026-2027 Campus Improvement Plan



Board Approval Date: November 10, 2026

Mission Statement

Eastern Hills High School prepares future leaders for success in the 21st century by engaging students in rigorous and relevant learning opportunities that promote academic, physical, and emotional growth. In partnership with parents and families, we provide a safe haven where everyone is valued, respected, and fully committed to preparing students for college and career readiness.

Core Values

Belief

Purpose

Growth Mindset

Accountability

Teamwork

Vision

Our vision is to prepare and motivate our students for a rapidly changing world by instilling critical thinking skills, a global perspective, and respect for core values of belief, purpose, growth mindset, accountability, and teamwork.

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Comprehensive Needs Assessment

Revised/Approved: November 10, 2026

Needs Assessment Overview

Needs Assessment Overview Summary

Eastern Hills High School is a Title-One campus with a significant portion of our student body, 92%, identified as economically disadvantaged. This designation underscores the importance of providing equitable resources and support to ensure that all students have the opportunity to succeed academically and personally. Our school serves approximately 1,200 students across grades 9 through 12, and we are proud to be situated in the historic area of East Fort Worth, Texas, with a rich history dating back to our establishment in 1959.

Our diverse student population is composed of 49% African American, 42% Hispanic, and 8% from all other ethnicities, reflecting the vibrant multicultural community we serve. Among our students, 20% are classified as Emergent Bilinguals, highlighting the need for robust language support programs to aid in their academic achievement. Additionally, 13% of our students receive special education services, necessitating tailored educational strategies to meet their unique learning needs.

The campus experiences a mobility rate of approximately 30%, which presents challenges in maintaining continuity in education and requires adaptive strategies to support transitioning students. Our average daily attendance rate stands at 91%, indicating a need for ongoing efforts to engage students and families in the importance of consistent school attendance.

We are fortunate to have a network of invested stakeholders, including district leadership, community partners, parents, school staff, and students, all of whom play a crucial role in our school's success. To ensure that every voice is heard, we organize various opportunities throughout the year, such as community forums, PTA meetings, Site-Based Decision Making (SBDM) committees, and parent-teacher conference days. These platforms allow us to gather valuable feedback and input, fostering a collaborative environment that supports student success.

Our campus special programs are designed to address the diverse needs of our student body, though the details of these programs were not fully outlined. We are committed to highlighting and expanding these initiatives to further enhance the educational experience and outcomes for all students at Eastern Hills High School.

Demographics

Demographics Summary

Eastern Hills High School is a Title-One campus with a significant portion of our student body, 92%, identified as economically disadvantaged. This designation underscores the importance of providing equitable resources and support to ensure that all students have the opportunity to succeed academically and personally. Our school serves approximately 1,200 students across grades 9 through 12, and we are proud to be situated in the historic area of East Fort Worth, Texas, with a rich history dating back to our establishment in 1959.

According to the 2025-2026 Texas Academic Performance Report (TAPR) data, our student demographic is diverse, with 49% identifying as African American, 42% as Hispanic, and the remaining 8% representing other ethnicities. This diversity enriches our school community and presents unique opportunities for cultural exchange and learning. Additionally, 20% of our students are classified as Emergent Bilinguals, highlighting the need for robust language support programs. Furthermore, 13% of our students receive special education services, which emphasizes our commitment to providing inclusive education tailored to meet the needs of all learners.

Our campus experiences a mobility rate of approximately 30%, which indicates a significant number of students transitioning in and out of our school throughout the year. This mobility presents challenges in maintaining continuity in education, but it also offers us the chance to develop adaptive strategies to support students during these transitions. Our average daily attendance currently stands at 91%, reflecting our ongoing efforts to engage students and families in the importance of consistent school attendance.

Our campus invested stakeholders include district leadership, community partners, parents, school staff and our students. To ensure that all stakeholders have a voice, we establish opportunities throughout the year in the form of community forums, PTA, SBDM, and parent-teacher conference days to receive feedback and input to help establish a conducive relationship in supporting student success.

We are proud to offer special programs that cater to the diverse interests and future aspirations of our students. Our Cyber Security Program of Choice provides students with cutting-edge skills in a rapidly growing field. Additionally, our post-secondary dual enrollment programs, such as On Ramps through the University of Texas at Austin and Dual Credit through Tarrant County College, offer students the opportunity to earn college credits while still in high school. These programs are designed to prepare students for success in higher education and beyond, equipping them with the knowledge and skills necessary for their future careers. As we look forward to the 20206-2027 school year, we remain committed to expanding and enhancing these programs to better serve our student body.

Demographics Strengths

Our Multi-Tiered System of Supports (MTSS) is a cornerstone of our commitment to ensuring that at-risk students receive the necessary support in a timely manner. By meeting monthly, our MTSS team diligently analyzes various aspects of student well-being, including social-emotional health, attendance, academic performance, and behavior. This comprehensive approach allows us to identify and address issues promptly, ensuring that each student receives the personalized support they need to succeed.

To further enhance student support, each grade level is assigned an assistant principal and a counselor, providing continuity and stability over a four-year span. This structure ensures that students have consistent access to leadership and guidance, fostering a supportive environment where they can thrive academically and personally.

Our campus prides itself on maintaining a favorable teacher-to-student ratio of 28:1, which allows for more personalized attention and instruction. This ratio, coupled with our steadily improving attendance rate, which increases by approximately two percent each year, reflects our commitment to creating an engaging and supportive learning environment.

The implementation of Restorative Practices across the campus has significantly improved student relationships and minimized discipline issues. By focusing on conflict resolution and relationship building, our Campus Interventionist plays a crucial role in deescalating conflicts and restoring harmony within the school community. This approach not only addresses immediate concerns but also fosters a long-term culture of respect and understanding.

Monthly celebrations are an integral part of our school culture, highlighting achievements in culture, academics, and attendance. These events are designed to build a sense of belonging and community, encouraging students to take ownership and accountability for their learning experiences. By celebrating successes and fostering a positive school culture, we aim to create an environment where every student feels valued and motivated to achieve their best.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): SPED students at Eastern Hills High School are not achieving specified growth targets as it relates to state accountability or meeting the minimum percentage target for meets and masters as it relates to 2025-2026 STAAR Assessments.
Root Cause: There is a need to support Teachers and support staff through professional learning in the areas of differentiating instructional support for all learners. There is limited consistency around Tier 1 delivery of instruction that align to the state standards at the appropriate level of rigor.

Problem Statement 2: English Language Learner (ELL) students at Eastern Hills High School did not demonstrate sufficient academic growth or achievement during the 2024-2025 STAAR assessment cycle. Specifically, ELL students did not meet state accountability growth expectations and failed to reach the minimum required percentage targets for the Meets Grade Level and Masters Grade Level performance standards across asse
Root Cause: *Implementation fidelity of ELPS (English Language Proficiency Standards) across all content areas *Effectiveness of sheltered instruction strategies and language scaffolds *Alignment between language objectives and content objectives *Targeted interventions for ELLs at different TELPAS proficiency levels *Teacher capacity in delivering linguistically accommodated instruction

Student Learning

Student Learning Summary

In 2025–26, Eastern Hills High School earned a C (72) in Student Achievement, rebounding 7 points from 65 in 2024–25 and surpassing its 2023–24 score of 70. School Progress rose to a B (80), the campus's strongest domain and a 9-point gain over 2024–25, showing that students are growing at a higher rate than peers at schools with similar economically disadvantaged populations. Closing the Gaps, however, earned a D (61) and has declined each of the past three years (72 → 65 → 61), which means our gains are not yet reaching all student groups equally. The campus will therefore make Closing the Gaps its priority focus while sustaining the growth driving our School Progress results, with the goal of moving overall performance toward an A.

Eastern Hills High School during the year of 2024-2025 reach a D rating of 69. Below is a table that reflects performance within each Domain.

Domain 1	Domain 2A	Domain 2B		Domain 3	Best of 1, 2A, 2B	Overall Score	Letter Grade 2023	Letter Grade 2024	Letter Grade 2025	Letter Grade
65	58	71		65	75	74	D	C	D	D

Telpas for English language assessment reflects the following for Spring 2025: 09 Improved % Same Regressed Improved Same Regressed Improved Same Regressed Improved Same Regressed All Improved Same Regressed

CCMR: 86.7%

Graduation Rate: 79.3%

Student Learning Strengths

Eastern Hills High School's greatest learning strength is student growth: School Progress rose to a B (80) in 2025–26, a 9-point gain that shows our Highlanders are growing at a higher rate than students at schools with similar economically disadvantaged populations. Student Achievement also rebounded 7 points to a C (72), surpassing both of the previous two years. Students can take rigorous coursework through Advanced Placement classes in English Literature and Composition, Physics 1, and U.S. Government and Politics, which builds college readiness across all four core content areas. Learning is also extended beyond the classroom through 25 UIL activities, including UIL Academics, Robotics, and Marching Band alongside a full athletics program, giving students many ways to build skills and stay connected to school.

At Eastern Hills, we are committed to fostering an environment where student achievement is a priority. Our Domain 1 score of 65 reflects our dedication to ensuring that students are meeting academic standards and are on a path to success. We recognize the importance of continuous improvement and are actively working to enhance our instructional strategies to support all learners.

In terms of school progress, our Domain 2a score of 58 highlights areas where we can grow, and we are embracing this opportunity to implement targeted interventions and support systems. Our focus is on creating a dynamic learning environment that encourages progress and development for every student, ensuring that they are equipped with the skills necessary for future success.

Our Domain 2b score of 71 is a testament to the positive strides we are making in school progress. This score indicates that we are effectively supporting students in their academic journey, and we are proud of the progress our students are making. We are committed to maintaining and building upon this momentum to ensure that all students have the opportunity to excel.

Closing the gaps is a critical component of our mission, and our Domain 3 score of 65 demonstrates our efforts in this area. We are dedicated to identifying and addressing disparities in student performance, ensuring that every student has access to the resources and support they need to succeed. Our goal is to create an inclusive and equitable learning environment where all students can thrive.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): BOY Map Growth shows less than 25 percent of students are expected to meet standard across all demographics, grade levels and sub populations.
Root Cause: This outcome is primarily due to limited instructional adjustments and intervention alignment following BOY MAP implementation, coupled with inconsistent use of MAP data to inform Tier 1 instruction and targeted Tier 2 supports. As this is the early phase of MAP implementation at the high school level, staff capacity to analyze MAP strands, set growth-oriented instructional goals, and systematical

School Processes & Programs

School Processes & Programs Summary

At Eastern Hills High School, we have developed robust systems to ensure the effective monitoring of lesson internalization and the implementation of district curriculum. This is achieved through Professional Learning Communities (PLCs) and a structured lesson plan review process that includes feedback protocols and the completion of the lesson cycle. These systems are designed to maintain high standards of teaching and learning across the school.

Our teachers are committed to aligning daily formative assessments with state standards and district curriculum. These assessments are crucial in providing immediate feedback and guiding instructional adjustments. In addition to these daily assessments, we utilize district benchmarks and NWEA MAP assessments to gain a comprehensive understanding of student progress and areas needing improvement.

To further support our teaching staff, we have instructional coaches who play a vital role in modeling effective teaching practices, coaching educators, assisting in lesson planning, and guiding instructional strategies. This support is integral to fostering a collaborative and growth-oriented teaching environment.

Moreover, our campus leaders have implemented targeted personalized strategies aimed at supporting, coaching, and retaining staff, with a particular focus on high-performing educators. These strategies are essential in maintaining a motivated and skilled teaching workforce, ensuring that our students receive the highest quality education possible.

School Processes & Programs Strengths

Our campus instructional leaders have diligently established standardized tools and processes for conducting classroom observations. This initiative allows us to systematically capture and track instructional trends, which in turn supports Tier 1 instruction. By doing so, we are not only enhancing the quality of education delivered but also building the capacity of our teachers to deliver effective and engaging lessons.

In addition to focusing on instructional quality, our campus leaders are committed to tracking both student performance data and teacher performance data. This dual approach enables us to identify areas for improvement and implement strategies that increase overall student achievement. By closely monitoring these metrics, we can tailor our support to meet the specific needs of our students and educators.

Our instructional leadership team has also taken proactive steps to implement intervention support, including the scheduling of weekly tutoring sessions. Recognizing the importance of additional learning opportunities, we have planned for Saturday School to commence in the Fall of 2026 and continue through the Spring of 2027. Invitations to these sessions will be data-driven, utilizing quarterly assessment data, MAP's, STAAR, and exit tickets to ensure that students who would benefit most from additional support are identified and invited.

Furthermore, we are addressing attendance recovery through scheduled interventions, such as after-school tutoring and Saturday School. These initiatives are designed to provide students with the necessary support to catch up on missed instruction and reinforce their learning. By offering these structured opportunities, we aim to improve student attendance and engagement, ultimately contributing to their academic success.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): While attendance data has improved 3 points from 89 percent to 90 percent in the 2025-26 school year,the campus has more than 21 percent of students who are chronically absent.
Root Cause: Students and families need access to resources when attendance problems arise and there is a lack of communication between the families and school when absenteeism starts.

Perceptions

Perceptions Summary

At our campus, we have meticulously developed systems that are instrumental in creating, modeling, and implementing an aligned vision, mission, goals, and values. These systems are specifically designed to enhance student achievement while simultaneously addressing the social-emotional needs of our students. By aligning our strategic objectives with these core elements, we ensure a holistic approach to education that nurtures both the academic and emotional well-being of our students.

We are committed to fostering a culture of accountability that encompasses every member of our school community, including faculty, staff, teachers, students, and families. This culture of accountability is pivotal in ensuring that everyone is responsible for their role in the educational process, thereby promoting a collaborative environment where each stakeholder is actively engaged in the pursuit of excellence.

At Eastern Hills High School, our staff is dedicated to creating an inclusive and welcoming environment that actively engages all families in every critical aspect of learning. By prioritizing inclusivity, we ensure that every family feels valued and involved in their child's educational journey, which is essential for fostering a supportive and collaborative school community.

We have established robust systems to engage families regularly about student performance in a manner that is positive, constructive, and personalized. These systems are designed to facilitate open communication and provide families with meaningful insights into their child's progress, thereby empowering them to support their child's learning effectively. Through these efforts, we aim to build strong partnerships with families that are integral to student success.

Perceptions Strengths

At our school, we are committed to fostering a nurturing and inclusive environment through our Restorative Practice approach. By implementing the Reset setting, we aim to significantly reduce out-of-school suspensions, ensuring that students remain engaged in their education. Although we are still in the implementation phase, our teachers are dedicated to establishing respect agreements and providing unwavering support to students, with a strong emphasis on keeping them in the classroom to benefit from Tier 1 instruction. This approach not only enhances academic learning but also promotes a culture of mutual respect and understanding.

Our counselors and interventionists play a crucial role in this initiative by working closely with students to mend relationships when conflicts arise. They also collaborate with families to provide comprehensive support that addresses both the academic and social-emotional needs of our students. This holistic approach ensures that students feel valued and understood, which is essential for their overall development and success.

Administrators are actively involved in deescalating conflicts, further contributing to the reduction of out-of-school suspensions. Their efforts are complemented by the addition of a Behavior Coach, who has been selected to join our team at Eastern Hills High School. The Behavior Coach will provide invaluable support in reducing referrals and fostering positive relationships with students, reinforcing our commitment to creating a supportive and harmonious school environment.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need to reduce out of school suspensions and referrals here at Eastern Hills High School.
Root Cause: Inconsistency around implementing Restorative Practice Program and culturally responsive strategies.

Problem Statement 2 (Prioritized): There is a need to focus on improving student experience and school culture that would support increasing daily attendance.
Root Cause: Inconsistencies around positive daily student experience and limited implementation of Restorative Practice.

Priority Problem Statements

Problem Statement 1: SPED students at Eastern Hills High School are not achieving specified growth targets as it relates to state accountability or meeting the minimum percentage target for meets and masters as it relates to 2025-2026 STAAR Assessments.

Root Cause 1: There is a need to support Teachers and support staff through professional learning in the areas of differentiating instructional support for all learners. There is limited consistency around Tier 1 delivery of instruction that align to the state standards at the appropriate level of rigor.

Problem Statement 1 Areas: Demographics

Problem Statement 2: BOY Map Growth shows less than 25 percent of students are expected to meet standard across all demographics, grade levels and sub populations.

Root Cause 2: This outcome is primarily due to limited instructional adjustments and intervention alignment following BOY MAP implementation, coupled with inconsistent use of MAP data to inform Tier 1 instruction and targeted Tier 2 supports. As this is the early phase of MAP implementation at the high school level, staff capacity to analyze MAP strands, set growth-oriented instructional goals, and systematical

Problem Statement 2 Areas: Student Learning

Problem Statement 3: While attendance data has improved 3 points from 89 percent to 90 percent in the 2025-26 school year,the campus has more than 21 percent of students who are chronically absent.

Root Cause 3: Students and families need access to resources when attendance problems arise and there is a lack of communication between the families and school when absenteeism starts.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: There is a need to reduce out of school suspensions and referrals here at Eastern Hills High School.

Root Cause 4: Inconsistency around implementing Restorative Practice Program and culturally responsive strategies.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: There is a need to focus on improving student experience and school culture that would support increasing daily attendance.

Root Cause 5: Inconsistencies around positive daily student experience and limited implementation of Restorative Practice.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Goals

Revised/Approved: November 10, 2026

Goal 1: Increase the percent of graduates that meet the criteria for CCMR Outcomes bonus from 12% to 25%

Performance Objective 1: Increase the percentage of 10th through 12th grade students scoring at or above the college ready standard on TSIA2 by assessment from 6% to 30% by June 2027. Increase the performance of EB students by 20% by June 2027.

Evaluation Data Sources: TSI Data CCMR Data

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1: Implementation of the Cowtown 12 model through campus-wide disciplinary literacy and structured writing practices designed to accelerate student achievement by strengthening reading comprehension, academic vocabulary, critical thinking, and inferencing skills across all content areas.

Strategy's Expected Result/Impact: Improved student writing performance and strengthened reading comprehension, vocabulary development, and inferencing skills across all content areas for a comprehensive, low-performing high school population.

Staff Responsible for Monitoring: Principal
Assistant Principals
Department Chairs
Core Content Teachers
PLC Facilitators
Assessment Coordinators

Summative Evaluation: Some Progress Made Toward Strategy

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy**

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1, 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: The campus will strengthen and maintain a comprehensive CCMR tracking system to ensure all students are enrolled in aligned coursework, receive targeted supports, and are progressing toward college, career, and military readiness indicators within a comprehensive, developing high school setting. **Intended Audience:** Counselors, Administrators Team, Principal, CTE Dept Chair. **Provider / Presenter / Person Responsible:** Principal Assessment Coordinator Administrators **Date(s) / Timeframe:** August 2026- May 2027 **Collaborating Departments:** FWISD & EHHS Counseling Department EHHS Campus Staff FWISD District CCMR Department **Delivery Method:** Data Meetings CCMR Weekly Meetings Face to Face Teams/ Zoom **Funding Sources:** Implement structured college visit opportunities for students in grades 10-12 to increase exposure to postsecondary options and promote college, career, and military readiness (CCMR). - Title I (211) - 211-11-6412-502-006-30-006-101000 - $7,000	 Some Progress		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Continue conducting bi-weekly CCMR data meetings to monitor student progress, identify areas of opportunity, and implement targeted supports, including interventions for TSI achievement and participation in Advanced Academics programs. **Intended Audience:** Administrators, Principal Dept head CTE, Counselors **Provider / Presenter / Person Responsible:** Principals, Assistants Principals, Assessment Coordinator, Counselors **Date(s) / Timeframe:** August 2026- May 2027 **Collaborating Departments:** Administrators, principal, Counselors FWISD District CCMR & Counseling Dept. **Delivery Method:** Data Meetings CCMR Weekly Meetings Face to Face Teams/ Zoom	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Expand student access and participation in TSIA preparation sessions and testing opportunities through targeted interventions, tutorials, and scheduled testing supports.

Strategy's Expected Result/Impact: Increased student participation in TSIA preparation and testing opportunities, resulting in individualized student support plans and clearly identified areas for academic growth and improvement.

Staff Responsible for Monitoring: Administrators, Assessment Coordinators, and Teachers

Title I:
2.51, 2.52
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1, 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Provide bi- weekly after-school tutorials focused on strengthening TSIA skills, while offering monthly testing opportunities to monitor student progress and college readiness growth. **Intended Audience:** 9th-12th Grade Scholars **Provider / Presenter / Person Responsible:** EHHS Principal EHHS Counselors EHHS Assessment Coordinator EHHS Go Center Staff **Date(s) / Timeframe:** August 2026- May 2027 **Collaborating Departments:** EHHS Counseling FWISD District EHHS Campus Staff **Delivery Method:** Monthly Staff meetings Face to Face Grade level student meetings **Funding Sources:** Enhanced teacher support through targeted interventions, data-driven instructional strategies, and ongoing assessment monitoring to address student learning gaps and improve academic performance. - Title I (211) - 211-11-6116-502-006-30-006-101000 - $5,000	 Some Progress		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: English III, English IV, Geometry, and Algebra II teachers will incorporate TSIA-aligned instruction, practice activities, and college readiness skills into weekly instructional plans to support student achievement and postsecondary readiness. **Intended Audience:** English and mathematics teachers will support students in grades 10-12 through the implementation of TSIA-aligned instruction and targeted college readiness interventions. **Provider / Presenter / Person Responsible:** EHHS Principal EHHS Assistant Principals EHHS Assessment Coordinator EHHS Department Leads **Date(s) / Timeframe:** August 2026- May 2027 **Collaborating Departments:** EHHS English and Math Department FWISD TSI Department **Delivery Method:** Instruction will be delivered through Tier I classroom instruction aligned to the Cowtown 12 model, incorporating embedded TSIA-aligned strategies, disciplinary literacy practices, targeted interventions, small-group instruction, and after-school tutorials to accelerate college readiness outcomes for students in grades 10-12.	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: SPED students at Eastern Hills High School are not achieving specified growth targets as it relates to state accountability or meeting the minimum percentage target for meets and masters as it relates to 2025-2026 STAAR Assessments. **Root Cause**: There is a need to support Teachers and support staff through professional learning in the areas of differentiating instructional support for all learners. There is limited consistency around Tier 1 delivery of instruction that align to the state standards at the appropriate level of rigor.
Student Learning
Problem Statement 1: BOY Map Growth shows less than 25 percent of students are expected to meet standard across all demographics, grade levels and sub populations. **Root Cause**: This outcome is primarily due to limited instructional adjustments and intervention alignment following BOY MAP implementation, coupled with inconsistent use of MAP data to inform Tier 1 instruction and targeted Tier 2 supports. As this is the early phase of MAP implementation at the high school level, staff capacity to analyze MAP strands, set growth-oriented instructional goals, and systematical
School Processes & Programs
Problem Statement 1: While attendance data has improved 3 points from 89 percent to 90 percent in the 2025-26 school year,the campus has more than 21 percent of students who are chronically absent. **Root Cause**: Students and families need access to resources when attendance problems arise and there is a lack of communication between the families and school when absenteeism starts.

Perceptions

Problem Statement 1: There is a need to reduce out of school suspensions and referrals here at Eastern Hills High School. **Root Cause**: Inconsistency around implementing Restorative Practice Program and culturally responsive strategies.

Problem Statement 2: There is a need to focus on improving student experience and school culture that would support increasing daily attendance. **Root Cause**: Inconsistencies around positive daily student experience and limited implementation of Restorative Practice.

Goal 1: Increase the percent of graduates that meet the criteria for CCMR Outcomes bonus from 12% to 25%

Performance Objective 2: Increase the number of graduates earning CCMR indicators (e.g., dual credit, certifications, military enlistment, or college readiness benchmarks) from 12% to 25%.

High Priority

Evaluation Data Sources: State CCMR Outcomes Bonus data
SAT/ACT/TSI results
Dual credit enrollment and completion data
Industry certification attainment records
AP participation and exam results
Graduation plans and counselor tracking tools

Strategy 1: Implement a structured CCMR pathway expansion and completion system that increases student access to and successful completion of dual credit, industry certifications, college readiness benchmarks, and military enlistment opportunities.

Strategy's Expected Result/Impact: Implementation of a structured CCMR pathway system will result in an increase in the percentage of graduates earning at least one CCMR indicator from 12% to 19%. More students will successfully complete dual credit courses, earn industry-based certifications, meet college readiness benchmarks, or enlist in the military.
As a result, the campus will demonstrate improved college, career, and military readiness outcomes, increased student preparedness for postsecondary success, and greater access to high-quality pathways for all student groups. This will lead to enhanced accountability ratings, improved CCMR Outcomes Bonus performance, and expanded opportunities for students beyond graduation.

Staff Responsible for Monitoring: Principal: Provides overall oversight of CCMR implementation and monitors campus progress toward CCMR goals and accountability outcomes
Assistant Principal (Latisha Manning): Oversees daily implementation, monitors CCMR data, and ensures alignment of programs and supports
Counselors: Track individual student progress toward CCMR indicators, manage graduation plans, and conduct student conferences
CCMR / College & Career Coordinator: Monitors pathway participation, certification completion, and college/military readiness indicators
CTE Department Chair & Teachers: Track student progress in certification programs and ensure successful completion of industry-based credentials
AP/Dual Credit Teachers: Monitor student enrollment, performance, and completion of advanced coursework
Data Specialist / Registrar (if applicable): Maintains accurate records of CCMR indicators and supports reporting
Military Liaison / Recruiters (if applicable): Provide updates on enlistment opportunities and student commitments

Title I:
2.51
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy**

Problem Statements: Student Learning 1 - School Processes & Programs 1

Action Step 1 Details	Formative Reviews		
Action Step 1: Identify and Track CCMR-Eligible Students	Formative		
	Nov	Jan	Mar
Use graduation plans and data systems to identify students on track or near meeting CCMR indicators Maintain a campus-wide tracking system updated monthly	 Some Progress		
Expand Dual Credit and Advanced Coursework Access Increase student enrollment in dual credit and AP courses Provide support structures to ensure course completion (tutoring, monitoring, check-ins)			
Increase Industry-Based Certification Opportunities Expand CTE program offerings aligned to high-demand certifications Ensure students are prepared for and scheduled to take certification exams			
Provide College Readiness Testing Support Offer SAT/ACT/TSI preparation sessions during and after school Ensure all eligible students have access to testing opportunities			
Conduct Individual CCMR Planning Conferences Counselors meet with students to develop personalized CCMR plans Monitor progress toward at least one CCMR indicator			
Promote Military and Workforce Pathways Partner with military recruiters and workforce organizations Provide informational sessions for students and families			
Engage Families in CCMR Awareness			

Host parent nights and workshops focused on CCMR opportunities and benefits
Provide clear communication on graduation pathways and requirements

Monitor and Adjust CCMR Progress

Conduct monthly CCMR data reviews with campus leadership
Adjust supports and interventions for students not meeting benchmarks

Intended Audience: English and mathematics teachers will support students in grades 10-12 through the implementation of TSIA-aligned instruction and targeted college readiness interventions.

Provider / Presenter / Person Responsible: EHHS Principal
EHHS Assistant Principals
EHHS Assessment Coordinator
EHHS Department Leads

Date(s) / Timeframe: August 2026- May 2027

Collaborating Departments: EHHS English and Math Department
FWISD TSI Department

Delivery Method: face to face

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: BOY Map Growth shows less than 25 percent of students are expected to meet standard across all demographics, grade levels and sub populations. **Root Cause**: This outcome is primarily due to limited instructional adjustments and intervention alignment following BOY MAP implementation, coupled with inconsistent use of MAP data to inform Tier 1 instruction and targeted Tier 2 supports. As this is the early phase of MAP implementation at the high school level, staff capacity to analyze MAP strands, set growth-oriented instructional goals, and systematical
School Processes & Programs
Problem Statement 1: While attendance data has improved 3 points from 89 percent to 90 percent in the 2025-26 school year,the campus has more than 21 percent of students who are chronically absent. **Root Cause**: Students and families need access to resources when attendance problems arise and there is a lack of communication between the families and school when absenteeism starts.

Goal 1: Increase the percent of graduates that meet the criteria for CCMR Outcomes bonus from 12% to 25%

Performance Objective 3: Strengthen student participation and completion in college, career, and military pathways to increase CCMR attainment from 12% to 25% by April 2027.

High Priority

Evaluation Data Sources: State Accountability Data

CCMR Outcomes Bonus indicators (state accountability reports)

College Readiness Data

SAT/ACT scores
TSI (Texas Success Initiative) assessment results

Advanced Coursework Data

Dual credit enrollment and course completion records
Advanced Placement (AP) participation and exam scores

Career Readiness Data

Industry-Based Certification (IBC) attainment records
CTE program completion data

Military Readiness Data

Military enlistment documentation and recruiter confirmations

Graduation Plan Tracking

Individual student graduation plans and CCMR tracking sheets
Counselor logs and advising records

Program Participation Data

Enrollment in CCMR pathways (CTE, dual credit, AP)
Attendance in SAT/TSI prep sessions and tutoring

Progress Monitoring Data

Monthly CCMR tracking reports
Data dashboards identifying students on/off track

Parent & Student Engagement

Attendance at CCMR parent nights and informational sessions

Strategy 1: Implement a comprehensive college, career, and military readiness (CCMR) system that prioritizes student access, participation, and completion of pathways leading to measurable postsecondary outcomes.

Strategy's Expected Result/Impact: The implementation of a comprehensive CCMR strategy will result in an increase in the percentage of graduates earning at least one CCMR indicator from 12% to 19%. Students will have greater access to and successful completion of dual credit courses, industry-based certifications, college readiness benchmarks (SAT/ACT/TSI), and military enlistment opportunities.
As a result, the campus will demonstrate improved postsecondary readiness outcomes, increased student preparedness for college, career, and military pathways, and expanded equitable access to high-quality programs. This will lead to enhanced accountability ratings, increased CCMR Outcomes Bonus performance, and stronger long-term success for all graduates.

Staff Responsible for Monitoring: Principal: Ensures overall implementation of CCMR initiatives, monitors campus progress toward CCMR goals, and holds staff accountable for outcomes

Assistant Principal Oversees day-to-day implementation of CCMR strategies, facilitates data reviews, and ensures alignment of programs and interventions

Counselors: Monitor individual student progress toward CCMR indicators, update graduation plans, conduct student conferences, and coordinate testing opportunities

CCMR / College & Career Coordinator: Tracks CCMR data, monitors pathway completion (dual credit, certifications, military), and ensures students meet indicator requirements

CTE Department Chair & Teachers: Monitor student progress in certification programs, ensure readiness for exams, and track credential attainment

AP / Dual Credit Teachers: Monitor enrollment, performance, and successful completion of advanced coursework tied to CCMR indicators

Data Specialist / Registrar: Maintains accurate records of CCMR indicators and supports reporting for accountability

PLC Leads / Department Chairs: Review data trends, support instructional adjustments, and monitor student progress within content areas

Title I:
2.51, 2.53
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
Action Step 1: Identify and Track Student CCMR Status	Formative		
	Nov	Jan	Mar
Develop and maintain a campus-wide CCMR tracking system to monitor student progress toward indicators Identify students on track, at-risk, and "bubble" students needing support Expand Access to CCMR Pathways Increase enrollment in dual credit, AP courses, and CTE programs aligned to industry certifications Ensure equitable access for all student groups Provide Targeted Academic and Career Supports Offer SAT/ACT/TSI preparation sessions during and after school Provide tutoring and academic interventions for students in advanced coursework Increase Industry-Based Certification Completion Align CTE programs to high-demand certifications	 Some Progress		

Schedule and support students in completing certification exams

Implement Individual CCMR Planning

Conduct regular counselor-student conferences to develop and monitor personalized CCMR plans
Ensure each student is working toward at least one CCMR indicator

Strengthen Postsecondary Partnerships

Collaborate with local colleges, workforce programs, and military recruiters
Provide students with exposure to multiple postsecondary pathways

Engage Families in CCMR Awareness

Host parent nights and informational sessions about CCMR pathways and benefits
Provide ongoing communication about student progress and opportunities

Monitor and Adjust Implementation

Conduct monthly CCMR data reviews with campus leadership
Adjust supports and interventions based on student performance and participation data

Intended Audience: Juniors and seniors; students near CCMR completion; all student groups with focus on equity

Provider / Presenter / Person Responsible: Principal, Assistant Principal (Latisha Manning), Counselors, CCMR Coordinator, CTE Teachers, AP/Dual Credit Teachers

Date(s) / Timeframe: August 2026- May 2027

Collaborating Departments: Counseling, CTE, Advanced Academics, Special Programs (SPED, ESL, 504), Administration

Delivery Method: Face to Face

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: BOY Map Growth shows less than 25 percent of students are expected to meet standard across all demographics, grade levels and sub populations. **Root Cause**: This outcome is primarily due to limited instructional adjustments and intervention alignment following BOY MAP implementation, coupled with inconsistent use of MAP data to inform Tier 1 instruction and targeted Tier 2 supports. As this is the early phase of MAP implementation at the high school level, staff capacity to analyze MAP strands, set growth-oriented instructional goals, and systematical

Goal 2: Increase the percentage of students reaching the "Meets Grade Level" standard for English 1 EOC by the end of 9th grade on the annual state performance measurement from 22% to 40%

Performance Objective 1: Increase the percentage of 9th grade students scoring at the Meets Grade Level standard or above on ELAR six-weeks assessments from 22% to 40% by June 2027 through the implementation of the Cowtown 12 instructional model, disciplinary literacy practices, and targeted reading and writing interventions.

High Priority

Evaluation Data Sources: Evaluation data sources will include six-weeks assessment data, STAAR benchmarks, student writing samples, walkthrough evidence, PLC documentation, intervention progress monitoring tools, and disaggregated student performance reports to measure growth in ELAR achievement and targeted student group performance.

Strategy 1: Implementation and support of campus instructional priorities aligned to FWISD Pillar 2 by delivering high-quality, focused instruction and a rigorous standards-based curriculum designed to improve student achievement across all content areas.

Strategy's Expected Result/Impact: Improve Tier I instruction through teacher internalization and implementation of high-leverage, targeted instructional practices that incorporate language supports across all content areas to increase student engagement, comprehension, and academic achievement.

Staff Responsible for Monitoring: Teachers
Dept Chairs
Assessment Coordinator
Content Administrator

Title I:
2.51, 2.52, 2.53
- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Teachers will participate in weekly PLC meetings aligned to the Cowtown 12 instructional model, focusing on lesson internalization, rehearsal of high-leverage instructional practices, data analysis, and targeted planning to strengthen Tier I instruction and improve student achievement outcomes. **Intended Audience:** English I **Provider / Presenter / Person Responsible:** EHHS Principal EHHS Assistant Principals EHHS Assessment Coordinator EHHS Department Chairs **Date(s) / Timeframe:** August 2026- May 2027 **Collaborating Departments:** Core Content Departments **Delivery Method:** PLC Meeting	 Some Progress		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: The campus will implement consistent disciplinary literacy practices across all content areas campus-wide to strengthen reading, writing, academic vocabulary, and student comprehension aligned to the Cowtown 12 instructional model. **Intended Audience:** English Students **Provider / Presenter / Person Responsible:** EHHS Principal EHHS Assistant Principal EHHS English Dept Chair **Date(s) / Timeframe:** August 2026- May 2027 **Collaborating Departments:** EHHS English Dept. **Delivery Method:** Weekly PLC's **Funding Sources:** Provide instructional materials for staff - Title I (211) - 211-11-6112-502-006-30-006-101000 - $20,000	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Implement a Math demonstration teacher position to utilize data-driven practices to identify student needs and design targeted, tiered intervention groups, with the goal of improving math achievement and increasing overall student performance.

Strategy's Expected Result/Impact: Pedagogical growth aligned to the Cowtown 12 instructional model through ongoing progress monitoring of instructional strategy effectiveness, including scaffolding supports, differentiation, acceleration, and targeted Tier I instructional practices.

Staff Responsible for Monitoring: EHHS Teachers
EHHS Assessment Coordinator
EHHS Admin

Summative Evaluation: No Progress made Toward Strategy

Title I:
2.51, 2.52
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: The campus will hire an Assessment Coordinator with targeted English/ELAR support responsibilities to address identified student academic needs through data-driven instructional strategies and the implementation of the Cowtown 12 instructional model across Tier I instruction and intervention systems **Intended Audience:** ELA Students **Provider / Presenter / Person Responsible:** The Assessment Coordinator, Principal, and Assistant Principal over English/ELAR will monitor the implementation of Cowtown 12 instructional strategies, instructional effectiveness, intervention supports, and student progress through data analysis, walkthroughs, PLC meetings, and assessment reviews. **Date(s) / Timeframe:** August 2026- May 2027 **Collaborating Departments:** English Department **Delivery Method:** Weekly English PLC **Funding Sources:** Hire a Demo Teacher to support implementation of HQ instructional materials and professional learning support. - Title I (211) - 211-11-6119-502-006-30-006-101000 - $72,004, Hire a Demo Teacher to support implementation of HQ instructional materials and professional learning support. - Title I (211) - 211-XX-614X-502-006-30-006-101000 - $12,960.72			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: The campus will purchase high-quality instructional materials, intervention resources, and classroom supports to strengthen effective instruction and support implementation of the Cowtown 12 instructional model across all content areas. **Intended Audience:** EHHS Teachers EHHS Students **Provider / Presenter / Person Responsible:** EHHS Principal; EHHS Campus Administration **Date(s) / Timeframe:** August 2026- May 2027 **Collaborating Departments:** EHHS Teachers **Delivery Method:** Instructional			

Action Step 3 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 3: The campus will purchase resources and supports designed to meet the linguistic and academic needs of Emergent Bilingual students through targeted language development and instructional interventions. **Intended Audience:** Emergent Bilingual Students **Provider / Presenter / Person Responsible:** EHHS Principal EHHS Admin Team FWISD ESL Coordinator EHHSLPAC Chair **Date(s) / Timeframe:** August 2026- Many 2027 **Collaborating Departments:** FWISD EB Department EHHS Teachers **Delivery Method:** PLC			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: BOY Map Growth shows less than 25 percent of students are expected to meet standard across all demographics, grade levels and sub populations. **Root Cause**: This outcome is primarily due to limited instructional adjustments and intervention alignment following BOY MAP implementation, coupled with inconsistent use of MAP data to inform Tier 1 instruction and targeted Tier 2 supports. As this is the early phase of MAP implementation at the high school level, staff capacity to analyze MAP strands, set growth-oriented instructional goals, and systematical

Goal 2: Increase the percentage of students reaching the "Meets Grade Level" standard for English 1 EOC by the end of 9th grade on the annual state performance measurement from 22% to 40%

Performance Objective 2: Increase college readiness indicators by improving ninth-grade English I EOC performance, raising the "Meets Grade Level" rate from 22% to 40%.

High Priority

Evaluation Data Sources: STAAR English I EOC results; district benchmark assessments; common formative assessments; student writing samples and portfolios; MTSS/RTI progress monitoring data; tutoring/intervention attendance logs; PLC data meeting notes; walkthrough and observation data (Cowtown 12); student data trackers and goal-setting folders

Strategy 1: Implement a targeted literacy improvement plan with data-driven instruction, differentiated supports, and focused interventions in English I.

Strategy's Expected Result/Impact: Decreased number of students performing below grade level in English I, increased percentage achieving "Meets Grade Level," improved literacy skills, and strengthened campus accountability outcomes

Staff Responsible for Monitoring: Assistant Principal , Principal, English Department Chair, English I Teachers, Counselors

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: 1. Administer and analyze English I formative and benchmark assessments every 3-6 weeks2. Conduct PLC meetings to identify gaps and plan targeted instruction3. Provide small-group intervention for students performing below grade level4. Implement writing across the curriculum strategies5. Offer before/after-school tutoring and EOC prep sessions6. Monitor student progress and adjust supports accordingly **Intended Audience:** Ninth-grade English I students, with targeted support for students performing below grade level **Provider / Presenter / Person Responsible:** Assistant Principal , Principal, English Department Chair, English I Teachers, Instructional Coaches, Counselors **Date(s) / Timeframe:** August 2026- May 2027 **Collaborating Departments:** English/ELA, Counseling, Special Programs (SPED, ESL, 504), Instructional Coaches, Administration **Delivery Method:** face to face			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: BOY Map Growth shows less than 25 percent of students are expected to meet standard across all demographics, grade levels and sub populations. **Root Cause**: This outcome is primarily due to limited instructional adjustments and intervention alignment following BOY MAP implementation, coupled with inconsistent use of MAP data to inform Tier 1 instruction and targeted Tier 2 supports. As this is the early phase of MAP implementation at the high school level, staff capacity to analyze MAP strands, set growth-oriented instructional goals, and systematical

Goal 2: Increase the percentage of students reaching the "Meets Grade Level" standard for English 1 EOC by the end of 9th grade on the annual state performance measurement from 22% to 40%

Performance Objective 3: Increase the percentage of ninth-grade students demonstrating academic growth in English I by improving performance from the "Approaches Grade Level" category to "Meets Grade Level," resulting in an increase from 22% to 40% by the end of the school year.

High Priority

Evaluation Data Sources: STAAR English I EOC results; benchmark exams; common formative assessments; writing samples; student progress trackers; tutoring attendance logs; PLC documentation

Strategy 1: Implement an intensive EOC readiness and skill-building program focused on reading comprehension, writing proficiency, and targeted support for "bubble students."

Strategy's Expected Result/Impact: Increased movement of students from Approaches to Meets performance level, improved reading and writing proficiency, higher EOC success rates, and strengthened overall campus accountability ratings

Staff Responsible for Monitoring: Assistant Principal, Principal, English Department Chair, English I Teachers, Instructional Coaches

Title I:
2.51, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy** - **Additional Targeted Support Strategy**

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Identify and track "bubble students" using benchmark and formative assessment data to monitor progress toward the Meets Grade Level standard Provide targeted small-group instruction focused on reading comprehension and writing skills aligned to priority TEKS Implement weekly writing assignments using STAAR/EOC-aligned prompts and rubrics to strengthen student responses Conduct regular EOC readiness sessions, including practice exams, released items, and timed writing activities Offer before/after-school and Saturday tutoring sessions focused on high-yield standards and student skill gaps Utilize PLC meetings to analyze data every 3-6 weeks and adjust instruction and interventions Integrate daily reading strategies (annotation, close reading, questioning) to improve comprehension **Intended Audience:** Ninth-grade English I students Students performing at the Approaches level and below grade level **Provider / Presenter / Person Responsible:** Assistant Principal Principal English Department Chair English I Teachers Counselors **Date(s) / Timeframe:** August 2026- May 2027 **Collaborating Departments:** English/ELA Department Counseling Department Special Programs (SPED, ESL, 504) Administration **Delivery Method:** face to face			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: BOY Map Growth shows less than 25 percent of students are expected to meet standard across all demographics, grade levels and sub populations. **Root Cause**: This outcome is primarily due to limited instructional adjustments and intervention alignment following BOY MAP implementation, coupled with inconsistent use of MAP data to inform Tier 1 instruction and targeted Tier 2 supports. As this is the early phase of MAP implementation at the high school level, staff capacity to analyze MAP strands, set growth-oriented instructional goals, and systematical

Goal 3: Reduce the number of schools that are rated F from 0% to 20%

Performance Objective 1: Increase the percentage of students scoring at the Meets Grade Level standard or above on Math benchmark assessments from % to % by June 2027 through implementation of the Cowtown 12 instructional model, targeted Tier I instructional practices, and data-driven math interventions.

High Priority

HB3 Goal

Evaluation Data Sources: Math Benchmark Assessment Data

Next Year's Recommendation: Increase Meets 20% from 2026 STAAR to 2027 STAAR for Algebra 1

Strategy 1: Implementation and support of campus instructional priorities aligned to FWISD Pillar 2 and the Cowtown 12 instructional model through the delivery of high-quality, focused, and standards-aligned curriculum and Tier I instruction designed to improve student achievement outcomes across all content areas.

Strategy's Expected Result/Impact: Improve Tier I instruction through teacher internalization and implementation of high-leverage, targeted instructional practices aligned to the Cowtown 12 instructional model, including embedded language supports across all content areas to increase student engagement, comprehension, and academic achievement.

Staff Responsible for Monitoring: EHHS Teachers
EHHS Assessment Coordinator
EHHS Content Administrator

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: The campus will purchase targeted instructional materials, intervention resources, and academic supports designed to meet the needs of at-risk students and strengthen implementation of the Cowtown 12 instructional model. **Intended Audience:** The campus will provide targeted interventions and academic supports for historically underserved and at-risk students through implementation of the Cowtown 12 instructional model. **Provider / Presenter / Person Responsible:** EHHS Principal EHHS Campus Administration **Date(s) / Timeframe:** August 2026- May 2027 **Collaborating Departments:** Core Content Departments **Delivery Method:** Instructional Support	 Some Progress		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: The campus will implement consistent coaching and feedback systems that will improve quality instruction across all contents. **Intended Audience:** EHHS Teachers **Provider / Presenter / Person Responsible:** EHHS Admin Team **Date(s) / Timeframe:** August 2026- May 2027 **Collaborating Departments:** ILT **Delivery Method:** Spot Observations **Funding Sources:** Additional Instructional Training, Planning and Support for campus staff - Title I (211) - 211-11-6112-502-006-30-006-101000 - $20,000, Instructional Materials - Title I (211) - 211-11-6399-502-006-30-006-101000 - $15,000, School Leadership Travel - Title I (211) - 211-23-6411-502-006-30-006-101000 - $12,495.28			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: BOY Map Growth shows less than 25 percent of students are expected to meet standard across all demographics, grade levels and sub populations. **Root Cause**: This outcome is primarily due to limited instructional adjustments and intervention alignment following BOY MAP implementation, coupled with inconsistent use of MAP data to inform Tier 1 instruction and targeted Tier 2 supports. As this is the early phase of MAP implementation at the high school level, staff capacity to analyze MAP strands, set growth-oriented instructional goals, and systematical

Goal 3: Reduce the number of schools that are rated F from 0% to 20%

Performance Objective 2: Increase overall student performance in core subject areas to improve campus accountability ratings and decrease the number of campuses rated "F.

High Priority

HB3 Goal

Evaluation Data Sources: Math Benchmark Assessment Data

Strategy 1: The campus will strengthen Tier 1 instruction while providing targeted Tier 2 and Tier 3 interventions based on frequent data analysis. Teachers will use formative and benchmark data to guide instructional decisions, implement research-based strategies, and provide differentiated instruction to meet diverse student needs. Additional supports, including tutoring, small-group instruction, and ongoing progress monitoring, will ensure students demonstrate measurable growth in core academic areas.
This work will be aligned to the district's Cowtown 12 instructional framework, ensuring consistency in high-quality teaching practices, student engagement, and rigorous learning expectations across all classrooms to improve overall student performance and campus accountability outcomes.

Strategy's Expected Result/Impact: Improved Tier 1 instruction and targeted interventions will lead to increased student mastery in core subject areas, as evidenced by higher performance on formative, benchmark, and state assessments. The campus will see measurable gains in student growth, a reduction in the number of students performing below grade level, and increased rates of course completion.
As a result, overall campus accountability ratings will improve, contributing to a decrease in the number of campuses rated "F." Additionally, consistent implementation of the Cowtown 12 framework will ensure high-quality instruction, increased student engagement, and equitable learning outcomes for all students.

Staff Responsible for Monitoring: Admin Team

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Implement Data-Driven Instruction Administer formative and benchmark assessments every 3-6 weeks. Use PLC meetings to analyze data and adjust instruction based on student needs. **Intended Audience:** Admin Team **Provider / Presenter / Person Responsible:** Admin Team **Date(s) / Timeframe:** August 2026- May 2027 **Collaborating Departments:** All Core Dept **Delivery Method:** Face to Face	 Accomplished		

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Improve campus performance ratings by increasing student achievement, closing achievement gaps, and strengthening instructional practices in all tested subject areas.

Strategy's Expected Result/Impact: Students will demonstrate measurable academic growth in all core subject areas, as evidenced by improved performance on formative assessments, benchmarks, and state exams. The percentage of students meeting or exceeding grade-level expectations will increase, while the number of students performing below grade level will decrease.
As a result, the campus will see improved overall accountability ratings, reduced performance gaps among student groups, and a stronger culture of high expectations and academic success across all classrooms.

Staff Responsible for Monitoring: Assistant Principal
Principal:
Instructional Coaches / Academic Deans:
Department Chairs / PLC Leads: T
Counselors:
RTI/MTSS Coordinator

Title I:
2.51, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Administer and analyze formative/benchmark assessments every 3-6 weeks2. Conduct PLC meetings to adjust instruction and target gaps3. Implement MTSS interventions (Tier 2 & 3)4. Provide tutoring, Saturday school, and credit recovery5. Disaggregate data to address achievement gaps6. Provide professional development on best practices7. Conduct instructional walkthroughs aligned to Cowtown 12 **Intended Audience:** All students in tested subject areas; focus on identified student groups needing support **Provider / Presenter / Person Responsible:** Principal, Assistant Principals, Instructional Coaches, Department Chairs, Teachers, Counselors, RTI/MTSS Coordinator **Date(s) / Timeframe:** August 2026- May 2027 **Collaborating Departments:** Core content departments (ELA, Math, Science, Social Studies), Counseling, Special Programs (SPED, ESL, 504), Administration **Delivery Method:** Face to Face			

No Progress Accomplished Continue/Modify Discontinue

Strategy 3: Ensure all students demonstrate measurable academic progress in core subjects through data-driven instruction, differentiated support, and consistent progress monitoring, resulting in improved accountability outcomes.

Strategy's Expected Result/Impact: All students will demonstrate measurable academic progress in core subject areas, reflected in increased mastery on formative assessments, benchmarks, and state exams. The implementation of data-driven instruction, differentiated support, and consistent progress monitoring will lead to higher levels of student achievement, a decrease in the number of students performing below grade level, and improved academic growth across all student groups.
As a result, the campus will experience improved accountability ratings, reduced achievement gaps, and a stronger, more consistent culture of effective instruction and student success.

Staff Responsible for Monitoring: admin team

Title I:
2.51
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: 1. Implement targeted TEKS remediation cycles based on assessment data2. Integrate writing across all core content areas using common rubrics3. Conduct student data conferences to set goals and monitor progress4. Increase rigor through higher-order questioning and student discourse5. Provide parent engagement opportunities to support academic success6. Identify and support "bubble students" near Meets Grade Level7. Collaborate vertically with feeder schools to address skill gaps **Intended Audience:** All students in tested subject areas, with a focus on identified subgroups and students needing intervention **Provider / Presenter / Person Responsible:** Principal, Assistant Principal , Instructional Coaches, Department Chairs, Teachers, Counselors, RTI/MTSS Coordinator **Date(s) / Timeframe:** August 2026 May 2027 **Collaborating Departments:** Core Content Departments (ELA, Math, Science, Social Studies), Counseling, Special Programs (SPED, ESL, 504), Instructional Coaches, Administration **Delivery Method:** Face to Face			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: BOY Map Growth shows less than 25 percent of students are expected to meet standard across all demographics, grade levels and sub populations. **Root Cause**: This outcome is primarily due to limited instructional adjustments and intervention alignment following BOY MAP implementation, coupled with inconsistent use of MAP data to inform Tier 1 instruction and targeted Tier 2 supports. As this is the early phase of MAP implementation at the high school level, staff capacity to analyze MAP strands, set growth-oriented instructional goals, and systematical

Goal 3: Reduce the number of schools that are rated F from 0% to 20%

Performance Objective 3: Decrease the percentage of students performing below grade level through targeted interventions and high-quality Tier 1 instruction in core content areas.

High Priority

HB3 Goal

Evaluation Data Sources: Math Benchmark Assessment Data

Strategy 1: Implement a comprehensive MTSS (Multi-Tiered System of Supports) framework to provide timely, targeted academic interventions while strengthening Tier 1 core instruction across all content areas.

Strategy's Expected Result/Impact: The implementation of a comprehensive MTSS framework and strengthened Tier 1 instruction will result in a decrease in the percentage of students performing below grade level across core content areas. Students will demonstrate measurable academic growth through improved performance on formative assessments, benchmarks, and state assessments.
Targeted interventions and consistent progress monitoring will ensure students receive timely support, leading to increased mastery of grade-level standards. As a result, the campus will experience improved overall student achievement, reduced achievement gaps among student groups, and higher accountability ratings, with more students performing at or above grade-level expectations.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coaches / Academic Deans:
RTI/MTSS Coordinator:
Counselors:
Teachers:

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy**

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
Action Step 1: Establish and Implement MTSS Framework	Formative		
	Nov	Jan	Mar
Develop a campus-wide MTSS structure with clearly defined Tier 1, Tier 2, and Tier 3 supports			

Create intervention schedules and dedicated time for support (intervention block)

Universal Screening and Data Identification

Administer universal screeners and benchmark assessments to identify students needing support
Use data to place students in appropriate intervention tiers

Strengthen Tier 1 Instruction

Ensure all instruction is aligned to TEKS and incorporates high-yield instructional strategies
Implement Cowtown 12 practices to increase rigor and engagement

Provide Targeted Tier 2 and Tier 3 Interventions

Deliver small-group, skill-based instruction for students below grade level
Utilize research-based intervention programs and strategies

Progress Monitor Student Growth

Monitor student performance every 2-3 weeks using formative assessments
Adjust interventions based on student progress and data trends

Conduct MTSS/Data Meetings

Hold regular MTSS meetings to review student data, monitor progress, and adjust supports
Document intervention plans and outcomes

Provide Professional Development

Train teachers on differentiation, intervention strategies, and data analysis
Provide coaching support to ensure effective implementation

Monitor Fidelity of Implementation

Conduct classroom walkthroughs and intervention observations
Provide feedback to ensure consistency and effectiveness of MTSS practices

Intended Audience: All students in core content areas, with targeted support for students performing below grade level

Provider / Presenter / Person Responsible: Principal, Assistant Principal, Instructional Coaches, Department Chairs, Teachers, Counselors, RTI/MTSS Coordinator

Date(s) / Timeframe: August 2026- May 2027

Collaborating Departments: Core Content Departments (ELA, Math, Science, Social Studies), Counseling, Special Programs (SPED, ESL, 504), Instructional Coaching Team, Administration

Delivery Method: face to Face

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: BOY Map Growth shows less than 25 percent of students are expected to meet standard across all demographics, grade levels and sub populations. **Root Cause**: This outcome is primarily due to limited instructional adjustments and intervention alignment following BOY MAP implementation, coupled with inconsistent use of MAP data to inform Tier 1 instruction and targeted Tier 2 supports. As this is the early phase of MAP implementation at the high school level, staff capacity to analyze MAP strands, set growth-oriented instructional goals, and systematical

Goal 4: By April 30, 2027, increase total student participation in at least one extracurricular program (Fine Arts, JROTC, or Athletics) by 100% compared to the November 2026 baseline, measured through quarterly enrollment data and tracked via a coordinated campus communication and scheduling campaign.

Performance Objective 1: Increase the percentage of students enrolled in Fine Arts courses from 40% to 45% by June 2027 through expanded student recruitment, intentional scheduling practices, and increased access to enrichment opportunities for historically underserved student groups. Increase the percentage of students enrolled in JROTC courses from 5% to 15% by June 2027 through targeted student outreach, leadership development opportunities, and improved awareness of college, career, and military readiness benefits. Increase the percentage of students enrolled in Athletics courses from 28% to 30% by June 2027 through intentional student engagement, expanded participation opportunities, and targeted recruitment of high-needs and historically underserved student populations. Increase participation and enrollment of historically underserved and at-risk student groups by 10% by June 2027 through equitable access to programs, intentional student support systems, and implementation of student-centered engagement strategies.

Evaluation Data Sources: Course request data will be used to monitor student interest and participation trends

Strategy 1: The campus will conduct outreach and engagement activities with feeder middle schools to increase awareness of and excitement about the academic, extracurricular, and college, career, and military readiness opportunities available at the high school.

Strategy's Expected Result/Impact: The campus anticipates a 10% increase in student course requests and participation across respective programs through targeted recruitment, student engagement, and increased awareness of program opportunities.

Staff Responsible for Monitoring: EHHS Fine Arts Teachers,
EHHS Athletic coordinators,
EHHS JROTC Instructors
EHHS Admin

Title I:
2.52
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 3: Integrated Student Support Systems

Problem Statements: Perceptions 1, 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: The campus will visit feeder middle schools to present and promote high school program opportunities, increasing student awareness, interest, and participation in academic, extracurricular, and CCMR pathways. **Intended Audience:** Middle School Scholars **Provider / Presenter / Person Responsible:** EHHS Counselors EHHS Admin team **Date(s) / Timeframe:** August 2026- May 2027 **Collaborating Departments:** October 2026- January 2027 **Delivery Method:** Meadowbrook Middle School & McClung Middle School	 Accomplished	 Accomplished	 Accomplished

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Athletics programs will collaborate with feeder middle schools to provide support, promote student engagement, increase athletic participation, and strengthen the overall athletics pipeline and program development at the high school. **Intended Audience:** Middle Schools **Provider / Presenter / Person Responsible:** EHHS Athletic coordinators EHHS Coaches **Date(s) / Timeframe:** August 2026- April 2027 **Collaborating Departments:** McClung Middle School Meadowbrook Middle School **Delivery Method:** Face to face	 Accomplished	 Accomplished	 Accomplished

Action Step 3 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 3: The JROTC program will collaborate with feeder middle schools to provide outreach, leadership engagement, and exposure opportunities that increase student awareness and interest in the JROTC program at the high school level. **Intended Audience:** Middle School **Provider / Presenter / Person Responsible:** JROTC Instructors **Date(s) / Timeframe:** August 2026- May 2027 **Collaborating Departments:** Meadowbrook Middle School McClung Middle School **Delivery Method:** face to face	 Accomplished	 Accomplished	 Accomplished

Action Step 4 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 4: Fine Arts programs will incorporate feeder middle school Fine Arts students into high school Fine Arts events and performances to increase exposure, student engagement, and participation in Fine Arts pathways at the high school level. **Intended Audience:** Middle School **Provider / Presenter / Person Responsible:** EHHS Fine Arts Dept EHHS Admin Team **Date(s) / Timeframe:** August 2026- May 2027 **Collaborating Departments:** Meadowbrook Middle School McClung Middle School **Delivery Method:** Face to Face	Accomplished	Accomplished	Accomplished

No Progress Accomplished Continue/Modify Discontinue

Strategy 2: EHHS will host grade-level parent meetings prior to the start of the school year to provide families with important campus information, academic expectations, program opportunities, and student support resources that promote student success and family engagement.

Strategy's Expected Result/Impact: Build and strengthen parent support for student participation in elective programs through family engagement, program awareness activities, and ongoing communication about academic and extracurricular opportunities.

Staff Responsible for Monitoring: Parent Partnership Specialist

Title I:
2.52
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 3: Integrated Student Support Systems

Problem Statements: Perceptions 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: The campus will create and share engaging content highlighting campus programs, student opportunities, support systems, and college and career readiness initiatives to increase parent awareness, student participation, and family engagement across academic and extracurricular programs. Additionally, the campus has hired a Parent Partnership Specialist to support parent and student initiatives, facilitate college visits, collaborate with counselors and campus administration, and assist with TSI, SAT, and ACT testing coordination to strengthen student college readiness outcomes. **Intended Audience:** Parents & Students **Provider / Presenter / Person Responsible:** EHHS Parent partnership Specialist EHHS Admin **Date(s) / Timeframe:** August 2026- May 2027 **Collaborating Departments:** EHHS Counselors **Delivery Method:** Face to Face **Funding Sources:** Funding for program implementation, parent engagement initiatives, college readiness activities, student recruitment efforts, and instructional supports will be provided through Title I, SCE, CCMR, grant funding, local campus allocations, and district-supported resources. - Title I (211) - 211-61-6129-503-006-30-006-101000 - $75,000	Accomplished	Accomplished	Accomplished

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: EHHS will provide multiple communication channels and feedback opportunities for parents to share input and engage in ongoing dialogue regarding campus programs, student supports, academic initiatives, and schoolwide activities. **Intended Audience:** Parents **Provider / Presenter / Person Responsible:** EHHS Principal EHHS Assistant Principals EHHS Counselors EHHS Parent Engagement **Date(s) / Timeframe:** August 2026- May 2027 **Collaborating Departments:** EHHS Counselors **Delivery Method:** Face to Face **Funding Sources:** Funding for family engagement events, workshops, and campus programming initiatives - Family Engagement (211) - 211-61-6499-503-006-30-006-101000 - $2,500, Software to support differentiated instruction - Title I (211) - 211-11-6119-502-006-30-006-101000 - $1,372, Provide graduation cords and related materials for the Class of 2027 to recognize student accomplishments, promote a culture of achievement, and celebrate students meeting graduation and college, career, and military readiness milestones. - Title I (211) - 211-31-6399-502-006-30-006-101000	Accomplished	Accomplished	Accomplished

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: There is a need to reduce out of school suspensions and referrals here at Eastern Hills High School. **Root Cause**: Inconsistency around implementing Restorative Practice Program and culturally responsive strategies.

Problem Statement 2: There is a need to focus on improving student experience and school culture that would support increasing daily attendance. **Root Cause**: Inconsistencies around positive daily student experience and limited implementation of Restorative Practice.

Goal 5: Reduce the percent of chronically absent students (absent more than 10% of the school year) from 35% to 10%

Performance Objective 1: Decrease the percentage of ninth-grade students identified as chronically absent from 35% to 10% by June 2027 through early intervention strategies, attendance monitoring systems, student support services, and increased family communication.

High Priority

Evaluation Data Sources: Focus:
Average Daily Attendance Report for 2526 SY

Strategy 1: Communication through meetings, flyers, phone calls, emails, social media, and parent outreach activities will be provided to families of newly enrolled students, specifically ninth-grade students, and students identified as chronically absent. Information will continue to be disseminated in multiple languages to ensure increased accessibility, family engagement, and consistent communication with all stakeholders.

Strategy's Expected Result/Impact: Increase parent awareness regarding the impact of chronic absenteeism on student achievement while providing families with information, support services, and available campus and community resources to improve student attendance and engagement.

Staff Responsible for Monitoring: EHHS Administration,
EHHS Family Engagement,
EHHS Counselors
EHHS Campus Staff

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 3: Integrated Student Support Systems

Problem Statements: Perceptions 1, 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: EHHS will host grade-level parent meetings throughout the school year to increase family engagement, communicate academic and attendance expectations, provide campus updates and resources, and strengthen parent awareness regarding the impact of chronic absenteeism on student success. **Intended Audience:** Parents **Provider / Presenter / Person Responsible:** EHHS Family Engagement EHHS Counselors EHHS Administrators EHHS Intervention Specialist **Date(s) / Timeframe:** August 2026- May 2027 **Collaborating Departments:** EHHS Staff and Community **Delivery Method:** In-person meetings and parent conferences Blackboard call-outs and messaging systems Social media communication platforms School marquee announcements Campus TV screen announcements Beginning-of-Year (BOY) professional development and informational sessions Flyers, emails, and multilingual communication materials Parent engagement workshops and campus events **Funding Sources:** Refreshments and materials for parent engagement events Office and outreach supplies for attendance intervention teams - Family Engagement (211) - 211-61-6499-503-006-30-006-101000 - $2,500, Refreshments and materials for parent engagement events Office and outreach supplies for attendance intervention teams - Family Engagement (211) - 211-61-6399-503-006-30-006-101000 - $1,521	 Accomplished	 Accomplished	 Accomplished

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Implement an attendance-based credit recovery program to provide students opportunities to recover lost credits from fall and spring semesters, ensuring progress toward graduation and improved academic outcomes. **Intended Audience:** Scholars **Provider / Presenter / Person Responsible:** Attendance Admin **Date(s) / Timeframe:** August 2026- May 2027 **Collaborating Departments:** Attendance Dept **Delivery Method:** Face to Face **Funding Sources:** Provide students with structured opportunities to recover credits from fall and spring semesters through an attendance-based credit recovery program. This initiative will support students in regaining lost credits due to excessive absences while reinforcing course content, increasing engagement, and improving on-time graduation rates. The program will include targeted academic support, progress monitoring, and flexible scheduling to ensure students successfully complete course requirements and remain on track for graduation. - Title I (211) - 211-13-6116-502-006-30-006-101000 - $20,000	 Some Progress	 Moderate Progress	 Moderate Progress

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Student Council will host a Freshman Camp prior to the start of the school year to support incoming ninth-grade students with their transition to high school by building school connectedness, increasing awareness of campus expectations, and promoting student engagement and leadership opportunities.

Strategy's Expected Result/Impact: Create opportunities that foster connectedness, engagement, and a sense of belonging for ninth-grade students by increasing awareness of campus clubs, organizations, extracurricular activities, and student interest groups, while encouraging participation in one or more campus programs.

Staff Responsible for Monitoring: EHHS Freshmen Sponsors
EHHS Counselors
EHHS Administrators
EHHS Parent Partnership Specialist

Title I:
2.53
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 3: Integrated Student Support Systems

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Increase ninth-grade student connectedness, awareness of campus expectations, and engagement in school activities. **Intended Audience:** All incoming 9th-grade students will participate in Freshman Camp, with Student Council members serving as peer leaders and campus staff supporting implementation. **Provider / Presenter / Person Responsible:** Assistant Principal Student Council Sponsor: School Counselors: Teachers/Staff Volunteers: Student Council Members/Peer Mentors: **Date(s) / Timeframe:** August 2026- May 2027 **Collaborating Departments:** Counseling Department: Student Council / Student Activities: Athletics Department: Special Programs (SPED, 504, ESL): Ninth Grade/Transition Team or Advisory Teachers: Supporting freshman adjustment and follow-up Campus Security & Operations: **Delivery Method:** Face to Face	Some Progress	Some Progress	Some Progress

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: While attendance data has improved 3 points from 89 percent to 90 percent in the 2025-26 school year,the campus has more than 21 percent of students who are chronically absent. **Root Cause**: Students and families need access to resources when attendance problems arise and there is a lack of communication between the families and school when absenteeism starts.

Perceptions
Problem Statement 1: There is a need to reduce out of school suspensions and referrals here at Eastern Hills High School. **Root Cause**: Inconsistency around implementing Restorative Practice Program and culturally responsive strategies.
Problem Statement 2: There is a need to focus on improving student experience and school culture that would support increasing daily attendance. **Root Cause**: Inconsistencies around positive daily student experience and limited implementation of Restorative Practice.

RDA Strategies

Goal	Performance Objective	Strategy	Action Step	Description
2	1	1	Implementation and support of campus instructional priorities aligned to FWISD Pillar 2 by delivering high-quality, focused instruction and a rigorous standards-based curriculum designed to improve student achievement across all content areas.	

Targeted Support Strategies

Goal	Performance Objective	Strategy	Action Step	Description
1	1	1	Implementation of the Cowtown 12 model through campus-wide disciplinary literacy and structured writing practices designed to accelerate student achievement by strengthening reading comprehension, academic vocabulary, critical thinking, and inferencing skills across all content areas.	
1	1	2	Expand student access and participation in TSIA preparation sessions and testing opportunities through targeted interventions, tutorials, and scheduled testing supports.	
1	2	1	Implement a structured CCMR pathway expansion and completion system that increases student access to and successful completion of dual credit, industry certifications, college readiness benchmarks, and military enlistment opportunities.	
2	1	1	Implementation and support of campus instructional priorities aligned to FWISD Pillar 2 by delivering high-quality, focused instruction and a rigorous standards-based curriculum designed to improve student achievement across all content areas.	
2	1	2	Implement a Math demonstration teacher position to utilize data-driven practices to identify student needs and design targeted, tiered intervention groups, with the goal of improving math achievement and increasing overall student performance.	
2	3	1	Implement an intensive EOC readiness and skill-building program focused on reading comprehension, writing proficiency, and targeted support for "bubble students."	
3	1	1	Implementation and support of campus instructional priorities aligned to FWISD Pillar 2 and the Cowtown 12 instructional model through the delivery of high-quality, focused, and standards-aligned curriculum and Tier I instruction designed to improve student achievement outcomes across all content areas.	
3	2	1	The campus will strengthen Tier 1 instruction while providing targeted Tier 2 and Tier 3 interventions based on frequent data analysis. Teachers will use formative and benchmark data to guide instructional decisions, implement research-based strategies, and provide differentiated instruction to meet diverse student needs. Additional supports, including tutoring, small-group instruction, and ongoing progress monitoring, will ensure students demonstrate measurable growth in core academic areas. This work will be aligned to the district's Cowtown 12 instructional framework, ensuring consistency in high-quality teaching practices, student engagement, and rigorous learning expectations across all classrooms to improve overall student performance and campus accountability outcomes.	
3	2	3	Ensure all students demonstrate measurable academic progress in core subjects through data-driven instruction, differentiated support, and consistent progress monitoring, resulting in improved accountability outcomes.	
3	3	1	Implement a comprehensive MTSS (Multi-Tiered System of Supports) framework to provide timely, targeted academic interventions while strengthening Tier 1 core instruction across all content areas.	

Additional Targeted Support Strategies

Goal	Performance Objective	Strategy	Action Step	Description
1	1	2	Expand student access and participation in TSIA preparation sessions and testing opportunities through targeted interventions, tutorials, and scheduled testing supports.	
2	1	1	Implementation and support of campus instructional priorities aligned to FWISD Pillar 2 by delivering high-quality, focused instruction and a rigorous standards-based curriculum designed to improve student achievement across all content areas.	
2	1	2	Implement a Math demonstration teacher position to utilize data-driven practices to identify student needs and design targeted, tiered intervention groups, with the goal of improving math achievement and increasing overall student performance.	
2	3	1	Implement an intensive EOC readiness and skill-building program focused on reading comprehension, writing proficiency, and targeted support for "bubble students."	
3	1	1	Implementation and support of campus instructional priorities aligned to FWISD Pillar 2 and the Cowtown 12 instructional model through the delivery of high-quality, focused, and standards-aligned curriculum and Tier I instruction designed to improve student achievement outcomes across all content areas.	
3	2	1	The campus will strengthen Tier 1 instruction while providing targeted Tier 2 and Tier 3 interventions based on frequent data analysis. Teachers will use formative and benchmark data to guide instructional decisions, implement research-based strategies, and provide differentiated instruction to meet diverse student needs. Additional supports, including tutoring, small-group instruction, and ongoing progress monitoring, will ensure students demonstrate measurable growth in core academic areas. This work will be aligned to the district's Cowtown 12 instructional framework, ensuring consistency in high-quality teaching practices, student engagement, and rigorous learning expectations across all classrooms to improve overall student performance and campus accountability outcomes.	
3	2	3	Ensure all students demonstrate measurable academic progress in core subjects through data-driven instruction, differentiated support, and consistent progress monitoring, resulting in improved accountability outcomes.	

Plan Notes

The implementation of the Campus Improvement Plan (CIP) will be monitored through a structured, data-driven process to ensure fidelity, accountability, and continuous improvement.

Responsibility for Monitoring:
The **Principal** will provide overall oversight of the plan to ensure alignment with campus goals and district expectations. The **Assistant Principals** will oversee day-to-day implementation, coordinate monitoring systems, and lead data review processes. **Instructional Coaches and Department Chairs/PLC Leads** will monitor instructional practices and student performance within content areas, while **Counselors and the MTSS/RTI Coordinator** will track student progress, interventions, and supports. **Teachers** will be responsible for ongoing classroom-level data collection, implementation of strategies, and progress monitoring of individual students.

Frequency of Monitoring:
Monitoring will occur on a consistent and cyclical basis:

- **Weekly:** PLC meetings to review formative data, adjust instruction, and monitor student progress
- **Every 3 weeks:** Progress monitoring cycles to evaluate intervention effectiveness and student growth
- **Every 9 weeks:** Benchmark assessments and formal data reviews to assess progress toward performance objectives
- **Monthly:** Leadership team meetings to review overall plan implementation and CCMR/MTSS progress
- **Ongoing:** Classroom walkthroughs and coaching cycles to monitor instructional fidelity

Structures for Updating Progress and Informing Stakeholders:
Progress will be monitored and communicated using established campus structures:

- **Professional Learning Communities (PLCs):** Teachers collaborate to analyze data, plan instruction, and adjust supports
- **MTSS/Data Meetings:** Teams review intervention data, monitor student progress, and adjust tiers of support
- **Leadership Team Meetings:** Administrators and instructional leaders review campus-wide data and implementation progress
- **Data Dashboards and Tracking Tools:** Used to monitor student performance, CCMR indicators, and intervention outcomes
- **Walkthroughs and Observation Feedback:** Ensure alignment to instructional expectations (e.g., Cowtown 12)
- **Stakeholder Communication:** Progress will be shared with staff through faculty meetings, with students through goal-setting and data conferences, and with families through reports, parent meetings, and campus communications

These structures ensure that the CIP is continuously evaluated, adjustments are made based on data, and all stakeholders remain informed and engaged in improving student outcomes.

Campus Funding Summary

Title I (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	1	1	1	Implement structured college visit opportunities for students in grades 10-12 to increase exposure to postsecondary options and promote college, career, and military readiness (CCMR).	Instruction | Travel - Student (11-6412)	211-11-6412-502-006-30-006-101000	$7,000.00
1	1	2	1	Enhanced teacher support through targeted interventions, data-driven instructional strategies, and ongoing assessment monitoring to address student learning gaps and improve academic performance.	Instruction | Extra Duty - Professional (11-6116)	211-11-6116-502-006-30-006-101000	$5,000.00
2	1	1	2	Provide instructional materials for staff	Instruction | Subs - Professional (11-6112)	211-11-6112-502-006-30-006-101000	$20,000.00
2	1	2	1	Hire a Demo Teacher to support implementation of HQ instructional materials and professional learning support.	Instruction |Demonstration Teacher (11-6119)	211-11-6119-502-006-30-006-101000	$72,004.00
2	1	2	1	Hire a Demo Teacher to support implementation of HQ instructional materials and professional learning support.	Fringe	211-XX-614X-502-006-30-006-101000	$12,960.72
3	1	1	2	Additional Instructional Training, Planning and Support for campus staff	Instruction | Subs - Professional (11-6112)	211-11-6112-502-006-30-006-101000	$20,000.00
3	1	1	2	School Leadership Travel	School Leadership | Travel - Employee Only (23-6411)	211-23-6411-502-006-30-006-101000	$12,495.28
3	1	1	2	Instructional Materials	Instruction | General Supplies and Technology (11-6399)	211-11-6399-502-006-30-006-101000	$15,000.00
4	1	2	1	Funding for program implementation, parent engagement initiatives, college readiness activities, student recruitment efforts, and instructional supports will be provided through Title I, SCE, CCMR, grant funding, local campus allocations, and district-supported resources.	Family Engagement |Family Engagement Specialist (61-6129)	211-61-6129-503-006-30-006-101000	$75,000.00
4	1	2	2	Software to support differentiated instruction	Instruction |Title I Reading/ Math Teacher (11-6119)	211-11-6119-502-006-30-006-101000	$1,372.00

Title I (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	1	2	2	Provide graduation cords and related materials for the Class of 2027 to recognize student accomplishments, promote a culture of achievement, and celebrate students meeting graduation and college, career, and military readiness milestones.	Guidance & Counseling Svc | General Supplies and Technology (31-6399)	211-31-6399-502-006-30-006-101000	$0.00
5	1	1	2	Provide students with structured opportunities to recover credits from fall and spring semesters through an attendance-based credit recovery program. This initiative will support students in regaining lost credits due to excessive absences while reinforcing course content, increasing engagement, and improving on-time graduation rates. The program will include targeted academic support, progress monitoring, and flexible scheduling to ensure students successfully complete course requirements and remain on track for graduation.	Staff Development | Extra Duty - Professional (13-6116)	211-13-6116-502-006-30-006-101000	$20,000.00
						Sub-Total	$260,832.00
						Budgeted Fund Source Amount	$260,832.00
						+/- Difference	$0.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	1	2	2	Funding for family engagement events, workshops, and campus programming initiatives	Family Engagement | Misc Operating Costs (61-6499)	211-61-6499-503-006-30-006-101000	$2,500.00
5	1	1	1	Refreshments and materials for parent engagement events Office and outreach supplies for attendance intervention teams	Family Engagement | General Supplies and Technology (61-6399)	211-61-6399-503-006-30-006-101000	$1,521.00
5	1	1	1	Refreshments and materials for parent engagement events Office and outreach supplies for attendance intervention teams	Family Engagement | Misc Operating Costs (61-6499)	211-61-6499-503-006-30-006-101000	$2,500.00
						Sub-Total	$6,521.00
						Budgeted Fund Source Amount	$6,521.00
						+/- Difference	$0.00
						Grand Total Budgeted	$267,353.00
						Grand Total Spent	$267,353.00
						+/- Difference	$0.00